UNDERSTANDING EMPLOYEES' EXPERIENCES OF LEADERSHIP-TRAINING PROGRAMS WITHIN A COMMUNITY COLLEGE

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The behaviors of an organization’s leaders create a clarity and unity of purpose within the organization to create a more cohesive organization (Davies, Hides & Casey, 2001, p. 1028). The purpose of this qualitative study was to explore the experiences of employees in leadership-training programs and how a community college can invest in leadership training to create a sustainable leadership model. To understand leadership training better, the researcher employed a qualitative approach. The researcher used demographic data and content from an employee engagement survey to create open-ended questions for the interviews. The researcher investigated how a community college develops a collaborative leadership model that is sustainable after investing in leadership-training programs for its employees. Two research sub-questions were investigated to address the main question: what experiences do community college employees have related to leadership-training programs provided by the institution? In order to go deeper into this question about their experiences, the following two sub-questions were explored:

(1) How did the employees’ experiences influence their perception of success at the institution? (2) Did the leadership-training programs increase the employees’ abilities to
collaborate within the institution? These interviews provided the researcher with insight into the shared experiences of the participants and their feelings on employees’ success and collaboration within a community college. The themes of follow-up training, relevancy, promotion within, fear of retribution, valuing employees, conflict resolution, collaboration, and civility were common throughout the interviews. These are important themes that will help a community college with professional and leadership development.

Keywords: Leadership Training, Collaboration, Engagement, and Promotion Opportunities
Chapter 1: Introduction

Introduction to the Research

What makes a good leader? According to Davies, Hides, & Casey (2001), they define leadership as the constancy of purpose: “the behavior of an organization’s leaders create a clarity and unity of purpose within the organization and an environment in which the organization and its people can excel” (p. 1028). A study conducted by Management Science for Health (2008) identified the following aspects of a productive work climate “(1) when team members work together successfully on a shared challenge, a positive work climate is created and (2) work climate influences the achievement of long-term outcomes” (p. 9-10). One aspect in order to make this occur is conducting employee leadership training. These training opportunities are essential in higher education because it allows institutions to develop the constancy and purpose stated by Davies et al. (2001). This phenomenological study will give a particular community college insight on the employees’ experiences of leadership-training programs in order to create a sustainable leadership model.

Many institutions are starting to design leadership-training programs for potential or newly appointed or elected academic leaders to prepare them for their new leadership tasks (Aasen & Stensaker, 2007; Davies, Hides, & Casey, 2001; Kezar, 2008). Community colleges are searching for ways to develop and create the next generation of leaders. The decision-making structures in community colleges have changed based on new trends in academic leadership (Clark, 200; Kogan, Bauer, Bleiklie, & Henkel, 2000). It has become important to develop individuals to lead and manage institutions for long-term growth and sustainability. Institutions need to implement well-developed leadership-
training programs to develop their employees. When an institution designs a leadership-training program, they often emphasize both change and continuity (Asen et al., 2007). These programs help to develop employees and promote progression within the institution. It is, therefore, “only through studying how such programs function in practice that provide insights into their effectiveness becomes more visible…” (Amaral, Meek, & Larsen, 2003).

A community college sends their talented employees to learn from these various leadership companies. The institution will use the data from the study to analyze employee success and collaboration.

Statement of the Problem to be Researched

This study investigates and explores a phenomenological approach to the problem of how a community college can invest in leadership-training programs to create a sustainable leadership model for long-term growth. This study will examine the leadership-training programs provided by a community college and how these training programs influence employee success and collaboration.

A community college in central Pennsylvania underwent a major reorganization in 2012. The institution incurred many changes to its academic structure, leadership, and organizational structure. The community college restructured its academic affairs department by giving department chairs more responsibility and providing them a seat on Academic Council. In addition, academic affairs was reduced from twenty departments to eight departments. Another restructured area of the college was student services. This area changed many of the processes of admission, advising, and basic student services functions. All of these interventions were designed to make the institution more efficient
and effective in how it was designed and operated. This community college in central Pennsylvania had to restructure many positions, in which jobs were eliminated or employees received early retirement incentives. Once these new structures were put into place, employees were in need of training to perform many of these new job skills and leadership functions. However, many employees were placed in interim roles and found themselves in new leadership roles with no training. Over the years, this community college in central Pennsylvania has sent employees to various training programs such as Bartell & Bartell’s Flight School and HERS, along with providing on-campus professional development opportunities to develop their employees’ leadership skills. The information gained from these leadership-training programs could be considered beneficial and could benefit the institution. However, this community college in central Pennsylvania has noticed that employees come back from these various leadership-training programs with no follow up or next steps for implementation or further discussion. This study is designed to understand the employees’ feeling on success and collaboration at a community college. Do these employees feel that continued leadership development and a more collaborative work environment would improve employee success?

Purpose and Significance of the Problem

The purpose of this qualitative study is to investigate and explore how a community college can invest in leadership training to create a sustainable leadership model for their institution. This phenomenological research study will provide knowledge that will help a community college improve their leadership-training programs, prepare new leaders, and become an employer of choice.
A community college values leadership training when it invests in developing employees. The researcher focused on how this investment helps employees to become successful and create collaboration within the institution. This study may influence future decisions made by the stakeholders of a community college when it comes to investing in leadership-training programs for their employees. Although the data being collected is for a particular community college to implement professional development to become more attuned to the needs of developing their employees for future growth, the results will benefit other community colleges. Additionally, the results will add to the body of research on leadership development and leadership models.

The stakeholders of this qualitative study are the president of the college, chief human resources officer, staff, faculty, and administrators. The audience will be presented with recommendations on how to continue to provide effective leadership training and professional development for employees in order to maintain a sustainable leadership model.

The study will address the gaps in the literature on how institutions provide leadership training and create opportunities for employees to further utilize these skills to become the next generation of leaders at the institution. There have been numerous studies conducted on collaborative leadership. However, little attention has been given to how collaboration is deployed within institutions (Humphreys, 2013; Robinson & Harvey, 2008; Bryman & Lilley, 2009). “Today’s challenging environment in and for the higher education sector demands more collaborative leadership—especially put to use to bridge even more sectors and divides than in the past” (Humphreys, 2013, n.p.).
These solutions are important to a community college in central Pennsylvania because the institution is struggling to find leaders to assume leadership roles. This community college in central Pennsylvania has been struggling to find people for these positions and keeps moving the more talented individuals around until it can post an open position. There is little research done on how to provide continuous professional development and how to implement what the employees have learned during these training sessions. Davies et al. (2001) states if universities are to be successful in today’s world then leadership will be needed in order to create vision, communicate policy, and deploy strategy (p. 1026).

**Research Questions**

The primary research question of this study is what experiences do community college employees have related to leadership-training programs provided by the institution? In order to go deeper into this question about their experiences, the following two questions will be explored:

(1) How did the employees’ experiences influence their perception of success at the institution?

(2) Did the leadership-training programs increase the employees’ abilities to collaborate within the institution?

**Conceptual Framework**

The researcher will utilize a social constructivism approach; the researcher wants to look at the participants’ views of employee success and collaboration at the institution. “In this interpretive framework, qualitative researchers seek understanding of the world in
which they live and work. The goal of the research, then, is to rely as much as possible on the participants’ views of the situation” (Crewell, 2012, loc. 5593).

In addition, the researcher will utilize a phenomenological philosophy. The researcher will create a phenomenological approach to explore the phenomenon of leadership-training programs to the employees of a community college in central Pennsylvania. In doing so the researcher can explore, describe, interpret, and situate the meanings by which the participants make sense of their experiences (Smith, Flowers, & Larkin, 2009, p. 40). The researcher has a vested interest in this study because she has participated in the various leadership-training programs. The researcher wants to examine the meaning of the human experience and phenomenon of leadership-training programs and how that influences employee success and collaboration.

Also, the researcher will use demographic data and content from the employee engagement survey to determine participants to participate in the study and help the researcher develop open-ended interview questions. The employee engagement survey is designed by the institution to capture information on employees’ perceptions of professional development, leadership training, morale, advancement, and comforts of being a leader in this organization. The survey highlights six major areas: engagement capital, discretionary effort, intent to stay, employee commitment, values/culture, and work environment. The survey had twenty questions for the employees to answer and provide the researcher with data to conduct the study.

Employee training is essential in higher education because it allows organizations to develop future leaders for the institution and provide a grooming process to promote success for long-term growth and sustainability. Three streams that are highlighted in the
literature to help answer the researcher questions are (1) systematic approach to implementation of leadership training, (2) creating collaboration within community colleges, and (3) leadership opportunities for employees at community colleges.

The first stream is the systematic approach to implementation of leadership training and is highlighted by the following literature. Robinson and Harvey (2008) in “Global Leadership in a Culturally Diverse World” highlight the struggle of leadership paradigms. The data in their research was designed to answer the question “what skills do leaders need to have in a diverse world?” The approach of the study was to use a model that looked at various traits needed to be an effective leader. Not every leader will become an effective leader in collaboratively diverse situations. It is plausible; however, to expect that an organization should be seeking to develop the values journey and thus will require leaders who are able to shift paradigms ahead of the critical mass of the organization (Robinson et al., 2008; Rutzick, 2007). Cultural diversity affects the way leaders go about defining their roles as leaders and applying themselves to the responsibilities of leadership (Gagliardi, 1986; Robinson et al., 2008; Selznick, 1957). Being able to work in a group requires many to set aside their preconceived notions and values. This research is relevant to what traits make a good leader. The research found in this stream gives institution an idea of what type of leadership-training programs are needed in order to become effective leaders in the organization.

The second stream of creating collaboration within community colleges is defined in the literature gathered by the researcher. Many educational institutions have a hierarchal structure mostly designed in silos. In order to get out of silos, institutions need to start looking at a collaborative leadership model and working across the institution.
Adrianna Kezar (2008) in *Rethinking Leadership in a Complex, Multicultural, and Global Environment: New Concepts and Models for Higher Education* discusses how education needs to change from a hierarchical, author-based, context-free, and highly structured leadership model to a more emergent non-hierarchical, collaborative leadership model. The theory ties into the rest of the research by discussing and providing methods to collaborative leadership. The literature provides support for value-oriented, collaborative, and empowerment-focused areas of the research question (Foster, 2010; Garman, Butler, & Brinkmeyer, 2006). “These newer models value a relational dynamic leading to collaborative and ethical practices and approach leadership as both individual capacity and organizational processes” (Kezar, 2008, p. 9). Kezar (2008) explains that organizations need people who can work with others and provide result, promote productivity, and become more efficient and effective. These traits show how important it is to have and implement them within one’s organization. The literature highlights many of the same ideas as Bolden, Petrov, & Gosling (2008). The literature in this stream will help define and focus the research question.

The final stream of providing leadership opportunities for employees at a community college is defined in the literature presented. Institutions of higher learning are starting to notice a change in how colleges and universities are being structured; these institutions are starting to implement a business model structure. Many institutions of higher education are a top down leadership model. Leadership-training programs are interesting in their development and how it might influence employee morale in higher education (Gumport, 2000; Reynolds, 2012). Employee morale is important if an institution wants to influence change and development. If employees are engaged in their
jobs and feel that there is room for growth, they are more productive in their work environment (Gumport, 2000; Reynolds, 2012).

Smith and Wolverton (2010) in “Higher Education Leadership Competencies: Quantitatively Refining a Qualitative Model” highlights a study conducted to assess higher education leadership competencies models. The study looked at four competencies categories: context, content, process, and communication. This is important when looking at the dynamics of leaders within a group. These types of leaders have more promotion opportunities than others. The literature on employee progression is similar to the same ideas as Bolden et al. (2008) and Kezar (2008). The various literatures will help define and focus the theme within the research question.

Figure 1.1 – Conceptual Framework
Definition of Terms

The researcher has compiled a list of terminology that will be used throughout the research study:

- **Collaborative Leadership:** “Embraces a process in which people with different views and perspectives come together, set aside narrow self-interests, and discuss issues openly and supportively in an attempt to find ways of helping each other solve a larger problem or achieve broader goals” (Wilson, 2012).

- **Employee Success:** “Employee engagement is the emotional commitment the employee has to the organization and its goals, which means engaged employees actually care about their work and their company” (Kruse, 2012)

- **Employee Performance:** “Managers meet one-on-one with staff to decide on action plans for learning new skills, improving performance and setting goals. Employees' goals must contribute to the organization's success” (Bolden-Barrett, 2014).

- **Leadership Training:** “Leadership development encompasses impacting the emotional, social, interactive qualities of rising stars, exceeding the potential of training” (Flumerfelt & Bannachowski, 2011, p. 229).

Assumptions and Limitations

This researcher study has several assumptions and limitations. The first assumption is the researcher’s background in the leadership-training programs offered by the community college. The researcher has participated in two of these leadership-training programs and will have to put her opinion and biases aside to conduct a fair study. Another assumption is that the researcher feels that she will have cooperation from
the site. However, this could become a limitation because the researcher is also a professor at the site. Individuals might become hesitant to speak to the researcher because of their relationship to the institution. The researcher has a good rapport with colleagues at the institution, so the researcher anticipates that this will make the participant feel supported and trusting. In addition, the researcher needs to convince the participants of a community college to understand the need for more leadership development and collaboration. Another limitation is the amount of research on leadership-training programs. The researcher will utilize the literature and this study to answer the researcher problem and fill in the gaps in the literature. A review of the literature will highlight the gaps in the literature.

Summary

The intent of this qualitative study is to investigate how a community college can invest in leadership-training programs to create a sustainable leadership model for their institution. In order for a community college to create change, its leaders must create a change agenda. They must be both aware of the existing structures, processes, and routines. This comes with the right training and guidance from upper management (Foster, 2010, p. 66).

This study will create solutions for further development of these leaders and create collaborative models to provide a sustainable leadership model for future growth. Collaborative leadership models can create a more productive and effective organization.
Chapter 2: Literature Review

Introduction to the Problem

A community college in central Pennsylvania is having trouble finding and retaining talented individuals for key roles. “As leaders progress to assume higher positions in the organization, their role in developing organizational climate becomes an increasingly prominent part of their job” (Garman et al., 2006, p. 361). A community college needs to invest in developing their employee’s leadership abilities to sustain growth in the future.

This study investigates the question of how a community college can invest in leadership training to create a sustainable leadership model for long-term growth. This study will examine leadership-training programs provided by a community college and the employees’ experiences after attending these programs.

The information gained from these leadership-training programs could be beneficial and could benefit the institution. However, this community college in central Pennsylvania has noticed that once these employees come back from these various leadership-training programs, there is no follow up or next steps for implementation or further discussion. This study is designed to understand the employee’s feelings on employee success and collaboration at a community college. Do these employees feel that continued leadership development and a more collaborative work environment would improve employee satisfaction?

Conceptual Framework

The literature map (figure 2.1) represents the three streams found in the literature review. The researcher will utilize a social constructivism approach; the researcher wants
to look at the participants’ views of employee success and collaboration at a community college. “In this interpretive framework, qualitative researchers seek an understanding of the world in which they live and work. The goal of the research, then, is to rely as much as possible on the participants’ views of the situation” (Crewell, 2012, loc. 5593).

In addition, the researcher will utilize a phenomenological philosophy. The researcher will make a phenomenological approach to explore the phenomenon of leadership training of the employees of a community college. In doing so the researcher can explore, describe, interpret, and situate the meanings by which the participants make sense of their experiences (Smith et al., 2009, p. 40). The researcher is vested in this study because she has participated in the various leadership-training programs. The researcher wants to be able to examine the meaning of the human experience and phenomenon of leadership training and how that influences employee success and collaboration.
Figure 2.1 – Literature Map

Literature Review

Introduction of the Literature. The literature review will focus on the scholarly research and gaps in the research for the three streams discussed in the conceptual framework. The first stream focuses on systematic approach to implementation of leadership training for leaders. The literature explains how institutions can create
effective leadership training for their employees with a more focused organization vision, which includes an outward-facing, customer-centered element, which can be learned through leadership training (Davies et al., 2001, p. 1025). The research will discuss various training opportunities for leaders in higher education.

The second stream focuses on collaboration methods within higher education. Leadership models play a role in how community colleges develop employees. There are numerous leadership models that institutions can implement within their organization. One example of an efficient leadership model is a collaborative model. It is important to understand how to have effective collaboration. Humans exhibit rational and emotional behaviors; in order to engage them the institution needs to reach out to them on both levels (Pollitt & Brown, 2008, p. 22-23).

The final stream concentrates on opportunities for employee promotion at community colleges. The literature will focus on leadership-training programs and the employees’ experiences after attending these programs. From the perspective of employees, “this state of affairs manifests itself not only as a pressure to do their job excellently but also as a pressure to make their job performance appear excellent: that is, it induces them to positively impress those others they see as relevant” (Molleman, Emans, & Turusbekova, 2012, p.88). These traits make employees work hard for promotion opportunities.

The literature review will support the research question by supporting the need for more leadership training and solutions for a more sustainable leadership model.

**Systematic Approach to Implementation of Leadership Training.** Employees start working at an organization with little to no training for the job for which they are
hired. The employee usually never has the opportunity to utilize or further develop these leadership skills. Employee training is essential in higher education because it allows organizations to develop future leaders for the institution and provide a grooming process to promote success for long-term growth and sustainability. The studies in this section will address the gaps in the literature on how institutions provide professional development and create solutions for a community college. The literature will help to further develop employees and the next generation of leaders at a community college in central Pennsylvania.

**Leadership Training Paradigms**

Robinson et al. (2008) authors of *Global Leadership in a Culturally Diverse World* investigated the struggle of leadership training paradigm. Their research was designed to answer the question “what skills do leaders need to have in a diverse world?” The approach of the study is to use a model that looks at various traits needed to be an effective leader (Robinson et al., 2008). Personality types and training of leaders are posed early in the research question. Robinson et al. (2008) explained that not every employee will become an effective leader in collaboratively diverse situations. It is plausible, however, to expect that an organization should be seeking to develop the promotion journey and thus will require leaders who are able to shift paradigms ahead of the critical mass of the organization (Robinson et al., 2008). Cultural diversity affects the way leaders go about defining their roles as leaders and applying themselves to the responsibilities of leadership (Robinson et al., 2008). Being able to work in a group requires people to set aside their preconceived notions and values. This research is relevant to what traits make a good leader. The researcher in this study formulates the
solution to develop leaders with more leadership training. Character traits are developed and analyzed in leadership training. This is important to the research study because it will help respond to the question: How did the employees’ experiences influence their perception of success at the institution? Leadership training that focuses on character traits helps individuals work collaboratively and sustains long-term growth.

Perceptions of Leadership Training

In addition to leadership paradigm, Bryman & Lilley (2009) authors of Leadership Researchers on *Leadership in Higher Education* examine leaders’ experiences and perceptions of leadership in higher education. There is a correlation between these studies and their findings on leadership training. The purpose of the interviews was to determine what the participants considered an effective and ineffective leader in higher education. The authors expressed that “the leader should be a person who is trusted and who has personal integrity” (Bryman et al., 2009, p. 334). Twenty-four participants were interviewed and the majority of the data collected was qualitative. These participants were selected basis of predetermined criteria. The interviews were conducted face-to-face and given a set of questions to respond to. The finding of the study showed that many of the participants had a hard time describing what made an effective leader but could give countless examples of an ineffective leader. Some of the key areas that came out of the study were trustworthy, supportive of their staff, consultative, and valued people’s opinions (Bryman et al., 2009, p. 334). In addition, another trait that was prevalent in a collaborative leadership model “was an effective leader is supportive of his/her staff” (Bryman et al., 2009, p. 335). Bryman et al. (2009) also found:
That leaders who are not trusted and whose integrity is questionable are felt to be less effective, a finding that is in tune with the work of writers like Kouzes and Posner (2003). Second, a failure to consult with others was regarded as an ineffective approach to leadership. The interviews imply that there is an expectation of consultation among academic staff and that a directive approach is seen as likely to result in an adverse reaction to leaders and the initiatives that they try to promote. Third, leaders who ignore problems are regarded as ineffective. (p. 342)

When the researchers asked the participants about their own leadership skills the participants were a bit reluctant to speak to those skills based on perceived judgments. This study is beneficial to the researcher because it focuses on how a lack of leadership training can influence the quality of a leader. This is critical when creating collaborative leadership groups. The reference provides useful data and correlates with Robinson et al. (2008) and Kezar (2008). The article explains how leaders are scared to judge themselves, even in anonymous ways. In addition, this article correlates with the same issues presented at the community college.

Employee Follow Up Training

In Aasen & Stensaker (2007) authors of Balancing Trust and Technocracy? Leadership Training in Higher Education describe how to analyze the perceptions of how participants in leadership-training programs in higher education value and perceive their training process. The study focused on “leadership-training programs as tools to modernize higher education without resulting in a rejection of inherent values and characteristics of the sector” (Aasen et al., 2007). The study found the importance of
leadership-training programs and the need to develop a follow up once employees
complete the program. This study explains the relevance to the researcher’s study
because it addresses the researcher question: What experiences do employees of a
community college have after attending leadership-training programs? The availability of
follow up training being an important conclusion to the study supports the researcher’s
question that employees need continuous leadership development.

Personal Development

Flumerfelt & Banachowski (2011) discuss improvements that need to be made in
order to have effective leadership in higher education. The study was conducted by
surveying 125 respondents. The findings fell within the 20 leadership paradigms of
higher education and the main areas that could use improvement were allocation of
scarce resources, clarifying roles and responsibilities, and maximizing communication
(Flumerfelt & Banachowski, 2011). The conclusion of the study recommended areas of
improvement and personal development, organizational development, and training could
assist in this process. This source provides data on leadership paradigms that help
improve leadership and collaboration. The author provides information on developing
employees on resources, roles, and responsibilities (Flumerfelt et al., 2011). This study
focuses on the researcher’s sub-question: How did the employees’ experiences influence
their perception of success at the institution? This plays an important role in changing an
organization.

Personality Traits

Another important factor in leadership training is in Rutzick (2007) article
“Personality Test” explains the various personality types within an organization. The
article discusses the differences between extroverts and introverts. The article explains how various tests like Myers-Briggs can give organizations an idea of the personality types within their organization. Organizations have started to have their employees take various leadership personality tests like Myers Briggs or the DISC assessment. These assessments provide organizations with a profile that can help an organization better assess which employees work together and create dynamics within groups that will be productive. Institutions have begun to utilize personality tests during the interview process to gage the candidate’s personality fit within the department (Rutzick, 2007). Within these profiles, employers can see how employees react under pressure, leadership traits, personality traits, and other factors that can shape the collaborative leadership model. This becomes imperative to assess these personality types in the beginning, so that conflict can be avoided in the long run. In addition to these personality tests, the consultants from these management groups will teach the employees how to work within these various personality types in order to collaborate more effectively with each other. Many of the studies found that this type of role-playing and teaching employees how to work with each other helped change the dynamic of the organization and made employees more productive (Rutzick, 2007). Many of the employees found it more fruitful and were more engaged at work than previously. Although this research provided beneficial information, there was not enough information within the source to warrant any use of any portion of the source. The author explains personality types are important in a collaborative model. Institutions deal with a lot of personality types, and it can make it hard to cooperate with one another.
Conflict Behavior

Valerie Jacobs (2008) author of the dissertation *Conflict Behaviors: Can Personality Types, Culture, Hierarchical Status, and/or Gender Predict Conflict Behavior* examines a study conducted to assess positive and negative outcomes of conflict in organizations. The results of this study were to help an organization manage conflict better and try to overcome these conflicts. The research conducted was a mixed method approach. Two hundred and five participants were used in this study. Participants were given two personality tests to assess their personality types. The study investigated conflict from various factors such as personality types, culture, hierarchical status, and gender (Jacobs, 2008). This is essential when looking at the dynamics of a particular group. The researcher’s study provides data to analyze and utilize, which will provide convenient research further into the process. The information provided in this study is advantageous to examine because it examines conflict and provides solutions on how to combat the issue in organizations. Jacobs (2008) found:

Four out of five variables were valid as predictors of conflict behaviors, which can allow organizations to use the knowledge of conflict behaviors to identify strategies to optimize employee performance. Individual awareness of conflict behavior in the decision making process may increase the potential to analyze all suggested solutions allowing the best solution to be chosen. (Jacobs, 2008)

This is crucial when creating collaborative leadership groups and training for leaders. The research conducted in this study will provide areas of further research in the dissertation process.
Conclusion

The research in this section of the literature review is important to a community college because the institution is struggling to find adequate leadership training. The institution has been struggling to hire people for these positions and keeps moving the more talented individuals around until the community college can post an open position. Because the community college has not invested in properly developing and grooming people to assume these positions, it continues to have multiple failed searches for key positions. There is scholarly research on leadership-training programs; however, there is little research done on how to provide continuous professional development and how to implement what the employees learned during these training sessions. What are missing are the fundamentals of vision and paradigm shifting within the institution to allow these individuals to implement these traits within the organization. These leadership-training programs help employees deal with conflict, change, being a supervisor, handling people, and other essential leadership traits (Flumerfelt et al., 2011; Jacob, 2008; Rutzick, 2007). Institutions need to provide more adequate training and development after sending employees to leadership-training programs and provide them the tools to implement those skills at the institution.

Collaboration Within Community Colleges. Many educational institutions have a hierarchal structure and are designed in silos. One way institutions can get out of the silos design is to start looking at a collaborative leadership model and working across the institution. There are various types of leadership models. For instance, servant leadership where “[t]he underlying premise here is that it’s less about you as a leader and all about taking care of those around you” (Johnson, 2013, n.p.). Another example,
transformational leadership style “depends on high levels of communication from management to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication and high visibility” (Johnson, 2013, n.p.).

Collaborative leadership model:

Embraces a process in which people with different views and perspectives come together, set aside narrow self-interests, and discuss issues openly and supportively in an attempt to find ways of helping each other solve a larger problem or achieve broader goals. (Wilson, 2012)

More and more institutions of higher education are looking at implementing a collaborative leadership model in their organization. Institutions are creating environments that allow for unrestricted communication, innovation, and experimentation. Collaborative leadership models can create a more productive and effective organization. Collaboration has the capacity to transform an organization and make it more productive and efficient.

**Personality Types in Collaboration**

Bolden et al. (2008) authors of *Tensions in Higher Education Leadership: Towards a Multi-Level Model of Leadership Practice* explain in this study five main elements of leadership. These five elements are personal, social, structural, contextual, and developmental (Bolden et al., 2008). The study explores how the authors shape perceptions and experiences in leadership. “The research findings reveal that at a personal level, identity tensions may arise from competing motivations and allegiance…and may inhibit the development of a sense of shared ‘social identity’ with other managers” (Bolden et al., 2008, p. 367). The study defines diverse leadership styles
within an organization in higher education. The study included 152 university leaders. The study was conducted by interviews to collect a mixed method approach to the data. “The research identified that despite a reported desire for participative leadership, disproportionately high levels of influence were exerted by formal budget holders wherever they happen to be within the organization” (Bolden et al., 2008, p.364). “…While direct line management and budget-holding responsibility is not of itself sufficient to constitute leadership, without direct access to resources, academic leaders maybe somewhat powerless in the face of opposition and/or bypassed within the decision-making process” (Bolden et al., 2008, p.368). This study provided useful data on defining various leadership types and gathering quantitative data on leadership within higher education. This article will help in providing evidence in promoting collaborative leadership groups within higher education. The references will provide useful data and correlates with some of the additional research on similar topics for this dissertation. There are numerous connections with key terms used in the search of collaboration, personality traits, and resources within the literature. This source highlights many of the same ideas as Kezar (2008).

Methods to Collaboration

Adrianna Kezar (2008) author of *Rethinking Leadership in a Complex, Multicultural, and Global Environment: New Concepts and Models for Higher Education* discusses how education needs to change from a hierarchical, author-based, context-free, and highly structured leadership model to a more emergent non-hierarchical, collaborative leadership model. The book relates to the rest of the research by discussing and providing methods to collaborative leadership. The book is intended for audiences of
administrators and those looking to train others to become leaders in higher education.

These models will help administrators and institutions function within a new model and grow in the future. This study is beneficial and provides models to improve leadership. The study provides support for value-oriented, collaborative, and empowerment-focused areas of the research question. “These newer models value a relational dynamic leading to collaborative and ethical practices and approach leadership as both individual capacity and organizational processes” (Kezar, 2008, p. 9). There are connections with the keywords of contextual and structural within multiple sources. This source highlights many of the same ideas as Bolden et al. (2008). These scholarly journals will help define and focus the themes within the research question of effective leadership training.

Patterns are starting to emerge within the research. The research has shown that in order for a collaborative leadership model to work, the leaders must exhibit the following qualities:

Valued-oriented, ethically and spiritually guided, capable of working as part of a collective, change oriented, empowered-focused, relational and emotionally intelligent, there are fewer people to safeguard some of the most important values of higher education institutions, values that are essential for the public (good). (Kezar, 2008, p. 238)

In this new model of leadership in higher education, institutions are looking for people who can become change agents. Individuals who work with others and provide results, promote productivity, and become more efficient and effective. These traits show how important they are to have as a leader and to implement them within one’s organization.
Collaboration Within an Institution

Foster’s (2010) study Organizing Higher Education for Collaboration: A Guide for Campus Leaders focuses on the connection between higher education, institutional change, and campus life. The book provides suggestions on how to make collaboration work within an institution. The author provides examples of various businesses and how they have made collaboration work and the pitfalls to avoid. In addition, the author provides suggestions to help incorporate collaborative leadership. The information found in this book is beneficial for supporting collaborative leadership models and providing models of effective leadership and how it affects the institution as a whole. The information provided could help with solutions to the problems of how to implement a collaborative leadership model. This study touches on some of the same topics Davies et al. (2001) article. When an institution can work collaboratively, it shows campus wide. This article helps the researcher answer the research sub-question did the leadership-training programs increase the employees’ abilities to collaborate within the institution? The article provides recommendations on how to strengthen collaborations within groups.

Conclusion

Various literature has shown attitudes and behaviors, which may change as a result of charismatic leaders (Gagliardi, 1986, p. 118). The importance of creating values in leaders is an issue several authors have emphasized. Selznick (1957) theory focused on how leaders turn an organization into an “institution.” Schein (1983) theory emphasized the importance of the founder of the organization in the creation of the fundamental values in determining behavior, while Neumann & Neumann (2000) theory has pointed to visionary leadership as a key to establish a “sound” corporate culture. These theories
have not changed over the years. The information is purposeful and beneficial for the organization. In order to understand how to create a collaborative leadership model, a community college needs to understand the various dynamics that can make up a fruitful model of collaboration. Only through collaborative leadership can a community college expect to increase the efficiency with which they maintain the quality of their operations (Humphreys, 2013).

**Promotion Opportunities for Employees at Community Colleges.** Institutions of higher learning understand the need to engage employees and promote advancement. A community college needs to develop this area because employee success is struggling and many employees are leaving for better promotion opportunities. Institutions should consider a reward system to recognize the brand promise and strengthen employee engagement (Politti et al., 2008). Leadership-training programs are interested in development and how it might influence employee success in higher education. Employee success is vital if an institution wants to influence change and development. If employees are happy and engaged in their jobs, they are more productive in their work environment and feel a purpose of belonging.

**Self-Promotion**

In the article “How to Control self-Promotion Among Performance-Oriented Employees,” Molleman et al. (2012) explain the difference between the performance of employees and self-promotion by overstating one’s performance. This study focused on “high performance in modern organization tends to induce employees to promote themselves as excellent performers” (p. 88). The study was conducted with 281 employees by survey. The study investigated two factors, task clarity and an employee’s
personalized responsibility. The article discussed that when individuals make valid claims of their competence it can generally be an effective behavioral strategy; however, if one exaggerates their competence it can inflate and distort the information about behavior or performance (Molleman et al., 2012, p. 89). The study discusses how this “leads management to erroneous conclusions or faulty decision-making; for example, when it comes to selection, performance appraisal, rewards, and career advancement” (Bolino, Kackmar, Turnley, & Gilstrap, 2008). This study helps to define the importance of self-promotion within individuals. The research explains that it is important for employees to understand task clarity and their own personalized responsibility. This piece of literature helps to answer both the question of engagement and promotion opportunities. When employees understand their task they become more engaged and feel comfortable promoting themselves.

Change for the Future

Davies et al. (2001) authors of the article “Leadership in Higher Education” highlight the change in higher education. The article discussed how colleges and universities are to become more customer based and function more like a business. The institutions need to concentrate on all the stakeholders in order to be profitable in the future. In addition to this point, institutions need to become more forward thinking and start changing with the new way education is going in the future. Furthermore, the study examined how leadership training and employee success can help drive the organization’s productivity. This article will provide useful data for how a community college can promote individuals within the organization. The article supports the claim of collaborative leadership models. “Leadership and constancy of purpose: the behavior of
an organization’s leaders create a clarity and unity of purpose within the organization and an organization and an environment in which the organization and its people can excel” (Davies et al., 2001, p. 1028). This article is similar to the content of Bolden et al. (2008), and Bryman et al. (2009). This article was interesting in the fact that higher education does not want to be considered as a business, but when a community college examines its operations, it functions like a business.

Multiple Leadership Models

Pamela Douglas (2013) *A Study of Birnbaum's Theory of the Relationship Between the Constructs of Leadership and Organization as Depicted in His Higher Education Models of Organizational Functioning: A Contextual Leadership Paradigm for Higher Education* dissertation focused on Birnbaum’s theory and how those models are depicted in higher education. She found that many of his models could and do work together but may present themselves at various stages. The author used a quantitative approach to the study, gathering data from the “Model of Leadership and Organization survey.” The study found that many people in higher education found certain positions to be “cybernetic.” The information the author presented is relevant to the dissertation topic and promoted another perspective of employee success and promotion opportunities. She expressed there is not just one model of leadership (Jacobs, 2013). A question began to formulate; are there combinations of leadership models that could work with a collaborative leadership model? If so, how to create a model that can incorporate these various types? On the other hand, a community college can see the Birnbaum’s (1988) theory:
His theory integrates cultural, social cognitive, and human relations theories with a structural and an open systems approach to provide higher education scholars and practitioners with an understanding of how college and university leadership and governance functions. (Douglas, 2013)

Douglas (2013) concluded that Birnbaum’s open systems, cybernetic model (an integration of two or more models) are particularly relevant to studies of leadership within the context of complex, contemporary higher education organizations (p. 2). In addition, Birnbaum’s (1998) models:

Articulate the way in which institutions of higher education function (Higgins, 1997). Each of his four models (bureaucratic, collegial, political, and anarchical) can exist alone. However, Birnbaum asserts, because colleges and universities are complex organizations, no organization represents a single model. Therefore, his fifth model (cybernetic) is a complex representation of two or more models of leadership or organization. Birnbaum’s theory helps leaders identify models for decision making and planning a course of action. (Douglas, 2013, p. 4-5)

These various models help institutions develop a course of action to better facilitate the collaboration process and take into account the various other entities that can alter collaboration.

**Leadership Competencies**

Smith et al., (2010) in *Higher Education Leadership Competencies: Quantitatively Refining a Qualitative Model* conducted a study to assess higher education leadership competencies models. These models helped in determining employee performance. The research conducted was a quantitative approach. Three groups of
administrators were called upon to participate in this study. This provided a diverse group of administrators from diverse aspects of the college. The study looked at four competencies categories: context, content, process, and communication (Smith & Wolverton, 2010). The authors define each of the competency categories and how this makes leaders competent. This is essential when looking at the dynamics of leaders within a group. The information provided in this study is advantageous because it highlights four key competencies in determining employee performance. This is important when creating collaborative leadership groups. The reference will provide useful data and correlates with some of the additional research on similar topics for this dissertation. The research conducted in this study will provide areas of additional research in the dissertation process. This source discusses many of the same ideas as Bolden et al. (2008) and Kezar (2008). These sources will help define and focus the stream within the research question of employee success. A pattern is starting to emerge within the keywords such as employee success and collaboration.

These sources will help provide a vision for leadership training for a community college. The literature provides research on how organizations create leadership-training vision for the organization and with developing employees for success. Institutions need to create environments that allow for open communication, innovation, and experimentation.

**Summary**

There are various types of leadership training that a community college can implement within its organization. As stated before, a community college can choose from servant leadership, transformative leadership, collaborative leadership, and various
other models. This literature review started the process of addressing what the literature is saying about the research questions: What experiences do community college employees have related to leadership-training programs provided by the institution? In order to go deeper into this question about their experiences, the following two questions will be explored:

(1) How did the employees’ experiences influence their perception of success at the institution?

(2) Did the leadership-training programs increase the employees’ abilities to collaborate within the institution?

In conducting the literature review, many of the sources found are adequate and help answer the researcher question. There are still many gaps in the literature on continuous leadership training. The three streams in the literature provide support to the research question by supporting the need for leadership-training programs to promote success and collaboration for employees.
Chapter Three: Research Methodology

Introduction

Chapter three focused on the data collection and the research method used in this study. The researcher designed a qualitative study using a phenomenological approach. The qualitative design created procedures for collecting and analyzing qualitative data (Creswell, 2012, p. 22). The data was collected in collaboration with Human Resources and Institutional Research departments at a community college. The researcher used the employee engagement survey to determine participants and open-ended interview questions for the study. The researcher wanted to understand the experiences of four men and four women who attended leadership training from the organization. These participants were diverse in gender, ethnicity, and position level. The researcher worked with human resources to gather a list of participants who have attended leadership-training programs offered by the institution. Then the researcher sent an email invitation to employees inviting them to participate in the study. Once the participants were selected, the research used a phenomenological research design to collect data on the experiences of these participants. The researcher’s interview questions focused on gaining the experiences of the participants related to employee success and collaboration. As Maxwell argues, “The strength of qualitative research are in understanding the meaning for participants in the study and the context within which the participants act and how the context impacts their actions” (Maxwell, 2013, loc. 688).

The use of a phenomenological analysis design allowed the researcher to investigate how community college employees experience leadership training in order to create a sustainable leadership model. The researcher focused on how leadership-training programs as experienced by the participants will help in understanding employee success
and collaboration of the institution. This research provided knowledge that will help a community college improve their leadership-training programs, prepare new leaders, and become an employer of choice.

The qualitative research study presented the methodology that included instrument development, the process at which the validity and reliability of the instruments are determined, and a description of the sampling frame and the random sampling procedure. The data was prepared for analysis to answer the research question being investigated: What experiences do community college employees have related to leadership-training programs provided by the institution?

**Research Design and Rationale**

The researcher conducted a qualitative research study using demographic data and content from the employee engagement survey and interviews to investigate how an institution develops a collaborative leadership model that is sustainable after investing in leadership training for employees. The research questions guided the researcher to employ an interpretive phenomenological analysis. Van Manen (1997) explained that phenomenology is the study of the lived experience or the life world. The research study investigated “interpretive and participatory action methods in qualitative research, methods that are relational in that they acknowledge and actively involve the relationship between researchers and participants” (Maxwell, 2013). The researcher investigated various types of professional development for leaders determined by the research question, problem and purpose statements, research paradigms, and methodology (Creswell, 2003).
The reason for this phenomenological approach is based on the research question:
What experiences do employees of a community college have after attending leadership-
training programs? Smith and Osborn (2007) explain:

The aim of interpretative phenomenological analysis (IPA) is to explore in detail
how participants are making sense of their personal and social world, and the
main currency for an IPA study is the meanings particular experiences, events,
states hold for participants. The approach is phenomenological in that it involves
detailed examination of the participant’s life-world; it attempts to explore
personal experience and is concerned with an individual’s personal perception or
account of an object or event, as opposed to an attempt to produce an objective
statement of the object or event itself. (p. 53)

The researcher wanted to study the phenomenon of the participants perceived and lived
experiences with leadership training programs, employee success, and collaboration at a
community college. The information gathered from the study helped answer the research
question and provided recommendations for further study. In addition, “this gives the
researcher the possibility to think about the meanings of the claims that the participants
have made in relation to a particular phenomenon” (Larkin, Watts, & Clifton, 2006).

The researcher utilized an interpretive phenomenological analysis to focus on the
cultural phenomenon shared by the employees at a community college on leadership
training. Maxwell (2013) explained that a key strategy is the scientific method used in
the interpretive approach such as hermeneutics. “Hermeneutics is concern with the life
world or human experience as it was lived” (Laverty, 2003, p.7). Laverty (2003)
explained that Heidegger believed in the “mode of being human” or “the situated
meaning of a human in the world” (p.7). He further elaborates by explaining that the researcher must develop or borrow theories and continually test them; this helps to look for discrepant data and alternative ways of making sense of data (Maxwell, 2013, loc. 1242). These interviews were important in the phenomenological study to gain insight on the shared phenomenon. The researcher charted common themes in order to develop the phenomenological approach to the study. Understanding these shared experiences will provide a community college a more effective leadership training in order to engage employees and create collaboration.

**Site and Population**

Creswell (2012) explains, “the first step in the process of collecting qualitative data is to identify the people and places you plan to study” (p. 141). The population used in the research study is from a community college. The demographic of this population was the president, faculty, staff, and administration (see Table 3.1). This population was important because they are the future leadership of the institution. The group of participants consists of roughly 2,100 people. The demographics of the group range in ages, ethnic groups, and gender. In Table 3.2, the institution has more women than men in all three-position levels. The institution has three position levels faculty, staff, and administration. The researcher found eight participants, four men and four women, to participate in the interview process. They were a diverse group of individuals based on position level and ethnicity. The reason for this was because the researcher wanted an even number of people based on gender, ethnicity, and position level. In order to determine the population for the study, the researcher sent out invitations to all employees who attended leadership-training programs provided by the institution. Based
on the number of participants, the researcher used the demographic data from the employee engagement survey to determine the position level and ethnic groups. Based on Table 3.3, the researcher has a diverse group of individual based on their ethnic background.

### Table 3.1 – Campus Demographics

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Employee Breakdown College-wide</th>
<th>Department/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrisburg</td>
<td>62 Full-time Administrators</td>
<td>150 academic, career</td>
</tr>
<tr>
<td>Gettysburg</td>
<td>179 Full-time Professionals</td>
<td>associate &amp; transfer</td>
</tr>
<tr>
<td>Lancaster</td>
<td>13 Part-time faculty</td>
<td>degrees, diploma &amp;</td>
</tr>
<tr>
<td>Lebanon</td>
<td>327 Full-time Faculty</td>
<td>certificate programs.</td>
</tr>
<tr>
<td>York</td>
<td>1,184 Part-time Faculty</td>
<td>Workforce development</td>
</tr>
<tr>
<td></td>
<td>310 Full-time Classified Staff</td>
<td>programs.</td>
</tr>
<tr>
<td></td>
<td>55 Part-time Classified Staff</td>
<td>35 departments dealing</td>
</tr>
<tr>
<td></td>
<td>Total 2,130 employees</td>
<td>with student services and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>operational elements of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the institution.</td>
</tr>
</tbody>
</table>

### Table 3.2 – Gender Demographics

**Administration**
- Female 158
- Male 94

**Staff**
- Female 209
- Male 113

**Faculty**
- Female 675
- Male 436
Table 3.3 – Ethnic Demographics

<table>
<thead>
<tr>
<th>Administration</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>African American</td>
<td>African American</td>
</tr>
<tr>
<td>15</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>American Indian</td>
<td>American Indian</td>
<td>American Indian</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Mixed</td>
<td>Mixed</td>
<td>Mixed</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>12</td>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
<td>Hawaiian</td>
</tr>
<tr>
<td>210</td>
<td>223</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study relied on in-depth interviews to understand fully the responses given in the employee engagement survey. The researcher worked with human resources to gain access to employees who attended leadership-training programs. The researcher sent an invitation to all employees that have participated in leadership-training programs offered by the institution. The phenomenological study focused on the cultural phenomenon shared by the employees at the community college on leadership-training programs.

It is important for the researcher to respect the site in which they are conducting the research study (Creswell, 2012, p. 23). The site area is a community college located in central Pennsylvania. The institution has been in existence for 50 years. It is the largest community college in the state of Pennsylvania. The community college has five bricks and mortar campuses. Each of the campuses has its own unique characteristics. Each campus represents the county in which it is situated. The participants had varying backgrounds and experiences because of their locations. One campus is in an urban area; the other four are located in more rural areas. Three of the campuses have smaller enrollments with fewer employees. Two of the campuses have larger enrollments and more employees. In addition to the bricks and mortar campuses, there is a robust Virtual Learning department. Based on enrollments, it is the second largest; however, it only has
eleven employees. As stated in Table 3.1, a community college in central Pennsylvania has five campuses and 150 academic programs.

The president and chief human resources officer were contacted about the researcher’s concept, and they both gave approval and offered support. The researcher was granted permission to access the site from the president of the college. The president was excited about the study and the benefit it would have for the college in understanding the benefits of leadership training. In addition, the researcher requested and granted IRB permission from the institution. The only limitation that the researcher believed could occur would be limited cooperation from the employees from the institution. Many of the employees might be hesitant to participate because they might not want to speak negatively about the institution for fear of losing their jobs. The researcher ensured the participant that no one would lose his or her job. The researcher was diligent about making sure all of the participants knew their information and results were protected by the study.

**Data Collection Procedures**

*Introduction to Qualitative Research method*

Although the researcher did not conduct the employee engagement survey, the information from the study was used to gather participants and develop open-ended interview questions. The employee engagement survey was designed by the institution to capture information on employees’ perceptions of professional development, leadership training, morale, advancement, and comforts of being a leader in this organization. The survey highlighted six major areas: engagement capital, discretionary effort, intent to stay, employee commitment, values/culture, and work environment.
The researcher used the demographic data and content from the employee engagement survey, which had been a proven instrument of reliable and valid scores from the past (Creswell, 2012, p. 15). The survey was administered last fall and this fall. These results provided feedback on professional development, employee success, and collaboration. The survey was designed by CEB HR. The reliability of this survey was valid. It had been used for multiple years by the institution and other companies. “CEB HR developed and applied the world’s leading organizational and individual assessments to identify improvement opportunities. We document and implement best practices to help our clients achieve their potential” (CEB, 2013). “Our employee survey development approach also incorporates key CEB research about the changing new work environment, which guides our approach to measuring workforce effectiveness” (CEB, 2014). In addition, the researcher used content from the survey to help with development of the interview questions.

Instrument Description

The researcher conducted interviews. The interviews focused on questions that were more in depth from the survey question that the participants answered. Smith et al. (2009) explained that questions should be “open” not “closed”; the researcher wants to gain as much information as possible from the participants (p. 47). The interviews happened during February of 2015, and there were two rounds of interviews. The first round determined interviewee’s aspirations and overall impressions of the community college and training. The second round interviews determined specific training and what employees needed to do their job duties more effectively. The researcher drafted twelve structured questions and would follow up as needed based on the participants’ responses.
The researcher did not want the interviews to be too structured to cause the participants to feel uncomfortable. Based on the last employee engagement survey, the data suggested that certain groups responded less favorably, particularly minorities, women, and different position levels. Since no interviews were conducted, this study dug deeper to understand why particular groups had these experiences. These interviews were important to the phenomenological study to gain insight on the shared phenomenon of these participants. The purpose of these was to probe for further information, elaboration, and clarification of responses (Creswell, 2012, p. 18) (see Table 3.4).

Table 3.4 – Research Question Matrix

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Qualitative Method</th>
<th>Data Collection Methods</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Research Question</strong></td>
<td>Qualitative (descriptive) Open-ended questions can provide detailed information in respondents’ own words. Perceived influences determined by open-ended interviews</td>
<td>Semi-structured Interviews Open-ended questions Artifacts: Interview will be transcribed Text data</td>
<td>Coding and thematic analysis Codes &amp; themes for interpretation Similar and different themes Visual data display</td>
</tr>
<tr>
<td><strong>Sub-Research Question</strong></td>
<td>Qualitative (descriptive) Open-ended questions can provide detailed information in respondents’ own words. Perceived differences determined by open-ended interviews</td>
<td>Semi-structured Interviews Open-ended questions Artifacts: Interview will be transcribed Text data</td>
<td>Coding and thematic analysis Codes &amp; themes for interpretation Similar and different themes Visual data display</td>
</tr>
<tr>
<td><strong>Sub-Research Question</strong></td>
<td>Qualitative (descriptive) Open-ended questions can provide detailed information in respondents’ own words. Perceived differences determined by open-ended interviews</td>
<td>Semi-structured Interviews Open-ended questions Artifacts: Interview will be transcribed Text data</td>
<td>Coding and thematic analysis Codes &amp; themes for interpretation Similar and different themes Visual data display</td>
</tr>
</tbody>
</table>
Participant Selection

As stated before in the site population, the population for this research was the community college’s president, faculty, staff, and administration. “The target population was a group of individuals with some common defining characteristics that the researcher can identify and study” (Creswell, 2012, p. 142) (see Table 3.1). This group of participants consisted of roughly 2,100 people. Although the institution has 2,100 employees, the researcher focused on the population that participated in leadership training provided by institution. The demographics of the group range in ages, ethnic groups, and gender. In Table 3.2, the institution has more women than men in all three-position levels. The institution has three position levels faculty, staff, and administration. The researcher worked with institutional research and human resources to get a purposeful sample of men and women. Based on the demographic data of the employee engagement survey, the researcher was able to reach out to both men and women from various position levels and ethnic backgrounds to participate in the survey. The researcher sent the employees an email requesting participation in the study. The researcher found eight participants, four men and four women, to participate in the interview process. They were a diverse group of individual based on gender, position level, ethnicity, and campus location. Based on the last employee engagement survey the data suggested that certain groups responded less favorably, particularly minorities, women, and position levels. The researcher wanted to understand the participants’ feelings on leadership training programs.

The researcher invited the participants who participated in leadership training program. To narrow the pool even further, the researcher used the demographic results
from the employee engagement survey in order to conduct the phenomenological analysis and determine the participants for the interviews. These interviews with four men and four women created a more intimate feel and provided an environment where the participants felt comfortable to share. The researcher sent an email inviting them to participate. In the appendix, the researcher drafted a letter that was sent to the participants.

_Data Collection_

The second stage of data collection was the interviews. This stage of the study occurred around February 2015. The reason for this time frame was that the institution was closed for the winter break and did not resume until mid-January (see Table 3.4). The interviews were recorded for accuracy of information. The goal of the interviews was to gain further insight into the answers from the employee engagement survey. The researcher conducted two rounds of interviews. The interviews were conduct at a neutral location and determined by the researcher. Each interview lasted roughly than an hour.

The researcher recorded the information provided by the participants, so that all the information was accurate; all materials will be deleted after the study is completed. The researcher designed the questions that would provide more detailed answers to some of the survey questions provided in the employee engagement survey. Once the information was recorded, the researcher transcribed and coded the interviews. The goal of the interviews was to make the interaction comfortable for the participants to share their experiences. The participants were told that all information would be kept confidential and under a password-protected file. The researcher used a Word-encrypted document to transcribe and code all of the interviews.
After the transcription process, the researcher coded the transcriptions to look for themes within the interviews. The researcher charted the themes in order to develop the phenomenological approach to the study. The researcher created a phenomenological approach to explore the phenomenon of leadership training to the employees of the community college. In doing so, the researcher explored, described, interpreted, and situated the meanings by which the participants made sense of their experiences (Smith et al., 2009, p. 40) (see Table 3.5).

**Table 3.5: Data Collection Timeline**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>IRB Process for consideration for conducting study</td>
<td></td>
<td>Look at demographic results of the Employee Engagement Survey.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage Two: Qualitative Data (Interviews)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations will be sent to participants to participate in interviews. Interviews will be conducted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage Three: Analysis of Data</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data will be coded and transcribed.</td>
<td></td>
<td></td>
<td>Analysis of data. Writing Report for findings. Submit Recommendation</td>
<td></td>
</tr>
</tbody>
</table>
Data Analysis

The final stage of data collection was gathering the information and conducting an analysis of the data. This stage occurred during March and April of 2015. The researcher coded and transcribed the information in order to answer the researcher question. By May of 2015, the researcher finished the study and reported the findings and recommendations.

“Evaluating research involves assessing the quality of a study using standards advanced by individuals in education” (Creswell, 2012, p. 11). This part of the research study is going to be more difficult. The researcher analyzed trends in the data and found common markers. The researcher found the variables in the study and created recommendations from this data. The researcher believed that the variables are gender, ethnic background, and position.

Ethical Consideration

The researcher sent an email to the director of institutional effectiveness asking for permission to access the institution. The researcher was granted IRB approval from the community college. The researcher was granted a verbal commitment from the president and chief human resources officer. A community college located in Central Pennsylvania wrote a letter allowing the researcher to conduct the study. This letter is included in the dissertation appendix.

This study has few ethical issues. The ethical considerations addressed in this study were to guarantee that individual responses to the survey would not be included in the study findings. The researcher made sure that when reporting the data that the identities of the participants were kept confidential. In addition, the researcher made sure
to ensure that any demographic data or opinions rendered remain anonymous. This allowed the participants to feel comfortable with speaking with the researcher. Also, the researcher made sure to password and encryption protect all electronic files and to delete individual responses to the survey and interview (Douglas, 2013, p. 101).
Chapter 4: Findings, Results, and Interpretations

Introduction

This chapter details the findings, results, and interpretations that emerged from the participants’ experiences on leadership-training programs provided by a community college. The study investigated and explored a phenomenological approach to the problem of how a community college can invest in leadership-training programs to create a sustainable leadership model for long-term growth. The study examined the leadership-training programs provided by a community college and how these training programs were experienced by the participants. This chapter is arranged into three parts. The first part of the chapter is an overview of the study conducted including the purpose, research questions, participant selections, and the data collection process. Part two of the chapter describes the findings of the study conducted. Data collected during the study was transcribed and coded to synthesize the emergent themes from the participants’ perceptions and experiences of the phenomenon. From this process the researcher identified three codes: collaboration, retention, and employee success. The third part focuses on the results and interpretations of the experiences from the participants interviewed. By examining the experiences of the employees at a community college, the institution can begin to engage in creating more effective leadership-training programs that continue to develop employees’ success and collaboration within the community college.

Overview

The purpose of this phenomenological study was to investigate and explore the experiences of employees who participated in leadership-training programs. The data
collected from the participants was used to provide a qualitative lens to help the community college improve their leadership-training programs, in order to prepare new leaders and become an employer of choice.

The primary research question of this study: What experiences do community college employees have related to leadership-training programs provided by the institution? In order to go deeper into this question about their experience the following two questions were explored:

(1) How did the employees’ experiences influence their perception of success at the institution?

(2) Did the leadership-training programs increase the employees’ abilities to collaborate within the institution?

This study was an interpretive phenomenological approach as developed in Chapter Three. Smith and Osborn (2007) define interpretive phenomenology as “The aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and social world, and the main currency for an IPA study is the meanings of particular experiences, events, states hold for participants” (p. 53). Utilizing this approach allowed the researcher to immerse herself into the world of the eight participants of the study.

Table 4.1 summarizes the sample demographics of the surveyed population. Of the eight participants, four were men and four were women. The majority of the participants were from academic affairs; some of the participants have served dual roles
such as faculty and administration and student affairs and faculty; there were participants from every level.

### Table 4.1 - Sample Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td></td>
</tr>
<tr>
<td>Office location</td>
<td>8</td>
</tr>
<tr>
<td><strong>Positions</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1</td>
</tr>
<tr>
<td>Held Duel Positions</td>
<td>4</td>
</tr>
<tr>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td><strong>Time in Position</strong></td>
<td></td>
</tr>
<tr>
<td>Less Than One Year</td>
<td>1</td>
</tr>
<tr>
<td>One to Five Years</td>
<td>2</td>
</tr>
<tr>
<td>Six to Ten Years</td>
<td>2</td>
</tr>
<tr>
<td>Eleven to Fifteen Years</td>
<td>1</td>
</tr>
<tr>
<td>Fifteen to Twenty Years</td>
<td>1</td>
</tr>
<tr>
<td>More than Twenty Years</td>
<td>1</td>
</tr>
</tbody>
</table>

This population allowed the researcher to describe the shared experiences of these individuals and their perceptions of leadership-training programs. These shared experiences will highlight many common themes and will provide the researcher with data to answer the researcher questions.

### Findings

The findings that are found in this section are the experiences of each participant as they recalled the leadership-training program. It was within each of the participant’s narrative that the researcher was able to interact with the stories to generate an understanding of their lived experience. The narratives are based in a hermeneutic analysis where the researcher first read each transcribed interview and listened to each
interview as a whole, then looked at every sentence, and finally created a narrative for each participant that included the researcher’s “unbracketed” experiences (Vagle, 2014). Literature streams from Chapter Two reinforce the findings from the study.

Participant 1

Table 4.2 – Codes from findings

<table>
<thead>
<tr>
<th>Codes</th>
<th>Quotes from Participant 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>• I would. It’s not so much the type of training but how the training integrates individuals from different campuses and/or different classifications.</td>
</tr>
<tr>
<td></td>
<td>• I think for collaboration it’s going to be kind of mixing up our different classifications, mixing up the different campuses. It’s good to know the cultures of campuses even more.</td>
</tr>
<tr>
<td>Retention</td>
<td>• I think not so much training but allowing for a promotion from within would be a very positive move, and perhaps the training would go along with how to apply for an internal position as it currently states.</td>
</tr>
<tr>
<td></td>
<td>• There might be some training on how to advance in other positions.</td>
</tr>
<tr>
<td>Employee Success</td>
<td>• I think training on how to use technology because employees get very frustrated at not having the technology that they need.</td>
</tr>
<tr>
<td></td>
<td>• Tying employee success to student success and making sure the employees feel, whether it’s the person emptying the trash in the classroom or someone teaching in the classroom or someone ordering supplies, that they understand how it trickles to our student success.</td>
</tr>
</tbody>
</table>
The first interview is with Participant 1. Participant 1 is a late thirty to early forty-year-old white female. She has been with the institution for roughly 12 years. Participant 1 is a more laid back individual. She is quiet in her responses and does not raise her voice even when she is upset. She has a calm demeanor. Participant 1 is an employee who has held two different jobs within the institution. She has served both as an administrator and faculty member. This interview was conducted in her office. The interviewer sat opposite of the interviewee at her desk. The lights were off and a single lamp illuminated the room. The interview was conducted on a Friday, and the campus was very quiet because there were no classes running on that day. The office was small and located in the faculty bay of the campus. The interview lasted roughly forty-five minutes.

Participant 1 and the researcher discussed how her semester was going and then conversed briefly about the study and the consent form. Once the logistical items were addressed, the researcher began to record their session. Participant 1 answered the first set of questions that dealt with her perceptions of the organization. Participant 1 felt that the organization was progressive and student centered. However, each campus has its own unique identity. Participant 1 mentioned, “It is a very positive place to work for as employees, part-time employees, full-time [employees], and [it offers] a great atmosphere for students to learn.” When asked about feeling recognized, she believed that she is recognized for the work that she does on a daily basis. It could be as simple as a “thank you” or a word of appreciation from a supervisor or from colleagues. However, she noted that the institution no longer offers CORE awards. These were simple recognitions that an employee could give to another employee, and the recipient would get a monetary
incentive for a job well done. Participant 1 noted, “Incentives would help motivate employees here.”

The researcher did inquire if Participant 1 noticed a difference in being an administrator versus being a faculty member when it came to feeling valued. Participant 1 explained, “As an administrator, my work was dictated to me in a sense. I could not do any other projects that might be innovative or interesting to me. On the other hand, as a faculty member, I am encouraged to be creative and find ways to be innovative.” The researcher could relate to Participant 1, as she too has held both roles and understood the lack of flexibility with being an administrator and then as a faculty member. The researcher was searching for perception on growth within the institution. Participant 1 felt that there are a lot of opportunities for improving growth in a position. Participant 1 felt “it would be great to have a chance to job shadow, to spend a day with someone to see what they do or walk a mile in their shoes, to sit in on higher -level meetings.” She felt a more formalized system for educating, training, and preparing employees is needed.

The researcher felt that she needed to reassure the participant that everything during this interview would remain confidential. The researcher wanted to make sure that the participant felt comfortable to be honest in her answers. Participant 1 expressed how engaged she feels at her campus; however, she feels less engaged college-wide. She did note that as administrator she felt more connected college-wide versus as a faculty member. There is definitely a silo effect within the institution. Administrators tend to have more engagement college-wide where faculty members seem to know what is happening within their own campus. When asked about collaboration within the institution, Participant 1 thought about the answer and said, “Well, yes, I see
collaboration, and I say that as sort of the deficit because I don’t see instances where there isn’t collaboration.” This theme caused many participants “flux” because they wanted to say yes to some aspect of collaboration but felt it lacks in other areas.

The final question of the perception of the institution was whether employees felt overworked in their jobs. Participant 1 felt that she was not overworked in her current job as a faculty member. However, as an administrator she “definitely felt overworked, and I felt that what could have solved that was additional staff.” The researcher understood this comment and noticed that the institution is going in a different direction and more areas of the institution are being reorganized and jobs are being eliminated. The researcher asked Participant 1 a follow-up question: Do you think this makes the institution less efficient/effective when we are trying to cut cost, but we are having someone doing the job of four people? Participant 1 responded with “Yeah, I think it can be counterproductive. We may be saving dollars, but we may be creating other problems that we need to invest money in to solve.” Time has shown that cutting employees to reduce cost is not as effective.

By this time Participant 1 was feeling more comfortable and the researcher could sense it in her answers. The researcher wanted to understand Participant 1’s experience with leadership-training programs provided by the institution. Participant 1 had participated in Leadership Flight School done by a company located in State College, Pennsylvania. This was a weeklong training program supported by the institution as a way to encourage and cultivate high-performing faculty and staff. She had attended this training a few years ago and was one of the first groups to participate from the institution.
Participant 1 struggled a bit with the first question dealing with what type of training she needs to do her job. She wanted to say that she did not need training as a faculty member but hesitated after she made the comment. As she thought a bit more, she explained that she thought training on communication and fundraising would be helpful. There is a perception that employees do not want to misspeak and have the president upset with their comments. The researcher asked if the leadership training Participant 1 received was relevant to her current job. When Participant 1 was in administration it was helpful. She explained, “The time we spent on the DISC profile was very helpful.” However, there has not been any follow up since she last attended the training program. This is a common theme throughout the interviews.

Participant 1 asked if she could express what was not valuable about the training. The researcher explained that she could speak about it now. Participant 1’s demeanor changed a bit as she took a deep breath before speaking:

What I did not value in that particular training is at one point it dawned on me that what I said in that meeting wasn’t necessarily confidential. It only dawned on me because I observed an instance where it seemed that one of administrators of the program pulled a file on an employee to discuss with someone in that person’s organization: what that person’s issues were. I wondered if the things I had said to be genuine were going to be used against me because I remember discussing a conflict I had had with a co-worker and how it made me feel and…I wondered if that co-worker went to training, if they’re going to pull my file and talk about that conflict even though I thought it was confidential. I realized it was an assumption. I think as an employee now I’m more guarded in really putting my heart on my
sleeve to grow because I know if the organization is paying for [the training] that perhaps it isn’t confidential. Perhaps it’s the way it should be but now I’m a little more guarded.

The researcher could relate to Participant 1 because she noticed the same situation when she attended the same leadership-training program. The researcher asked how this made Participant 1 feel once she realized the information was not confidential and was not sure what could be shared and with whom. Participant 1 felt more comforted knowing that the researcher noticed the same issue as well. This allowed Participant 1 to open up further and explain:

What exacerbated it is one of my supervisors here mentioned something about me: they said you tend to get frustrated at X, Y, and Z. This person was a new supervisor. I thought that might have been an observation that I get frustrated. I think it was something like “change doesn’t come fast enough…that we’re not trying to make changes.” I get frustrated if I don’t see the results fast enough. There’s no way [my supervisor] could have known it without having been privy. I have a feeling that before I was put in the position, [my supervisor] had a chance to debrief on my file.

These perceptions were also found in the literature by Bryman et al. (2009) “that leaders who are not trusted and whose integrity is questionable are felt to be less effective,” a finding that is in tune with the work of writers like Kouzes and Posner (2003). This experience would begin to cause an employee to feel hesitant to attend training programs if the session will ultimately get back to management. The researcher and Participant 1
discussed this idea of confidentiality further and wondered if this might be the reason this particular agency is no longer being used by the institution.

The researcher asked Participant 1 if she felt the leadership-training programs helped her become more successful within the organization. Participant 1 did express that “absolutely yes” it helped her identify her strengths but also how her strengths could be a weakness. She gave an example of this about herself:

I had a colleague that I worked with at the college. That colleague was always frustrated with me and left me out of a search for a position once. I was very upset and his supervisor told me, “Well, he thinks you’re going to slow up the process.” I realized that this person was a “git-r-done” type of person, but he realized that I was going to say, “what about this,” “why didn’t we do this,” “aren’t we looking for that,” which I think is valuable, but to that person it wasn’t. Now I understand why. We have very different styles and he frustrates me because he overlooks details, but I frustrate him because I try to kind of go slow. I’m perceived as slowing up the process because I want to unpack the situation and get it done right. Now I’m more aware of that, and I can either joke about it or make it clear that this is why I’m doing this. It helped me with interpersonal relationships. I think that I know myself better, and I know why I do things. I can explain it, and I know why it might irritate someone or why [another] might irritate me. I can laugh about it now or feel more confident in it.

This was an opportunity for Participant 1 to understand the benefit of leadership training and how she incorporates it in her day-to-day interactions with her colleagues. At this
point, the researcher decided to switch gears and look at leadership-training programs and how to develop supervisors.

Participant 1 has had an opportunity to be a supervisor and understands the struggles of supervising employees. The researcher asked if supervisors at the institution need more leadership training. Participant 1 stated that management could use more training on employee discipline or corrective action. She felt this has not been handled very well at the institution and there have been many lawsuits. Participant 1 also stated more training needs to be done on how to motivate employees. Participant 1 felt that some supervisors believe they are ethical, but once in certain roles, there is unethical behavior. Participant 1 felt that the training they did receive:

Motivated and inspired people and they wanted to do great things, but as time went by, individuals tended to get back into their day-to-day rut and routine and [motivation and inspiration] fell by the wayside. People used to have their DISC assessment profiles out. We used to talk about it a lot. Now the people that haven’t gone [to training] in quite awhile…it’s sort of in the back of their mind. Their book is in their file cabinet somewhere.

When management does not value development, it makes it hard to continually develop the workforce. The researcher asked Participant 1 if she felt it was a waste of time. She expressed “no” but would have liked to have periodic refresher courses. We had some of the leaders from the State College program come out to do different trainings: some tidbits, roundtables [to make training] part of the culture rather than a once and done. “oh, I went to this training and now I know what leadership is all about.” The researcher wanted to examine career planning and how that ties into the mission and vision of the
college. Participant 1, like most of the other interviewees, needed some time to focus on the question. The college does not do much to encourage career planning and development of employees. Participant 1 expressed that upper management needs to know what is going on at the institution so they can better address employee development. Participant 1 mentioned, “Sometimes our separation between classified and professional staff and faculty inhibits our professional development…the college needs to know where we are headed to know what opportunities are going to occur down the road to know how to direct employees.” Participant 1 and the researcher spoke more on the topic about development.

The researcher asked if it would be helpful to have guidelines on how to develop and promote people. Participant 1 immediately responded:

The biggest barrier in my opinion is that we don’t have a true promote from within [plan]. You are a candidate often. We do post some positions only internally. For most positions, however, you’re competing right alongside external candidates as an internal candidate. You’re going through and you’re standing in front of your peers and you’re fighting for that position. You’re rarely promoted to the position. Sometimes if your position has grown, HR will reclassify, but you’re not often promoted just by virtue of your skill and your good work, and such, and I think that that makes it hard. It would be nice to say “I have my eye on you for that coordinator position when John retires,” but I have no power or authority if the search committee doesn’t advance [the person]. So now everyone is unhappy. I think that is a real detriment.
The researcher could relate to being an internal candidate for a position that she had done in the past yet was passed up in favor of an external candidate. The two discussed this, and both acknowledged that the college needs to develop a way to promote from within without having to deal with a search committee that might have different thoughts about the right candidate for the job. Participant 1 was then asked what type of leadership training was needed for supervisors to improve in their jobs. She stated additional training on performance evaluations and development were needed. Participant 1 felt “more training could be used from the management standpoint on employee discipline, whether it’s corrective action, how to provide verbal and written warnings, or how to write up a preventative action plan.”

When it came to the mission and vision of the college and if those aligned with the leadership-training programs, the researcher noticed that every participant responded the same way: a definite “no.” Participant 1 explained that the mission statement “is not great,” and the college is not doing anything that the mission statement states. Participant 1 felt “our leadership training doesn’t tie to our mission or vision because it’s removed from higher education; it’s removed from student success.”

The interview ended with Participant 1 and the researcher discussing how this research can help the institution start the process of employee development and alignment of leadership-training programs with the college’s goals and mission. Participant 1 commented that she had not really reflected on her experience of the leadership-training program she participated in, so this helped her realize what she learned and how it impacted her day-to-day job and success within the institution.
Table 4.3 – Codes from findings

<table>
<thead>
<tr>
<th>Codes</th>
<th>Quotes from Participant 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>• Did not feel there needs to be training.</td>
</tr>
<tr>
<td></td>
<td>• Main campus needs civility training.</td>
</tr>
<tr>
<td></td>
<td>• I have never met anybody at this institution from whom I asked for assistance and did not get it, whether it’s at another campus, whether it’s on this campus. No matter what level the person is at, everybody seems more than willing to share and help.</td>
</tr>
<tr>
<td>Retention</td>
<td>• I don’t know that we need to do anything about retention.</td>
</tr>
<tr>
<td></td>
<td>• People are here forever so retention doesn’t seem to be it.</td>
</tr>
<tr>
<td></td>
<td>• If I were being paid more, I would probably do more.</td>
</tr>
<tr>
<td>Employee Success</td>
<td>• Opportunities to move up, to move ahead, and training to help them be able to identify those opportunities, to prepare for those opportunities.</td>
</tr>
<tr>
<td></td>
<td>• Feeling a connection with the college’s mission and vision.</td>
</tr>
</tbody>
</table>

The next interview was with Participant 2. Participant 2 is a white female in her late fifties and has been with the institution for roughly seven years. She has been both an adjunct and currently is a full-time tenured faculty member. This interview was conducted in her office as well. The interviewee and interviewer sat next to each other at her desk. The lights were also turned off, and two lamps on either desk illuminated the room. Her office is bigger than the previous interviewee’s because she shares this office.
with another colleague who was not present at the time. There was a bit more activity on this day as classes were in session, and faculty were walking back and forth in the faculty bay. Participant 2’s interview lasted thirty-five minutes.

The researcher allowed Participant 2 to get comfortable since she was returning from teaching a class. The researcher and Participant 2 discussed the study and went over the consent forms. Participant 2 is a no nonsense kind of person. The researcher can relate to her well because she has similar characteristics. As in the last interview, the researcher discussed Participant 2’s perceptions of the institution to gain a better understanding of her experiences at the leadership-training program she attended.

Participant 2 felt that organization was “focused on students, bettering people, on giving people a step up and a better chance at life.” Her perceptions were positive. What makes Participant 2 unique is that she graduated from the institution and returned years later to work as an adjunct and is now a full-time professor. The researcher then asked how she feels the organization recognizes employees and if she felt recognized for the work she does on a daily basis. She felt the organization does a good job recognizing employees. “If you present at a conference and things like that and then go to our main campus, they give you a certificate.” Then Participant 2 surprised the researcher by saying, “It’s pretty bogus…I don’t care about the certificate.” She was content with her campus boss saying “hello” and “good job” on the more meaningful things she does on a daily basis. She did feel that she was recognized on a daily basis because the dean knows her name and asks her to participate on various committees and that is enough recognition for her.
The researcher then asked Participant 2 if she felt that the college provided her opportunities for growth. Participant 2 laughed and said, “I don’t know about the college but the campus does. We are strongly encouraged to go to conferences that will help develop us.” She did note that she would like a bit more direction in this area. There are so many conferences. It is hard to determine which ones are the most beneficial to the employee. The one benefit she did mention was how conferences are a great networking opportunity. Part of the reason for Participant 2’s laughter is that it depends on what your goals are within the institution. She is content with teaching and does not want to move up in the ranks of higher education.

The researcher asked if Participant 2 felt engaged at the college. Participant 2 replied, “I feel that I could be as engaged as I wanted to be.” The researcher inquired how. “I could be as involved in as many things I wanted to be involved in. There are always opportunities to work for free here. So I think I’m more engaged this year than I have been in years past, but that’s been by choice not by lack of opportunities.” The researcher inquired why the change in choice of engagement occurred. She responded that things in her personal life had changed, and she had more time. That makes sense as many of the participants discussed work-life balance.

This was a good lead into the next question of feeling overworked in her position. Participant 2 felt that was quite a question and needed to ponder it for a moment. The researcher explained that she could be honest. Participant 2 felt this year she was more stressed than previously. She has been getting many requests to be on search committees and other various activities. She felt this was stress she placed on herself and was not per se from the institution. She did note that if she were getting paid more, she would
probably do more. “I am not getting paid enough to devote my whole life to this.”

Participant 2 explained she does a lot at home on the weekends, and she feels she is owed a Friday off or more money.

The final question about her perceptions of the institution was how she felt the college collaborates within. Her situation is a bit different than some of the participants of the study. Participant 2 explained:

I have never met anybody at this institution from whom I asked for assistance and did not get it, whether it’s at another campus, whether it’s on this campus. No matter what level the person is at, everybody seems more than willing to share and help. That’s been my experience. I don’t know if that’s what other people see. As far as collaboration is concerned…the people that I work with on a daily basis [provide] more collaboration.

She did mention that there are times where more collaboration could occur. One example she gave was during faculty in-services. She would like to see more time given during the lunch hour because she feels more collaboration occurs there than any other place.

The next point of the interview focused on leadership-training programs that Participant 2 attended. Participant 2 attended a faculty in-service where the facilitator from the State College program conducted a mini version of the weeklong training they offer. There were approximately 300 faculty members that participated in this training.

The researcher was included in this group of people as well. The researcher asked Participant 2 what her feelings were about the leadership training provided by the college. Her first response was “what leadership-training programs?” The researcher laughed and reminded her of the faculty leadership training they did a few years back. Participant 2’s
response was “oh yeah, that was stupid.” The researcher asked Participant 2 to elaborate more on that thought. Participant 2 explained that the employees “never did anything with it, so it was kind of pointless.” In addition, Participant 2 felt that this training did nothing to help her in her current position. She felt that maybe if she worked in a bigger department it would have been helpful. Also, she felt that she was not made aware of the many leadership-training programs the college offered, and there was a lack of communication about these opportunities. Participant 2 felt that some of these training programs would be excellent for someone like her officemate but questioned how someone would know such training existed since it is not communicated.

The researcher asked Participant 2 what type of leadership training she needed to do her job. The first thing she mentioned was training on being an advisor. She felt lost and did not feel like she knew enough to be a good advisor in the beginning. When it came to leadership training, it came down to various factors. One was finding time to attend these trainings. A good time was during mandatory faculty in-services. She felt she did not need training on how to teach, and she “stopped going to those stupid in-services…I already have my degree in teaching; I already freaking know how to teach.” The researcher started to notice that the training needed for faculty is different than for staff and administration.

The next set of questions dealt with leadership training for supervisors. Participant 2 could not think of any type of leadership training that supervisors needed because “all of the people with whom I have worked, who are in supervisory roles, have been fantastic here.” She did note that if she were at our main campus she would have a different opinion. The researcher noticed this same comment with participants located at that
particular campus. Participant 2 also explained that she thought some of our department chairs could use training on how to deal with personalities and how to improve in conflict resolution. She commented on her current department chair and the personalities that she has encountered with one particular group of people at the main campus. This has made the department chair decide to leave. The researcher and Participant 2 discussed how employees are given roles with little to no guidance and how that can set them up for failure.

Participant 2 wanted to see supervisors get more leadership training in “conflict resolution, [how] to motivate…people to get involved in things, and [how to] take things on and be excited about something.” Participant 2 noted the morale at the institution has been declining. Employees need to understand how they fit within the institution, to feel a part of the process in the development of the institution, and to participate in the type of training that would most benefit them to progress in their goals.

Participant 2 expressed that it would have been nice to have some follow up to the leadership-training program the faculty did years ago. Participant 2 offered the following:

We didn’t do anything with it, and I didn’t really feel like I needed to do anything with it because I thought that whole thing was pretty stupid, but if we’re going to take the time to do a program like that then it would be nice to have some follow through. I personally don’t feel like I need to work on collaboration but, you know, maybe we do. Maybe as an institution we do, again, because I’m pretty insulated here. It’s a small campus.

Participant 2 expressed it would be nice to have someone who we can go to who can help faculty and staff with development. The researcher explained that this person exists. The
institution did recently hire this individual; however, many people are unaware of this.

This is a brief exchange with Participant 2 about this person:

Interviewer: …it will be interesting to see how the new Director of Faculty and Staff Development does her job and provides training that will benefit the institution.

Participant 2: We have a Director of Faculty and Staff Development?

Interviewer: We do.

Participant 2: Oh. Up at the main campus or…?

Interviewer: It is a central position, but she is located at the main campus.

Participant 2: Who is it?

Interviewer: Um, Participant 4, and the last name…I am drawing a blank. It is a woman. She is new.

Participant 2: Oh, okay. That could be why I don’t know anything.

Interviewer: Maybe a couple of months into the job. So, see, you know this study is actually doing the dirty work for them.

Participant 2: Well, yes. I would like someone like her to maybe create a database of conferences that are beneficial for employees rather than flying by the seat of our pants guessing.

This exchange proves that some people at the institution do not know this position exists. Participant 2 mentioned this goes back to communication within the institution.

The researcher asked Participant 2 if she felt that the training programs offered by the institution align with the mission and vision of the college and how that affects employees’ career planning and long-term vision. Participant 2 had a bit of trouble
answering the question. She began with “How do I know what they need to know? I don’t know what his boss needs to know. I don’t know what his boss does know. Can you ask me the question again? I’m clearly not understanding it.” The researcher asked the question again in a different way without steering the answer. Participant 2 responded “Oh, well, I would suppose that they would need training on helping their employees with career planning and long-term vision. I have no idea what training they need for that. I’m sorry.” The researcher appreciated the response and honesty of Participant 2. Participant 2 expressed that her long-term goal is “not to have long term goals.” When she did her goal setting with her dean she explained:

Because we do the goals and objectives, she asks me, “What are your goals? What are you long-term goals?” I said, “I want to teach.” I really do. I said, “I don’t want to move into administration. I don’t see me doing that and I know that’s probably not what you want to hear, but that’s where I am.” She said, “No, we need people to teach too and it’s good to know that.”

She felt that all of the goals she has tie to the strategic plan and vision of the college because it is vague. She stated a person can align anything to the college’s strategic plan and mission statement and that the college needs to redo those to make them more assessable. This seemed to be the sentiment across the interviews.

The interview ended with Participant 2 and the researcher briefly discussing some of her previous answers and how the researcher study should provide a roadmap for the institution to start faculty and staff development.
Table 4.4 – Codes from findings

<table>
<thead>
<tr>
<th>Codes</th>
<th>Quotes from Participant 3</th>
</tr>
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<tbody>
<tr>
<td>Collaboration</td>
<td>• Ownership. I think a bit of ownership and to buy in. I think it is important getting people involved; you know this is a shared governance institution.</td>
</tr>
<tr>
<td></td>
<td>• Committees and that kind of thing; it could be greater for collaboration.</td>
</tr>
<tr>
<td></td>
<td>• There hasn’t been any initiatives or anything that I can really point to. That brings us altogether as a community and therefore, the initiatives that we could really participate in, really buy into the culture of the institution is non-existent.</td>
</tr>
<tr>
<td>Retention</td>
<td>• Training of how the college belongs to you, too. This is your institution.</td>
</tr>
<tr>
<td></td>
<td>• You know you can feel free to express your ideas and not feel like your position is being threatened or there’s another layoff coming up.</td>
</tr>
<tr>
<td></td>
<td>• I find some of the comments that I’ve heard people say just in private meetings or in generally speaking is really a lack of understanding of different cultures and appreciation for different cultures.</td>
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</tbody>
</table>
Employee Success

- I just feel like supervisors/managers are so busy that they have put little time into building rapport here. How can we make you feel like you own this? This is your place. This is my college.
- How do you build the buy-in? How do you make people feel more inclusive in the process?
- You know talking about different personalities and so forth and what are the strengths and what are the weaknesses and really understanding these are the opportunities out there for you in the next five years. What do you want to do?

The third interview was with Participant 3. Participant 3 is a black male in his late thirties and has been with the institution for roughly a year. Participant 3 is described as thoughtful with his responses. He thinks about them first and then gives in answer. He also speaks with a slight accent. He tends to observe first and then give a response based on interactions at various meetings. The interviewee and interviewer sat at a small table located by his window. A couple of plants sat on the window ledge. The lights were turned on in his office unlike in the other two interviews.

The researcher and Participant 3 caught up briefly before conducting the interview and discussed their studies with each other. Then the interview took place after the researcher explained the study and all parties signed the consent form. This occurred in all of the interviews. Participant 3’s interview lasted forty-two minutes from start to finish.
Just like the previous interviews, the researcher wanted to gain insight on Participant 3’s perception of the institution. Participant 3 felt that the institution was “trying to find its way but remains lost.” He further explained that the institution is trying to “find its identity,” and there is still a lot of “distress from those that work here.” He was still struggling with his perceptions of the college and whether it was positive or negative.

The researcher asked Participant 3 if he felt recognized in his position and if the institution does a good job recognizing employees as a whole. His response tied back to his comments on perception:

I think one thing, which also ties into that perception, is when we wanted to become the number one place of employment within the region. I think we need to try that; there hasn’t been any initiatives or anything that I can really point to... things that bring us together as a community. Initiatives that we could really participate in, get involved in, really buy into the culture of the institution are non-existent. Things I feel we could do to participate to become a great place, I don’t think really exist yet. At least they are not very visible, and I consider myself, a person who works in administration...I would hope I would be privy to some of those things, and I think I see bit by bit, but it’s not a part of the culture.

The researcher thought that was interesting because the other interviewees made reference that if they were at the main campus their responses would be different. Participant 3 is at the main campus, and his responses were similar to those who were not located at the main campus. In addition, he mentioned, “I don’t think there’s much recognition as far as what we do. At the campus, we have recently started getting
together and will acknowledge each other’s good works within that meeting. Other than that and even prior to that, nothing.”

The researcher wanted to determine whether Participant 3 felt there were opportunities to grow at the institution. His answer was pretty blunt. He felt that you start in a position “and you are expected to learn it” and you have very little “guidance.” The institution is not designed to promote growth. The opposite feeling is given. Participant 3 commented:

If you’re at a certain position level, you’re reluctant to ask another person at that position because it may reveal some of your insecurities and some of the things that you’re not really aware of that maybe you should be. So, I don’t really feel there’s yet an opportunity. I think in time, as long as you remain in your position, if you’re not threatened with losing it…yes, you’ll be able to grow in it that way, but there’s little guidance and very little training, and there’s a lot of mistakes to be made. If they’re not big enough mistakes, you’ll survive, and you’ll learn, and you’ll grow. If they’re huge mistakes, you may not be here very long. So that’s kind of sad when you think about it, but that’s my perception.

Other participants of the study expressed this same sentiment; ironically, these same participants are at the same campus. The researcher wanted to determine Participant 3’s perceptions of being overworked at the institution. Participant 3 explained that at times he feels overworked. There are “peak times” and “low times.” The biggest stress for him was that there have been layoffs and turnover, and it has “created a sense of stress for him.” This same feeling will be echoed through the other interviews as well. This sense
of feeling overworked and yet having a “get-it done” mentality does not allow enough
downtime for employees to be creative.

This allowed the researcher to transition to engagement within the institution.
Participant 3 felt that he is not engaged at all; however, he was asked to participate in a
particular initiative at the college and this is the first time he felt engaged at the
institution. He would like an environment where people can be laidback, can get to know
each other better, and can build an environment where this is an accepted culture. The
researcher asked how Participant 3 would accomplish this type of endeavor. Participant 3
explained that he would like to see more events for employees to attend, as well as an
environment where employees feel safe to share and discuss without fear of retribution.

The researcher thought this was an interesting comment; she did not realize that it
would come up more as the interviews progressed. The researcher wanted to understand
Participant 3’s thoughts on collaboration at the institution. He did believe that there is
collaboration on certain levels. One example is “enrollment because it is the focal point.”
Another area is with committees on a smaller scale. He did feel that there could be
improvement of collaboration on a larger scale.

Participant 3 has participated in various leadership-training programs with other
institutions. In addition, he attended a mini training session with the State College agency
during a retreat. The next set of questions were designed to understand Participant 3’s
experience with leadership-training programs provided by the institution. The researcher
wanted to know what type of training Participant 3 needed to do his job more effectively.
Participant 3 explained that he needed budget training, how to manage people, and
employee development. He elaborated, “How do you build the buy-in? How do you make
people feel more inclusive in the process?” He felt that the leadership training programs were relevant to his current job only because they go over policies and procedures. He did not feel that these programs would make a person successful within the organization. He did believe “it helps you sustain your position, but as far as development, I don’t think there is an investment in.” This would carry through the rest of the interviews as well. He made the following thoughtful point:

How do we get someone to the next level? You know, someone that’s employed; someone that’s working here. It’s fine if someone says, “You know what? I want to be in this position for the next decade, and I want nothing more. I want sole development, so etc.” but I don’t think we have built [enough], at least in the recent years that I’ve been here, to say, “How do we get you to the future?” Maybe the place has been beat up so much that people don’t think about the future like I’m trying to think about [it] here but are in survival mode [versus] what the future looks like.

This goes back to building employee morale at the institution, which Participant 3 noted was low right now.

The next set of questions focused on supervisor training. Participant 3 is in a situation where he does supervise employees, so the researcher asked how leadership training has helped him in this area. He felt very strongly that supervisors needed more leadership training, especially in understanding diversity at the institution. He remarked, “I find some of the comments that I’ve heard people say just in private meetings or in generally speaking is really a lack of understanding of different cultures and appreciation for different cultures.” He does believe there needs to be continual leadership
development. “I think more can be done to teach those who are in leadership positions to be more collaborative, to better work with one another.” Participant 3 felt there is no collaboration outside of the campuses. He felt the institution needed to “encourage these types of things and build an environment of collegiality, real collaborations and working with other.”

The researcher remarked that he mentioned development. She wanted to know how Participant 3 viewed a supervisor’s role in employee career planning and long-term vision and how that ties to the college’s strategic plan and mission and vision. He felt that this question needed to be answered with an understanding of higher education. He needed the question asked again. After much thought, Participant 3 felt that training was needed on developing employees because it does not exist at the moment. He felt that the training program the college did aligned to some degree with the mission and vision. Then he changed his mind and said “maybe not so much.” He changed his mind based on the fact that the institution wants to be an “employer of choice” and right now the college still needs to work on this aspect of the mission. The researcher noted that many of the participants had to look up the mission statement because they did not know it. Participant 3 felt that there is so much change happening at the institution and that “we are all still trying to figure it all out.” There is no consistency and people keep changing. That affects the connection people feel to the mission of college. He noted that managers need more training on innovation and how to engage employees.

Participant 3 and the researcher concluded the interview with a discussion on how the institution has a lot of work to do in order to build employee morale. This could help address some of the issues discussed in Participant 3’s interview.
Participant 4

Table 4.5 – Codes from findings

<table>
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<tr>
<th>Codes</th>
<th>Quotes from Participant 4</th>
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| Collaboration | • I’m going back to my three pillars. They must openly discuss these with any employee, put together skills development program; help that person through a process for the six months while you’re in preparation or the year if you’re a faculty member.  
• It must definitely be improved at the middle management, managers, and supervisory level. There is very little collaboration there. There’s collaboration, I think, with cabinet because they’re sitting there and they’re sharing information, but, I think, it doesn’t filter through. |
| Retention  | • We need to be there to make sure that after a year this person is really comfortable, that the person can ask questions, and that we directed the person in the right way.  
• They don’t do a good job in acknowledging people’s participation and people that also maybe achieve above and beyond in the performance management system because if that were the case, we would have had sufficient resources to recruit from within before we go outside. |
On that same day, the researcher met with Participant 4. Participant 4 is a black female also located on the main campus. She is roughly a fifty year-old woman and has been with the institution only two months. She is very knowledgeable about professional development and employee success. She has been in academia for roughly twenty-five year and is looking forward to implementing some initiatives at the college. She is from outside the United States and speaks with an accent. She has been through many systems within the United States and abroad. This gives her a certain perspective that the other participants did not have. The interviewer and interviewee sat directly across from each other at her desk. Her lights were illuminated in the office, and her office felt less lived in based on her newness to the position.
We took a moment to get familiar with each other, as the researcher had never met the individual before. She also was working on her dissertation and the two discussed their studies. Her interview lasted one hour because the researcher and interviewee found themselves going off on tangents during many of the questions. The researcher gave her an overview and the consent form to sign.

The researcher explained to Participant 4 the two sets of questions for the study. She began by asking Participant 4 her perceptions of the institution. Participant 4 brings a unique perspective because she is an outsider and can bring a more honest answer to the questions without being biased. Participant 4 explained that she was surprised by the age of the institution. “At this moment, it seems as if the organization is only five years old. I can’t even imagine it’s 50 years old. There is so little in place.” She was very excited about this new adventure in her career. Participant 4 made some interesting observations about the institution having been here only two months. Participant 4 felt that “there is so much to do. I also feel there is a vacuum created with not having a strategic plan…everybody is basically waiting to see what’s going to happen next.”

Participant 4 is big on performance management and believes the institution needs to do a better job of implementing this at the college. The researcher asked Participant 4 what her thoughts were on how the college recognizes employees and if she feels recognized in her own position. She explained that there are three pillars:

The first pillar is professional development, which is focused on two levels, the job description or job requirements but then also…where employees see themselves five years from now. The second pillar is performance management to see if that person is actually moving [in the preferred direction]. The third
pillar is succession talent management, and there’s nothing of that in this institution. We’re all still operating very isolated within our office even. She felt that these three pillars would help the institution with recognizing employees better within the institution. She did not really answer the question of whether she felt recognized in her job. This could be because she is so new to the position. She did note that she noticed, “They don’t do a good job in acknowledging people’s participation and people that may also achieve above and beyond in the performance management system…if that was the case, we would have had sufficient resources to recruit from within before we go outside.” This does not help employee morale. Participant 4 was then asked about her feelings on opportunities to grow in her position. Participant 4 was not sure. She did remark about a position that has failed three times. “Do you honestly want to tell me there is not a man or woman in any of the campuses that could have been Chief of Staff…that had the talent management or success in management to actually take over that position eventually?” The researcher remarked that it failed again. “Yes, it failed again,” said Participant 4. The researcher said this is the third time. Participant 4 responded the “third time.”

The researcher wanted to know how engaged Participant 4 felt at the institution. The researcher understood that Participant 4 has only been with the institution for two months. She commented that “the two months that I have been here, I feel engaged maybe even too engaged.” Most of this is because she has been meeting with the various constituency groups. The researcher then inquired if Participant 4 felt overworked in her new position. Participant 4 explained that she does not feel overworked. She is excited to be able to contribute at the level where she is contributing, and she believes she can put
the proper systems in place. She believes people hide behind work/life balance. This is interesting because many of the interviewees were trying to find work/life balance as their job consumed more of their time. “I think it is a cultural thing within the institution. Maybe still some of the old school philosophies and climate, but I think that this campus is ready for climate change, a total climate change.” The researcher joked with Participant 4 and said it is good you are not stressed yet. They began to speak of the researcher stress, which is more self-inflicted because of not being able to say “no.” The researcher and Participant 4 spent roughly ten to fifteen minutes discussing their workloads in a way [of] getting to know each other. The atmosphere felt more like two friends having coffee catching up on old times. They both felt very comfortable with each other.

The researcher was able to get the conversation back on track and asked Participant 4 about collaboration at the institution. Participant 4 felt that there could be improvement. “It must definitely be improved at middle management, managers, and supervisory levels. There is very little collaboration there.” She does believe faculty seemed to be extremely involved in collaboration. There could be more collaboration with faculty because of the need to do college service as part of their job duties. This can cause people to feel overworked and less engaged. The two chatted some more about employee engagement and how many employees will only put in their 37.5 hours per week.

We started discussing the next set of questions dealing with leadership-training programs. Participant 4 has attended various leadership-training programs. Since she is so new, the researcher wanted to see what she had gained from the various other leadership-
training programs. The researcher asked what type of leadership training she felt she needed to do her job. Participant 4 explained that she wants more operational training. She explained most of this could be done during new employee orientation. Participant 4 stated the institution could do “a better job on the orientation of new employees” and that it should take place three weeks in advance of their start date. The researcher laughed and shared a story about human resources calling her to attend new employee orientation two years after she started her administrative job. The two laughed and said this can cause employees to feel that the institution does not care about employees.

The researcher then asked if she felt the leadership training she received was relevant to her job. Participant 4 explained she was supposed to attend Leadership Flight School at State College; however, after an incident that occurred up there, the institution decided to no longer associate with this agency. She felt that if more training was to be offered, then the college needs to cultivate “project management, process management, people skills, and then two other areas underneath those individual competencies.” She felt “contextualized [training] will give a sense of the climate, sense of the culture, sense of the strategic priorities, sense of where the college is at this moment and where they hope they’re going to be ten years from now. How are you, as a leader, supposed to contribute to that?” This would help to create a plan to properly develop individuals. She felt that the institution needed to have continual training. It could not be a one and done. The process needed to continue. Participant 4 explained, “All of us in leadership positions need to continuously improve our skills and knowledge because the world is not standing still.” She did explain that there is a generational gap when it comes to retention
with employees. The older generation tends to stay in a job of life; whereas, the younger generation will have various jobs before they retire.

The research asked her about supervisor training and if supervisors needed more training and what type of training would make them successful. Participant 4 replied, “Competency based management skills because we’re moving into that era where if we don’t…if we can’t write something down, we can’t measure it. If you want to quantify anything, we can’t [currently] measure it, so we need to get to that stage where we say we are culturally competent. Our leadership training programs have solid competencies built into it so that you can measure people”

The next question dealt with career planning and the college’s mission and vision. Participant 4 went back to her three pillars and how that affects the employee: “Staff around here need to be asked whether they need more training and development.”

Participant 4 found it hard to determine if the training programs align with the mission of the college. She, like the rest, did not know the mission and vision of the college. The researcher told her she could look it up. After much thought and reading the statement, she concluded that it does not. In addition, she noted:

There is no training at this moment. I would like to see what comes out from the strategic priorities, if it’s going to include the changing of the mission and vision, and how I can then, with this needs assessment, dovetail it to make sure that we do professional development in line with what the [college] wants to achieve eventually, but it’s not aligned at this moment.

The interview ended with some more small talk and the researcher explained that she was happy to see the institution had hired her to begin the process of employee development.
Table 4.6 – Codes from findings

<table>
<thead>
<tr>
<th>Codes</th>
<th>Quotes from Participant 5</th>
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<tbody>
<tr>
<td>Collaboration</td>
<td>• I have seen more collaboration within the institution over the past couple of years, and I see it in almost every area of the college.</td>
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<td></td>
<td>• I think the areas that probably need more collaboration might be more of the non-credit and the credit; that could have more integration.</td>
</tr>
<tr>
<td>Retention</td>
<td>• I would want this to be market driven, so I’d like to hear from the employees what they think would help.</td>
</tr>
<tr>
<td></td>
<td>• I would like to engage both in a quantitative and a qualitative manner; what would work for employees? Salary and money isn’t number one…maybe time off with family, with kids, whatever it may be, a sick relative; we know that there are other issues.</td>
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<tr>
<td></td>
<td>• I think, again, it has to do with communication. It has to do with establishing expectations between the supervisor and the employee so it’s clearly defined what’s expected.</td>
</tr>
<tr>
<td>Employee Success</td>
<td>• Succession planning is probably more of what I think about. I think that a leadership program that Participant 4 is going to put together is going to be very good because it’s going to afford these employees opportunities that they haven’t had thus far.</td>
</tr>
<tr>
<td></td>
<td>• If the employees do feel overwhelmed than the employees need to sit down with their supervisor and explain where they feel overwhelmed.</td>
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The next interview was with Participant 5. Participant 5 is an administrator at the institution. Participant 5 is a fifty-year-old white male who has been with the institution for roughly four years. Participant 5 is more serious; however, he has a big personality. He is hardworking and tries hard to move the college forward. He is located on the main campus of the institution. The interview was conducted at a table located in the office, and it was later in the work day so the majority of the employees were gone for the evening. The office was quiet, and the interviewer and interviewee were the only two people left. The office was filled with natural light from the wall of windows that overlooks the campus. This interview lasted roughly forty-five minutes.

The researcher and Participant 5 spoke briefly about work, and the researcher thanked Participant 5 for participating and went over the study and the consent form. Participant 5 shared that he remembered doing his study and all the people that helped him. He commented that we must pay it forward and help the next generation.

As with the other interviews, Participant 5 was asked about his perceptions of the institution. Participant 5 felt the institution had a good reputation in the community. Participant 5 explained:

We are regarded for our academic quality overall. There are some pockets that are a bit weak, but overall it is solid. Overall, we have strong faculty that are well respected. There are some that probably, due to the tenure in the institution, as well as a lack of development and mentoring, are not helping us in our reputation, but I would say that in summary, we’ve got a solid institution that’s well-respected. We are just trying to move it to a new level of respect through a lot of the other initiatives that we are engaged with.
Participant 5 knows that the institution has some work to do. His plate is full with trying to make sure the institution is running efficiently.

Participant 5 was then asked about how the institution recognizes employees and if he feels he is recognized for the work he does on a daily basis. Participant 5 thought about that question for a while and then commented that he met with other leaders at the college to discuss “what is it and how do employees want to be recognized?” He felt that upper management cannot make the decision and that the college needs to engage employees on how they want to be recognized. Employees want various forms of recognition, such as “time off with family, with kids, whatever it may be, a sick relative; we know that there are other issues. I need us to find out what it is that employees want because that’s all I want to give…is what they want.” When Participant 5 was asked if he felt recognized for the work he did on a daily basis, his response was very interesting:

No, I am not, because I am referred to in derogatory terms, and I am evil, manipulative, and prideful to name a few. I’ve heard it all, and part of that is because when you’re in my position at the institution, there are many decisions that you have to make that most people don’t know all that has gone into a decision like that, so I would be willing on a daily or weekly basis to allow anyone to sit in my chair so that they would be able to [experience] all the different environmental, organizational, and individual groups come at me.

He continued by saying:

However, I did not take this job to be recognized. I realized what this job involved, and so therefore, being recognized is not important for me because when I go home in the evening I’ll know if I moved my goals, moved towards
accomplishing my goals, and/or how well I did with moving the institution forward for the students’ benefit. If you want to be liked and/or appreciated, get a dog. I didn’t take this job to be liked or appreciated.

He did note that he does feel appreciated by his bosses and thus his job was extended another four years. The researcher knew the perceptions of employees about Participant 5, but it was interesting to hear Participant 5 express these same comments.

The researcher asked Participant 5 if there are growth opportunities for employees at the institution. Participant 5 did acknowledge, “we have not provided these opportunities.” The researcher asked a follow-up question about creating a grooming process for employees. Participant 5 said, “we need to do succession planning is probably more of what I think about. I think that a leadership program that Participant 4 is going to put together is going to be very good because it’s going to afford these employees opportunities that they haven’t had thus far.”

This answer created a transition into employee engagement at the college. Participant 5 was asked how engaged he feels at the institution and if the institution promoted collaboration. Participant 5 felt he could only be as engaged as he physically could be based on his job requirements. His job requires both internal and external interactions. “I try to do the very best I can when I am in each campus to walk around, to at least say hello to people, to celebrate people. I try to get into the student area when I can. So, as one person putting in 90 hours a week, I think I’m doing the best I possibly can.”

As for collaboration at the institution, Participant 5 stated, “I have seen more collaboration within the institution over the past couple of years, and I see it in almost
every area of the college.” He did acknowledge that people are a bit overworked when it comes to committees. Participant 5 explained, “It seems on a committee basis that we are ‘committeed out.’ On a task force basis, which I prefer because they’re one and done, hopefully, I do believe that there is collaboration happening that never did before...we’re trying to breakdown the silos, as people will reference them.” He did explain that there are still areas of the college that could do a better job of collaborating, such as credit and non-credit, and the Foundation and Office of College Advancement. These areas have started to do better; however, there is more work that needs to be done. The researcher and Participant 5 both agree that the college needs to improve communication. The problem, Participant 5 said, is that the institution has “forums and the President-Gram. We have units sending out information. There may be more.” The question is why are employees feeling like communication is lacking, or are they choosing not to engage in the communication?

The final question about perceptions of the institution was if Participant 5 felt overworked in his current position. Participant 5 laughed a bit and changed positions in his chair. The researcher chuckled and said, “I probably know the answer to the question.” Here is a brief exchange:

Researcher: Do you feel overworked in your position?

Participant 5: Do I feel overworked? You know what’s going through my mind is I’m trying to think of being raised a Catholic.

Researcher: Remember, it’s Lent right now.

Participant 5: And all of that, you know, and being a blue-collar kid and all of the rest of it...it’s like I’m grateful for the work. The answer would be
sometimes and the sometimes is really me generated. It’s because of my standards and because what I expect from others that I need to model or because I don’t have a people in certain positions. The work that I need to do to ensure that my direct reports or others are able to get their work done is mostly, I think, self-inflicted. I think if I moved from an A game to a B game; it still would be most people’s A game.

The researcher asked how the institution could help employees feel less stressed in their position. Participant 5 explained the institution needs to engage the employees on what would help them accomplish feeling less stressed. He commented, “If the employees do feel overwhelmed, the employees need to sit down with their supervisor and explain where they feel overwhelmed.” In addition, Participant 5 felt “supervisors, especially directors and below, need to be engaged with their employees to fully determine how the employee may be overworked and/or what can be done to help the employee not feel as stressed because of the perceived expectations that they and/or their supervisor may have of them.” He did conclude people needed to communicate with each other and establish the expectation ahead of time. This question allowed for a few more follow-up questions. One question was how the institution assists employees that feel they are doing more than one person’s job. Participant 5 responded:

It has to do with communication. It has to do with establishing expectations between the supervisor and the employee, so that it’s clearly defined what’s expected, what’s the workload, and maybe even there’s a job audit that’s performed to identify truly if there is more work than humanly possible. There can very well be that. I do believe that there could be some who are probably
doing two jobs, but that has to be discussed between the supervisor and the employee.

The researcher thought of another question after his comment and asked if Participant 5 felt employees were able to express concerns openly. He did acknowledge employees do not feel comfortable speaking to upper management for fear of retribution. Participant 5 explained that it saddens him that people do not feel comfortable to speak freely:

What I’m sensing from the employee engagement survey that human resources and I went over with the group…it’s from the mid-level down that there seems to be a fear of retribution. I think with all of that, if that’s one of the examples, we have done a poor job and failed the managers in how to engage their employees to be able to effect a positive outcome. So, I can’t say that I ever heard that from many but by going through the survey, I guess it is quite visible.

The researcher would hear this same sentiment expressed in later interviews from employees at other campuses and position levels.

This ended the questions about perceptions of the institution. The second set of questions would focus on leadership-training programs provided by the institution. Participant 5 has participated in various leadership-training programs throughout his tenure at the college. He too attended Leadership Flight School provided by the agency at State College.

Participant 5 had some mixed views of the training he received. He felt the training was too long. He did say the benefit of the training was it brushed up on some skills he had not used in a while. Participant 5 elaborated, “That type of training will always have a positive benefit, so I did pick up a couple of things or were reminded of a
couple of things I needed to do.” He did say that the majority of people who attended the training at State College were upper management. He was concerned about some of the perceptions from our employees. He also commented that there was a lack of diversity. The sessions were conducted by middle-aged white men who brought a certain perceptive. The participants of the training varied from gender to ethnicity. The researcher reflected for a moment about her experience at the same leadership-training program as a black female. At the time she did not think about the lack of diversity, but upon further reflection, she did recall that the entire employee base at the agency was white and predominately male. The researcher did comment that in some of the previous interviews individuals expressed concern about confidentiality. Participant 5 had heard the same comments and understood why people were hesitant to speak out for fear of possible retribution.

The researcher asked Participant 5 what leadership training he felt he needed to do his job better. Participant 5 replied, “Legal issues, human resources, and facilities.” He felt that he really did not get any training that would help him do his job better. He, like the last interviewee, felt that the college needed to offer more operational training.

The researcher wanted to understand Participant 5’s thoughts on supervisor training and the type of training these individuals need to be successful. Participant 5 thought back to the employee engagement survey and explained that he believed supervisors needed more training and the survey expressed the same results. He explained that assessments needed to be done to determine which type of training needed to be provided to be effective. He stated the training also needs to be continuous. Some specific training he suggested was Management 101 and Supervisor 101. That training
would then tie in to conflict management, mentoring and coaching. These are important in developing individuals, and the college has not done a good job at such development. Participant 5 shared that the institution needs to incorporate mentoring and coaching, especially with female supervisors:

    When I think about mentoring and coaching...I’ve had to involve myself into situations, they are usually women-on-women issues, and so I think people have to get a better understanding of themselves and what their issues are and to realize that it’s not about them.

This comment sparked more conversation about the employees’ fears and concerns about retribution. The researcher commented that she noticed in the last employee engagement survey that women and minorities had the most angst about feeling engaged. Participant 5 responded:

    It pains me when I hear people saying that they’re not going to be honest because they’re afraid of retribution. We are adult professionals not doing anything but changing lives and destinies. Why there should be such fear of retribution is just a question I have, but it also causes me great heartburn because it’s just not an environment that I want to see. I want all of us educated individuals be able to say, “here’s how we can improve this for the student,” “here’s how we can do this for the student,” and I just don’t get that.

People want to feel engaged but need to know that it is acceptable to take a risk and make a mistake. People also need to avoid believing rumors.

Participant 5 was asked if he saw a connection with leadership-training programs and their connection to the strategic plan and vision. Participant 5 explained that the
college needs to redo its mission and vision statement, and the college needs a new strategic plan that is both attainable and measurable. He felt as a manager he could do a better job associating his direct reports’ goals to the strategic plan and how those goals fit together as a whole. Participant 5 explained this thought in more detail:

I’m thinking I try to meet once a quarter with my direct reports to kind of go over their goals, over how we’re doing, what more that they can expect from me, and what else I need to do differently to help them remove obstacles. Throughout the year, I don’t do a good job at that and that would be an area that I would need to improve. I don’t really know of anybody who does that, and I know the board doesn’t do that to me at all.

The interview concluded with the researcher thanking Participant 5 for participating and expressed her appreciation for all he does at the institution.
## Table 4.7 – Codes from findings

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<th>Codes</th>
<th>Quotes from Participant 6</th>
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| Collaboration | • I think that the college does do a decent job on trying to do some training for that. The problem is time.  
 |             | • Time management is the issue, and usually when you talk about trainings on time management, they don’t address that type of time management.  
 |             | • Have I seen collaboration occurring at the institution? Yes. Not to the degree that it probably should be occurring or could be occurring.  
 |             | • Where we miss collaboration that is important is where departments or student services or those types of things…work in a vacuum and do their own thing.  |
| Retention   | • Conflict resolution training is needed.  
 |             | • No, I do not feel that I am actually recognized on a daily basis or even on a regular basis as to what I actually do.  
 |             | • Taking faculty members who have great experiences, great ideas, energy…and allowing them to basically test drive a position.  |
Table 4.7 (continued)

| Employee Success | • I would go back to the whole life coach kind of thing…whether they’re teaching that to managers or some type of a thing for employees to learn how to do things themselves.  
|                  | • People feel valued, and I’m going to use the word leadership although it’s not necessarily what I’m meaning, but when they start having a little bit more pride in themselves; they feel like they have some value; they’re going to put that positive vibe out there; you’re not going to have the retention problem because people feel valued. |

The sixth interview was with Participant 6. Participant 6 is a forty-year-old white male. He has held both an administrative position and faculty position. He has been with the institution roughly fifteen years. Participant 6 is another no-nonsense person. He is a “tell it like it is” person. He has no time for people not making a decision and will express his discontent. The interview was conducted at a small table in his office. The lights were turned off and the office filled with natural light. The office was cozy and comfortable. The office bay was quiet and made for a good interview space. He was returning from teaching and needed a moment to make a cup of coffee. He offered the interviewer a cup, and they caught up on institutional business. Once all parties were settled, the interview took place and lasted roughly fifty minutes. As in the first five interviews, the researcher explained the study and all parties signed the consent form.
As before, the researcher started with Participant 6’s perceptions of the institution.

Participant 6 remarked:

We’re lost. We do not have a clear direction. There are too many people stuck in the past and too many people trying to put us way in the future that it doesn’t feel like we are able to deal with the current issues. I think that the president of the college does a great job, but again, he’s on the future side. I think the faculty are on the past side, for a majority. And I think if we don’t do something to merge them or pull back in a little bit, we will cease to exist.

Participant 6 laughed and said, “not to sound doom and gloom.” The researcher told Participant 6 that he has been in a unique position as both administration and faculty. Participant 6 replied, “You can just call me God…just kidding.” The researcher and Participant 6 both chuckled.

The researcher asked if Participant 6 felt recognized at the institution and if the institution recognizes employees. “That’s a very tricky slope,” commented Participant 6. He understood the notion of being recognized but questioned if people thought they should be recognized for actually doing their jobs. He said supervisors should do little things. Participant 6 provided an example by stating, “The first day of the semester, we would come in and there would be a little thing of cookies. Some simple thing like that where everybody can partake in it. It’s a thank you to everybody. Good luck. It’s going to be a busy semester. Those types of things I think are much better.” Participant 6 then provided an example of recognition that is not as effective: “… an email going out to everybody and [stating] this person did such a great job because they did this one little thing. I know for me, I’ve sat there and I’m like ‘yeah, and how about the 15,000 things
that I did?” Milestones are different, according to Participant 6, and employees should be acknowledged for their years of service. Participant 6 did not feel that he was recognized for the job he does, especially because his areas accounts for 1/3 of the student population and administration really does not have any concept of what they do in their department. He knows that he works more than a 37.5 hours a week in order to get things done.

The researcher asked about growth opportunities and engagement at the institution. Participant 6 felt there were no growth opportunities within the position. He did say that the institution allowed him to sort of test-drive a position to see if he liked it. Participant 6 explained, “Taking faculty members who have great experiences, great ideas, energy, those types of things, and allowing them to basically test drive a position…where else can you try out a job before you actually decide to do it? I think that the college does do a good job with that but in the actual position, in the context of the question, you know, if you’re a full-time professor in English, what is there to grow in that position?”

When it came to engagement, Participant 6 adjusted in his seat and pondered the question. He expressed that he is engaged and “probably more than I should be and probably more than some people want me to be.” The researcher knows that there is an inequity with faculty and college service. There are faculty who will do a lot of college service and other faculty who do no college service. It is part of a faculty member’s job duties, and there have been countless debates on the quantitative amount of college service one should be doing at the institution. Participant 6 believed that “the college is driving the engagement.” One can be engaged if they chose to be engaged.
The researcher then asked Participant 6 his thoughts on if collaboration occurred at the institution. Participant 6 replied, “Have I seen collaboration occurring at the institution? Yes [but] not to the degree that it probably should be occurring or could be occurring. I see it within my own department; however, from the college as a whole I do not see it.” Participant 6 commented, “Where we miss collaboration that is important is where departments or student services or those types of things…work in a vacuum and do their own thing.” Participant 6 also felt that there is a lack of communication about what is going on within departments and committees. Some representatives on committees “say to us that they feel pressure by administration to basically rubber stamp things” and that is not considered collaboration. Participant 6 did say employees do not have to have a say in everything, but if an employee is part of the process then his or her voice should be heard.

The researcher then asked Participant 6 if he felt overworked and how the institution could help employees feel less stressed in their jobs. Participant 6 thought, adjusted his seat, then thought again, and then responded, “Do I feel overworked in my position? No, in the fact that I’m a professional. This is a career. These are things that I choose to do for the betterment of my discipline. I think part of the reason I feel all of that is because I take ownership of my discipline.” However, he added this additional thought, “While I say no, I don’t feel overworked, I do feel that there is stress put on me by administration because we get release time to do the administrative part of our job, and administration likes to nickel and dime with that.” Participant 6 explained that there is a lot of turnover at the administrative level and that makes it hard for people to know
which person to contact or the amount of work that will now be added to current duties because of the situation.

The researcher explained that the next set of questions would focus on experience with leadership training. Participant 6 took a modified leadership-training program offered by the agency at State College. The facilitator came to the institution during a retreat to conduct the training. Participant 6 felt that “it was an opportunity for us to learn things that we didn’t know, ask questions, and it did pertain, some of it, [to how one] deals with difficult people, how to manage your schedule…those types of things.”

The researcher asked Participant 6 what type of training he needed to do his job better. Participant 6 thought for a moment and commented that he needed training on operational tasks, financial aid, advising, and human resource paperwork. He, like Participant 2, felt the faculty did not need training on how to teach. He felt that the leadership-training program he attended was relevant when he was in administration but not as a faculty member. He felt the training the faculty had back in September of 2010 was too large and faculty tuned out and/or it became a gripe session. He was not sure if it made him more successful at the institution having had these training programs. Participant 6 explained:

I think that they have helped me to some extent because it does allow me to see things from both sides and maybe understand the other side a little bit. So, I think that some of the trainings that we’ve had for leadership have helped in that aspect, and I’ve been able to carry along some of those traits. Now, of course, you know, I was not an expert in them when we first did them, but I trying to kind of remember and maybe if we had some follow up for reinforcement on some of
those things, it would help, but I think yes, that they have helped me in my position to be able to move, to utilize some of those skills. I would like to see training to help reinforce them or…fine-tune them.

The researcher wanted to switch gears and discuss supervisor training and how the college works with employees to move the college forward. Participant 6 told the researcher that was a loaded question at this institution and reflected, “So who is it? Fred Sanders, I think, that always says, “can you fire me?” If you can fire me then you’re my supervisor; otherwise, you are not. I always look at it as, “who does my evaluation?” If you’re writing my evaluation or you have an input into my evaluation, you’re the supervisor.” The word supervisor has not been defined well at the college. With all the turnover there have been questions on “who can fire me?” and “who do I report to?”

Participant 6 did state that many administrators feel like they do not have a group that they fit in well. Department chairs, still considered faculty, cannot attend Faculty Senate because faculty felt they could not speak freely. The same issue occurred when campus vice presidents and functional unit vice presidents were not allowed to attend Administrative Professional Organization meetings for the same reason. If the institution developed training for these individuals, that training should deal with conflict resolution, evaluating employees, and corrective action. Participant 6 said, “Why can’t a trainer from Harvard University come here and talk to the managers?” This type of training needs to be ongoing and have continuous follow up.

The researcher asked Participant 6 if he felt the leadership-training programs tie to the strategic plan and the college’s mission and vision statement. Participant 6 said, “I say yes; however, I’m not a big fan of our mission and vision statement.” The researcher
explained most people felt the same way. Participant 6 said the “strategic plan stuff…I think is a lot of lip service. I think that it is in line with something that is not designed to really have any meat to it. It’s just a fluff. We can say that we have a mission and vision statement, so what? I don’t think that we use it. We don’t utilize it within the institution, so therefore, I, myself, don’t really give it a lot of credence.” He questioned how anything can tie to something that we barely know and use. That makes it hard for employees to see their connection to the strategic plan and mission and vision statement. The researcher and Participant 6 went on a tangent about the last strategic plan and how it was written. He did not seem convinced that anything would get accomplish with the new committee writing the new strategic plan.

The interview concluded with the researcher thanking Participant 6 for the interview. We discussed how could the institution use some of the research gathered in this study to better the leadership and training at the institution. There was hope from Participant 6 that this could be the step in the right direction.
Participant 7

Table 4.8 – Codes from findings

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| Collaboration      | - Working across the institution and helping people learn the operational side of the institution.  
|                    | - Do I see it? Yes, I do. However, I see it more with instructors helping other instructors and collaborating with them. In terms of various levels or types of employees collaborating together, no, I do not see that and that saddens me because the year that I did spend in administration, everyone’s goal was to make the college more collaborative in nature and thus far, I am seeing no signs of success. |
| Retention          | - The first thing I think we need to do is actually train people when they are hired to do a job.  
|                    | - So if I’m not seeing my immediate supervisor face-to-face, it’s very difficult to get any recognition from him or her.  
|                    | - So I think, for staff, we need to put in a sabbatical system or something equivalent to a sabbatical system because ultimately it would benefit. |
| Employee Success   | - Encouraging growth within the job  
|                    | - Faculty, like all people, do have the opportunity to apply for other positions such as administrative positions, but there aren’t many of those.  
|                    | - The first thing I think we need to do is actually train people when they actually are hired to do a job. |
The seventh interview was with Participant 7. Participant 7 is a white male in his early fifties and has been with the institution twenty-one years. He also held both an administrative and faculty position at the institution. Participant 7 is a fun-loving person. He has a smile on his face and enjoys working with his co-workers. He brings a lot of institutional history with him based on his years of serve. The interview was conducted in a conference room in the faculty bay where his office is located. There were more people around in the faculty bay since this was during class time. At times, it made it difficult to conduct the interview because of the background noise. The conference room was small and extremely plain. The room looked more like a hospital room then a conference room. While the interviewer set up for the interview, the two caught up on the happenings of the institution. Participant 7 was informed about the study and consent forms were signed. The interview lasted a total of fifty-five minutes. Participant 7 and the researcher attended Leadership Flight School at State College together. Both were new to their administrative jobs.

The researcher asked Participant 7 the same question about his perceptions of the institution. Participant 7 felt his perceptions were positive of the organization. He stated he had been with the organization over two decades. He was then asked whether the institution recognized employees and if he felt recognized. Participant 7 remarked, “Currently, we have no system for that. We have been promised by our president that there was one forthcoming. In general, beyond our annual evaluations, I think any organization has to have a good solid way of recognizing outstanding work and unfortunately, right now, we don’t have that. Ideally, I think we should have a variety of ways of doing it and allow a person who’s being recognized to choose what they would
like.” Participant 5 and Participant 1 expressed the same sentiment. Participant 7 explained that it could be something as simple as an extra day off, extra time off, an extra personal day, something like that is meaningful to the employee. In addition, Participant 7 felt he was not recognized for the work he does on a daily basis. Participant 7 expressed, “There is no recognition from my immediate supervisor or anyone above. My immediate supervisor, I have not seen face-to-face since sometime in the fall semester. So, if I’m not seeing my immediate supervisor face-to-face, it’s very difficult to get any recognition from him or her. In addition to that, another reason why is because, quite honestly, my immediate supervisor has zero idea what I’m doing.” The researcher asked Participant 7 who he believed his immediate supervisor was at the organization. Participant 7 replied, “Right now, I consider my department chair as my immediate supervisor. He is the one who writes my annual evaluation.” The researcher noticed that there was some inconsistency between the participants as to whom they reported to, especially the faculty.

The researcher asked Participant 7 if he felt that there is opportunity for growth at the institution. Participant 7 replied, “Are there opportunities? Yes. Are they numerous? No.” He did note that is how higher education is set up, so that it is not the institution’s fault per se. Participant 7 explained that for faculty this is easy. You can go from Instructor to Assistant Professor to Associate Professor, etc. For administration and staff, there is less room for growth.

This brought the researcher to her next question about engagement. Participant 7 felt that he is not engaged at the institution. The researcher inquired why he felt this way. Participant 7 explained:
I was in another position, which I loved very much. Now if you look at it as faculty or on the ground level, they have that ground-level perception. I was in a position that allowed me a 30,000 foot view, and I prefer the 30,000 foot view. I was not selected to receive that position permanently despite the fact I had been told by three separate bosses I was doing the job right, but the committee didn’t like me so, and I freely admit my own fault.

The researcher thought this was interesting and asked a follow-up question about whether Participant 7 felt the institution’s interview process for positions caused the college to miss out on good candidates or to bypass internal candidates. Participant 7 responded:

Actually, yes, I do think [that], and I don’t know if it is our interview process or the legal system that has kind of forced us into a particular process. Either way the process is ineffective. I have served on numerous search committees, chaired search committees…[the] most recent one being for a registrar. Mine was the third attempt to find a registrar for the college. It failed and part of the problem has to be in how we’re advertising for positions because I would look through all of the candidates when I was serving as the chair of that search committee, and I went to the hiring supervisor and I said, the person we’re looking for is not in this batch. So there was obviously a problem in the application process or rather the advertising process. We did move forward with the search, gave everyone a fair shot, brought two people in because they were the best of the batch, and they were not successful. So in the process, I think we need to start at the ground level, fix it, fix how we advertise. Once we bring people in, actually even to the telephone interview, I think we need to ask better questions, and I think HR should be
encouraging if not mandating better quality questions, and maybe then we can actually bring in solid candidates where we actually have a true choice of good solid people to choose from, but yes, the process needs to be fixed if the legal system will allow it.

The researcher has noticed in other interviews that the participants felt that the search committees can be biased, and they truly do not know who is the right person for the job. Another issue for many of the jobs failing is salary; this has occurred more times than not.

The researcher then asked about collaboration at the institution. Participant 7’s perception of collaboration was twofold: “Do I see it? Yes, I do. However, I see it more with instructors helping other instructors and collaborating with them.” On the other hand, in terms of various levels or types of employees collaborating together, his reply was no. The goal of the college, stated Participant 7, “was to make the college more collaborative in nature, and thus far, I am seeing no signs of success.” Participant 7 felt that collaboration could be better improved, especially, at the dean and administrative levels.

The researcher was curious about his take on whether he feels overworked in his position. Participant 7 explained that he does not feel stressed because he is only “giving the college his 37.5 hours per week that he is paid for.” This was different from the previous interviews where Participant 6 and Participant 5 say they do way more than 37.5 hours per week. He has decided that he does not work nights or weekends and his students know this. This is his choice based on the fact the college overworks people and does not pay them for their time. Participant 7 additionally noted the following:
At different levels of the college, there are, of course, different levels of expectations, and I know for many people, they are expected to have their cell phone with them 24/7 because they never know when a high-level administrator is going to call them, sometimes even at very late hours of the night and very early hours of the morning. However, they have, at least to some degree, accepted the position with the knowledge that this is going to be an expectation, and they are compensated appropriately.

The researcher would hear this same sentiment in her last interview with Participant 8.

The researcher now wanted to focus on Participant 7’s experiences with leadership-training programs. As stated before, the researcher and Participant 7 attended leadership training together. They had many discussions after each training session about what occurred during the day and how they could implement it at the institution. They both noticed that follow up never occurred. Participant 7 explained that he left the training feeling very invigorated and ready for his new challenge as an administrator. He was ready to use his newfound skills when he returned to work. He did feel some of the people at the training program did not seem to want to be there and made some of the other participants uncomfortable when participating in-group work. This was a negative for Participant 7.

The researcher then asked Participant 7 for his thoughts on what type of training he needed to do his job. Participant 7, like the other faculty participants in the study, felt faculty did not need training on how to do their job. In his administrative job, he felt he could have used more training on operational skills, Banner, ARGOS, budgeting, etc. He never received training in those areas, and they were an intricate part of his job; he
learned by trial and error. At the institution if you ask for help, it seems no one knows how to train anyone on these various systems. Participant 7 explained, “There are some major holes in our training processes at this particular institution.”

Participant 7 was asked if the leadership training he participated in or any other leadership-training program is relevant to his current job. “It is my understanding that currently the college is providing absolutely no leadership training to anyone, faculty or administrator.” This is true at the moment. Participant 7 elaborated on the Leadership Flight School training:

The usefulness in day-to-day work is, at best, questionable because at least, in my opinion, that training really focused on how to get current employees motivated for what was currently happening. Since the college, at the time, was going through a major re-org and a major re-shift in how we do things…what I think any leader at this college needs in terms of training is how to lead people through change, and I just simply do not feel that I got that during that week. The sentiment was felt by some of the other participants of this same training program. He felt the only way these training programs make employees successful is that maybe it can move their resume to the top of the list; other than that, there is no benefit.

Since Participant 7 had been a supervisor, the researcher wanted to get his take on supervisors, their leadership training, and their role with employees. Participant 7 felt that supervisors definitely needed leadership training. Participant 7 used his current boss as an example of supervisors needing training. Participant 7 explained in more detail:

I will use my current supervisor as my example. He, in my opinion, is not an effective leader. He’s not an effective manager, and part of it may be that he has
too much on his plate. When we reorganized the college, we may have shifted too much to that role and had too many expectations for the role. I would have to say in all likelihood, that’s part of the problem, if I were to be honest…I have three supervisors: my chair, my associate dean, and my campus academic dean. I would say two of the three need some major leadership training.

This sparked the researcher to ask a follow-up question about whether the college had the right people in the positions or if the positions were not structured well. Participant 7 thought about it for a minute and explained, “I think it’s more the positions aren’t structured well in general. In some cases, yes, we don’t have the right person in the right position, so it’s really a combination of the two. I think the bigger chunk of it is how we have structured the roles and the amount of, the number of, expectations for various roles is too much in some cases, too little in others.” He did believe that these people needed continuous leadership development. He was not sure what type of leadership training these individuals needed. Participant 7 then made an interesting comment about leadership:

To be honest, in order to answer that, I would have to do some research in terms of what leadership training is out there and available. Whether any individual can be trained to be a leader is questionable, and part of the problem is how any given individual or how any given institution defines a “leader.” One of the things that just literally occurred to me is that we, at the college, including myself, have a habit of using the word “leader,” but we have not agreed upon definition for that term. So, maybe that would be a good place for us to start. Let’s start by defining
what a “leader is for the college,” and once we know how we’re going to define leadership, that will help us determine what training would be beneficial.

The researcher thought this is so interesting because no one else made that connection. It was powerful.

This would help in answering the next question about whether the training provided aligns with the college’s strategic plan and mission and vision statement. Participant 7 explained that for faculty this is already in place. However, it is harder for administration and staff to align their goals to these. This makes it hard for supervisors to help employees align their goals when the process is flawed and no one is a champion for it. These training programs focused on service leadership. Participant 7 noted, “In terms of my current supervisor now that I’m back in the faculty role, no, I have not heard a word from him. I have not heard a single word from him on how I am part of the college, part of the college’s future, or how I should help the college achieve its future goals.”

The interview ended with researcher thanking Participant 7 for participating in the study. Participant 7 was happy to help and encouraged the researcher to keep up the good work.
Participant 8

Table 4.9 – Codes from findings

<table>
<thead>
<tr>
<th>Codes</th>
<th>Quotes from Participant 8</th>
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| Collaboration   | • I think sharing information about different departments. I don’t know how this would work, but something like a day-long in-service where you rotate around and you can have a conversation; mini groups of stuff where you and I can learn more from you about financial aid and you can see some of the challenges and then I can also say that to you.  
  • Maybe some shadowing. You know there is an area that you work with really closely at the college, so could I go shadow that person for a day? That might be helpful.  
  • I see a lot of collaboration at the campus level because it’s all for one on your own campus because you all have the same guideline to move forward and you have the same leader who is saying this is the direction we’re going. I don’t think I see as much college-wide, and I would say the biggest barrier. |
| Retention       | • The problem at the college is we never held people accountable.  
  • So I think that we have a lot of building and teamwork to do and that if we don’t do something with morale, we’re going to continue to lose good people.  
  • I get a lot of “thank yous” from people in my department, and I also get some kudos from my supervisor about the work that I’m doing, what I’m trying to accomplish. |
Table 4.9 (continued)

| Employee Success | Feeling like you have a place here, that you belong, and that you’re part of a bigger team and this plan of where you can be if you want to be or if you want to stay where you are.  
|                  | They don’t feel empowered to do that. They feel like they have to run to their supervisor and ask first, and I think that by doing that, we’re not giving the best customer service we need to.  
|                  | We don’t have a good mentoring structure. We really don’t, not even for faculty. |

The final interview was with Participant 8. Participant 8 is a mid-forty-year-old white female. She has been at the intuition for eighteen years. Participant 8 is another no-nonsense individual with a “go git-er” attitude. She is very employee and student centered. She wants to make sure everyone is happy and the college is creating that environment. She has held both an administrative and faculty position at the college. The interview was conducted in her office that she shares with another colleague. The colleague was absent, and the campus was quiet because of the lack of classes on Friday. The office was illuminated with two lamps located on each desk. This interview was longer than the other interviews because the interview and interviewer would go more in depth with the question, and many follow-up questions occurred. Participant 8 was informed about the study and signed the consent form. The final interview lasted one hour and ten minutes.

As before, Participant 8 was asked her perceptions of the institution. Participant 8 felt that the institution was in “flux and we are headed for some more layoffs.” She added
that the college is in “financial straits” and “employee morale is down college-wide.” She was concerned that if something was not done soon “we’re going to continue to lose good people.” The researcher asked her if the institution recognizes employees and if she felt recognized in her job. Participant 8 felt that the college should have a recognition plan. She felt it could be as simple as a note or email. She did appreciate having the CORE awards when they existed; however, the institution has since gotten rid of these. She did mention that these appreciations should be genuine and not that it is expected. The employee might start to “think to themselves, okay, what? Really? It’s just what I do. And then all of a sudden they stop, so you’re like hmm. So…the key to it is…it has to be sincere. I’m not always convinced it’s sincere. It’s just a note.” She felt she is recognized for the work she does by her department and her supervisor. She did note, “I think that our salary structure doesn’t let us be recognized the way that I think we should be recognized,” especially when the institution cuts jobs and people are doing more than one job. Participant 8 added, “The other thing that I’ve seen here in the interim roles is that you only get a 5% bump in pay, but you’re really taking on either a much larger role or you’re doing your current role plus another role and you only get a 5% bump in pay…that’s not even the gas mileage to get to the different campuses.” This was a theme that resonated with many of the participants in the study.

The researcher then asked about opportunities for growth within the institution. Participant 8 did not think the institution allowed for this to happen. The institution does not have a good mentoring structure, so when an employee “gets put into a position and ‘just get in there,’ ‘do it,’ ‘close the door until it’s done.’” These individuals have no one to turn to in order to ask questions or get guidance. Another area of concern for
Participant 8 was “our faculty, our administration should all be able to lead and be able to make decisions, but people don’t feel like they can make decisions. They don’t feel empowered to do that.” The college needs to start empowering people.

Participant 8 was then asked about engagement and collaboration at the institution. Participant 8 felt “very engaged.” Mostly, she has held many positions at the institution. She explained, “There is a sense of self-engagement.” She, like many of the other participants in the study, found ways to be engaged in the organization and did not expect the college to engage them. In terms of collaboration, Participant 8 felt that on the academic side there is plenty of collaboration. She did see collaboration at the campus level as well. However, she did not see the same amount of collaboration college-wide. She felt there were areas of the college that claimed to be collaborative, but “there are so many barriers to getting anything done.”

The researcher asked if Participant 8 felt overworked in her position. Participant 8 had a very in-depth response to the question. She explained in detail:

Yes, I think I’m definitely overworked in my position, and I don’t know that others recognize what you actually do because, just like I said, the task list just continues to grow and not only in my position, but I see it with everybody. So, I think balls are being dropped because people don’t know what other people did when they were here. And so when those people leave, we don’t know what they did and then somebody else tries to pick it up, and it’s never done the same way or to the caliber of that person. I’ve heard from all the faculty that I’m trying to work with because we have less and less faculty full time. There’s less people to be on the committees, and we have so many committees right now with the SGP
process…that was supposed to be a six-month to a year initiative, and it’s still not done two years later because people don’t have time, they can’t commit, and the process is flawed.

The researcher noted employees from all aspects of the college feel drained and exhausted. No one will complain or say anything because people are afraid of losing their jobs.

As the researcher now focused on leadership-training program, she was reminded of the previous interviews and how many of these themes were stated in one interview and thoroughly developed in another. The researcher knows that Participant 8 also attended the Leadership Flight School training as well. She did it in its infancy and was part of a Leadership Academy created by the institution a few years ago. Participant 8 explained her experience at the training and felt indifferent: “While it was a nice time to get away and learn some things, I don’t know that I’ve applied as much of it as I would have thought I was going to when I went for the three and a half days. I don’t agree with all the philosophies. I agree with some of them, but I’m not always going to take time to think about somebody’s motivation behind something.” Participant 8 expressed, “Nothing that I had as far as Leadership Academy here was helpful. The leader of that group…I shouldn’t say that. The only thing that was helpful [was that] we did get a team of people in a room to actually talk about things at the college.” She, like the rest of the participants, felt “the idea would be that the Leadership Academy team would have been broken up into groups and we would create something that the college could use, but that never happened.”
The researcher asked Participant 8 what types of training she needed to do her job. Participant 8 expressed the same types of training as the previous participants. She would have liked operational skills training, skills on conflict resolution, and how to work with other people. She did make a good comment about professional development: “How can I know what I need if I don’t know what the goals are?” That is a good question. This is where Participant 4’s idea of professional development and goal setting would come into play. She did feel that what she learned in leadership training was not relevant to her current job. She felt that a really good mentor would help an employee with goal setting, advice, and the day-to-day struggle of a job. Participant 8 was asked if the training helped her become more successful at the college. She thinks it helped her get her name out in the organization. This helped her get on some committees that she might not of had access to in the past.

The next line of questions dealt with supervisor training and its role with developing employees. Participant 8 explained:

The leadership needs some serious supervisory training. I’ve been in meetings with the upper-level people where we talk about the employee engagement survey and how stressed people are and how morale is low, and I was bold enough to suggest that it starts with us and if we’re emailing people at 6 o’clock and asking them for something in the morning at 9, then shame on us. If we really talk about work/life balance then when they go home, I tell them to not look at their computer, or if they look at their computer and they get something from me, it’s not to be opened. They felt compelled because it was from me that they should and I think that is wrong. The response to that was all eyes stared me down and
one person said, “My day is booked and if the only time I can get to answer
emails at 10 o’clock, it’s 10 o’clock then…that’s when I’m going to answer
them.” I said that’s what we should be telling our people though…that it’s not
their expectation that they be answering emails at midnight from us, that those
emails can wait till the next day because, again, nothing we do here at the college
is urgent. It really is not.

This feeling is true at the institution. The researcher could remember her role in
administration and the cell phone dinging because it was an email or a text about work.
She felt very obligated to answer it; it started to affect her home life. This touched on a
follow-up question on work/life balance. Participant 8 commented that she felt penalized
for having a family. The researcher could understand completely. Both had noticed
comments from upper management, Participant 8 recalled, “they met with someone in
upper management and he said to them we’re fortunate that we have spouses who really
understand that our work is our priority and that we don’t have all of that extra stuff.”
These same individuals do not understand that family is important to their employees and
that should be respected not punished. In addition, she noticed how other employees treat
each other and how their boss did nothing to stop it. This sometimes implies favoritism
among a group. Participant 8 explained:

The other thing I witnessed one time that I called her boss [was] a fellow co-
worker demeaning another co-worker at a department meeting and not having an
open, honest discussion about it in a collegial way. And I said, “I don’t know
how you allow that to happen. What happened there? Why didn’t you rein that
in? That should have never continued, but you let it.” I was new at that point. I
said, “The whole demeanor in the room shifted…there is something wrong with that.” So no one crosses the co-worker because our boss is not going to intervene. This situation left a bad taste for Participant 8. She questioned the intentions of the people she worked with. She agreed with the other participants in that we need more leadership development and interpersonal skill training.

The researcher wanted to know how the training aligned with our strategic plan and mission and vision statement. Participant 8 felt that we needed to have goal setting documents. Everyone should do these, and this could help the institution know what types of training to provide based on the goals of the college. Participant 8 also could not remember the mission and vision statement of the college. If their managers do not understand the mission or their role in the strategic plan then it makes it difficult for the employee to understand. Participant 8 stated, “My role is supposed to be the helper.” She wanted to help the employee obtain his or her goals. She felt that the “college does not have a career path.” Certain people are chosen to attend particular leadership-training programs, and they should be open to all employees. She, like most, felt the college needs to revise the college mission and vision statement. It has no merit and no one knows it. Employees should be engaged by the mission statement and be able to recite it.

The interview ended with a thank you to Participant 8 for participating, and she explained she was happy to help. She had to run to another meeting and we said goodbye.

**Results and Interpretations**

The phenomenological study focused on the experiences of eight employees’ perceptions of leadership-training programs provided by a community college and how
that affects employees’ success and collaboration at the institution. After, the researcher
detailed the participants’ experiences; the researcher then analyzed the data for emergent
themes. Although there were similarities amongst the participants, there were also many
differences about their perceptions of leadership training. The following chart will
highlight the various similarities or themes found throughout the study.

These interviews provided the researcher with insight into the shared experiences
of the participants and their feelings on employees’ success and collaboration within a
community college. The themes of follow-up training, relevancy, promotion within, fear
of retribution, valuing employees, conflict resolution, collaboration, and civility were
common throughout the interviews. These are important themes that will help this
community college with professional and leadership development.

The chart is designed to correlate the research questions to the themes that
emerged during the interview processes. The chart is organized by the research questions
and the themes that emerged from the interviews, followed by a narrative description
about the emergent themes shared by all the participants.
Table 4.10 – Themes based on research question

| Research Question: What experiences do community college employees have related to leadership-training programs provided by the institution? |
|---|---|
| Theme Shared by Participants | Quotes from Participants |
| Follow-up training is needed for employees after leadership training. | • People come back from training motivated but have nowhere to place that training.  
• The institution should have refresher courses.  
• Implement roundtable discussions – make it part of our culture.  
• Hire someone who is going to make it work and make sure it is continued. |
| Training is not relevant to my current job duties. | • Leadership Flight School was a waste of time – we did nothing with it and no follow up.  
• Leadership training here was not helpful for my job.  
• Did not apply anything I learned from leadership training. |
| There is no real leadership training provided by the college | • No leadership training for faculty.  
• What training? Do we have leadership training? The college provides no leadership training.  
• Need better communication about leadership training and what is available for employees. |

**Narrative Description**

To answer the researcher question: What experiences do community college employees have related to leadership-training programs provided by the institution? The researcher found three themes related to follow-up training needed for employees after leadership training, training was not relevant to current job duties, and there was no real leadership training provided by the college. These themes correlate with Bryman &
Lilley (2009) authors of *Leadership Researchers on Leadership in Higher Education* who examined leader’s experiences and perceptions of leadership in higher education.

The participants felt that some of the training they received was beneficial; others felt that it was a waste of time. The college has sent employees to Flight School hosted by a company at State College in Pennsylvania. Those participants that attended this leadership training had some interesting perspective. “Leadership training was stupid because we never did anything with it, so it was kind of pointless” (Participant 2). The participants that went to Flight School felt that they did not apply anything they learned from Flight School. “The usefulness in day-to-day work is at best questionable because at least, in my opinion, that training really focused on how to get current employees motivated for what was currently happening at the institution” (Participant 7). The overall theme of those that attended was that nothing was gained or it was a waste of time. Needless to say, the institution no longer sends employees to this leadership-training program because of the issues stated above.

Another leadership training program that the college used was their newly created Leadership Academy. The Leadership Academy was created to develop new leaders for the institution and the first part of succession planning. Participant 8 explained that they had attended the first group of Leadership Academy. “Nothing that I had as far as Leadership Academy here was helpful. The main idea of the Leadership Academy was to break up into groups and we would create something that the institution could use, but it never happened” (Participant 8). Only one group went through the process and then the Leadership Academy was dropped. This was particularly disappointing as there was
much enthusiasm for the Leadership Academy, and employees were motivated to learn and apply it to the job.

Participant 4 gives a detailed account on the type of training needed:

I have done research, and I came up to something like 26 or 28 competencies because I want our leadership development program to be competency based. You know, about five areas: project management, process management, people skills, and then two other areas and then, underneath those, individual competencies, so we can have contextualized the institution’s programs with the help of people like yourself and any of the other faculty people.

Two of the participants felt that the college does not provide leadership training. They felt that the training was not beneficial for the everyday work. One person felt the training did not benefit their current position. There is no training relevant to administration and faculty. “I have not gotten any leadership training from the college in my three and a half years here because what leadership training was offered…” (Participant 5). The sentiment is that the lack of leadership training has made it difficult for employees to be successful.

Participant 5 struggled with what we have offered at the institution. The participant felt that the lack of diversity with the facilitators, based on gender, age, and ethnicity, made it hard for some participants of Leadership Flight School to relate. The researcher had not taken that aspect into consideration and reflected back to her experience at Leadership Flight School and wondered if she related less because she is a woman and African American or at any time felt that the training might have been biased.
Participant 6 felt that it “helped to an extent because it allowed them to see things from both sides and maybe understand the other side a little bit.” Unfortunately, the participant felt he did not have a chance to utilize these skills and there was no follow up.

All of the participants felt the institution needed continuous leadership development. The training needs to be efficient and effective for the participants involved. In addition, there needs to be some type of follow through, continuous training, or some type of assessment to the effectiveness of the training. The researcher was trying to determine the answer the research question. Participant 2 mentioned that the training she received was pointless, but “if we are going to take time to do a program like that then it would be nice to have some follow through.” The institution spent time and money to send these individuals to these various programs and never continued the training once the participants returned. This becomes a turn off because people come back from these training programs motivated but have nowhere to utilize the skills they have learned. “I have seen people be extremely motivated and inspired and they want to do great things, but as time goes by, I think individuals tend to get back into their day-to-day rut and routine and it falls by the waste side” (Participant 1). This could include follow-up training such as refresher courses, a part two to the training, and round table discussions. The institution needs to make it part of the culture rather than a “once and done” (Participant 1). Many employees felt that they could not find the right type of training for them and could use someone to help guide them through the process.

Another suggestion made by the participants in the research study was having a dedicated person who handles faculty and staff development. This same sentiment was expressed at the Faculty Organization meeting. The researcher happened to attend an
information session about what professional development that is needed at the institution. Each information session was poorly attended. This sparked a conversation with the researcher and the Director of Faculty and Staff Development about employee engagement about professional development. Do employees believe in professional development? Do they see a need for professional development? Are the employees not engaged? She has only been on the job for two months, and her position is new for the institution. She explained to me about her quest to understand where the lack of development is with each segment of the institution.

Many of the faculty had no clue this position existed. Now to the credit of the Director of Faculty and Staff Development, she has gone to every campus to explain her position and ask what employees are in need of to better do their jobs. These forums were poorly attended with a total of two to three people at maximum. So the question remains if there is a lack of communication (she did send everybody an email about the forums), a lack of commitment from upper management, and/or a lack commitment from employees. The employees felt there was nothing communicated to them about this and human resources said that they have sent out countless emails and reminders. Employees responded that they do not have time to attend these forums and meetings.

The eight participants felt that there needed to be continuous training and make it relevant to the employee’s job duties. The institution needs to develop a culture where employees do not feel stressed and overwhelmed and can attend these various forums and development.
### Table 4.11 – Themes from research sub-questions

Research Sub-Question: How did the employees’ experiences influence their perception of success at the institution?

<table>
<thead>
<tr>
<th>Theme Shared by Participants</th>
<th>Quotes from Participants</th>
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<tbody>
<tr>
<td>Creating a promote from within culture</td>
<td>• Can help with people who do not have any real leadership and management experience.</td>
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<tr>
<td></td>
<td>• For Retention – promotion from within would be very positive – training how to apply for internal positions.</td>
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<tr>
<td></td>
<td>• Encouraging growth within the job.</td>
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<tr>
<td>Inability to be successful due to fear of retribution</td>
<td>• Cannot be successful because people fear retribution.</td>
</tr>
<tr>
<td></td>
<td>• There is not an investment in – an investment of not crossing the line.</td>
</tr>
<tr>
<td>Making employees feel valued</td>
<td>• Some types of training will always have a positive benefit.</td>
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<tr>
<td></td>
<td>• Contextualized training gives people a sense of climate, sense of culture, sense of strategic planning, where the college is going.</td>
</tr>
<tr>
<td></td>
<td>• Giving employees something that makes them feel productive.</td>
</tr>
<tr>
<td></td>
<td>• Supervisor and coaching and mentoring.</td>
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<tr>
<td></td>
<td>• People feel valued, they get more pride, and have a positive vibe with work.</td>
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**Narrative description**

To answer the researcher sub-question: How did the employees’ experiences influence their perception of success at the institution? Three themes emerged from the interviews, such as creating a promotion from within culture, inability to be successful due to fear of retribution, and making employees feel valued. These themes connect with
the research conducted by Smith et al., (2010) in *Higher Education Leadership Competencies: Quantitatively Refining a Qualitative Model*. The authors conducted a study to assess higher education leadership competencies models. The information provided in this study is advantageous because it highlights four key competencies in determining employee performance. The line of questions focused on employees’ perceptions of recognition and success within the institution. Some of the participants answered the questions very comfortably; others took time to really think about their answers. Some of the participants gave answers such as promote from within the institution; bring back the CORE awards, without the layers of people to approve them; or send a simple email to employees telling them they are doing a good job. These ideas seemed very simple to the participants. They could not understand why the institution does not do any of these simple tasks. One administrator explained:

> The individual in the unit must also feel that there’s some kind of talent management, succession management, so if there’s an opening, we don’t first go and look outside; we look inside to see who we can promote into the position.

(Participant 4)

Many of the participants commented on how the institution does not do a good job of hiring from within and how this causes a “bad taste” for people.

The biggest driver of recognition the participants suggested was to just ask what employees want when being honored. Instead of guessing what motivates employees, let them make the decision whether it is a day off, a gift card, or a “welcome back for the semester” breakfast or snack. The researcher was surprised that at least three of the participants expressed that monetary incentives were not necessarily the way to
recognized people or motivate them to do work. Participant 5 explains, “We know that maybe time off with family, with kids, whatever it may be, a sick relative; we know that there are other issues.” These simple recognitions can go along way in building employee morale at the institution.

The researcher connected the experience of promotion opportunities with the literature of Robinson et al. (2008), authors of *Global Leadership in a Culturally Diverse World*, who wrote “not every employee will become an effective leader in collaboratively diverse situations. It is plausible; however, to expect that an organization should be seeking to develop the promotion journey and thus will require leaders who are able to shift paradigms ahead of the critical mass of the organization.” Some of the responses were that the institution does not do a good job acknowledging people’s participation; does not provide these opportunities; and offers very little training. One administrator, Participant 4, commented:

They don’t do a good job in acknowledging people’s participation and people that may also achieve above and beyond in the performance management system …if that were the case, we would have had sufficient resources to recruit from within before we go outside.

There was a sense performance management was needed, along with job shadowing of various positions, so employees have an opportunity to see the job duties of other positions. Letting employees test drive a position would allow them to see what their progression would be in their job career.

Another perception that the interviewees mentioned was mentoring and coaching. Participants’ felt that employees could really use mentoring at the institution. This could
be as simple as meeting once a month to get together and reflect on what the participants learned and discuss real world situations and how to handle them in the workplace. “We don’t have a good mentoring structure…. our classified staff, our professional and administration, our faculty should be able to lead and be able to make decisions but people don’t feel like they can make decisions. They don’t feel empowered to do that” (Participant 8). Employees do not feel like they can make decisions without fear of retribution. The participants could not understand why we no longer had the mentor/mentee program. It seemed that many of the initiatives once implemented seem to have disappeared without any reason or communication to the college base. They believed that this program would provide the new employee someone to speak to about advising, how to use applications, and much more. The participants wanted to see the return of this program. The participants’ perceptions on this question helped the researcher to gain knowledge about employees’ feelings on growth and promotion.

On the other hand, some of the participants felt that these trainings made them successful within the organization. “It helped me identify something that I believe is a strength but also know how my strengths can be a weakness” (Participant 1). However, there is a feeling of not being able to be successful because people fear retribution.

This theme ties back to the article “How to Control Self-Promotion Among Performance-Oriented Employees” found in the literature written by Molleman et al. (2012), that explained the difference between the performance of employees and self-promotion by overstating one’s performance. The literature discussed that when individuals make valid claims of their competence it can generally be an effective behavioral strategy; however, if one exaggerates their competence it can inflate and
distort the information about behavior or performance (Molleman et al., 2012, p. 89). The research explained that it is important for employees to understand task clarity and their own personalized responsibility. This study and the literature help to answer both sub-research questions on engagement and promotion opportunities. When employees understand their task, they become more engaged and feel comfortable promoting themselves.

The way to build employee success is with motivation and innovation. People tell employees they need to be more innovative. “I hear a lot of excuses that we need to be innovative, almost entrepreneurial. That is a foreign language to a lot of people in education” (Participant 3). “I think conflict resolution training, training to like, how do I explain this, motivate, motivational training, you know to motivate people to get involved in things and take things on and be excited about something” (Participant 2). “We talk a little bit about motivating employees, and we can’t expect that to always come through HR or come through the campus VP or come through the president, but some managers…might not be that creative or maybe they just don’t know and that’s their managerial weakness” (Participant 1). If upper management can create an environment that promotes motivation then the college can be more productive.
Table 4.12 – Themes from research sub-question

<table>
<thead>
<tr>
<th>Theme Shared by Participants</th>
<th>Quotes from Participants</th>
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| Training on conflict resolution with colleagues. | • Help supervisors deal with employees with evaluations and action plans.  
• Working with and understand individuals, especially of various genders and ethnic background.  
| Integration of collaboration across curricular and departments | • More can be done to teach supervisors to collaborate more.  
• Help me deal with people across the college.  
• As a faculty member I do not have any contact with my manager – I have not heard from him.  
• Mixing up our different classification and campus for collaboration.  
• I think sharing information about different departments. I don’t know how this would work, but something like a day-long in-service where you rotate around and you can have a conversation; mini groups of stuff where I can learn more from you about financial aid and you can see what some of the challenges are and then I can also say that to you.  
• Maybe some shadowing, you know, is there an area that you work with really closely at the college, so could I go shadow that person for a day? That might be helpful.  
| Training on civility | • Build an environment or collegiality and real collaboration.  
• Create an environment where employees can speak freely and respect other’s opinions.  

Research Sub-Question: Did the leadership-training programs increase the employees’ abilities to collaborate within the institution?
Narrative Description

To answer the research sub-question: Did the leadership-training programs increase the employees’ abilities to collaborate within the institution? This highlighted the themes of training on conflict resolution, integration of collaboration across curricular and departments, and training in civility. Collaboration is a word that can be defined in various ways. The researcher noticed that when she interviewed the eight participants. This question caused some variation in answering. In addition, it supports the literature from Adrianna Kezar (2008) author of *Rethinking Leadership in a Complex, Multicultural, and Global Environment: New Concepts and Models for Higher Education* that discussed how education needs to change from a hierarchical, author-based, context-free, and highly structured leadership model to a more emergent non-hierarchical, collaborative leadership model. These models will help administrators and institutions function within a new model and grow in the future. Based on the comments from the interviews, faculty felt they collaborate more with each other. Other constituency groups felt collaboration was hit or miss depending on the area in which the employee worked at the institution.

The theme of integration of collaboration within campuses and departments was expressed by employees who believed there was collaboration. Participant 1 suggested, “I see collaboration and I say that as sort of the defective because I don’t see instances where there isn’t collaboration.” Another participant commented that “I have seen more collaboration within the institution over the past couple of years, and I see it in almost every area of the college” (Participant 5). Based on the interviews, there is more collaboration being done at the campus or department level then college-wide. Each area
seems to be siloed in their collaboration. Some of the participants would like to see more collaboration happen across curriculum and departments. “It must definitely be improved at middle management, managers, and supervisor levels. There is very little collaboration there” (Participant 4). Although collaboration existed in various aspects of the institution, one interviewee felt that it is a false collaboration. The example Participant 6 used was “we had a representative but that representative is saying to us that she felt that she was being pressured by administration to basically rubber stamp things.” This caused some concern for the participant because the institution is not collaborating if people’s voices are not being heard. All of the participants felt that although employees experience some collaboration, the institution could improve collaboration and communications.

Within these types of training suggested by the participants, they highlighted training needed with collaboration and conflict resolution. The theme of training on conflict resolution was highlighted throughout the interviews. The most important aspect of leadership training is buy-in. “How do you build the buy-in, how do you make people feel more inclusive in the process” (Participant 3). The institution tries to communicate thoroughly, but there are still issues when it comes to decisions made by administration.

The institution needs to incorporate mentoring and coaching, especially with women. Participant 5 stated:

When I think about mentoring and coaching…I’ve had to involve myself into situations; they are usually women-on-women issues, and so I think people have to get a better understanding of themselves and what their issues are and to realize that it’s not about them
According to Bolden et al. (2008), “research findings reveal that at a personal level, identity tensions may arise from competing motivations and allegiance…and may inhibit the development of a sense of shared ‘social identity’ with other managers” (p. 367). This study and the study conducted by the researcher concluded that training needs to be implemented to avoid these conflicts.

Valerie Jacobs (2008) author of the dissertation Conflict Behaviors: Can Personality Types, Culture, Hierarchical Status, and/or Gender Predict Conflict Behavior examined a study conducted to assess positive and negative outcomes of conflict in organizations. This dissertation highlighted another aspect of the question regarding what type of training the institution can provide to help with communication. “I would say it’s not so much the type of training but how the training integrates individuals from different campuses and/or different classification. It would be beneficial to have positive experiences dealing with individuals from different campuses and levels” (Participant 1). The institution is a shared governance college. The college was originally designed to promote collaboration; however, over the years, this concept has lost its meaning for many of the employees. Additionally, participants expressed training on time management and conflict resolution would be very beneficial. Jacobs (2008) found:

Four out of five variables were valid as predictors of conflict behaviors, which can allow organizations to use the knowledge of conflict behaviors to identify strategies to optimize employee performance. Individual awareness of conflict behavior in the decision making process may increase the potential to analyze all suggested solutions allowing the best solution to be chosen.
Jacobs’ study and the study the researcher conducted expressed that the institution needs to develop some type of conflict resolution training to help combat issues that arise within a community college.

Another theme of civility was captured during this line of questioning, along with the theme that upper management needed some supervisory training. One area of concern from a participant was when she witnessed “…a colleague demean another colleague and upper management did nothing to stop the exchange or speak to the employee about their behavior. This set the tone that certain people were untouchable and there are favorites” (Participant 8). Another participant followed up with this comment:

They do need more leadership training, I think. I think we have a bit of lacking of understanding of diversity here…some of the comments I have heard over the years in meetings or in general really lack an understanding of different cultures and appreciation for different cultures. (Participant 3)

The institution demographically is predominately white and female dominated. When asked to elaborate on this particular comment, the interviewee expressed that the comments are from employees who have been here for a long time. Other employees throughout the institution have expressed this perception shared by the participant; therefore, cultural diversity training would benefit all employees, not just supervisors.

The institution wants to empower its employees to be better and do better. There needs to be policies and procedures in place to ensure these processes are done without retribution and employees can have open and honest communication with each other. This can build a layer of trust and start creating a more collaborative environment where
employees feel safe to have these conversations. These simple changes can help improve relationships between employees and supervisors.

These results correlate to the literature by Aasen & Stensaker (2007) authors of *Balancing Trust and Technocracy? Leadership Training in Higher Education*, which described how to analyze the perceptions of how participants in leadership-training programs in higher education value and perceive their training process. Also, the Rutzick (2007) article “Personality Test” explained the various personality types within an organization and how that affects collaboration within an institution. These assessments provided organizations with a profile that can help an organization better assess which employees work together and create dynamics within groups that will be productive.

Kezar (2008) explained that in order for a collaborative leadership model to work, the leaders must exhibit the following qualities:

- Valued-oriented, ethically and spiritually guided, capable of working as part of a collective, change oriented, empowered-focused, relational and emotionally intelligent, there are fewer people to safeguard some of the most important values of higher education institutions, values that are essential for the public (good).

(Kezar, 2008, p. 238)

In this new model of collaborative leadership in higher education, institutions are looking for people who can become change agents, individuals who work with others and provide results, promote productivity, and become more efficient and effective.

**Summary**

The analyses of the qualitative data obtained from the study reveal the perceptions of employees about leadership training programs in a community college. The results
corroborate the main research question: What experiences do community college employees have related to leadership-training programs provided by the institution? And explored in greater detail the two sub-questions: (1) How did the employees’ experiences influence their perception of success at the institution? (2) Did the leadership-training programs increase the employees’ abilities to collaborate within the institution? The employees interviewed in this study highlighted their experiences of leadership-training programs and various types of training needed to become successful, collaborate better, and improve retention college-wide.
Chapter Five: Conclusions and Recommendation

Introduction

The behaviors of an organization’s leaders create a clarity and unity of purpose within the organization to create a more cohesive organization (Davies, Hides & Casey, 2001, p. 1028). The purpose of this qualitative study was to investigate how a community college can invest in leadership training programs to create a sustainable leadership model. To understand leadership training better, the researcher employed a qualitative approach. The researcher used demographic data and content from the employee engagement survey administered in the fall of 2014 to create open-ended questions for the eight interviews that were conducted. The study examined the leadership-training programs provided by a community college and the participants’ experiences after attending these training programs. Three research questions were investigated to address the main question: What experiences do community college employees have related to leadership-training programs provided by the institution? In order to go deeper into this question about employees’ experiences, the following two questions were explored: How did the employees’ experiences influence their perception of success at the institution? Did the leadership-training programs increase the employees’ abilities to collaborate within the institution?

Conclusions

The conclusions of the major findings of the study will be answered below in narrative form. This section of chapter five will focus on answering the research question and sub-question presented in the study by the researcher.

The research question answered in the study: What experiences do community
college employees have related to leadership-training programs provided by the institution? The study yielded that employee perception of leadership training was diverse and needed to be reevaluated. The leadership-training programs provided by the institution were piecemeal, there was no system and follow-up training provided, and it was not relevant to the employee’s current job. The leadership-training programs provided by the institution were long and did not develop the employee’s strengths or improve weaknesses but taught them how to understand other people’s motives.

Although the perceptions of the interviewees were mixed, common themes were carried through chapter four. The employees felt that the leadership training was only geared to upper management and lower-level employees could have benefited from the training. In addition, the training was not kept confidential and employees felt uncomfortable about other employees knowing what was discussed at these training sessions. Confidentiality must be kept for employees to feel comfortable and in order for employees to express themselves to gain understanding on how to handle difficult situations with other employees. Needless to say, the institution no longer uses this training facility any more due to lack of confidentiality.

Also, the employees felt that the leadership-training programs provided lacked in everyday operational skills training and that more training needed to be mandatory for supervisors. The leadership-training programs did not have any follow up or continuation for more development. These findings helped to answer the research question, but there needs to be more research done on how to create leadership-training programs that will engage and develop employees at community colleges.

In order to answer the main research question, the researcher developed two sub-
questions. The first question: How did the employees’ experiences influence their
perception of success at the institution? Some of the responses were that the institution
does not do a good job acknowledging people’s participation, does not provide these
opportunities, and offers very little training. These comments were echoed throughout the
interviews, and different interviewees mentioned these points during various questions in
the interview process. The response was the employees need training on the “ins and
outs” of the job. Examples included ARGOS, Banner, budgeting, and technology
training. Many of the interviewees felt that basic training in these areas would help them
do their jobs better and allow employees more success when starting a new position.
When a new employee has to figure it out on his or her own, it can cause frustration and a
loss of engagement. They mentioned that no one at the institution knew how to train
others and employees had to learn how to navigate the various system or ask multiple
individuals to help them. This made the employees reluctant to ask another person for
help because they did not want to show their insecurities.

Another perception that the interviewees mentioned was mentoring and coaching.
Employees do not feel like they can make decisions without fear of retribution. The
participants could not understand why the institution no longer had the mentor/mentee
program. It seemed that many of the initiatives once implemented have disappeared
without any reason or communication to the college base. They believed that this
program would provide a new employee someone to speak to about advising, how to use
applications, and much more. The participants wanted to see this program return.

The participant’s perceptions on this question also helped the researcher to gain
knowledge about employees’ feelings on growth and promotion. The study revealed that
employees needed various training to do their job and thus cannot be successful within the organization. This ties back to the main research question. The employees at the institution want to feel successful and progress at the college; however, the institution has not provided them with opportunities. The participants stressed the lack of leadership-training programs. If they existed, the participants stated they would want training that helps them identify their strengths and weaknesses, improve interpersonal skills, work on management skills, and understand how to become successful within the organization. These were extremely important for the participants because some of them had done interim roles at the institution and did not receive the job once it was permanent. No one told them they were doing a bad job; in actuality, they were told what a great job they were doing. The employee that provided this example was left with no reason and lacked understanding of what he needed to do to improve in order to receive the job he was doing temporarily. This can start to disengage employees and can start to build feelings of resentment.

The final sub-question addressed in the study was did the leadership-training programs increase the employees’ abilities to collaborate within the institution? All of the participants felt the institution needed continuous leadership development, especially in collaboration. The training needs to be efficient and effective for the participants involved. In addition, there needs to be training on conflict resolution, integration of collaboration across curricular and departments, and training in civility. Some of the participants of the study felt that because there was no follow-up and discussion among colleagues afterwards, there was never an opportunity to collaborate within the institution and the training was a waste of time. Garman et al. (2006) explains:
…finding opportunities to practice and receive feedback on leadership skills may require regular, proactive effort on their part. Volunteering to lead special projects, especially any performance improvement efforts involving cross-departmental or cross-disciplinary teams, can provide opportunities for feedback. Also, regular collection of feedback from participants in any process or project is valuable. (p.362)

This becomes a negative because people come back from these training programs motivated but have nowhere to utilize the skills they have learned.

The employees felt that the institution could better utilize in-services and common hours to do professional development on conflict resolution and civility. “Faculty in-service days, I think, would be another good day for that bunch to get training. You know, make it an in-service day for the whole college” (Participant 7). This type of in-service would create an opportunity for various entities of the college to come together and collaborate more than they are collaborating now. It could teach employees how to resolve problems and work with individuals with different perceptives. In addition, employees can learn to treat each other with respect even when they do not agree. The college was originally designed to promote collaboration; however, over the years, this concept has lost its meaning for many of the employees. Kezar (2008) explains in order for collaboration to exist the following qualities must exist:

Valued-oriented, ethically and spiritually guided, capable of working as part of a collective, change oriented, empowered-focused, relational and emotionally intelligent, there are fewer people to safeguard some of the most important values
of higher education institutions, values that are essential for the public (good).

(Kezar, 2008, p. 238)

All of the participants felt the institution needed continuous leadership development in collaboration and civility. The training needs to be efficient and effective for the participants involved.

**Recommendations**

The purpose of this qualitative study was to investigate and explore how a community college can invest in leadership training to create a sustainable leadership model for their institution. This phenomenological research study provided knowledge that will help a community college improve their leadership-training programs, prepare new leaders, and become an employer of choice. The study addressed the gaps in the literature on how institutions provide leadership training and create opportunities for employees to further utilize these skills to become the next generation of leaders at the institution.

The findings in this study concluded that the institution needs to implement a more developed, tiered approach to leadership training. The findings have determined that the first steps to leadership training need to begin at first employment. Employees need to have new employee orientation that focuses on the job, operational functions, and growth and development. This tiered approach will help employees start off on the right track, let them know what is expected of them, and set them up for success rather than failure.

The next step in this tiered professional development system approach would allow employees to create a plan that helps further their career goals based on options of
leadership-training programs created or approved by the institution. Career development is something that many of the participants felt the institution needed to implement at the college. If the employees work with their supervisor to create a career plan and both parties understand the goals of the employee, the institution can create training programs that will help the employee become successful and have a better understanding of how to accomplish his or her goals whether at the institution or elsewhere. It is important that as leaders progress to higher positions in an organization, their role in developing a productive workforce becomes an increasingly prominent part of their job (Garman et al., 2006, p. 362). In addition, the college will have to provide training for supervisors on how to effectively develop employees.

This would allow the employee to collaborate with their supervisor on their development plan and growth at the institution. Many employees felt that they could not find the right type of training for them and could use someone to help guide them through the process. The participants mentioned the institution needs a dedicated person who handles faculty and staff development. The institution did recently hire this individual; however, many of the participants did not know this had happened. The institution needs to implement a better communication system, other than email, to announce new hires and development opportunities. Employees are so inundated with email all day that important information might slip through the cracks and employees might not know the opportunities they can participate in; in addition, supervisors need to be supportive of allowing employees to partake in these training programs as well. This will allow employees to not feel guilty if they want to do a training program as part of their development plan without the stress of worrying about work getting done if they are
absent.

In addition, the next phase of the tiered approach would be to help employees become successful within the institution. Providing employees with training on how to interview for internal positions, how to better understand and plan for career development, and how to cultivate succession planning are all key training needs. Many of the findings suggested the need for human resources to explain to employees what their weaknesses were during an interview and provide training for them to improve. Give the employee an opportunity to work on interviewing skills to become a more successful candidate in the future. However, the administration also needs to be up front and honest with employees with their vision of employee progression within the institution. If the college wants new talent at the institution, it needs to set the expectations up front and not allow the employee base to believe that there are opportunities for growth at the institution when such opportunities might not exist. The first step in changing the structure is creating a vision that the stakeholders can stand behind. Getting people on board with the vision is important. Garman et al. (2006) explains:

A compelling vision. Vision can be parsimoniously described as a desirable picture of the future, one that employees can remember when the process of change proves particularly difficult. Establishing a vision involves not only constructing this picture but also ensuring that the vision is pervasively disseminated through methodical communication. (p. 360)

If they cannot see the vision, it is not being articulated enough for them to be there with you as a leader. This is how distrust builds and employee engagement and morale can
Another recommendation is to have mandatory supervisor training for all new and current managers. The study found that many of the supervisors felt that they needed help with supervising employees and writing evaluations. The institution has not had these trainings in the past but is trying to create a leadership-training program on supervisor training, which would be mandatory for all supervisors. This type of training should include conflict management, civility, interpersonal skills, employee evaluation, management skills, and disciplinary action. These types of leadership-training programs are not to be a one and done; there needs to be continuous training. This could help with employee morale and engagement at the institution.

These professional development opportunities can help in creating the next generation of leaders at the institution. Employees need to feel engaged in the environment where they work. They need to feel like they are a part of the success of the institution and not just a warm body. Building on communication, supervisors can create an environment where employees feel safe to speak and offer suggestions for the betterment of the institution without fear of retribution or fear of losing one’s job. If supervisors had training on how to interact and manage their employees, this could go a long way and subside fears. These leadership-training programs can help the institution create an environment of engagement, collaboration, and success and be the employer of choice in Central Pennsylvania.

Finally, the institution needs to create a way for employees to be acknowledged for their good work. Employees need to feel appreciated in their professions. It does not necessarily need to be monetary. Allowing options for them to determine their reward for
excellence would be preferable. Some options of incentives would be a day off, a dress down day, a reward book with gift cards, or other nice awards depending on the level. Employees do not want to be overly thanked for their work. It must be genuine and not fake. When employees feel appreciated, their work productivity increases and retention is higher. This can tie into supervisor training in dealing with employee communication and motives. Bolden et al. (2008) explain, “The research findings reveal that at a personal level, identity tensions may arise from competing motivations and allegiance…and may inhibit the development of a sense of shared ‘social identity’ with other managers” (p. 367).

**Summary**

How can a community college invest in leadership-training programs to create a sustainable leadership model for long-term growth? The study found the need for the institution to create an environment of collaboration, a place where employees feel valued, and a place where employees can be successful. When a community college can create leadership-training programs that work on developing employees and upper management in these various areas, a climate can be created for innovation and engagement. “Part of the shared responsibility is making sure that senior leadership does not create a top-down plan, but rather use campus networks and external groups to create a more open and transparent process” (Foster, 2010, p. 67). Once the college brings all constituency groups to the table, the work can begin to invest in leadership-training programs to create a sustainable leadership model for long-term growth and to become the employer of choice.
References


Appendix A.- Interview Email Invitation

To: Recipient’s Name

From: Lise-Pauline Barnett

Dear John Doe,

My name is Lise-Pauline Barnett, and I am an Assistant Professor of English at Harrisburg Area Community College. I am a student at Drexel University’s Educational Leadership and Management doctoral program. I am conducting a researcher study entitled “Understanding Employees’ Experiences Of Leadership-Training Programs Within a Community College.” I would like to invite you to participate in two in depth interviews on leadership-training programs, employee success, and collaboration.

The interviews are voluntary and all information gathered from the interviews will remain confidential. If you would like to participate in this study please contact me at lmbarne@hacc.edu or at 717-801-3326. I appreciate your consideration in participating in this study, and I look forward to hearing from you.

Sincerely,

Lise-Pauline Barnett
Appendix B.- Interview Protocol

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of interviewee:

Gender:

Ethnic Background:

The goal of the interviews is to gain further insight into the answers from the Employee Engagement Survey. The researcher will conduct two rounds of interviews. This study is gauging the experiences of employees at a community college who have attended leadership-training programs provided by the institution. These questions will focus on the experiences of leadership training and how these individuals feel it has or will benefit them at the institution.

1. What are your perceptions of the organization?

2. How can the institution recognize employees?

3. Do you believe you are recognized for the work in which you do on a daily basis? Why?

4. Do you feel the institution provides opportunities for employees to grow in their position? If not, how can the institution do better in this area?

5. How engaged do you feel within the organization?

6. Do you see collaboration at the institution? If so, in which ways have you seen this occur at the institution? If not, where could this be improved?
7. Do you feel over worked in your position? If so, how can the institution make employees feel less stressed in their positions? If not, are there areas in which you see a short fall because of increase demand on employees.

8. What types of training do you believe you need to better do your job?

9. Do you believe the leadership-training programs provided by the college are relevant to your current job? Why?

10. Do you believe the leadership-training programs provided by the college will help you become more successful within the organization? Why?

11. Do you believe employees in supervisory roles need more leadership training? Why? If, so what type of training would you suggest?

12. Do you feel that continual leadership development is important in developing your skills when it comes to collaboration and success? How do you feel this can be accomplished?

13. What training do you believe managers need to help their employees with career planning and long-term vision?

14. Do our leadership training programs align with the college’s mission statement and vision?

15. Do you feel (as a manager) your manager’s communicates the connection of your role to the organizational strategy of the institution?

16. What type of training can the institution provide to help with retention, collaboration, and employee success?

17. What type of managerial leadership training can the institution provide?

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