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Community College Academic Leadership: Examining Effective Leadership Teams

Walter J. Fronczek
National Louis University

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NATIONAL-LOUIS UNIVERSITY

COMMUNITY COLLEGE ACADEMIC LEADERSHIP:
EXAMINING EFFECTIVE LEADERSHIP TEAMS

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE

DOCTOR OF EDUCATION

IN

COMMUNITY COLLEGE LEADERSHIP

BY

WALTER J. FRONCZEK

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Doctoral Candidate Walter J. Fronczek

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Dissertation Chair Rebecca S. Lake, EdD

Dissertation Committee Dennis K. Haynes, PhD

William Griffin, EdD

Date of Final Approval Meeting November 19, 2013

We certify this dissertation, submitted by the above named candidate, is fully adequate in scope and quality to satisfactorily meet the dissertation requirement for attaining the Doctor of Education degree in the Community College Leadership Doctoral Program.

Signature

Date

Rebecca S. Lake
Dennis K. Haynes
William Griffin

11/19/2013
11/19/2013
11/19/2013

DEDICATION

I would like to dedicate this dissertation to my wife, Laura. Throughout this long process and my time away from home you have supported me in this adventure. You have always believed in me and have always encouraged me to reach for the stars and not stay in my comfort zone. You truly are a wonderful wife and we make a great team.

To Jenna, you are an exceptional child and bright in so many ways. I know that one day in the near future you will reach your academic and career goals. I hope that you will continue to see the importance of education, and through my accomplishment, you have observed that achieving educational goals is not always easy.

To my parents Walter and Doris Fronczek, I want to thank you for your dedication to all of your sons in giving them the most important gift, which is education. Your support and love will never be forgotten. To my brothers, Bob and John, thank you for being such wonderful role models in academics and life in general. To my brother-in-law Daniel Topping, thank you for your support and interest throughout this process.

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I would like to give thanks to a few colleagues and friends who have always encouraged me through this process. Your encouragement, support and interest in my progress kept me going: Dr. Vernon Crawley, Dr. Sylvia Jenkins, Dr. Thomas Dow, Dr. Pam Haney, Andy Duren, Bob Sterkowitz, and Dr. Margret Lehner, I would also like to thank three colleagues who helped me in many ways through the editing process: Mary Stewart, Kristen Kole, and Paula Young.

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ABSTRACT

In community colleges across the country, the division of academic affairs faces many challenges. Chief academic affairs officers (CAAOs) and academic-leadership teams need to effectively lead the division. Academic deans support the division of academic affairs, and the CAAO provides guidance and resources, and empower individuals in these roles to be effective. The purpose of this study was to identify factors associated with the formation of an effective academic-leadership team in selected Illinois community colleges.

This qualitative study applied case-study methodology. Eight Illinois community colleges were selected using the Illinois Community College Board's seven peer groups. Purposeful sampling, in conjunction with maximum variation criteria, was employed. Maximum variation criteria were based on different levels of administrative positions in Illinois community colleges, full-time student enrollment, and geographic disparity of Illinois community colleges. Surveys and face-to-face interviews were conducted to collect rich and meaningful data. The conceptual framework consisted of Hawkins's team-coaching concept and Zachary's mentorship theory. Adult-learning theory, developed by Knowles (1984), offered another lens through which the research was examined.

Data analysis revealed that members of academic teams embrace concepts of mentorship. Factors identified influencing the success of an academic-leadership team included a shared vision by the team and CAAO, open and honest dialog among team members and the CAAO, and having an approachable CAAO. Team members felt the CAAO's guidance of the team was enhanced by not only working with individual team members, but also by investing time and energy with the group as a unit or "the whole."

Findings also revealed that professional-development programs and mentorship opportunities at Illinois community colleges for academic deans are largely informal. Dean participants acknowledged a need for the establishment of formal mentorship programs to enhance their institutional effectiveness and career growth. Participants agreed these avenues for professional development and mentorship must be consistent and systematic to be successful.

As a result of the findings, a model was designed to implement effective mentorship when forming teams, which can be applicable in many different team settings. The Fronczek six-step mentorship model is a specific guide for formal mentorship practices that produces set expectations.

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CHAPTER 1: INTRODUCTION TO RESEARCH

In the past 50 years, community colleges have made significant strides in providing postsecondary-education opportunities to the communities they serve. The rapid expansion of community colleges in the mid-1960s and early 1970s is now impacting today's community colleges. It is evident by the community college system's expansion that the community and lawmakers have high expectations of these institutions.

Pressures from the rapid rate of growth of community colleges, current economic factors, and underprepared students have created challenges for those leading these institutions.

Blumenstyk, Sander, Schmidt, and Wasley (2008) suggested that the pressures on community colleges have mounted for years: they must balance competition from the growing for-profit-education industry, demands from lawmakers for more accountability, and the shifting needs of an increasingly complex student body. Scholars Blumenstyk, Sander, and Wasley are senior editors of *The Chronicle of Higher Education*, and Schmidt is a distinguished professor at Michigan State University. They noted that without solid academic leadership, experienced and committed to the mission of the community college, the system may not be responsive to future public needs.

Today the most significant challenge in the contemporary community college is finding qualified candidates to fill the vacancy of midlevel to senior administrative academic-affairs positions. A recent study by the American Association of Community Colleges (AACC) of 251 community colleges executives identified three reasons they are not able to serve all students entering their doors: insufficient funding, limited physical capacity, and insufficient numbers of qualified staff (AACC, 2011) The qualified and dedicated college administrative leaders who guided the community college expansion are now slated for retirement or have recently retired.

In 2006, *The Chronicle of Higher Education* estimated that more than 50% of community college administrators will retire in the next 5 to 10 years. Emphasizing this point, higher education human resource consultant Leubsdorf (2006) said, “many colleges are poorly prepared to replace the administrators who will soon depart” (p. 2).

Community colleges share the general mission to provide an affordable and accessible quality education to those in their community. To do this several divisions in the college are necessary, such as student development, institutional advancement, academics, campus services, and the finance office, each with their own duties and responsibilities. The academic-affairs division provides academic direction to the institution. This is accomplished by directing, coordinating, and guiding academic programs, curriculum development, and the hiring of competent deans, directors, faculty, and staff. Academic-affairs personnel also must assist in the coordination of college programs with other departments in the institution. The academic affairs department has become the catalyst in community college structures, influential in determining the future directions of colleges (Cohen & Brawer, 2003).

The chief academic-affairs officer (CAAO) has the obligation and duty to manage a large and complex division that is responsible for all academic subdivisions. It is vital to academic deans in these subdivisions that the CAAO has a holistic view of the college environment and an extensive understanding of how to accomplish tasks in the institution. Harrell (2008), university professor of business administration at Capella University, stressed the importance of the role of a CAAO:

The potential impact of a new or existing CAAO cannot be overstated. The individual will be in a position to change the direction of the college through academic leadership and through the ability to influence the hiring process. These issues are paramount to the future of an institution. (p. 2)

The relationship between the academic deans and the CAAO must be productive. If this relationship is not, it will be difficult for the academic-affairs division to provide leadership to move the college forward. The division of academic affairs faces many challenges that can be undertaken when the CAAO and their academic-leadership team works together effectively.

Academic deans are middle management leaders for the division of academic affairs, and the CAAO needs to provide guidance to them to empower the individuals in these roles to lead their department. Without the guidance and support of the CAAO, deans will not be as influential in the department they manage. Middle managers often need to be able to influence others and obtain adequate resources to accomplish tasks, neither of which can be accomplished solely through the use of authority in their positions (Trice & Beyer, 1993).

Academic deans often are caught between senior-level management and the faculty. Working through situations requires political and human-relations skills, but ultimately the support of the CAAO is needed. Buller, Dean of the Harriet L. Wilkes Honors College at Florida Atlantic University and authority on community college governance (2007), stated that academic dean holds a difficult position: the dean may have a great deal of autonomy in budgetary matters and policy implementation and at the same time have several people to supervise, evaluate for performance, and recommend for continued employment. Above all, community college deans must serve effectively on the CAAO's academic-leadership team.

The CAAO is responsible to form the foundation and establish a high functioning academic leadership team. Shults (2001), former president of Marian College, concurred, "to gain skills and traits identified as important for effective leaders, individuals in the leadership pipeline must have access to the appropriate professional development" (p. 2). Mentoring plays a key role in preparing academic leaders for leadership positions (Shults, 2001). The intent of this

study is to identify how and in what ways effective academic-affairs teams are developed and to share those insights with current and future academic leaders.

Purpose Statement

This study was motivated by the lack of research and background information on the characteristics academic deans need to be effective as members of a team and how they acquire these skills. With a large turnover of academic deans and CAAOs at Illinois community colleges, it is critical to have a comprehensive vision of how to form effective academic-leadership teams.

Purpose of the Study

The purpose of this study is to identify factors associated with the formation of an effective academic-leadership team in selected Illinois community colleges.

Driving Questions

A number of research questions were designed to provide specific information. The driving questions arising from the purpose of the study follow:

1. What characteristics determine the effectiveness of an academic-leadership team?
2. Which characteristics do chief academic-affairs officers look for in their leadership-team cabinet to function effectively in the institution?
3. How and in what ways are previous experiences and professional-development activities used by individuals to become effective team members?

Significance of Study

With the filling of academic leadership vacancies, new teams will be continuously formed. It is evident that with the short supply of academic deans and CAAOs, the forming of effective academic teams is crucial and will be ongoing. The AACC, the American Council on Education, the League for Innovation, and numerous other organizations have stated repeatedly

that the leadership crisis is a major issue for community colleges and needs to be addressed (Boggs, 2003; Drumm, 2004; Leubdorf, 2006; Roueche, 2004).

This study identified what is currently occurring in community colleges in the administrative talent pool and increase the awareness of CAAOs as to their crucial role and responsibility in developing well-functioning academic-leadership teams. The study will entertain the question, What professional-development activities contribute to establishing effective and high-performing team?. Community colleges need to plan for change; this study will provide insights to building effective administrative leadership teams. In addition, this study will add to the body of literature with particular relevance for the community college field.

Literature Review

Introduction

The term *teamwork* has been researched and studied extensively with many theories and concepts linked to the definition. Teams are composed of several individuals, with all team members possessing personal characteristics and work skills that contribute to its functioning. Teamwork is often used in loose terms and has not been studied greatly in connection with specific work groups in a community college setting. Also, there is limited research on how community college academic-affairs teams function as a unit, and how to meld the various members into an effective leadership team.

This research adds to the body of knowledge by identifying a definition of an effective team while exploring factors that can assist in creating an effective academic-affairs leadership team. The literature review reflects the historical perspective of the department of academic affairs in community colleges and introduces contemporary issues in academic-affairs divisions

at community colleges, as well as the theory and concept selected as the conceptual framework for this study.

Historical Perspective

A historical perspective reflects on the development of academic affairs and assisted in investigating the conceptions of academic-affairs department structures while determining how current structures are being used to meet the mission of the college. Academic-affairs divisions were formed in the 1940s and were based on the needs of community colleges. Prior to 1940, most junior colleges were agricultural teaching institutions or teacher-training institutions. Many were also known generically as university branch campuses, offering lower division work. Demands and responsibilities placed on junior colleges in the 1940s fostered the creation of separate college divisions to meet the challenges faced by the community during that era.

Academic-affairs divisions became influential in organizational structure during the 1950s. They were principally instituted to direct the college curriculum and the development of academic programs. Academic-affairs departments, in the 1960s, became the catalyst in community college structures and a primary influential force in determining the college strategic growth and direction. The academic-affairs department has been a basic building block in the organizational structure in nearly all community colleges (Cohen & Brawer, 2003).

Academic-affairs departments became responsible for staffing classrooms with appropriate faculty, class scheduling, faculty in-service training, creation and evaluation, as well as all student-support services, and auxiliary services. Academic-affairs administrators tried to maintain authority under one extremely large division, but as the number of students attending college grew, and the quantity of academic programs increased, separate divisions were required to adequately attend to mounting responsibilities (Cohen & Brawer, 2003).

As the numbers of community college faculty members grew and course sections and selections multiplied, department chairs became part of the reporting structure. Department chairs served the administration well by maintaining certain records, supervising staff, screening applicants for positions, and reconciling conflicts among staff members and students before they reached higher level administrators (Cohen & Brawer, 2003).

As community colleges matured, academic-affairs divisions expanded, largely due to collective bargaining in the 1960s and 1970s. “Collective bargaining drew a legal line between members of the bargaining unit and those outside it—between faculty on the one side and administrators and trustees on the other” (Cohen & Brawer, 2003, p. 134). Collective bargaining also has played a serendipitous role in accelerating the movement to separate subdivisions under academic affairs. During the 1970s, academic subdivisions were formed to meet emerging community demands for programs such as general-education classes, library services, intensive English-language programs, workforce development, and customized training.

Academic Affairs in Its Current State

During the past several years, the community college system has experienced a void in the applicant pool to replace midlevel and upper level management, those at the dean and director level. It has become a crisis at community colleges where a large number of retirees leave an insufficient pool of people in the workforce with community college experience to serve as replacements. These deans and directors serve as administrative staff on these leadership teams. Building comprehensive, effective, competent, and knowledgeable teams is quite difficult, due to frequent turnover and the limited number of qualified candidates training for upper level management.

Research by Mizelle (2006), coordinator of data for the North Carolina Community College System, suggested that in the United States, the community college system is facing an impending leadership shortage: 45% of current college presidents planned to retire by 2007, along with a quarter of senior faculty and midlevel administrators (p. 89). Other threats to community colleges go beyond a shrinking administrative labor pool. Community colleges must overcome many hurdles to attract qualified job candidates. To attract qualified candidates who embrace the mission of the community college and who have the skills required for the position, community colleges will need strong recruiting efforts and will need to offer highly competitive salaries. As observed by Mackey (2008), professor of management at Northern Arizona University, rapid inflation of wages for talented leaders could impact greatly the already strained budgets of community colleges. A bidding war for talent may leave community colleges even further behind in the race to attract qualified employees.

With the reality of shrinking labor pools for various reasons and the lack of experience of some current and new academic administrator hires, the community college system will need to determine how it will meet future academic-leadership needs. Community college presidents, and particularly vice presidents, must investigate and explore ways to train, recruit, and promote midlevel administrators for these vacant dean and director positions. Organizations that are aware of the talent and workforce situation and take steps to assure that their future leadership needs are met may have a competitive advantage over organizations that do nothing and continue to handle workforce and leadership demands as they always have (Mackey, 2008).

Sypawka (2008), professor of business programs at Pittsburg Community College, stated that the relationship between community college division deans and the CAAO plays a vital role in the effectiveness of the institution. It is at this level of the institution that daily decisions are

made that affect academic programs. The deans, as individual members of the academic cabinet, play a vital role in curriculum, faculty staffing, scheduling, and student assessment at all institutions. Russell (2000), CAAO at Iowa Valley Community College, understood that the relationship between the academic vice president and the dean is similar to the dean's relationship to a department chair. Current structures of academic-affairs teams in today's community college commonly have a CAAO who has several divisional deans reporting to that position.

Conceptual Framework

The conceptual framework serves as the lens through which to view research and analyze findings. One theory and one concept were selected as the conceptual framework for this study: Hawkins' team-coaching concept and Zachary's mentorship theory. Behavioral, situational, and contextual themes lend themselves to the study of group interactions and development of an effective community college administrative academic team.

Hawkins' Team-Coaching Model

Most often, academic leaders (deans and directors) serve on a team that is managed by a senior leader: the CAAO. It is the responsibility of the CAAO to form these academic-leadership teams. This can be performed by working with new hires or existing team members who currently hold the position of dean or director on the team. Henley Management College Professor Hawkins (2012), an internationally recognized expert in organizational learning and leadership, noted that team coaching is a process used by anyone whose role is to develop and effectively manage a team in an organization. Team coaching provides the tools and process to facilitate effective team performance. In research of how effective teams function, Hawkins

suggested several components used in team coaching that assist in the development of effective teams:

Organizations are most effective when the teams accountable for the organization's success are performing to the best of their abilities. When the relationships within the team work well, and all members of the team have a clear focus, the team has a significant impact on achieving goals and building business. (p. 238)

To partition this concept further, Hawkins (2012) developed five components that are essential to develop an effective team when applying team-coaching theory. These five components emerged from Hawkins' research of more than 200 businesses and organizations across the United States and Europe.

1. Commissioning: a team must have a clear purpose and defined success criteria.
2. Clarifying: a new team must internally clarify and develop its own mission.
3. Cocreating: a team must have a clear purpose, strategy, process, and vision with which all team members agree and determine the protocol for how they work together as a team.
4. Connecting: a team must determine how they will engage and transform their relationships with stakeholders.
5. Core learning: a team must be able to evaluate past performances, reflect on the team as a whole, and then engage in ways to improve the team as a whole.

These five components exist in many teams and Hawkins' research suggested that all teams are stronger in two or three of these components and weaker in others. Hawkins also suggested that all five components interconnect, if a team is functioning effectively.

Zachary's Theory of Mentorship

Mentorship is a complex concept that can vary from one workplace to the next. It is interpreted in different ways by different people (McKimm, Jollie, & Hatter, 2007). McKimm et

al. served as professors of management at the University of Bedfordshire, Imperial College in London, studying leadership. Mentorship in this research will be applied to the context of academic teams at Illinois community colleges to discern how CAAOs at Illinois community colleges work with their deans when and if mentorship opportunities exist.

Team members gain knowledge and become prepared to make decisions by learning from others. Mentorship is a way that academic team members can gain knowledge through the experience of others, which in this instance is from the CAAO. Zachary (2012) explained that adult learners perform best in mentorship relationships when they are involved in learning and learn from those who can facilitate the process and have the knowledge they need.

When a team is being formed, one universal question needs to be answered: How do the individuals learn to be effective team members? In many professional-development programs, for staff to learn more about their roles, mentorship becomes part of this process. Mentoring, either informal or formal, is being used by many organizations as a way to prepare staff to excel in their positions and prepare them for the work culture of the organization. The learning-centered mentorship paradigm is heavily based on the principles of adult learning. Zachary has researched hundreds of organizations over the past 10 years, and has established seven elements in the development of effective mentorship relations:

1. Reciprocity: a mentoring relationship needs to be mutually beneficial to the mentor and mentee.
2. Learning: a mentoring relationship must incorporate learning; without learning mentoring does not exist.
3. Relationship: a mentoring relationship takes time to form and to grow. Mentoring relationships should motivate, inspire, and support.

4. Partnership: a good mentorship relationship forms the basis for a strong mentorship partnership.
5. Collaboration: a mentorship relationship should require consensus about the focus of the mentee's desired outcome.
6. Mutually defined goals: a mentorship relationship must flow in the direction of defined goals.
7. Development: a mentorship relationship needs to promote the mentee's development and growth.

Mentorship relationships in contemporary organizations tend to be structured, short term, and with prearranged goals. To analyze the concept of mentorship used by community college CAAOs to develop their administrative-leadership teams, Zachary's (2012) learning-centered mentorship paradigm.

Adult-Learning Theory

Knowles (1973) is best known for developing andragogy theory and identifying principles related to how adults learn. To better understand the theory of mentorship and team coaching for this research, the principles of adult learning will be introduced. Adult learning theory aligns precisely with mentorship and team coaching in many ways. Therefore, to better understand how the CAAO develops a team to become effective, the principles of adult learning theory will be explored.

Design of the Study

Methodology

This research was a qualitative case study situated in the interpretive paradigm. In selecting an appropriate research design, the nature of the research questions needs to be

examined. Whereas quantitative research gradually reduces measurement to numbers, qualitative researchers do not collect data in the form of numbers, but conduct observations and in-depth interviews (B. Johnson & Christensen, 2004). Researchers conduct qualitative research to explore, describe, or investigate a problem, issue, or concern. The study of academic-affairs teams, a study of a group or population, fit with Creswell's (2007) indicators for a qualitative research design.

This study explored the community college academic teams' effectiveness, how teams work as a group, and in what ways the CAAO guides this effort. This study could be conducted only by learning the perspectives of study participants: the CAAOs and deans who comprise the administrative team. Qualitative research is conducted when individuals are empowered to share their stories, hear their voices, and have them collaborate with researchers during the data-analysis phase (Creswell, 2007).

Case Study

Case study research involves the study of an issue explored through one or more cases in a bounded system (i.e., a setting, a context; Creswell, 2007). A case study may be differentiated from other forms of qualitative research in that case studies are rich descriptions in a bounded case (Merriam 1998). Multiple bounded systems (cases) over time, through detailed, in-depth data collection, involving multiple sources of information (Creswell, 2007) best describes the use of this research method.

The distinctive need for case studies arises from the desire to understand complex social phenomena (Yin, 2009). The case study method allows the investigator to retain holistic and meaningful characteristics of real-life events, such as small-group behavior. They also provide the opportunity to study complex organizations such as academic teams. This case study is

significant in that it explores the building of effective academic-leadership teams in internal and external contexts (B. Johnson & Christensen, 2004).

Site Selection

The study sites were nine community colleges in Illinois. The Illinois community colleges selected for this study are midsized to large institutions using the Illinois Community College Board (ICCB) seven peer groups to determine each college's student enrollment, and thus its size. General selection criteria used for Illinois community colleges is purposeful and criterion based. The community colleges eligible for this study were single campus institutions, as multicampus community college systems have different reporting structures.

Participation Selection

Three CAAOs and six academic-affairs deans comprised the participants for this study. None of the participants work at the same institution. Purposeful sampling was used to assist in obtaining study participants. Selection criterion for the two groups of participants was length of time in the present position. CAAOs must have been in their position for at least 2 years and deans needed to be in their position for over 1 year, but less than 3 years. The length of service in these positions must be short to reflect CAAOs' and deans' current experience upon joining a new team.

Data Collection

This study will examine the building of academic affairs teams using interviews, surveys, field notes, and documents (e.g., training manuals for academic deans, organizational charts, policy statements, and professional-development programs.). Yin (2009) believed that six data sources can contribute to collecting data and information relevant to case-study research:

documentation, archival records, interviews, direct observations, participant observations, and physical artifacts.

The methods of data collection for this research were consistent with Yin's (2009) six principles of data collection. Data were collected from interviews with academic-affairs deans and CAAOs. Interviews were semistructured based on interview questions derived from the driving research questions. The interviews lasted approximately 60 to 75 minutes and participants were sent Interview Questions 1 to 2 weeks prior to the scheduled meeting. Field notes, both observational and reflective, were completed after the interview sessions. Field notes will assist in keeping track of important information that otherwise may have been forgotten. Yin stated, "Observational evidence is often useful in providing additional information about the topic being studied" (2009, p. 110).

A survey was sent to each participant to gather demographic and relevant information (see Appendix A). Documents also were collected from each institution. College organizational structures, academic-affairs professional-development activities or programs, administrative manuals, and written policy relevant to the research topic were collected from participating colleges. Additional data such as college enrollment, college demographics, and employment size were collected to provide a holistic view of the institutions being studied. Collected data provided insight into the cultural and organizational information pertinent to those who serve on the CAAOs' academic-leadership team.

Data Analysis

Qualitative data were analyzed seeking themes, patterns, similarities, and differences. I coded data collected from the various data sources. All data and information were analyzed by the *a priori* themes of the study's conceptual framework.

Organization of the Dissertation

Chapter 1 introduced the purpose of the research and the driving questions that were used to acquire rich and meaningful data. This chapter briefly summarized the literature that will be reviewed and the conceptual framework for the study. The importance of this study is clearly reflected in Chapter 1, and its findings will help future CAAOs develop effective leaders in their academic-leadership cabinet.

The literature review is presented in Chapter 2. Historic and contemporary information regarding academic-affairs teams is presented, as well as the roles of the CAAO and academic deans. Team coaching and mentorship are discussed to provide a universal understanding of these forms of professional development. Hawkins' (2012) model of team coaching and its five components are introduced and presented. Zachary's (2012) mentorship theory is presented with its seven elements examined. A brief review Knowles (1973) adult-learning theory to illustrate how one can better apply mentoring and team coaching to practice.

In Chapter 3, the research design is reviewed and arranged in a systematic order to provide a transparent overview of the process. This chapter includes the selection of the qualitative paradigm, the case-study methodology, site- and participant-selection criteria, data-collection strategies, and data-analysis procedures. Ethical considerations and limitations also are addressed. a detailed description and background of the researcher is provided.

Chapter 4, reviews and summarizes the data-collection and data-analysis strategies that were used in this research. This chapter includes participant demographics, information regarding community college participant sites, and the participant contact protocol. Tables provide a visual review of the data and the data-collection process.

Chapter 5 presents the findings from the interviews. The conceptual framework serves as a guide to analyze the data. The data that were gathered and analyzed for this research are presented through tables and figures. Recurring themes are highlighted to reflect patterns and gain rich data that addressed the purpose statement.

Chapter 6 offers the conclusions of the research questions and describes the implications for community colleges. A model for effective mentorships is provided to assist in the development of effective leadership teams.

CHAPTER 2: LITERATURE REVIEW

For over 100 years, community colleges have played a unique and important role in the American higher education system. Throughout this period, many things have changed in the country and in higher education. The mission of community colleges has centered on providing affordable and accessible postsecondary-education opportunities for those they serve. Today, a national focus on increasing the number of postsecondary graduates has placed community colleges in the forefront of this effort. Across the country, they are responding to the demands of various stakeholders, including students, business and industry, state and federal governments, and accreditation agencies.

The hallmarks of American community colleges are responsiveness, access, and flexibility. Community colleges are well known for their ability and willingness to add, modify, or change educational programs and course offerings. This advantage is particularly relevant to career programs, as it enables them to remain contemporary and pertinent to the work environment. Students are able to graduate with current skills that lead to sustainable careers, earning a competitive salary. Chen (2009) concurred with this view, stating that “community colleges are quickly transforming their curriculum to meet today’s economic demands. Whether you are unemployed or contemplating a career shift, your local community college may be the best foundation for a new career in your city” (p. 1). Consequently, the demand for quality, valuable, and affordable education continues to motivate postsecondary academic leaders.

For the first time, community colleges are recognized on the national stage due to their mission and their ability to provide individuals who wish to enter their doors with certificates and degrees. On July 14, 2009, President Obama spoke at Macomb Community College, issuing a challenge for America to achieve the highest college graduation rate of any nation in the world.

During this speech, Obama encouraged community colleges to actively assist in this endeavor.

“We want to propose new funding for innovative strategies that promote not just enrollment in a community college program, but completion of that program” (p. 3). The President announced an ambitious plan to provide additional government support of \$100 billion for America’s community colleges. According to Boggs, former president of the American Association of Community Colleges, “Obama’s proposal would be the largest federal investment in community college history” (Shear & Vise, 2009, p. 2).

Community colleges must be responsive to the President’s challenge, developing new or revamping existing curricula that are in demand in the workforce and finding ways for students to successfully complete certificates or associate degrees in a reasonable amount of time. While doing this, institutions must also maintain the quality and rigor of educational standards. Quality is a complex concept related to the functionality of the institution as a whole, the programs and services available for students and the community at large. Community college administrators are charged with the responsibility and obligation to meet these complex and dynamic challenges.

Many must work hard to move the college forward. The college’s governing board ensures effective oversight and governance of the institution, hiring the president to take direct responsibility for the task. In turn, each president forms their own administrative team, often known as a cabinet, assisting to meet the vision, mission, and direction of the college. According to Myran, president emeritus of Washtenaw Community College in Ann Arbor, Michigan, Baker, professor emeritus of North Carolina State University, Simone, retired president of Southeastern Community College in West Burlington, Iowa, and Zeiss, president of Central Piedmont Community College in Charlotte, North Carolina (2003):

The community college governing board and the president form the partnership that ensures the community college is responsive to the changing educational needs of the community. Empowered by this partnership, the president and other members of the executive team become the primary strategists of the community college. (p. 5)

The president's purview is outward-looking and involves working with the board of trustees and community stakeholders. In contrast, vice presidents of academic affairs and their administrative team is responsible for the day-to-day internal workings of the academic programs of the college. To effectively meet the ever-increasing leadership challenges faced by all community colleges, these academic-vice president administrative teams must be up to the task.

Illinois community colleges must be proactive in addressing the need for high-quality academic-vice president leadership teams. Each college is increasingly concerned about its academic administrative teams; it is crucial that these teams are comprised of qualified individuals who establish and carry-out effective operations. The forming of effective teams with personnel who possess the necessary qualifications to do their job is not easy. Increasingly, there is a shortage of qualified and experienced CAAOs, academic deans, and directors, which could complicate community colleges efforts to provide quality educational opportunities. According to Riggs (2009), professor of community college education at California State University, "Fewer and fewer well prepared individuals are available and willing to enter into community college administration, while seasoned administrators at all levels are retiring and leaving at an alarming rate" (p. 2).

In the midst of the shrinking community college administrative field, the importance of a CAAO building an effective academic leadership team has become increasingly apparent. Little research has been conducted regarding the development of community college academic-leadership teams. General theories and concepts were scrutinized for their significance in forming effective teams, leadership styles, and mentoring that might have served as the

conceptual framework for this study. The theories and concepts applicable to this study are prevalent in sociology, psychology, and business management. Due to the need for a cohesive and effective operational administrative leadership team, the theories and concepts on the development of a successful team success and leadership are relevant. Of particular pertinence is literature focusing on what factors cause individuals to function as an integral part of the team and what makes a team effective.

Upon review of the literature, the conceptual framework for this study was a theory and two concepts to address the purpose of this study on the formation of effective academic teams. One relevant concept is the adult-learning principles developed by Knowles (1981). Knowles's andragogy model, derived from adult-learning principles, noted that for learning to take place it must include elements of mutual respect and trust. The andragogy model uses several key assumptions about the adult learner that can be applicable in mentorship theory and team-coaching concepts.

The theory of mentorship is seen as a common thread in the professional development of new professionals and employees. Mentoring programs can have a significant influence on the academic team to guide the group to function effectively. The theory of mentorships is also examined, specifically Zachary's (2012) mentorship paradigm. Finally, The concept of team coaching espoused by Hackman, professor of social and organizational psychology at Harvard University, and Wageman (2005), associate professor of business at Dartmouth College. It is the leader's use of team coaching that provides a group the opportunity to go beyond their current individual abilities and to become a high-functioning group.

The purpose of this research is to identify factors associated with the formation of effective academic leadership teams at Illinois community colleges. The study examined what

CAAOs and academic deans consider to be an effective team and how such teams are formed. Insights into the forming of successful teams will assist new academic deans and CAAOs when they move into these roles in a changing community college environment.

Historic Perspective

During the late 20th century, 4-year colleges and universities, the destiny for many who finished their secondary education, were expensive, often far from home, and seen as opportunities for more elite citizens. At this same time, 2-year institutions were being formed across the country, changing the way Americans perceived postsecondary education. These 2-year junior colleges were advantageous for students needing to be closer to home, requiring a less expensive college experience, and who were not ready academically to be successful at a university. Brint, professor of sociology at the University of California, and Karabel, professor of sociology at the University of California at Berkeley, concurred that “the junior college moved rapidly from a position of marginality to one of prominence; in the twenty years between 1919 and 1939” (1989, p. 23).

As community colleges grew, 2-year junior colleges began to form their own visions and missions. They were quick to respond to the needs and pressures of their communities to meet the many educational and training demands. Two authorities in community college history and research, Cohen and Brawer (2003) stated, “The community colleges thrived on the new responsibilities because they had no traditions to defend, no alumni to question their role, no autonomous professional staff to be moved aside” (p. 3).

Consequently, the greatest demands placed on junior colleges were created by World War II and needs to provide higher education services to service men and women returning to their communities. Financial aid programs were established that assisted veterans with tuition for

higher education and provided them with living expenses while attending college (Cohen & Brawer, 2003). The G. I. Bill contributed greatly to the growth of postsecondary institutions. According to the AACC (2007), “After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation along with the GI Bill created the drive for more higher education options. (§ 3).

In 1947, President Truman established the President’s Commission on Higher Education. The Truman Commission report affirmed that everyone, without regard to sex, race, or wealth, should have access to higher education. The report identified 2-year postsecondary institutions as a conduit for Americans to advance their career goals. In 1948, the Truman Commission concluded that “at least 49 percent of the population had the capacity to complete fourteen years of schooling and at least 32 percent were able to complete an advanced liberal or professional education” (p. 47).

The impact of the Truman Commission on the significant expansion of community colleges over the next 20 years cannot be understated. The movement also came with a progressive renaming of this 2-year system. The Truman Commission suggested that the term *junior college* be amended to *community college* and its mission be redefined to more accurately reflect the functions being performed. The Commission recommended that number of community colleges be expanded across the country to meet the needs and demands of American citizens.

In the mid-1950s, many of the Truman Commission’s initiatives were realized as the development of new community colleges and the expansion of existing campuses began. As a result, community colleges saw progressively greater student enrollments over the next 20 years.

Table 1 represents the enrollment figures and numbers of two-year institutions from 1950-1970 as reported by the AACC (2005).

Table 1. *Numbers of Public Nonprofit Community Colleges, 1950–2000 and Full-Time Equivalent Enrollment at Community Colleges, 1950–2000*

Year	Number of community colleges	Full-time enrollment for community colleges
1950	330	217,000
1960	412	451,000
1970	909	2,195,412
1980	1,058	4,328,782
1990	1,108	4,996,475`
2000	1,155	5,697,388

Sources: National Profile of Community Colleges: Trends and Statistics, by American Association of Community Colleges, (2005, 4th ed., Washington, DC: Author, pp. 24–25; Historical Statistics of the United States, Colonial Times to 1970, U.S. Bureau of the Census, 1975, retrieved from <http://www2.census.gov/prod2/statcomp/documents/CT1970p1-01.pdf>, p. 383.

Starting in the late 1970s, community colleges could be found in every state across the country. The Truman Commission had encouraged accessible and affordable education for those entering into the community college system. Cohen and Brawer (2003) stated, “The democratizing pursuit was realized as the community colleges became the point of first access for people entering higher education in the late 1970’s” (p. 21). Although community colleges still held many of the core functions outlined by the Truman Commission and its historic mission, they needed to change with the times and retool. Vocational technology and working with students who enter the system less prepared than others became a challenge for the community college system.

As a result, college academic departments developed additional vocational technology programs to meet the demand for trained and qualified employees in the business community. By the “1970s the percentage of students in vocational education had reached parity with that in the

collegiate programs” (Cohen & Brawer, 2003, p. 22). Student support systems were developed to assist underprepared students in achieving their academic goals. According to Cross (1971), a pioneer in student learning, “The majority of students entering open-door-community colleges come from the lower half of the high school classes, academically and socioeconomically” (p. 7).

Consequently, in the later part of the 20th century, community college administrators began to realize the need for five core academic functions: (a) academic transfer, (b) vocational technical, now known as career and technology education (CTE), (c) continuing education, (d) developmental/remedial education, and (e) community service programs. With the establishment of these core functions, academic divisions were created to oversee the functions, with a division leader who carried the academic dean title, or in some colleges, director.

Academic-affairs divisions directed the college curriculum and the development of academic programs. The academic-affairs department became influential in the functions of other college department and structures and a catalyst for the direction the college would pursue. The academic-affairs department is a basic building block in the organizational structure of nearly all community colleges (Cohen & Brawer, 2003).

Leadership positions in the academic-affairs department are similar in functionality and operations, but not in title. Although common titles for this officer are vice-president of academic affairs, chief academic officer, and/or provost, for consistency in this study the title CAAO will be used. The current structure of academic-affairs teams in community colleges commonly includes CAAOs who have several divisional deans or directors reporting to them. The success of these teams is vital for the institution and the relationship between the CAAO and the deans determines how effectively these teams perform.

Contemporary Perspective of Academic Affairs

In today's community college environment, there is increased pressure to change in order to stay current with the needs of society. Community colleges need to continually assess and improve their core functions, such as updating curricula, developing new programs, ensuring degree completion, assisting students who lack college readiness through developmental education and support services, and providing CTE for those seeking certificates and degrees. Community college leaders know that for their institutions to remain vital and focused, change must be a never-ending process.

According to Riggs (2009), community college specialist and professor of education at California State University, change must be purposeful, well planned, and strongly executed by capable leaders. Change requires not only new action, but reciprocally, new and creative ways to lead successful change initiatives. To undertake multifaceted challenges facing community colleges today, college administrators must be well versed in the mission of the institution and possess well-grounded leadership skills.

Accordingly, the leadership skills community college administrators require to lead their departments and divisions are complex. Some skills involve competencies in a variety of areas such as creating an environment for change, working with multiple facets of staff and faculty, developing a strategic plan, understanding the curriculum-development process, and leading staff through the participatory-management process. These skills are acquired through various routes such as formal education, experience in a variety of positions in the community college, professional-development activities, and involvement in a college mentorship program. Eddy (2010), an associate professor of higher education at the College of William and Mary and a researcher in community college leadership, believed that, when "viewed from a

multidimensional perspective, successful community college leadership requires a variety of competencies, some skill based, some personality based, and others learned through years on the job” (p. 91).

Consequently, many current administrators who possess leadership skills, in general, have acquired them through experience and many years of service in a community college. However, the community college will be losing their vital services and expertise, as many will be leaving key administrative positions to retire. Duree (2008), community college researcher and at Marshalltown Community College, led a study at Iowa State University to examine the shortage of community college upper-level executive managers and midlevel managers, due to their alarming retirement rate. This study, completed in 2008, included surveying 415 community college presidents representing 38.2% of the national total; the researcher found that 79% will retire by 2012, and 84% by 2016. Riggs (2009) agreed with Duree’s findings. Riggs espoused that “too few qualified individuals are entering on to the community college administrative career ladder and large numbers at or near the top of the career ladder are leaving” (p. 1).

In the near future, community colleges will see a decline in the number of qualified administrative staff available to fill the vacancies created by the retirement of these experienced and seasoned administrators. Keim, associate professor of higher education at Southern Illinois University Carbondale, and Murray, professor of higher education at California State University Long Beach (2008), outlined recent trends in the community college shortage through a national study of 300 randomly selected CAOs. The results indicates that the gap between the number of available replacements and the number of people currently leaving their office is greater than expected. “CAOs are not only retiring in large numbers, but also leaving academic administration for a variety of other reasons, and many community colleges are finding it

difficult to replace them” (Keim & Murray, 2008, p. 2). Community college senior administrators, in particular academic-affairs administrators, must examine how they can attract and educate individuals to fill the numerous vacated position of college dean.

The need to find replacements for key college administrators such as deans will make it crucial to recruit qualified individuals. A prevalent dilemma, however, often occurs as not all potential dean applicants or newly hired deans filling these vacant administrative positions have the necessary operational knowledge of either the community college or a specific academic department. The skills and abilities new deans require are diverse: from being able to operate at the microlevel to functioning on a more macrolevel in the college organization. Buller (2007), dean of the Harriet L. Wilkes Honors College at Florida Atlantic University and authority on community college governance, believed the role of deanship is quite multifaceted, requiring the ability to see the big picture: the details and the politics of the environment of the organization.

A study conducted in the California State Community College system included interviewing 36 community college leaders to explore the challenges they face in acquiring the necessary job skills to be successful in their roles. Participants in this study included community college presidents, community college upper level administrators, community college trustees, and faculty leaders. Shulock (2002), professor and executive director of the Institute for Higher Education Leadership and Policy at the University of California described the significance of developing academic administrators positioned on the career ladder. It is vital that community colleges take an extensive look at how to better prepare the future leaders in their institutions.

There is the challenge of developing those leaders who do get hired so that they will be successful in this complex and dynamic environment. Preparing new leaders for success requires great care, time, and resources, yet professional development does not receive a great deal of attention or support within the system. Moreover, many believe that leadership development is more difficult in today’s community college environment (p. 5).

Given the predicted shortage of academic leadership team members, deans, and directors, the formation of effective academic teams will be a challenging endeavor facing CAAOs. The creation and nurturing of a well-functioning academic team is undeniably crucial to all community college CAAOs. Time and attention must be given to those who have assumed the dean's position by the CAAO to assist them in being successful in their roles.

Several factors influence the effectiveness of the academic-affairs team, including the institutional/organizational culture, the preparedness of academic deans, the levels of autonomy of the CAAO and academic deans, and how well deans are acclimated to their new positions. However, at this time, little was known regarding what processes, mentoring activities, and professional-development programs are needed to develop a high-functioning community college academic-leadership team. This exploratory qualitative study examined academic-affairs leadership teams, seeking to identify factors associated with the formation of effective academic-leadership teams in the college environment in which they are situated and strove to better understand the role of the CAAO in this endeavor.

Division of Academic Affairs

To understand the contemporary representation of academic departments and their roles in the division of academic affairs, one must consider the evolution of the academic structure in the community college system. An abundant amount of literature examined the development and progression of academic-affairs divisions (Beach, 2011; Brint & Karabel, 1989; Cohen & Brawer, 2003; Lombardi, 1974; Sullivan, 2001; Vaughan, 1989). Cohen and Brawer (2003) succinctly summarized the development of college divisions stating, "the primary objective in creating academic departments, inherited from the universities, was to create managerial organizational units" (p. 129). These departments are responsible for the general supervision of

the programs they represent. In general, these departments act as small governing bodies under the direction of upper management or senior leadership (Cohen & Brawer, 1996).

Each community college operates with different reporting structures and department configuration, depending on numerous factors such as institutional size, student demographics, specific mission of the institution, academic programs offered institutional history, and geographic location. Ultimately, throughout the history of the community college, the generic mission of affordability, accessibility, and serving the community in which it resides remains unchanged. What has changed are the internal missions specific to each institution, due to demands from changing student populations and the requirements of community businesses and stakeholders.

For instance, in the 1970s, community colleges focused on offering traditional transfer credit classes. During this time, student demographics dramatically changed and the number of full-time traditional college-age students between 18 and 20 declined. Community colleges grew in the numbers of part-time, employed, women, students of color, and older students. Community colleges responded and began to offer more credit and noncredit courses as well as certificates and vocational degrees. Throughout the later 1980s and 1990s, vocational education evolved into CTE, academic departments that administered and developed programs for students wanting a high-skilled, high-demand job (Brint & Karabel, 1989).

As a result of these and other changes, leadership of academic-affairs departments also changed. In the late 1960s, faculty leaders oversaw the academic departments in which they taught. Faculty department chairs oversaw scheduling classes, hiring faculty, and managing small budgets. The role of a department chair during this time was to be “immediately responsible for the health of the department, the welfare of the instructors and supporting

personnel, and the progress of the students, all of which ultimately means responsibility for the instructional programs” (Lombardi & Cohen, 1992, p. 71). The department chair was technically the supervisor of an academic department.

As academic institutions grew, many faculty became unionized and faculty responsibilities became defined through their contracts. As a result, department chairs became further involved in their work in the classroom and were seen less in the role of supervisor over academic departments. Collective bargaining changed the structure of academic departments, with leadership shifting from department chairs to administrative nonfaculty positions, usually with the title of dean or director. The shift from faculty department leadership to the current administrative leadership occurred through collective bargaining:

Until the spread of collective bargaining in community colleges, the academic department remained the most popular organizational unit. However, as bargaining units were established, the chairpersons with managerial responsibilities were often designated as administrators and thereby removed from the bargaining unit. At that point, the move toward organizing larger units or divisions accelerated, lest a college have thirty or forty administrators, each supervising only a few instructors. (Cohen & Brawer, 2003, p. 130)

Likewise, the contemporary community colleges’ groupings of academic departments have evolved through the decades. Though differences are apparent, some commonalities are present in the 1,167 U.S. community colleges (AACC, 2011). Most divisions of academic affairs in the contemporary community college have five academic departments: (a) academic transfer, (b) CTE (vocational), (c) continuing education and community service, (d) developmental education, and (e) business and industry. Each of these divisions or types of divisions in a specific college is managed by a dean who is responsible for the division’s day-to-day activities. The dean supervises and hires faculty, develops and oversees department budgets, serves as a resource as faculty develop curriculum, and functions as a member of the college academic team.

The role of the dean became a midmanagement position, ultimately reporting directly to a vice-president of academic affairs (Buller, 2007).

The Responsibilities of Academic Departments

Academic Transfer

From the very beginning, the primary role of community colleges was to offer academic transfer courses and programs to students. Students came to community colleges for various reasons instead of attending a 4-year college or university. Many of these reasons continue today. Affordability, convenience, location, uncertainty regarding career aspirations, and feeling underprepared for college-level work are major reasons students are attracted to community colleges.

Community colleges have degrees and courses that can earn students credit to transfer to 4-year institutions. Townsend, former professor of educational leadership and Policy Analysis at the University of Missouri, and Debra (2006) believed most students who start at a community college eventually transfer their degree or credits in one of six ways: (a) transfer to a 4-year school before completing the Associates in Arts and Associates in Science, (b) transfer with a traditionally no-transfer degree such as the Associate in Applied Science, (c) transfer from different colleges, moving back and forth from the community college to 4-year institutions, (d) transfer dual-credit courses offered by a community college to high school students, (e) transfer community college courses taken during the summer, and (f) transfer community college credits taken concurrently with 4-year college courses (pp. 194–195).

Students taking academic transfer courses, also known as general-education courses, have steadily increased over the past 50 years. Community colleges offer a wide variety of transfer course credit to meet students' needs. Most transfer credit courses or general-education courses

fall under curriculum concentrations such as fine arts and humanities, sciences, mathematics, business, social sciences, or communications. Depending on the institution's size, only a few academic programs are under the general direction of the academic transfer dean. The academic transfer dean has a commitment to assist faculty to foster the integration of curriculum to career and technical programs housed at the institution. Curriculum needs to be current, relevant, and contextual to be useful to those in career programs. General-education courses must be applicable to career and technical-education students to assist them when they transfer into the workforce.

Career and Technical Education (CTE)

In the 1960s, many students were encouraged to enter vocational programs; these were typically 2-year programs or certificate programs designed to train students to immediately enter the job market upon completion. Diener (1986), former executive director of Kentuckian Metroversity in Louisville and researcher in higher education, described how the original purpose of “vocational education” was to teach specialized skills so that, after graduation, students could obtain midlevel occupations and careers that could provide them with job satisfaction and economic security.

Vocational programs are today known as CTE programs. Brustein, recognized as one of the nation's leading experts on federal grants management, audit resolution, and workforce education and development issues, and Bond, senior vice president for Career Pathways for the Center for Occupational Research and Development (2007), defined CTE:

Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards, and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions (pp. 170–171).

CTE departments at Illinois community colleges work closely with area businesses to assess their needs and better understand what students must learn in specific areas to secure future employment. The ICCB (2012) described Illinois community college CTE programs as “preparing students not only for employment, but also for life-long learning. CTE programs offered by the community college, provide students with opportunities in over 100 career and technical fields” (p. 1).

Current and emerging programs in the CTE department are extensive, and the demands by businesses, public officials, and the community to equip students to finish the program and step quickly into the workforce are at the forefront of the national agenda. In a speech to a joint session of Congress (2009), President Obama emphasized the importance of Americans continuing their higher education and career training:

I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma. And dropping out of high school is no longer an option (p. 3).

Today, career programs at community colleges offer students an opportunity for gainful employment in positions where there is a job demand. The CTE dean has an ongoing commitment to assist faculty to foster the development of new curriculum and look at existing programs to adapt curriculum to changing job requirements. The faculty and dean must be responsive in developing new programs that align with job demand. For example, nursing, allied health careers, veterinary technician, automotive technicians, computer technicians, office management, and many other fields continue to demand qualified employees with the skills necessary to complete the tasks inherent in the position. One way to align curriculum with business and industry demands is to involve advisory groups. Advisory groups, composed of

experts in a particular profession, provide additional insight on needs and trends in career and technical fields.

Continuing Education and Community Service

Continuing education and community service is an all-encompassing academic department offering a wide range of programs. The term *continuing education* became popular under this heading beginning in the 1960s. According to Witt, president of Hillsborough Community College; Wattenbarger, former University of Florida education professor who is often called the father of the state's community college system; Gollattscheck, president of Valencia Community College; and Suppiger, former vice president of instruction and student services at Del Mar College (1995), "By the end of the 1960s, a great many community colleges were involved in providing a variety of services to their communities, and many colleges had included the function of this department in their organization chart" (p. 236). Continuing education and community service became one of the most recently established departments in academic affairs.

Continuing education and community service programs attract a particular type of student or course taker for many reasons. Usually, continuing-education students are seeking short-term goals, may be slightly older, have finished their high school degree, and are seeking opportunities to strengthen job skills in positions they currently hold (Cohen & Brawer, 2006). These students who strive to better their skills are attracted to community colleges for the convenience of the location and the reasonable cost. Businesses that need to retool their employees also have agreements and contracts with a community college; employees enroll at the community college and the employer pays for the training. In some instances, these programs may also be known as professional-development programs. These programs help with continued

licensing for employees or are designed to prepare students to successfully pass a licensing test, such as a realtor's license.

Depending on its size and demographics, each community college offers some diverse range of community-service programs. These programs can include tap dancing, line dancing, swimming, and travel, programs and usually are taken for personal recreation or self-fulfillment. Businesses and industry and the community all play important roles in what the community colleges offer in this division. Cohen and Brawer (2006) described the functions of this division as offering courses and activities for credit or no credit, including formal classroom or nontraditional programs such as cultural or recreational offerings designed to meet the needs of the surrounding community.

Developmental Education

Developmental-education departments in community colleges typically offer noncredit coursework in English, mathematics, reading, study skills, and English for nonnative speakers of English. These developmental programs face many challenges. Community colleges have seen a consistent rise in incoming students, including high school graduates who are tested and assessed as being at "developmental" or "remedial" levels. Bailey, professor of economics and director of the Community College Research Center at Columbia University, and Cho, research associate at the Community College Research Center at Columbia University (2007), emphasized that a large majority of remedial classes are one semester long, and about 60% of incoming students are referred to at least one developmental course. Developmental classes are often run in sequence, over time, and only if students are successful can they move to college-level work.

Developmental-education departments at community colleges have felt increased pressure from legislators who determine where federal and state funding should be allocated.

Many legislators suggest that the government and taxpayers pay twice for the same education: once in elementary/secondary school and again for developmental courses taught at the community college. With the increasing number of students enrolling at community colleges who are not able to pass the placement test into credit courses, the cost of running these remedial noncredit programs is becoming increasingly difficult to fund. In addition, the success and completion rates for students are unsatisfactory to students, faculty, and administrators alike. For many of these students, developmental education at the community college is a “last chance” for success in traditional academic settings. Many states have already shifted all developmental studies from universities into community college systems. Because developmental education is one of the identified core missions of the Illinois Community College Act, it has been widely viewed as a modern democratization of higher education, much as the G.I. Bill was a generation before. In this sense, all students are viewed as having an equitable opportunity in the open-admission college.

Remedial education is an obstacle for many students in the completion of their college degree, as it potentially adds a year or more of coursework, which can put too great a distance between them and their primary goal of completing a college degree. However, the core skills that form the foundation of developmental education are necessary for the success of many students. Today, as many lose their jobs due to the recession and are in need of either retooling skills or retraining in a different profession, they find themselves underprepared for college-credit coursework. Deans in developmental education continue to redefine their roles and the roles of their programs in the community college system. The goal for many is to lessen the amount of time and number of courses students need to enable them to be successful at college credit courses.

Academic-Affairs Organizational Structure

To strive for a well-functioning academic team, it is imperative that factors that influence the success of this team be examined. The majority of academic-affairs departments in Illinois community colleges have a vice president, in many cases with the title CAAO, who leads a team of deans or directors in the day-to-day activity of managing a variety of academic departments. A CAAO as an administrator who is “expected to arbitrate between competing needs and who also advocate for the academic mission of the institution as a whole” (Buller, 2007, p. 281). It is this team, under the CAAO’s direction and guidance, that assists a college to meet its academic mission.

Members of the academic-leadership team may differ slightly in each community college. In general, it is composed of several deans who oversee various academic departments. Though these deans provide supervision, leadership, and direction for quite different academic programs, they are operating under the common educational mission of the college. The academic dean, as administrator, is “expected to advocate for a group of disciplines that share a common methodology, history, or pedagogical approach” (Buller, 2007, p. 3). Depending on the size of the institution, the dean may have an assistant dean or directors, as well as a number of department chairs who directly report to them.

Department chairs are faculty members who oversee academic disciplines that are specific to their content knowledge. According to Hecht, former director of the department chair leadership programs at the American Council on Education and president of Higher Education Associates, Higgerson, vice president for academic affairs and dean of the college at Baldwin University, Gmelch, dean of the School of Education at the University of San Francisco, and Tucker, professor emeritus, Department of Computer Science, Bowdoin College (1999),

department chairs are the primary spokespersons and chief advocates for the department, promoting the quality of the department (programs), while remaining alert to updating and changing curriculum. The role and responsibilities of department chairs at community colleges generally involve scheduling courses, hiring and evaluating department's faculty, overseeing budgets, providing data and information for a variety of reports, and advocating for department programs.

Although community colleges have different reporting structures, all have commonalities and similarities in their basic organizational chart. Differences in the configuration of the academic-affairs department depends on many variables including institutional size and budget, geographic location, academic programs offered, and preference of the president and CAAO. To provide a common context to understand the academic team, Figure 1 represents a typical academic-affairs department at an Illinois community college.

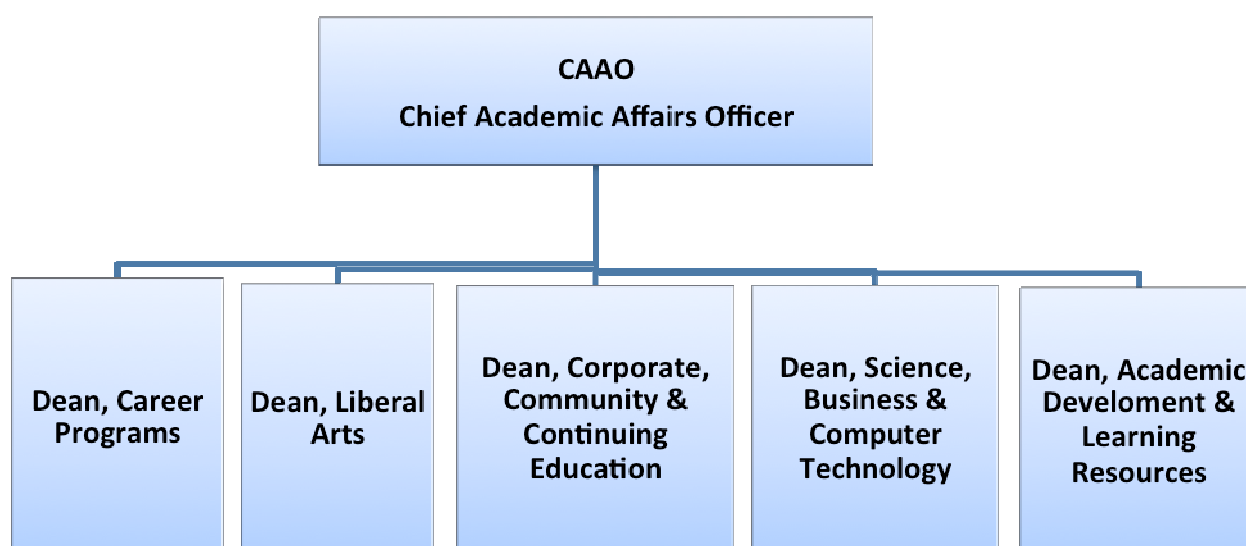


Figure 1. Functional organizational structure.

Conceptual Framework

The topic of building effective teams, teamwork, and leadership development can be explored, described, and addressed through the lens of many different disciplines such as business, behavioral sciences, education, psychology, and sociology. Theories and concepts in these fields support and explain the way individuals function in a group or team and what elements or factors are necessary for a team to be effective. However, a significant gap and lack of research in the literature exists in the area of team building in community college leadership and how academic leadership teams become effective.

The work of three researchers served as the conceptual framework for this study. The first is Hawkins' (2011) concept of team coaching. Hawkins (2011) explained how and in what ways organizations are most effective when functioning teams work well together and have a clear focus. Also used in the conceptual framework is Zachary's (2012) learning-centered model from *The Mentorship Guide: Facilitating Effective Learning Relationships*. Zachary's (2012) model described a learning-center mentoring paradigm that has seven key elements to guide a mentee and mentor to work together in a learning relationship. Lastly, Knowles's (1973) adult-learning theory served as the conduit for how and in what ways a CAAO works with their academic-leadership team. It is closely connected to the learning process for mentorship and team coaching. The five principles regarding how adults learn were first defined by Knowles and later expanded to six principles or assumptions by Knowles, Holton, and Swanson in 2005. Knowles' theory explores how adults learn. With this theory, CAAOs can build, manage, and mold individuals of the leadership group into a well-functioning team. It is the integration of this theory, model, and concept that serves as the framework for the data analysis.

Leadership Theories and Styles

Several leadership theories are used in many different organizations and institutions such as education, nonprofit organizations, entrepreneurial organizations, and businesses. For example, transformational leadership was developed in the late 1970s by Burns (1978), a distinguished leadership scholar and Pulitzer Prize recipient. Burns defined transformational leadership as taking place when “leaders and followers raise one another to higher levels of morality and motivation” (p. 20). According to Covey (2007), former professor and noted author in the area of leadership, transformational leadership has evolved through the years and incorporated ideas from other leadership styles, such as traits and behavior theories, and charismatic, situational, and transaction leadership. Transformational leadership today is often used in the context of educational leadership, as transformational leadership fosters leaders and followers to interact in a positive manner, working toward a common goal, enhancing the team as well as the specific organization.

Another leadership model, servant leadership was developed by Greenleaf (1970), a premier figure in leadership, education, and management, providing a different perspective surrounding academic leadership. According to Keith (2008), chief executive officer of the Greenleaf Center for Servant Leadership, “The concept of servant leadership is closely aligned with the concepts of stewardship, co-leadership, and transformational leadership” (p. 10). Those who are considered servant leaders desire to serve those whom they lead. In business management, using servant leadership as a model, executive leaders clear the path for employees to accomplish their tasks.

A more directive and authoritarian type of leadership style is often seen in many organizations. Authoritarian leadership was researched by Lewin (1999), a psychologist known

as one of the modern pioneers of social, organizational, and applied psychology. Lewin's research fosters the concept that, in general, leaders set clear expectations of what is to be accomplished, often specifying how goals are to be accomplished. Employees and subordinates throughout the company typically have little or no input. This is often viewed as top-down management approach in today's organizations and may lead to resistance and possible conflict between team members and team leaders.

Because of the unique vision, mission, and organizational structure of higher education institutions such as community colleges, the day-to-day operations occur in an environment largely requiring a collaborative and cooperative approach between individuals and college departments, as well as among various groups and stakeholders. Therefore, a more collaborative and collegial leadership style of the CAAO and the deans are crucial to accomplishing this goal. A good example of the need for collaboration among the administrative leadership team is working together to meet shared short- or long-term goals or objectives. Accomplishing tasks successfully involves not only commitment from team members or stakeholders, and an understanding of the goals to be reached, but also knowledge of how to work in a cooperative alliance or team to deliver results.

The topic of bringing important projects to fruition in an academic environment is best described by Buller (2007), who indicated that building a strong administrative team results from searching internally or externally for the right individuals, and uniting them (the team) to strive for a common purpose. Shared visions, mutual understanding, and functioning as a cohesive team are necessary components of successful management of academic departments in each community college. CAAOs are responsible to assist in the development of a well-functioning administrative team of the deans and directors who report to them.

The literature confirms that effective management in academic institutions must be built on collaboration and good teamwork (citation). Undoubtedly, best practices for academic environments must include opportunities for team-member interaction, a collaborative working environment, and individuals who have varying interests to come together to form an effective academic leadership team. This research seeks to identify what factors make an academic-leadership team effective and how the CAAO works with and guides the formation of the team to create an effective and vital community college academic leadership team.

Team Coaching

The task for all community CAAOs is to develop their leadership team to better assist in moving the college forward. Much research has viewed the concept of team coaching from the perspective of collaborative and integral concepts of team development. However, no studies were found on building community college academic-leadership teams. This study strove to explore how and in what ways community college CAAOs build their administrative teams and how CAAOs and deans interact in this team milieu and assist in filling this gap in the literature.

The development of a well-functioning academic leadership team is not an easy task and differs among institutions. These differences arise not only because institutions are located in urban, rural, or suburban areas, but also because they depend on the composition of the team and the academic officer. However, certain elements remain essential to each team.

The concept of an effective team has been researched by experts in a variety of disciplines. The basic question remains, What influences and practices are necessary to form and maintain an effective team? This important question weighs heavily on many in community colleges, especially in challenging economic times. Definitions of a team vary, but all have similar reflections. The fundamental definition of teamwork can be found in *Webster's New*

World Dictionary (YourDictionary, 2010) as a “joint action by a group of people, in which individual interests are subordinated to group unity and efficiency; coordinated effort, as of an athletic team” (p. 1). Katzenbach and Smith (2005) defined a team as “a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable” (p. 45). Both definitions eloquently define a team and their respective teamwork, but leave unanswered questions as to how to form a team that emulates these positive characteristics.

In all community colleges, several divisional or departmental units have their own administrative teams. These units or departments are formed reflecting the college’s size; number of students; urban, suburban, or rural location; academic programs being offered; and the educational needs of the community they serve. Depending on the college’s organizational structure, community colleges tend to have some combination of the following departments or divisions: (a) student services, (b) academic affairs, (c) financial and administrative affairs, and often (d) institutional advancement. The core function of the academic-affairs division is often acknowledged as housing the primary focus of the institution, consisting of all educational courses and programs offered at the college. It is for this reason that the development and management of effective academic-affairs leadership teams is so essential; the responsibility of the CAAO. The CAAO selects team members (deans and directors), establishes clearly defined team goals, and advances a general understanding of team members’ specific core functions.

Community college academic leaders increasingly must be effective in their operations. Lanning (2008), president and chief executive officer of the Foundation for California Community Colleges, believed that contemporary community colleges have a great challenge in providing accessible and affordable education to millions of Americans each year, with limited

resources. It is for reasons such as this that effective leadership teams must be a key focus for any CAAO. The effective functioning of any community college takes collaboration, teamwork, and good administrative leadership. Coaching by the CAAO develops team members, essential in forming an effective academic-leadership team. Therefore, team coaching can be situated as an act of leadership.

In academic environments, employment of a more authoritarian and controlling top-down management style by those in leadership positions can be viewed negatively. Jenkins and Jensen (2010), professors of English at Georgia Perimeter College in Decatur, emphasized that a shared collaboration in academic leadership is a vital principle in managing a college, and decision making should involve all constituents. It is vital that deans and directors work together collaboratively and toward a common goal.

The concept of “team coaching” has been increasingly noted in community colleges over the past 20 years. Several researchers in the area of leadership development have defined team coaching (Clutterbuck, 2007; Garvey, Stokes, & Megginson, 2009; Hackman & Wageman, 2005; Hawkins, 2012). These definitions follow:

Hackman, professor of psychology at Harvard University, and Wageman, professor of business administration at Dartmouth College (2005), defined team coaching as “helping individuals strengthen their personal contributions to the team, and working with the team as a whole to help members use their collective resources well in pursuing team purposes” (p. 269). Hackman and Wagner (2005) conducted a study of 268 task-performing teams in 88 organizations. They asked team leaders and members to rank four categories of tasks that they do most often. The following were ranked from highest to lowest: (a) structuring the team and its work, (b) running external interference, (c) coaching individuals, and (d) coaching the team.

These results indicate a team needs a structure and purpose and the individuals on the team work closely with the team leader in their professional development.

Clermont (2012), team-coaching consultant and noted author, concurred and defined team coaching as “helping teams to take over responsibility, improve their service orientation, and conflict solving potentials, to work efficiently and hand in hand with interfacing departments, to clarify expectations with the aim to reach the team goals” (p. 27). Clermont’s research is based on a study conducted by *The Manchester Review* (2001), with 100 educational and business leaders participating. This study showed that team coaching and coaching employees resulted in relationship improvements, teamwork improvement, job satisfaction, productivity, and quality improvement. This is applicable for a CAAO as a team leader when building teams and working with individual deans who manage various departments.

There are many way to accomplish or to build the concept of team coaching in any organization. Depending on the size, organizational structure and culture, and location of the community college, many provide coaching in the form of informal activities or formal professional-development programs. Team coaches use formal and informal methods grounded in everyday life experiences as well as through professional-development programs. Formal learning follows a structured program in a classroom or teaching laboratory. In contrast, informal learning is unstructured and typically occurs in a variety of settings and contexts, such as at home, in the workplace, or in the community.

No common definition exists for informal learning. However, Merriam, Caffarella, and Baumgarten (2007) described informal learning as the experiences of everyday living from which we learn something. In some cases informal learning can occur with a specific purpose,

yet usually it is unintentional. In the context of an educational institution, informal learning occurs outside a traditional hierarchical structure.

Knowles is generally considered to be the originator of the term informal learning. Knowles, Holton, and Swanson (2005) believed that adults learn best in an informal, comfortable, flexible, unthreatening setting. Informal learning contributes to the learner becoming an active participant in the process (Knowles et al., 2005). Informal-learning activities can be meeting by chance and discussing a topic, demonstrating how something is done, or working with an individual whenever both are available.

In contrast, formal learning occurs in an specific highly structured setting or context with a leader (or teacher), learning objectives, and scheduled time, resulting in a recognizable outcome or qualification. Cofer (2000), a distinguished author in professional development, defined formal learning as an environment for which the training or learning department sets the goals and objectives, a process formalized through structure, with set outcomes for a professional-development program. This type of formal training is based on the needs of the employee and the organization. Formal professional development includes training methods that are measurable, such as attendance at workshops, formal education, assigned mentors, evaluation teams, and conferences.

The CAAO, as the leader of team members, must move the college forward through the delivery of academic programs and training programs to meet the needs of those in the district it serves. The CAAO must provide the tools necessary for academic deans to become an effective and productive leadership team. Academic deans come to the institution sometimes with vast experience and at other times are limited in experience and knowledge of directing or managing a department or working with other deans. CAAOs are responsible for shaping their team by

coaching and setting expectations of team members. CAAOs must continuously build and rebuild their team because of deans and other team members who leave the institution. Therefore, the CAAO must have extensive knowledge and training in academic affairs to successfully guide the team in the correct direction.

The CAAO is responsible for staffing, directing, guiding, and running the academic-affairs division. A team of deans and directors is required that transcends the span of control of the department. Therefore, the selection of team members by the CAAO is a critical component in the development of an effective academic team. According to Hawkins (2012), “The team leader has to select the right team members, who will have the right chemistry and diversity to work well together so the team will perform at more than the sum of its parts” (p. 35). This is the opportunity for the CAAO, leader of the academic leadership team, to select and coach team members who will serve the institution and work toward common goals. However, they also must work well and blend into the new team those members who predate their tenure.

The CAAO must set a common purpose and goals for the group and must gain consensus, or at least understanding, from team members. A common thread observed from the literature is that team coaching generally involves having team members identify with a purpose or goal for the team. Some purposes and goals could include common academic goals, a group protocol respected by all team members, an understanding of individual roles and expectations, and a desire for the team to be effective and successful. The literature suggests that team performance is enhanced by teams having clear missions, purposes, established team protocols, diverse team members, and predetermined expectations (Hackman & Wageman, 2005; Hawkins, 2012; Tuckman, 1965; Zachary, 2012).

Several authorities on team building and team leadership defined the elements essential for building effective teams in similar ways, with common threads. Higdon (2003), president of the College of Charleston in South Carolina, deemed that the process of producing effective teams can be considered to be a series of careful, deliberate actions with three general steps: (a) setting the right tone, (b) assembling the team, and (c) turning midlevel managers into a team. Conant (2012) former president and CEO of the Campbell Soup Company and author of articles for *Harvard Business Review* concurred, presenting four practices that greatly improve the odds of managing an effective team: (a) hire effective team members, (b) focus on inspiring trust, (c) encourage candor, and (d) be clear about expectations. Though some components of these definitions and elements differ, many are similar, with the ultimate fundamental premise to form a group capable of working together and achieving common goals and objectives.

Model of Team Coaching

A more recent researcher writing about teams in organizational management is Hawkins (2012), professor of leadership at Henley Business School, University of Reading. Hawkins's research focuses on communication, motivation, organizational management, and the transformation of leadership teams. Findings showed team coaching and leading teams provides effective collective leadership and high performance teams. Hawkins defined team coaching as "enabling a team to function at more than the sum of its parts, by clarifying its mission and improving its external and internal relationships" (p. 58). This definition of team coaching is quite applicable to the challenges facing today's community college academic-affairs teams. A contemporary author on team coaching and a prominent business consultant, Clutterbuck (2007), focused on team motivation and development. The author believed the elements of team

coaching most successful for developing a team are sharing a specific common interest and taking collective action to achieve a common goal.

Hawkins (2012) framed the model on research conducted by Wageman, associate faculty member in Psychology at Harvard University. Wageman (2005), researching leadership teams in business and education, based the study on group-process checklists completed by team members in participating groups. This study was a multiyear study of 268 task-performing teams in 88 organizations from around the world. This study identified three core challenges to the design of leadership teams and three essential design conditions that enable teams of leaders to engage collective talents in a collaborative form of leadership that results in better alignment throughout the organization, and a more successful enterprise (Wageman, 2005). Wageman concluded that “teams do not improve markedly even if all their members receive individual coaching to develop their personal capabilities. Team development is not an additive function of individuals becoming more effective team players, but rather leaders having different capability” (2005, p. 14).

Hawkins (2012) strove to assist organizations to understand the foundational elements required to begin the process of team building. Foundational elements focus not only on the leader of the team but on team members’ productivity level and capabilities. Through the view of a shared endeavor, members of the newly formed team must agree that the team needs to achieve a given goal. Second, members of the newly formed team must believe they need to work in concert collectively to reach a level of performance that is greater than that which is currently taking place. Third, through shared interest, members of the newly formed team must want assistance from the leader to complete and achieve their shared endeavor.

In this age of great challenges in multifaceted organizations, a well-functioning team with complementary skills and attributes will strategically answer the competition, and design, develop, and implement creative, innovation solutions that are responsive to the needs of students and stakeholders. Problems, issues, and concern facing community colleges today are often not addressed effectively using perfunctory solutions; neither can the development of a high-performance community college leadership team. However, Hawkins's (2012) model of team coaching stresses a continuous, holistic, and systematic approach to their development. For example, while the CAAO starts to develop the academic-leadership team, the college must provide a supportive context or culture in which this work can take place and flourish. All teams function in a larger and wider sociocultural context that affects members of the team. Thus, the team's coach must enable the team to consistently improve its performance through a supportive environment and to collaborate (Hawkins, 2012). CAAOs must have vast knowledge of the functions of the academic-affairs division, enabling them to coach their team.

Though the team leader or the CAAO assembles their direct reports (deans and directors), this working group is not a team. In essence, calling a working group of individuals a team does not imbue it with the characteristics of a well-functioning team. To enable team cohesion, the leader must have, invite, or acquire the right people for the group. However, new CAAOs often inherit deans and directors who will comprise their academic leadership team. Creating their own team is not always an easy task with departmental deans fighting for their area's goals and objectives. Though this can be problematic, if the CAAO wants a leadership team to form and collaboratively work together in a certain way to accomplish specific college goals, they are accountable for developing a well-functioning team.

The Hawkins (2012) model of team coaching is based on five disciplines, to establish a high-performance (effective) leadership team and for leadership team coaching to be successful. Hawkins specifically used the term discipline as a specific component that teams must incorporate into their individual and team development to achieve success. These five components or disciplines are (a) Commissioning, (b) Clarifying, (c) Co-Creating, (d) Connecting, and (e) Core learning.

Commissioning is the act in which all teams and team members develop a clear purpose and define the team's success criteria by which team performance may be measured. Any team, newly formed or in existence for some time, must have clear performance goals, expectations, and assessment measurements of expectations. Commissioning is the process of setting criteria for the assessment of the performance of the team. The CAAO works with team members and lays the foundation for what is expected in the function of the position, as well as how team members function on the team.

Clarifying is the process in which teams internally identify and clarify their mission. This provides members of the team an advanced level of commitment to the team. Team members must have clarity and commitment to the team's mission, purpose, strategic aims, values, goals, roles, and processes. Academic deans and directors at the community college must believe in working collaboratively with other team members, as well as maintaining a level of respect for each other. The CAAO guides this process by guiding deans and directors through team development and setting team expectations.

Cocreating is the process through which the team consistently reflects on how they work together. The team must collectively work together to cocreate generative thinking and action, which is greater than the sum of their individual efforts. Academic team members must look for

assistance from each other as well as be open to other deans' and director's suggestions, ideas, data, information, and visions. The CAAO must also work with the group collectively to guide the team to function effectively as a team.

Connecting is the process in which the academic-leadership team interacts with its stakeholders such as faculty, students, board members, stakeholders, and local legislators. Hawkins (2012) described this discipline as “how the team engages in new ways, to transform the stakeholder relationships that they drive improvement in their own and the organization's performance” (p. 37). Leadership lies in the ability to transform individuals, their relationships with each other, and their individual contributions into a larger entity: an effective team. Essentially, the academic leadership team must perform in an effective manner to maintain and improve relationships with stakeholders, as well as work as a cohesive team.

Core learning is the process best summarized as a reflection by the team of the whole team process. Hawkins (2012) believed that the discipline of core learning is “the place where the team stands back, reflects on their own performance and multiple processes and consolidates their learning ready for the next cycles of engagement” (p. 37). Community college academic teams must reflect on their performance and make adjustments along the way. In this assessment and quality-improvement process, the CAAO must facilitate reflection and conversation among team members to recognize what needs to be improved or changed or what works well and needs strengthening.

These five disciplines serve as guides leaders can apply to form an effective team when working with a group of diverse individuals with a wide variety of skills. A team initially starts with strengths and weaknesses in each or any of the five disciplines (Hawkins, 2012). Most teams are strong in one or two of these functions, but are unaware of, or undeveloped in, the

other functions. All team members need to be cognitive of how they interact with other members. Each team member needs to work critically in all five described disciplines to improve in areas of weakness, and to increase and consistently learn and develop in areas of strength. These five disciplines provide a holistic approach to team building. Figure 2 provides an illustration and explanation of how the five disciplines function in an effective team.

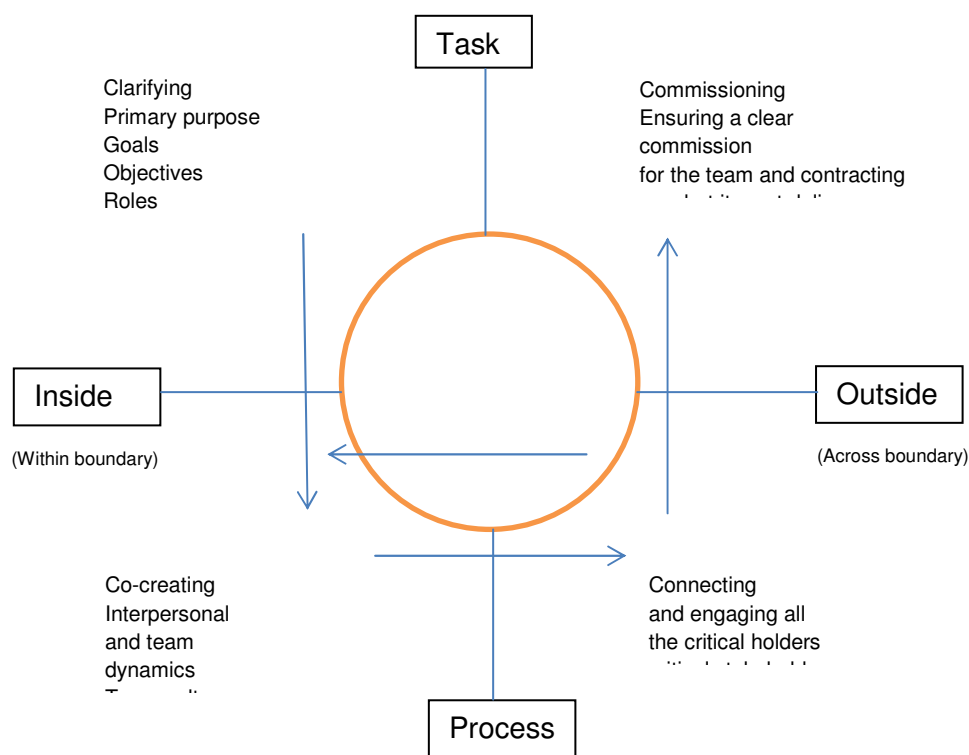


Figure 2. The five functions of high-performing teams.

Source: *Leadership Team Coaching: Developing Collective Transformational Leaders*, by P. Hawkins, 2012, Philadelphia, PA: Kogan Page Limited, p. 36)

With the expanding numbers of community college administrators at all levels retiring, it is evident that new academic leadership teams will need to frequently form and reform. Team members, seasoned and new to the field, will come together to form these teams. The CAAO must be knowledgeable of their role and recognize their responsibility and obligation to orchestrate an effective team to move the college forward. Hawkins's (2012) model of team

coaching provides a direction for the contemporary CAAO to form effective academic teams. This study strove to discover how Illinois community college CAAOs are doing this task and how academic leadership teams are being formed.

Zachary's Theory of Mentorship

The definition of *mentorship* is vast, incorporating a wide variety of models that vary in their structure and function. The review of literature brought to light that mentorship theory and practices have been redefined over the past 25 years (Clutterbuck, 2007; Nakamura & Shernoff, 2009; Scandura & Pellegrini, 2007; Zachary, 2012). Mentoring has become increasingly relevant to a wide spectrum of leaders and employees in the fields of education, psychology, business, and professional-training situations.

Mentoring provides an avenue to connect one experienced person (mentor) with another person (mentee) who is seeking to understand a topic such as procedures, protocols, information, and advice, and gain wisdom. Hutchins (2002), executive board member of the Society of Human Resource Management and senior vice president and chief administration officer for the U.S. Federal Credit Union stated that a mentoring relationship has as its core purpose the professional development of the mentee, a successful relationship that provides positive outcomes, including the expansion of knowledge, skills, and creativity.

Although mentoring has been embedded in a leadership role in many cultures throughout human history, mentoring is still used in contemporary society for professional and for personal development. Wai-Packard (2012), professor of psychology and education at Mount Holyoke College South Hadley, Massachusetts, and codirector of the Weissman Center for Leadership, described the roles of a mentor as falling into two categories: psychosocial mentoring which involves the mentor serves as a counselor or a friend, and career-related mentoring in which the

mentor serves as a coach or sponsor. Applicable to this research is the career-related function of a mentor and how it is beneficial for the CAAO in the development of their academic team. Because of their position, the CAAO is a mentor to the members of their academic-leadership team and must assume this role and responsibility. This mentor relationship can be either informal or formal depending on what type is found in the college. Formal mentorship is fostered by incorporating mentorship in a professional-development program for new and existing leadership-team members. The CAAO provides direction for the process and, in collaboration with each team member, determines their particular needs and sets appropriate goals and objectives. Whether the team members are new to their positions or hold a position from a prior administration, they need to be mentored and coached to form a successful well-functioning team working within the needed parameters defined by the CAAO.

When informal or formal mentorship relationships are initiated and directed by the CAAO, academic deans and directors can develop career skills that will greatly and collectively benefit the leadership team and the institution. Newer academic team members often have a basic knowledge of what tasks are inherent to their position, but need mentorship to help them build leadership abilities. Ibarra (2004), professor of organizational behavior at INSEAD in New York and guest author at Harvard Business School, best described the mentorship process in the context of career professional development: “mentorship isn’t about your job; it’s about your career” (p. 81). Mentorship by the CAAO assists academic deans become better at what they do and prepares them to handle future challenges they will encounter in their new or existing role. A well-functioning mentorship program provides various expanded benefits for the institution. Three benefits are desirable for a community college: (a) developing the human assets of the

organization, (b) assisting to transfer important tacit knowledge from one employee to another, and (c) impacting the retention of valued and skilled employees (Ibarra, 2004).

Also, in building a team, the CAAO needs to ensure consistency of the mentoring process so that all team members are learning the same thing and understand the same parameters of their functions. Prudence with consistency provides for the formation of a more productive and cohesive leadership team. Being attuned to consistency also allows the CAAO to develop team members early in their careers, so they will require less assistance in the future, lending longevity to a well-functioning team.

Used in the study's conceptual framework is Zachary's (2012) learning-centered model from the book *The Mentorship Guide: Facilitating Effective Learning Relationships*. Zachary's model describes a learning-centered mentoring paradigm with seven key elements that guide a mentee and mentor to work together in a learning relationship. Zachary's "collaborative mentoring paradigm" is a learning-centered model and quite suitable to the complexity of this study. Zachary best describes the theory as rooted in principles and practices of adult learning.

Zachary (2012) focused on emotional intelligence, self-directed learning, and transformational leadership as a related theory in the mentoring paradigm. Zachary partitioned the mentoring paradigm by incorporating adult learning into seven elements:

1. Reciprocity: the presence of mutuality in a mentoring relationship.
2. Learning: The purpose, the process, and the product of a mentoring relationship.
3. Relationship: Motivate, inspire, and support learning and development; good mentoring relationships take time to develop and grow.
4. Partnership: The basis for a strong mentoring partnership, mentors and mentees respect one another and are attuned to each other's needs.

5. Collaboration: Mentors and mentees build a relationship, share knowledge, and come to consensus about the focus of the mentee's desired learning; then both actively work together to achieve it.
6. Mutually defined goals: Mentoring must flow in the direction of defined goals.
7. Development: Mentoring needs to promote the mentee's growth. When development is future directed, it creates its own momentum. (pp. 3–4)

Adult-learning principles are generally incorporated in mentorship theories and the process of mentorship. Zachary (2012) theorized that mentorships generally is “rooted in principles and practices of adult learning. Mentor and mentee work together to achieve specific, mutual defined goals that focus and developing mentee's abilities, knowledge and thinking” (p. 3).

Zachary (2012) interviewed upper-level managers and presidents in over 100 business organizations, community service agencies, government agencies, and colleges in the past decade. Her research indicates that for mentorship to be effective it must start from commitment from the top management (the leaders) and be an activity that is carefully prepared. Zachary (2012) found commonalities among the leaders involved in mentoring relationship:

1. Leaders who make the time to prepare themselves for their role as mentors report increased self-awareness, confidence, and competence in the role.
2. Leaders who make time for mentoring preparation seem to share a common perspective, commitment, and investment of personal energy.
3. Leaders who make time for mentoring preparation, and see mentoring as a professional responsibility rather than as an additional role, make mentoring time a priority.

4. Leaders who take time to prepare expand and deepen individual and organizational learning. (p. 1)

The CAAO, as the leader of the academic team must invest time and energy in the mentorship of team members. Time spent with new academic leaders and existing leaders will prepare team members for future challenges and expand team members' knowledge of what is expected of them in the organization. Mentorship by the CAAO is an investment of time, but in the long run benefits the overall effectiveness of the team. Mentorship can only be effective if the commitment to mentorship is experienced by team members. Zachary (2012) strongly suggested that "leaders who partner in the shared enterprise of professional development and personal growth of their people must take time to prepare themselves if they are to save time later on" (p. 1).

Zachary (2012) also emphasized that today's mentorship relationships are often short in duration. When goals have been achieved, often the relationship comes to closure. If goals are not achieved, however, the mentoring partnership continues and includes steps such as a review of goals that have not been completed and why, assessment of accomplishments, as well as an opportunity to renegotiate the mentor-mentee relationship.

In building their team, the CAAO can take many different approaches to the professional development of team members. Professional-development programs can consist of a variety of activities focusing on a wide range of topics. It is crucial for CAAOs to clearly and unambiguously explain to team members the functions, goals, and direction of the leadership team. Often, members of the CAAO leadership team can learn from one another while building strong bonds to foster the accomplishment of priorities and goals.

Chiefly, mentorship and team coaching support new and sometimes existing deans in becoming more effective in the academic division they serve. It is the ultimate responsibility of the CAAO to direct mentorship opportunities for newly appointed or existing academic deans or deans who have struggled in their work performance in the past. For individual members to form an effective leadership team, the CAAOs cannot simply use the sink or swim analogy, which wastes time and does not lead to the success of stated goals. For this reason, a CAAO has to be strategic in their development of academic-leadership team members.

Community colleges must embrace the benefits of mentorship. Kram is professor of organizational behavior at the Boston University School of Management, and Ragins is professor of management at the University of Wisconsin–Milwaukee (2007). They addressed the importance of the organization's endorsement and commitment to mentorship:

Irrespective of whether formal mentoring programs are offered, the organization's culture and talent management practices will influence whether individuals invest energy and time in developmental relationships. When learning is explicitly valued (i.e., it is permissible to make a mistake), managers are rewarded for taking the time to coach and mentor others, work is designed to foster teamwork and collaboration, and leaders model their own commitment to developing others. In this organizational context, mentoring is far more likely to flourish than when these same actions and priorities are disvalued. (p. 677)

There tends to be some confusion between the concepts of team coaching and mentoring. Team coaching and mentorship have many parallels, but distinct differences have surfaced in the literature review. One similarity between team coaching and mentorship was identified by Clutterbuck (2007): mentorship and team coaching “help people to work towards goals by building self-awareness, strengthen their motivation and providing emotional support” (p. 18). Team coaching and mentorship assist in an employee's overall development. Ibarra (2004) concurred that mentorship and team coaching have a place in professional development and both serve the purpose of having the employee gain knowledge and learn from the coach or mentor. In

an academic-affairs leadership team, deans and directors consistently are challenged by human-resource issues, curriculum changes, enrollment trends, and other trends that affect the community college, where a mentor or a coach could guide them in these issues.

Chakravarthy (2011), professor at McKinsey Leadership Institute, India and contributing editor to *Forbes Magazine* stated that the two distinct differences between team coaching and mentorship can be viewed in the following context. Team coaching assists employees in learning the requisite attitude for the position, as well as the behavior and skills needed to perform the job successfully with agreed parameters. However, mentorship focuses on the individual and the interaction is based broadly on employees' general work life. Guidance is based on philosophical discussion compared to specific tasks (Chakravarthy, 2011).

Therefore, team coaching and mentorship may have common approaches and may strive for different ultimate outcomes. The outcomes of team coaching are quite specific, with set expectations and parameters. Mentorship is more holistic and encompassing in nature and tends to be a philosophical approach in working with a person as a whole. This involvement can often be for a longer period of time, working on long-time career and personal goals. Table 2 depicts Ibarra's differences between team coaching and mentorship.

Table 2. *Ibarra's Coaching and Mentoring: Key Differences*

	Coaching	Mentoring
Key Goals	To correct inappropriate behavior, improve performance, and impart skills that the employee needs to accept new responsibilities.	Support and guide personal growth of the protégé.
Initiative for Mentoring	The coach directs the learning and instruction.	The mentored person is in charge of his or her learning.
Volunteerism	The subordinate's agreement to accept coaching is essential, it is not necessarily voluntary.	Both mentor and protégé participate as volunteers.
Focus	Immediate problems and learning opportunities.	Long-term personal career development.
Roles	Heavy on telling with appropriate feedback.	Heavy on listening, providing a role model, and making suggestions and connections.
Duration	Usually concentrates on short-term needs. Administered on an "as-needed" basis.	Long-term.
Relationship	The coach is the coachee's boss.	The mentor is seldom the protégé's boss. Most experts insist the mentor not be in the mentee's chain of command.

Source: Coaching and Mentoring, by H. Ibarra, 2004, Boston, MA, Harvard Business School, p. 26).

Adult-Learning Theory

Zachary's (2012) theory of mentorship and Hawkins's (2012) concept of team coaching work well in parallel to achieve the targeted objective of developing a high-functioning community college academic-leadership team. For a leader crafting a new team or improving an established one, it is essential to use these complementary elements such as commonly set goals, motivation, and set roles, making them operational and understandable by all team members. A logical question then for the leader, in this study the CAAO, is how and in what ways can they enhance the development of a high-functioning team. A well-documented effective method that

could be used throughout mentoring or coaching team members involves the incorporation of adult-learning principles. Although this research does not include adult-learning theory in the conceptual framework and thus the data analysis, it is a theory with direct implications for success of any team development. Therefore, it is important to examine Knowles's adult-learning theory and its relationship to mentorship and team coaching scenarios.

Adult-learning theory consists of principles or assumptions that apply to adults in any type of learning situation. The term adult learning was originally used by Kapp, a German educator who in 1833 introduced the new concept of andragogy, which he applied to the lifelong necessity for adults to continue to learn. Knowles, who is widely known as the grandfather of adult education, is credited with developing the concept of andragogy into a theory for adult learning. Knowles (1984) defined andragogy as a theory based on the psychological definition of adult: that individuals become adults psychologically "when they arrive at a self-concept of being responsible for their own lives, of being self-directing" (p. 9).

Early andragogical theory, presented by Knowles in the 1950s, reflected that adults learn best in an unthreatening setting and learning was initiated and enhanced by the adult, based on what was interesting or important to them. Knowles (1978) perceived adult education as ideas organized around the notion that adults learn best in informal, comfortable, flexible, and in unthreatening settings: "the learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression and acceptance of difference" (p. 77).

In the 1970s, Knowles (1973) expanded adult-learning theory in scope to emphasize how the facilitator or instructor can help adults learn. At this time, Knowles believed there were five basic assumptions of adult learning: (a) the learner's need to know, (b) self-concept of the

learner, (c) prior experience of the learner, (d) readiness to learn, and (e) orientation to learning. In 1984, a sixth assumption was added: motivation to learn. Knowles indicated the reason for this additional assumption was his conviction that for learning to take place, the learner must desire to learn.

Knowles's (1984) extensive research on how adults learn has led to considerable changes in education strategies used in teaching adults in any type of situation, including traditional academic settings and professional-development or continuing-education venues. These strategies are quite applicable to fostering successful team development with the premise of how team members' learning processes can be facilitated. Adult-learning principles can be incorporated by the CAAO as they mentor and coach members of their leadership team to enhance the formation and subsequent well-functioning of the team. Professional development of the team can be fostered and achieved through the use of adult-learning theory.

Applying Knowles's (1978) adult-learner theory, the coach/mentor (CAAO) provides the learner with the mechanisms and methods to accomplish tasks that are inherent to the role the learner plays (academic dean/director). The learning then is started when the learner can define what gap exists between how they are functioning now and how they wish to function. The coach or mentor provide the learner with tools and procedures to obtain data and make reasonable decisions. The process pertains to the learner's level of achievement of goals or objectives set by the CAAO to reflect what is needed from their team.

Therefore, with the facilitation of the adult-learning assumptions, the CAAO can enable mentorship and team coaching. By incorporating Knowles' adult-learning six principles, the CAAO be a more effective mentor and coach. Speck (1996), professor of educational leadership and development at San Jose State University and director of the Urban High School Leadership

Programs noted, “Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained” (pp. 36–37). Good mentorship and team coaching require adult learning as a conduit to be successful; this is the sole responsibility of the CAAO.

Zachary’s (2012) theory of a mentorship-learning paradigm clearly demonstrates how adult learning transfers to a successful mentorship relationship. The mentorship-learning paradigm integrates self-directed learning, emotional intelligence, and transformational leadership; concepts used in many adult learning theories (Brookfield, 1985; Knowles et al., 2005; Merriam et al., 2007). In mentorship, the mentor acts as a facilitator, sharing with the mentee the wisdom on how to succeed in their career; it is up to the mentee to embrace that relationship and apply it to self-directed learning, thereby transforming the mentee into a well-prepared dean. Zachary’s mentorship paradigm is heavily reliant on the concepts of adult learning theory. In developing academic-leadership teams, team members are adult learners and often learn better when incorporating adult learning theories. Table 3 summarizes how adult-learning principles change and enhance mentorship relationships.

In team coaching, adult learning takes place when team members set achievable objectives and goals that are applicable to their job performance. These objectives must have a direct relationship to their professional development and their job responsibilities. Speck (1996) concurred that “adults will commit to learning when the goals and objectives are considered realistic and important to them, application in the ‘real world’ is important and relevant to the adult learner’s personal and professional needs” (p. 2). Hawkins’ (2012) team-coaching theory incorporates five disciplines of high performance teams: (a) purpose, (b) strategic goals and objectives, (c) core values, (d) roles and expectations, and (e) compelling visions for success.

These five principles align closely with Knowles's (2012) adult-learning theory. Table 4 demonstrates the relationship between adult-learning theory and team coaching.

Table 3. *Elements in the Learner-Centered Mentoring Paradigm*

Mentoring element	Changing paradigm	Adult learning principle
Mentee role	From: Passive receiver To: Active partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
Mentor role	From: Authority To: Facilitator	The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning process	From: Mentor directed and responsible for the mentee's learning To: Self-directed with the mentee responsible for own learning	Adult learners have a need to be self-directing.
Length of relationship	From: Calendar focus To: Goal determined	Readiness for learning increases when there is a specific need to know.
Mentoring relationship	From: One life = one mentor; one mentor = one mentee To: Multiple mentors over a lifetime and multiple modalities for mentoring: individual, group, and peer models	Life's reservoir of experience is a primary learning resource: the life experiences of others enrich the learning process.
Setting	From: Face-to-face To: Multiple and varied venues and opportunities	Adult learners have an inherent need for immediacy of application.
Focus	From: Product oriented: knowledge transfer and acquisition To: Process oriented: Critical reflection and application	Adults respond best to learning when they are internally motivated to learn.

Source: *The Mentor's Guide*, by L. J. Zachary, 2012, San Francisco, CA, Jossey-Bass.

Table 4. *Elements in Hawkins' Team Coaching Theory in Relationship to Adult Learning*

Team coaching	Adult learning principles
Purpose	The learner's need to know
Strategic goals and objectives	Readiness to learn
Core values	Self-concept of the learner
Protocols and ways of working	Orientation to learning
Roles and expectations	Orientation to learning
Compelling vision for success	Readiness to learn Motivation to learn

Using mentorship, team coaching, or the two approaches together, team members and the CAAO have a responsibility for success. The development of a successful team is a process that takes nurturing and time. When a successful team is created, all benefit: the students, the college, and other stakeholders.

Chapter Summary

This study's purpose was to identify how and in what ways selected CAAOs form effective academic-affairs leadership teams in Illinois community colleges. Forming academic-leadership teams with new and existing membership can be a challenge; a better understanding is needed by the CAAOs to facilitate development of members of the team to work effectively as a unit. This chapter presented an overview of the academic-affairs division from historical and contemporary perspectives. The chapter discusses the roles and responsibilities of the CAAO and of team members who report to the CAAO. Finally, this chapter presents Zachary's (2012) team-mentorship paradigm and Hawkins' (2012) team coaching theories, which together formed the conceptual framework for the study. Adult-learning theory by Knowles (1978) was also

introduced in the literature review, as it is a delivery method for team coaching and mentorship success.

CHAPTER 3: METHODOLOGY

Introduction

This chapter presents the research study design and the process used to maintain the rigor and reliability of the study. In this study the research design offered a systematic and deliberate approach to address the purpose statement. The purpose of this study was to identify factors associated with the formation of an effective academic-leadership team in selected Illinois community colleges. The purpose statement and research questions created the framework for the research study design and methodology.

The basic approach was an empirical study designed to gain a basic understanding of the social interactions between team members and the team leader. B. Johnson and Christensen (2004) believed that empirical research captures knowledge that comes from experience. Each individual constructs a personal viewpoint and knowledge through perceptions and experiences. The findings from this research will assist community college leaders in the formation of effective academic teams in Illinois. In addition, the research provides direction for forming effective teams in various divisions in academic institutions across the United States.

This research was a qualitative inquiry, using a case-study methodology set in an interpretive paradigm. This chapter describes and presents the rationale for the following: (a) selection of the qualitative paradigm, (b) selection of a case-study methodology, (c) site- and participant-selection criteria, (d) data-collection strategies and protocols, (e) data-analysis procedures, (f) reliability and validity of the study, and (g) ethical considerations. In addition, I discuss the researcher as the tool.

The Qualitative Paradigm

This research was a qualitative inquiry situated in the interpretive paradigm. The qualitative research paradigm is often used for the study of a phenomena when little is known. It was particularly appropriate for this study as the purpose was to explore the factors associated with information about effective academic-leadership teams in selected Illinois community colleges.

A primary assumption in qualitative research is that to understand the problem or phenomena, the researcher must comprehend the meaning that is shared by the participants. The researcher strives to make sense of participants' complex behaviors and experiences involved with the phenomenon under study. "Qualitative researchers conducting a basic qualitative study would be interested in (1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (Merriam, 2009, p. 23).

Qualitative research explores and examines phenomena through the use of various data sources. The observations of people in a natural setting and understanding numerous perspectives provide the researcher with rich descriptive information, unlike the quantitative paradigm, which focuses on a hypothesis, manipulation of variables, and statistical analysis. B. Johnson and Christensen (2004) explained that quantitative researchers attempt to operate under the assumption of objectivity and use a narrow-angle lens with only one or a few factors studied at the same time. However, "qualitative research uses a wide-and deep-angle lens, examining behavior as it occurs naturalistically in all of its detail" (B. Johnson & Christensen, 2004, p. 33).

Merriam (2009) believed that in qualitative research "words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon. There are likely to be descriptions of context, the participants involved, and the activities of interest"

(p. 16). Through the observations of human interactions in the natural environment, the researcher can better understand why and how the problem or phenomena exists. Perceptions of academic deans and CAAs provided rich and thick data for this study. This study was appropriate for qualitative research as it explored participants' perceptions and meanings, which are not based on numeric values, statistical analysis, and preconceived hypotheses.

The qualitative paradigm allows the researcher to gather data through interviews, surveys, field notes, documents, and artifacts. Through the use of interviews, along with multiple sources of data, the researcher gains an understanding as to how these groups interact and form effective leadership teams. In qualitative research, the researcher is seen as the primary instrument or tool in the qualitative research paradigm. Merriam (2009) asserted that "qualitative inquiry is the focus of understanding the meaning of experience, the researcher is the primary instrument in data collection and analysis, the process is inductive, and rich descriptive characterizes the end product" (p. 19).

This study was empirical in nature and presented a naturalistic inquiry to provide a rich and comprehensive understanding of human interaction among academic-leadership team members in a natural setting. Therefore, qualitative inquiry situated in the interpretive paradigm was best suited for this study, as this research explored how participants interacted, found meaning and viewed the world in which they operate.

Case Study

A case-study method was used for this qualitative study. Case studies are often used to explore real-life events, social-group interaction, and organizational process where the context is complicated and not clearly obvious. Yin (2008) defined case study as "empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the

boundaries between phenomenon and context are not clearly evident” (p. 18). The selection of a case-study methodology is often defined by the research questions being asked, such as how, why, and what. Merriam (2009) believed a case study is an in-depth description and analysis of a bounded system while delimiting the object of study. Therefore, the research purpose and driving questions serve as a guide to establishing the study’s boundaries. The purpose of this research and the driving questions were crafted to explore how Illinois community college CAAOs developed their own effective academic teams.

In discussing the case as a bounded system, studies using this approach “study how the system operate are interested in holistic description, and it’s important to understand how the parts operate together in order to understand the system (i.e., the case)” (B. Johnson & Christensen, 2004, p. 377). Thus, beyond having a bounded focus, a case-study approach also is holistic and examines the system in its particular context, lending itself to the appropriate methodological choice that will be used for this study.

Yin (2003) described three criteria that must be considered when choosing a research methodology:

1. The type of research questions posed,
2. The extent of control an investigator has over actual behavioral events, and
3. The degree of focus on contemporary rather than historical events. (p. 5)

Merriam (1998) stated that in “qualitative research design the purpose statement is often followed by a set of research questions. These questions reflect the researcher’s thinking on the most significant factors to study” (p. 60). The selection of a case-study methodology for this study is in alignment with both Merriam and Yin’s three criteria. The guiding questions in this research queried the significance of professional development and the personal/job

characteristics that are needed for academic leadership teams in Illinois community colleges to be effective. The research questions were derived from the purpose statement, which focused on the identification of “how and what” factors associated with the formation of these teams.

Lastly, this study was situated in today’s contemporary environment, aiming to explore and discover how those community college CAAOs in Illinois currently holding the position foster the development of their administrative teams. In determining the research methodology of this study, I determined that the research question would purely address the effectiveness of contemporary academic-affairs teams in Illinois community colleges but would not examine these teams from a historical perspective. Merriam (1998) conferred that the case-study methodology is not used in experimental, survey, or historical research. This study, using a case study methodology, addressed a current phenomenon that is contextual in nature with clearly defined participants located in a specific geographic boundary (the State of Illinois).

Case-Selection Section

The selection of Illinois community colleges, college CAAOs, and academic deans for this study was conducted in a meaningful and purposeful way to elicit rich data relevant to the study. Choosing sampling techniques that would lend themselves to the purpose of the study was important to the validity of the research. Selection criteria were carefully examined for this study and then were designated to fulfill the purpose of the research. Merriam (1998) stated that “the criteria you establish for purposeful sampling directly reflect the purpose of the study and guide in the identification of information-rich cases” (pp. 61–62). For qualitative research, the most common sampling technique used is purposeful sampling.

Participants were purposefully selected because of their position (CAAOs) to explore and gain insights as to how and in what ways they form their academic teams. In addition, academic

deans were selected as participants to shed light from another perspective, because they work intimately with CAAOs as these academic teams are formed. Leedy and Ormrod (2010) concurred with Merriam (1998) that qualitative researchers “select those individuals or objects that will yield the most information about the topic under investigation” (p. 147). The term purposeful sampling, according to Patton (1990), is “purposefully picking a wide range of variation on dimensions of interest ... documents unique or diverse variations that have emerged in adapting to different conditions which identifies important common patterns that cut across variations.” (p. 161). Purposeful sampling allows for acquiring rich and thick data using a smaller sampling of participants who share their experiences and knowledge.

In conjunction with purposeful sampling, maximum variation sampling also was used for this research. Study participants were selected through a process of purposeful sampling with maximum variation criterion based on different levels of administrative positions in Illinois community colleges, full-time student enrollment, and geographic disparity of Illinois community colleges. This variation strengthened the transferability of the study’s findings. According to Creswell (2007), maximum variation sampling “documents diverse variations and identifies important common patterns” (p. 127). As simply stated by Patton (1990),

The maximum variation sampling strategy turns apparent weaknesses into strength by applying the following logic: Any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon (p. 235).

Case-Selection Criteria

Site and participant selection was based on four criteria: (a) size of institutions based on full-time student enrollment, (b) different demographic locations based on rural, urban, and Chicago metropolitan community colleges, established by the ICCB peer grouping, (c) the CAAO from each demographic location with at least 2 years of experience in that position, and

(d) two academic deans from each geographic location with at least 1 year of experience, but no more than 3 in that position.

The first selection criterion (size of the institution) was based on medium- to large-sized single-campus community colleges in Illinois. These institutions were determined through use of an ICCB designation. The second criterion (geographic location) was facilitated by the ICCB's seven peer-group classifications, based on enrollment and geographic locations. The third selection criterion designated a CAAO from each region based on years of experience in the position. The final selection criterion designated two academic deans from each region with at least 1 year of experience, but no more than 3 in that position. Table 5 illustrates the site- and participant-selection process, the sampling techniques, and the rationale that were used in this study.

Table 5. *Site and Participant Selection*

Order	Characteristic	Process	Sampling purpose	Rationale
I	Mid- to large-size community colleges in Illinois	ICCB peer group classification	Purposeful/ maximum variation sampling criterion	Equal comparison of size of institution
II	Geographic location of Illinois community colleges	ICCB peer group classification	Purposeful/ maximum variation sampling criterion	Different locations provide different perspectives
III	CAAO from each region based on years of experience	CAAO list from ICCAA	Purposeful/ maximum variation sampling criterion	CAAO provides experience in creating academic teams
IV	Two academic deans from each region based on years of services	Administration list from ICCAA	Purposeful/ Maximum variation sampling criterion	Academic-affairs deans interact daily with team and have a different role on the team

Note. ICCB = Illinois Community College Board; CAAO = chief academic-affairs officer; ICCAA = Illinois Community College Administrators Association.

The State of Illinois and the Illinois community college system were selected to bound the study because of Illinois' large and varied composition of colleges from very small to quite larger. The Illinois community college system has 49 community colleges, 38 single-campus institutions and two multicampus systems. Single-campus institutions were considered most appropriate for this study rather than multicampus systems because single-campus institutions have similar academic organizational structure composed of a CAAO with deans reporting to them. Multicampus colleges have different academic administrative structures that might affect administrative teams coming from the central office. This study will focus on those vice presidents in single-campus colleges who are responsible to form their own administrative teams. Therefore, multicampus community colleges will be excluded from this study. The 38 single-campus institutions represent area districts. Figure 3 illustrates the geographic location of all Illinois community college districts.

To assist with site selection involving size and geographic location, Illinois community college peer groups were used. The ICCB established seven community college peer groups in 2009 for studies and research pertaining to Illinois community colleges. Peer groupings allowed Illinois community colleges to benchmark different characteristics such as geographic locations and student population of their institution with like colleges. The seven peer groups used in a cross-section of Illinois community colleges provided variation in single-campus Illinois community colleges positioned in different geographic locations. For this study, mid- to large-size institutions were used, classified as rural, urban, and metropolitan. Table 6 summarizes the ICCB's definition of the seven peer groups of Illinois community colleges.

Data are presented by peer groups with statewide totals. The seven peer groups were partitioned based on a combination of college enrollment (semester), geographic location, and financial data.

Table 6. *Definition of ICCB Seven Peer Groups*

Definition	ICCB peer groups
A	Headcount enrollment of less than 3,000 downstate, located in or near communities of less than 50,000 population.
B	Headcount enrollment of approximately 3,000 to 4,000 downstate, located in or near communities of less than 50,000 population.
C	Headcount enrollment greater than 4,000 downstate, located in or near communities of less than 50,000 population.
D	Located downstate and in urbanized areas.
E	Headcount enrollment of less than 10,000 located in the Chicago metropolitan area.
F	City Colleges of Chicago.
G	Headcount enrollment greater than 10,000 located in Chicago metropolitan area.

The use of maximum variation purposeful sampling allowed for the further differentiation of sites. Additional selection criteria included geographic diversity and institutional size. It was important to provide a variety of institutions in the range of selections to foster the differences of these institutions and to give the research greater diversity and a broad range of perspectives. Table 7 shows medium to large Illinois community colleges using data. With the use of purposeful nonrandom sampling, the number of people who were interviewed was less important than the criteria used in their selection. Use of four selection criteria assisted in reflecting the diversity and breadth of the sample used in this study to address the research purpose.

Table 7. 2012 ICCB Seven Peers Groups (Mid- to Large-Illinois Community Colleges Data)

Criteria	Geographical locations	Community colleges	Annual FY 12 FTE
Urban	Located downstate and in urbanized areas	Blackhawk	5,263
		Heartland	4,173
		Illinois Central	7,976
		Lincoln Land	5,564
		Parkland	7,449
		Richland	2,603
		Rock Valley	6,499
		Southwestern	9,482
Rural	Headcount enrollment greater than 4,000, downstate located in or near communities of less than 50,000 population	Illinois Valley	3,059
		Kankakee	3,558
		Lake Land	7,318
		Lewis and Clark	4,262
		Logan	4,050
		McHenry	4,819
Chicago Metropolitan	Headcount enrollment greater than 10,000 located in the Chicago metropolitan area.	DuPage	18,435
		Harper	11,351
		Joliet	11,760
		Lake County	11,183
		Moraine Valley	12,681
		Oakton	7,591
		Triton	9,331

Data Collection

Data collection in qualitative research seeks to gain information and meanings from the perspective of study participants. An array of data-collection methods were employed to capture pertinent information and to shed light on the research purpose. The four collections of data methods employed for this study included (a) semistructured interviews, (b) documents, (c) demographic surveys, and (d) field notes. Table 8 describes the four data-collection sources, methods, and techniques used.

Table 8. *The Four Data-Collection Methods Employed for the Study*

Data source	Method	Data-collection technique
Deans and CAAOs	Survey	Hosted on Zoomerang.com yielding geographic data about participation
Deans and CAAOs	Personal interview	Semistructured interviews lasting approximately 60 minutes with follow-up questions. Digital recordings were made of the sessions
Documents	From participants; College website	College organizational charts and staff training manuals
Researcher	Field notes	Observational and reflective field notes written after each interview and throughout the data-collection process

Note. CAAO = chief academic-affairs officer

Participant-Interview Contact Protocol

A contact protocol was employed for consistency and to substantiate the trustworthiness of the study. To contact the participants, the following order was established.

1. Introductory e-mails were sent to vice presidents and deans of Illinois community colleges that met the established criteria of the study. Names of potential participants were acquired through the Illinois Community College Administrators Association (ICCAA) and the Chief Academic-Affairs Commission through the ICCAA.
2. The initial e-mail introduced me, described the purpose of the study, and outlined the criteria required for participation (such as time in position and reporting structure). Attachments to the e-mail included a consent form and the interview schedule.
3. Those respondents who indicated they were interested in participating in the study were contacted by telephone. At this time, a review of the verification of the selection criteria were completed, and any questions will be answered.
4. Once verified that the potential participant met the selection criteria, a scheduled time and place for the interview was be established.

5. One week prior to the scheduled interview date and time, the meeting was confirmed by e-mail, and the interview questions were again sent to participants so they might prepare, if they so desired.

Semistructured Interviews

Semistructured interviews were employed to provide a venue in which to obtain rich, thick data and insights from study participants. Interview questions were derived from the driving questions and purpose statement of the research. According to Merriam (2009), “the key to getting good data is to ask good questions. Different types of questions will yield different types of data. The questions you ask, depend on the focus of your study” (p. 95).

The interviews provided an opportunity to have open dialog and a conversation about the formation of effective academic teams in Illinois community colleges. Yin (2009) suggested that the interview process should be more like a guided conversation than a structured line of inquiry. Time was given before the interview to discuss the purpose of the study and to answer any questions. A relationship of trust was established by the open dialog, explaining to participants what was expected of them during the interview process. Semistructured interviews were the primary data-collection method. Interviews were employed to explore participants’ experiences, knowledge, and perceptions regarding the formation of academic-affairs senior leadership teams. The use of semistructured interview questions provided reliable and comparable data yet allowed participants the freedom to answer questions, expressing their views in their own way. Follow-up probing questions clarified specific points raised and allowed for depth on specific relevant areas of interest. The face-to-face interviews with the CAAOs and deans lasted approximately 1 hour, allowing enough time to thoroughly discuss the research questions to address the purpose of the study. The interview questions were mapped to the driving questions (see Appendix B).

Document Collection

Collecting documents relevant to the study's purpose were useful as they provided another way to examine participating-institution data, culture, and written policy on staff development and expectations of administrators. Merriam (2009) defined documents as "ready-made sources of data easily accessible to the imaginative and resourceful investigator" (p. 139). Documents provided a snapshot of what is happening at the institution without bias. Documents account for factual information.

Yin (2009) believed there are three important indicators in reviewing documents. First, documents are helpful in verifying the correct spellings and titles or names of organizations that might have been mentioned in an interview. Second, documents can provide other specific details to corroborate information from other sources. However, if the documentary evidence is contradictory rather than corroboratory, the researcher needs to pursue the problem by inquiring further into the topic. Third, one can make inferences from documents: for example, by observing the distribution list for a specific document, one may find new questions about communications and networking in an organization. However, the researcher should treat inferences only as clues worthy of further investigation rather than as definitive findings because the inferences could later turn out to be false leads (Yin, 2009).

Documents to be gathered from the participants' colleges provided contextual information: academic team structures, and mentoring procedures and staff-development processes. Documents were used to examine reporting structures reflected in organizational charts in academic-affairs teams at participating institutions. Organizational charts provided information about the reporting structure and how team members in academic-affairs teams might relate with each other. Staff-training manuals provided valuable information on the

importance placed on mentorship programs and staff-development programs by institutions specific to the CAAO and deans.

Survey

A survey was used to gather important contextual information about participants. The survey was composed of closed-ended questions that primarily focused on past work, career-training experiences of participants, and general geographic information (see Appendix A). Data were used to identify and examine the backgrounds and past experiences of participants. The survey was presented electronically, and participants were directed to complete the survey through Zoomerang.com. Use of an electronic survey provided an easy venue for participants and allowed for accurate data retrieval and visual display by the researcher.

Field Notes

Field notes throughout the data-collection process. Field notes consist of two components: observational notes and reflective notes. Immediately after the interview, a quiet environment will be found where observational comments and reflective notes were written. Observational notes provided information regarding the interview and essentially recreated and recalled the scene. All participants for this study were interviewed in their offices at their institutions. These locations allowed for the capture of visual and other nonverbal cues that could not be transmitted via audiorecordings during face-to-face interviews. Merriam (2002) suggested that field notes should include these three components:

- Verbal descriptions of the setting, the people, and the activities.
- Direct quotations or at least the substance of what people said.
- Observer's comments put in the margins or in the running narrative and identified by underlining, italicizing, bolding, or bracketing, and using the initials "OC."

Creswell (2008) fundamentally concurred with Merriam (2002), believing there are two parts of field notes consisting of reflections and observations. A reflective component also was put into practice for this study and documentation was embedded in the field notes. The field notes were more subjective in nature and contained first impressions, insights, and thoughts regarding the interview process and participant actions and interactions throughout the interview.

Data Collection Pilot Protocol

Protocols to ensure consistency of data collection are important in making the research meaningful and to maintain the integrity of the study. According to Yin (2009), the protocol is an especially effective way of dealing with the overall problem of increasing the reliability of case studies. If protocols are not established and adhered to, the entire case study research can be jeopardized. A data-collection pilot of the interview questions and interview procedure was undertaken with peer experts (one vice president and one dean) who were not included in the study. The pilot strengthened the follow-up probing questions that were asked in the research interviews.

In addition, the pilot process allows the researcher to hone interview skills. Yin (2009) stated that “the ability to pose and ask good questions is therefore a prerequisite for case study investigators” (p. 69). Employing a pilot protocol provides the research with relevant and purposeful questions that will maintain the integrity of the purpose. Only minor adjustments were made to the wording of two interview questions based on peer expert feedback. All data obtained were destroyed, and none was included in the study.

Data Analysis

In qualitative research, large volumes of information and data are gathered requiring precise strategies to maintain the integrity of the data-analysis process and organizing the data.

Creswell (2007) instructed that the beginning of data analysis consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing codes, and finally presenting the data in charts and graphs. A strongly detailed process is essential to produce findings from the data collected that are meaningful to those interested in the study. Yin (2009) concurred that “the analysis of case study evidence is one of the least developed and most difficult aspects of doing case studies” (p. 129). To successfully employ data analysis in this research, Creswell’s (2007) framework for analysis was incorporated in this study.

Creswell (2007) described the scope of data analysis as a circular or spiral approach rather than a linear process. In this framework, Creswell’s four stages of data analysis are (a) the data-managing stage; (b) reading and memoing stage; (c) describing, classifying, and interpreting stage; and (d) representing and visualizing stage. Miles and Huberman (1994) defined the context of data analysis with similar processes to those of Creswell, consisting of three concurrent flows of activity: (a) data reduction, (b) data display, and (c) conclusion drawing/verification.

Data-Managing Stage

A detailed description of all data obtained was carefully maintained including identification of participant and college, date and time of interview, documents retrieved, and field notes. All data sources were stored electronically and in hard-copy format in files. These data sources included interview transcripts, academic organizational charts, field notes, staff-training manuals, and the demographic survey. Patton (1980) believed “the data generated by qualitative methods are voluminous” (p. 297). The data-analysis process for this study was started with the first data collected. As Merriam (1998) stated, “Category construction begins

with reading the first interview transcript, the first set of field notes, and the first document collected” (p. 181). The data were continually condensed, and the remaining data were used to construct categories and themes.

Reading and Memoing Stage

In the beginning stage of the analysis, all data sources were thoroughly reviewed. By reading all data in its entirety, the research can be viewed in an expansive format, and reflective notes can be captured from what was learned from the data. In the beginning stages, the researcher must read through the text, make margin notes, and form initial codes. This allows the researcher to gain a sense of the whole by looking at all of the data (Creswell, 2007).

All transcripts, documents, and data were read in their entirety several times to get a sense of the information and to begin the general coding. In this research, all data were reviewed, which, including multiple readings of all transcripts and print documents, as well as a review of the audiotapes. Throughout the process, memoranda, notes, and annotations were made in an organized process to identify emerging themes and strands of consistency.

Describing, Classifying, and Interpreting Stage

Data were coded using a system that identified categories and themes generated from the conceptual framework found in the literature review, as well as captured from all emergent themes. Inductive codes, generated from the data and prior themes, were used to establish consistency throughout the data-analysis processes. The codes assisted in identifying and categorizing common topics or themes. Researchers strive to identify individual experiences and the context of those experiences, as well as provide a detailed description of the phenomenon under study from the participants’ perspective.

The classifying and interpreting of data lie in the approach selected for use in the research. Creswell (2007) opined that analyzing data is “a process of pulling the data apart and putting them back together in more meaningful ways. Also, the researcher establishes patterns and looks for a correspondence between two or more categories” (p. 163). Stake (1995) similarly suggested the researcher establish patterns and then look for commonalities and differences between two or more categories. In this research, care was taken to capture any and all emergent themes that allowed for a wider opportunity for various comparisons.

Representing and Visualization Stage

After analyzing the data, charts, tables, and graphical representations were incorporated to demonstrate visually consistency in the research. This assisted me to uncover factors that influence effective academic-affairs teams. Lincoln and Guba (1985) supported that “researchers engage in interpreting the data when they conduct qualitative research. Interpretation involves making sense of the data and lessons learned (p. 47). Creswell’s (2007) data-analysis spiral approach and application to this study are found in Table 9.

Trustworthiness and Validity

Trustworthiness and validity of academic research needs consistent practices. Participants in the study and readers of the research must have confidence in the researcher’s data-collection procedures, analysis, and conclusions drawn from the findings. The final presentation of the research must accurately depict the phenomena under study from participants’ perspective. The concepts of validity and trustworthiness are presented similarly by many researchers. Lincoln and Guba (1985) employed the words: *credibility*, *transferability*, *dependability*, and *conformability* to convey measures for establishing trustworthiness in qualitative research. Yin (2003) averred that the researcher needs to incorporate the research indicators of reliability,

validity, and trustworthiness. Another view on trustworthiness and validity was appreciated by R. B. Johnson (1997), who believed that three types of validity can determine the reliability of the research.

Table 9. *Data-Analysis Strategies, by Research Approaches*

Data analysis and representation	Case study	Approach
Data managing	Create and organize files for data	Files of each case (participant and college) were formed, and all data collection for that case was collected in the folder
Reading, memoing	Read through text, make margin notes, form initial codes	Transcripts and data were reviewed with notations on transcripts; from initial codes
Describing	Describe the case and its context	Data obtained from each participant were described and articulated; inductive codes were identified using a priority theme
Classifying	Use categorical aggregation to establish topics, themes, or patterns	Coding and a category system were developed; topics, themes and patterns were identified
Interpreting	Use direct interpretation Develop naturalistic generalizations	Data were interpreted
Representing, visualizing	Present in-depth picture of the case findings using narrative, tables, and figures	Narratives and tables were developed to provide comprehensive explanation of the findings

Trustworthiness and Validity

Trustworthiness and validity of any academic research needs consistent practices. Participants in the study and readers of the research must have confidence in the researcher's data collection procedures, analysis, and conclusions drawn from the findings. The final presentation of the research must accurately depict the phenomena under study from the participants' perspective.

The concepts of validity and trustworthiness are presented similarly by many researchers. Lincoln and Guba (1985) employ the words: “credibility”, “transferability”, “dependability”, and “conformability” to convey the measures for establishing trustworthiness in qualitative research. Yin (2003) believes that the researcher needs to incorporate the research indicators of reliability, validity, and trustworthiness. Another view on trustworthiness and validity can be appreciated by Johnson (1997), who believes that three types of validity can determine the reliability of the research.

In qualitative research three types of validity can be discussed. First, descriptive validity refers to the factual accuracy of the account as reported by the qualitative researcher. Second, interpretive validity is obtained to the degree that the participants’ viewpoints, thoughts, intentions, and experiences are accurately understood and reported by the qualitative researcher. Third, theoretical validity is obtained to the degree that a theory or theoretical explanation developed from a research study fits the data and is, therefore, credible and defensible (R. B. Johnson, 1997, p. 45).

Yin (2003) suggested concepts similar to those of R. B. Johnson (1997), delineated into four tests to determine research trustworthiness and validity: (a) construct validity, (b) internal validity, (c) external validity, and (d) reliability. Yin’s test further determines validity by using three tactics to meet the test. These tactics are common and an imperative practice in all qualitative research. Yin (2003) contended that using multiple sources of data, establishing a chain of evidence, and seeking input and revisions from key participants are critical in achieving validity and trustworthiness in research.

The findings from this research were reliably drawn through consistent and precise data collection and data analysis. Appropriate audit trails were established to maintain transparency of the research. I used the four guiding principles of Lincoln and Guba (1985) to confirm trustworthiness. Table 10 illustrates criteria for Lincoln and Guba’s quality and trustworthiness used in this case study.

Table 10. *Lincoln and Guba's Criteria to Ensure Trustworthiness for This Study*

Criteria	Methods	Phase of research
Credibility	Multiple data sources Triangulation of data Member check of transcripts	Data collection
Transferability	Wide range of thick and rich data Consistent participant protocols	Data analysis
Dependability	Audit trail	Research design
Confirmability	Transparency of process and procedures	Data collection Data analysis

Lincoln and Guba's (1985) criteria for credibility occurred through the use of multiple sources of data to determine the certainty and genuineness of the findings. Data included participant interviews, college staff-training manuals, and participant surveys, giving me the opportunity to compare and crosscheck data for the truth and what is real. CAAs and academic deans participated in the research; trust was built with participants to provide extensive and open dialog. Trust was developed by following an extensive interview protocol, giving participants assurance that their participation would be important to the topic and that all information would be held confidential.

Triangulation was used to examine data obtained from multiple data sources for commonalities in participants' views of the problem. Triangulation occurs when the researcher uses multiple sources of data, comparing and crosschecking the data for different perspectives and comparing information (Merriam, 2009). The use of triangulation assisted in finding facts and commonalities of effective team work, training of team members, and how teams work together. Validity was implemented using common themes and threads in the data-analysis process. Lincoln and Guba (1985) put forth that triangulation of multiple sources of data would improve the credibility of interpretation of findings provided by the researcher.

To ensure credibility of the research, the process of member checking of the interview transcript was completed so participants had the opportunity to review their responses for accuracy and make corrections as they believed appropriate (see Appendix C). The transcripts were sent to participants electronically for their review. Merriam (2009) stated that “a common strategy for ensuring internal validity or credibility is member’s checks; the idea here is that you solicit feedback on your emerging findings from people you have interviewed” (p. 217).

The second major criterion, transferability, provided the widest range of information, including thick and rich data (Lincoln & Guba, 1985). Interviews from nine participants who are leaders of academic teams were used. The interviews provided valuable information and different perspectives that can be applicable in many different situations to assure transferability of findings. Rich, thick data were obtained from these interviews, as well as documents and the demographic survey.

An audit trail is essential in creating dependability in the study, satisfying the third criterion. This research used a running account of the process and protocols used in the inquiry for information. Researchers must follow the same procedures, processes, and protocols for consistency in their research. This allows readers of the research to be confident that the findings are credible and trustworthy. The research permitted for easy replication.

To address conformability, the fourth criterion from Lincoln and Guba (1985), I established a transparent and exact method of maintaining an accurate chain of evidence, also known as an audit trail. Yin (2003) suggested a researcher should be able to follow the derivation of any evidence from initial research question to the conclusion of the research. R. B. Johnson (1997) and Lincoln and Guba (1985) proposed that the researcher is responsible for providing the

database that makes transferability judgment possible by potential appliers. Attention was given to the chain of evidence (audit trail), ensuring the data were collected in a consistent manner.

A technique used in this research was to keep the findings pure and without researcher-bias reflectivity. Each step in this research allowed participants natural perspectives in their interview, as well as an opportunity to later add or discard comments that became part of the research data. Reflectivity kept researcher bias from entering into the collected data.

This qualitative research used the four guiding principles of Lincoln and Guba (1985) to establish solid and ethical practices. Practices emphasized careful attention to the collection of data and opportunities to cross check data sources for accuracy. Triangulation of data and the use of participants with deep, rich, and meaningful knowledge of the phenomena were implemented in this research.

Limitations

All research has the potential to have various weaknesses. These weaknesses may manifest in research methodology, process, or interpretation of the data. Creswell (2008) defined limitations as “potential weaknesses or problems with the study identified by the researcher” (p. 207). Since this research strives to be transparent, it is important the researcher identifies the prevalent limitations.

Researcher Bias

The researcher reflected on his assumptions and possible bias. In this case, the researcher is a community college academic dean and has been part of a leadership team for the past 7 years. The researcher may perhaps draw conclusions from his own professional experiences being a participant on the team and reporting to a CAAO. In qualitative inquiry, the researcher bias needs to be explained to orient the readers to his or her perspective. Merriam (2009) states

that investigators need to explain their biases, dispositions, and assumptions regarding the research that is being undertaken. Such a clarification helps the reader better understand how an individual interprets the data. To reduce influence of this limitation, the researcher will rely on reflective field notes and use of the data audit trail to maintain an accurate picture and impression of participants' perceptions. Documents gathered also provided the researcher an in-depth, unbiased, and factual look at what the institutions deem important.

Ethical Considerations

Because of the personal nature of qualitative research, it is essential to consider the ethical implications of this study. Selected participants in the research have vital leadership roles in their institutions. For participants to comfortably share their insights and experiences when building community college academic-leadership teams, it is important to establish trust between the researcher and participant. This research included processes to maintain adequate provisions to ensure the anonymity and confidentiality of all participants. Creswell (2007) affirmed that when interviewing participants, "We consciously consider ethical issues-seeking consent, avoiding the conundrum of deception, maintaining confidentiality, and protecting the anonymity of individuals with whom we speak" (p. 44).

Each participant was informed of the purpose of the research, the questions that would be asked in the interview, and how the information would be used. All information collected will be kept confidential and only I will have access to the data. The names of individuals and their colleges are kept confidential in this research by using prefixes and codes. It is hoped that risks to subjects will be minimal, and the benefits of this research will be applicable to those in the community college field.

Bogdan and Biklen (2007) suggested researchers advocate the following guidelines when conducting data collection: (a) obtain informed consent so participants understand benefits of research (see Appendix D), (b) clarify that participation is voluntary, clarifying the right not to participate or stop participating at any point, (c) keep data confidential, (d) be truthful when reporting findings, and (e) respect the dignity of participants.

The researcher submitted the appropriate application forms and all supporting documentation to the National Louis University Internal Research Review Board. The researcher is expected to adhere to the university's strict expectations and program, which that are clearly outlined.

The participant informed consent (see Appendix D) was required and secured before any data collection was undertaken. This consent form outlined the purposes of the study and provided a description of the involvement and rights afforded to each participant. A signed confidentiality agreement was obtained from the professional transcriptionist. Interview recordings were transcribed into a Word document. All data collected for this study were secured in a locked cabinet at the researcher's office and will remain secured for 7 years after the study. At that time, the data will be destroyed.

Researcher as the Tool

In qualitative research situated in the interpretive paradigm, the researcher is the key or primary instrument with regard to the design, data collection, analysis processes, and interpretation of the findings. Merriam (1998) noted that "because the primary instrument in qualitative research is human, all observations and analyses are filtered through that human being's worldview, values, and perspective" (p. 22). The researcher needs to interpret the meaning of the research and project sensitivity in the analysis of the data and keep bias or

subjectivity to a minimum. Therefore, knowledge of the researcher's professional and personal experiences is vital to the process. Merriam (1998) stated, "Sensitivity extends to understanding how biases or subjectivity shape the investigation and its findings" (p. 23).

The researcher in this research will acquire the necessity for finding the answers to the research questions in an open and purposeful way. One of this researcher's primary responsibilities was collecting and analyzing the data. The researcher was involved throughout the research to assure creditability and accurate interpretation. "In qualitative research, issues of instrument, validity, and reliability ride largely on the skills of the researcher" (Miles & Huberman, 1994, p. 38).

The researcher's entire community college career has been located at one suburban Illinois community college where he serve now as the dean of liberal arts. The researcher obtained a B.A. in psychology in 1983 from Saint Xavier University, and in 1993 received an M.A. in arts management from Columbia College in Chicago. He has have 28 years of experience in community college leadership, progressing through various roles in academic affairs and student development.

In 1984, the researcher began community college career in student development, serving as the director of student activities. In 1998, he was promoted to be assistant dean of student life and judicial affairs. In his role as assistant dean of student life, he administered all aspects of judicial affairs and worked closely with faculty on student discipline and classroom management. While working in student development, the researcher taught as an adjunct instructor in the psychology department and also taught a general college-success course, expanding his knowledge to the classroom. In 2003, he moved to the academic affairs division as

assistant dean of liberal arts where he gained additional academic-leadership experience. He was promoted in 2006 to be dean of liberal arts.

In his current role as an academic dean, he manage the liberal arts subdivision, overseeing 225 full-time and part-time faculty, as well as being responsible for the college's fine and performing arts center. The researcher has extensive experience in all aspects of college budgets, curriculum development, evaluation of faculty and staff, the hiring and tenure process for new faculty, services and cocurricular programs for students, and assessment of student learning.

In addition to his life experiences in higher education, he has numerous professional and leadership accomplishments, including (a) recipient of the Innovation of the Year award in 2003 and 2011; (b) appointment by Saint Xavier University's college president to serve on the 2010 and 2012 Continuing and Professional Student Advisory Committee; (c) participation in the Chair Academy for Leadership and Development 2004–2005, sponsored by the Chair Academy at Mesa Community College; and (d) co-chairing the college's Academic Quality Improvement Committee on Institutional Effectiveness.

A large part of his responsibilities as a community college dean is forming teams and working with these teams on projects, grants, hiring, policy development, curriculum development, and long-range planning. In the eyes of the researcher, it is evident that effective teams do not happen by accident; rather they are shaped and formed. The researcher has a true passion for the community college philosophy and mission. Being a community college student earlier in his academic career and spending a lifetime contributing to higher education has given him insight as to the important role community colleges play throughout Illinois and across the United States.

CHAPTER 4: DATA-COLLECTION AND DATA-ANALYSIS STRATEGIES

Introduction

Qualitative inquiry gives the researcher opportunities to gather data and information regarding a problem, issue, or concern through the insights, perspectives, experiences, and reflections of the participants involved and documents collected. Creswell (2007) contended that data is “a series of interrelated activities aimed at gathering good information to answer emerging research questions” (p. 118). This chapter focuses on the data-collection process for this study and approaches that were used to assist in analyzing the data.

The purpose of this study was to discover what factors influence the building and development of effective academic-affairs teams at selected Illinois community colleges. Guiding questions generated from the purpose statement explore how and in what ways a CAAO facilitates the growth of their administrative-leadership staff as they strive to become an effective and efficient team. Research data were gathered from a variety of data sources that provided for triangulation of the data analyzed by the study’s conceptual framework. Setting the stage for broad understanding of this research, this chapter includes the following: (a) participant demographics, (b) community college participant sites, (c) participant contact protocol, (d) the process for the selection of the subject institutions and participants, (e) a summary and inventory of the data collected, and (f) a general overview of the data-analysis process.

Research-Participant Demographics

To obtain the most relevant information and data for this study, purposeful sampling was used to select participants. Nine participants were invited to participate in the research, three CAAOs and six academic-leadership team members, specifically deans. Although at the beginning of the data collection, all nine agreed to be interviewed, one dean had to withdraw

because of personal issues a short time before the scheduled interview. After careful reevaluation of state community colleges, it was found that no other dean in that geographic location met the research-selection criteria. Therefore, only eight interviews were completed.

The participant selection criteria for the study follow:

1. Community college CAAOs who have served in their role for 2 years or less.
2. Academic deans who have been in that role 1 to 3 years.
3. CAAOs and academic deans employed at mid- to large-size urban, Chicago metropolitan (suburban), or rural Illinois community colleges.

Potential interview participants were selected from the lists provided by the ICCAA and the Chief Academic Affairs Commission through ICCAA. Together, these associations provided current names and titles of 147 potential participants. E-mails were sent to potential participants with a brief description of the research and a small survey to determine their years of service in that specific role. From the positive response from those who met the criteria, a random selection of those who responded positively yielded participants who were interviewed.

The participant demographics are presented in Table 11 to provide foundational and contextual information regarding the backgrounds of those interviewed. Participants were divided equally among male and female. Half the participants were in the age group of 41 to 45 years of age, two were in the age group of 46-50, one was in the age group of 56-60, and one participant was in the age group of 65 and over. Seven of the eight participants were Caucasian, and one was African-American. Abbreviations were used to identify the sites and participants. Abbreviations are used to identify participants and respect the confidentiality of the institutions and participants who assisted in this research: Table 11 shows the demographic profiles of study participants.

Table 11. *Demographic Data of Participants*

Designation	Gender	Age group	Ethnicity	Number of years in current position
U CAAO 1	Female	46–50	Caucasian	2.0
U D 2	Female	58–60	Caucasian	2.9
U D 3	Male	46–50	Caucasian	3.0
R CAAO 1	Male	41–45	Caucasian	1.5
R D 2	Female	Over 65	Caucasian	2.2
CM CAAO 1	Male	41–45	Caucasian	3.0
CM D 2	Female	41–45	African American	2.7
CM D 3	Male	41–45	Caucasian	3.0

U = urban community college; R = rural community college; CM = Chicago metropolitan community college; CAAO = chief academic affairs officer, and D = dean.

Community College Sites in the Research

To increase transferability of this research, a maximum variation method was incorporated into the participant sampling-selection criteria. The use of a variety of institutions permitted a varied sampling across Illinois community colleges, allowing for inclusion of a wider range of views and opinions. Assisting with this was the use of the ICCB's seven peer groups, which place community colleges into comparison groups of institutions based on a number of categorical fields identified by ICCB. The study potential sites therefore included 23 of the 48 Illinois single-campus community colleges that were considered mid- to large-size institutions based on ICCB's seven peer groups and located in various geographical areas.

The study used mid-to-large-size Illinois community colleges located in rural, urban, and Chicago metropolitan areas. Inclusion of these various institutions with different characteristics and variation gave the study a rich and purposeful insight, which might have not been accomplished by using institutions that had greater similarities. Patton (2002) contended, "Any

common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting of phenomenon” (p. 234). Table 12 summarizes the eight institutional profiles by CAOs and academic dean study participants.

Table 12. *Chief Academic Affairs Officers, Academic Deans, and Institutional Profile*

Participant	Institutional size	Institutional type	Years of experience	Designation
Chief academic affairs officer 1	Medium–large	Urban	0–2	U CAO 1
Dean 2	Medium–large	Urban	1–3	U D 2
Dean 3	Medium–large	Urban	1–3	U D 3
Chief academic affairs officer 1	Medium-large	Rural	0–2	R CAO 1
Dean 2	Medium-large	Rural	1–3	R D 2
Dean 3	Medium-large	Rural	1–3	R D 3
Chief academic affairs officer 1	Medium-large	Chicago metropolitan	0–2	CM CAO 1
Dean 2	Medium-large	Chicago metropolitan	1–3	CM D 2
Dean 3	Medium-large	Chicago metropolitan	1–3	CM D 3

Participant-Contact Protocol

A participant-contact protocol was used during the research to assure dependability and consistency in the selection process. The information and data gathered for this research were obtained through interviews with participants and institutional documents pertinent to the research topic. This data established how and what strategies CAOs use when working with new and existing members of their academic-leadership team.

The initial e-mail introduced me, described the purpose of the study, and outlined the criteria required for participation (such as time in position and institution size). Attachments to the e-mail also included the consent form (see Appendix D) and the interview schedule. Selected participants were contacted by e-mail, with a follow-up phone call to confirm their agreement to be interviewed. Face-to-face interviews were scheduled at participants' colleges and were audiotaped for accuracy in reporting. Two weeks prior to the scheduled interview, the questions and a consent form were again e-mailed to participants. After the interview, participants were asked to complete a short online demographic survey (see Appendix A). All participants were interviewed over an 18-month period of time. Participants were asked to complete a member check of their interview transcript to enhance validity and trustworthiness of the data collected. Table 13 presents the steps used in the participant-contact protocol.

Documents

According to Yin (2009), a major strength of case-study data collection is the opportunity to use many different sources of data and information, which provides for triangulation of the data. Multiple sources of data were used to assist in attaining a richer understanding of the research topic. In addition to face-to-face interviews, documents were gathered to be analyzed. Relevant mentoring and professional-development-program documents were collected. These documents provided insight, historical perspectives, and awareness to the current mentoring and professional-development programs employed by CAAOs in community colleges for the enhancement of their academic leadership team.

Table 13. *Steps Used in the Participant Contact Protocol*

Timeline	Activity
January 2010	Secured list of qualified participants from ICCAA membership list
May 2010 to August 2010	E-mail sent to qualified participants
May 2010	Interview secured with participant in urban Illinois community college
June 10, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey
July 21, 2010	<ul style="list-style-type: none"> • Phone confirmation for interview
July 13, 2010	<ul style="list-style-type: none"> • Interview conducted and field notes constructed
February 18, 2011	<ul style="list-style-type: none"> • Demographic survey completed
February 2011	<ul style="list-style-type: none"> • Member checking of transcribed interview
October 2010	Interview secured with participant in urban Illinois community college
December 1, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey
December 8, 2010	<ul style="list-style-type: none"> • Phone confirmation for interview
December 10, 2010	<ul style="list-style-type: none"> • Interview conducted and field notes constructed
April 8, 2011	<ul style="list-style-type: none"> • Demographic survey completed
February 2011	<ul style="list-style-type: none"> • Member checking of transcribed interview
October 2011	Interview secured with participant in urban Illinois community college
January 10, 2011	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey
January 26, 2011	<ul style="list-style-type: none"> • Phone confirmation for interview
January 28, 2011	<ul style="list-style-type: none"> • Interview conducted and field notes constructed
February 21, 2011	<ul style="list-style-type: none"> • Demographic survey completed
February 2011	<ul style="list-style-type: none"> • Member checking of transcribed interview
October 2010	Interview secured with participant in rural Illinois community college
September 1, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey
September 26, 2010	<ul style="list-style-type: none"> • Phone confirmation for interview
September 28, 2010	<ul style="list-style-type: none"> • Interview conducted and field notes constructed

Timeline	Activity
April 8, 2011	• Demographic survey completed
February 2011	• Member checking of transcribed interview
February 2011	Interview secured with participant in rural Illinois community college
March 1, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey • Phone confirmation for interview
November 8, 2010	• Interview conducted and field notes constructed
November 8, 2010	• Demographic survey completed
March 10, 2011	• Member checking of transcribed interview
February 2011	Participant in rural Illinois community college • <i>Participant not available in this area</i>
October 2010	Interview secured with participant in Chicago metropolitan Illinois community college
October 10, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey • Phone confirmation for interview
November 9, 2010	• Interview conducted and field notes constructed
November 11, 2010	• Demographic survey completed
April 13, 2011	• Member checking of transcribed interview
October 20, 2010	Interview secured with participant in Chicago metropolitan Illinois community college
October 10, 2010	<ul style="list-style-type: none"> • Confirmation e-mail sent with participant consent form, interview questions, and link to online survey • Phone confirmation for interview
November 13, 2010	• Interview conducted and field notes constructed
November 15, 2010	• Demographic survey completed
Not completed February 2011	• Member checking of transcribed interview
October 20, 2010	Interview secured with participant in Chicago metropolitan Illinois community college
October 20, 2010	• Phone confirmation for interview
October 22, 2010	• Interview conducted and field notes constructed
February 18, 2011	• Demographic survey completed
February 2011	• Member checking of transcribed interview

Note. ICCAA = Illinois Community College Administrators Association

Many documents were acquired online through the college's website whereas others were collected during participants' scheduled interviews. Documents included printed professional-development handbooks for employees and organizational charts. Table 14 represents the documents collected from community colleges.

Table 14. *Documents Collected from Community College*

Document type	U1	U2	U3	R1	R2	CM1	CM2	CM3
Organizational chart	1	1	1	1	1	1	1	1
Professional development	1			1	1			1
Grand total	2	1	1	2	2	1	1	2

The documents gave insight into what informal and formal professional-development programs Illinois community colleges offer to their mid- and upper-level management leadership team. After review of the documents, It was noted that only four community colleges had professional-development handbooks applicable to midlevel administrative staff. Common in these documents were workshops available for staff, technology workshops, college policies, and regulations in the workplace. Although these handbooks were given to administrative staff they were quite generic and were given to all staff regardless of classification.

No study institutions had professional-development manuals specifically for the development of new deans. Also, none of the CAAOs at the participant colleges provided a formal professional-development mentorship program for academic deans. Although mentors were assigned to new deans, it was considered an informal process and not documented as a college-sanctioned professional-development activity.

Organizational charts from all eight participating community colleges online and from participants. These charts were used to verify reporting structures between the CAAO and deans at participating community colleges. All eight community colleges had wide-ranging variation in job titles, but structures of academic deans reporting to CAAOs still was quite traditional and similar to the organizational charts examined in the literature review.

Overall, CAAO responsibilities and title differed at participating colleges. Six community colleges used the vice-president title, and two used the title of provost. Titles at participating community colleges follow: (a) two community colleges used the title provost/CAO, (b) two community colleges used the title vice-president of academic affairs, (c) two designated vice president of academic affairs and student development, and (d) one titled the position vice president of instructional affairs. Although titles varies, general responsibilities and duties of these positions were similar.

The academic deans, associate deans, and in some cases, directors reported to the CAAO at all institutions. Most dean titles included an area of instruction coupled to the title, such as Dean of Liberal Arts, Dean of Work Force Development, and Dean of Academic Services Developmental Education. Organizational charts assisted in comparing and contrasting the reporting structures at participating institutions, as well as validating responses from each participant.

Framework for Analyzing the Data

The framework for analyzing data is a vital process and important for the integrity of the study. In this section an overview of this process will be summarized. Merriam (2009) asserted that data analysis means taking the rich data and finding meaning. Specifically,

Data analysis is the process of making sense out of the data and making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read, it is the process of making meaning. (pp. 175–176)

The research data-analysis process follows Creswell's (2007) spiral framework. In qualitative research the researcher engages in interpreting and analyzing the data; then finds meaning in the data. This lengthy process must be performed in an organized and holistic manner, so all data and information can be thoroughly analyzed. During the process of data collection, memoranda and field notes were generated in a structured manner. This procedure assisted in maintaining a consistent audit trail and thus, the trustworthiness of the research process and its subsequent findings. This chapter reflects incorporation of Creswell's procedures of data managing. In Chapter 5, I describe and present the data; Chapter 6 presents the research conclusions.

***A Priori* Themes Used to Analyze Data**

The framework for analysis is derived from the study's conceptual framework. This allows for the identification of *a priori* themes to be used in the data analysis. *A priori* themes are categories (data sets) established before the analysis of the gathered data, based on a theory or concept (Stemler, 2001). For this study, a concept and a theory were used to analyze the data: Hawkins' (2012) team-coaching concept identified five specific points that are vital in producing an effective team; and Zachary's (2012) mentorship theory identified a learning-centered paradigm with seven principles that are necessary for effective mentorship. However, great care was undertaken to note emerging themes that might come to light during the analysis process, to ensure all pertinent information was captured.

Summary

This chapter provided detailed information on how data were collected during the research process. An audit trail of the collected data was maintained and organized to assure transparency and credibility. Merriam (2009) suggested that “an audit trail in qualitative studies describes in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (p. 233). In this chapter the process for the collection of data was reflected in figures and tables to authenticate the process, methods, and time frames in which the data were collected for this research.

Chapter 5 presents the data and a detailed look at the *a priori* themes used to analyze the data. Participant responses have produced themes analyzed in the framework of Hawkins’ (2012) team-coaching theory and Zachary’s (2012) mentorship paradigm; also emerging themes are analyzed and used to offer additional data. These theories and concepts serve as an analytical lens.

CHAPTER 5: DATA ANALYSIS

To provide this research with a more complex and comprehensive perspective, maximum variation using multiple and varied data sources was employed. Using different sources of data resulted in acquiring deep, rich descriptions and reflections from a variety of participants processing knowledge of community colleges through their personal lens. Study participants discussed personal experiences from their roles in the community college that gave this research great meaning significant to the study's findings.

Two different groups of participants provided their insights: 1) the first group of participants was the CAAOs, who are considered the leaders of the academic team, and 2) the second group of participants was the academic deans, who are members of an academic leadership team. The eight participants brought to light a holistic understanding of how and in what ways the CAAOs work to form their academic-leadership team.

The data collected from the eight participants were coded using content analysis and the *a priori* themes garnered from the research conceptual framework. The conceptual framework for this study used two specific theories: Hawkins's (2012) team coaching model and Zachary's (2012) mentorship theory. Table 15 illustrates how the driving questions linked to the *a priori* themes.

Table 15. *Linkage of the Driving Questions to a Priori Themes*

Driving question	Themes
1. What characteristics determine the effectiveness of an academic leadership team?	1. Hawkins's team coaching. The five components of this theory
2. Which characteristics do chief academic affairs officers look for in their leadership team cabinet to function effectively within the institution?	2. Hawkins's team coaching. The five components of this concept.
3. How and in what ways are previous experiences and professional development activities used by individuals to become effective team members?	3. Zachary's elements of the learning-centered mentoring model. The seven elements of this theory.

In the participant interviews, the same interview questions, with a slight deviation according to their role as CAAO or academic dean to gather relevant data (see Appendix B). Because the CAAO is responsible for the development of their leadership team, the interview questions sought to gather their perceptions regarding how and in what ways each felt they assisted or guided the development of their academic team's members. In contrast, the interview questions asked of the academic deans sought to gather their perceptions of the assistance or guidance provided by the CAAO for their development as a member of the academic-leadership team.

All participants answered each question, some questions more completely than others. To provide the reader an understanding of the answers obtained for each question, Table 16 provides answers that illustrate the breadth and depth of their perceptions, insights, and understanding of the topic, rather than including all answers from each participant.

Hawkins' Team Coaching Components

Hawkins identified five elements of effective team coaching. These components assist in the development, not of the individual, but of the team. Hawkins (2012) believed to become a high-functioning team, working well together to accomplish a purpose or goal, all five elements

must be addressed. These five *a priori* themes are used in this chapter to analyze the interview data.

Table 16. *Participants' Comments Relevant to Hawkins's Component of Commissioning*

Participant	Response
U CAAO 1	"We wrote a strategic plan, an academic plan, essentially, and we were also going through a strategic ... management training project, so there was a lot of goal setting in the first year, so what we've done as a team is track our progress on those goals."
CM D 2	"You have to have team members that are committed to that shared vision and support one another; they make themselves accessible, the objective and everything to be gained. When you're open to inquiry or input from all the community, you have to make sure that you're as objective as possible. Once a decision is made, the team has to commit to achieving those goals."
U D 2	"I think you have to have a systematic plan or a systematic method for planning and the planning has to be bottoms up and folks have to understand what their role is in the planning process."
R CAAO 1	"I think, number one, an effective leadership team is a team that can articulate a vision; this is 'we want to be the largest community college in northern Illinois.' And then from there, they can then take that larger vision and break it down into small, maybe its department-level or division-level goals that then move the team toward that larger, bigger-picture goal. I also think the effectiveness of academic leadership is then monitoring that progress as you move toward it."

Note. U = urban community college; CM = Chicago metropolitan community college; R = rural community college; CAAO = chief academic-affairs officer; D = dean.

Hawkins's Team=Coaching Component 1

Commissioning is the act in which all teams and team members develop a clear purpose and define the team's success. Both CAAOs and academic deans acknowledged that the academic team must have a clearly defined purpose. All responses indicated leadership teams had or are currently in the process of developing and clarifying their mission, purpose, and project goals in the academic division. Many deans said they have participated in divisional retreats that have assisted them in developing goals with input from all team members. When

asked about the definition of team success, it was clear academic dean-define team success was still in the formulation stage.

All participants indicated that for a team to be effective, a set of common goals for the division needs to be formed and these common goals need to fit into overarching holistic institutional goals. When participants discussed goals for the team, recurring terms and phrases were used by all participants about the goal and mission setting process for the academic team. These common terms and phrases included “shared vision,” “common goals,” “goals that look at the bigger picture,” “goals should align,” “goals should inspire and assist the team to achieve the goal,” “a definition of outcome for the team needs to be transparent,” and “these should include feedback and assessment of goals that relate to student assessment.”

The questions of how and in what ways teams and team members are “developing a clear purpose, defining team success and performance measures” was answered in more general terms by academic deans. Their definition of a clear purpose and defining team success was based on what outcomes from the team’s purpose are most important for the institution. Dean (U D 2) commented that their most important role as a team member is to “facilitate student success.” Another participant (U D 3) noted that the goals of the academic-leadership team should have outcomes that assist students in reaching their academic goals. One interesting comment regarding the functioning of the academic-leadership team by another participant (U CAAO 1) focused on the team working together to reach success. This dean stated, “the way I can make a determination whether or not we are an effective team is we moving forward together.” This evidence suggested that teams were defining which criteria were most important for their teams to be successful, and this related directly to Hawkins’s (2012) first team-coaching component, the act of commissioning.

CAAO participants viewed how the academic-leadership team defines its purpose and success from a distinct perspective from that of the deans. They noted that successful performance should be based on forms of measurement and from the goal-setting process by the team leader and team members. Some team members stated that outcomes can be based on team performance as a whole, but believed some outcomes are measured by individual team member's performance as well. One participant (U CAO 1) stated, "The first year of working with the team, many goals were developed, and so what we have done as a team is track our progress of these goals."

Not surprisingly, all CAO participants offered similar thoughts about goal setting and measurable outcomes. They believed that to establish clear and purposeful goals by the team, there must be designated time set aside to formulate these common goals, such as retreats and formal meetings allocating specific time to these discussions. Table 16 illustrates a few of participants' relevant and common responses related to Hawkins's (2012) element of commissioning, where teams and team members develop a clear purpose and define success criteria by which team performance may be measured.

Hawkins's Team-Coaching Component 2

Clarifying is the process through which teams internally identify and clarify their mission. CAOs and academic deans identified several processes regarding how they as a team develop and clarify their goals. All participants believed this was accomplished when team members challenged each other and asked difficult questions when they are identifying and clarifying their mission and setting goals for various projects. With the understanding that all team members come from different academic departments, group members acknowledged they possess different skill sets and expertise. All participants indicated that for a team to function

well, team members should be able to come together to define their goals and refine how they will achieve these. Once they have clearly refined goals, the team focused its energy, understood what needed to be done, and worked together better to achieve the goals. This is in keeping with Hawkins's (2012) statement about working together: the "process of creating the mission together leads to high levels of ownership and clarity for the whole team" (p. 36).

Dean participants stated that, when clarifying divisional goals and working collaboratively, team members must feel comfortable to voice conflicting opinions in an unthreatening atmosphere. One dean (D CM 1) stated, "if you are going to have a strong academic team or an effective academic team you have to respect each other's visions as individuals and you have to know where the boundaries are." It was quite apparent that a cooperative climate and a protocol for the development of divisional goals are important in determining the direction and collaborative work of the team.

Hawkins (2012) believed that the principle of clarifying in team coaching involves having team members explain or crystallize their mission, purpose, core values, and strategic plan. In addition, part of this clarification is the establishment of protocols regarding how and in what ways the team works as a group. Participants suggested that after the goal-setting process is completed, the team continuously needs to refine goals as they work to accomplish the goals and tasks at hand.

CAAO participants expressed that continued improvement in goal setting and connecting goals arising from the academic-affairs department to college goals is crucial for division effectiveness and institutional growth. Several CAAOs stated that clearly defined goals and a logical approach for their completion identified by the team enhances their achievement. Table 17 illustrates a few of participants' relevant and common responses related to Hawkins's (2012)

element of clarifying, where teams and team members clarify their internal identity and their mission.

Table 17. *Participants' Comments Relevant to Hawkins's Component of Clarifying*

Participant	Response
U D 2	"It has (mission and goals) to be clearly defined and again systematically so when the planning cycle comes, folks know that, and budget appropriately. I think the expectations have to be clearly defined. Folks have to know what the golden rules are or whatever those are for the institution."
CM D 2	"If you have a well-articulated vision that makes sense, that looks thoughtful and if you're able to communicate to the people, you will be an effective leadership team."
CM D 2	"The team sets some bars in terms of what we expect, so everyone is kind of working in the same place, and we need to agree that in terms of what numbers we're all going to work from. Those are the kind of things that help in being effective."
R CAAO 1	"I think part of being an effective team member is the ability to change your views. You may come into a discussion with one idea, but then you have a good discussion and then are able to move to the other side. So I would say those are the key area, the ability to collaborate with one another, to challenge one another, but to be respectful, and to really recognize that we're here together to further the institution and have a clear direction."
U CAAO 1	In our academic plan we have goals, strategies, and then more specific action steps to reach the goals that are tied to the institutional strategies and missions; each action step has a specific timeline and a primary responsible party, although, we're all, in some ways, bound to the overall goals to the academic plan."

Note. U = urban community college; CM = Chicago metropolitan community college; R = rural community college; D = dean; CAAO = chief academic-affairs officer.

Hawkins's Team-Coaching Component 3

Cocreating is the process in which the team consistently reflects on how it works together. Hawkins (2012) stated that cocreating is a process in which team members consistently validate with each other what goal they are working toward achieving and how their collective work assists in success. In other words, cocreating is an internal check by the team to confirm that all team members have reached consensus and are working toward the same goal. Hawkins

(2012) believed a successful team coconnects when “a team is functioning well at more than the sum of their parts.” Almost all participants expressed the need to review and confirm the team’s goals and for team members to become aware of what goals are important to each other’s respective area.

Several participants, both CAAOs and academic deans, maintained that when working together as a team, members must be open to other opinions and simultaneously maintain trust and respect for each other. One participant (R D 2) commented, “everyone has a different place that they are coming from and team members should be able to come together to define whatever our outcomes happen to be for the team.” The majority of academic deans described that the team should be able to take time to reflect on its interactions but that trust among the members is needed for that to happen.

Two CAAOs noted how important it was that teams need to evaluate how they work together. One participant (U CAAO 1) maintained, “what really made the team effective is that team members do think in terms of collaboration and achieving a fully defined goal for them and the division.” Two CAAOs also mentioned that for a team to function in a cohesive manner, open and honest dialog must occur. Interestingly, none of the CAAOs stated how important it was for team members to reflect on how well the team is functioning. Table 18 illustrates a few of participants’ relevant and common responses related to Hawkins’s (2012) element of cocreating, when team members took time to reflect on how the team functions and is working collaboratively to reach common goals.

Table 18. *Participant Comments Relevant to Hawkins's Component of Cocreating*

Participant	Response
CM D 2	“Academic teams, generally the people that get to that point, are folks that have, that are fairly strong in their vision and their commitment to success for themselves as well as their unit.” “So, if you’re going to have a strong academic team, or an effective academic team, you have to support each other, you have to trust each other, you have to respect each other as individuals, you have to know where the boundaries are, and you have to, absolutely have to understand that the sum of the whole is greater than the sum of the parts.”
R D 1	“Openness—I think people have to have, the feeling of the team has to be that I can be open and honest—this kind of goes back to that trust issue that I can say what I’m really thinking and I can trust that it’s not going to go running all over the college with it. You might be closed in that meeting, but it’s my opinion and it should be accepted, should the others feel comfortable in being open because many times, whatever you’re thinking, somebody else is thinking it too. They just may not have the courage to say it.”
CM CAAO 1	“I think there has to be trust, respect, I think shared values, and these are the main areas.”
U CAAO 1	“And then, I think another team characteristic is that team members are willing to challenge directions or decisions and they’re willing to speak their minds and have it out, but then once the decision has been made, collectively by the team or by the college, and they’ve spoken their fears, they’ll go with it.”

Note. CM = Chicago metropolitan community college; R = rural community college; U = urban community college; D = dean; CAAO = chief academic-affairs officer.

Hawkins's Team-Coaching Component 4

Connecting is the process in which the team interacts with its stakeholders such as faculty, students, board members, and local legislators. The CAAO and academic deans ascertained that for a team to work effectively and be working as a whole, team members needed to maintain the same standards and processes and speak with the same voice in their respective departments when working with internal and external stakeholders. All team members believed that if business (institutional operation) is not handled using a consistent message and approach, stakeholders would have limited trust in team members as individuals and the decisions made by the team. CM D 2 best summed up this common theme: “I think the group has to have one voice

to the faculty so that business is conducted in the same manner in one division as the other to maintain trust within the team and the faculty they supervise.”

Three deans believed that for the team to maintain high standards, all team members must enforce what is agreed upon by the team. They advised this was crucial whether team members are engaged with internal or with external stakeholders. The same deans also discussed the importance of staying in contact with stakeholders and getting commitment for different departmental projects and procedures. It was apparent they also believed this was central when academic units were asked to assist in setting the vision for the academic division and thus for the college.

CAAO participants agreed with academic deans regarding the need to engage internal and external stakeholder as they make decisions pertinent to their unique academic units, but also decisions related to the entire academic division. CAAOs believe team members must connect with stakeholders, need to include appropriate stakeholders in gathering information to make decisions, and when appropriate, involve them in the decision-making process through college retreats, meetings with department personnel, or advisory board meetings.

Two CAAOs echoed the importance for stakeholders to have an understanding of how the academic-leadership team creates the vision for the division or individual units. To foster this understanding, two CAAOs discussed the importance of clear communication with various stakeholders, stressing the need to clearly articulate any new changes or operating processes, when they will be implemented, and reasons for the change. Hawkins (2012) guided with this premise, noting team members can have an impact through how they collectively and individually connect and engage with critical stakeholders. Table 19 illustrates several participants’ relevant and common responses related to Hawkins’s (2012) element of connecting,

such that teams and team members connect and interact with faculty, students, board members, and local legislators.

Table 19. *Participants' Comments Relevant to Hawkins's Component of Connecting*

Participant	Response
CM D 2	“An effective academic leadership would be one that engages the entire community of scholars, faculty, staff, board, students, to determine that vision of the future.”
U CAAO 1	“The teamwork approach to developing goals comes in at the department or unit level with an overall academic plan that involves student development, administrators, faculty, and student and staff as well.”
CM D 1	“You need to represent the institution and the team well, and that's with our community partners, with the high schools that we work with, the business in the district. I would think the chief academic officer wants somebody who's going to write professionally, function professionally, and carry themselves in a professional manner, because they represent the institution and that particular CAAO.”

Note. CM = Chicago metropolitan community college; U = urban community college; D = dean, CAAO = chief academic-affairs officer.

Hawkins Team Coaching Component 5

Core learning is the process best summarized as reflection by the team of the whole-team process. Hawkins (2012) asserted that core learning is a process where the team can review its performance and evaluate how the team functioned as a whole, reflect on their performance, and make necessary process adjustments to acquire better results in the future. Three academic deans identified how a team can evaluate its performance and reflect on what changes need to take place. First the team needs to reflect on its commitment to the college vision and whether the decision-making process used by the team resulted in successful decisions or outcomes. Next the team must analyze what was unsuccessful and what tasks were not appropriately accomplished.

All participants, deans and CAAOs, indicated that leadership teams need to evaluate what processes or projects did not work and critically analyze different approaches that would have

improved these decisions and actions. They stressed the importance of maintaining critics on the process and resultant outcomes, rather than on individuals. Some participants suggested team members need to listen to each other's concerns, thereby aiding in continuous quality improvement of decisions, actions, and over time, better unit, division, and college outcomes.

Not surprisingly, all CAAOs identified specific outcomes to identify and reflect how team members functioned and collaborated as a single unit. U CAAO 1 stated, "both at the team level and the individual level, one primary way we measure effectiveness is reaching identified goals that we've set for ourselves and the team." Although CAAOs recognized that academic leadership consisted of individuals, their focus was on the decisions made by the leadership team and how these affected the entire academic division. Table 20 illustrates several participants' relevant and common responses related to Hawkins's (2012) element of core learning, in which teams and team members reflect on their own performance and the performance of the team.

Table 20. *Participants' Comments Relevant to Hawkins's Component of Core Learning*

Participant	Response
CM D 2	"We all recognize that, and as a group, we've been pretty good at moving ourselves around in project assignments based on things that will play to our strengths. And when we find someone who is struggling, we've been pretty good at moving in to help each other."
R CAAO 2	"I think the effectiveness of academic leadership is monitoring the progress as you move towards it. Many times at the end of the year individuals do not look back to make sure they are reaching those goals or getting the project done."
R D 2	"Teams need to work together to sort out what went well, what did not. Then evaluate the plan for the following year"
U CAAO 1	"Each year the team works to figure out what they're going to do to replace strategies that did not work or try something else out. Each individual staff member and administrator is looking at how their work fits into the bigger picture."

Note. CM = Chicago metropolitan community college; R = rural community college; U = urban community college; D = dean; CAAO = chief academic-affairs officer.

Zachary's Mentorship Elements

Zachary (2012) identified seven elements of effective mentoring. These elements attempt to assist in the professional development of individual members of the team through mentorship, provided either by their direct supervisor or by a peer who has several years of experience. Zachary asserted the mentor and mentee must work together to achieve specific outcomes, as well as skills, abilities, and knowledge. Zachary strongly believed for mentoring to be successful, all seven elements must be adopted. These seven *a priori* themes are used in this chapter to analyze interview data.

Zachary's Mentorship Element 1

Reciprocity and mutuality must be present in a mentorship relationship. Zachary (2012) indicated that in mentorship relationships, each partner has specific responsibilities, contributes to the relationship, and learns from the other. The CAAO and dean participants all expressed that specific senior academic-leadership team members and other influential colleagues had served as mentors for them in different stages of their community college careers. All found the experience to be valuable. Both participant groups identified a time in which they had served as a mentor, both through informal and formal relationships.

Two academic deans noted they would like to see additional formal mentorship opportunities available for new deans at their institution, where reciprocity and mutual interaction could be better fostered. One dean (U D 2) stated,

it is important to have someone with knowledge at the institution where they can walk you through different situations and you are able to talk freely. I can't imagine a new dean from outside the institution without this interaction. I do not know how they would survive.

Zachary strongly noted that in mentorship, the mentor and the mentee must work hand in hand for mentoring to be effective. Another dean (CM D 1) illustrated Zachary's belief stating, "I made sure that my mentor was connected to me and I was connected to mentor."

When a new staff member walks through the door and becomes engaged in their new role, it is important they have someone to introduce them into the culture of the institution and an understanding of unwritten rules (cultural understandings) as well as formal policies. Two CAAOs emphasized the importance of developing the staff and having them know why they are being asked to perform certain functions. As stated by CAAO (CM 3), "I just do not shove them into the pool, I explain to them why I am asking them to do certain tasks and we both discuss items often." Table 21 illustrates several participants' relevant and common responses related to Zachary's concept of reciprocity: the presence of reciprocity and mutuality in a mentorship relationship.

Table 21. *Participants' Comments Relevant to Zachary's Element of Reciprocity*

Participant	Response
CM CAAO 1	"I have a dean who really didn't have experience, so I said, you know, here is an opportunity and I explained why, and I said I think you need to develop these kind of skills and I'm available to help you do that."
CM D 2	"With mentoring we do not have a formal process for how to mentor, so I think that can sometimes be a hit or miss, and unless we have a mentee who kind of says, I really need this from my mentor.."
CM D 1	"When you are a new administrator you meet with your CAAO twice a month. My supervisor (CAAO) would discuss individual and divisional items, which also served as an opportunity for me to be mentored."
CM D 1	"One of the things is all new administrators, meaning, within your first three years, year one, two, and three, you stay in a mentoring, formalized mentoring pairing. You are paired up with a more seasoned person."

Note. CM = Chicago metropolitan community college; CAAO = chief academic-affairs officer; D = dean.

Zachary's Mentorship Element 2

Learning is the purpose, the process, and the product of a mentorship relationship. Zachary (2012) upheld that without the mentee learning or acquiring new skills in the relationship, mentoring is not occurring and thus cannot be effective. All academic dean participants shared the importance of learning from each other, as well as learning from current and previous mentoring relationships. An academic dean (CM D 1) stated, "if you meet frequently enough with your mentor, that there are plenty of opportunities to get the tools that you need." This statement emulated the willingness to learn from others when one is new to an institution, which is one of the most important components of mentorship, according to Zachary. Three deans touched on the importance of finding informal mentors who have been at the institution for a long period to gain insight on how the college functions and who can help in finding what deans need.

Two CAAOs discussed meeting regularly with their academic deans to jointly develop individual goals and objectives to achieve desired professional-development objectives. One CAAO also addressed the importance of their role in ensuring deans have a strong understanding and knowledge of the Illinois community college system. They realized this broad knowledge was useful in understanding the role of Illinois community colleges as the college moves forward. Table 22 illustrates several participants' relevant and common responses related to Zachary's (2012) concept of learning: the purpose, the process, and the product of a mentorship relationship.

Table 22. *Participants' Comments Relevant to Zachary's Element of Learning*

Participant	Response
R CAAO 1	"I work with my dean's close, so they have a good understanding and knowledge of the Illinois community college system and so the deans also have a good understanding of our students and scheduling process."
U D 1	"When you work with different staff members and informal mentors at the institution that are assisting you in learning the process, it helps make things clear for you and gain a better understanding of what is expected."
CM D 1	"When you are a new administrator you meet with your CAAO twice a month. My supervisor (CAAO) would discuss individual and divisional items, which also served as an opportunity for me to be mentored."

Note. R = rural community college; U = urban community college; CM = Chicago metropolitan community college; CAAO = chief academic-affairs officer; D = dean.

Zachary's Mentorship Element 3

Strong relationships motivate, inspire, and support learning and development. Zachary (2012) saw that strong relationships in mentorship can motivate and inspire those who are involved in this commitment. However, quality mentorship relationships take time to develop and grow. CAAO and academic-dean participants concurred with Zachary's view that cultivating a strong working relationship between mentors and mentees provides ample opportunity to motivate and support all types of learning as well as professional-development activities. Three deans discussed the importance of knowing they had someone to guide them to whom they could go to for advice. One dean (U D 1) stated, "the mentor she was assigned to over time was always open and willing to give their two cents or say this is how the division does it."

Two CAAOs discussed trying to first develop informal working relationships with academic deans, helping them better understand the deans' strengths and weaknesses. Many of these close relationships are similar to informal mentorship relationships, such that the mentor guides the mentee infrequently, as they endeavor to meet their personal and professional goals. Informal mentoring is easily available to deans for regular meetings and to answer questions and

provide direction whenever it is need. Once this informal working relationship is established, over time, deans and CAAOs can jointly determine what areas need to be enhanced and what has been mastered. One CAAO (CM CAAO 1), stated, “You want to have that compatibility with your administrators. If you have that relationship with them, they’re going to go the extra mile and be willing to learn further from you.” Table 23 illustrates several participants’ relevant and common responses related to Zachary’s (2012) concept of relationship: strong relationships motivate, inspire, and support learning and development.

Table 23. *Participants’ Comments Relevant to Zachary’s Elements of Relationships*

Participant	Response
U CAAO 1	“Sometimes we get together informally and exchange ideas and talk together. This gives the deans a support system, which provides an opportunity for professional development”
U D 1	“My mentor and I through the years talk freely about how the division runs and what needs to be done”

Note. U = urban community college; CAAO = chief academic-affairs officer; D = dean.

Zachary’s Mentorship Element 4

Partnership means a good relationship forms the basis for a strong mentoring partnership. When a mentorship relationship is formed, either formal or informal, the partnership must be strong and active for the mentorship to be beneficial. The relationship must be one in which the parties share responsibility. Zachary (2012) found a strong partnership is one in which both parties feel comfortable enough to hold each other accountable for the mentoring partnership and the results. This element of Zachary’s theory is evident in CAAO participant responses. All CAAOs reported they spend additional time with new deans to build a cohesive and productive working relationship. They also felt one must develop a working relationship first and then establish expectations of enhanced or improved performance from their leadership-team members.

Academic deans did not directly address the development of mentoring partnerships. They only addressed their involvement in the mentorship relationships and how guidance and insight was beneficial to them as the mentee. Three academic deans did impart that when they were in mentoring relationships they felt the building of these relationships took time before they felt comfortable enough to freely discuss some topics. One dean (R D 1) stated, “my mentor’s office is next door. We often go to lunch and she made it clear to me that her office was always open to me at any time that I wanted to stop in.” These activities helped create a congenial workplace atmosphere supported by good working relationship that can enhance an open and conducive mentorship bond. Table 24 illustrates several participants’ relevant and common responses related to Zachary’s (2012) concept of partnership: a good relationship forms the basis for a strong mentoring program.

Table 24. *Participants’ Comments Relevant to Zachary’s Element of Relationships*

Participant	Response
U CAAO 1	“There are many opportunities for leadership development because we are all learning from each other. There is a shared sense of responsibility among the leadership team members”
U D 2	“There are many occasions over a month where we have an opportunity to get together informally, dinners, auctions, etc., as a group or individually to work through issues and talk about various problems.”
R D 1	“Informal activities help develop strong relationships with your CAAO and team members”

Note. U = urban community college; R = rural community college; CAAO = chief academic-affairs officer; D = dean.

Zachary’s Mentorship Element 5

Collaboration means building relationships, sharing knowledge, and coming to consensus about the focus of the mentee’s desired learning. Zachary (2012) stated that “today mentoring has become collaborative; it is now a mutual discovery process in which both the mentor and

mentee have something to bring to the relationship (“the give”) and something to gain that broadens each of their perspectives (“the get”; p. 3). One academic dean described a mentorship relationship with a CAAO and described how the CAAO gave time and wisdom. This dean explained the CAAO’s encouragement made a difference in how the dean reviewed and evaluated circumstances that arose in the academic department. The dean felt a significant aspect of the mentorship was how important it is to look for the many possibilities embedded in every situation. One dean addressed interactions with mentors, describing they were always available and often provided guidance, which had a positive impact on the dean’s career. None of the deans offered the belief that their mentoring relationship had an impact on their mentor.

All three CAAOs discussed working with leadership-team members to give them the tools they needed to be effective. A CAAO (U CAAO 1) stated, “I try to emphasize to my direct reports that we are all learning from each other and the primary role of an administrator in academic affairs is to do their work successfully so that faculty can do theirs.” Table 25 illustrates several participants’ relevant and common responses related to Zachary’s (2012) concept of collaboration: building a relationship, sharing knowledge, and coming to consensus about the focus of the mentee’s desired learning.

Table 25. *Participants’ Comments Relevant to Zachary’s Elements of Collaboration*

Participant	Response
U CAAO 1	“I always share with my administrators that they will be more successful if they lead by example rather than using their position of power.”
R CAAO 1	”It has been enlightening and helpful to be able to work with others and knowing that I have folks to call as opposed to dealing with every situation yourself. I found that to be helpful.”

Note. U = urban community college; R = rural community college; CAAO = chief academic-affairs officer.

Zachary's Mentorship Element 6

To achieve mutually defined goals, mentoring must flow in the direction of defined goals. All participants discussed in great detail the process of defining individual and college goals, as well as the completion of these goals. Zachary (2012) put forth that when defining goals in a mentorship relationship "it is vital to clarify and articulate learning goals at the beginning and to review them throughout the mentoring relationship" (p. 128) Strikingly common among all participants was how they emphasized the importance of goal setting and how that has a direct impact in their work and their mentoring relationships. A dean (CM D 3) described a mentorship relationship with current and past CAAOs:

I've had some very effective leaders and some ineffective leaders, and I think the leaders that have been the most effective are the ones that set the direction, they're decisive, and they set measurable goals, they set achievable goals. I know some folks that are ... you know, they never get to that decisive stage, you have a vision out there, you're kind of heading in that direction, there is no real goalpost for when you're going to get there, there's no milepost, there's no way of understanding whether you've achieved those goals or you just kind of float along. Really you never get anything done.

Not surprisingly, this dean's comments confirmed Zachary's emphasis on clarifying and articulating learning goals in a mentorship relationship. It was noted that all but one dean affirmed the same perception, stressing the importance of defined goals in the working relationship with their CAAO. The necessity for defined goals is also needed to determine how effective a relationship is between CAAOs and their academic teams and among the team members. A CAAO (U CAAO 1) stated "The way I determine whether or not the team and team members is effective is based on primarily whether or not we are accomplishing our identified goals."

All three CAAOs discussed the consequence of working individually with academic deans in defining goals and the following discussions with them regarding how they can

complete these goals. All three CAAO participants clearly outlined the process for individual goal setting, which then can lead to improved outcomes for their institutions. However, academic deans approached goal setting and their performance only in more general terms. Table 26 illustrates several participants' relevant and common responses related to Zachary's concept of mutually defined goals: mentoring must flow in the direction of defined goals.

Table 26. *Participants' Comments Relevant to Zachary's Elements of Mutually Defined Goals*

Participant	Response
R CAAO 1	"When you are monitoring your staff members' goals and they are completing these goals ... I think you have some type of dashboard, some type of metric. ... The dashboard shows that you're reaching your goals. ... Staff is reaching the major goal or bigger vision that you have out there."
U CAAO 1	"We are in some ways bound to our goals. ... We tie individual performance evaluations goals to our college's goals. Both at the team level and individual level, that is our primary way to measure effectiveness."
CM D 2	"You have to have someone that assists you in setting up these goals and make them measurable."
U D 2	"I think expectations and goals need to be clearly defined, so you know what is expected of you."

Note. R = rural community college; U = urban community college; CM = Chicago metropolitan community college; CAAO = chief academic-affairs officer; D = dean.

Zachary's Mentorship Element 7

Development means mentoring needs to promote the mentee's development and growth. Zachary (2012) saw the element of development as the point the mentor can establish how much the mentee has developed and learned through the process. In this element the mentor continues to help the mentee move forward and develop the skills, knowledge, abilities, and thinking necessary to achieve their success. Three of five academic deans acknowledged that without the help of a mentor it would have taken them much longer to learn the primary responsibilities of the job. A dean (CM D 1) stated it was important to the position of dean to know how other areas handled different processes. This dean stated, "you learn informally from others on how you

become more uniformed and consistent in the way you interact with faculty and the way we handle things in our division.” Three academic deans acknowledged that by talking about what goes on in their division with seasoned administrators and learning about the college processes, they have a clearer vision of what is expected of them and how to accomplish the vision.

CAAOs discussed their mentorship approaches when working with direct reports and how these approaches contribute to the development and growth of these employees. A CAAO (CM CAAO 1) shared that many times the CAAO puts deans in positions with which they might not always feel comfortable, but this gives them experiences that provides opportunities to develop in their role. Table 27 illustrates several participants’ relevant and common responses related to Zachary’s (2012) concept of development: mentoring needs to promote the mentee’s development and growth.

Table 27. *Participants’ Comments Relevant to Zachary’s Development*

Participant	Response
CM CAAO 1	“One of the strategies I use is personal mentoring. A strategy that I use is to place people in situations in which I recognize they may not be great out of the gate, so if I have a person who is, and this is a bad example, but he may not be able to present well to groups, I’ll keep providing them with opportunities to present in front of groups. If I have someone who, here’s a great example, grants. I think in today’s world, as an academic leader, you have to experience an understanding of how to manage and operate a grant. ... That’s an informal way that they’re gaining experience at this college.”
CM D 2	“We all recognize that, as a group we’ve been pretty good at moving ourselves around in projects assignments based on things that will play to our strengths”

Note. CM = Chicago metropolitan community college; CAAO = chief academic-affairs officer; D = dean.

Additional Discovered Themes

The analysis of the data also revealed two additional themes study participants deemed as relevant to the topic of mentorship of the academic-leadership team. CAAOs and academic deans suggested each community college has a unique organizational culture that influences

employees' views or participation in mentorship programs or offerings. One institution may embrace and support formal mentorship programs and extensive professional-development programs whereas another might not, or might offer only modest support. Study participants also mentioned that informal gatherings or meetings can assist in the mentorship of those on a leadership team. These informal gatherings can help create opportunities for healthy dialog about decisions being made regarding prominent college or divisional issues, as well as common and divisional goals.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Introduction

Across the country, community colleges are experiencing great challenges in recruiting highly qualified academic administrators. Seasoned administrators are retiring at alarming rates and many new academic administrators lack the knowledge and complex skills required to manage and direct college academic divisions. Perhaps their lack of knowledge and skills, so crucial to good leadership, is due to limited participation in relevant professional-development programs or exposure to mentorship situations with senior academic administrators. Whatever the reason and the circumstances, administrators are often inadequately prepared to function in the high-stress, challenging, and changing environment of academic leadership found in today's community colleges. Therefore, CAAOs are called upon to not only introduce these new academic administrators to the organizational culture of the college, but also find themselves needing to provide ways that assure these new leaders develop required skill sets. The ultimate goal of any academic-leadership team is to become a highly functional and effective group to meet the ever-changing demands of the college district and students they serve.

This qualitative study explored the phenomena of which factors current CAAOs use to increase the effectiveness of their academic leadership team. Factors considered include how one develops a team, what skill sets one seeks in team members, and what mentorship and professional development activities are present at their institution for team members. Participants in the study were high-level employees in the academic division at diverse community colleges throughout Illinois that varied in size, student demographics, and locations, to gather a wide variety of perspectives. The insights, knowledge, and rich discussions with participants were applicable and intuitive in gaining a better understanding of the purpose of this research. This

final chapter provides (a) a brief overview of Chapters 1 through 5; (b) conclusions drawn from the findings; (c) implications of conclusions for community college practice; (d) a model for effective mentorship of community college academic leadership teams, known as the Fronczek model for academic leadership mentoring; and (e) recommendations for future research.

Summary of Chapters 1 Through 5

Chapter 1 introduced the purpose of the research and the driving questions that guided the study design, to acquire rich and meaningful data that were significant to the study. This chapter briefly summarized the literature relevant to the research topic, introduced the study conceptual framework, and set forth the study design for this qualitative study. The importance of this study was clearly presented. The study findings will assist CAAOs to develop effective college leaders in their academic-leadership teams.

I presented the literature review in Chapter 2, including historic and contemporary information regarding community colleges and the roles of the academic affairs division. The literature review also highlighted the development of academic-affairs teams and the role academic deans fulfill when they are members of the academic-leadership team. The theories and concepts used to establish the study's conceptual framework were thoroughly discussed. Team coaching and mentorship were examined to provide a universal look at these forms of professional development. Hawkins' (2012) model of team coaching and its five components and Zachary's (2012) mentorship theory and its seven elements were presented. A review of Knowles' adult-learning theory (1984), was also included, focusing on the theory's principles or assumptions regarding how adults learn in any type of situation such as mentoring and team coaching.

In Chapter 3, the research design was presented and arranged in a systematic order to provide a transparent overview of the research process. This research was a qualitative inquiry case study situated in the intuitive paradigm. This chapter included an overview of the qualitative paradigm, case-study methodology, site- and participant-selection criteria, data-collection strategies, and data-analysis procedures. Ethical considerations and limitations also were addressed. In addition, the chapter included a detailed description background of the researcher introduced his expertise to readers.

Chapter 4 reviewed and summarized the data-collection and data-analysis strategies used in this research. This chapter presented participant demographics, information regarding community college participant sites, and participant contact protocols. Documents were examined using the conceptual framework as a mechanism to analyze the data. Tables provided a visual review of the data and the data-collection process.

Chapter 5 presented the findings from participant interviews along with the *a priori* themes of the conceptual framework serving as the mechanism for data analysis. The analysis of data gathered from the interviews was supported with quotations and illustrated in tables. Recurring themes were highlighted to reflect patterns and gain rich data that addressed the purpose statement. Two emergent themes were discovered from the data and were presented.

Findings and Implications

Purpose of the study. The purpose of this study was to identify factors associated with the formation of an effective academic-leadership team in selected community colleges.

Driving Question 1. What characteristics determine the effectiveness of an academic leadership team?

It became apparent through participant interviews that CAAOs continuously implemented strategies to move their teams forward while not losing the vision of the college's strategic plan. CAAOs developed different practices to keep team members collaborating and working toward shared visions for the division. CAAOs felt it was most important for academic-team members to have strong working relationships with stakeholders and to include stakeholders in the decision-making process. Most interestingly, four of the five practices cited by CAAOs regarding developing effective teams were identified in Hawkins's (2102) elements of effective team coaching.

As expected, study participants had various responses regarding their perceptions of what characteristics determine the effectiveness of an academic team. Characteristics essential to achieve an effective academic team were different for CAAOs compared to those deemed essential by academic dean team members. CAAOs were quite candid in their responses about what expectations they had for academic-leadership team members. CAAOs suggested their role is to prepare team members to set clear, achievable, and measurable goals that fit into the college's overall strategic plan. CAAOs also stressed that accountability and expectations of team members were essential in maintaining a productive and effective team.

In contrast, academic deans felt the importance of teamwork on the team itself was most important. Team members indicated that for them to be effective on the team, open dialog must occur with other team members and an avenue for these dialogs must exist, such as weekly or biweekly academic-team meetings, retreats, or opportunities for informal dialog.

Although the CAAOs were in their position less than 2 years and none had previous experience as a CAAO, their past leadership experience as academic deans at other institutions aided them in identifying which characteristics they believed had a positive impact on the

functionality of the teams and the performance of the individual members. CAAOs identified five characteristics associated with team effectiveness: (a) comprehensive strategic plan, (b) clear divisional goals, (c) collaboration between team members to achieve divisional goals, (d) collaboration with stakeholders and achieving commitment from stakeholders internal and external to the college, and (e) assessment of the processes and outcomes following a continuous-improvement model. These characteristics are clearly reflective of Hawkins's (2012) team-coaching components, suggesting that manager must establish a clear purpose, define success, internally identify their mission, connect with their stakeholders, and consistently reflect on how team members work with each other. For an academic team to be effective, CAAOs felt all five factors they identified needed to be embedded in its working process.

Academic deans identified four characteristics they felt contributed to the effectiveness of a team: (a) having a shared vision with other team members and with stakeholders, (b) capability for open and honest dialog with CAAOs and other team members, (c) representation by team members of the division and institutions to outside contingencies, and (d) the ability to discuss openly the progress and assessment of programs and divisional functions. Not surprisingly, three of these characteristics closely aligned to CAAO responses. All study participants believed to be successful an effective academic team must have three elements: a shared vision, which is connected to the college's strategic plan, collaboration and honest dialog between team members, and collaboration between internal and external.

Implications for Community Colleges. Incoming CAAOs to a new community college often find themselves constructing new, or more likely, transforming existing academic teams into those that reflect their values and working style. These restructured academic-leadership teams must be built on a fairly structured framework to maintain communication and high

standards, and attain expected outcomes of desired goals for the division. As CAAOs start working with their team, study findings indicated this consistent and structured approach enhances the work environment where team members know what is expected of them, thereby preparing team members to become exceptional. Time needs to be allocated to workshops, divisional meetings, and retreats to maintain consistency in the planning process.

Community college academic-affairs divisions, like other divisions, must plan their goals to reflect the college's strategic plan. CAAOs must coach team members to develop these purposeful and complementary goals. In the development of academic-affairs divisional goals, team members need to collaborate and work well with each other and with key stakeholders. Therefore, team members must be given time to undertake these types of endeavors, and a structured process for this must exist.

When forming a new team, CAAOs must quickly work to build a team that can be viewed as effective. CAAOs need to consider fundamental foundations when forming and transforming their academic-leadership team: (a) have a strong knowledge of the strategic plan and the needs of the district where the college resides, (b) intentionally guide development of complementary goals that contribute to the college's strategic plan, (c) create various avenues and frequent opportunities for team members to have open dialogs with each other and CAAO, (d) stress the need to identify who the internal and external stakeholders are and guide team members to seek input and commitment from them, and (e) conduct discussions on ways to improve and achieve goals through evidence-based evaluation and assessment.

The college President and the CAAO must clearly understand that processes and systems to establish and maintain highly effective academic-leadership teams do not happen arbitrarily, nor in a short period of time. The building of a team and professional development for team

members must be embedded in the culture of the academic division and the institution. In the end, the effectiveness of the team is based on which goals were actually accomplished or completed.

Driving Question 2: Which characteristics do CAAOs look for in their leadership-team cabinet to function effectively in the institution?

Community colleges, though common in the general mission of accessibility and affordability for students, are strikingly different in their organizational cultures and environments. Community colleges keep the covenant with students, yet must be responsive and adaptable to the needs of the community. This situational response is a well-regarded hallmark of the community college, reflecting the needs and demands of multiple stakeholders such as residents, businesses, and the political environment where the college is located. Therefore, it is apparent that all CAAOs and their academic-leadership teams must possess or develop the specific expertise to meet these needs and demands. It is also vital this leadership team function effectively and team members possess characteristics that are complementary to the team, as well as the necessary jobs skill to be competent in their academic dean role.

Community college CAAOs undoubtedly have the responsibility of forming and transforming the academic-leadership teams found in each college. Team members are individuals with expertise, experiences, abilities, capabilities, strengths, and weaknesses, yet must work together and meld into a team that can be high functioning. This process can be assisted with the discovery of the identified characteristics of team members who CAAOs believe are required, as they strive to form their academic-leadership team. CAAO study participants addressed in great detail characteristics they look for in their deans, and skills they deem important for their role.

CAAOs had similar opinions about what personality characteristics or traits they look for in their academic-team members. CAAOs identified five characteristics team members need to possess, which in turn contribute to the team's success and contribute to their positive relationship with external and internal stakeholders. CAAOs identified six characteristics: (a) collaborative, (b) respectful and trustworthy to others, (c) good listener, especially when problem solving, (d) able to express viewpoints, and at the same time be open-minded, (e) diligent or hardworking, and (f) goal orientated. Two CAAOs felt that these characteristics are not always learned through professional development, but are personal traits that come from within the individual. However, one CAAO stated these traits can sometimes be enhanced and achieved through mentorship and professional development. CAAOs submitted that when these characteristics are present in their team members, their role as a CAAO and team manager becomes less difficult and the team becomes more efficient.

All CAAO study participants believed that team members required a basic skill set to understand and fulfill their primary job functions, as well as to work synergistically to achieve college goals. These basic skills required of an academic dean according to CAAOs are (a) expertise in curriculum development, (b) experience with faculty supervision, (c) knowledge of college policies (College Board policies, ICCB, accreditation), (d) experience in the assessment of student learning, (e) skill in developing and achieving departmental goals, and (e) experience in budgeting.

Academic dean participants in this study had a solid foundation of the necessary basic skills to be an academic dean. Four of the five academic deans interviewed had held a dean position at another college. Academic deans noted that their job experience from previous positions assisted them in this new role. However, even though the necessary skills to be able

perform the core function of the position can be attained; one must also have the ability to be a self-starter and a leader.

Dean study participants specified several characteristics they believe CAAOs look for in academic deans. These six characteristics were common among all five deans interviewed: (a) self-starter, (b) able to motivate and inspire others, (c) creative and innovative, (d) honest, (e) energetic and enthusiastic about what they do, and (f) collegial. Interestingly, all five academic deans assumed the CAAO would expect them to be well-versed in the core functions of the position, but emphasized that being versed in additional core functions of the job is an important element in performing their duties and responsibilities.

In the community college, the needs and demands of residents, businesses, and organizations in the district are constantly changing. Therefore, CAAOs new to their role need to develop an academic team that can creatively and quickly adapt to meet new challenges. When first arriving at a new institution or at their current college when reforming the academic-leadership team, CAAOs must consistently take time to evaluate and assess their academic teams to determine the strengths and weaknesses of team members, so they can formulate strategies to guide the team and the individual members to optimal effectiveness.

To guide the team well, CAAOs should have an understanding of the college environmental culture, problems, issues, and objectives of college departments that report to them, and college goals, before attempting to form a well-functioning academic-leadership team. Before CAAOs determine the gaps that exist in team effectiveness, a type of environmental scan is a useful tool to assist in determining which challenges the team has had in the past and may encounter in the future.

An abbreviated environmental scan can help the CAAO define potential threats or opportunities and possible changes that could be implemented to strengthen the team. To do this, CAAOs need to focus on five primary areas: (a) the location and demographics of the institution, (b) the institution's organizational culture and what is needed internally at the institution, (c) the strengths and weaknesses of the academic-leadership team, (d) the institution's primary internal and external stakeholders, and (e) the gaps that may exist in team membership to achieve departmental goals that tie into the institution's strategic plan and mission statement. Information gained by this brief narrow-focused environmental scan will assist the CAAO in determining what characteristics and skill sets are needed by academic leaders, and thus what mentoring or professional-development opportunities are required.

The CAAO must determine which team members have the personal characteristics and the job skills to be effective and productive on the team. Professional-development activities and formal mentorship programs are tools a CAAO can use to develop their leadership teams. Many professional-development programs are conducted by colleges and many outside organizations offer professional development for specific needs of employees. CAAOs and community colleges need to consider offering additional leadership-development programs and supervisory-management workshops for newly appointed employees who will hold leadership/supervisory roles at the colleges.

Although informal mentoring is a common occurrence in all colleges, formal mentorship programs are highly desirable. A formal mentoring program indicates that the institution is committed to the mentorship process and full participation is expected. Some team members may require more guidance, professional development, and mentorship than others. CAAOs must also keep in mind that a team member may not be a good fit for the academic-leadership team. With

the large turnover of community college administrators, CAAOs need to advance ways that team members can have formal mentorship opportunities to better prepare them for their role and develop characteristics that are proven to be important.

Driving Question 3: How and in what ways are previous experiences and professional-development activities used by individuals to become effective team members?

In all participants' responses it was evident that a common definition of mentorship was not shared and was often confused with brief professional-development activities helpful for those in leadership positions. Formal mentorship programs are specifically designed to be conducted over a period of time, are systematic, and focus on preparation, growth, and development of individuals in the advancement of their career, which serves as guidance through complicated situations and processes.

Academic deans discussed the importance of having a mentor and involvement in a mentorship program, whether formal or informal; however, they indicated they experienced informal mentorship that was only intermittently effective. Zachary's (2012) reciprocity element stressed the belief that mentorship relationships should be formal and embraced by mentor and mentee. Those who did have some mentorship activities in many instances were guided by the CAAO or another dean at their college. All academic-dean participants believed formal mentorship opportunities would serve as a great benefit to them in their career.

Academic deans discussed participation in professional-development activities, and acknowledged that through these activities they gained knowledge and direction regarding the systems and processes at their colleges. Most felt these informational professional-development activities coupled with interaction from a senior knowledgeable colleagues provided great insight into the workings of the college. All academic-dean participants concurred they had common

professional-development opportunities provided by their colleges such as (a) staff-development workshops, (b) partially paid tuition for continuing education, and (c) funding for attending various conferences.

Although CAAO study participants confirmed they were responsible to ensure academic-leadership teams worked well, findings established that a variety of professional-development activities were also used to accomplish this undertaking. They indicated some of the tools used were already established at their institutions: new employee-orientation programs, workshops as part of in-service days, specific workshops established through the college Center for Teaching and Learning Department, conferences sponsored by professional organizations, continuing-education programs, or doctoral programs in higher education. Though they stated part of their role as CAAO was to mentor incoming deans to be effective in their role, none had a formal leadership mentor program for the academic-leadership team at their institution.

It is evident by participants' responses, both CAAOs and academic deans had very little past experience with formal mentorship programs, but all indicated common professional-development activities. All participants averred that professional-development activities and mentorship are needed to have a positive and significant impact on the performance of individuals and of the academic-leadership team. What was confusing and remains unclear was their understanding of what defines professional-development activities and a formal mentorship program and the impact of those programs on the effectiveness of the leadership team.

Newly appointed academic deans, reconfigured academic-leadership teams, and CAAOs at every community college across the country continually face many challenges. To meet these challenges an academic-leadership team must operate as a well-functioning team that understands expectations and is able to be effective. CAAOs and academic-leadership teams

must be prepared to work as a unit to foster the preparation of students academically, so they will be successful and enter the workforce.

As with any career, academic deans come into the workforce prepared by formal education, previous work experiences, professional-development activities, and interactions with colleagues, and as a result, the deans develop different job-related skill sets and work characteristics. Furthermore, team members change on a regular basis, so CAAOs are continually building and rebuilding teams as new deans are hired; thus, a systematic process for professional development and mentorship needs to be sustained. When the deans begin a new role at a community college and become part of a new team, it is inherent that new skills and job characteristics will need to be acquired in addition to understanding the college culture, college processes, and the composition of key constituent groups. By the same token, existing deans on the academic team also might find themselves needing to be coached and mentored to improve in their role as well. As a result, a structured formal process of developing new and current deans becomes a fundamental responsibility for a new CAAO. Without a purposeful professional-development program and formal mentorship process, the desired learning outcome and career development for the academic dean becomes fragmented, unclear, and perceived as unimportant.

It becomes increasingly imperative that the CAAO analyzes team members' strengths and weaknesses and uses appropriate development strategies to strengthen the team and team members' performance. In addition, the CAAO needs standards for mentoring their team members such that mentoring becomes a formal process. At the same time, CAAOs must coach the entire team to work toward common goals. The professional growth of deans needs to be assessed and at times modified to meet the needs of that individual. This process must not be done haphazardly; there must be avenue for this to be done systematically.

This research revealed that professional-development programs and mentorship opportunities at Illinois community colleges for midlevel managers, specifically academic deans, are largely quite informal and very fluid processes. Academic-dean participants opined that these methods of professional development are essential; however, dean participants stated that often opportunities are intermittently effective, specifically for mentorship. This research indicated that mentorship serves as an important and fundamental venue for new and existing team members to function successfully in their role as dean, and on the academic-leadership team. Findings upheld the importance of the CAAO to establish a mentorship role for team members.

Conclusion

Currently and in the future, community colleges will need to provide formal mentorship programs to assure career development for individuals, which will help fill vacancies in midlevel and senior administrative positions. To assist in establishing a program, a model for mentorship is required that includes the steps and structure to provide consistency and commitment by the institution. With the large turnover of community college administrators, a model can serve as a guide to provide mentorship of new, existing, and future academic deans and CAAOs.

As a result of this research, the Fronczek's six-step mentorship model is presented. This model consists of a structured formal mentorship process, designed for academic-leadership teams at community colleges. This model is designed from this study's findings, review of the literature which formed the conceptual framework of the study, and the researcher's expertise. This model is a process for CAAOs to use in developing formal mentorship relations with team members, so in turn team members will become effective and be well positioned to take advantage of future career-advancement opportunities. In addition, the Fronczek model can be

used in various organizations to develop the career of those individual seeking or in leadership positions, fostering the notion of “grow-your-own” to sustain organizational growth.

The Fronczek Six-Step Mentorship Model

To assist in the development of effective leadership teams, a formal mentorship model is needed. The Fronczek six-step mentorship model is relevant to community colleges and can be used by CAAOs as they attempt to build a cohesive and effective academic-leadership team. This model is presented as a six-step process, with each step being significant in the mentorship process. This model was specifically designed to be a guide for good mentorship practices with applications in a variety of large or small organizations, where a mentorship relationship is needed to further the development and potential career advancement of an employee. Figure 4 illustrates the model and the interconnectedness of the six steps.

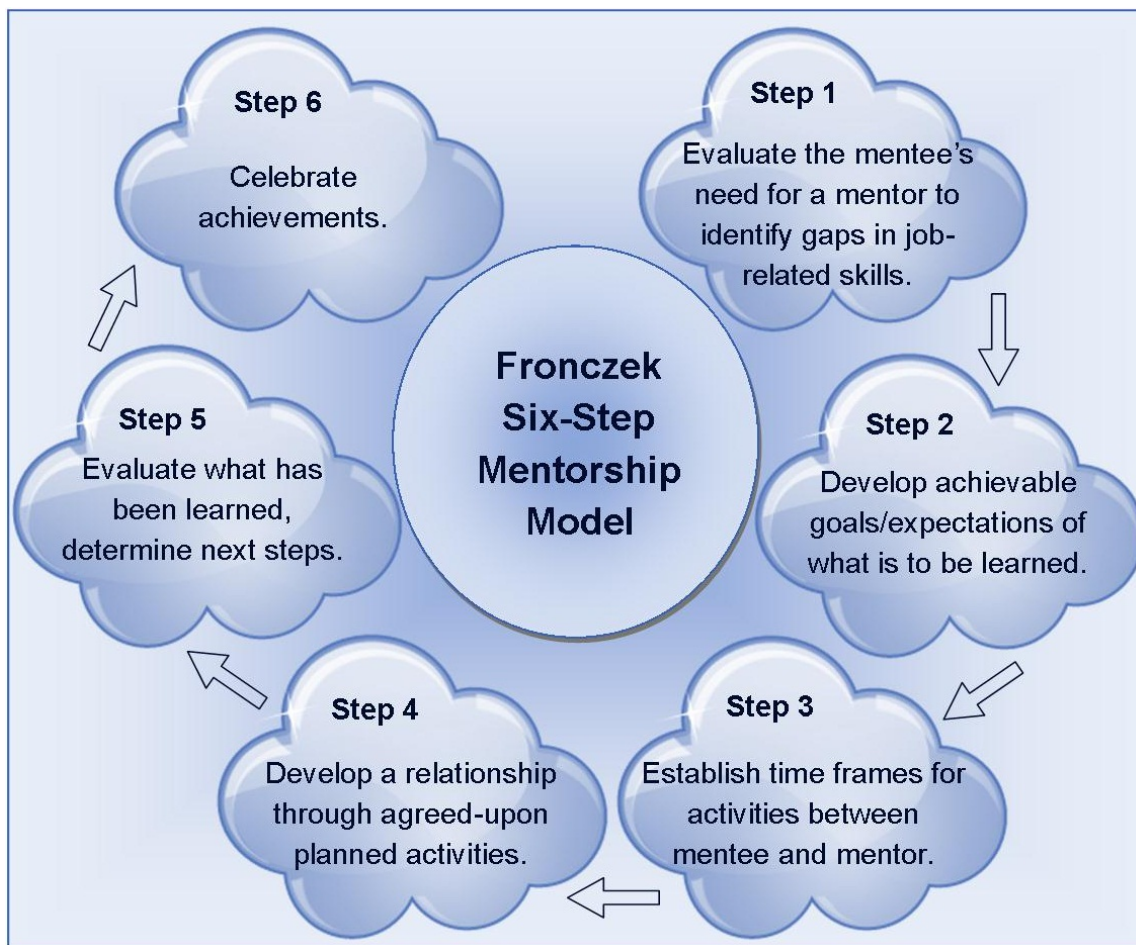


Figure 4. The Fronczek six-step mentorship model.

The Six-Step Process

The model is a flexible and fluid process, yet includes steps to guide a formal mentorship experience with set expectations and outcomes. The steps in the process help mentors stay on task with mentees and provide learning opportunities and measurable outcomes. This process may move linearly from Step 1 to the completion of a mentorship program but can be a more iterative process, as required. In most cases the process takes a year, but if agreed by the mentor and mentee, the relationship can be extended beyond a year or shortened. The six steps in the Fronczek mentorship model are listed below:

1. Evaluate the mentee's need for a mentor to identify gaps in job-related skills.

2. Develop achievable goals/expectations of what is to be learned.
3. Establish time frames for activities between mentee and mentor.
4. Develop a relationship through agreed-upon planned activities.
5. Evaluate what has been learned; determine next steps.
6. Celebrate achievements.

Step 1: Evaluate the Mentee's Need for a Mentor to Identify Gaps in Job-Related Skills

This first step involves determining the needs of the mentee. When forming or re-forming teams as changes take place in the organization, the team leader works with existing and new members. It can be anticipated that new and existing team members will need some level of mentorship as teams form and re-form. Leaders (mentors) must acquire information to determine what level or type of mentorship is required.

A significant amount of time must be taken in observing and assessing the needs of the mentee to ensure that the mentorship experience is appropriate and worthwhile. In addition, as each individual is unique, it can be correctly assumed that every individual has different learning styles and competencies. When creating an individual's specific learning partnership, the mentor needs to consider these factors. The following four questions will help the mentor identify the potential areas that need to be addressed, as well as establish the strengths of the mentee:

1. What do you know about the role and responsibilities of this position?
2. What specific job-related gaps do you feel you have at present?
3. What concerns, questions, and issues need to be immediately addressed to enable you to competently accomplish your job?
4. What learning strategies and approaches do you feel best accommodate your learning style?

To begin the mentorship process, the mentee must be open and discuss with the mentor the challenges they face in their new, or in some cases, their existing position. Very specific information must be obtained so the mentor can have a better understanding of what areas will help the mentee better understand and improve. This information helps the mentor get a good sense of the mentee's past experiences and how the mentee can contribute to the learning experience as well.

A productive and useful mentorship interaction is influenced by Knowles's (1978) principles of adult learning, which assert that individuals learn best, or learning is enhanced, if they have commitment to their own learning process. It is important that the mentorship process be essentially driven by the mentee and guided by the mentor. Figure 5 is a worksheet that can be used to begin to formulate a mentorship program for the mentee.

Mentorship Program Worksheet: Identifying Gaps in Job-Related Skills	
Please identify your areas of job-related skills strengths and weaknesses. This provides information for you and your mentor to jointly create a productive and positive learning experience. Answers to the worksheet questions serve as the foundation for developing your specific mentorship program.	
1.	List what you believe are the core functions of your new/existing position: _____
A.	What previous experience have you had with these core functions? _____
B.	What core functions do you need to improve or develop? _____
C.	What other functions of this job would you deem to be challenging? _____
2.	How familiar are you with the organizational culture of the institution? Rate this on a 1–5 scale (1 being not familiar, 5 being very familiar): 1 2 3 4 5
3.	What have you learned from your past experiences that will contribute to your success in your new/existing role? _____
4.	What decision-making dilemmas or challenges do you think you will encounter in your new/existing role? _____
5.	What is your familiarity with the stakeholders at this institution, and which stakeholders do you believe have the most impact on your area of responsibility? (respond with a brief narrative) _____
6.	List four goals you would like to focus on in your Mentorship Program with your mentor:
1.	_____
2.	_____
3.	_____
4.	_____

Figure 5. Mentorship-program worksheet.

Step 2: Develop Achievable Goals/Expectations of What is to be Learned

In Step 2, the mentee and mentor work together to establish goals that have meaning and purpose for the mentee and specifically for their position. The goals should reflect what gaps in

job-related skills were revealed by the use of the mentorship-program worksheet. A frank discussion is followed by jointly determining the goals on which this collaborative mentorship process will focus. Setting a maximum of four overarching goals keeps the mentorship program focused, allowing for intense and concentrated work by the mentee and mentor. Each goal must have specific objective(s) that guide specific tasks required to assist in the completion of the goal. Only with well-defined and clear goals and objectives can outcomes and success be measured.

Mutual goal setting can be a delicate process, but one that is crucial to establishing a productive mentorship program. To assist both parties, this list of elements needs to be repeatedly considered when setting the consensual goals: (a) each goal should be specific and have meaning to the mentee, (b) goals must be achieved during a 1-year term (or the time period agreed upon by both parties), (c) objectives need to be determined in advance to assist in the completion of the goals, (d) during the mentorship process, deadlines need to be determined to keep all parties active and “on track” to accomplishing the goals, and (e) meeting times are to be established for consistency and to determine progress (checkpoints) and provide an opportunity for feedback. Mentor and mentee must discuss, understand, and agree on these learning-outcome goals to make improvements in skills or knowledge gaps.

Step 3: Establish a Timeline for Activities Between Mentee and Mentor

The establishment of a timeline is essential in maintaining a successful and purposeful mentorship experience. In a mentorship program, keeping “on track” and moving forward is vital. Providing an agreed upon visual timeline assists in maintaining consistency. During the entire mentorship process, set meeting times and opportunities to discuss progress need to be imbedded into the relationship.

A predetermined timeline is desired to establish and maintain a structured experience for the mentor and mentee. Mentoring will need to be consistent and on a regular schedule. The steps in this process are iterative and can take place simultaneously as needed, to enhance the individualized mentorship program. Figure 6 illustrates a timeline for the Fronczek six-step mentorship model.

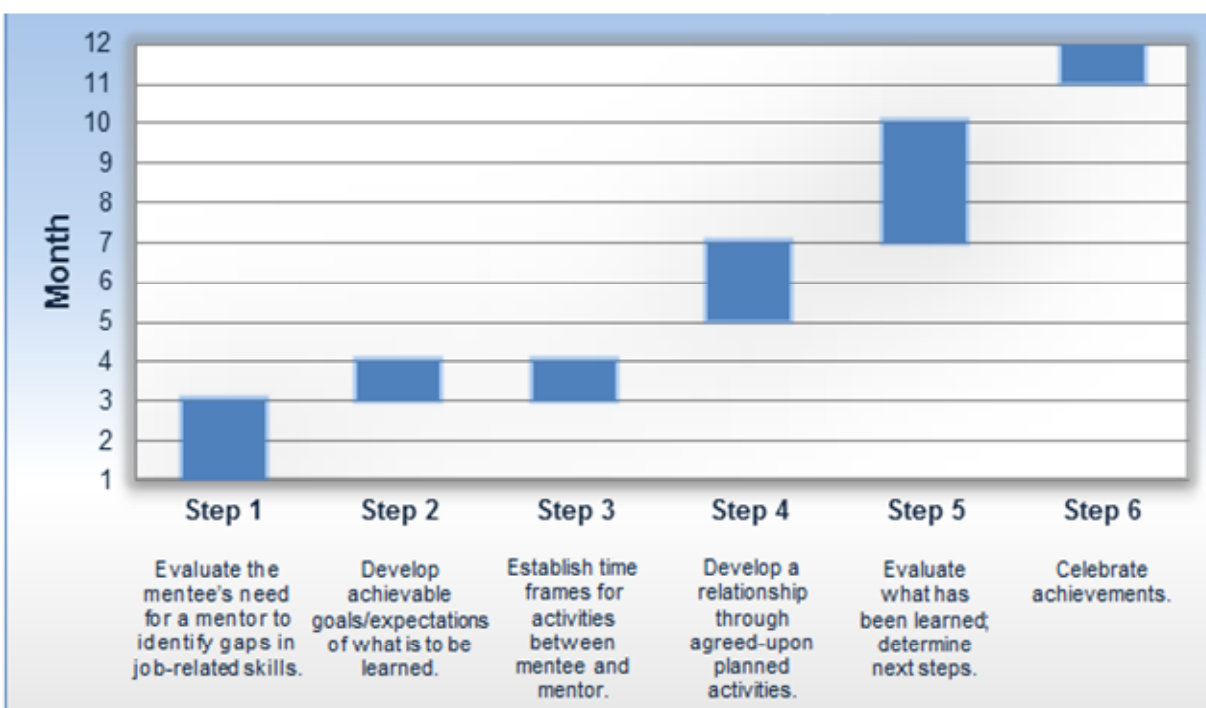


Figure 6: Timeline for the Fronczek mentorship model.

Step 4: Develop a Relationship Through Agreed-Upon Planned Activities

In mentorship relationships, the parties must meet in person to dialog the mentee's goals. Step 4 continues the building of a well-functioning individualized mentorship program by developing a relationship between mentor and mentee through agreed-upon planned activities. Activities should include personal activities that provide time for mentor and mentee to simply get to know one another, such as going off campus for a meal, taking a tour of facilities, or introducing the mentee to organizational stakeholders. Other activities should be more formal

and include activities such as discussing operational policies and procedures, sharing the culture and climate of the organization, and discussing the organizational strategic plan.

When meeting formally, an agenda or list of specific topics is strongly suggested, as this provides documentation on the progress of the mentorship program. During these meetings, discourse and feedback are most important, as well as discussions targeting future expectations. Meetings should be held without interruptions and can be held in a location other than the mentor's office.

Trust is vital for any type of mentorship program. To gain and maintain trust between the mentee and mentor, confidentiality is required. The need for confidentiality between the mentor and mentee must be discussed and affirmed. Boundaries also need to be set, establishing norms and guidelines of what is acceptable throughout the mentorship process. Once these most important ground rules or boundaries have been set, both parties need to adhere to them.

Step 5: Evaluate What Has Been Learned; Determine Next Steps

Step 5 is the opportunity for the mentor to assess and provide feedback regarding the accomplishment of the mentee's selected goals. It is from this personal broader perspective that the mentor gives feedback and facilitates an objective evaluation of the mentee's successes, and reviews which areas still require work. Positive feedback reinforces strong behaviors in the workplace and provides motivation for the mentee to keep working on their goals and objectives. Constructive feedback allows the mentor to discuss areas of concern and offer suggestions for improving performance. Most important, feedback must be consistent with adequate time set aside to discuss what was learned and for both parties to reflect on the mentorship relationship.

The mentor needs to determine if the accomplishment of the goals were significant. The mentor should also decide what, if any, adjustments need to be made to the mentorship process.

The timeline set in Step 3 assures that the opportunity for continued learning is taking place, and most importantly, provides the mentor the opportunity to implement interventions, if goals are not being met satisfactorily. At this time, the mentee, in consultation with the mentor, can add or realign goals as needed and deemed appropriate. Once goals have been achieved and progress has been made during the mentorship process, closure should be discussed. Closure does not need to take place on a permanent basis and the mentorship relationship can continue, but with a less formal approach. Mentors often serve as a trustworthy resource and sounding board for the mentee throughout their career.

Step 6: Celebrate Achievements

This step is an opportunity for the mentor and a mentee to reflect on the mentorship process and the mentorship relationship. Both parties need to identify meaningful ways to celebrate mentees success and highlight their accomplishments. As they reach their goals and make improvements to their performance, mentors should take the time to acknowledge, reward, or celebrate their mentee's achievements. Celebrations build respect for the mentor and let others see that these individuals are there to assist them to be successful. Celebration could be as simple as meeting for lunch or dinner, attending a work-related conference together, or discussing goals that have been accomplished at a team meeting.

Recommendations for Further Study

Although there is significant literature on the subject of mentorship models and programs in nearly every profession, limited research exists on formal mentorship programs and professional-development models for academic leaders in higher education and in particular at community colleges. With the changeover and continued shortage of community college administrators, community colleges CAAOs often struggle to keep their academic teams

operational, let alone effective. CAAOs need formal mentorship and professional-development models to achieve success in putting together an effective leadership team.

Therefore, research focusing on how CAAOs can acquire the skills to become good mentors is needed, as well as who is teaching and assisting CAAOs in the mentorship process with their academic team. Findings from these studies would provide CAAOs the direction they need to be competent in the arena of mentorship. Studies on mentorship that would be pertinent to improving academic leaders in community colleges could center on how academic deans mentor their new or existing department chairs. Findings from this study would assist the department chairs in better understanding their role and functions in their academic departments.

Future research could focus on the confidentiality and trust issues surrounding mentorship, specifically between the academic dean and the CAAO. Findings could lead to ways to build, cultivate, and sustain trust and a trusting relationship between the mentor and mentee, thereby enhancing effective mentorship. Also, Mentorship programs that include different mentors from cross divisions working with one mentee could be reached to determine the effectiveness of this concept.

Further studies could also focus on the specific formal and mandatory professional-development programs that exist nationally at institutions of higher education and how influential they are in team building. Findings from these studies could provide community college leaders with information on what components of holistic professional-development programs are most important and crucial in developing college leaders.

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APPENDICES

APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE FOR STUDY PARTICIPANTS

This survey will utilize Survey Monkey software which will provide assistance in data entry.

Date: _____

Participant Name: _____

Institution: _____

Please complete this demographic questionnaire for this study.

1. Gender: Male Female

2. Age Group:

25 – 30 years

31 – 35 years

36 – 40 years

41 – 45 years

46 – 50 years

51 – 55 years

56 – 60 years

Over 60 years

3. Ethnicity:

Asian or Pacific Islander

American Indian or Alaskan

Black, non-Hispanic

Hispanic

White, non-Hispanic

4. Current Position:

Institution: _____

Job Title: _____

City/State: _____

Number of years in current position: _____

5. Previous positions: Please list the three previous positions you've held prior to your current position

Institution: _____

Job Title: _____

City/State: _____

Number of years in previous position: _____ From: ____/____ to: ____/____

Institution: _____

Job Title: _____
 City/State: _____
 Number of years in previous position: _____ From: ____/____ to: ____/____

Institution: _____
 Job Title: _____
 City/State: _____
 Number of years in previous position: _____ From: ____/____ to: ____/____

6. Reporting Relationships

Please list the working title of whom you report to.

Title: _____

Please list the job titles of those who report directly to you (example: Psychology, Department Chair, Director of Student Assessment, etc.).

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

Title: _____

7. Please list all degrees and certificates you have earned:

Degree/Certificate	School	Location	Year

8. Please list administrative and/or leadership training opportunities that you have participated in during your *current* position at this institution.

Title of Workshop	Who Sponsored Workshop	Date of Workshop
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Thank you for taking time from your busy schedule to complete this questionnaire. Your careful responses will provide substantive depth and clarity to this study and will aid in providing necessary context.

Walter Fronczek
Doctoral Student
National-Louis University
fronczek@morainevalley.edu
708-975-5372

APPENDIX B: INTERVIEW QUESTIONS

Chief Academic Affairs Officer

1. What is your definition of an effective academic leadership team?
2. How do you determine (what criteria) do you employ to know if your academic team is effective?
3. What leadership **team characteristics** do you feel must be present in order for a team to work effectively and efficiently?
4. What **individual/personal characteristics** (do you feel are essential for the members of your leadership team?
5. What individual/personal abilities (Work knowledge /skills) do you think are essential for the members of your leadership team?
6. Do you think team members need to possess these abilities when they are hired (or when they are inherited by the new CAO), or can these abilities be learned?
7. What **informal** activities are in place at your institution to facilitate the acquisition of knowledge and skills for leadership team members that you believe are important to building and maintaining a leadership team?
8. What **formal** professional development activities are in place at your institution to facilitate the acquisition of knowledge and skills for leadership team members that you believe are important to building and maintaining an effective leadership team?
Are members required to attend?

Interview Questions—Dean

1. What is your definition of an effective academic leadership team?
2. What **leadership team characteristics** must be present in order for a team to work effectively and efficiently?
3. **What individual personal characteristics** do you think CAAOs are seeking in the membership of the academic leadership team?
4. What individual/personal abilities (skills) do you think are essential for the members of the leadership team?
5. How and in what ways do you believe team members work together to create an effective academic leadership team?
6. What **informal** activities are in place at your institution to facilitate the acquisition of knowledge and skills for leadership team members that you believe are important to building and maintaining a leadership team?
7. What **formal** professional development activities are in place at your institution to facilitate the acquisition of knowledge and skills for leadership team members that you believe are important to building and maintaining an effective leadership team?

APPENDIX C: MEMBERS CHECK FOLLOW UP

I hope you are having a great spring semester. I wanted to take this time to say thank you for assisting me on my research on academic affairs teams. I am in the final stages of my dissertation and have completed all of my coursework.

At this point I need to finish the data collection portion of my study and, as I mentioned during the interview, I am sending you a copy of the transcript of your interview for you to review for accuracy. Please make any changes or any additional information to the Word document. Please make the additions or changes in red so I can make note that a change or addition was made. If possible, I would like to have this completed by April 3 so I can move forward with the data analysis process.

I also need you to complete a demographic survey which will only take you five minutes to complete. The survey is on zoomerang, which is a secured site, and administered through Moraine Valley Community College. This is the link to the survey:
<http://www.zoomerang.com/Survey/WEB22C2EUDCV9Y/> Ctrl and right click to follow link.

Thank you for everything. If you have any questions or if I can ever be of assistance to you in my role at MVCC or in any other capacity, please do not hesitate to call me. It was a pleasure meeting with you.

Sincerely,
Walter Fronczek

APPENDIX D: INFORMED CONSENT—PARTICIPANT

Thank you for agreeing to participate in this study that will take place from November, 2009 to January, 2011. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

I consent to participate in a research project conducted by Walter Fronczek, a doctoral student at National-Louis University located in Chicago, Illinois.

I understand the study is entitled *Community College Academic Leadership: Examining effective Leadership Teams* a case study. The purpose of this study is to identify factors associated with the formation of an effective academic leadership team in selected Illinois community colleges. Factors refers to what leadership characteristics and what formal/informal training is needed to be effective within a team structure.

I understand that my participation will consist of a focus group session which may be audio-recorded lasting 60 to 90 minutes. I understand that my participation is voluntary and can be discontinued at any time until the completion of the dissertation.

I understand that my anonymity will be maintained and the information I provide confidential.

I understand that only the researcher, Walter Fronczek, will have access to a secured file cabinet in which will be kept all transcripts, audio files, and field notes from the focus group in which I participated.

I understand that my exposure to risks is minimal, no greater than that encountered in every day life. Further, the information gained from this study could be used to assist community colleges to be successful in the development of effective academic affairs teams.

I understand that in the event I have questions or require additional information I may contact the researcher: Walter Fronczek, 9000 W. College Parkway, Palos Hills, IL 60465. Phone: 708-974-5372 or E-mail: fronczek@morainevalley.edu.

If you have any concerns or questions before or during participation that you feel have not been addressed by the researcher, you may contact my Primary Advisor and Dissertation Chair: Dr. Rebecca S. Lake, National-Louis University (Chicago Campus), 122 S. Michigan Avenue, Chicago, IL 60603. Phone 312-261-3534 or E-mail: rebecca.lake@nl.edu

Participant's Signature: _____ **Date:** _____

Researcher's Signature: _____ **Date:** _____