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LEARNING-CENTERED PROFESSIONAL STAFF DEVELOPMENT:
EXAMINING INSTITUTIONAL AND LEARNER RESPONSIBILITIES

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Research, Technology, and Leadership
in the College of Education
at the University of Central Florida
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ABSTRACT

The goal of this research was to determine the balance of a collaborative learning relationship between an institution and its employees. A review of the literature examined learning-centered theory to determine the necessary tenets of a learning-centered professional staff development program. In addition, various staff development components were examined to ascertain their role in a learning-centered program. The literature findings guided this research to conduct a study to determine if relationships existed between employees' perception of climate and two variables: (a) employees' locus of control and (b) employees' job satisfaction. Additionally, the three factors were assessed together in a linear regression to determine what percentage of variance could be accounted for by each of the factors. The extent to which the institution had sufficiently set the stage for learning to take place was determined by assessing the institution's climate utilizing the PACE©. Locus of control and job satisfaction were two audience components utilized to determine appropriate program selection.

Findings from the correlation procedures revealed a moderate relationship between both the employees' locus of control and their job satisfaction and their perception of the climate. A multiple regression revealed that 43% of an employee's climate perception could be accounted for by locus of control and job satisfaction.

Results of this study indicated that locus of control and job satisfaction were two factors that an institution needs to consider with regards to their staff prior to embarking on a staff development program or in re-designing an existing program. In addition, the results indicated the necessity in establishing a baseline climate perception to ascertain if

the environment was conducive to staff learning. Lastly, an institution needs to be willing to inquire of its staff as to their needs and preferred learning delivery methods. By examining itself objectively, and engaging workers in a collaborative learning process, an institution can begin to establish the foundation for a learning centered staff development program.

This dissertation is dedicated to Rusty and Missy whose steadfast devotion propelled me to complete this journey. Both of you will forever be in my heart. I will love you forever and a day, and tomorrow too. I look forward to our time in the green meadow.

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CHAPTER 1 THE PROBLEM AND ITS CLARIFYING COMPONENTS

Introduction

Working at a learning-centered institution creates an environment of innovation and change. Learning-centeredness is not simply a concept for students to embrace, but is one that can be used by faculty and staff to guide their efforts to achieve the overall goals of an institution. Assessments of both student learning and faculty learning have long been a focus of researchers, and programs have been developed focusing on student and faculty development. A review of the literature demonstrated, that the development of career and professional staff has received less attention in institutions of higher education.

If an institution is to be truly learning-centered, it must create an environment where learning is authentically shared at every level of the institution with faculty *and* staff committed to learning success (O'Banion, 1994). In order to achieve such results, an institution must consider all stakeholders as shareholders and place a value on holding everyone responsible for being a learning leader. In order for such learning to take place, institutions must create an organizational culture with specific goals to embrace this concept through training and development. Traditionally, such opportunities have been afforded to faculty and administrators; however, the review of literature conducted for this study suggests that similar opportunities have often not been extended to other college staff members.

In 1983, The National Education Commission on Excellence in Education released a report to the nation that essentially painted a bleak portrait of the American Education system: “Our nation is at risk. . . the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people” (The National Commission on Excellence in Education, 1983, p. 5).

In 1993, *An American Imperative: Higher Expectations for Higher Education*, published as “An Open Letter to Those Concerned about the American Future,” triggered a wave of theoretical reform in higher education (O’Banion, 1997a). The report recommended that higher education make a radical departure from past educational practices and begin placing learning first in order to change the overall historical structure of education. Theoretical reformers argued that the traditional model of schooling had placed limits on a system struggling to reorganize itself into more learning-centered institutions. As a result of such an approach, it was anticipated that “changes to the educational structure would provide highly visible testimony to changes in policy, governance, funding, mission and values” (O’Banion, 1997b, p. 14). It was claimed that by “putting learning at the heart of the academic enterprise, it would mean overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education on most campuses” (Wingspread Group on Higher Education, 1993, p. 14). Faculty and staff development would be a critical step in creating such a shift. Acculturating staff members into their roles in a learning-centered environment is a vital first step in forming a paradigm shift. On-going staff development utilizing learning centered principals is

imperative in maintaining a commitment to having a learning-centered institution (Senge, 1990).

In a 1994 study of California community college mission statements, Barr (1994) noted, “It is revealing that virtually every mission statement contained in the catalogs in California’s 107 community colleges fails to use the word ‘learning’ in a statement of purpose” (p. 2). Teaching has been the most agreed upon mission for higher education, particularly in community colleges. At the time of the present study, reform was focused on ensuring that learning be as valued as teaching, not valued more. There has been, however, a persistent belief among many community college faculty and staff that they are now and always have been “learning institutions.” In their opinion, any suggestion to the contrary, is the result of poor public relations (Roueche, Johnson & Roueche, 1997).

 Becoming a learning-centered organization and acting systematically requires knowledge and a set of specific skills that most organizations must make available to their employees--in this case faculty, staff, and administrators. For this shift to a learning organization to be effective, participants should have communication skills and systems knowledge. (Robles, 2003, p. 2)

The development of staff comes only after a college has made a commitment based on its mission to serve its staff as learners much like it serves its students as learners (O’Banion, 1997a).

Statement of the Problem

The problem to be addressed by this study can be divided into two main issues. First, O’Banion (1997) defined the learning process as a collaborative process between the institution and the learner when he stated, “The learning college engages learners as

full partners in the learning process, with learners assuming primary responsibility for their own choices” (p. 47) A learning-centered institution is responsible for setting the stage so that its employees can develop and feel supported in their development. In terms of the collaborative process, institutional leaders may think they are providing employees with meaningful development, but employees’ perspectives may differ. For the purpose of this study, an assessment of the college environment was conducted to determine whether employees believed their work environment contained an open and collaborative atmosphere that supported staff learning.

Second, since employees have typically been responsible for much of their own learning, it is important to determine what factors drive their learning behavior. For the purpose of this study, locus of control was a factor that was measured as it has been recognized as contributing to employees’ level of commitment to professional development (Blau, 1993b; Furnham & Drakeley, 1993). This factor has also been shown to impact employees’ perceptions of job satisfaction.

Conceptual Framework

Learning-Centered Theory

The conceptual framework for this study was structured in learning-centered theory. O’Banion (1999) stated that learning-centered institutions place learning first and provide educational experiences for learners anyway, anywhere, anytime. He elaborated his point by defining the tenets of such an institution as a means to help colleges begin to

reshape their institutional structures to perform such work. Within O'Banion's framework lies the principle of learning communities. O'Banion believed that the university ideal of a "community of scholars" (1997) would be transformed into a "community of learners" (1997). In this vein, students were not the only learners. Faculty, administrators, and staff were all included in the learning environment. All who enter the institution were defined as learners, and all were collaborating to learn from one another.

Keeling and Dungy (2004) defined learning as a, "comprehensive, holistic, transformative activity that integrates academic learning with student development" (p. 2). By engaging in such transformative education, all who performed work that touched students in any way were considered part of the process. In order to create such an environment, the individuals who were employed at the institution must have had an understanding and personal investment in such a climate. The employees needed to understand what it meant to be a part of such an environment and what was required of each individual to participate in and create the climate.

O'Banion (1997) implied that all learners were to be engaged in the learning process. He said, "The learning college assists learners to form and participate in collaborative activities" (p. 47). In the sense that employees are the learners, it is assumed that a collaborative relationship needs to be set up between employer and employee with regards to what an employee needs in terms of staff development and how that information is going to be most effectively delivered. According to O'Banion, a learning process does not warrant that an institution mandate development for its employees but

rather conducts an ongoing dialogue between both parties discussing what is vital to the employee's growth as well as to the institution's advancement. Such conversations will enable employees to become partners and participants in their own learning rather than passive subjects, and employees invited to become co-creators of their own futures will be more likely to become engaged and follow through (O'Banion). The learning process is, therefore, collaboration between the institution and employee or learner.

Before collaboration takes place, it is important to measure the institution's climate. Baker & Associates (1992) defined climate as, "informal day-to-day behavior, with its underlying attitudes and values" (p. 17). Allen and Pilnick (1973) described climate as the "complex mesh of social forces and unwritten rules that influence the behavior of each member of the organization" (as cited in Baker, p. 17). It is important for institutional leadership to be aware of the organization's climate so that activity can be made meaningful for organizational members. By having an objective and clear understanding of where both parties stand at the onset, it becomes possible for the collaborative process to be open and honest from the beginning. Since learning-centered institutions conduct business collaboratively, their leaders need to know that their employees are aligned with institutional goals and decisions.

In addition to collaboration, "The learning college creates and offers as many options for learning as possible" (O'Banion, 1997, p. 47). This process involves determining the best avenues of learning for its employees. Berz stated, "The student is best served by a program that accommodates individual differences in learning styles, learning rates, aptitudes, and prior knowledge while maintaining educational quality" (as

cited in O'Banion, 1997, p. 52). Therefore, part of the collaborative process entails determining how an institution intends to develop its staff. Various development strategies need to be considered to determine which ones will best serve the needs of the institution and its employees. Institutions differ in numerous respects; therefore, staff development programs should not look completely the same. Rather, they should specifically meet their own staff members' needs.

If employees at a learning-centered institution understand their responsibility for being part of a community, they must also understand their responsibility for directing their own learning. Institutions have a responsibility to provide a learning environment and to provide learning opportunities that work for their learners, but learners have a responsibility to participate and take advantage of the opportunities afforded to them. O'Banion's (1997) learning theory regarding the division of shared responsibility is clear, but how responsibility is shared and distributed needs to be quantified and measured.

Climate as an Institutional Measure

As part of the learning process, institutions need to evaluate outcomes and measure how they are faring in terms of creating a learning-centered institution. Institutions have invested in measurements that allow them to benchmark their students' learning, but many have not taken similar measures regarding their own professional staff's development. One way in which an institution might take a reading of its own climate is with an institutional effectiveness survey. The Personal Assessment of the College Environment (PACE©) is one such survey. This instrument allows an institution

to measure how its employees perceive the institution's current climate with regard to management behavior, institutional structure, student needs and development, and team work.

Guion (1973) defined perceived organizational climate as simply a different name for employee attitudes or job satisfaction. Baker (1992) described climate as the "prevailing condition that affects satisfaction and productivity" (p. 27). An institution can measure its climate using indicators of how connected its employees feel to its mission and core valued work.

Since climate has been viewed as an end product of the people who make up the environment, it has also been important to have an understanding of who makes up the institution. Certainly demographic information is important but having a deeper understanding of personnel is important too. A learning institution will want to ensure that the institution is providing an adequate learning environment for its employees. For the purpose of this study, the PACE© has been utilized to measure the institution's effectiveness of setting the stage for its employees' learning. Equally important is whether an institution knows how to motivate employees and what those employees expect and need in terms of development.

Locus of Control as a Learner Measure

O'Banion (1997) stated that learners need to "assume" responsibility for their own learning. For the purpose of this study, locus of control was used as an objective factor in determining the level of responsibility assumed by individuals for their own

learning. Locus of control is a concept initiated by Rotter (1966). Rotter essentially identified a personality trait in individuals that defined how they viewed their circumstances in the world. Typically, individuals who have an internal locus of control believe that outcomes are directly related to their efforts, whereas individuals with an external locus of control believe outcomes are not related to their actions but to forces beyond their control. In discussing learner responsibility, it has been important to understand learners' locus of control in terms of how much ownership they would be taking for their own learning. Spector (1982) reported that individuals having an internal locus of control have tended to exert greater effort and typically perform better in their jobs than did those whose locus of control was external.

Job Satisfaction as a Collaborative Measure

Employee satisfaction has been extensively studied as an independent and a dependent variable (Spector, 1988). Stum (1998) reported that job satisfaction was one of the main contributing factors leading to organizational performance. He wrote that job satisfaction affected quality and morale as well as productivity. Lambert, Hogan and Barton (2001) further explained job satisfaction as a mediating variable between work setting and intention to leave an institution. They believed that employees' pleasure with their current working situation and future career path would impact motivation and dedication to their institution. Institutions who have invested their resources in their employees, particularly those who are harnessing their own learning, have benefited from

increased job satisfaction of employees who have been motivated to “give back” to the institution and participate in the climate of learning.

By working collaboratively with constituency groups, learning-centered institutions have enabled employees to participate in the direction of their own learning. Identifying differences in learning styles through personality differences such as locus of control has allowed for more tailored motivators and incentives. Institutions that have been committed to becoming learning-centered have begun to identify and cultivate future leaders from within their own ranks (Bellanca, 2002; Quinton, 2006). They have taken steps to build job satisfaction and work together with their employees on training and development as they create paths to leadership. For the purpose of this study, job satisfaction is defined as the outcome between institutional climate and learner responsibility.

Research Questions

The general purpose of this study was to examine O’Banion’s idea of shared responsibility in terms of staff learning. Specifically addressed were the balance between institutional responsibility and employee responsibility and discerning a way to measure such a balance. A review of the literature suggested examining the relationship between work locus of control, job satisfaction, and perception of climate as factors contributing to shared responsibility. The target audience was professional staff members at Valencia Community College. The study was approved by the University of Central Florida’s

Institutional Review Board (Appendix A) and was guided by the following three questions:

1. To what extent is there a relationship between employees' perception of the institution's climate as measured by the PACE© and their locus of control as measured by the Work Locus of Control (Spector, 1988)?
2. To what extent is there a relationship between employees' perception of the institution's climate as measured by the PACE© and their job satisfaction as measured by the Job Satisfaction Survey (Spector, 1994)?
3. To what extent is there a relationship between employees' climate perception, work locus of control, and job satisfaction?

Definitions

For the purpose of this study, the following definitions were used as guides to terminology used throughout this study.

Career Staff: Includes those persons whose assignments are categorized as: clerical, secretarial, instructional support, professional support, and mechanical/maintenance (FCCS, 2007). Career staff were not the focus of this study.

Faculty: Persons whose specific assignments are made for the purpose of conducting instruction, academic research, and curriculum development (FCCS, 2007).

Job satisfaction: How people feel about their jobs. (Staw & Ross, 1985).

Learning-centered: A paradigm framing learning holistically, and recognizing that the chief agent in the process of learning is the learner (Barr & Tagg, 1995).

Locus of Control: A personality construct which refers to a person's beliefs about the sources of control over the reinforcement he or she receives (Rotter, 1966).

Personal Assessment of College Environment (PACE©): An instrument utilized to promote open and constructive communication and to establish priorities for change by obtaining the satisfaction estimates of employees concerning campus climate (Barker, 1997).

Professional staff: Individuals employed for the purpose of performing academic support, student services, and institutional support activities in an institution of higher education (FCCS, 2007). Professional staff were the focus of this study.

Staff: A generic term used to define a collective body of employees that includes both career and professional staff, exclusive of faculty.

Valencia Community College: A public 2-year institution serving the needs of residents in Orange and Osceola counties in central Florida.

Work Locus of Control (WLCS): A 16-item instrument designed to assess control beliefs in the workplace (Spector, 1988).

Assumptions

Following are a number of assumptions which were formulated to guide this research:

1. It was assumed that professional staff felt free to be open and honest in responding to items on the surveys.

2. It was assumed that staff members' responses to the survey were an accurate portrayal of their current views regarding both staff development and Valencia Community College's learning culture.
3. It was assumed that professional staff members, all of whom held a Bachelor's degree, understood both the instructions and items on the survey instrument they were asked to complete.

Study Limitations and Delimitations

Completion of the survey was voluntary. Employees who volunteered to participate in the study may have had differing levels of satisfaction from those who elected not to participate. Only professional staff members at Valencia Community College were included in the study. This comprised only a small portion of the total workforce at the college. Any generalizations to the faculty and staff as a whole at the college were limited.

1. Generalization of the findings was limited to professional staff at learning-centered institutions with similar institutional demographics.
2. Self-report formats have limitations. Responses could have been influenced by employees' recent experiences at the institution. Additionally, although the surveys were anonymous, respondents may have been concerned about the possibility that any negative response could be traced back to them. They may, therefore, have been less than honest regarding any negative feelings they may have held. Also, since respondents completed the instruments

independently, any misunderstanding of questions may have led to unintended responses. A cover letter was sent to potential respondents assuring them of their anonymity in an effort to minimize skewed surveys.

3. Variations in results due to the population selected, construction biases, and administration of the measurement instruments may have occurred.

Methodology

Population

The participants for this study consisted of current full time “Professional Staff” members at Valencia Community College in Orlando, Florida during the 2007-08 academic year. Professional staff employees were determined by the College’s delineation of professional staff as stated in Valencia Community College’s policy manual. Inter office mailing and e-mail addresses were obtained from the department of Human Resources and Diversity. At the time of the study, there were 170 employees listed as professional staff, all of whom were invited to join the study and were sent a survey packet. All packets contained a cover letter introducing the study, informed consent, three surveys, and a return envelope.

Instrumentation and Data Analysis

Locus of Control was assessed using Spector’s *Work Locus of Control Scale* (Spector, 1988). The WLCS is a domain specific scale designed to assess beliefs

regarding perceived control an employee holds at the workplace. Individuals scoring internally on this scale, “Internals,” feel they have control over their performance and evaluation at work. They believe hard work and good communication are factors that contribute towards success which they can control. They believe their performance is a key factor in determining whether they should be promoted (Spector, 1998). “Externals” believe that employee recognition is more a matter of luck, and promotions are not due to working hard but knowing the right people (Spector). Externals do not believe their efforts are seen as a key factor in promotions. Rather, those who receive them are lucky or know the right people. The 16-item WLCS was validated by 1,151 students. United States norms were based on 5,477 people from 37 samples. Spector reported a mean of samples of 40.0 with a mean coefficient of .83.

Job Satisfaction was assessed using Spector’s *Job Satisfaction Survey* (Spector, 1994). The JSS measures employees’ attitudes about their job. This survey is a 36-item, 9-facet scale that has been used on 108 samples (N = 28,876). The nine assessed areas are: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985). The JSS was designed to determine how satisfied persons were with their jobs and employers. The assumption was that the level of satisfaction would impact employee motivation levels, level of commitment to the institution, and ultimately their view of the work climate (Spector, 1997). In addition, low job satisfaction has been demonstrated to be related to high absenteeism and high turnover.

Climate was assessed using the *Personal Assessment of the College Environment PACE*© scale. Organizational climate is a subset of organizational culture, defined as the prevailing condition that affects satisfaction and productivity (Baker et al., 1992). Baker (1992) emphasized the collective pattern of individual behaviors in an organization as influencing organizational climate. By understanding individual perceptions of these behavior patterns, productivity and employee satisfaction levels can be discerned.

The National Initiative for Leadership and Institutional Effectiveness (NILIE) has conducted over 70 studies utilizing the PACE© scale since 1997. These studies have been used to formulate the PACE national norms. The PACE© instrument has a Cronbach's alpha of 0.967. Most of the data has been obtained from public two-year colleges but also includes multi-campus institutions, community college districts and state wide systems. Climate was assessed to determine the professional staff's perceived level of collaboration at Valencia Community College. Copies of all instrumentation used in the study are presented in Appendix B.

Pearson's Product Moment Correlations were performed in this research study to identify relationships that were present between locus of control and climate perception as well as job satisfaction and climate perception. Climate perception was the dependent variable in both of the relationship tests. A multiple regression was performed to determine if there was a relationship between locus of control, job satisfaction and climate.

Data Collection

All full-time professional staff at Valencia Community College were invited to participate in this study. Participants were given the PACE©, WLCS, and JSS to complete. Contacts were made utilizing Dillman's tailored-design method (2000). Participants were reminded throughout the process that their participation was voluntary and that their survey responses would remain anonymous. Contact and consent information are presented in Appendix C. Completed surveys were returned via inter-office mail in pre-addressed envelopes. Data were collected and merged into one database. The Statistical Package for Social Sciences (SPSS-12.0) was utilized to perform the statistical functions.

Significance of the Study

The 21st century has presented many challenges and exciting opportunities for institutions of higher education. Education is an industry that by its very nature has been required to be fluid and responsive to change. With the rapid implementation of technology into the American culture, institutions must adapt to an even faster pace of evolution. As a result, processes and procedures have been required to evolve at the same rate or face becoming obsolete and drain the college of creative energy. Faculty and staff who have been employed at these institutions must also be flexible and function in a learning mode or risk falling behind due to outdated skills. Learning-centered institutions seek to address this issue for both its students and staff.

Operating a college using learning leaders is a tenet of the learning institution which O'Banion (1997b) believed was vital for an institution to remain versatile.

O'Banion stated that creating an environment and culture where learning was nourished was the ideal place for modern-aged learning to occur, and that all exchanges between students and staff could be utilized as learning opportunities. Additionally, he saw all interactions among staff as opportunities for learning moments; however, he cautioned that an institution would need to make creating such an environment part of its mission (O'Banion).

Several institutions have initiated staff development programs that seek to serve all of their members equally but are also purposeful and meaningful to employee contributions. According to Bellanca (2000), institutions have begun to value professional and career staffs as essential commodities in their institution and have begun to nurture their growth in traditional as well as non-traditional formats. Staff members have become active participants in the creation of their own programs and have increasingly been able to more appropriately monitor and guide the direction of their own vision. Senge (1990) wrote that as faculty and staff have joined in the united mission of becoming learning-centered, traditional boundaries and methods of conducting business have been replaced by a more collaborative framework. Traditional clusters or groups have increasingly yielded to learning communities where each employee, regardless of job title, is seen as an equal participant. In this type of climate, development can assist individuals in becoming better contributors to the overall team. Some of the traditional competitiveness can be replaced with cooperation and trust. Learning leaders have been

focused primarily on ways to assist their staffs in becoming more self-sufficient and productive. They have employed various strategies meant to motivate and inspire.

According to O'Banion (1978), there are two vital development components that institutions must understand prior to the implementation of a learning-centered staff development program. First, the program needs to be developed in collaboration with employees so that employees are engaged in their own development. Conversations can begin once a clear understanding of the institution's climate has been established. Second, an institution needs to have a clear understanding of its audience. Identifying individual personal characteristics of staff enables an institution to tailor its programs to meet the development needs of its staff and to deliver the programs in ways that will enable staff to learn best. By taking the time to assess these components prior to engaging in program specifics, institutions can be more certain that their programs are learning-centered and employees will be engaged in the process.

In addition to utilizing staff characteristics to develop programs, institutional leaders can utilize a profile of characteristics and begin to identify staff with high potential. Individuals who exhibit an internal locus of control, are intrinsically motivated, and have a high level of job satisfaction would present themselves as good candidates for such a program. These individuals believe in assuming responsibility for their own learning and are motivated to learn for the sake of learning. They are driven by their own desire to improve and to see their efforts reflected in the institution's mission.

Organization of the Study

Chapter 1 introduced the problem, significance, and purpose of this study.

Chapter 2 presents a review of the literature with a strong emphasis on staff development programs, locus of control, job satisfaction, and organizational climate. Chapter 3 describes the context for the study and methodology used for data collection and analysis. Chapter 4 presents the data and analyses. Chapter 5 reports the findings of the study with implications for staff and organizational programs, and the recommendations for future research.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

Having shareholders fully invested in a learning-centered philosophy has been essential to an institution's hopes of achieving its mission. Developing a staff of learning leaders at all levels of the institution has been an important yet often overlooked step by many institutions. This review of the literature was conducted to address the importance of staff development as well as how to identify ways to effectively measure staff development. The review was focused on the following key areas: (a) learning-centered colleges, (b) personnel shifts in higher education, (c) staff development programs, (d) institutional and learner responsibilities related to learning-centered staff development programs, (e) a chronology describing the professional development program at the community college that was the site of this research and (f) climate, locus of control, and job satisfaction as they relate to staff development and this study.

An Overview of the Learning-Centered College

Key components of learning-centered institutions emphasize learning over teaching, learning that is lifelong, and the desire to be a community of learners (Senge, 1990). Senge described the learning organization as one in which "people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people

are continually learning how to learn together” (Senge, p. 3). Yet, amidst the impetus of its tenets, many institutions have not treated their own employees as participants in this endeavor. Senge believed that one way institutions could become more learning-centered was by “team learning” (p. 3). This involves groups of people moving beyond their individual perspectives and being able to have a more comprehensive view of their institution.

According to O’Banion (1997b) the term “learning college” is used generically to refer to all educational institutions. Learning-centered institutions by definition contain the following six principles:

1. The learning college creates substantive change in individual learners.
2. The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
3. The learning college creates and offers as many options for learning as possible.
4. The learning college assists learners to form and participate in collaborative learning activities.
5. The learning college defines the roles of learning facilitators by the needs of the learners.
6. The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners. (p. 47)

Based on these six principles, O’Banion clearly defined a learning facilitator as anyone who was employed in the learning college. This included employee categories that were formerly reserved as non-faculty positions (administration and support, or clerical staff). Specifically, O’Banion (1997b) stated, “Everyone employed in the learning college will be a learning facilitator . . . every employee will be directly linked to learners in the exercise of his or her duties” (p. 58). Learning opportunities are not hard to define in a classroom or even in the corridors of a college building if one is a faculty

member. As one example, students approach faculty in various settings throughout the institution and seek advice on study strategies or course selection. However, learning opportunities become harder to distinguish in instances where non-faculty are involved. There are certain employees who have contact with students on a daily basis and many of them can define their roles in terms of being a learning facilitator. However, many staff members (non-faculty) at colleges do not have direct contact with students yet are in a culture which promotes taking advantage of learning opportunities and learning outcomes. Many of these employees feel no connection to their institution's stated goals or mission and at times may even feel their employment is just "a job" (O'Banion, 1997b). If a college wishes to truly engage all of its students in this learning process, it might need to engage all workers as well.

The literature advocated for transformative education which is a holistic process of learning that places students at the center of learning experiences. The National Association of Student Personnel Administrators (NASPA) reiterated O'Banion's (1997) definition of learning which was defined as a "comprehensive, holistic transformative activity that integrates academic learning and student development" (Keeling & Dungy, 2004, p. 2). This process brings learning that takes place inside the classroom outside to every aspect that touches a student's experience. By linking outside learning experiences to in-classroom lessons, students are better able to retain and transform their learning into their whole lives rather than compartmentalizing academic lessons as something to memorize and then forget. In this vein, NASPA has encouraged institutions to prepare their students to become engaged, life long learners and effective citizens. The student

needs to experience learning from the academic, social, and institutional contexts simultaneously and then integrate these experiences to best absorb knowledge and be able to attach meaning to it. Incorporating such a philosophy on a college campus only accentuates an institution's need to have all of its employees clearly understand students' learning experiences.

Having a collective mission among employees could certainly propel an institution along its path towards meeting its stated goals. Garvin (1993) suggested that a college's goal should create a "community of commitment" among its constituency, so that its personnel could operate more effectively and more collaboratively to achieve commonly agreed upon goals. A college that was engaged in becoming learning-centered needed to infuse its entire staff with the philosophy of being learning-centered. Methods to accomplish this included staff induction and development (Senge, 1990). Other important aspects of this notion to "involve all stakeholders" was the fact that in learning-centered institutions, the new "science" of management and leadership involved a flattened organization, open communication among constituencies and empowered participation among members (O'Banion, 1999). Few colleges would argue about the importance of including all employees in this transformation and learning-centered culture, but most would also admit it has been much harder to implement in reality than in theory.

Personnel Shifts in Higher Education

Higher education, itself a \$150 billion enterprise, has devoted as much as 80% or more of operating budgets to personnel (Lewis, 1994), while investment in training and development has fluctuated among institutions of higher education. Green and McDade (1994) captured the all too frequent institutional position when they said, “Yet institutions invest little in the development of these valuable human resources, and when times get rough, funds for faculty and administrative development are among the first casualties” (p. 3). The issue of funding for professional development/training in community colleges was also addressed by O’Banion (1999) when he wrote, “Very few community colleges, if any, operating in the current economic climate of reengineering and downsizing, have the resources to support projects...associated with a Learning College (p. 30). In a 1988 study, Habley and Crockett had previously found that training for educational advisors (professional staff) was not mandatory in 44.6% of the institutions surveyed. Furthermore, in institutions that did provide training to advisors, training tended to focus on transmitting information to be in compliance with requirements related to student learning such as policies and procedures, rules and deadlines. More intentional training such as counseling, decision-making, and developmental advising were noted in less than 20% of the colleges surveyed.

During the 1980s, college professional and support staff grew by as much as 62% while college faculty staff numbers remained relatively stable (Grassmuck, 1990). These “other professionals” were defined as employees whose jobs were primarily performing academic and institutional support. Such employees included librarians, counselors,

secretaries, technical and maintenance workers, and financial planners and officers (Grassmuck, 1991). Bauer (2000) reported that clerical and other support staff members comprised approximately 40% of the higher education workforce. Although many of these individuals were utilized in larger numbers for increasingly important roles at institutions, many were not given much regard in terms of their professional development.

Lewis (1994) wrote about a possible solution in *Creating a Culture of Leadership*. She stated, “Leadership development programming could significantly strengthen the institution by fostering a team approach to solving problems, by increasing the effectiveness and efficiency of its human resources, and by creating a ready pool of qualified professionals for top-level positions” (p. 5). One of the benefits of a culture of leadership, according to Lewis, is that institutional problem solving takes place and more ideas are created in an effort to solve problems. Senge (1990) purported that people from all levels of an institution should be collaborating on how to learn together. Having individuals from all levels included in problem solving activities enables engagement and commitment on realizing the institutional vision. Rather than seeing employees as just another layer in the bureaucratic bulge, why not utilize the talent and develop it for future institutional gains (Senge).

According to Gibson-Harmon et al. (2002) community colleges should not just gauge quality by student learning outcomes alone but also by employees’ professional growth and their sense of being valued. In a 2001 report, Gibson-Harman found that professional staff faced three key challenges: “status in the organizational hierarchy,

professional development issues, and mobility” (p. 84). Because of these issues, many professional staff sought positions elsewhere.

Gibson-Harman (2001) also found that while professional staff often had as much, and sometimes more, educational training as did faculty and administrators, their lower place in the organizational hierarchy affected the perceptions of others at the institution. According to Gibson-Harman (2001), to secure a position in an innovative culture, people have applied for and accepted an open position as a means to an end. Once in a position, however, found co-workers and students tended to relate to the position and not the individual. Thus, overqualified people have often been treated as their position dictated and have been given little authority or consideration for input. Gibson-Harman (2001) viewed the hierarchical problem as posing a challenge to employee morale and further impacting both the college and its students. Bauer (2000) identified several factors to combating this low morale factor in professional and career staff personnel. She stated that rewards and recognition, work life balance, training and development, opportunities for growth and perceptions were all factors that produced greater loyalty and productivity among employees. Gibson-Harman (2001) found that for professional staff, career mobility and staff development were of greater concern than most faculty and administrators realized. Correcting this misperception could go a long way in improving staff morale as well as enriching the amount of expertise available at a college.

Over time, colleges and universities have witnessed a surge in retirements that have implications for their future staffing needs. Particularly in the community college sector, many of the original administrators have reached retirement age. In light of this

trend, in 2001 the American Association of Community Colleges' (AACC's) Community College Leadership Summit prompted a study on the retirement plans of community college presidents and senior administrators (McCleney, 2001). Shults (2001) concluded that community colleges would be facing an impending leadership crisis within five years. He further stated that community colleges were in need of strong leadership if they were to maintain their overall effectiveness and maintain their competitive position with four-year institutions in seeking state funding. In his 2005 article, Sandler cited the three main reasons for employee departures as: "better compensation elsewhere; career opportunities elsewhere; and dissatisfaction with potential for career development at their current organization" (p. 5). He also reported that human resource professionals believed that burnout and feeling unappreciated would also lead to voluntary turnover. He reported the results of a survey of employees in which 59% cited merit pay, 57% stated promotions, and 50% stated providing career development opportunities were helpful.

Bellanca (2002) stated,

More than any other time in their history, community colleges need to plan and provide comprehensive ongoing professional development programs for faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles, and service preferences; new and growing competition; technological advancements; and changing governmental policies, and societal demands, community colleges can no longer respond in traditional ways. (p. 35)

Watts and Hammons, (2002a) identified three primary strategies institutions were utilizing to train their emerging leaders: graduate programs, in-house programs, and institutes and workshops. Certainly a learning-centered institution would promote all three of these strategies, but theoretically they would want to foster their own staff's

development through a comprehensive in-house program which served to identify and develop high potential leaders.

Institutional Learning Responsibilities

O'Banion and Milliron (2001) believed it was imperative that learning-centered colleges commit to refocusing their policies, programs, and practices so as to provide increased opportunities for faculty and staff to explore their deep commitments and strong interests in learning. Grace-Odeleye (1998) interpreted being part of a dynamic learning organization as staff believing that improving themselves and their organization was part of their jobs. Beeler (1997) defined staff development as, "continuing education or staff training, designed to enhance the competencies, skills and knowledge of individuals to enable them to provide better services to their clientele" (p. 38). DeCoster and Brown (1991) simplified this by stating that the goal of staff development was personal and professional growth. Winston and Creamer (1998) took a more philosophical approach and stated staff development was "any event or activity performed outside or beyond a person's work duties and activities" (p. 29). They also believed that beyond personal and professional knowledge building, staff development programs should focus on accomplishing the institution's mission.

Schwartz and Bryan (1998) reported that staff development took place throughout an institution in various ways. Groups of individuals with similar interests or needs gathered to learn from one another in roundtable discussions. Departments frequently held informational sessions, and divisions conducted large workshops to address

overarching processes. All of these activities fell under the definition of staff development as all were responsible for aiding in an individual employee's professional growth. The authors also categorized staff development as formal and informal. Formal development activities include: course work, workshops, and graduate coursework; whereas informal training includes brown bag lunches, reading circles, and departmental trainings (Schwartz & Bryan).

O'Banion (1978) stated it was the institution's responsibility to set the stage in providing an environment where learning could take place. This would include such tasks as: producing a course catalog, offering a variety of courses in a variety of modes, tailoring courses to different levels and style of learning, supporting attendance at courses, and providing timely information. Since learners drove the learning, it was the institution's responsibility to provide the resources and experiential framework for its learners. In regard to staff development, how an institution organized its development program was critical in setting the stage for its employees. Burnstad (1994) distinguished between staff development and organizational development. She stated that staff development was designed to improve the performance of people within specific positions at institutions, while organizational development was designed to improve an institution's overall effectiveness in relation to its mission. Welch (2002) believed that professional development needed to be seen as a means to an end, and when viewed in this manner, its impact would be shifted to the organizational level. The focus then became linking activities and accomplishments to organizational goals. In a learning-

centered institution, the goal was learning that would impact the culture of the organization.

Organizing Staff Development Programs

Organizing professional development programs within an institution of higher education has been a long standing concept. There was a movement in the 1980s, particularly within community colleges, to address the issue of staff development (Finley, 1988). Rostek and Kladvko (1988) saw a need to align the fit between individual employees and their aspirations. They termed employees' desire to grow and to better themselves in their jobs as "renewal." The renewal desire may be related to taking on a new level of responsibility or a new role within the institution or improving efficiency or capabilities within a current position. Lewis et al. (1994b) emphasized the importance of staff development from a management perspective because campus leaders had begun to see the value of their staff in terms of "actors and receivers in the education enterprise" (p. 55). In his 1978 book, O'Banion put forth a process to build a solid staff development program. Although written in 1978, its basic ideas have remained valuable. O'Banion believed that a program should reflect the special needs of the institution it served.

According to O'Banion (1978), the first major task of forming a staff development program was to create an assessment to ascertain the needs of the staff. The assessment phase would enable program planners to formulate a philosophy and guiding principles for their program. In tandem with ascertaining the needs, an institution would also develop goals. Hammons, Wallace, and Watts (1978) stated that without clearly

defined goals a development program ran the risk of becoming, “nothing more than a loosely jointed series of activities with a greatly reduced impact on the institution or the staff” (p. 10). The philosophy of the staff development program must tie in closely with the institution’s mission statement. In a learning-centered institution, this outcome was expected to directly relate to student learning outcomes. In other words, the institution was providing learning for students and providing a climate in which learning could best take place (O’Banion).

Guskey (1997) stated it was important to have a clear focus on learning and learners. Taking an outside-in approach allowed for a process which, “utilizes data analysis to determine the professional skills, pedagogical strategies, curriculum, and assistance required to meet student needs and improve learning and services” (as cited in Bellanca, 2002, p. 35). Assessment questions posed to staff need to be directed toward types of training that would lead to a better learning environment for students. Programs need to focus on both organizational and individual change. Learning needs to be system-wide with all stakeholders participating collaboratively (Bellanca, 2002). One issue addressed in the development phase must address leadership in providing development. According to O’Banion (1978), institutions often have expertise within their own ranks. Faculty and professional staff can often meet many of a school’s training needs. This can save the institution money and also allow individuals to expand their presentation skills.

The primary work of developing an overall program has typically involved developing a series of seminars, workshops and courses that would be not only interesting to the participants, but would positively impact student success. Most of these

offerings would be on a self-selected basis, and only on occasion would there be mandated courses. Main staples of any development program have included classes on budgeting, staff evaluation, supervision, computer skills, and interpersonal skills and conflict resolution. Transient courses have been offered on an occasional basis. Sending employees to national conferences so that they could share new knowledge with their colleagues has also been a strategy used (Lewis et al., 1994b; O'Banion, 1978). Having external presenters conduct workshops has been useful in providing a refreshing view, but needs to be carefully planned to tie directly to institutional needs, goals, and interests. Budgetary constraints need to be considered and creative solutions sought to maximize opportunities. Cooper and Miller (1998) discussed attendance and advocated for voluntary rather than mandatory attendance. They believed that although attendance could be made mandatory, learning could not be forced. Any overt or subtle attempts to coerce individuals to attend programs could inhibit the learning process (Cooper & Miller).

A professional development plan has sometimes been used to assist staff members in considering their own objectives and to help them choose from available developmental activities. O'Banion (1978, 1999) believed this enabled staff of a learning-centered institution to define educational goals for themselves. It also addressed the need of having a basis for evaluating outcomes in terms of personal and professional objectives. The development plan can place responsibility on employees and their supervisors to collectively review needs, interests, and future plans on an annual basis. Professional development, according to Bellanca (2002) needed to be "results-based and

integrated into an individual's ongoing job expectations" (p. 35). Schwartz and Bryan (1998) advocated for the importance of staff reflection and the awareness of changing developmental needs over time for most professionals. They believed in programs that took a holistic view of development and encouraged staff to be mindful of their personal well-being as well as their professional growth. This approach to staff development allowed for institutions to care for their employees as persons rather than simply as performers in the work place.

Hammons, Wallace and Watts (1978) reviewed the debate over incentives in staff development programs. The incentive for employees to develop and follow a plan could be rewarded monetarily or with a promotion. Opponents to the idea of linking development and performance together believe that appraisal should be based strictly on employee performance. In contrast, others believed it was important to recognize employees who acknowledged and attempted to strengthen areas of improvement. A middle ground approach was that of including professional development as one of several criteria used in performance appraisal.

The last aspect of the staff development program is the evaluation phase. Important outcomes from learning-centered institutions have dealt with whether student learning has improved and how improvement could be determined (O'Banion 1978, 1999). One benefit of staff development plans in learning-centered institution has been a linkage between the plans and student learning outcomes. O'Banion believed for a development program to be truly effective, it would have to demonstrate outcomes that impacted staff in such a way that their performance based behavior was changed to a

degree that it impacted student learning. A seminar could be judged a success, not based on the number of attendees or positive session evaluations, but on the extent to which staff were able to apply what they learned and changed their behavior in some way. O'Banion suggested the most non-threatening means of gathering this information was through a follow-up questionnaire which asked employees to self report the change in their knowledge, attitudes and style as a result of their participation in the seminar. In addition, supervisors could be polled to determine any observable changes in behavior. While Watts and Hammons (2002b) believed a development program needed to define itself beyond its attendance numbers, they focused on linking staff development activities with accomplishment of organizational goals.

Staff Development Programs

Fellowships

Historically, there have appeared to be two main types of development programs related to professional and career staff. The first type was primarily focused on establishing institutional needs internally and creating programs to match those needs. Many of these programs were developed to address the issue of minority applicant pools. The Administrative Fellows Program at Pennsylvania State University was begun in 1986 as a way to “identify women and minorities who have shown potential for effective leadership; and an awareness of the complex issues facing higher education” (Ard, 1994, p. 12). The program provided opportunities for engaging in a variety of decision-making

processes, learning exercises and program management. This program and many that have developed from its inception were “fellowship-related” in that they required participants to work full-time in the administrator’s role. This could be costly to an institution in that employees needed to be released from their normal workload to participate in such a program. Thus, an institution needed to find funds in its budget to support such a program. The major strength positive of a fellows program was that it enabled individuals an opportunity to receive mentoring necessary for understanding the administrative culture in higher education. Ard (1994) stated, “the intense involvement in the day-to-day events of central administration provides experience simply unavailable through other means” (p. 15). The obvious disadvantage was cost. Aside from release-time, an institution needed to assume costs of support staff, travel costs and additional seminars. Fellowships would certainly be of value to any institution that is looking to develop high potentials into future leaders of the institution. They would be ideal for individuals who are highly self motivated and are able to handle dual responsibilities.

The American Council on Education’s (ACE) Fellows Program in Academic Administration is the most widely known fellows program. ACE Fellows have been mentored by senior level officials at host institutions for a period of approximately one year. During this time, Fellows have devoted at least half their time to administrative assignments and projects. They have also been engaged in seminars that would expose them to issues related to postsecondary education. Fellows have been expected to read extensively and write an analytical paper on academic administration during their tenure (Stauffer, 1978).

The ACE Fellow gained extensive information about the host institution's way of conducting business. Some of the issues included:

1. How decisions are made on budgetary support.
2. How to compile and present a budget to the board of trustees.
3. How faculty workloads are determined, including teaching and research.
4. Recruitment practices.
5. Financial aid programs.
6. Counseling of students.
7. The administration of nonacademic student activities.
8. Physical plant planning and development.
9. Relations with the public, alumni, and foundations.
10. Higher education in the local, regional, state and national level (p. 89).

Internships

Another program similar to the fellows program has been the academic administrative internship. Internships in higher education have been designed to provide training for individuals about to assume administrative positions (Stauffer, 1978).

Participating in an internship could last anywhere from 1 to 15 months and has been believed to be far more effective preparation than taking management courses.

Internships have tended to be less formal in that they have been developed and conducted at an institutional level for internal candidates, whereas a fellows program has tended to be more competitive, often nationally.

McDade (1987) found that in the corporate world, administrators and executives' progressed through a series of job levels where individuals learned the basics of creating and managing an effective team. In higher education, careers often progressed on a very individualized, erratic, and circumstantial way. That is, there was no common base of

skills and abilities outlined in job descriptions. Thus, utilizing internships allowed individuals to gain “experiential-based” training from which to build management skills. McDade found that individuals often entered administration from many paths, and it was difficult for institutions to organize a system for administrative preparation.

Nonacademic internships included roundtable discussions on topics such as: institutional advancement, student personnel, financial planning, admissions and records, and physical plant operations. Frequently, individuals hired into these administrative roles would have received their training from the private sector or another institution, and a good bit of time was consumed in educating new members to a higher education perspective and the unique nesses of the institution’s way of doing business. Technical aspects such as budgeting, planning, relationship building within the organization, legal requirements, and information systems all had to be taught with a new hire (Stauffer, 1978). A person who had these skills already was far ahead of the technical learning curve from the onset. Both current employees and the institution would benefit from the cultivation of future leaders.

Developing Individuals

Institutions have relied on several informal means of developing individuals in new realms of expertise. By providing a framework from which to operate, institutions can provide employees with avenues to begin broadening their expertise beyond their job description. Institutions have provided employees with self assessments in which strengths, weaknesses and to gaps in training can be assessed with regard to future

professional aspirations (Green & McDade, 1994). These assessments provide a foundation for many employees in the development of their professional portfolios in which they can showcase their talents and track progress in development areas. Green and McDade (1994) wrote that in addition to self assessments, institutions could also provide employees with job assessments in which they could define current levels of job satisfaction and competency. This assessment could also be completed with future goals in mind and address both short-term and long-term career planning. Job re-design is another form of staff development that has allowed individuals to redirect their energies toward different responsibilities in a new direction/position from the position for which they were originally hired. Job shadowing or cross training is another strategies that has permitted individuals to informally experience a different role. Working on special projects and college-wide task forces has also been judged to be useful in broadening individuals' skills outside their typical job descriptions.

Succession Planning

A broader and more formalized program of job redesign has been referred to as succession planning (Winston & Creamer, 1998). If institutions are to prepare their current employee base for future leadership, succession planning has been considered to be an imperative framework from which to operate. The importance of the need for leadership at all levels of the organization, not just the President and senior staff, has been emphasized by Lipman-Blumen (1996). According to Fulton-Caulkins and Milling (2005), to create a successful succession planning program an institution must first

develop a vision and predict the challenges that would lie ahead. It must review existing long term goals and question whether it has the employee base to meet such challenges. A critical aspect of succession planning has been the assessment of the institution's organizational climate to determine unspoken elements of the culture and requirements for success within the organization (Fulton-Caulkins & Milling).

Having a clear understanding of an institution's current climate and how to successfully navigate through its culture have been very important to aspiring leaders. An organization could develop many initiatives based on a clear understanding of its current climate. These initiatives could meet the cultural navigational demands as well as helping employees recognize and develop attributes and specific skills needed for future positions. In preparation, however, institutions need to have clear job descriptions and clearly defined skill sets or performance requirements. O'Brien (1984) found that individuals with internal locus of controls responded well to clear cut expectations. Succession planning would be vital for any institution serving many employees with an internal locus of control. By recognizing what skill sets were needed, an institution could begin providing opportunities for individuals to gain necessary skills acquisition in anticipation of future needs. Practices that have proven effective in conducting a successful plan are:

1. Establish a planning board which includes all effected constituency groups.
2. Identify key positions within the organization that will be vital to its future.
3. Establish criteria for key positions as well as necessary skill sets.
4. Identify potential candidates while paying attention to diversity.

5. Assign mentors to offer support and guidance to high potentials.
6. Assist future leaders in developing a plan to acquire needed skills and propel them in a desired direction (*TVA Leadership/Succession Planning*, May 2007).

Leadership Academies

Perhaps the most popular example of development programs that address the disparity in career paths has been the Leadership Academy. Leadership academies, a term often used to describe in-house programs for faculty and staff, have been used to firmly connect leadership development with institutional goals (Friesen, 2002; Lewis et al., 1994b). Leadership Academies have been as varied in scope as in numbers. Many have been developed to provide an internal process of career advancement. Others have focused on teamwork or collaborative decision-making. All of the programs have, in one way or another, sought to promote better institutional management. The programs have been configured in a variety of ways. Some have had an intensive training week, while others extended the training over weeks or months in one to three hour increments.

Arizona State University's Academy was developed to help personnel see the "big picture." The workshops were designed to help personnel see the institution's direction and the interconnectedness of all departments to the institution's mission (Lewis et al., 1994a). Participation was limited to 35 employees each year, and participants were expected to provide feedback and work on projects throughout their time in the academy. The curriculum covered such components as: management philosophy, legal and

personnel issues, media and public relations, strategic planning, budget processes, valuing diversity, and principle-centered leadership. On-going feedback from participants allowed the academy team to tailor its course content to timely issues. The institution also incorporated the implementation of college-wide initiatives into the staff development program by offering a variety of course times to accommodate staff schedules.

Kennesaw State College's Leadership Academy was divided into two programs. Leadership Kennesaw was initially established to assist faculty in preparing for deanship positions. Three years later the Staff Leadership program was developed to serve professional and career staff employees. The Staff Leadership program was developed after it was realized that more than 50% of the school's personnel were in the non-faculty category, and many of these individuals wanted preparation for advancement within the institution (Lewis et al., 1994a). After several years of program implementation, Kennesaw saw several significant institutional effects such as: "greater cooperation between departments, a more complete understanding of the various academic disciplines and support departments, and lasting collegial relationships that sparked personal and professional growth" (Lewis et al., 1994a, p. 33).

Metropolitan Community College (MCC) in Omaha, Nebraska redirected its staff development program through a learning-centered approach in 1995-96. The transformation of faculty and staff was expressed in a strategic vision statement to employees in the Faculty and Staff Development Catalog of Courses, 1996:

To be a fully participating member of the organization, each employee must have a common understanding of Metro (MCC), its core values, practices, and constituencies. Faculty and staff development programs and courses must insure

that all employees are provided with the opportunity to develop the basic understanding required to serve as facilitators of learning and to evaluate their own effectiveness in that process. Since the community's needs are changing with increasing haste, employee skills and abilities that are current and flexible will be the most effective in sustaining the College as a viable organization. . . . To meet these demands, employees must regularly reexamine their own roles as active players, participants, and learners to be certain that their contributions add to the effectiveness of the whole organization to ensure that the College maintains its competitive advantage. (p. 1, as cited in Friesen, 2002)

MCC clearly defined its responsibilities as an institution as providing the environment and resources for its employees to learn. Supervisors and managers also supported their employees' development through attendance at courses and assistance with developing a meaningful individualized development plan. The institution provided employees with a catalogue of courses at the beginning of each fiscal year that listed and explained open enrollment professional offerings available throughout the year. In addition, each year the college offered designated core curriculum courses which focused on broad organizational issues relevant to all employees.

Daytona Beach Community College developed a leadership academy in more recent years. In 2002, a seven member cross-sectional constituency group was formed to develop a general framework for an institutional leadership program. This action was taken after the college recognized leadership gaps and the need for succession planning. Additionally, the school needed to embrace the concept of "whole learning organization" which focused not only on student development, but staff development as well (Quinton, 2006). The Leadership Development Institute was formed to "develop and promote leadership excellence for institutional sustainability, succession planning and fostering of the learning organization" (Quinton, 2006, p. 29). Any full time employee was eligible to

apply for the institute provided they had been at the college at least 90 days. The application process required employees to submit a portfolio which included long and short term career goals, educational goals and past accomplishments. The portfolio process not only assisted the directors in selecting candidates but allowed the facilitators to begin designing goals and strategies for participants.

The program began with year one or Leadership Development Institute-I (LDI-I). The main objective of this year was to provide individuals with operational information about the institute as well as leadership assessments and general leadership topics. In addition, an emphasis on “know thyself” was made with assessments geared towards helping individuals understand their own personality and leadership styles. All classifications of employees were in the same cohort in order to break down any perceived barriers between management and classified personnel. The curriculum usually included one to two workshops a month that required anywhere from two to four hours of time. Employees were allowed to attend these workshops with the understanding that their normal work duties would be completed. Students who completed year one of the program were recognized through a formal ceremony at the end of the year. Students wishing to continue with the program then moved on to year two.

Year two or LDI-II emphasized the team approach to problem solving. Participants were placed on teams at the onset of the year and remained on their assigned teams for the entire year. Participants were taught about team evolution and how to give and receive constructive feedback in a group setting. Teams were given projects to complete, and members were expected to participate in college wide committee work to

practice their team work skills. At the conclusion of year two, group participants were asked to evaluate the team as a whole and the individuals on the team. LDI-II participants completed a 360 degree assessment to help them identify successes and growth areas for their future development. Participants met individually with group facilitators to review this information and determined if the individual was ready for LDI-III.

Year three of LDI was a customized program allowing individuals to begin showcasing talents or cross training in other areas. It gave individuals an opportunity to lead initiatives or to train in an area to which they were not normally assigned. The level and scope of each assignment was tailored to the individual employee's competency level. In addition, assignments were made to permit time away from normal duties to explore new assignments while maintaining current responsibilities. The LDI directors met with LDI-III participants at the conclusion of the year to complete a final 360 degree evaluation. Successes were reviewed and potential opportunities for further development were discussed.

The LDI program also included a mentorship program. LDI participants were required to meet with a mentor at prescribed intervals, but everyone was encouraged to utilize mentors on a more frequent basis. Mentors could come from all areas and levels of the college and had been formally trained in maintaining mentoring relationships. The last facet of the program was the "sponsorship" program which allowed individuals to showcase their portfolio work to colleagues and receive feedback regarding their work. This was reportedly quite popular among colleagues and increased the level of collaboration at the college. The LDI directors were focused on developing competencies

from all of the positions at the college and strategies for ways employees could gain those competencies (Quinton, 2006). It was hoped that through these efforts the college's succession plan would be better defined. The college had noted three main outcomes since the beginning of their program: defining upward mobility, infusing passion into careers, and connecting with colleagues across traditional barriers.

Online Development

Development programs have been essential to learning-centered institutions, but traditional programs have often proved to be time consuming for participants and challenging to develop due to the variety of positions held by professional and career staff and their diverse training needs. Online modalities, proven to be effective for adjunct development, have also provided a viable alternative in meeting the diverse scheduling needs of staff as well (Nellis et al., 2002). Online professional development courses have provided a convenient, accessible and cost effective alternative for many institutions. Such a program has addressed the challenges of time for many employees. In addition, this approach has afforded a convenient alternative for supervisors resistant to providing development time. Courses can be strictly informative or interactive in nature with students posting ideas and questions and interacting with other students. This delivery method has allowed for exchange of ideas and sharing of best practices. It has also sometimes proved to be less intimidating to some than speaking about issues in a live setting (Herring, 1996). Course offerings could include compliance issues such as: sexual harassment, non discrimination, and hiring practices (Peterson & Nunes, 2007).

One form of online training, Scenarios, “combines story and technology in case-based narratives that provide authentic contexts for asynchronous, collaborative conversations and group insights” (Peterson & Nunes, 2007, p. 9). A strength of scenarios has been that they allow for learners to reflect on issues and deliberate among alternative solutions. In the context of higher education, many problems are complex and require consideration from many angles. Providing an online scenario where different employees could present their views has provided a realistic situation, both engaging and enlightening. With an outlet such as online learning, institutions can improve employees’ overall level of job satisfaction by allowing employees an opportunity to express their idea and opinions (Spector, 1985).

Mentoring

Mentoring is a concept that has been in the corporate sector and has begun to emerge in higher education as a means to answer the issue of time constraints and job diversity. With a learning-centered institution looking to make all encounters learning related, it makes sense to encourage and even expect administrators and managers to utilize a mentoring philosophy when working with employees. “The concept of mentor as learning leader replaced the old view of mentors as senior managers. Learning leaders were managerial mentors who networked across organizational boundaries. They did not boss people or limit themselves to one-on-one coaching” (Fritts, 1998, p. xiv). Learning leaders have been necessary in the new organizational structure evolving from information networks. Aubrey and Cohen (1995) stated that the learning network is “one

in which members agreed to common strategy, goals, principles, methods, and roles for exchanging knowledge, skills, and resources” (p. 28). Fritts surmised that the new managerial mentor role called for the ability to work effectively with diverse groups of people as well as manage a complex network of connections and relationships.

Managerial mentors have typically served in roles as facilitators as opposed to decision-makers. They have been charged with being more focused on the larger picture while also aiding their team to problem solve and access needed resources. The team, if built correctly, would possess talents and strengths to overcome obstacles. Buckingham and Coffman (1999) recommended hiring for talent on a team and then allowing individuals to grow these talents in a supportive atmosphere.

Mertz, Welch, and Henderson (1990) identified several benefits of mentoring both for individuals who participated in the activity as well as the organizations they served. Mentoring has made mentors feel good as well as contributed to their own professional development. Mentoring has also often caused mentors to examine their own vision and values in order to articulate reasonable answers for their mentees. Furthermore, organizations have benefited from mentoring programs by building a more positive organizational climate and building a pool of ready talent. Many schools, such as Parkland Community College in Illinois, have utilized the mentoring program as a means to reward staff by offering stipends to those individuals who served in a mentorship role. The mentee benefited from a significant professional relationship and professional growth activities. The ability to connect with a professional outside of the supervisory

role was important in developing lasting connections within the organization and creating a deeper level of connection and loyalty.

The concept of managerial mentor has been significant for learning-centered institutions due to the continuous learning process for all parties concerned. Most universities and colleges have professional staff members in managerial positions. Adopting a mentoring philosophy could assist these individuals in working with their employees as well as their managerial colleagues in solving common issues facing the institution.

Fritts (1998) stated that learning leadership require four roles: Collaborator, coach, innovator and producer. By utilizing and strengthening these roles, he believed that managers could learn and, in turn, teach throughout all levels of an organization.

The Collaborator role contained three competencies: facilitating, coaching and dialoguing. Facilitating was what Cooper (1996) referred to as authentic presence. It was the skill of listening to others and being able to reflect their thoughts and feelings in such a way that they felt supported and understood. By mastering the facilitating competency, managers were able to assist individuals and teams to work together more effectively. They were able to keep varied personalities focused on tasks and work towards common objectives.

Coaching leaders were guides who “use their knowledge and experience to accompany people in the co-learning process” (Fritts, 1998, p. 56). Coaching called for mentors to utilize their own wisdom as a tool for dialoguing rather than a directive. Coaching allowed mentors to help others to develop their own new levels of competency.

Whitworth, Kimsey-House, and Sandahl (1998) stated the coaching relationship emphasized producing action and uncovering learning opportunities. The dialoguing competency allowed team members to participate in authentic roundtable discussions where all stakeholders had an opportunity to contribute in a non-defensive atmosphere.

The Innovator role was comprised of three competencies: visioning, championing, and diffusing. The innovator assisted employees in creating a realistic working vision of the future through a process of shared exploration of institutional affairs and concerns. Bennis (1997) stated a visionary leader acted much like the maestro of an orchestra. Bennis, like Buckingham and Coffman (1998), believed good conductors identified talent and focused on that talent. The championing competency was being able to master the art of balancing. Champions were mentors who were cheerleaders and backers of their teams but also were able to answer to and satisfy their superiors. The diffusing competency was perhaps the most challenging competency of the Innovator role. It required the managing mentor to spread a new initiative so that it became the accepted way of doing business. This was quite a challenge because it required engaging individuals to change their behavior and habits and to do so without a great deal of disruption or dissatisfaction. Diffusing was essential to implementing broad-based organizational change which was often what learning-centered institutions were looking to accomplish.

The Producer role utilized three competencies: targeting, improvising, and measuring. This role spoke to a manager's ability to motivate. Robbins and Finley (1996) stated that a successful mentor possessed a combination of "push and pull" and knew when to effectively use each tool. Targeting was setting performance goals for team

members. Buckingham and Coffman (1998) termed this as defining the right outcomes. Outcomes that were too lofty would not motivate individuals. The goals had to hold personal meaning. The Improvising competency required mentors to be innovators. As an organization was constantly changing its environment, mentors assisted teams in trying new ideas at the risk of failure. Status quo was not an acceptable attitude for improvisers. Measuring was related to targeting in that it considered the overall performance of an organization. Being able to identify ways to measure outcomes could be a challenge for organizations that often relied on outdated measurements. Relying on outdated or useless measurements defeated the purpose of introducing reengineering initiatives.

The Integrator role required organizing, improving, and bridging competencies. Integrating systems and people has become much more complex role in the advanced technological society of the 21st century. Hammer and Champy (1993) found that approximately 70% of reorganization plans were not effective in achieving their goals because they failed to take into account human factors. Organizations have evolved to be defined by structural change as well as improved performance and no longer necessarily conform to a set hierarchy. Rather, they have become better able to move people around into “better fit” positions. This has allowed for aligning people based on performance rather than duty. The improving competency referred to mentors who could clear a path for their workers so that they could go about the business of doing their work. It was about developing systems and processes that supported the goals set forth by a team. In a learning-centered organization, process improvement was a revolving process. The bridging competency has also grown in importance due to the rise of Internet

connections. It has become even more critical for teams to communicate and collaborate. Bridging mentors have assisted in forming relationships and partnerships with other teams in an effort to complete higher need goals. This has been particularly important in higher education where traditionally faculty and staff have been united in mission but may be divided on implementation.

Mentoring individuals on these four roles could be very helpful to institutions in strengthening their infrastructures. Administrators and deans could mentor faculty and staff who, in turn, could mentor support staff. The attitude of mentoring pervading an institution would likely influence interactions with students being served in this culture. Instruments could also be developed to measure behavioral changes in staff members as mentoring relationships solidified and evolved (O'Banion, 1978). This was an important aspect to realize as a logical bi-product of the learning process. Mentoring programs have been proven most effective when designed to be voluntary in nature (Cooper & Miller, 1998). They believed that some individuals were not suited to be good candidates for a mentoring role and that those who were interested in mentorship should be given formal training with expectations set at the beginning of the program so that all parties were working towards formalized outcomes. In addition, it was suggested that each mentoring relationship have a timeline with benchmark objectives to keep the dyad focused and on track. Lastly, the mentorship relationship should be chosen rather than assigned to encourage individuals to seek out individuals with whom they feel comfortable and/or whose leadership style(s) they admire or who are in positions to which they aspire (Cooper & Miller, 1998). Mentoring serves a dual purpose for employees. It allows the

mentored individual the ability to discuss their learning process, but it also allows the mentor an opportunity to engage in an intrinsically rewarding experience of assisting a colleague. Individuals who seek satisfaction through serving others will be attracted to and engaged in a program such as mentoring.

Leadership Valencia

Created in 1997, Valencia's original staff development program was titled Leadership Valencia. It was created to provide increase the number of internal professional development opportunities available to all Valencia faculty and staff. It was also fashioned to serve as a marketing and logistical umbrella for existing programs and opportunities in a manner that would allow increased access and attendance. The program was designed to address a wide variety of professional development needs for Valencia's full-and part-time faculty and staff, drawing on internal expertise already existing at the college (D. D. Dudash, personal communication, April, 2004). The programs offered through Leadership Valencia were available to all Valencia faculty and staff and were designated to support learning and enhance job performance aligned with the college's strategic plan.

The program was largely a self developed and supported program, with faculty and staff volunteering their time and sharing their expertise. The college also occasionally solicited external presenters to share timely information of interest to the organization. In addition to workshops created through the Leadership Valencia Task Force, Leadership Valencia encompassed virtually any and all internal professional

development opportunities at the college. The program provided marketing and registration, yielding a consistently professional look for faculty and staff to access opportunities (D. D. Dudash, personal communication, April, 2004).

The Office of College and Community Relations managed the operations of the program. There was one staff member, the Coordinator of Program Logistics, who was dedicated to the program. Workshops were largely initiated and developed by a college wide task force. Many areas of the college that had specific professional development responsibilities, i.e., Human Resources; the Office of Curriculum Development, Teaching, and Learning; Procurement; Office of Information Technology; and the Office of Students with Disabilities fed into the program. Additionally, college associations such as the Valencia Chapter of Florida Association of Community Colleges (FACC) and the Valencia Chapter of American Association of Women in Community College (AAWCC) provided additional professional development opportunities for faculty and staff. The workshops were generally designed for targeted audiences but were generally open to all applicants. This included: Valencia administrators, faculty, professional and career staff- full and part time (D. D. Dudash, personal communication, April 2004).

Program activities were funded through Staff and Program Development (SPD) dollars and supplemented by funds from the Office of College and Community Relations. There were no external dollars dedicated to this program.

In 1998, Valencia acquired and developed a piece of property that served as the college's sole facility for providing faculty and staff learning. The property was sold as part of a land swap in order to build a new Criminal Justice Institute. Leadership Valencia

then continued to offer staff development courses on the several campuses during Fall, Spring, and Summer terms (D. D. Dudash, personal communication, April 2004).

Each term, a volunteer task force identified training needs, recruits qualified instructors, and coordinated workshops. Program planning for each Leadership Valencia academic term commenced with a task force meeting which was scheduled approximately three months prior to the start of the next academic term. During these meetings, the task force reviewed the current session programs and delineated a timeline for the upcoming session. The task force was made up of three subcommittees which were responsible for planning professional development programs in the areas of: focus on learning, professional business practices, management and supervision, technology, and miscellaneous. Each subcommittee was charged with creating a list of course ideas for the upcoming term. Courses in high demand were offered every term or once a year. The final list was sent to the management team for final approval. Once topics were approved, subcommittees were tasked with course development. The development process was not uniform. Rather it depended on the preference of the committee members. Some preferred meeting shortly after the larger group meeting to allow for the cultivation of ideas and to plan workshops together. Others preferred to work independently on specific workshops that were assigned.

A chairperson was designated from the membership of each subcommittee. It was preferred that a person serve for at least one term on the task force before volunteering to act as chair. The chair was to act as a leader of committee members in planning program ideas for their area. Chairs kept a record of undeveloped ideas as a resource for future

planning sessions. Leaders were also tasked with providing support for its members and keeping the planning process on schedule. They also ensured that duplication of topics was not occurring. The subcommittee leader submitted completed plans for workshops to the College and Community Relations office.

Working through their chairs, subcommittee members developed workshop topics into confirmed presentations. The process included developing a creative and concise title and purpose statement for the course. A description of the course provided colleagues with information about what they would be learning in the workshop. The purpose statement for the course was written in terms of learning outcomes.

Once courses had been selected, the schedule was built taking into account several variables such as: conflicting college-wide events, availability of classroom space and instructors' schedules. Additionally, class sizes were projected so that needed space could be allotted for attendees. Enrollment in some courses was limited due to the course content. Some courses were offered at several different times in a term to accommodate different staff and faculty schedules. Course planners were required to categorize their proposed course and identify a target audience. Target audiences were listed in the program schedule. Courses sometimes were restricted to a particular staff category but frequently were left open to all categories of employees.

The program schedule was announced through a printed program entitled, *Leadership Valencia*. The printed program schedule was distributed to all full-time and part-time employees through inter-office mail. Additionally, the schedule was placed on Valencia's website with a link to online registration. Workshops were noted on the

Faculty/Staff webpage calendar. Leadership Valencia also advertised its workshops in *The Bulletin*, which was a weekly publication for the faculty and staff of Valencia Community College. Titles of some of Valencia's past course offerings are: "The Adult Learner: Non Traditional No More, Deaf Culture: What Faculty and Staff Should Know, and Multiple Intelligence Theory and Application" (*Valencia Community College, 2001a*).

A review of the data available for the 2006-2007 year showed that Leadership Valencia's attendance rates had remained fairly consistent with 60% to 75% of faculty and staff participating in the program since its inception. Cancellation percentages (9-12%) also remained constant. Attendance percentages by employee classification were reported as follows: administration, 2.9%; professional staff, 11.09%; career staff, 39.46%; faculty, 43.86%; and other, 2.7%. The high percentage of faculty participation may be explained by the fact that faculty involved in the tenure track process took required courses through Leadership Valencia. Career staff frequently had learning goals on their annual performance review which were linked to Leadership Valencia and likely explained the relatively high percentage for this group. While some employees attended multiple workshops, others did not participate (*Valencia Community College, 2007a*).

Valencia Community College (VCC) demonstrated a deliberate shift towards designating its faculty and staff as learning leaders in its 2001-2004 Strategic Learning Plan (p. 7). In the overall plan, VCC defined a learning goal which focused specifically on "hiring, developing, supporting, and empowering learning leaders throughout the organization" (*Valencia Community College, 2001b, p. 10*). There were four outcomes

associated with this goal. The first outcome stated, “Valencia provides the finest faculty and staff to support student learning” (Valencia Community College 2001b, p. 10).

Armor, Colburn and Shugart (2001) indicated that student engagement was a precursor to student learning and a powerful predictor of student achievement. The extent to which Valencia faculty and staff could engage students through their skills repertoire, flexibility, and accessibility was presented as having the potential to directly impact student learning. In order to fully engage students, faculty, as well as staff, needed to understand how to meet basic needs, motivate and challenge students (Armor, Colburn & Shugart, 2001). O’Banion (1997a) posited that as college students evolved over the years, so too must the practices of student engagement. In response to this outcome, Amour, Colburn, and Shugart (2001) proposed staff engagement in necessary conversations to assist them in understanding wholly and completely the students being served. Staff development was proposed to include discussions and workshops on understanding the student population, their learning styles, and preferred types of engagement and sources of motivation (Valencia Community College, 2004b).

The second outcome stated, “Leadership in the college is authentically shared at every level with faculty and staff committed to learning success” (Valencia Community College, 2001b, p. 10). This outcome addressed the belief that the answers to the college’s inquiries lay within all the levels of the institution. Thus, the college restructured its governance to afford individuals at all levels of the college a voice in the forward progress of student learning. The learning-centered structure encouraged individuals within the institution to engage in constant critical examination of current

practices and potential process improvement. (Armour, Colburn, & Shugart, 2001) This outcome demanded that individuals at all levels of the institution understand their current work from an outcomes-oriented perspective and create meaningful learning objectives. Staff training on evaluation and learning outcomes was needed. In addition, the members of the institution needed to have a profound understanding of the culture in which they worked and they needed to know how to accomplish their goals in the organization (Valencia Community College, 2001b). This included training on topics such as: organizational structure and the use of institutional research.

A third outcome was “The work and learning environment is nourishing, dynamic, challenging, and fulfilling, unleashing the power of committed faculty and staff to achieve unprecedented learning results with students” (Valencia Community College, 2001b, p. 10). This outcome spoke to acknowledging the things staff did well and illuminated those things for all to see. Sharing best practices and celebrating successes were ways to achieve this outcome. New initiatives needed to be supported along the way and included a cross section of individuals whenever possible. Blurring traditional lines and engaging in cross-functional teams created an atmosphere of creativity and nourishment. This necessitated a clearer understanding of the staff talents and contributions to the overall goals of the organization as opposed to the traditional, but more limiting, understanding of one’s job description (Armour, Colburn & Shugart, 2001).

The final outcome designated in the plan was for that, “Staff and faculty are renewed and rewarded throughout their careers” (Valencia Community College, 2001b,

p. 10). The recognition of contributions was intended to encourage a cycle of rededication. Performance feedback that provided affirmation and encouragement was anticipated to serve as a source of renewal. Helping individuals to set and achieve personal and professional goals within the context of their jobs was focused toward creating a path towards understanding learning leadership (Amour, Colburn & Shugart, 2001). In turn, having a leadership component in the staff development program aided in distinguishing certain individuals as potential future leaders within the organization and afforded these individuals with mentoring opportunities (Valencia Community College 2001a).

In early spring 2004, a work team of Council Officers addressed those action items in the Strategic Learning Plan that were still under development. Their review included recommendations from the SACS Report of Reaffirmation Committee, individual college Goal Team status reports as well as discussions of priorities suggested by a college-wide team. In this report, it was noted that the professional development goal had been deemed incomplete in June 2003 and was targeted for completion along with a few other unfinished strategic plan items. In particular, it was recommended that the college establish a professional development task force to recommend improvements in professional development (Valencia Community College, 2004a).

In 2005 and 2006 the college devoted time to developing a strategic plan for its re-design of Leadership Valencia into a more comprehensive Staff and Organizational Development program (D. D. Dudash, personal communication, June, 2007). In December 2005, the college agreed to hire consultants to assist with the creation of a

learning-centered approach to its staff development program. In October 2006, a full-time director was hired to oversee the implementation of the consultants' recommendations and to tailor the redesigned program to meet Valencia's particular needs. Beginning in June 2007, the college launched a redesigned New Employee Orientation and a Manager/Supervisory Training course. At the time of the present study, both programs were in pilot phases. The college had begun to create an employee course catalogue and was seeking to develop its program in ways that further engaged its employees. (D. D. Dudash, personal communication, June 2007).

Valencia's draft of its 2008-2013 Strategic Plan continued to honor its previous commitments to hiring and retaining quality faculty and staff. Goal 3 of the proposed draft was entitled "Investing in Each Other" and committed the institution to "supporting the professional development, career growth, and healthy lives of Valencia's employees" (Valencia Community College, 2007b, p. 5).

Climate

Climate has been defined in many ways. Furnham & Drakeley (1993) stated climate is, "conceived as a relatively enduring quality of an organization's internal environment that is experienced by most members of an organization and, more importantly, influences their behavior" (p. 3). Guion (1973) argued that climate was simply another way of describing affective responses to organizations such as job satisfaction. Baker and Associates (1992) defined it as "the *prevailing* condition that affects satisfaction and productivity" (p. 27). In their study, Baker and Associates found

that the way individuals behaved in an organization influenced the climate of the organization. If individuals felt motivated, included, and rewarded regarding their performance, they were likely to hold a positive view of the climate. If they viewed the climate as punitive, self serving, or hierarchical, then their perceptions would be negative. Yukl (2002) found that leaders in organizations could often influence major changes in the attitudes and assumptions of organization members. According to Yukl, by valuing the process of empowering people and delegating responsibility deep within the organization, leaders could effect change and create a positive climate.

According to Baker (1992), leadership could also help group members build commitment toward the organizational mission. The National Initiative for Leadership and Institutional Effectiveness (NILIE) developed the PACE© survey to measure institutional effectiveness regarding the extent to which organizations had created a climate of cooperation and job satisfaction among their workers. It was found, in the NILIE research, that a collaborative system was the most desirable as it included high productivity, job satisfaction, lower turnover rates, and good communication (Baker, 1997; Likert, 1967). Such a collaborative environment was viewed as desirable as it would serve as an objective indicator of organizational effectiveness to develop productive and satisfied workers. In summary, it would be a strategy to indicate the degree of care exhibited by an organization in addressing its employees' development needs.

Learner Responsibilities

O'Banion (1997b) stated that individual learners are ultimately responsible for driving their own learning. This included employees with regard to staff development. Examining an individual's perception of and motivation for learning can facilitate understanding as to what drives certain employees to aspire toward learning goals while others seem disinterested or not focused. Rotter (1966) believed an important attribution factor with regard to motivation was locus of control. O'Brien (1984) defined locus of control as a concept that referred to "a generalized expectancy about the extent to which reinforcements were under internal or external control" (p. 7). Internally controlled individuals believed reinforcements were determined largely by personal effort, whereas externally controlled people believed reinforcement was derived largely by other people or luck (O'Brien, 1984). Spector (1997) further sharpened the focus with the concept of work locus of control. It was believed that this factor shed light on individual motivation which in turn had an influence on job satisfaction and outlook on the organizational climate. Valecha (1972) found that internals sought jobs with more autonomy and sought more educational training related to their jobs. Although autonomy was sought, internals appeared to work better within a framework such as succession planning because they utilized career development and planning skills better (O'Brien & Kabanoff, 1981). Internals sought to understand what was expected from them through clear expectations (job descriptions) and planning (succession planning) so that they could begin to formulate a plan as to how they planned to meet their goals and expectations. By having this in place, an institution enabled these employees to have a better outlook on their

work environment. Due to their belief that luck or fate was more responsible for promotions than planning and effort, externals were less influenced by an institution's efforts to develop employees.

Locus of Control

Locus of control also contributed towards employees' motivation and perceptions of their professional development. Spector (1988) created the Work Locus of Control Scale (WLCS) to specifically address an individual's work domain. The scale was developed from Rotter's original Locus of Control Scale (1966) and correlated with a coefficient alpha of .79 found the WLCS was a useful personality variable in explaining organizational factors such as job motivation and job satisfaction (Blau, 1993b; Spector, 1994a). Staw and Ross (1985) determined that prior attitude such as locus of control was a strong predictor of subsequent job satisfaction. Employees' expectations regarding the job, not the job itself, were important in determining the level of job satisfaction. Changing the job itself through higher pay or job description redesign had little impact on an individual's perception of the job. Arvey et al. (1989) further purported that organizations had even less control with respect to intrinsic job satisfaction. Although companies may have made adjustments such as environmental changes or job enrichment, the efforts could not penetrate "boundaries" established by an individual. O'Brien, 1984 found internal scores on the WLCS were related to increased job satisfaction, motivation, and commitment to an organization. Furthermore, Furnham & Drakeley (1993) found internal locus of control was related to a positive perception of

organizational climate. Specifically, they found internals had a more positive attitude, demonstrated more initiative and displayed greater morale and commitment. Because employees who felt powerless over opportunities developed an external locus of control, it was incumbent upon employers to find ways to empower their employees through development and change expectations from external to internal. This shift had the potential to increase job satisfaction as well as motivation and made for a more favorable overall climate perception.

Job Satisfaction

Job satisfaction has been a topic of frequent study and interest in understanding people's perceptions about their work. It has been defined in a general sense, as how people feel about their jobs. In a 1985 longitudinal study, Staw and Ross concluded that some people were predisposed to liking their jobs; whereas others were not. In another study, Arvey, Bouchard, Segal, and Abraham, (1989) determined that there may be a genetic relationship between individuals' liking or disliking their jobs. This implied that job satisfaction was in part related to an employee's personality rather than the job itself. Job satisfaction has been correlated with variables such as job performance, organizational citizenship behavior, withdrawal behavior, burnout, and counterproductive behavior (Spector, 1997). Jacobs and Solomon (1977) found that, when rewards were linked to good performance, job performance and job satisfaction were more strongly correlated. Stum (1998) reported that job satisfaction was one of the main contributing factors affecting organizational performance. He stated that job satisfaction was related to

productivity as well as morale and that satisfaction was the cradle for commitment to the organization's goals. Lambert (2001) further reinforced this point by finding that job satisfaction was a key mediating variable between the work setting and the intention to leave.

Organizational citizenship behavior (OCB) has been defined as behavior that goes beyond the formal job description (Schnake, 1991). OCB included helping others, offering suggestions, and efficiency at work. OCB also included refraining from behaviors such as finding fault with co-workers, complaining about insignificant issues and starting arguments with others. Because citizenship behaviors have often been subtle, they have been difficult to delineate within a formal performance appraisal system. However, they did correlate with job satisfaction (Schnake, 1991). Beyond citizenship behavior was pro-social organizational behavior which Brief and Motowildo (1986) described as speaking favorably of an organization to individuals outside the organization. Individuals who voluntarily take on additional work within the institution to preserve the institution's level of performance have also been described as pro-social within the organization. Bateman and Organ (1983) found the strongest relationships between citizenship behavior and satisfaction with supervision and satisfaction with promotional opportunities. How well an institution has developed its members to supervise and guide its workers has often had the greatest impact on how satisfied individuals are in their employment and how far beyond their prescribed job description they are willing to go for the larger institution.

Withdrawal behavior includes absenteeism, tardiness, and quitting. Though the results have been mixed in regard to research on absenteeism and tardiness, findings have been consistent in correlating job dissatisfaction to high turnover (Crampton & Wagner, 1994; Hulin, Roznowski & Hachiya, 1985). Burnout has been said to occur when a person experiences emotional exhaustion and declining work motivation (Blau 1993a; Spector, 1994b). Bacharach, Bamberger, and Conley (1991) found a high correlation between burnout and job dissatisfaction. Counterproductive behaviors have been described as actions by employees that intentionally or unintentionally hurt the organization (Spector). When studied by Schnake, (1991), these behaviors showed mixed results with relation to job satisfaction.

House (1971) discussed employee satisfaction in terms of managing employees. He identified two factors as important in determining how effective a supervisor was in motivating and pleasing subordinates. Leader initiating structure was defined as the degree to which the supervisor initiated structure for the employees through such tasks as assigning and clarifying specific tasks, clarifying expectations and laying out timelines for completion of work. Leader consideration described the degree to which the leader offered support, warmth and helpfulness to subordinates through behaviors such as “pitching in” when needed, offering encouragement and communicating changes in advance as much as possible.

Summary

Creating a staff and organizational program has presented a more daunting challenge than realized by many institutions at the onset of their planning. To be truly learning-centered, an institution must plan collaboratively with its stakeholders and develop a program that is supported at all levels of the organization. In addition, the employees must have a large voice in determining course offerings. All levels of employee must understand the importance of their learning and development and how it contributes to the institution's overall mission. The institution must be deliberate in how it structures its program so it can maximize its effectiveness.

Many variations of staff development strategies have been presented in this literature review. It appears that few are without some merit, and institutions must determine which professional development models and strategies work best for them. More importantly, employees must understand their roles in accomplishing the goal of learning. Though strategies differ, researchers and staff development theorists have agreed that in a learning-centered environment, employees must be engaged in their own development and participate in the exploration and development of a comprehensive plan that makes sense for them. They must invest in tasks that are of interest to them and that they understand will assist them in doing their jobs better, propel their careers forward, or help support the college's overall mission of creating a learning environment for all who are involved.

CHAPTER 3 METHODOLOGY

Introduction

The purpose of this chapter is to describe the procedures, instruments, and methodology used in conducting this study. The chapter is organized in the following sections: (a) research questions; (b) the setting; (c) the population; (d) instrumentation; (e) reliability and validity of the instruments; (f) data collection; (g) data analysis; and (h) summary.

Research Questions

The study was guided by the following three questions:

1. To what extent is there a relationship between employees' perception of the institution's climate and their work locus of control perception?
2. To what extent, is there a relationship between employees' perception of the institution's climate and their perception of job satisfaction?
3. To what extent is there a relationship between employees' perception of culture, work locus of control, and job satisfaction?

The Setting

The study was conducted at Valencia Community College, a public, two-year institution located in Orlando, Florida. The college was comprised of five campuses which offered credit courses and one campus which offered continuing education credits

throughout the Orange and Osceola counties in central Florida. Each campus functions as an independent campus within a collaborative framework, has its own provost and academic deans who work together in determining college-wide goals. The administrative offices were located in a separate location centrally located to be accessible to all of the campuses. Professional staff personnel are employed within each of the six divisions of the college which include: academic affairs, administrative services, human resources and diversity institutional advancement, student services, and Valencia Enterprises (continuing education).

The college served 42,913 (unduplicated headcount) students in the 2006-07 school year and employed 1,161 full time staff. Valencia offered 46 Pre-Major Associate in Arts degrees and 101 Associate in Science and Applied Science degrees to its students during the calendar year of the study.

Population

The participants in this study were full time professional staff members at Valencia Community College. Professional staff employees were delineated as such by the college's policy manual. The professional staff members were located on all of the college's campuses as well as within all of the divisions of the college. A full-time staff member was defined as any employee contractually obligated to work in a 40-hour per week position on a salary basis who met the qualifications for the position. Professional staff positions required a bachelor's degree as a minimum educational requirement. Some personnel held management/supervisory roles at the college while others did not. At the

time of the survey, there were six professional positions that were vacant. All other persons in filled positions (170) were invited to participate in the study. Participation was voluntary, and participants were not required to complete the survey as any part of their job responsibility.

Instrumentation

Climate

The *Personal Assessment of the College Environment* (PACE©), establishes priorities for change by obtaining the satisfaction estimates of employees concerning the campus climate in four domains: institutional structure, supervisory relationship, teamwork and student focus (Baker, 1997). For the purpose of this study, the PACE© was utilized to assess the climate at Valencia Community College. The climate was measured to determine the level of collaboration among those surveyed. The survey has been nationally normed and established as a valid and reliable tool for accountability and institutional effectiveness. The National Initiative for Leadership and Institutional Effectiveness (NILIE) granted Valencia Community College administration rights.

The survey consisted of 46 Likert-type items all beginning with the introductory stem of “the extent to which. . . “ The instrument was specifically designed to compare the existing climate at Valencia Community College to a norm base of 45 community colleges across North America. The survey also allowed the examiner to add up to 10 additional questions and 10 demographic questions. This examiner chose to add eight

additional questions (all with the same introductory stem) and four demographic questions. The demographic questions asked pertained to length of employment at the college, division of the college employed, race and gender.

The scale had six response choices: (a) very satisfied, (b) satisfied, (c) neither satisfied nor dissatisfied, (d) dissatisfied, (e) very dissatisfied, (f) not applicable, with a range from 0 to 5, respectively, resulting in a range of total scores from 0 to 230.

Locus of Control

Locus of control was assessed using the *Work Locus of Control Scale* (WLCS) developed by Spector (1988) at the University of South Florida. The WLCS is a domain-specific locus-of-control scale designed to assess beliefs regarding perceived control an employee holds at the workplace. Spector reported that the scale has been shown to be related to work variables such as job performance, job satisfaction and organizational commitment (1998).

The scale had six response choices: (a) disagree very much, (b) disagree moderately, (c) disagree slightly, (d) agree slightly, (e) agree moderately, and (f) agree very much. Responses were scored using a range from 1 to 6, respectively, resulting in a range of total scores from 16 to 96. A total of 8 items were internally worded and needed to be reverse scored. Those items were: 1, 2, 3, 4, 7, 11, 14, and 15. High scores on the scale indicated externality; therefore, the scores on the internality worded items were reversed before summing. A score of 6, which represents the strongest agreement on an externally worded item, was equivalent to a score of 1, which represents the strongest

possible disagreement on an internally worded item. Reverse scoring was obtained by subtracting the registered value from seven on the questions identified above. Therefore, on those questions 1 = 6, 2 = 5, 3 = 4, 5 = 2, 6 = 1.

For missing items, Spector (1988) recommended summing all answers to obtain a mean. That figure was then inserted for missing values. For those items that were internally scored and required reversal, the mean obtained was transposed according to the corresponding values.

Employee Satisfaction

Employee satisfaction was assessed with the *Job Satisfaction Survey (JSS)* (Spector, 1994a). The JSS was originally designed for use in human service organizations. This survey was a 36-item, 9-facet scale that has been used to assess employee attitudes about various aspects of their jobs. The nine assessed areas of satisfaction are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. For the purpose of this study, only three of the areas were studied: promotion, supervision, and contingent rewards.. A summated rating scale format was used within six choices per item, ranging from strongly agree to strongly disagree. The modified JSS had a range of total scores from 12 to 72 with each score ranging from 1 to 6. Negatively worded items were: 17, 21, 22, 24, 25, and 27. High scores on the scale represented job satisfaction; therefore, the scores on the negatively worded items were transposed following the same criteria as applied to the WLCS.

Reliability and Validity of Instruments

The Work Locus of Control (WLCS) was designed to assess employees' perceptions of the control that they have over situations that occur at work. Spector (1988) reported that the scale correlates about .50 to .55 with Rotter's (1966) general locus of control scale. Internal consistency was demonstrated with a coefficient alpha generally ranging from .80 to .85. Test-retest reliability for a year was reported by Bond and Bunce (2003) as .57 and .60 by Moye (1995). Furnham and Steele (1993) conducted a comprehensive review of locus of control measures specifically examining reliability and validity issues. They reported that the WLCS had adequate convergent and divergent validity and acceptable levels of internal reliability and concurrent validity though little evidence of predictive or construct validity. The 16-item scale was validated on students ($N = 1,151$). United States norms were based on 5,477 people from 37 samples. Spector reported a mean of samples of 40.0 with a mean standard deviation across samples of 9.9 and a mean coefficient alpha of .83. Validation evidence has been provided by the relationship between the WLCS and organizational variables from six samples. The WLCS correlated to a statistically significant degree with all variables except tenure in most samples (Spector, 1988).

The Job Satisfaction Survey was originally developed for use in human service organizations. It consists of 9 subscales producing 36 items that are used to assess employee attitudes about their jobs. The coefficient alpha based on a sample of 2,870 ranged from .60 for the coworker scale to .82 for the supervision scale resulting in a total coefficient of .91 for all scales. The nine-facet scale obtained the following internal

consistency reliabilities: (a) pay, .75; (b) promotion, .73; (c) supervision, .82; (d) fringe benefits, .73; (e) contingent rewards, .76; (f) operating procedures, .62; (g) coworkers, .60; (h) nature of work, .78; and (i) communication, .71. Norms were established on 108 samples resulting in a total sample size of 28,876 (Spector, 1994).

The Personal Assessment of the College Environment (PACE©) was designed to assess an institution's climate. Climate is defined as "a pattern of basic assumptions that a given group or organizational environment has developed in learning to cope with its problems and challenges" (Baker & Associates, 1992). In previous studies, the overall PACE© instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.9760. The high coefficient means participants responded the same way to similar items from 2003 to the current version. Content validity was tested through two factor analysis studies with a sample size of 11,372. Four factors were consistently identified: management behavior; institutional structure; student needs and development; and teamwork (Caison, 2005;). In Caison's 2005 study, the following Eigenvalues were identified as management behavior, 74.045; institutional structure, 11.373; student needs and development, 6.731; and teamwork, 5.199.

Data Collection

In accordance with Dillman's (2000) tailored-design method, the survey was administered using five contacts in a variety of formats. First, a personalized pre-notice letter introducing the study and alerting participants to a forthcoming mailing of the survey was sent. A week after the pre-notice letter mailing, the surveys, cover letter, and

implied consent forms were mailed via interoffice mail. Surveys contained a pre-labeled return envelope with the researchers mailing address on it and were marked “confidential.” The cover letters provided an overview of the study and invited employees to participate in the study. An informed consent form was also included which explained that participation in the study was voluntary and that completing the survey and returning it implied consent to be a participant in the study. Those not wishing to participate were instructed to not return the survey. The survey packets included the three survey instruments (PACE©, WLCS and JSS).

A third contact was sent one week later via e-mail thanking those who had already responded to the survey and providing a reminder for those who had not responded. A fourth contact was sent two weeks after the original mailing, and contained a cover letter emphasizing the importance of the participant’s response to the survey. The fifth and final contact was made through inter-office mail two weeks after the last e-mail contact. The final mailing included a cover letter, the surveys, and a return self-addressed stamped envelope.

Data Analysis

A total of 145 (85%) professional staff returned all three surveys. Of the returned surveys, 14 were incomplete and could not be included in the study. Thus, the useable return response rate was 76%. Statistical analyses were performed using the Statistical Package for Social Sciences (SPSS-12.0). All three sets of data were merged into one

database. Descriptive data included the mean and standard deviations for each of the studied variables.

Pearson's Product Moment Correlations were conducted as part of the data analysis to identify relationships that were present between locus of control, and climate perception as well as job satisfaction and climate. The climate perception was the dependent variable. The data were interval and normally distributed. A multiple regression was performed to determine if there was a relationship between locus of control, job satisfaction and climate.

Summary

This chapter discussed the research design, procedure, and methodology used in this study to provide answers for the research questions. After extensive follow-up efforts were conducted to increase the return rate of surveys, a total of 131 (76%) respondents were able to be included in the study. Analyses were performed for each of the research questions to identify whether a relationship existed between the delineated variables. Correlation analyses were performed to determine if there was a relationship between locus of control and climate perception and job satisfaction and climate perception. Chapter 4 will present the results of the analysis of the data. Chapter 5 will present a summary and discussion of findings, conclusions and recommendations for future research.

CHAPTER 4 DATA ANALYSIS

Introduction

The purpose of this study was to investigate the relationship between climate perception, locus of control and job satisfaction among full time professional staff members employed at Valencia Community College (VCC). This chapter was organized to provide (a) a description of the research group, (b) descriptive statistics of the variables, (c) inter-correlation data analysis results, (d) findings for each of the research questions, (e) other statistically significant findings, and (f) a summary of the findings reported.

Population

The participants in the study were full time professional staff members employed at Valencia Community College; a public two-year community college in Orlando, Florida. Participation was voluntary, and respondents' anonymity was protected. Of the 170 packets that were distributed, 145 were returned for an initial return rate of 85.3%. A total of 14 surveys were incomplete and were not able to be included in the data to be analyzed. Data from the remaining 131 surveys were included for a final useable return rate of 77.1%.

The respondent population consisted of 94 (71.8%) females and 37 (28.2%) males. In regard to ethnicity, 90 (68.7%) of the respondents were Caucasian; 20 (15.3%) were Hispanic; 14 (10.7%) were African American; and 7 (5.4%) were other.

The population contained respondents from every division of the college. Academic Affairs had 28 respondents (21%); Administrative Services had 22 respondents (17%); Valencia Enterprises and Human Resources, each with 11 respondents, combined for 17% of the population; Institutional Advancement had 12 respondents (9%). Student Affairs was proportionally the largest division of the college and, as a result, had the largest respondent pool with 47 respondents (36%).

There was also representation for every time period of employment in the respondent pool. A total of 16 respondents (12%) had worked at the college less than one year. Thirty-eight respondents (29%) had been employed at the college for 1-4 years. A total of 21 respondents (16%) had worked at the college for 10-14 years, while 17 (13%) of the respondents had been employed at the college for over 15 years.

Description of the Variables

Each staff member was sent a research packet which contained three surveys: the Personal Assessment of the College Environment (PACE©), the Work Locus of Control Scale (WLCS), and the Job Satisfaction Survey (JSS). Institution specific questions were added to the PACE© to specifically ascertain employees' views on the college's approach to staff development. The climate of the work environment was classified into five categories based on the PACE© survey scale. An overall mean for each respondent

was derived using individual responses to each item on the survey. This mean was used to classify each professional staff member's overall climate perception. Mean scores ranged from a low score of 1.00 to a high score of 5.00 where 1.00-1.49 = very dissatisfied, 1.5-2.49 = dissatisfied, 2.5-3.49 = neutral, 3.5-4.49 = satisfied, and 4.5-5 = very satisfied. The climate perceptions of the population studied is demonstrated in Table 1. Overall, professional staff members at VCC had a positive perception of their work environment. A total of 73.3% indicated that they were satisfied (61.8%) or very satisfied (11.5%), while an additional 21.4% were neutral in regard to the climate. Only 5.3% of the employees indicated that they had a negative view. The overall mean score for climate perceptions was 3.77 with a standard deviation of .67.

Table 1
Climate Perceptions of Professional Staff Members (N=131)

Descriptor	n	%
Very Dissatisfied	0	0.0
Dissatisfied	7	5.3
Neutral	28	21.4
Satisfied	81	61.8
Very Satisfied	15	11.5

Locus of control was scored on a six-point scale based on the Work Locus of Control Survey (WLCS). An overall mean for each respondent was derived using individual responses to each item on the survey. This mean was used to determine each employee's locus of control. Mean scores ranged from 1.00 to 6.00 where 1.00-1.49 = very internal, 1.5-2.49 = moderately internal, 2.5-3.49 = slightly internal, 3.5-4.49 = slightly external, 4.5-5.49 = moderately external, and 5.5-6.0 = very external. Internal

locus of control was defined as self-motivated and driven. External locus of control was defined as motivated and driven by external factors. The locus of control scores of the population studied are presented in Table 2. Of the VCC respondents, 95.4% indicated that they were more internally than externally controlled with very internal (6.1%), moderately internal (52.7%), and slightly internal (36.6%). The remaining 4.6% indicated through their responses and mean scores that they were slightly external. The overall mean score for locus of control was 2.4 with a standard deviation of .63.

Table 2
Locus of Control of Professional Staff Members (N = 131)

Descriptor	n	%
Very Internal	8	6.1
Moderately Internal	69	52.7
Slightly Internal	48	36.6
Slightly External	6	4.6
Moderately External	0	0.0
Very External	0	0.0

Job satisfaction was classified into six categories based on the Job Satisfaction Survey (JSS). An overall mean for each respondent was derived using individual responses to each item on the survey. Means ranged from a low score of 1.00 to a high score of 6.0 where 1.00-1.49 = very dissatisfied, 1.5-2.49 = moderately dissatisfied, 2.5-3.49 = slightly dissatisfied, 3.5-4.49 = slightly satisfied, 4.5-5.49 = moderately satisfied, and 5.5-6.0 = very satisfied.

The job satisfaction of the population studied is displayed in Table 3. A majority (64.9%) of the professional employee respondents indicated that they were satisfied with

their jobs. A total of 64.9% of respondents revealed their positive satisfaction with 45.8% indicating that they were slightly satisfied and 19.1% reported being moderately satisfied. The remaining 35.1% of employees reported being slightly dissatisfied (30.5%) or moderately dissatisfied (4.6%). with their jobs. The overall mean score for job satisfaction was 3.78 with a standard deviation of .78.

Table 3
Job Satisfaction of Professional Staff Members (N = 131)

Descriptor	n	%
Very Dissatisfied	0	0.0
Moderately Dissatisfied	6	4.6
Slightly Dissatisfied	40	30.5
Slightly Satisfied	60	45.8
Moderately Satisfied	25	19.1
Very Satisfied	0	0.0

The descriptive statistics for the selected variables are presented in Table 4. The Statistical Package for the Social Sciences, SPSS-12.0 was used in performing these analyses. The variables tested included climate perception, locus of control, and job satisfaction. Data were obtained from employees from the Personal Assessment of the College Environment (PACE©) to assess climate perceptions. Locus of control was determined using the Work Locus of Control Scale (WLCS), and the Job Satisfaction Survey (JSS) was used in assessing job satisfaction of professional staff members. The mean for the PACE© was 3.77 with a Standard deviation of .674. The mean for the WLCS was 2.36 with a standard deviation of .632. The mean for the JSS was 3.78 with a

standard deviation of .778. The scores ranged as follows: PACE© 1.93-4.98; WLCS 1.00-4.19; and JSS 2.00-5.42.

Table 4
Descriptive Statistics for Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Mean JSS	131	2.00	5.42	3.7869	.77894
Mean WLCS*	131	1.00	4.19	2.3631	.63251
Mean PACE©	131	1.93	4.98	3.7710	.67413

Note. Mean JSS = Job Satisfaction; Mean WLCS = Locus of Control; Mean PACE© = Climate Perception. *Higher score reflects more external locus of control.

Research Question 1

To what extent is there a relationship between employees' perception of the institution's climate and their work locus of control?

A Pearson correlation coefficient was calculated for the relationship between subjects' climate perception and work locus of control and is displayed in Table 5. A moderate negative correlation was found ($r(129) = -.431, p < .01$) indicating a relationship between the two variables. A total of 19% ($R^2 = .185$) of the perception was accounted for by work locus of control. Subjects who had an internal locus of control tended to have a more positive perception of their work environment.

Research Question 2

To what extent is there a relationship between employees' perception of the institution's climate and their perception of job satisfaction?

A Pearson correlation coefficient was calculated for the relationship between subjects' climate perception and job satisfaction and is displayed in Table 5. A moderate correlation was found ($r(129) = .615, p < .01$) indicating a relationship between the two variables. A total of 38% ($R^2 = 37.8$) of the perception was accounted for by job satisfaction. Job satisfaction leads to a more positive perception of the work environment.

Table 5
Intercorrelations among Climate, Locus of Control and Job Satisfaction

Variables		Mean PACE©	Mean WLCS	Mean JSS
Mean PACE©	Pearson Correlation	1	-.431(**)	.615(**)
Mean WLCS	Pearson Correlation	-.431(**)	1	-.343(**)
Mean JSS	Pearson Correlation	.615(**)	-.343(**)	1

Note. Mean JSS = Job Satisfaction; Mean WLCS = Locus of Control; Mean PACE© = Climate Perception. **Correlation is significant at the 0.01 level (2-tailed).

Research Question 3

To what extent is there a relationship between employees' perception of climate, work locus of control, and job satisfaction?

A multiple regression analysis was calculated to predict subjects' perception of climate based on their work locus of control, and job satisfaction. The coefficient of determination indicated that a total of 43% ($R^2 = .433$) of the perception was accounted for by work locus of control and job satisfaction. The level of significance showed a moderate statistically significant relationship was determined to exist between the variables ($F_{2, 128} = 48.8, p < .01$). Work locus of control coefficient was significantly

different than zero ($t = -3.5, p < .01$). Subjects' predicted climate perception was displayed in Table 6 and was equal to 2.665 (constant) $- .266$ (MWLCS) $+ .458$ (MJSS).

Table 6
Prediction Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.7	.34		7.8	**
	MeanWLCS	-.27	.08	-.25	-3.5	**
	Mean JSS	.46	.06	.53	7.5	**

Note. (a) Mean WLCS = Work Locus of Control; Mean JSS = Job Satisfaction.
**Significance $< .01$.

Other Findings

Cronbach Alpha scores are displayed for the eight Valencia Community College (VCC) specific questions on the PACE© climate survey. The Valencia related items were reliable with a Cronbach Alpha score for the eight items of .883. Reliability could not be improved by removing any item as shown in Table 7.

Table 7
Cronbach Alpha Scores for College Related Items

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
P47	23.86	34.586	.625	.871
P48	23.95	33.675	.758	.859
P49	23.94	34.731	.653	.869
P50	23.73	36.796	.517	.881
P51	23.62	33.190	.757	.858
P52	24.30	32.710	.650	.870
P53	24.21	34.424	.572	.877
P54	24.25	32.478	.700	.864

A series of Valencia specific questions were added to the PACE© in an effort to discern respondents' level of satisfaction with regards to VCC's efforts in providing learning opportunities for employees (professional development). The first three questions were based on O'Banion's first three principles of a learning centered college. The remaining five questions focused on impediments to learning and succession planning. Table 8 presents a summary of respondents' satisfaction with learning opportunities. This table highlights the percentage of professional staff who indicated in their responses to specific institutional questions that they were satisfied with their learning opportunities. Complete response data for these questions are contained in Appendix D.

A total of 60.3% (n = 79) of respondents were either very satisfied or satisfied that their learning opportunities were useful to their jobs. Another 18% (n = 24) were neutral and 21% (n = 27) of respondents did not feel their learning opportunities were useful to their jobs.

Of the respondents, 55.8% (n = 73) stated they were engaged in their own learning process, while an additional 19.8% (n = 26) were neutral about their level of engagement. A total of 21.4% (n = 28), however, did not feel they were actively engaged in their learning process.

Table 8
Summary of Respondents' Satisfaction with Learning Opportunities

Factors	Percent Satisfied
Learning Opportunities are Relevant	60.3
Engaged in Learning Process	55.8
Satisfied with Course Selection	57.2
Taking Advantage of Learning	63.4
Learning is Supported	71.8
Learning not Impacted by Workload	46.6
Clear on Career Goals	45.0

Over one-fifth (22.2%, n = 29) of the respondents were not satisfied with their learning options, while 57.2% (n = 75) were satisfied with the course selection. The remaining 19.8% (n = 26) were neutral.

A total of 63.4% (n = 83) of responding professional staff members believed they were taking advantage of the learning opportunities that Valencia was providing. A small number (13%, n = 17) were not availing themselves of the opportunities. Regarding

support for their learning activities, 71.8% (n = 94) of respondents believed they were supported. An additional 12.2% (n = 16) were neutral in this regard, and 14.5% (n = 19) did not believe that they were supported.

When asked to consider the impact of their workload, 46.6% (n = 61) did not feel as if their workloads impacted their learning process negatively, but 38.2% (n = 50) of respondents felt that their workloads impeded their ability to engage in learning activities. Also, while 51.1% (n = 67) of respondents felt their workloads were appropriate for their jobs, 16% (n = 21) were neutral in their responses and 32.8% (n = 43) did not agree.

Professional staff members were also asked about their career paths. Of the respondents, 45% (n = 59) were clear in this regard; 23.7% (n = 31) were neutral and nearly one-third (30.5%; n = 40) of the respondents did not feel as if their career paths were clear to them.

Summary

There was a moderate relationship between an employees' work locus of control and their perceptions of the climate in which they worked. The correlation was negative which meant that the more internal a respondent's locus of control, the more positive was his or her perception of the environment.

There was also a moderate relationship between employees' job satisfaction and their perceptions of the climate in which they worked. The correlation was positive which meant that the more satisfied respondents were with their jobs; the more positively they viewed their work climate.

Results of the multiple regression with climate perception as the dependent variable and work locus of control and job satisfaction as the independent variables revealed that work locus of control and job satisfaction were both statistically significant predictors of climate perception.

CHAPTER 5 SUMMARY, DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter has been organized to present a summary and discussion of the findings of the study as they relate to each of the three research questions. Also presented are implications for practice and policy within the community college and recommendations for future studies.

Statement of Purpose

The purpose of this dissertation was to establish if relationships existed between employees' perception of climate and two variables: (a) employees' locus of control, and (b) employees' job satisfaction. Additionally, the three factors were assessed together in a linear regression to determine what percentage of variance could be accounted for by each of the factors.

Instrumentation

For the purpose of this study a measure of climate, *Personal Assessment of the College Environment (PACE©)*, was utilized to measure the institution's effectiveness for setting the stage for its employees' learning. The *Work Locus of Control Scale (WLCS)* was utilized to assess employee's level of responsibility assumed for their own learning. Job satisfaction was measured using the *Job Satisfaction Survey (JSS)* as an

indicator of how well the two parties were working together collaboratively on meeting their shared learning goals.

Population and Data Collection

This study was conducted at Valencia Community College, a state funded community college serving Orange and Osceola counties, located in central Florida. Valencia had four employee classifications at its institution: Administrators, faculty, professional staff, and career staff. The focus of this study was the professional staff employee category. Administrators, faculty and career staff were excluded. Professional staff members at Valencia held a minimum of a bachelor's level degree.

At the time of the study, there was 170 full time professional staff employed at the college. All 170 employees were invited to participate in the study by completing three paper and pencil surveys. Respondents were assured anonymity in an effort to ensure participation and truthfulness with surveys. Professional staff members were sent follow up reminders via e-mail and inter-office mail in an effort to increase response rates. Of the 145 returned surveys, 131 were complete yielding a useable response rate of 78%.

Summary and Discussion of Findings

The conceptual framework for this study was structured in learning-centered theory. O'Banion (1997b) described a learning centered institution as one where a community of scholars would be transformed into a community of learners. All who touched such an institution would be a learner and be responsible for participating in such

a process. O'Banion believed that the learning process was collaborative and that both parties were equal partners. Being employed at a learning centered institution would require employees to be engaged in the learning process as well. The collaborative partnership between employer and employee would require an on-going dialogue to discern the needs of both parties in terms of development and goals. Specifically, employers would need to be aware of their employees' needs in terms of training, but employees would also need to be aware of the institutional goals. Thus, both parties could work collectively at meeting each others needs. The institution would be responsible for providing learning opportunities for its employees while the employees would need to take advantage of such opportunities.

The research questions developed for the study were designed to determine the balance of a collaborative learning relationship between an institution and its employees. The extent to which the institution had sufficiently set the stage for learning to take place was studied, and a survey was administered to determine needs and some components related to the professional staff. The PACE© was utilized to assess the climate of the institution as a determinant of a well prepared learning environment. Locus of control and job satisfaction were two factors examined to assist the institution in developing future programs.

Research Question 1

To what extent is there a relationship between employees' perception of the institution's climate as measured by the PACE© and their locus of control as measured by the Work Locus of Control (Spector, 1988)?

The Pearson Correlation was -4.31 , statistically significant at the 2-tailed level of $.01$. This result indicated a moderate negative correlation between employees' perception of the institution's climate and their work locus of control.

The moderate correlation suggested that there was a relationship between a person's locus of control and their climate perception. The results reflect that individuals demonstrating more internal locus of control had a more positive perception of their work environment. As Rotter (1966) stated, individuals who are internal on the locus of control scale view their immediate world as one in which they have some control and to which they can contribute to their own environment. Thus, employees who view themselves as having some control over their work environment often view their environment in a more favorable light. These individuals will also be more engaged in the learning process as they recognize their responsibility in the learning process. The findings in the present study confirm the results of Furnham and Drakeley (1993) who found that internal locus of control was related to a positive perception of organizational climate. The results of this research indicated that 19% of an individual's climate perception was derived from the locus of control factor. Valencia's professional staff members scored highly internal on the WLCS (Scores = 0-3.49). A total of 95.4% of the staff demonstrated some level of internality on the work locus of control scale. This indicated, in part, that the college studied has a staff that was willing to take responsibility for their own learning given the right learning conditions.

Research Question 2

To what extent is there a relationship between employees' perception of the institution's climate and their perception of job satisfaction?

The Pearson_Correlation was .615, statistically significant at the two-tailed level of .01. This result indicated a moderate relationship between employees' perception of the institution's climate and job satisfaction.

The moderate relationship suggested there was some correlation between an individual's climate perception and job satisfaction. The relationship was positive indicating that as professional staff's view of the institutional climate improves so too did their level of job satisfaction. Thus, individuals who had a positive view of their work environment were more likely to be satisfied with their jobs within that environment. This confirmed Stum's 1998 findings which showed that job satisfaction was one of the factors related to organizational performance and climate. His study further related that job satisfaction was the basis of commitment towards the institution's goals.

The college researched for the present study demonstrated a satisfaction rate of 64.9%. The remaining 35.1% were slightly to moderately dissatisfied. This level of dissatisfaction is worth examining and the PACE© results indicated that 30.5% of surveyed employees were unclear about their professional path at the college. As Schnake (1991) explained, self driven individuals who are unclear about the direction they are to be taking may become very discouraged and dissatisfied. Thus, the institution studied needs to assess its ability to implement a succession planning piece to its

development program. Clearly defined goals and a supportive management team can make a lot of progress towards breeding a satisfied work force.

Research Question 3

To what extent is there a relationship between employees' perception of climate, work locus of control, and job satisfaction?

The climate was assessed utilizing the *Personal Assessment of the College Environment* (PACE©). The employee's locus of control was assessed with the *Work Locus of Control Scale* (WLCS) and their job satisfaction was assessed with the *Job Satisfaction Survey* (JSS). A multiple regression was calculated to predict climate perception based on work locus of control and job satisfaction. A total of 43% ($R^2=.433$) of the perception was accounted for by work locus of control and job satisfaction. There was a moderate relationship between the variables at the two-tailed level of .01. The work locus of control coefficient was significantly different than zero ($t=-3.5$, $p<.01$).

A total of 43% of the climate perception was accounted for by locus of control and job satisfaction. These variables combined to account for nearly half of the collaborative process that occurred between employer and employees in the learning process. The institution studied demonstrated a strong climate with a high percentage of internally driven employees who were mostly satisfied with their work. Although the studied college appeared to be solid, O'Banion (1999) reminded an institution that being learning-centered means striving towards one's highest potential.

Other Findings

The PACE© had been utilized to ascertain the overall climate of the institution being examined. In addition, institutional specific questions were asked to determine if the college was adequately setting the stage for learning to occur among its employees. This information was deemed important for the institution in terms of transitioning into a more learning-centered approach towards staff development. It was imperative for planners to have a clear understanding of how well positioned they are to enable their employees to capitalize on learning opportunities. Although no clear cut deficiency was found, several areas in which the institution could strive to improve upon for a more productive and engaging staff development program were noted.

According to Senge (1990), if an institution wants to “expand their capacity to create the results they truly desire” (p. 3), they must look towards finding ways at engaging the less engaged or non-engaged. An institution must hold itself accountable for providing a learning environment that meets as many learning needs as possible. Therefore, if employees express a disinterest in a traditional development program, there may be a need for an alternative delivery method that would engage a new cluster of learners. Perhaps it is the learner who is not motivated to engage. Collaborative partnering in the learning process will help to define where the deficiencies are present. For example, in this study over 10% of the respondents believed that their workloads were impeding their learning. Some institutions may feel that 10% is a small number and not address the few employees who are conveying dissatisfaction. A learning-centered institution is focused on engagement and may consider alternative delivery methods so

that more employees can participate in development activities. Additionally, over 20% of the employees studied here expressed being disconnected from their own learning. An institution desiring a learning-centered culture needs to examine ways to reduce that percentage. For example, developing training pieces which address goal setting could be helpful to some of these employees. Succession planning will be critical to assisting individuals in delineating professional goals for themselves. Finally, institutions need to be clear in defining their own workforce goals if they ever hope to develop a staff that can meet the goals.

Institutions seeking to become more learning centered should consider the following key elements when developing a staff and organizational program. These key elements are critical in creating a learning centered program and are also important benchmarks when marking the success of an existing program.

1. Understand the audience. Understand the employees beyond their demographic make-up. Consider, for example, their learning styles.
2. Establishing a culture of trust. Assess the level of communication that is present so as to determine where improvements need to be made regarding communication and collaboration.
3. Establishing succession planning. Determine and delineate skills sets required to perform specific jobs within an institution so that individuals have a clear understanding of what skills they need to develop for a potential job shift.
4. Link learning tied to goals. Establish goals and learning opportunities with professional staff so that the professional development activities an employee

engages in has have purpose and meaning for them. Professional development activities should be related to an annual goal that has been established between an employees and their supervisors.

5. Recognize and appreciate organizational citizenship behavior. Ensure that awards and recognition are a part of staff and organizational development so that employees are being recognized for their efforts and hard work.
6. Establishing both a needs assessment and outcomes assessments. Decisions about a staff and organizational program should be based on data rather than anecdotal feedback. Satisfaction surveys, while providing valuable information, cannot substitute for measuring behavioral changes.

Implications for Practice

Institutions of higher learning embarking upon the 21st century, must be committed to making sweeping changes if they are going to depart from what the National Commission on Excellence in Education termed as a tide of mediocrity (1983). As higher education becomes more of an enterprising venture where outcomes are every bit as important as enrollment numbers, an institution must position itself as a cutting edge entity and be willing to make sweeping reforms so that the status quo is not an acceptable goal.

With this in mind, institutions must take a look at themselves from every angle and level. How an institution conducts its business has to be reshaped. Learning-centered institutions seek to make such a radical departure by blurring the lines between scholar

and student. Senge (1990) stated that as employees join in the united mission of becoming learning-centered, traditional boundaries of conducting business are replaced by a more collaborative framework. All individuals at a learning centered institution are considered learners-including employees. Engaging employees as learners adds new dimensions and responsibility between employer and employee. It is designed to shift the outcomes an institution produces. Institutions and the employees that serve them join together in a learning journey where each is committed to helping the other reach the organizational and individual full potential.

In striving towards peak performance, it is important to understand that there can be no such thing as a standard staff development program. Although institutions may have a similar menu of potential programs from which to choose, each institution must make its decisions based on its employees and their needs. Additionally, institutions seeking to serve their employees well, must understand employees' needs and learning styles. In order to meet these goals, institutions need to work closely with their employee base to ensure engagement and appropriateness. On-going dialogue needs to be established from the inception of any program to ensure that professional staff members are participating in and to some extent directing their own learning (O'Banion, 1978). Training should not be perceived as mandated training. Employees need to be surveyed on both development needs and mode of delivery before any major decisions about program direction are made. In addition, the program must take on the "look" of its institution in terms of its mission and vision. An institution of higher learning needs to base its program on strengthening its workforce to meet current and future needs.

In order to establish a well planned staff development program, an institution needs to be deliberate in its search to find a balance between its own responsibilities for establishing a learning environment and employing workers who are also committed to their own learning and their institution's growth potential. Assessing the climate of an institution is a means to determine how fertile the environment is for learning. Similar to the aspirations of having a classroom setting that is conducive to learning, so too is it important that a work environment be conducive for its employees to learn. This study utilized the PACE© to examine such a picture for the institution being examined. Assessing the learning environment is imperative to the overall learning process and should be a part of the development phase of any learning- centered staff development program. Collaborative dialogue that begins in the formative phase is critical if an institution wishes to maintain such a framework during its maintenance and revision phases of their program. Having established a relationship early in the process will contribute to the ease of utilizing employee feedback and objective outcomes measurements to monitor and modify program offerings as needed.

Many factors contribute toward how engaged an individual is in the learning process. O'Banion (1978) stated the importance of institutions of higher learning attending to as many as these factors as possible. In his view, it was important to know the audience and to tailor learning practices to meet the needs of the audience. He also expressed the need to be in collaboration with individuals in order to gauge the direction of learning. In addition, the learner must be engaged in the process. Just as an instructor needs to understand his or her students so, too, must a staff development program

understand its employee base. This study demonstrated that locus of control and job satisfaction were two factors that contributed to an employee's desire to become engaged in learning. Some additional factors examined were workload, and clarity of goals. Identifying key factors and working with those factors will be critical in being able to engage the learner in the process. All parties working together can ensure a meaningful learning experience. Only after this is accomplished, involving all participants, can an institution can truly call itself learning-centered.

Recommendations for Future Research

1. It is recommended that attempts to discern other personal factors that may contribute to learner responsibility such as motivational forces be made.
2. It is recommended that an examination of all employees at a learning-centered college be made rather than a select population. This may yield more varied results which could paint a more poignant picture of the collaborative process.
3. It is recommended that a closer examination of each of the factors within the surveys be conducted. This would permit more detailed examination of factors that were important in determining the climate perception.
4. Utilization of another instrument to determine how effective an institution has been with providing its employees with a proper learning environment is recommended. Additional learning specific questions could be added to the PACE©.

5. It is recommended that data from this study be utilized in a study which cross references a student study to assess the impact of employee learning on student learning.
6. It is recommended that analyses be conducted on the length of employment of sub groups of the population to determine if the personnel attributes change over the course of time. This can determine if there is a length of employment where employees become more psychologically vested in their work at an institution.
7. It is recommended that a triangulation of the data be conducted to determine if there is an “ideal” employee in terms of excelling in a learning-centered work environment. This knowledge could be beneficial in recruiting new hires or identifying high potentials.
8. A structural equation model could be utilized to weigh the study’s identified factors to determine which of the factors are most important when launching a successful staff and organizational development program.

Summary

This chapter presented a summary and discussion of the findings of the study, implications for practice and recommendations for future research. Reviewed briefly were the study’s statement of purpose, instrumentation, population and data collection. The researcher utilized instruments to assess whether an objective balance between institution and learner could be established. The population studied revealed there was a relationship between locus of control, job satisfaction, and climate perception of work

environment. Recommendations for future research were made in regard to further determining factors that influence the institutional and employee learner process.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Notice of Exempt Review Status

From: UCF Institutional Review Board
FWA00000351, Exp. 5/07/10, IRB00001138

To: Julie Corderman

Date: July 10, 2007

IRB Number: SBE-07-05074

Study Title: Learning-Centers of Professional Staff Development: Examining Institutional and Learner Responsibilities

Dear Researcher:

Your research protocol was reviewed by the IRB Chair, Vice-chair or designated reviewer on 7/10/2007. Per federal regulations, 45 CFR 46.101, your study has been determined to be minimal risk for human subjects and exempt from further IRB review or renewal unless you later wish to add the use of identifiers or change the protocol procedures in a way that might increase risk to participants. Before making any changes to your study, call the IRB office to discuss the changes. A change which incorporates the use of identifiers may mean the study is no longer exempt, thus requiring the submission of a new application to change the classification to expedited if the risk is still minimal. Please submit the Termination/Final Report form when the study has been completed. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

The category for which exempt status has been determined for this protocol is as follows:

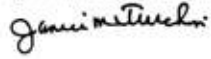
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures, or the observation of public behavior, so long as confidentiality is maintained.
 - (i) Information obtained is recorded in such a manner that the subject cannot be identified, directly or through identifiers linked to the subject, and/or
 - (ii) Subject's responses, if known outside the research, would not reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or reputation.

A waiver of documentation of consent has been approved for all subjects. All data must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Participants do not have to sign a consent form, but the IRB requires that you give participants a copy of the IRB-approved consent form, letter, information sheet, or statement of voluntary consent at the top of the survey. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

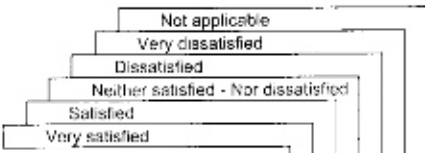
Signature applied by Janice Turchin on 07/19/2007 02:40:16 PM EDT

A handwritten signature in black ink that reads "Janice Turchin". The signature is written in a cursive style with a prominent initial "J".

IRB Coordinator

APPENDIX B
INSTRUMENTATION

**Personal Assessment of the
College Environment
Side 2 (PACE)**



- 33. The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs
- 34. The extent to which my supervisor helps me to improve my work
- 35. The extent to which this institution prepares students for a career
- 36. The extent to which my work team coordinates its efforts with appropriate individuals and teams
- 37. The extent to which this institution prepares students for further learning
- 38. The extent to which I have the opportunity for advancement within this institution
- 39. The extent to which I am given the opportunity to be creative in my work
- 40. The extent to which students are assisted with their personal development
- 41. The extent to which I receive adequate information regarding important activities at this institution
- 42. The extent to which students are satisfied with their educational experience at this institution
- 43. The extent to which a spirit of cooperation exists in my department
- 44. The extent to which my work is guided by clearly defined administrative processes
- 45. The extent to which I have the opportunity to express my ideas in appropriate forums
- 46. The extent to which professional development and training opportunities are available

College-Specific Questions (see separate sheet)

- 47.
- 48.
- 49.
- 50.
- 51.
- 52.
- 53.
- 54.
- 55.
- 56.

Demographic Information (see separate sheet)

- 57. (1) (2) (3) (4) (5) (6)
- 58. (1) (2) (3) (4) (5) (6)
- 59. (1) (2) (3) (4) (5) (6)
- 60. (1) (2) (3) (4) (5) (6)
- 61. (1) (2) (3) (4) (5) (6)
- 62. (1) (2) (3) (4) (5) (6)
- 63. (1) (2) (3) (4) (5) (6)
- 64. (1) (2) (3) (4) (5) (6)
- 65. (1) (2) (3) (4) (5) (6)
- 66. (1) (2) (3) (4) (5) (6)

Confidential Survey

This instrument may not be reproduced or used without written permission. Copyright 2005 NCSU.



**Valencia Community College
Personal Assessment of the College Environment (PACE)**

Directions: Mark your responses to items #47- #54 in the "College Specific Items" and to items #55 - #58 in the "College Specific Demographic Information."

College-Specific Items

47. The extent to which Valencia's learning opportunities are useful to my job.
48. The extent to which Valencia engages me as a full partner in my own learning process.
49. The extent to which Valencia creates and offers as many options for my learning as possible.
50. The extent to which I take advantage of the learning opportunities at Valencia.
51. The extent to which I am supported in attending learning opportunities.
52. The extent to which my workload allows for professional development activities.
53. The extent to which the amount of work I do is appropriate for my job.
54. The extent to which my career path at this institution is clear to me.

College-Specific Demographic Information

55. How long have you worked at Valencia?
 1. Less than 1 year
 2. 1-4 years
 3. 5-9 years
 4. 10-14 years
 5. 15 or more years
56. What is your race/ethnicity?
 1. African American
 2. Alaskan Native/American Indian
 3. Asian American
 4. Caucasian
 5. Hispanic
 6. Other
57. In which division are you employed?
 1. Academic Affairs
 2. Administrative Services
 3. Enterprise
 4. Human Resources and Diversity
 5. Institutional Advancement
 6. Student Affairs
58. What is your gender?
 1. Male
 2. Female

Work Locus of Control Scale
Copyright Paul E. Spector, All rights reserved, 1988

The following questions concern your beliefs about jobs in general. They do not refer only to your present job.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1. A job is what you make of it.	1	2	3	4	5	6
2. On most jobs, people can pretty much accomplish whatever they set out to accomplish	1	2	3	4	5	6
3. If you know what you want out of a job, you can find a job that gives it to you	1	2	3	4	5	6
4. If employees are unhappy with a decision made by their boss, they should do something about it	1	2	3	4	5	6
5. Getting the job you want is mostly a matter of luck	1	2	3	4	5	6
6. Making money is primarily a matter of good fortune	1	2	3	4	5	6
7. Most people are capable of doing their jobs well if they make the effort	1	2	3	4	5	6
8. In order to get a really good job, you need to have family members or friends in high places	1	2	3	4	5	6
9. Promotions are usually a matter of good fortune	1	2	3	4	5	6
10. When it comes to landing a really good job, who you know is more important than what you know	1	2	3	4	5	6
11. Promotions are given to employees who perform well on the job	1	2	3	4	5	6
12. To make a lot of money you have to know the right people	1	2	3	4	5	6
13. It takes a lot of luck to be an outstanding employee on most jobs	1	2	3	4	5	6
14. People who perform their jobs well generally get rewarded	1	2	3	4	5	6
15. Most employees have more influence on their supervisors than they think they do	1	2	3	4	5	6
16. The main difference between people who make a lot of money and people who make a little money is luck	1	2	3	4	5	6

Job Satisfaction Survey (Part I)	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
17 There is really too little chances for promotion on my job.	1	2	3	4	5	6
18 My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
19 When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
20 Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
21 My supervisor is unfair to me.	1	2	3	4	5	6
22 I do not feel that the work I do is appreciated.	1	2	3	4	5	6
23 People get ahead as fast here as they do in other places.	1	2	3	4	5	6
24 My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
25 There are few rewards for those who work here.	1	2	3	4	5	6
26 I like my supervisor.	1	2	3	4	5	6
27 I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
28 I am satisfied with my chances for promotion.	1	2	3	4	5	6

Job Satisfaction Survey (Part II)	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
29 I find personal value in what I do each day.	1	2	3	4	5	6
30 Being appreciated for the work I do is important to me.	1	2	3	4	5	6
31 I am primarily responsible for my own professional development.	1	2	3	4	5	6
32 It is important to me that my job is challenging.	1	2	3	4	5	6
33 Getting recognition at work is important to me.	1	2	3	4	5	6
34 I value learning new things not necessarily related to my job.	1	2	3	4	5	6
35 Receiving rewards for my efforts at work is important to me.	1	2	3	4	5	6
36 Valencia is primarily responsible for providing me with professional development.	1	2	3	4	5	6

APPENDIX C
PARTICIPANT CONTACTS AND CONSENT FORMS

Informed Consent for Research
University of Central Florida

I am a graduate student at the University of Central Florida working on my doctoral degree in Educational Leadership (Higher Education). I am asking you to participate in a research study. The purpose of this study is to investigate the relationship between staff development and measures of cultural perceptions and job satisfaction.

The anticipated benefits of this study are: (a) to contribute to the existing literature on learning-centered staff development, (b) to provide summary data with practical implications for staff development programs within community colleges, and (c) to address specific needs that staff would like addressed with Valencia's approach to learning-centered staff development prior to launching its new Staff and Organizational Development initiatives.

In this survey you will be asked about your beliefs regarding work in general as well as what motivates you with your work, how supported you feel in your work, and whether Valencia is meeting your professional development needs. All responses to this survey are **anonymous** and cannot be linked to any individual respondent. Only the researcher will have access to the raw data. By returning the completed survey, you are implying consent to participate in this study. The survey will take approximately 10-15 minutes to complete. Following completion of the study, you will be given the opportunity to request a copy of the results.

Your participation in this study is voluntary. There are no known risks associated with your participation in this research.

If you have any questions about this research, please contact Julie Corderman at (407) 582-6851 or my faculty supervisor, Dr. Lee Tubbs at (407) 823-1466. Questions or concerns about research participants' rights may be directed to the UCF IRB Office, University of Central Florida Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246. The phone numbers are (407) 882-2276 and (407) 823-2901.

Professional Staff Development Survey

Date:

Preletter

Employee Name and Title
Valencia Community College
PO Box 3028, Mail Code 5-1
Orlando, Florida 32802

Dear _____:

A few days from now you will be receiving in the mail a request to complete a brief survey for a research project I am conducting as part of my doctoral dissertation work at the University of Central Florida. It concerns cultural perceptions at Valencia as they pertain to professional development. A great deal of effort has gone into developing our faculty at Valencia, but I am interested in measuring how the college has done and is doing in terms of developing its professional staff. This study will focus strictly on the Professional staff.

I am writing you in advance because I wanted to give you adequate notice so you may be able to participate in the study. Your participation is important because I want my study to be as comprehensive of a picture as possible. I believe each and every member of the Professional staff has valuable feedback to contribute to my research survey. As a doctoral student, all of my work is being conducted under ethical and confidential standards. In addition, the surveys will be anonymous. Participation is voluntary, but I would greatly appreciate everyone's input and participation. The information garnered from my study will be useful in directing the college's future direction with regards to professional staff development.

Thank you for your time and consideration of this request. It is only with your help that my research can be successful.

Sincerely,

Julie Corderman
Manager, Student Services
Valencia Community College
Graduate Student in Educational Leadership, University of Central Florida

Professional Staff Development Survey

Date

Cover Letter

Employee Name and Title
Valencia Community College
PO Box 3028, Mail Code 5-1
Orlando, Florida 32802

Dear _____:

A few days ago you received a notice requesting your assistance with a study on Valencia's professional staff development program. This survey is being conducted as part of my doctoral dissertation work.

You were selected to be part of the study due to being a member of the Professional staff at Valencia. Your response to this survey is vital to gathering comprehensive feedback from the staff as a whole. The results will indicate if there are development gaps with the college's current development program, and how the college might alter its current programs to better serve the Professional staff. The survey will also measure what staff feel is vital and motivating to them in the staff development process.

Results of this study will assist the college with its implementation of new development programs and will guide the planning process to meet the current needs of employees.

Your responses will be kept in strict confidence and will be released only as summaries in which no individual's answers can be identified. This survey is voluntary; however, your responses are needed to provide an accurate reflection of the total population of professional staff. If for some reason you prefer not to respond, please let me know by returning the blank questionnaire in the enclosed pre-labeled envelope.

If you have any questions or comments about this study, I would be happy to speak with you. You may contact me during normal working hours at 407-582-6851 by phone, jcorderman@valenciacc.edu by email, or at Valencia Community College, Box 3028, Mail Code 5-1, Orlando, FL 32802.

Thank you for your help with this study.

Sincerely,

Julie Corderman
Manager, Student Services
Graduate Student in Educational Leadership, University of Central Florida

If by some chance I have made a mistake and your employee status is no longer professional staff, please return the questionnaire and make note of your new classification. Thank-you.

Professional Staff Development Survey

Date

Postcard Reminder

Last week you received a questionnaire seeking your responses to questions regarding the professional staff development program at Valencia.

If you have already completed and returned the questionnaire, please accept my thanks. If not, please do so today. I am grateful for your assistance because it is only through Professional staff sharing their thoughts that I can garner an accurate picture of where Valencia currently stands with regards to development programming.

If you did not receive a questionnaire, or if it was misplaced, please call me at (407) 582-6851 or email me at: jcorderman@valenciac.edu. I will send a questionnaire to you immediately.

Julie Corderman
Professional Staff Chair
Graduate Student in Educational Leadership, University of Central Florida

Professional Staff Development Survey

Date:

Cover letter with replacement questionnaire

Name and Job Title
Valencia Community College
PO Box 3028, Mail Code 5-1
Orlando, Florida 32802

Dear _____:

Do you remember the questionnaire that was sent to you about three ago asking for your responses to questions regarding staff development at Valencia? To the best of my knowledge, it has not yet been returned.

There is a study being conducted on Valencia's staff development program and its effectiveness. I believe the information from the study will be useful in determining future learning centered initiatives for staff development. The outcomes of this study may ultimately impact your own professional development at the college.

I am writing again because your completed questionnaire is important for you as well as the accuracy of the study. Your completed survey is vital to further the knowledge of where Valencia is currently deficient in staff development so that future programs can address these issues.

A few former staff have written to say they are no longer classified as professional staff because they moved into different positions. If this circumstance applies to you, please indicate this on the cover of the questionnaire and return it to me so I can delete your name from the mailing list.

I want to share a comment regarding confidentiality. As I have stated before, your responses are completely anonymous. There are no identifying marks to distinguish individual responses in any way. The research is designed to gather feedback from the Professional staff as a group.

I hope you will be able to complete and return the questionnaire soon, but if for any reason that is not possible, please let me know by returning a note or a blank questionnaire in the enclosed pre-labeled envelope. A replacement questionnaire is enclosed, if needed.

Sincerely,

Julie Corderman
Manager, Student Services
Graduate Student in Educational Leadership, University of Central Florida

P.S. If you have any questions, please contact me by phone at: (407) 582-6851 or by email at: jcorderman@valenciac.edu.

Professional Staff Development Survey

Date

Final Letter

Name and Job Title
Valencia Community College
PO Box 3028, Mail Code 5-1
Orlando, Florida 32802

Dear _____:

During the last two months I have sent you several mailings regarding an important study on Valencia's staff development program.

The purpose is to determine if staffs believe there are deficiencies with the current program so that changes can be made to future programs.

The study is almost complete and this is the last contact you will receive from me. It is extremely important that I make every attempt to solicit your responses since I want to have as many staff participate as possible. If I miss your feedback, the results of the study will not be as accurate as they would with your participation. I have sent you this last request by priority mail as your data is vital to the study.

I want to assure you that your participation is voluntary. If you do chose to respond, your answers will be kept in strict confidence.

If you have changed positions, and you believe you were contacted in error, please let me know by returning the blank questionnaire with a note indicating this situation. This is very useful information for the study and for me.

Finally, I want to thank you for your consideration of this request as I conclude this effort to add to the body of knowledge learning centered staff development programs.

Sincerely,

Julie Corderman
Manager, Student Services
Graduate Student in Educational Leadership, University of Central Florida

APPENDIX D
RESPONDENTS' SATISFACTION WITH LEARNING OPPORTUNITIES

PROFESSIONAL STAFF RESPONSES
LEVELS OF SATISFACTION WITH LEARNING OPPORTUNITIES

Factors	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied	
	n	%	n	%	n	%	n	%	n	%
Useful Learning (N = 130)	22	16.8	57	43.5	24	18.3	22	16.8	5	3.8
Engaged Learning N = 129	15	11.5	58	44.3	26	19.8	23	17.6	5	3.8
Learning Options N = 130	18	13.7	57	43.5	26	19.8	25	19.1	4	3.1
Taking Advantage N = 128	23	17.6	60	45.8	28	21.4	15	11.5	2	1.5
Learning is Supported N = 129	34	26.0	60	45.8	6	12.2	14	10.7	5	3.8
Workload Impedes Learning N = 131	19	14.5	42	32.1	20	5.3	36	27.5	14	10.7
Appropriate Workload N = 131	16	12.2	51	38.7	21	16.0	33	25.2	10	7.6
Succession Planning N = 130	18	13.7	41	31.3	31	23.7	24	18.3	16	12.2

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