ABSTRACT

Phillip D. Price, COMMUNITY COLLEGE PRESIDENTIAL LEADERSHIP STYLES AND RANKING OF FINANCIAL CHALLENGES (Under the direction of Dr. Sandra Seay). Department of Educational Leadership, November 2010.

A number of new community college presidents will need to be hired in the next five years due to the large percentage of current presidents who plan to retire within that timeframe. As current presidents leave, it is essential that these new presidents be prepared to lead community colleges through financial challenges. Leadership development programs must be designed to ensure that future presidents have the necessary leadership skills to lead these institutions through these challenges.

The purpose of this study was to examine the relationship between community college presidents' leadership styles and their ranking of financial challenges. Due to findings in the literature it was hypothesized that presidents who had a leadership style that focused both on accomplishing tasks and involving staff in the accomplishment of tasks were best suited for leading community colleges during times of financial crisis. Presidents who have such a leadership style use active participation of subordinates to ensure there is a "buy-in" by everyone on the team. There is an open communication system in which all information and ideas are placed on the table. In this study, leadership style was determined through the use of a survey designed to classify a president's leadership style according to the Blake and Mouton Managerial Grid. The survey also contained six financial challenges identified in the literature as pressing concerns for community colleges. Each of the challenges was classified as either being a production-related concern (i.e. the accomplishment of a task) or as a concern that was people related (i.e. intentional effort to involve staff in the accomplishment of a task). The surveys were

sent to presidents of the 58 community colleges in North Carolina. Forty-one surveys were returned representing a 70.7% response rate.

The findings revealed that all the presidents' scores fell in the team management orientation of the Blake and Mouton Managerial Grid. This finding is meaningful as it indicates that the majority of the currently serving community college presidents in North Carolina use leadership skills that are best suited for leading their institutions during financially difficult times. Analysis of the data revealed that the mean scores on concern for production (i.e. accomplishment of tasks) and concern for people were slightly higher for presidents from a curriculum instruction background and also for presidents whose highest degree was Higher Education/Adult Education. Each of the six financial challenges was ranked as the most challenging by at least one president and as the least challenging by at least one president. Further, the presidents did not rank challenges labeled as having a production focus higher than those labeled as having a people focus and vice versa. This is congruent with the finding that most of the presidents have a team management orientation and believe that the accomplishment of a task is equally as important as working with staff to accomplish the task. The value of many of the professional development programs for community college presidents already in place could be enhanced by adding a component that explains the benefit of using team management oriented practices.

COMMUNITY COLLEGE PRESIDENTIAL LEADERSHIP STYLES AND RANKING OF FINANCIAL CHALLENGES

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COMMUNITY COLLEGE PRESIDENTIAL LEADERSHIP STYLES AND RANKING OF FINANCIAL CHALLENGES

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I: INTRODUCTION

Introduction

Community colleges are often cited as being one of the greatest inventions in education. It is expected that a significant number of new presidents will be called upon to lead these institutions in the near future because of impending retirements. A survey conducted by Weisman and Vaughan (2006) showed that 84% of the presidents who participated in the survey planned to retire within 10 years. According to Viniar (2006), filling "the leadership gap" has reached a crisis point for community colleges nationwide. New presidents will be hired at these institutions and will face many issues. Kubala (1999) observed that community college presidents are called upon to be visionaries, fund raisers, managers, mentors, arbitrators, economic developers and, above all, public servants. According to Kubala, like the colleges they lead, presidents are asked to be all things to all people.

Many community colleges will experience a change in college presidents in the coming years, and Vaughn (2001) asserted that the recruitment process for presidents will need to change. One study of the personal characteristics of presidents was conducted by Weisman and Vaughan (2006). In this study, it was found that 88% of presidents are white, 71% of presidents are male, 57% of presidents are 58 years old or older, and 62% have been community college presidents for more than 5 years. Studies conducted by Weisman and Vaughan (2006) and Crawford (1997) found that 88% of the presidents responding to their surveys have an earned doctorate. In a survey of presidents conducted by Weisman and Vaughan (2006) and Kubala (1999), it was concluded that the most traveled pathway to the presidency is through the academic pipeline. This career path usually involves full-time teaching experience and experience in academic administration. Responses to the Weisman and Vaughan survey indicate

86% of the respondents have taught in a community college at some point in their careers. According to Pope (2008), the increasing complexities of community colleges is causing college boards to look for more than scholars when selecting a new president and are becoming less particular about a potential president's scholarly credentials. Miller and Pope (2003) wrote that increasingly business-practice-centered colleges will call upon those possessing strong management rather than academic skills to lead their institutions.

Several studies have been conducted relating to new college presidents. In studies conducted by Kubala and Bailey (2001), Kubala (1999), Crawford (1997) and Sigmar (1997), one major challenge for community college presidents is dealing with the lack of funding. Several of the problems noted in these surveys related to the financial health of the college, outdated technology, lack of budget flexibility, lack of financial information, and increased debt volumes. The lack of funding and resources will prove to be a major challenge for new presidents.

Romero (2004) stated that leading community colleges has become more complex in the 21st century and requires professionals willing to abandon traditional top-down hierarchies in favor of more collaborative structures. Further, Romero asserted that community colleges require leadership and collaboration both within and outside of their institutions. According to Pope (2008), the job of college president is increasingly a financial one. In order to combat these financial issues, Goff (2003) indicated community colleges will need to develop alternative funding sources through foundations, donations, and grants in order to maintain current educational programs and to expand services. Presidents will need to understand the financial issues being faced, make resource determinations, and find alternate funding sources in order to meet the various demands being placed upon institutions.

Financial Issues Confronting Higher Education

Funding for community colleges has historically been provided from a variety of sources. According to Mullin and Honeyman (2007), the funding of American community colleges has been a combined effort of federal, state, and local governments on one hand and students on the other hand. However, Tollefson (2009) found that operational support for community colleges comes primarily from state and local governments. In a survey conducted by Katsinas, Tollefson, and Reamey (2008), higher education officials indicated that state lawmakers see higher education as the largest discretionary item in the state budget.

According to Blumenstyk (2009), the current economic crisis affecting the United States is bigger, more fundamental, and for good or ill, transformational for all of society. The current economic situation places higher education institutions in a very difficult situation. Powers and Campbell (2009) noted that higher education confronts a perfect storm of revenue problems: crashed endowments, poor short-term prospects for capital campaigns, tight credit markets, regulatory or self-imposed limitations on significant tuition increases, and flat or reduced state appropriations. These revenue problems come at a time when community colleges are serving more students. Edwards and Leichty (2009), Ralls (2009), and Blose (2010) found that more students are entering community colleges to upgrade their skills while state funding is decreasing because of the current economic environment. Romero (2004) also noted the issue of the increased demands placed on education workers because of the increased student enrollment. Blumenstyk, Sander, Schmidt, and Wasley (2008) described a similar challenge related to increasing enrollments, but also predicted that state appropriations would not be enough to enable colleges to keep pace with inflation. A cause of this issue is most community colleges are not allowed to cap enrollments. Newell (2009) found that colleges in the California Community

College system are unable to reduce enrollments because of the colleges' mission of open access. Presidential leadership will play an important role in confronting the financial issues currently affecting higher education.

State lawmakers and higher education institutions often increase tuition and fees in order to offset reductions in state revenues. Katsinas et al. (2008), Edwards and Leichty (2009), and Fain (2008) all wrote of the trend of increasing student tuition and fees to offset reductions in state revenues. Breneman and Finney (1997) noted that it was no longer politically feasible to continue double-digit tuition increases; however, since the time of their research tuition rates have continued to rise to offset the reduction in state revenues. Many in higher education believe that tuition increases will lead to a decrease in access for potential students (Breneman & Finney, 1997; Rich, 2006).

Colleges have attempted to reduce costs as one way to meet the challenge of decreasing state revenues. According to Coplin (2006), faculty salaries and support for professors' staff, equipment, and sabbaticals are among the key cost drivers of any higher-education institution. Hoffman (2009) noted that there are no rules to dictate how many teaching positions can be cut during difficult budget years. C. Wilson (2009) gave an example of a small college in Utah in which college administration reacted to budget cuts by deciding to cut all probationary faculty members. Other higher education institutions are looking at specific programs to cut from their budgets. According to R. Wilson (2009), these programs are singled out because administrators feel the programs are not crucial to the university's mission. Further, R. Wilson asserted that many of these programs attract few students and little outside research money. June (2009) found that cost savings from program eliminations often take time to materialize. Other higher education institutions have looked for cost cutting initiatives outside of faculty members and

academic programs. Fain (2008) cited the example of the University System of Maryland who created a cost-savings plan. This plan included consolidating functions such as auditing, construction management, and the procurement process to the system office and implemented requirements related to faculty teaching load.

Higher education institutions are also being threatened by the rise of for-profit colleges. Community colleges may not be threatened as much as other institutions because as Blumenstyk et al. (2008) noted community colleges are more comprehensive than most for-profit colleges. However, research indicates it may be wise for presidents to institute cost reductions methods used by these institutions. Blumenstyk (2008) stated colleges can employ strategies used by for-profit institutions such as paying instructors by the number of students enrolled in a class and not by the number of classes taught and treating space as an asset with a measurable value. New presidents would be wise to explore some of the cost savings strategies being implemented by for-profit institutions.

Community college presidents have also placed a greater emphasis on the raising of private funding to offset the reductions in their state budgets. Gann (2009), Blose (2010), Sunderman (2007), Lee (2008), and Halligan (2008) reported the need for colleges to increase their fund raising efforts to overcome reductions in state funding. However, Blose (2010) and Sunderman (2007) stated that fund raising by community colleges is not on the same level as that at four-year colleges. Although fundraising by community colleges has increased, it does not appear to be at the level needed to fully offset reductions in state funding.

Higher education institutions have also used knowledge transfer agreements to offset decreases in state funding. Geuna and Muscio (2009) and Powers and Campbell (2009) stated knowledge transfer has become a source of funding for university research and as a method to

generate additional revenue streams from patents. However, Powers and Campbell noted that relatively few universities enjoy substantial revenues from their licenses. Further, Powers and Campbell reviewed data and determined that universities that conduct less than $200 million in research and development per year confront noticeably longer odds of financial success than universities that invest higher amounts in research and development. These types of agreements often do not involve community colleges because most community colleges do not have a research focus.

The financial landscape surrounding higher education institutions has changed over time. Basham, Campbell, and Mendoza (2008) found that innovation, entrepreneurialism, collaboration with business and industry, and finding new revenue streams have all been listed as critical issues in the past. Community colleges are facing a period of decreasing state funding while at the same time seeing dramatic enrollment increases. Colleges also have to explore methods to decrease costs while also exploring methods for increasing revenues from other sources. Financial challenges affecting higher education will be explored further in the review of literature section.

Leadership Appropriate to Meet the Financial Challenges

Leadership has been studied by researchers for decades. Numerous definitions of leadership have been developed. One definition of leadership offered by Northouse (2004) is that leadership is "a process whereby an individual influences a group of individuals to achieve a goal" (p. 3). According to Northouse, using the term process indicates a leader affects and is affected by his or her followers rather than leadership being a trait or characteristic of the leader. Further, Northouse stated that leadership involves influencing a group of individuals to accomplish a common purpose, task, or goal. Leadership theories are often classified into a

number of groupings. Included in these groupings are trait based leadership theories, skills based leadership theories, style based leadership theories, situational based leadership theories, and transformational leadership theories among many others. Doh (2003) found that to date, the question of whether leadership can be taught has not been adequately answered.

The style based leadership theories are a broad group of theories. According to Northouse (2004), style based leadership theories focus exclusively on what leaders do and how they act. Further, Northouse stated that researchers who study style approaches have determined that leadership is composed of task behaviors and relationship behaviors. Task behaviors relate to the accomplishment of various goals and relationship behaviors relate to helping subordinates feel comfortable with themselves, others, and the task they are attempting to complete (Northouse, 2004). Gillett-Karam (2001) stated that the management of any system is based on knowledge of task and people, on knowledge of the goals of leadership and the outcomes desired.

The Blake and Mouton Managerial Grid is used to classify style-based leadership behaviors. Included in the managerial grid are several universals of organizations (Blake & Mouton, 1964, 1978, 1985). Purpose is the first universal. The purpose of an organization is the reason the organization exists. As an example, Blake and Mouton (1964) explain that the purpose of a government agency is to supply a service. Further, Blake and Mouton (1978) indicate results, a measure of goal attainment for a university, may be measured by the number of graduates, teaching load of faculty members, and graduates who complete degrees at a later date. People are the second universal of an organization and Blake and Mouton (1964) indicate the purpose of the organization cannot be achieved without people. The next universal in the Blake and Mouton schema is hierarchy. Blake and Mouton (1964) indicate the process of

achieving the purpose of the organization through the efforts of several people results in some people attaining authority to plan, direct, and control the activities of others. Finally, Blake and Mouton (1985) indicate organizational culture is the final universal and includes how people work in groups and develop a membership into the organization. Thinking of leadership in this manner fits very closely with the definition of leadership provided by Northouse (2004) above. Blake and Mouton (1964) used these characteristics to create a managerial grid which looks at a leader's concern for production, and the amount of emphasis supervision places on achieving production, versus the leaders concern for people.

Blake and Mouton (1978) indicate the managerial grid focuses on what makes effective and ineffective person-to-person communication and what changes can be made to change ineffective communication to effective communication. There are numerous factors which determine a person's dominant grid style. According to Blake and Mouton (1978) and Blake and Mouton (1985), the flexibility or rigidity of a company's rules and requirements may not allow variations between managers. Secondly, Blake and Mouton (1978, 1985) indicate certain types of management may be the only available types because of the situation a business finds itself in during the current period. As noted by Blake and Mouton (1978, 1985), the values, beliefs, and personality of the manager also have a lot to do with which dominant grid style a manager is likely to use. A final factor provided by Blake and Mouton (1978, 1985) relates to the management experiences a manager may have had the chance to witness or institute.

Blake and Mouton (1985) provide several benefits and limitations to using the grid framework. They indicate the grid identifies the significant approaches for exercising leadership. The grid also provides a means of comparison of the various leadership styles and the opportunity to evaluate the consequences of the use of each style. However, there are many

individuals who feel learning to lead is impossible and believe instead that people are born as natural leaders.

Included within the grid are several common leadership classifications that show the various ways these managers conduct business within organizations. Included in the Grid are various styles such as the 9, 1 Oriented Managerial Style (Authority-Obedience Management) in which a manager is only concerned about production. A manager with a 1, 9 orientation (Country-Club Management) is not concerned with production and attempts to make everyone feel part of the group for sociability purposes rather than work purposes. A 1, 1 managerial style (Impoverished Management) indicates a manager is not concerned with production or people. Another orientation provided by Blake and Mouton is the 5, 5 orientated manager (Organization Man Management). A manager from this orientation shows moderate concern for production and a moderate concern for people. A 9, 9 oriented manager shows heavy concern for both production and for people. These managers use active participation of subordinates to ensure there is a "buy-in" by everyone on the team. There is an open communication system in which all information and ideas are placed on the table.

Statement of the Problem

Community college presidential leadership related to the handling of financial challenges has not been well researched. The literature concerning community college presidential leadership during financial challenges is limited. A significant number of new community college presidents will need to be hired and will be asked to lead community colleges during times of increasing financial complexity and limited funding. The literature does provide numerous financial challenges community colleges will be facing in the future. Each of these financial challenges can be classified as dealing with concern for people or concern for

production. For the purposes of this study, concern for people will involve helping subordinates feel comfortable in their job and providing the resources these subordinates need to complete their jobs. Concern for people will also relate to concern over the needs of students. Concern for production will relate purely to the task of educating students and meeting mandates placed on the community colleges by outside agencies. According to the Blake and Mouton Managerial Grid, a leader with a team management orientation will show a high concern for people and a high concern for production. It is assumed a community college president from this orientation would have a high concern for all financial challenges affecting community colleges. This researcher has been unable to locate any studies linking community college presidential leadership styles using the Blake and Mouton Managerial Grid to the handling of financial challenges.

Purpose of the Study

The purpose of this study is to examine the relationship between community college presidents' leadership styles and their ranking of financial challenges. Leadership style will be determined through the use of a survey designed to classify a president's leadership style according to the Blake and Mouton Managerial Grid. This grid describes five different leadership styles: Authority-Obedience Management in which a manager is only concerned about production; Country-Club Management in which a manager is only concerned about people; Impoverished Management in which a manager is not concerned about production or people; Organization Man Management in which a manager shows moderate concern for production and a moderate concern for people; and Team Management in which a manager shows high concern for production and for people.

Six financial challenges have been identified in the literature as being most critical for the operation of community colleges (see Table 1). While initially identified in the literature more than a decade ago, these challenges remain as matters of concern for current writers (Boggs, 1988; Rich, 2006). Each of the financial challenges can be considered tasks and can be categorized in one of two ways. The two categories are challenges which are mainly production oriented and those which are mainly people oriented. For the purposes of this study, concern for people will involve helping subordinates feel comfortable in their job and providing the resources these subordinates need to complete their jobs. Concern for people will also relate to concern over the needs of students. Concern for production will relate to the task of educating students and meeting mandates placed on the community colleges by outside agencies. The financial challenges noted in the literature are included in Table 1 and are classified using the scheme described above.

Presidents in this study will be asked to rank each of the financial challenges in terms of their importance to the operation of community colleges. Using tenets from the Managerial Grid, it is assumed that presidents whose scores indicate a high concern for people will rank the tasks categorized as people oriented higher than the tasks categorized as production oriented. The assumption is that presidents whose scores indicate a high concern for production will rank the tasks categorized as production oriented higher than the tasks categorized as people oriented. The Managerial Grid literature indicates that leaders with a team management orientation have both high concern for production and for people. It is hypothesized that the ranking of financial issues by presidents with a team management style will not yield a clear dichotomy in the rankings. In other words, it is expected that presidents with a team management orientation will differ on their rankings of each financial challenge.

Table 1

Most Critical Financial Challenges for the Operation of Community Colleges

Financial Challenge	Classification as Production or People Oriented
1. Lowering costs without damaging academic quality (Boggs, 1988; Johnstone, 1999; Rich, 2006; R. Wilson, 2009)	Production
2. Maintaining student access during times of increasing educational costs (Brememan & Finney, 1997; Edwards & Leichty, 2009; Fain, 2008; Hauptman, 1997; Kane & Rouse, 1999; Katsinas et al., 2008)	People
3. Maintaining compliance with federal and state laws (Hauptman & Krop, 1997)	Production
4. Finding funding to update equipment as changes in technology are made (Boggs, 1998; Coplin, 2006; The Institute for Higher Education Policy, 1999; Waggaman, 1992)	People
5. Managing the increasing costs of salary and benefits for faculty and staff (Chronister, 1995; Coplin, 2006; Hearn, 1999)	People
6. Managing enrollment increases during times of decreasing state funding (Blose, 2010; Edwards & Leichty, 2009; Ralls, 2009)	Production

Significance of the Study

There is little information in the literature concerning how community college presidents address financial issues confronting their institutions. What is known is that a large number of community college presidents will be retiring and the vacant presidential positions are often filled by presidents whose backgrounds are rooted in academic affairs and not fiscal management (Riggs, 2009). Riggs suggests that colleges should develop and implement meaningful professional development programs to address the leadership challenges that presidents must surmount if they are to be successful leaders. The information obtained from this study will very likely yield information about financial management skills that should be a part of any professional development programming for community college presidents.

Conceptual Framework

The theoretical framework used in this study is the Blake and Mouton Managerial Grid. In the review of literature presented in Chapter 2, several links between the research on financial challenges being experienced by higher education institutions, the characteristics of successful college presidents, and the team management orientation of the Blake and Mouton Managerial Grid are described. Presidents from this orientation would have the ability to understand complex problems, would encourage people to think creatively, and would be more inclined to take calculated, original risks. Presidents from this orientation would show a high concern for people and a high concern for production, which will be necessary for a president to effectively deal with the financial challenges higher education institutions currently face. Further, a president from this orientation would be able to bring various groups together for the purposes of collaborating and in turn could delegate some decision-making responsibilities.

Research Questions

To achieve the objectives of the study, the following research questions were developed:

1. Are there major differences in the leadership styles of community college presidents?
2. Is presidential leadership style related to a president's professional background?
3. Is presidential leadership style related to a president's educational backgrounds?
4. Is there a difference in the rankings of financial challenges by community college presidents who have different leadership styles?

Overview of the Research Methodology

A quantitative research methodology was used to study presidents at community colleges in North Carolina. This group of presidents was selected because North Carolina offers a unique population of community colleges when one reviews the type of state board, types of institutions within the various systems, the funding method of the institutions, and where the authority to set tuition is established. One example is that North Carolina community colleges receive funding by the state based on number of students whereas South Carolina community colleges receive funding based on performance measures established by the state. Alabama community colleges also differ from North Carolina community colleges because they receive funding per institution which is not always tied to enrollment or growth in the number of students. Kentucky community colleges receive funding based on semester credit hour production; student headcount; and, physical facilities. Funding for physical facilities is provided by local county governments in North Carolina for community colleges. North Carolina also contains both large and small institutions, presidents with various professional and educational backgrounds, and both urban and rural community colleges. Another example of the differences is tuition for all community colleges in North Carolina is the same rate and is set by the North Carolina General

Assembly, whereas flexibility is offered to community colleges in Mississippi and the rates of tuition vary by college. These are just a few examples of the numerous differences in funding methodology for North Carolina Community Colleges as compared to other Community College Systems in the Southern Association of College and Schools region.

A survey was sent to community college presidents to determine their leadership style according to the Blake and Mouton Managerial Grid. Included in this survey were questions related to financial challenges affecting community colleges. Presidents were asked to rank each challenge. Questions concerning demographic variables such as educational level, professional background and training were also on the survey. The survey contained a total of 28 questions and can be found in Appendix A. The survey was emailed to all presidents in the North Carolina Community College system. The presidents had 21 days to respond. After 14 days, a second request for participation was sent to the presidents. Statistical analysis was then conducted on the responses.

Limitations and Delimitations

The following limitations applied to this study:

1. The most recent financial downturn may have caused community college presidents to institute budget reduction methods that may not be considered in less dire times.
2. There will be a limited number of presidents from various professional and educational backgrounds.
3. The findings of this study may not be representative of findings from other community college systems because of the unique nature of the North Carolina Community College System. The funding methods used by other systems and the

types of institutions may allow presidents in these systems options that are not available to North Carolina Community College presidents.

Assumptions

The following assumptions applied to this study.

1. The research this study is based upon is accurate.
2. The presidents surveyed were honest in their responses to the survey instruments.
3. The listing of financial challenges found in the review of literature and used in the survey are comprehensive. These challenges are shown in Appendix B.

Conclusion

Research indicates that a majority of the presidents leading higher education institutions will retire in the next ten years. The presidents selected to lead these institutions will face many obstacles and challenges while trying to meet the ever increasing demands of those they serve. Many of the obstacles new presidents will face relate to the lack of funding of higher education institutions. This researcher to date has found no studies linking the leadership style of community college presidents to the handling of financial challenges. A study of this type is needed to assist in the creation of professional development programs offered to community college presidents and also to assist community college trustees in determining the leadership qualities needed by new presidents.

The remainder of this study is organized into four sections. The first section is a review of the literature related to leadership styles, presidential leadership, and financial challenges. The next section provides a description of the methodology used to conduct the study. Then, the findings from the study are discussed. Finally, a conclusion containing a summary of the findings and recommendations for further research is provided.

CHAPTER II: REVIEW OF LITERATURE

Introduction

The purpose of the study was to determine the leadership style of North Carolina community college presidents' and to determine their ranking of financial challenges. The review of literature starts by analyzing the financial challenges higher education institutions are currently facing and will face in the future. Then, a review of the literature related to the demographics of community college presidents will be provided. This is followed by a review of the literature related to successful college presidents. Then, the theoretical foundation of the study is discussed. Next, a discussion follows of how the skills needed to handle financial challenges relates to the characteristics of successful presidents and how both relate to the team management orientation of the Blake and Mouton Managerial Grid. Finally, a summary of the review of literature is provided.

Financial Challenges

Impending retirements of a large number of presidents will require new leaders to fill these positions. These new leaders will need to be experienced in dealing with financial challenges and will also need to share some of the same characteristics as past presidents in order to be successful. As predicted by Boggs (1988), presidents have had to lead colleges through tough financial times, through times of increased competition for students, and through times of increased public demand for evidence of improvement in educational quality. Each of these challenges continue to be a concern for colleges; however, financial challenges appear to be the current major challenge facing presidents. Many of these financial challenges were predicted. Pratt (2003) noted that the budget cuts in the early 2000s were likely to cause some of the most significant changes in higher education that have been seen in the last thirty years. According to

Rich (2006), public funding has eroded, and other funding sources are less reliable. State supported institutions are challenged by the decrease in priority placed on funding by state governments. This decrease in funding has also come at a time when Rich noted that the costs of delivering higher education through traditional methods and institutions have increased dramatically. Increasing financial pressures, according to Guskin and Marcy (2003), can place promising innovations in teaching and learning in considerable danger. However, the current economic recession was not predicted and has caused increasing financial challenges for community colleges.

According to Mullin and Honeyman (2007), the funding of American community colleges has been a combined effort of federal, state, and local governments on one hand and students on the other hand. Operational support for community colleges comes primarily from state and local governments (Tollefson 2009). Kane and Rouse (1999) estimated that 62% of current-fund revenues were appropriated by state and local governments for the operation of community colleges at the time of their study. As predicted by Johnstone (1988), during the 1990s colleges saw a continuation of the pressure on state treasuries and this caused a continued shift in the costs of higher education from the taxpayer to the family and student. This prediction is evident in North Carolina as the tuition community college students are asked to pay has continued to rise. As noted by Hauptman (1997), since the mid 1970s, the areas of corrections, health care, welfare, and K-12 education all have eroded higher education's share of state budgets. This trend has also continued today. According to Breneman and Finney (1997) and Katsinas et al. (2008), higher education continues to be portrayed as one of a small number of state-supported activities that is discretionary in nature.

The decrease in state funding priority is only part of the challenge. Higher education institutions continue to become more expensive to operate and these rising costs will present many challenges in the future. One common cause of the increased expense cited by many writers is expenses associated with improving quality. According to Winston (1999), higher education managers are often motivated to improve the quality of the educational services they supply. Institutions also experience many problems trying to lower expenses because as Johnstone (1999) noted, one major issue is how costs can be lowered without damage to academic quality or to principles of access and participation. This financial challenge also relates to the challenge noted by Boggs (1988) of presidents leading institutions while there is an increase in public demand for evidence of improvement in educational quality.

Compliance with federal and state laws and regulations has helped to greatly increase costs (Hauptman & Krop, 1997). Further, Hauptman and Krop noted that some higher education officials have estimated that as much as ten percent or more of total expenditures at their institutions go toward providing the necessary information to dozens of federal and state agencies. Hauptman and Krop cited a report issued by the American Council on Education which suggests that the cost of compliance is growing much faster than instructional costs or total revenues.

According to a paper from The Institute for Higher Education Policy (1999), spending for research and public service has increased at faster rates than per-student instructional spending. The costs to conduct research are also a major expense to many institutions. Waggaman (1992) stressed the need to establish a research infrastructure to attract scientists, graduate students, and technical support staff. According to Waggaman, institutions are faced with an increased cost pressure to provide this research equipment because of a reduction in federal funds. Also, the

changes in technology often require a frequent update in the equipment being used by students to ensure they are properly trained on equipment still used by employers. Students are often attracted to various colleges because of the quality of equipment being used. This need for updated equipment relates to the challenge noted by Boggs (1988) for presidents to lead colleges through times of increased competition for students.

The largest expenditure for most higher education institutions is for salary and benefits for faculty and staff. According to Chronister (1995), faculty members tend to retire at later ages than do most members of the other occupational classifications. Further, Chronister pointed out that an aging faculty is an expensive faculty in terms of salary and total compensation. It can also be expensive for higher education institutions to hire new faculty members, and according to Waggaman (1992), there were cost pressures associated with attracting and keeping those faculty members employed. According to Hearn (1999), there is a substantial difference in salaries based on field differences, such as medicine, engineering, and liberal arts faculty. As a service business, community colleges spend a majority of their funding on personnel costs. Colleges have attempted to reduce costs as one way to meet the challenge of decreasing state revenues. Coplin (2006) found that faculty salaries and support for professor's staff, equipment, and sabbaticals are among the key cost drivers of any higher-education institution. Hoffman (2009) pointed out that there are no rules to dictate how many teaching positions can be cut during difficult years. R. Wilson (2009) noted that higher education institutions often look to cut programs that administrators do not see as crucial to the university's mission. June (2009) stated that cost savings from program eliminations often take time to materialize.

Another challenge many higher education institutions are facing is the need to operate more similar to a business. Coaldrake (2000) noted that higher education institutions are being

pressured to adopt principles of financial and management reform related to accountability, efficiency, performance, and outputs. According to Rich (2006), the new political economy encourages administrators to view the challenges to higher education as business problems requiring business solutions. Further, Rich noted that universities will not be able to succeed for an extended period of time unless they succeed as a business. However, Rich also noted that universities cannot succeed if they greatly compromise the basic priorities that constitute the academic bottom line.

Coaldrake (2000) stated that one major challenge for higher education institutions in this quest to become more business-like is that they are often prevented from deriving revenue the way businesses do. According to Rich (2006), public institutions have increasingly sought independence in decisions on tuition and fees and mix of resident and nonresident enrollment. However, higher education institutions often have caps placed on the amount of tuition and fees they can charge, and are sometimes prevented from creating new fees.

As discussed above, many public institutions would like to increase tuition revenue to relieve some of the financial challenges they face. Breneman and Finney (1997) pointed out that tuition has taken over government appropriations as the largest source of revenues for many public institutions. According to Hauptman (1997), tuition and other student charges in both the public and private sectors have increased at roughly double the rate of inflation for the past fifteen years. Katsinas et al. (2008), Edwards and Leichty (2009), and Fain (2008) all wrote of the trend of increasing student tuition and fees to offset reduction in state revenues. Kane and Rouse (1999) noted that if community colleges are going to remain an engine of innovation in post secondary education, a similarly creative and flexible financing strategy will be required. Breneman and Finney (1997) found that it is no longer politically feasible to continue double-

digit tuition increases. Many in higher education believe that tuition increases will lead to a decrease in access for potential students (Breneman & Finney, 1997; Rich, 2006). Tuition rates for community colleges in North Carolina are set by the General Assembly and local colleges do not have flexibility to modify these rates.

The move to a more business-like model for higher education has both good and bad effects. Gumport (2001) noted that it is good because these adaptive responses will be necessary for the institutions to survive, but the move is bad because adapting to a business-like model can erode knowledge and damage public higher education. The only meaningful bottom line for universities is academic success, according to Rich (2006). Government, business, and society are dependent on institutions of higher education to provide them with qualified graduates to perform the tasks necessary for the efficient operation of society.

The business-like model has also placed both internal and external demands on the support functions within institutions of higher education. These support functions often include staff members whose responsibilities are to monitor and report on various activities of the institutions. An example would be a grants department which monitors and reports on all expenditures of grant funds and on outcomes from the grant. Guskin and Marcy (2003) noted these demands have led to increases in administrative staff and fiscal support of those areas. These demands have shifted funding and support from the core mission of most institutions for educating students to processing information. However, as pointed out by Rich (2006), there is a growing public expectation that universities should respond swiftly to changing demand and these expectations are becoming tied to the flow of funds. This expectation is also made of community colleges because local funding agencies expect community colleges to develop new programs and change operations based on local employment opportunities.

Another financial challenge many higher education institutions face is dealing with enrollment increases during times of decreasing state funding. In a North Carolina Community College System press release (October 14, 2009), Dr. Ralls, president of the system, is quoted as saying, "Our colleges are being squeezed between unprecedented enrollment numbers and continued budget reductions and reversions." "We can only put so many seats in a classroom, and we can only add so many faculty with limited dollars. Our colleges are forced to cut off enrollment in certain courses and programs, but we continue our mission of welcoming those North Carolinians seeking education and training, even if we can't immediately put them in the specific class or program they want." The news release indicates a survey was sent to colleges asking how they are handling the squeeze between demand and resources. Most colleges responded that they were increasing class size and faculty workloads, limiting faculty and staff travel, and deferring equipment purchases. Edwards and Leichty (2009) and Blose (2010) also noted the increase in the number of students entering community colleges to upgrade their skills because of the current economic environment. The large increase in students often seen during economic downturns can put stress on a college's budget because funding is often limited by states during these same downturns and most community colleges are not allowed to cap enrollments. As an example, Newell (2009) found that colleges in the California Community College system are unable to reduce enrollments because of the colleges' mission of open access.

Higher education institutions are also being threatened by the rise of for-profit colleges. Community colleges may not be threatened as much as other institutions because as Blumenstyk et al. (2008) reported community colleges are more comprehensive than most for-profit colleges. However, research indicates it may be wise for presidents to institute cost reductions methods used by these institutions. Blumenstyk (2008) indicated colleges can employ strategies used by

for-profit institutions such as paying instructors by the number of students enrolled in a class and not by the number of classes taught and treating space as an asset with a measurable value. New presidents would be wise to explore some of the cost savings strategies being implemented by for-profit institutions.

Community colleges presidents have also placed a greater emphasis on the raising of private funding to offset the reductions in their state budgets. Gann (2009), Blose (2010), Sunderman (2007), Lee (2008), and Halligan (2008) all reported the need for colleges to increase their fund raising efforts to overcome reductions in state funding. However, Blose (2010) and Sunderman (2007) also found that fund raising by community college is not as great as that seen at four-year colleges. Although fundraising by community colleges has increased, it does not appear to be at the level needed to fully offset reductions in state funding.

Higher education institutions have also used knowledge transfer agreements to offset decreases in state funding. Geuna and Muscio (2009) and Powers and Campbell (2009) indicated knowledge transfer has become a source of funding for university research and as a method to generate additional revenue streams from patents. However, Powers and Campbell noted that relatively few universities enjoy substantial revenues from their licenses. Further, Powers and Campbell reviewed data and determined that universities that conduct less than $200 million in research and development per year confront noticeably longer odds of financial success than universities that produce something more than this level. These types of agreements often do not involve community colleges because most community colleges do not have a research focus.

Community colleges are currently confronting financial challenges. These challenges will remain and most likely continue to expand in the near future. The financial challenges

appearing in the research are: lowering costs without damaging academic quality (Boggs, 1988; Johnstone, 1999; Rich, 2006; R. Wilson, 2009); maintaining student access during times of increasing educational costs (Breneman & Finney, 1997; Edwards & Leichty, 2009; Fain, 2008; Hauptman, 1997; Kane & Rouse, 1999; Katsinas et al., 2008); maintaining compliance with federal and state laws (Hauptman & Krop, 1997); finding funding to update equipment as changes in technology are made (Boggs, 1988; Coplin, 2006; The Institute for Higher Education Policy, 1999; Waggaman, 1992); managing the increasing costs of salary and benefits for faculty and staff (Chronister, 1995; Coplin, 2006; Hearn, 1999); and, managing enrollment increases during times of decreasing state funding (Blose, 2010; Edwards & Leichty, 2009; Ralls, 2009). There are currently no studies in which community college presidents rank these challenges. The success of current and future presidents will be measured in a number of ways, but their ability to confront the financial challenges facing their institutions will be one of their greatest challenges.

Community College Presidents Profiles

A survey conducted by Weisman and Vaughan (2006) showed that 84% of the presidents who participated in their study, planned to retire within 10 years. According to Viniar (2006), filling "the leadership gap" has reached a crisis point for community colleges nationwide. Vaughn (2001) stated the recruitment process for presidents will need to change. Vaughn argued that continuing to recruit presidents from the same sources with similar educational experiences will construct a narrow pathway to the presidency, and ultimately, colleges may overlook many committed individuals who will bring diversity to the presidency. This section of the review of literature will present various studies of the personal, educational, and professional characteristics of current presidents.

In a study of the personal characteristics of college presidents conducted by Weisman and Vaughan (2006) it was found that 88% of presidents are white, 71% of presidents are male, 57% of presidents are 58 years old or older, and 62% have been community college presidents for more than 5 years. The youngest president who responded to their survey was 32; and the oldest president who responded was 75. In a study conducted by Crawford (1997) of the California Community College System, 80% of the respondents indicated they were married and almost 70%, of the respondents were white. It appears from the research that most community college presidents are married, older, white males.

Several scholars have conducted studies of the educational characteristics of presidents. In studies conducted by Weisman and Vaughan (2006) and Crawford (1997), it was found that 88% of the presidents responding to their surveys have an earned doctorate. Several of these studies have been conducted numerous times and similar results are found each time. Based on their research and data, Birnbaum and Umbach (2001) reported that a PhD is the first step in the career ladder of most presidents. With a slight variance in percentages, research conducted by Crawford (58%) and Weisman and Vaughan (71%) indicated that most presidents report their highest degree was completed in the education field. Another scholar to study presidents is Vaughn (2001) who noted that there is almost a self-selection of future presidents because of the requirement to complete a doctorate in education. Vaughn suggested that the pathway to the presidency for over 90% of community college presidents leads through graduate school. Research on presidents clearly indicates that a doctorate is the preferred degree.

Numerous studies have been conducted related to community college presidents and the career paths they took. One such study was conducted by Birnbaum and Umbach (2001). They described four career paths for community college presidents including scholars, stewards,

spanners, and strangers. Birnbaum and Umbach grouped these four career paths into two categories. The traditional category includes scholars and stewards while the nontraditional category includes spanners and strangers.

Birnbaum and Umbach (2001) described scholars as presidents who have had full-time higher education teaching experience and their previous two positions were in higher education. Stewards are described by Birnbaum and Umbach as presidents who have never taught, but their two previous positions were in higher education. Birnbaum and Umbach described spanners as boundary spanners who maintain significant commitments both to higher education and to other types of institutions or organizations. Birnbaum and Umbach described strangers as presidents who have never taught and whose previous two positions were outside higher education. According to research conducted by Birnbaum and Umbach, 89% of all presidents followed one of the two traditional paths with over 66% taking the scholar path. Using this information, it can be determined that 23% of presidents come from the category of stewards.

In a survey of presidents conducted by Weisman and Vaughan (2006) and Kubala (1999), the conclusion can be drawn that the most traveled pathway to the presidency is through the academic pipeline. This career path usually involves full-time teaching experience and experience in academic administration. Responses to the Weisman and Vaughan survey indicated 86% of the respondents have taught in a community college at some point in their careers. The data also showed that 48% of the presidents stated they had previously taught full-time and 49% stated they had previously taught part-time. Based on their research, Birnbaum and Umbach (2001) wrote that those seeking the presidency should gain full-time teaching experience early in their career. Teaching does not always end once one becomes president. As 46% of the respondents in the Weisman and Vaughan (2006) study indicated they currently teach

at a community college at least once per year. Experience in teaching at the community college level is a characteristic common to many community college presidents.

An important next step in the scholar career path is experience as an administrator in higher education. Weisman and Vaughan (2006) and Crawford (1997) both noted that a substantial number of presidents are hired from within the community college environment. Weisman and Vaughan (2006), Crawford (1997) and Boggs (1998) described the importance of being an academic administrator and how it increases the chance of individuals moving up the career ladder. Weisman and Vaughn indicated that academic administrator positions provide responsibilities including strategic planning, human and financial resource management, collaboration within and among departments and institutions, and, institutional and student advocacy. Also, Boggs indicated that line administrative experience, usually supervising faculty, is most desirable for potential presidents. According to Crawford's research, almost half of the respondents mentioned that being an academic administrator helped them along the way to becoming a president. Birnbaum and Umbach (2001) concluded presidential aspirants should try to develop an administrative career with experiences in positions of increasing responsibility. Academic administrator experience is seen as an important step in the scholar career path of future presidents.

In summary, Weisman and Vaughan (2006) found that 88% of presidents are white, 71% of presidents are male, 57% of presidents are 58 years old or older, and 62% have been community college presidents for more than 5 years. In their studies, Weisman and Vaughan (2006) and Crawford (1997) found that 88% of the presidents responding to their surveys have an earned doctorate. Weisman and Vaughan (2006) and Kubala (1999), found that the most traveled pathway to the presidency is through the academic pipeline. This researcher has been

unable to locate any research that focuses on how presidents from various academic and career backgrounds lead community colleges through financial challenges.

Successful Community College Presidents

With the many challenges being faced by community college presidents, it is important to look at the qualities and characteristics associated with successful presidents. In a study conducted by Miller and Pope (2003), presidents and faculty senate leaders differ some on the importance of each, but perceive stress tolerance, problem analysis, personal motivation, organizational ability, written communication, educational values, oral communication skills, and judgment to be important for holding a community college presidency. Another study into the qualities and characteristics needed by successful presidents was conducted by Duncan and Harlacher (1991). They report that successful future community college presidents must be able to collaborate, bring together various constituencies, build consensus, and encourage others within the college community as well. Many of these qualities are seen in the team management orientation of the Blake and Mouton Managerial Grid.

Numerous studies have been conducted of the qualities possessed by successful community college presidents. In one such study, Goff (2003) indicated community college leaders must capitalize on those behaviors and traits that make them effective in creating a high performance educational institution. Further, Goff indicated that success as a community college president is not measured by traits or behaviors, but rather by how one applies the traits and behaviors to the task. In a study of presidents who stay at an institution for 10 years or longer, Donnelly (1993) reported that only 20% of presidents today stay in their positions for 10 years or longer. Donnelly's study determined long-term presidents are perceived as having many of the qualities of effective leaders: vision, energy, the ability to delegate, and the ability to make

decisions. In a study of ten highly successful community college presidents, Duncan and Harlacher (1991) reported that traits such as dedication, drive and a positive orientation toward people emerged time and time again. In a study of effective college presidents conducted by Fisher, Tack, and Wheeler (1988), effective presidents are more confident, more inclined to work long hours, less likely to appear to make decisions easily, and less collegial and more distant. The team management orientation of the Blake and Mouton Managerial Grid also contains many of these descriptors of effective leaders as is further discussed below.

Studies have also been conducted on the preparation factors common to successful community college presidents. One such study was conducted by McFarlin, Crittenden, and Ebbers (1999). They noted that outstanding/leading presidents display a higher rate of terminal degree attainment and have a major that focuses on the study of higher education/community college leadership at the start of their first presidency. Presidents in the leading/outstanding sample of the McFarlin et al. (1999) study reported more scholarly output in all categories examined than did presidents in the normative sample. McFarlin et al. (1999) noted that a higher percentage of presidents identified as leading/outstanding report preparation for a role as a change agent as part of their graduate program than did the normative presidents. Presidents identified as outstanding/leading in the McFarlin et al. (1999) study were much less likely to have held academically oriented immediate previous positions than were presidents in the normative sample. Also, the McFarlin et al. (1999) study indicated outstanding/leading presidents have a lower rate of having taught in a community college either full or part time, than do presidents in the normative sample. Presidents identified as outstanding/leading in the McFarlin et al. (1999) study participated as a protégé in mentor-protégé relationships at a higher rate than did presidents identified as normative.

Boggs (1988) reported that an ability to speak before large groups by having made presentations at local, state, regional, or national meetings or conferences will enhance one's ability to become a president. However, Fisher et al. (1988) noted that effective presidents are less likely to be spontaneous in speech and actions. Other important experiences include dealing with personnel, evaluation of programs and services, preparation, analysis, and management of budgets, and working with business and other leaders.

Being able to create a vision for the institution was noted in numerous studies. Hammons and Keller (1990) reported that tomorrow's CEOs will need to be visionaries with a knowledge of, and commitment to, the community college mission. Kubala and Bailey (2001) noted the president must foster a vision as a focus for all members of the college community. Duncan and Harlacher (1991) reported that all participating presidents and chancellors in their study independently validated the need for the CEO to create and articulate an inspiring vision for the institution. This vision included developing and articulating a creative vision, and capturing the imagination of followers. However, Fisher et al. (1988) indicated effective presidents are more committed to an ideal or a vision than to an institution and are more likely to be concerned about higher education in general than in one institution. Duncan and Harlacher (1991) reported that these leaders will enthusiastically cause institutional renewal by persuading and inspiring staff, faculty, students, board members, and administrators to promote universal acceptance of shared vision, mission, values, and goals. Donnelly's (1993) study of presidents who have maintained their positions for at least ten years found that these presidents have a vision for the institution based on a deep knowledge of the institution, its traditions, and its dreams.

Presidential image also appears to be important for a president to be successful. Whisnant (1990) reported the projection of a presidential image consistent with the presidential

vision provides a day-to-day opportunity for followers to understand and accept the goals toward which they are moving. According to Whisnant (1990), the success of the vision depends on the extent to which these followers make a commitment to the vision. Whisnant noted the level of commitment made by the followers will be determined by the degree of trust and confidence they have perceived via the presidential image. Whisnant concluded that trust, good judgment, and expertise are the keys to the development of a presidential image that fosters internalization as a response to influence. Whisnant reported that everything the president is and does directly reflect upon the institution. According to Whisnant, it is most likely the accurate communication of that vision that determines effective leadership.

Future presidents will have to be able to be flexible to meet changing needs. Duncan and Harlacher (1991) reported the flexibility of these future leaders to adapt to new environments and new demands while maintaining administrative consistency and predictability will define their skills as institutional revitalizers. Duncan and Harlacher indicated the future CEO will shape the twenty-first century college by establishing an environment which fosters innovation and creative problem solving. Fisher et al. (1988) indicated effective college presidents are more interested in encouraging people to think differently and creatively; less restricted by organizational structure or by the consensus of those to be led; and, are more inclined to take calculated risks. Further, Duncan and Harlacher reported effective future CEOs of American community colleges will need to perceive and analyze institutional and community college issues from a global perspective, interpreting the impact of economic and demographic trends on the institution and its community. Duncan and Harlacher believe these new leaders will need to be critical thinkers who have the ability to conceptualize original solutions to complex problems. The idea of flexibility of leadership, fostering innovation, creative problem solving, being more

inclined to take calculated risks, and analyzing problems is seen in the team management orientation of the Blake and Mouton Managerial Grid.

Successful college presidents will need to be dynamic leaders to confront the financial challenges their institutions will face in the future. These presidents will be concerned with the various tasks assigned to their institution for accomplishment while at the same time showing concern for the individuals employed to carry out these tasks.

Theoretical Foundation of the Study

The theoretical underpinnings of the leadership concept have been proposed and studied by researchers for decades. One definition of leadership provided by Northouse (2004) is that leadership is "a process whereby an individual influences a group of individuals to achieve a goal" (p. 3). According to Northouse, using the term process indicates a leader affects and is affected by his or her followers rather than leadership being a trait or characteristic of the leader. Further, Northouse indicates leadership involves influencing a group of individuals to accomplish a common purpose, task, or goal. Leadership theories are often classified into a number of groupings. Included in these groupings are trait based leadership theories, skills based leadership theories, style based leadership theories, situational based leadership theories, and transformational leadership theories among many others.

The style based leadership theories are a broad group of theories. For example, Northouse (2004) indicates style based leadership theories focus exclusively on what leaders do and how they act. Further, Northouse indicates researchers who study style approaches have determined that leadership is composed of task behaviors and relationship behaviors. Task behaviors relate to the accomplishment of various goals and relationship behaviors relate to helping subordinates feel comfortable with themselves, others, and the task they are attempting

to complete (Northouse, 2004). The Blake and Mouton Managerial Grid is considered to be a style-based leadership approach. Blake and Mouton (1985) indicate "strong and effective leadership creates high involvement and shared commitment that stimulates people to overcome obstacles to achieving maximum results" (p. 1).

The Blake and Mouton Managerial Grid allows a means classifying a manager's leadership style while looking at the manager's concern for production and people. Included within the grid are several common leadership classifications that show the various ways these managers conduct business within organizations. The Grid includes various styles such as the 9, 1 Oriented Managerial Style (Authority-Obedience Management) in which a manager is only concerned about production. A manager with a 1, 9 orientation (Country-Club Management) is not concerned with production and attempts to make everyone feel part of the group for sociability purposes rather than work purposes. A 1, 1 managerial style (Impoverished Management) indicates a manager is not concerned with production or people. Another leadership style identified by Blake and Mouton is the 5, 5 orientated manager (Organization Man Management). A manager from this orientation shows moderate concern for production and a moderate concern for people. The final orientation, 9, 9 Managerial Style (Team Management), will be discussed in more detail below because this leadership style provides numerous links between the literature on dealing with financial challenges and successful college presidents.

As discussed above, the 9, 9 management style identifies many behaviors associated with effective community college leadership in the literature. Blake and Mouton (1964) state a 9, 9 management style shows both a high concern for production and for people. The 9, 9 oriented manager relies on a mutual understanding and agreement of the organizational goals. Further,

Blake and Mouton (1985) indicate "effective integration is possible by involving people and their ideas in determining the strategies of work and achievement" (p. 82).

A manager using this style attempts to develop a means to complete tasks which have been developed by participation and involvement by all who have the responsibility to complete the tasks. These managers seek involvement from others early in the process in an effort to gain as much information about the issue as possible. According to Blake and Mouton (1978) a 9, 9 oriented manager uses active participation to ensure involvement and commitment to standards of excellence. Further, a 9, 9 oriented manager uses facts, data, and logic to help resolve differences. According to Blake and Mouton (1964), a high concern for people is most likely to result in efforts to create conditions where people's ideas and feelings can be harnessed in a fully productive way.

Communication in a 9, 9 oriented managerial style involves a two-way exchange of information. This two-way exchange stimulates openness among employees. A manager using a 9, 9 managerial style uses direct confrontation to face conflict in an attempt to get everything out on the table where it can be examined and evaluated by all who are a party to it. Further, Blake and Mouton (1978) indicate the key is how conflict is managed because although it is inevitable, it is resolvable.

These managers are often known for their innovation and experimentation (Blake & Mouton, 1964, 1978, 1985). The amount of time spent analyzing situations is often what allows for this innovation and experimentation. Blake and Mouton (1985) indicate many different approaches for solving problems are assessed before a final decision is made. This review of alternatives allows for the best possible situation to be implemented even if it is a new approach.

In summary, a 9, 9 oriented manager shows heavy concern for both production and for people. These managers use active participation of subordinates to ensure there is a "buy-in" by everyone on the team. There is an open communication system in which all information and ideas are placed on the table. Further, the open exploration of all ideas allows for innovation and experimentation.

Link between Team Management, Financial Challenges, and Characteristics of Successful Presidents

Community colleges are currently facing a time of increased expectations placed on them by numerous groups. These institutions will be attempting to meet these expectations at a time the institutions are also facing difficult financial challenges. However, a president with a team management orientation would have the leadership skills needed to meet these challenges.

As was discussed above, a president with a team management orientation would show a high concern for both production and people. A president from this leadership orientation would have many of the characteristics of a successful college president. Presidents from this orientation would have an ability to understand complex problems, would encourage people to think creatively, and would be more inclined to take calculated, original risks. Further, a president from this orientation would be able to bring various groups together for the purposes of collaborating and in turn could delegate some decision making responsibilities. A president from this orientation uses work skills that are suited for addressing all of the financial challenges facing higher education institutions. Each of these funding challenges will require unique solutions and the involvement of all areas of a college campus. Presidents from this orientation operate in a manner in which this involvement would be allowed.

Six financial challenges have been identified in the literature as being most critical for the operation of community colleges. While initially identified in the literature more than a decade ago, these challenges remain as matters of concern for current writers (Boggs, 1988; Rich, 2006). Each of the financial challenges can be considered tasks and can be categorized in one of two ways. The two categories are challenges which are mainly production oriented and those which are mainly people oriented. For the purposes of this study, concern for people involved helping subordinates feel comfortable in their job and providing the resources these subordinates need to complete their jobs. Concern for people is also related to a concern for the needs of students. Concern for production is related to the task of educating students and meeting mandates placed on the community colleges by outside agencies. The financial challenges noted in the literature are included in Table 2 and are classified using the scheme described above.

As is shown in the chart above, the financial challenges facing community colleges can be classified as either production or people orientated. There are an equal number of both types of tasks. A president from a team management orientation would show high concern for both production and people orientated tasks and therefore would be concerned with all of the tasks shown above.

Summary of Literature Review

The many financial challenges affecting higher education institutions, characteristics of typical college presidents, and the characteristics of effective college presidents have been described in this literature review. The literature suggests that the team management leadership behaviors identified on the Blake and Mouton Managerial Grid are required in order for community college presidents to address the many financial challenges facing their institutions. This researcher has been unable to locate any studies linking leadership style with funding

Table 2

Most Critical Financial Challenges for the Operation of Community Colleges – Review of Literature

Financial Challenge	Classification as Production or People Oriented
1. Lowering costs without damaging academic quality (Boggs, 1988; Johnstone, 1999; Rich, 2006; R. Wilson, 2009)	Production
2. Maintaining student access during times of increasing educational costs (Brememan & Finney, 1997; Edwards & Leichty, 2009; Fain, 2008; Hauptman, 1997; Kane & Rouse, 1999; Katsinas et al., 2008)	People
3. Maintaining compliance with federal and state laws (Hauptman & Krop, 1997)	Production
4. Finding funding to update equipment as changes in technology are made (Boggs, 1998; Coplin, 2006; Institute for Higher Education Policy, 1999; Waggaman, 1992)	People
5. Managing the increasing costs of salary and benefits for faculty and staff (Chronister, 1995; Coplin, 2006; Hearn, 1999)	People
6. Managing enrollment increases during times of decreasing state funding (Blose, 2010; Edwards & Leichty, 2009; Ralls, 2009)	Production

challenges being faced by higher education institutions. A study is needed to determine if presidents within the North Carolina Community College system have a team management orientation and how they rank financial challenges.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to determine the leadership style of North Carolina community college presidents and to determine their ranking of financial challenges. The purpose of this chapter is to present the research questions, the associated hypotheses, and describe the population for the study. This chapter also discusses the research instrument, and presents the method for testing each of the hypotheses. Each of these items will be discussed in detail.

The job of community college president is becoming increasingly complex because of the many financial challenges these institutions face. The impending retirement of many current presidents compounds this issue. According to a study conducted by Weisman and Vaughan (2006), 84% of the president in their study planned to retire within 10 years. Viniar (2006) believes that filling "the leadership gap" has reached a crisis point for community colleges nationwide. Also, Boggs (1988) predicted that presidents of the future will have to lead colleges through tough financial times, through times of increased competition for students, and through times of increased public demand for evidence of improvement in educational quality. Each of these predictions has come true. Another prediction to have come true was made by Sigmar (1997) in that colleges will be asked to meet soaring expectations and demands, but will have to do so with limited resources and staff. As noted by Pope (2008), the job of college president is increasingly a financial one. New presidents will need to be skilled leaders to meet these financial challenges.

Board of Trustees will need additional information to make decisions about the characteristics needed by new presidents in order for these presidents to be able to meet the

financial challenges facing community colleges. Demographic information on current community college presidents has been researched for years. Research shows that most community college presidents hold doctorate degrees (Birnbaum & Umbach, 2001; Crawford, 1997; Vaughan, 2001; Weisman & Vaughan, 2006). Weisman and Vaughn (2006) and Kubala (1999) also found through various studies that the most traveled pathway to the presidency is through a career path that involves full-time teaching experience and experience in academic administration. However, there is not any research as to how presidents from various academic and career backgrounds lead community colleges through financial challenges.

Scholars have studied leadership for numerous years. One major branch of leadership is style based leadership theories. According to Northouse (2004), style based leadership theories focus exclusively on what leaders do and how they act. The Blake and Mouton Managerial Grid is considered to be a style-based leadership approach. The Blake and Mouton Managerial Grid provides a means of labeling a manager's leadership style while looking at their concern for production and people. The team management oriented leader under the Blake and Mouton Managerial Grid provides many links between the financial challenges affecting community colleges and how these challenges can be addressed through the leadership behaviors of presidents who are classified as team managers. Presidents from this orientation have an ability to understand complex problems, encourage people to think creatively, and are more inclined to take calculated, original risks. Further, a president from this orientation is able to bring various groups together for the purposes of collaborating and in turn can delegate some decision making responsibilities.

Purpose and Goals of the Study

The purpose of the study was to determine the leadership style of North Carolina community college presidents and determine their ranking of financial challenges. The goals are: assess leadership style, examine the association between leadership style and professional background, examine the association between leadership style and educational background, and determine the ranking of financial challenges by community college presidents.

Research Questions

The methodology for this study was intended to address the following questions in order to achieve the objectives of the study:

1. Are there major differences in the leadership styles of community college presidents?
2. Is presidential leadership style related to a president's professional background?
3. Is presidential leadership style related to a president's educational backgrounds?
4. Is there a difference in the rankings of financial challenges by community college presidents who have different leadership styles?

Research Hypothesis

Each research question included in this study had a separate research hypothesis. Hypotheses are provided below.

Question 1: Are there major differences in the leadership styles of community college presidents?

H0: The variance in the leadership styles of community college presidents working in the North Carolina Community College System is zero.

Question 2: Is presidential leadership style related to a president's professional background?

H0: There is no relationship between the presidential leadership style and professional backgrounds of community college presidents working in the North Carolina Community College System.

Question 3: Is presidential leadership style related to a president's educational backgrounds?

H0: There is no relationship between the presidential leadership style and the educational backgrounds of community college presidents working in the North Carolina Community College System.

Question 4: Is there a difference in the rankings of financial challenges by community college presidents who have different leadership styles?

H0: There is no difference in the rankings of financial challenges by North Carolina Community College presidents who have different leadership styles.

Population

The population of this study is comprised of the presidents of the 58 community colleges in North Carolina.

Research Instrument

The 58 community college presidents in North Carolina were emailed a survey instrument to complete. A portion of this survey contained questions related to each presidents' educational and career backgrounds. Presidents were asked to complete a "Leadership Questionnaire" that was designed to determine their leadership orientation according to the Blake and Mouton Managerial Grid (modified from Clark, 2010). The final section of the survey asked presidents to rank the following financial challenges: lowering costs without damaging academic quality; maintaining student access during times of increasing educational costs; maintaining

compliance with federal and state laws; finding funding to update equipment as changes in technology are made; managing the increasing costs of salary and benefits for faculty and staff; and, managing enrollment increases during times of decreasing state funding. The presidents were asked to respond to the survey electronically and an internet survey tool was utilized. The survey contained a total of 28 questions and can be found in Appendix A. The presidents had 21 days to respond to the survey. After 14 days, a second request for participation was sent to the presidents.

Data Analysis

The data collected for this study were analyzed using PASW/SPSS. Descriptive statistics were generated to determine the demographic, educational, and professional history profile of the presidents responding to the study.

Question 1: Are there major differences in the leadership styles of community college presidents?

Research question 1 was answered using the scores from items nine through 26 on the survey instrument. The responses produced two subscale scores, one reflecting the manager's concern with task and the other reflecting the manager's concern with people. The combination of these two subscale scores was used to determine each president's leadership style on the Blake and Mouton Managerial Grid. The percentage of each president falling into the various leadership styles on the grid was determined. The scores on concern with task and concern with people for the presidents was analyzed by computing the standard deviation and variance for each score. According to Gall, Gall, and Borg (2005), standard deviation is a statistical expression showing how much individual scores vary around the mean score.

Question 2: Is presidential leadership style related to a president's professional background?

Research question 2 was answered using the scores from items nine through 26 on the survey instrument to determine each president's concern for task and concern for people. Item number 6 on the survey was used to determine a president's professional background. For this question, concern for task and concern for people was analyzed using a one-way analysis of variance. The means and η^2 are of primary importance. According to Gall et al. (2005), "an analysis of variance is used to determine whether mean scores on one or more variables differ significantly from each other and whether the variables interact significantly with each other" (p. 187).

Question 3: Is presidential leadership style related to a president's educational backgrounds?

Research question 3 was answered using the scores from items nine through 26 on the survey instrument to determine each president's concern for task and concern for people. Item number 5 on the survey was used to determine a president's educational background. For this question, concern for task and concern for people were analyzed using a one-way analysis of variance. The means and η^2 are of primary importance. According to Gall et al. (2005), "an analysis of variance is used to determine whether mean scores on one or more variables differ significantly from each other and whether the variables interact significantly with each other" (p. 187).

Question 4: Is there a difference in the rankings of financial challenges by community college presidents who have different leadership styles?

The presidents' leadership style was determined by their scores on items nine through 26 of the Survey Instrument. The presidents were asked to rank items #27a to 27f on the Survey Instrument from most challenging to least challenging. Two types of tests were conducted to answer this research question. First, presidents were categorized into their Blake and Mouton leadership type and mean rankings of each financial challenge were then determined and compared. Next, a correlation was used to analyze how presidents' scores on concern for task and concern for people compared with their ranking of financial challenges.

Summary

The purpose of this study was to use survey data collected from presidents of North Carolina Community Colleges to do the following: examine the association between leadership style and professional background, examine the association between leadership style and educational background, and determine the ranking of financial challenges by community college presidents. Descriptive and inferential statistical techniques were used to analyze the data. The results are presented in Chapter 4.

CHAPTER IV: ANALYSIS OF THE DATA

Introduction

This chapter presents statistical analyses of the data collected to address the four research questions of this study. First, the research hypotheses are reviewed. This is followed by a description of the sample and the population from which the sample was drawn. Next, summary statistics for the study variables are presented. Lastly, the findings from the statistical procedures used to analyze the data are given.

Review of the Research Hypotheses

The research hypotheses for this study are as follows:

H01: The variance in the leadership styles of community college presidents working in the North Carolina Community College System is zero.

H02: There is no relationship between the presidential leadership style and professional backgrounds of community college presidents working in the North Carolina Community College System.

H03: There is no relationship between the presidential leadership style and the educational backgrounds of community college presidents working in the North Carolina Community College System.

H04: There is no difference in the rankings of financial challenges by North Carolina Community College presidents who have different leadership styles.

Population and Sample

The 58 community college presidents in North Carolina were emailed a survey instrument to complete on October 6, 2010. A portion of the survey contained questions related to each president's educational and career background. The presidents were asked to complete a

"Leadership Questionnaire" that was designed to determine their leadership orientation according to the Blake and Mouton Managerial Grid (modified from Clark, 2010). The final section of the survey asked presidents to rank the following financial challenges: lowering costs without damaging academic quality; maintaining student access during times of increasing educational costs; maintaining compliance with federal and state laws; finding funding to update equipment as changes in technology are made; managing the increasing costs of salary and benefits for faculty and staff; and, managing enrollment increases during times of decreasing state funding. In total, forty-one surveys were returned which represents a 70.7% response rate. These forty-one sample participants make up the sample that will be analyzed in detail. The data analyses that follow are based upon the responses from these forty-one community college president.

Classification of the Participants

The "Leadership Questionnaire" is designed to determine a persons' leadership orientation according to the Blake and Mouton Managerial Grid (modified from Clark, 2010). The "Leadership Questionnaire" determines concern for production and concern for people. These two scores are then used to classify a person as having one of the five leadership orientations appearing in the Blake and Mouton Managerial Grid.

Summary Statistics

Summary statistics of the age, ethnicity, number of years held in the current position, educational background, professional background, and anticipated time until retirement are provided below. This information is included to allow a comparison of findings, in this study to findings found in previous research that focused on the characteristics of community college presidents.

Age

Presidents were asked to identify their age in one of six categories. The categories included: under 40 years, 41 to 45 years, 46 to 50 years, 51 to 55 years, 56 to 60 years, and over 61 years. Of the forty-one responses, three reported they were between 41 and 45 years of age, seven reported they were between 51 and 55 years of age, seventeen reported they were between 56 and 60 years of age, and fourteen reported they were over 61 years of age. According to a study conducted by Weisman and Vaughan (2006), 57% of presidents are 58 years old or older. Based on the survey results from this study, community college presidents in North Carolina were similar in age to that of community college presidents who participated in the Weisman and Vaughan study.

Ethnicity

Presidents were asked to identify their ethnicity. Of the forty-one responses, thirty-nine reported they were Caucasian and two reported they were African American. Weisman and Vaughan (2006) found that 88% of presidents are Caucasian. Based on the survey responses, the percentage of Caucasian presidents in North Carolina was slightly higher than that found by Weisman and Vaughan.

Years in Current Position

Presidents were asked to state the number of years in their current position. Of the forty responses to this question, twelve presidents reported they had been in their current position for more than ten years, eleven reported they had been in their position for five or more years, and the remaining seventeen reported being in their current position for less than five years. Weisman and Vaughan (2006) found 62% of their respondents had been community college

presidents for more than 5 years. Similar results were found in this study for community college presidents who had worked more than five years in their current position.

Educational Background

Presidents were asked to identify the highest degree they had earned. Forty presidents responded to this question. Of the forty responses, twenty-eight reported that the highest degree they had earned was an EdD in Higher Education or Adult Education, two reported a PhD in Higher Education or Adult Education, three reported a PhD in a subject other than Higher Education or Adult Education, five reported an EdD in a subject other than Higher Education or Adult Education, and two reported other degrees including an EdD in Vocational and Technical Education and a degree in Leadership. Weisman and Vaughan (2006) and Crawford (1997) found that 88% of the presidents responding to their surveys had an earned doctorate. The survey responses by North Carolina Community College presidents indicated that all have an earned doctorate.

Professional Background

Presidents were asked to identify their primary background in higher education prior to becoming president. Forty-one presidents provided responses to this question. Of the responses, twenty reported they had been in curriculum instruction, three reported they had been in continuing education/workforce development, seven reported their background was student services, one reported a financial/administrative services background, two reported a background in advancement, and eight reported backgrounds other than the ones listed. These positions included one provost and a branch campus administrator. Other positions were in the areas of industrial training, academic/student affairs, curriculum instruction and administration, academic/campus administration, and vocational-technical education. Weisman and Vaughan

(2006) and Kubala (1999), found that the most traveled pathway to the presidency is through the academic pipeline. The responses from North Carolina Community College presidents indicated that the academic pipeline was the most traveled by the presidential respondents.

Anticipated Time Until Retirement

Presidents were asked to identify the anticipated amount of time until they would retire. Of the forty presidents who responded to this survey, twenty-two reported they anticipated retiring in five or fewer years, thirteen presidents reported they anticipated retiring in ten years or less, and the remaining five presidents listed anticipated retirement dates of twelve years or more. In a study conducted by Weisman and Vaughan (2006), 84% of the president respondents plan to retire within 10 years. A similar percentage of respondents in this study indicated they planned to retire within 10 years in this study.

A review of the demographic information obtained from this survey for North Carolina Community College presidents, showed that the demographics of the participants in this study were very much like those of community college presidents previously surveyed. Compared to previous findings, the North Carolina Community College presidents were of similar age, ethnicity, number of years held in their current position, educational background, professional background, and anticipated time until retirement.

Statistical Findings

This section will provide results of the statistical findings for this study. Research hypotheses were developed and were provided for each research question in Chapter 3. Gall et al. (2005) states that a "hypothesis in a research study is a reasoned speculation about how two or more variables are related to each other" (p. 125). Errors in hypothesis testing, as defined by Creswell (2008), are:

Type I error – "occurs when the null hypothesis is rejected by the researcher when it is actually true" (p. 648).

Type II error – "occurs when the researcher fails to reject the null hypothesis when an effect actually occurs in the population" (p. 648).

Results from this study are found below.

Hypothesis 1

Null hypothesis one read: The variance in the leadership styles of community college presidents working in the North Carolina Community College System is zero. This hypothesis was tested by constructing a 95% confidence intervals for the standard deviation of the scores on the concern for people variable and the scores on concern for task variable. It was found that all of the presidents' scores fell in the team management orientation of the Blake and Mouton Managerial Grid. This finding indicated that all of the presidents had both a high concern for completing tasks and a high concern for people.

There are several potential explanations for this research result. Based on research presented in the review of literature, a community college president would need to show both a high concern for people and a high concern for task in order to meet the financial challenges currently being faced. It could be argued that a president would not be able to maintain their position for any considerable length of time without being successful in dealing with financial challenges and with engaging their staff in finding methods for addressing financial challenges. A majority of the presidents in this study reported they had been in their current position for more than five years.

Another possible explanation as to why presidents were all classified as team management oriented leaders relates to the homogeneity of their backgrounds. A vast majority

of the presidents in this study were holders of doctoral degrees in higher education or adult educations, had a professional background in curriculum instruction, were of similar age, were of similar ethnicity, and had been in their positions for a considerable amount of time. This homogeneity of responses could explain part of the reason why the presidents all were classified as having the same leadership style. However, this result is still somewhat surprising. Research on leadership styles would tend to indicate that in any group of individuals some variation of leadership style would be found.

Even though all presidents had scores that fell into the team management orientation, there were some differences in the presidents' scores on concern for people and concern for task. To investigate this, the scores on concern for task and concern for people for the presidents were analyzed by computing the standard deviation for each variable. This test was performed to estimate the extent to which presidents differed from one another with respect to concern with task and concern with people. Table 3 details the results from this test. The results of this test indicated that presidents had a slightly greater level of concern for people than their concern for task. This result is also evident from the lower standard deviation for a president's concern for people.

The null hypothesis of zero variance was rejected. However, the data indicated that there were differences in concern for people and concern for task among community college presidents in North Carolina.

Hypothesis 2

The initial data analysis established that all the presidents participating in this study had the same leadership style according to the Blake and Mouton Managerial Grid. Therefore, it was

Table 3

Means and Standard Deviations – Leadership Style

Variable	*M*	*SD*	*N*	95% CI for *SD*
Concern for People	8.54	0.84	39	.68, 1.08
Concern for Task	8.30	0.93	41	.77, 1.19

not possible to test hypothesis two which read: There is no relationship between the presidential leadership style and professional backgrounds of community college presidents working in the North Carolina Community College System. However, it was decided to examine the presidents' concern for production versus their concern for people in terms of their professional backgrounds.

To do this, the data were analyzed using a one-way analysis of variance. The survey asked presidents to identify their educational background from one of eight categories. The responses indicated a large grouping of presidents from a curriculum instruction background. This result is consistent with previous findings related to professional backgrounds of community college presidents. Presidents from a student services background were the only other group with a large enough number of responses to compare. The remaining presidents were combined in an "other" professional background category.

For the purpose of this analysis, the professional background of each community college president was the classification variable. The comparison variables were the presidents' concern for people and concern for task. Concern for people and concern for task were reviewed separately for each group. The ANOVA related to concern for people was not significant, $F(2,36) = .915$, $p = .409$. The ANOVA related to concern for task was not significant, $F(2,38) = .506$, $p = .607$. Because the p values were greater than .05, the null hypothesis was accepted. Tables 4 and 5 show results of this test. The results indicated that there is no significant relationship between the presidential leadership style and the professional background of presidents working in the North Carolina Community College system.

Table 4

ANOVA Summary Table - Professional Background and Concern for People

Source	Df	Sum of Squares	Mean Square	F Ratio
Between Groups	2	1.29	0.645	0.915
Within Groups	36	25.363	0.705	
Total	38	26.652		

Table 5

ANOVA Summary Table - Professional Background and Concern for Task

Source	Df	Sum of Squares	Mean Square	F Ratio
Between Groups	2	0.899	0.45	0.506
Within Groups	38	33.751	0.888	
Total	40	34.65		

The means and standard deviations for each group are shown in Tables 6 and 7. Although the results were not significant, the means for both concern for people and concern for task were higher for presidents with a curriculum instruction background than the other groups. An interesting aspect of these statistics is that presidents from a student services background are the only group with a higher mean for concern for task than concern for people.

Another interesting finding is that presidents from a curriculum instruction background have a higher mean score on concern for people and concern from task than the other two groups. One could begin to ask the question of whether or not something in the curriculum instruction background could lead to this slightly higher concern for people and concern for task. Another intriguing result above relates to presidents from a student services background having a higher mean score related to concern for task than they had for concern for people. Based on the type of work these individuals generally perform, it would be expected the results would have been reversed.

Hypothesis 3

Hypothesis three reads: There is no relationship between the presidential leadership style and the educational backgrounds of community college presidents working in the North Carolina Community College System. Because all of the presidents in this study had the same leadership style, it was not possible to test hypothesis three. However, it was decided to examine the presidents' concern for production versus their concern for people in terms of their educational backgrounds.

The survey asked presidents to identify their highest educational degree into one of seven classifications. A majority of presidents reported that they had either an EdD or a PhD in Higher Education or Adult Education. The educational background classifications were collapsed into

Table 6

Means and Standard Deviations – Professional Background and Concern for People

Professional Background	*M*	*SD*	*N*	95% CI for *M*
Curriculum Instruction	8.72	0.97	18	8.24, 9.21
Student Services	8.25	0.49	7	7.81, 8.71
Other Background	8.44	0.78	14	7.99, 8.89

Table 7

Means and Standard Deviations – Professional Background and Concern for Task

Variable	*M*	*SD*	*N*	95% CI for *M*
Curriculum Instruction	8.43	0.98	20	7.97, 8.89
Student Services	8.31	0.58	7	7.78, 8.85
Other Background	8.10	1.01	14	7.52, 8.68

two categories: those having a degree in Higher Education or Adult Education and those with a degree in another field. A one-way analysis of variance was used to examine the presidents' concern for production versus their concern for people in terms of their educational backgrounds. The educational background of each community college president was the classification variable. The comparison variables were the presidents' concern for people and concern for task. Concern for people and concern for task were reviewed separately for each group. The ANOVA related to concern for people was not significant, $F(1,37) = 1.154$, $p = .290$. The ANOVA related to concern for task was not significant, $F(1,39) = .610$, $p = .439$. Because the p values were greater than .05, the null hypothesis was accepted. Tables 8 and 9 show results of this test. The results indicate that there was no relationship between the presidential leadership style and the educational background of presidents working in the North Carolina Community College system.

The means and standard deviations for each group are shown in Tables 10 and 11. Although the results were not significant, the means related to a presidents concern for people were higher for both groups than their concern for task. Also, the mean scores for presidents with a highest degree in Higher Education/Adult Education are higher than the mean scores for presidents with degrees in other fields.

The data in Tables 10 and 11 is not surprising considering the results from the first hypothesis testing. However, it is intriguing that presidents whose highest degree is in Higher Education/Adult Education have a higher mean score on concern for people and concern for task than presidents whose highest degree is in a field other than Higher Education/Adult Education. The findings were not significant, but one wonders if the possession of an advanced degree in Higher Education/Adult Education would result in a president showing a slightly higher concern

Table 8

ANOVA Summary Table - Educational Background and Concern for People

Source	Df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	0.806	0.806	1.154
Within Groups	37	25.846	0.699	
Total	38	26.652		

Table 9

ANOVA Summary Table - Educational Background and Concern for Task

Source	Df	Sum of Squares	Mean Square	F Ratio
Between Groups	1	0.534	0.534	0.610
Within Groups	39	34.116	0.875	
Total	40	34.650		

Table 10

Means and Standard Deviations – Educational Background and Concern for People

Subject of Highest Educational Degree	*M*	*SD*	*N*	95% CI for *M*
Higher Education/Adult Education	8.63	0.84	28	8.30, 8.96
Other Field	8.31	0.82	11	7.76, 8.86

Table 11

Means and Standard Deviations – Educational Background and Concern for Task

Subject of Highest Educational Degree	*M*	*SD*	*N*	95% CI for *M*
Higher Education/Adult Education	8.37	0.93	30	8.02, 8.72
Other Field	8.11	0.94	11	7.47, 8.74

for people and concern for task than those with advanced degrees in fields other than Higher Education/Adult Education.

Hypothesis 4

Hypothesis four reads: There is a difference in the rankings of financial challenges by community college presidents who have different leadership styles. It was not possible to test this hypothesis because all of the study participants had the same leadership style typing. However, it was decided to examine how the presidents ranked financial challenges in terms of their concern for production versus their concern for people.

As part of the survey, presidents were asked to rank the six financial challenges used in this study from 1 being most challenging to 6 being least challenging. Each of these challenges was classified in chapters 1 and 2 as either primarily concerned with people or primarily concerned with production. For the purposes of this study, concern for people involved helping subordinates feel comfortable in their job and providing the resources these subordinates need to complete their jobs. Concern for people also related to a concern for the needs of students. Concern for production related to the task of educating students and meeting mandates placed on the community colleges by outside agencies.

A Spearman rank correlation was used to estimate the extent to which the presidents' scores on concern for task and concern for people related to their rankings of financial challenges. As shown in Table 12, the only significant correlation was that between task concern and "finding funding to update equipment as changes in technology are made," $r = -.465$, $p = .002$. Since low rankings reflect the belief that the challenge is great, this finding indicates that high task concern is associated with ranking as more challenging the task of finding funding to update equipment as changes in technology are made.

Table 12

Correlation of President's Concern Scores and Ranking of Financial Challenges

Financial Challenge	Concern for People (N=39)	Concern for Task (N=41)
Lowering costs without damaging academic quality	-.082	-1.06
Maintaining student access during times of increasing educational cost	.081	.079
Maintaining compliance with federal and state laws	.079	-.290
Finding funding to update equipment as changes in technology are made	.098	-.465*
Managing the increasing costs of salary and benefits for faculty and staff	-.083	.048
Managing enrollment increases during times of decreasing state funding	.052	.064

Note. *$p<.01$.

Each of these challenges was ranked as the most challenging by at least one president and as the least challenging by at least one president. Fifteen presidents ranked "maintaining student access during times of increasing educational costs" as the most challenging financial challenge. Table 13 shows the mean scores of each financial challenge. As was noted above, only one significant correlation was found between task concern and "finding funding to update equipment as changes in technology are made." However, the mean score for this financial challenge indicates it was ranked as a relatively low challenge by most community college presidents in this study.

As shown in Table 13, presidents ranked "lowering costs without damaging academic quality," "maintaining student access during times of increasing educational cost," and "managing enrollment increases during times of decreasing state funding" of a similar level of difficulty. The remaining three challenges, "maintaining compliance with federal and state laws," "finding funding to update equipment as changes in technology are made," and "managing the increasing costs of salary and benefits for faculty and staff" were ranked of a similar level of difficulty.

The results of this analysis are not surprising based on the results of the first research hypothesis. Leaders with a team management orientation would show a high concern for people and a high concern for production. Each of these financial challenges were classified as concerning one or the other areas of concern. The rankings reflected a high concern for financial challenges concerned with both people and production. Although not significant, the mean scores for presidents on their concern for people was higher than their mean scores on concern for task. The financial challenge with the lowest mean, indicating it was scored as more challenging by presidents, was considered to be a people oriented financial challenge. It would

Table 13

Mean Rankings of Financial Challenges

Financial Challenge	Primary Concern	*M* (N=41)
Lowering costs without damaging academic quality	Production	2.71
Maintaining student access during times of increasing educational cost	People	2.41
Maintaining compliance with federal and state laws	Production	4.20
Finding funding to update equipment as changes in technology are made	People	4.51
Managing the increasing costs of salary and benefits for faculty and staff	People	4.59
Managing enrollment increases during times of decreasing state funding	Production	2.59

Note. *p<.01. Low scores indicated ranking as most challenging.

have been expected that a president with a high concern for people would have found a financial challenge that was people oriented to be most challenging.

Summary

A variety of statistical analyses were conducted on the survey responses from over 70% of the presidents in the North Carolina Community College system. The summary statistics indicate that North Carolina Community College presidents appear to be representative of other community college presidents when comparing similar survey results for age, ethnicity, number of years held in the current position, educational background, professional background, and anticipated time until retirement to research conducted on the entire population. The results of this study indicated that presidents within this system have a Team Management orientation as defined by the Blake and Mouton Managerial Grid. The initial study hypothesis was not tested. Instead the data were analyzed to detect differences in the presidents' scores based on their concern for production versus their concern for people. Although, the results were not significant, the mean scores on concern for people and concern for production were slightly higher for presidents from curriculum instruction backgrounds. The mean scores on concern for people and concern for production were slightly higher for presidents whose highest degree was in Higher Education/Adult education versus presidents whose highest degree was in a different field; however, the results were not significant. One significant correlation was found between task concern and "finding funding to update equipment as changes in technology are made." Ideas for additional studies will be provided in the next chapter.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

A significant number of new community college presents will need to be hired and will be asked to lead community colleges during times of increasing financial complexity and limited funding. Research using the Blake and Mouton Managerial Grid indicates that a leader who has a team oriented leadership style is best suited for achieving organizational goals under all circumstances. Team managers focus on attaining goals by involving subordinates in the process. There is little in the literature concerning either the leadership style of community college presidents or their perceptions of the financial challenges facing their institutions. This study set out to add to the literature by finding answers to the following questions:

1. Are there major differences in the leadership styles of community college presidents?
2. Is presidential leadership style related to a president's professional background?
3. Is presidential leadership style related to a president's educational backgrounds?
4. Is there a difference in the rankings of financial challenges by community college presidents who have different leadership styles?

The information obtained from this study will very likely yield information about financial management skills that should be part of any professional development programming for community college presidents.

Discussion

Research Question One

The first research question was designed to determine the leadership styles of community college presidents according to the Blake and Mouton Managerial Grid. The responses to the

"Leadership Questionnaire" identified all presidents participating in this study as Team Management oriented leaders. Although the results were surprising that all presidents were classified in this category, it could be reasoned from the literature that a president would need to be oriented towards this leadership style in order to be successful in meeting the financial challenges facing community colleges.

According to the research on this leadership style, a manager using this style attempts to develop a means to complete tasks, which have been developed by participation and involvement by all who have the responsibility to complete the tasks. These managers seek involvement from others early in the process in an effort to gain as much information about the issue as possible. According to Blake and Mouton (1978), a Team Management oriented manager uses active participation to ensure involvement and commitment to standards of excellence. Communication in a Team Management oriented leadership style involves a two-way exchange of information. This two-way exchange stimulates openness among employees. These managers are often known for their innovation and experimentation (Blake & Mouton, 1964, 1978, 1985).

Each of the items above would be necessary for community college presidents to help their institutions successfully meet the financial challenges faced by their institutions. Presidents would need to encourage buy-in from deans, department chairs, faculty, and staff to develop strategies to meet the demands of growing enrollments and decreasing revenues. Allowing college employees to be involved early in the process, allows a free exchange of information and will allow colleges to develop innovative methods to meet the demands placed on them by the challenging financial times. Community colleges need to explore all options available and those involved with completing the task of educating students are most knowledgeable about which methods of meeting financial challenges will pose the least harm to the academic bottom line.

Research Question Two

The second research question was designed to determine if there was a relationship between a presidents' leadership style and the presidents' professional backgrounds. The results of the study did not find a significant relationship between these two variables. However, it was noted that presidents from a curriculum instruction background had slightly higher mean scores on concern for people and concern for production than presidents from other professional backgrounds.

The most traveled pathway to the presidency is through the academic pipeline (Kubala 1999; Weisman & Vaughan, 2006). This career path usually involves full-time teaching experience and experience in academic administration. An important step in the scholar career path is experience as an administrator in higher education. Weisman and Vaughn indicate that academic administrator positions provide responsibilities including strategic planning, human and financial resource management, collaboration within and among departments and institutions, and, institutional and student advocacy.

Based on the responsibilities described above, academic administrators have many duties which fit closely with the Team Management orientation of the Blake and Mouton Managerial Grid. This study described concern for people as involving helping subordinates feel comfortable in their job and providing the resources these subordinates need to complete their jobs. These tasks would fit closely with the strategic planning and collaboration efforts engaged in by academic administrators. Concern for people was described in this study as relating to concern over the needs of students. This concern relates closely with the student advocacy responsibility of academic administrators. Concern for production related to the task of educating students and meeting mandates placed on the community colleges by outside agencies.

These items relate closely with an academic administrator's responsibility of institutional advocacy and collaboration within and among departments. Presidents in this study who were former academic deans very likely have had experience advocating for students in difficult times. This prior experience could potentially explain why presidents from these areas had slightly higher concerns for both people and for production than presidents from other backgrounds.

Research Question Three

The third research question was designed to determine if there was a relationship between a president's leadership style and the president's educational background. The results of the study did not find significant relationship between these two variables. However, it was noted that presidents whose highest degree was in Higher Education/Adult Education had slightly higher mean scores on concern for people and concern for production than presidents whose highest degrees were in fields other than Higher Education/Adult Education.

Weisman and Vaughan (2006) and Crawford (1997) found that 88% of the presidents responding to their surveys have the earned doctorate. With a slight variance in percentages, research conducted by Crawford (58%) and Weisman and Vaughan (71%) indicated that most presidents report their highest degree was completed in the education field. Vaughn (2001) noted that there is almost a self-selection of future presidents because of the requirement to complete a doctorate in education. Studies have also been conducted on the preparation factors common among successful community college presidents. McFarlin et al. (1999) noted that outstanding/leading presidents display a higher rate of terminal degree attainment and have a major that focuses on the study of higher education/community college leadership at the start of their first presidency. McFarlin et al. noted that a higher percentage of presidents identified as

leading/outstanding report preparation for a role as a change agent as part of their graduate program than did the normative presidents.

Based on the above research, it is not surprising that presidents whose highest degree is in Higher Education/Adult Education scored higher on their level of concern for people and concern for production than did presidents with degrees in other fields. Presidents whose backgrounds are in Higher Education/Adult Education, because of formal training, are likely to understand the financial complexities facing their institutions and to be able to involve others to assist in achieving the goals. These presidents would have studied subjects ranging from higher education law, educational planning, student services, and higher education finance.

Research Question Four

Research question four was designed to determine if presidents from different leadership orientations ranked financial challenges differently. All presidents who participated in this study had a team management leadership style. The only significant correlation found during this study was between task concern and "finding funding to update equipment as changes in technology are made." However, this financial challenge was one of the lower ranked financial challenges by North Carolina Community College presidents.

As was originally expected from this type of leadership, the financial challenges ranked as most challenging included both production and people oriented financial challenges. Research indicated that a president from this orientation would show high concern for both production and for people. This idea held true even though there was only one significant correlation found during the study. Community college presidents in this study had a slightly higher mean score on concern for people than on concern for task. The financial challenge ranked as the most challenging was a people oriented challenge.

Significance of the Findings

A number of new community college presidents will need to be hired in the next five years. Twenty-two of the forty presidents who responded to the survey indicated they planned to retire within five years. Research indicates that a majority of presidents are hired from the academic pipeline. This study found that presidents from curriculum instruction backgrounds had slightly higher mean scores on concern for people and concern for production than presidents from other professional backgrounds. It appears that many of the responsibilities associated with academic administrators fit closely with the team management orientation of the Blake and Mouton Managerial Grid. Those individuals who are not in the academic pipeline will need to find other means to learn how to handle these types of responsibilities.

As noted above, there will be a large number of new community college presidents hired in North Carolina over the next five years. A majority of the presidents who responded to this survey indicated their highest degree was in Higher Education/Adult Education. Research indicates this percentage is similar to that found in other studies. It was noted that presidents whose highest degrees were in Higher Education/Adult Education had slightly higher mean scores on concern for people and concern for production than presidents whose highest degrees were in fields other than Higher Education/Adult Education. Presidents with a highest degree in Higher Education/Adult Education have studied subjects ranging from higher education law, educational planning, student services, and higher education finance. Those individuals who are not earning a doctorate in Higher Education/Adult Education will need to find other means to increase their awareness of how to respond to financial challenges affecting community colleges.

The results indicate that an individual who desired to be a community college president would need to work towards being a team management oriented leader. Team management

oriented practices could be incorporated into professional development courses for future presidents. Many of these professional development courses already exist and adding an additional component related to team management oriented practices could greatly expand the value of these programs to individuals who would like to be community college presidents.

Suggestions for Additional Research

One area that needs to be explored further relates to the slightly higher concerns for both people and production shown by presidents from the curriculum instruction background and those whose highest degree was in Higher Education/Adult Education. One way to conduct this research would be to expand the population to additional areas. This expansion would allow for more individuals in the various groupings and the researcher may be able to determine if the results from North Carolina presidents are replicated.

The effects of gender on leadership style should be used for future research. Although the data received in this survey restricted the range of analyses, it is possible that leadership style may vary based on the gender of the president. Future research should include an analysis of this variable to determine if there is any impact on the leadership style of presidents based on this factor.

The results of research conducted during this study found that presidents in the North Carolina Community College System have a Team Management leadership orientation. One way to enhance the replication of this study for the future would be to include participation of the president's administrative staff. The researcher could compare the president's self-perceived leadership style to the perception of the administrative team. Also, the study could include participation of the president's board of trustees. The researcher could compare the president's self-perceived leadership style to the perception of the board of trustees. Certainly, the value of

adding to the literature on effective community college leadership practices cannot be questioned.

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APPENDIX A: SURVEY INSTRUMENT

For part 1 of this form, please reply to the following questions by placing an "X" by the appropriate response.

1. Age:

_____Under 40 years

_____41-45 years

_____46-50 years

_____51-55 years

_____56-60 years

_____Over 61 years

2. Your ethnicity is:

_____Asian or Pacific

_____Caucasian

_____Native American or Alaskan

_____African American

_____Hispanic

3. Years in current position_____

4. Total years as a community college president_____(Include time in previous community college(s) presidencies in addition time in current position.

5. What is the highest degree you have earned?

_____Master's in Higher Education or Adult Education

_____ Master's in subject other than Higher Education or Adult Education

_____PhD in Higher Education or Adult Education

_____ PhD in subject other than Higher Education or Adult Education

_____EdD in Higher Education or Adult Education

_____ EdD in subject other than Higher Education or Adult Education

_____ Other – Please list

6. What was your primary background in higher education prior to becoming president?

_____ Curriculum Instruction

_____ Continuing Education/Workforce Development

_____ Student Services

_____ Financial/Administrative Services

_____ Planning and Institutional Effectiveness

_____ Advancement

_____ Other – Please list

_____ Outside of Higher Education

If you were previously in a financial/administrative services position, what financial positions have you held or what financial training have you had before being appointed president?

7. Anticipated amount of time until retirement_____

8. Total student population of your community college_____

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. For best results, answer as truthfully as possible.

never sometimes always

0 1 2 3 4 5

9. _____ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.

10. _____ Nothing is more important than accomplishing a goal or task.

11._____ I closely monitor the schedule to ensure a task or project will be completed in time.

12._____ I enjoy coaching people on new tasks and procedures.

13._____ The more challenging a task is, the more I enjoy it.

14._____ I encourage my employees to be creative about their job.

15._____ When seeing a complex task through to completion, I ensure that every detail is accounted for.

16._____ I find it easy to carry out several complicated tasks at the same time.

17._____ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.

18._____ When correcting mistakes, I do not worry about jeopardizing relationships.

19. _____ I manage my time very efficiently.

20._____ I enjoy explaining the intricacies and details of a complex task or project to my employees.

21._____ Breaking large projects into small manageable tasks is second nature to me.

22._____ Nothing is more important than building a great team.

23._____ I enjoy analyzing problems.

24._____ I honor other people's boundaries.

25._____ Counseling my employees to improve their performance or behavior is second

nature to me.

26._____ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

27. Rank the following financial challenges with 1 being the most challenging and 6 being the least challenging.

a. Lowering costs without damaging academic quality. ___
b. Maintaining student access during times of increasing educational costs. ___
c. Maintaining compliance with federal and state laws. ___
d. Finding funding to update equipment as changes in technology are made. ___
e. Managing the increasing costs of salary and benefits for faculty and staff. ___
f. Managing enrollment increases during times of decreasing state funding. ___

28. Would you like a copy of the survey results? _____Yes_____No

APPENDIX B: LISTING OF FINANCIAL CHALLENGES

1. Lowering costs without damaging academic quality (Rich 2006, R. Wilson 2009, Johnstone 1999, Boggs 1988).
2. Maintaining student access during times of increasing educational costs (Katsinas et al. 2008, Edwards and Leichty 2009, Fain 2008, Breneman and Finney 1997, Hauptman 1997, Kane and Rouse 1999, Breneman and Finney 1997).
3. Maintaining compliance with federal and state laws (Hauptman and Krop 1997).
4. Finding funding to update equipment as changes in technology are made (Coplin 2006, Institute for Higher Education Policy 1999, Waggaman 1992, Boggs 1998).
5. Managing the increasing costs of salary and benefits for faculty and staff (Coplin 2006, Chronister 1995, Hearn 1999).
6. Managing enrollment increases during times of decreasing state funding (Ralls 2009, Edwards and Leichty 2009, Blose 2010).

APPENDIX C: PERMISSION TO USE SURVEY INSTRUMENT

From: Donald Clark [donclark@nwlink.com]
Sent: Sunday, July 11, 2010 10:40 PM
To: Price, Phillip Dean
Subject: Re: Leadership Questionnaire

Hi Phillip,

Please feel free to use the material as requested.

Cheers,
Don

Donald Clark | http://www.nwlink.com/~donclark/
On 7/11/2010 5:41 PM, Price, Phillip Dean wrote:
July 11, 2010

Mr. Donald Clark
A Big Dog, Little Dog
and Knowledge Jump Performance
Edmonds, Washington

Dear Mr. Clark:

I am a doctoral student at East Carolina University in Greenville, North Carolina. I am currently in the dissertation phase of the program. For the purposes of my study, I plan to look at Community College Presidential Leadership Styles and their Ranking of Financial Challenges. I plan to use the Blake and Mouton Managerial Grid as the basis for the leadership styles. My study will involve Community College Presidents in North Carolina.

I have reviewed survey instruments on your site and would like permission to use the Leadership Questionnaire you have related to the Blake and Mouton Managerial Grid. I will not financially profit from the use of this survey and I will provide you credit for the use of the survey. I will also be willing to provide you feedback related to my use of the survey.

Thank you for any consideration this request is given. If you need more information, I will be glad to provide the requested information.

Sincerely,

Phillip D. Price
East Carolina University
pricep96@students.ecu.edu

APPENDIX D: RECRUITMENT LETTER

East Carolina University
College of Education
Greenville, NC 27858

Date

Dear Colleague,

As a doctoral candidate in the Educational Leadership program at East Carolina University, I am researching the leadership style of community college presidents. Because you are a community college president, I respectfully request your participation in a very brief survey. It will take less than 15 minutes to complete the instrument, and please know that I appreciate your support.

The Leadership Questionnaire, ranking of financial challenges, and accompanying demographic questions will be used to assess leadership style. To access the survey instrument, click on the link listed below. This link will be active for the next 21 days. Please answer every question. Should you have questions about the survey or if you would like to receive a summary of the results, please e-mail me at pricep96@students.ecu.edu.

Your participation is very important, as a high response rate is necessary in order to make inferences from the results of this study; however, participation in this study is strictly voluntary. I will not be able to match participants to their individual questionnaire responses. The aggregate data will be stored in a locked file for a period of one year, and subsequently destroyed. I will only report aggregate data and in no way identify you as a respondent.

I know you are busy, and I very much appreciate your time. If you choose to participate, please click on the link below which leads to the survey instrument and the instructions for completing the survey. Thank you for your consideration of this research.

www.xxxxxxxxxxx

Sincerely,

Phillip D. Price
Doctoral Candidate

APPENDIX E: IRB APPROVAL

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
1L-09 Brody Medical Sciences Building• 600 Moye Boulevard • Greenville, NC 27834
Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb

Date: October 4, 2010

Principal Investigator: Phillip D. Price
Dept./Ctr./Institute: College of Education
Mailstop or Address: PO Box 2714, Washington, NC 27889

RE: **Exempt Certification**
UMCIRB# **10-0531**
Funding Source: unfunded

Title: Community College Presidential Leadership Styles and Ranking of Financial Challenges

Dear Mr. Price:

On 10.1.10, the University & Medical Center Institutional Review Board (UMCIRB) determined that your research meets ECU requirements and federal exemption criterion #2 which includes Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects and any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

It is your responsibility to ensure that this research is conducted in the manner reported in your Internal Processing Form and Protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

The UMCIRB Office will hold your exemption application for a period of five years from the date of this letter. If you wish to continue this protocol beyond this period, you will need to submit an Exemption Certification Request at least 30 days before the end of the five year period.

Sincerely,

Chairperson, University & Medical Center Institutional Review Board

pc: Dr. Sandra Seay