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Relationship Between Presidential Leadership Behaviors and Organizational Effectiveness in the Technical Colleges of Georgia

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THE RELATIONSHIP BETWEEN PRESIDENTIAL LEADERSHIP BEHAVIORS AND ORGANIZATIONAL EFFECTIVENESS IN THE TECHNICAL COLLEGES OF GEORGIA

by

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(Under the Direction of Lucindia H. Chance)

ABSTRACT

While there may not be a standard description of technical college presidents or expectations of performance, men and women who serve as presidents for the Technical College System of Georgia are realists in understanding institutional outcomes are the result of interdependent activities. The system operates with clear goals in mind to promote access to career and technical education, customized training, and workforce development opportunities to all of Georgia's citizens by providing learning facilities within 30 minutes of any Georgia community.

The purpose of this study was to determine the relationship between presidential leadership and organizational effectiveness in the Technical College System of Georgia. Therefore, through the "lenses" of the vice presidents, this research answers the following three questions: (a) to what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates, (b) to what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument, and (c) to what extent does the relationship between presidential leadership and organizational effectiveness gauged by

the three accountability measures (graduation rate, retention rate, and job placement rate) depending on institutional (size) and individual (gender and length of service) background characteristics?

Bolman and Deal's (1991a) *Leadership Orientations Inventory (Other)* survey instrument was used to collect perception data. Data collected from 67 vice presidents representative of each technical college was analyzed using descriptive procedures to examine question one, Pearson's r to explore question two, and the one-way analysis of variance, t-tests and post hoc testing to examine data related to the independent variables of gender, tenure, college size and state-wide ranking in question three.

Based on the perceptions of the vice presidents and in agreement with Bolman and Deal's continued leadership research, the findings from this study indicated effective technical college presidents were more likely to use multiple-frame leadership approaches and were perceived to be both effective managers and leaders.

Further investigation needs to be done on leadership behaviors of technical college presidents in Georgia.

INDEX WORDS: Leadership Style, President, Technical College, Georgia

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DEDICATION

For John and Hunter, who continue to give me the freedom to chase my dreams.

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I am a “real-life” example that it takes a village to raise a child and there have been many times one might replace “child” with “idiot” and I’m sure there will be more occasions in my future! As I grew and experienced life, my relationships with others and through observing behaviors modeled by church members, family, friends, and celebrities caused me to explore my own values, attitudes, and beliefs. Each has inspired me to learn, teach, and encourage others to contribute to the good of society. However, there are some who are good listeners, ask the right questions at the right time, and show trust in my ability to find the answers I seek. My appreciation and gratitude to these people will be with me always:

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TCSG Vice Presidents. Thank you for sharing your views and trusting me to bring your insights to a broader audience who may benefit from your wisdom. Your examples of leadership inspire me.

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CHAPTER 1

INTRODUCTION

Any system of higher education is an integral part of society. Higher education changes society, and, in turn, society changes higher education institutions. As Bowen (1977) states in his discussion of the outcomes of higher education, “Regardless of one’s views on individualism versus collectivism or on change versus stability as outcomes of higher education, one cannot reasonably avoid the conclusion that higher education has consequences for society. The immediate outcomes of higher education consist primarily of changes in people and changes in ideas" (p. 13).

Comprehensive literature provides many references to the role of higher education in shaping society. In the words of Peter Drucker (1989), “Education fuels the economy. It shapes society. But it does so through its ‘product’, the educated person.” (p. 245). Altbach (1999) notes that “the increasing complexity of modern societies and economies […] demands a more highly trained workforce […and almost] without exception, postsecondary institutions have been called upon to provide the required training” (p. 21). Communities are recipients of the “products” of higher education institutions.

Institutions of higher education are affected by many external forces. According to Harrison (1999), “…it is useful to think in terms of an environmental system within which the organization functions as a subsystem” (p. 85). In other words, a formal organization is a set of interdependent parts that together equal a whole. Each part contributes something to and receives something from the whole, which is in turn an interdependent part of the larger environment.

The organization as described here is one essential element in a large environmental system. The organization obtains input from the environment and transforms them into outputs. By Harrison's (1999) definition, all of these outputs are judged by students, parents, faculty, staff, community leaders, and the government to determine the effectiveness of each output. Human relations theories emphasize how people within organizations influence organizational processes (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003). Schuster et al. (1994) confirmed through research that leadership style significantly shapes governance in terms of both effectiveness and efficiency.

Institutions of higher education currently face numerous change initiatives and pressures on operations, such as: (a) diversification of the student body, (b) reduction in state funding, (c) societal demands for accountability, and (d) promotion for student-centered classrooms. Martin and Samels (2002) propose colleges and universities to form strategic alliances between two or more institutions of higher education with the intent to address outside environmental influences. Higher education does not exist in isolation, but includes influences from the community it serves. Polka (n.d.) referenced four forces: accountability, technology, diversity, and constructivist principles, which affect planning for all students in the 21st Century.

Background of the Literature

When change is imminent, the leadership becomes important to the organization. The role of the president is pivotal to the success or failure of these colleges fulfilling the mission and expanded scope of responsibility being assigned. According to Yukl (2002), the most commonly used measure of leader effectiveness is the extent to which the

leader's organization successfully performs its tasks and attains organizational goals. Effective leaders are evidenced by effective schools. Moss and Liang suggested (1995) vocational education does not have the effective leaders which it currently needs to adapt to the changes in its environments. Further, the authors believe that vocational education must begin its own transformation if it is to remain a viable form of education. Leaders are needed who can point to new directions and who can influence others to believe and to follow.

The literature on personal traits and characteristics of leaders as well as the ever changing and complex environment in which organizations must now operate continues to grow (Sylvester, 2004); however, the literature is not as abundant in regards to the leadership behaviors which are the most effective in our two-year community and technical colleges. Leadership style or behavior refers to the actions rather than the personality characteristics and capabilities of the leaders. Northouse (2004) reviewed, analyzed, and categorized literature related to leadership into the specific areas of theories, themes, and "real-world" application. He described the style approach to leadership as what leaders do rather than who they are and defined leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3).

The leader of a technical college in Georgia is referred to as president. In Georgia, an eight-member president search committee refers their top three candidates to interviews with the commissioner of the Department of Technical and Adult Education, the state agency responsible for the governance of the 33 technical colleges that comprise the Technical College System of Georgia. After background review and psychological

assessment of each of the three candidates and interviews by the commissioner and other central office staff, the commissioner submits the name of the selected candidate to the 22 members of the state Board of Technical and Adult Education, who are appointed by the Governor, for final approval. After confirmation is received, the president assumes the role of leadership of the technical college (State Board of Technical and Adult Education Policy and Procedures Manual, 2001). Altbach (1999) discusses the challenges that will face postsecondary educational institutions in the next millennium. The author contends institutional decisions which affect society as a whole are influenced by access, governance, accountability, knowledge creation and dissemination, private resources and public responsibility, diversification and economic disparities. Marzano, Waters, and McNulty (2005) developed a plan of action through which school leaders are able to realize a vision for enhanced achievement of students. The authors identified five steps in their plan: (1) develop a strong leadership team, (2) distribute responsibilities throughout the leadership team, (3) select the "right work" in terms of student academic achievement, (4) identify the area of work on which to focus, and (5) match the management style to the conditions of the change initiative. Marzano, Waters, and McNulty (2005) posit one leader does not have a mastery level of competence in the array of skills required to address today's challenges; however, the authors surmise it takes a leadership team with "collective efficacy" or a shared belief that they can improve the effectiveness of an organization.

Description of Bolman and Deal's "Frames or Lenses"

Turley (2002) utilized Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) leadership frame analysis to examine how radiation therapy program directors used these

leadership “frames or lenses” in decision-making to perform assigned responsibilities. Directors, over time, developed leadership styles based upon these frames and often used a combination of two or more in dealing with different administrative tasks. Leaders who view the world through multiple “lenses” are able to gain a more complete sense of what is occurring in an organization and are better equipped to make effective decisions (Bolman & Deal, 1984, 1991b, 1993, 1997, 2003; Turley, 2002).

Bolman and Deal’s (1984, 1991b, 1993, 1997 & 2003) research indicates that organizational cultures function both for and because of people. The authors synthesized existing theories of leadership and organizational culture into four viewpoints for considering and studying leadership, which they refer to as “frames or lenses” through which leaders view their organization. These four frames are the structural frame, human resources, political and symbolic.

The structural leadership frame emphasizes the use of clear goals, assignment of specific roles for people, and operations within specific policies or guidelines. The structural frame “emphasizes goals, specialized roles, and formal relationships. Structures…are designed to fit an organization’s environment” (2003, p. 13). Activities are coordinated through the use of rules and a chain of command. Structural leaders set direction and hold people accountable. They value analysis and data and resolve problems through the creation of new rules or restructuring (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003).

The human resource leadership frame focuses on human needs, values relationships, and assumes organizations work better when human needs are met. The human resource frame “sees an organization as much like an extended family, inhabited

by individuals who have needs, feelings, prejudices, skills, and limitations" (2003, p. 14). The human resource leader looks for ways to adjust the people to fit the organization or adjust the organization to fit the people. Leaders value feelings and relationships and operate by facilitation and empowerment (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003).

The political leadership frame emphasizes individual and group interests over organizational goals. There is competition for scarce resources and a normal by-product of collective action is conflict. A political frame leader builds coalitions, creates a power base and compromises through negotiation. Leaders advocate, negotiate, and value pragmatism (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003).

In the symbolic leadership frame, the world is viewed as chaotic and symbols and culture are developed within an organization to provide a shared sense of mission and identity. According to Bolman and Deal (2003, p. 14), "It [symbolic frame] sees organizations as cultures, propelled more by rituals, ceremonies…" Symbolic leaders use drama and charisma to instill a sense of enthusiasm and commitment. The symbolic frame leader seeks an organization that develops symbols and culture and a great deal of attention is paid to myth, ritual, ceremony, stories, and other symbolism (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003).

In an increasingly complex world, Bolman and Deal (1984, 1991b, 1993, 1997 & 2003) propose the ability to use more than one frame should increase a leader's ability to act effectively and make clear judgments. Bolman and Deal (2003) examined three studies that effectively employed all four leadership frames in interpreting organizational events: "Birnbaum's (1989) research on higher education, Kanter's (1983) research on

organizational change, and Perrow's (1986) research on the nuclear accident at Three Mile Island" (p. 311).

Further, leadership and social interaction among people is never isolated within a single frame. Collins' (2001) study on the nature of businesses that have gone from "good to great" has also been important in education as well. Collins' (2001) research indicates the difference between "good" organizations and "great" organizations is the "level 5" leader. Characteristics of the "Level 5" leader include the following: high standards to achieve goals versus personal charisma, surrounding themselves with the "right people" to do the job, creating a culture of discipline, and engaging difficult questions regarding the future of their organization. In fact, leaders are given the flexibility to use an approach or several approaches depending on the subordinate characteristics displayed and/or the task complexity. The leader may find that "different situations may call for different types of leadership behavior…and…a blend of leadership styles that incorporates more than one style at the same time (Northouse, 2004). Studies have shown leaders most often use only one or two frames and almost never use all four frames (Bolman & Deal, 1984, 1991b, 1993, 1997 & 2003).

Development of Organizational Effectiveness

With today's strong impetus for accountability at all levels of organizations, particularly where tax monies are spent, the movement toward assessment, accountability, and effectiveness has gained momentum in the Technical College System of Georgia (TCSG). One key event in the history of academic achievement was initiated by the National Commission on Excellence in Education's report, *A Nation at Risk,* which criticized U.S. schools for mediocrity and recommended the establishment of

national academic standards. The report declared, “all, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost” (National Commission on Excellence in Education, 1983, p. 1).

The courts in the 1990s continued to pass legislation. For example: President Clinton signed into law, Goals 2000: Educate America Act, which established a commission to draw up national standards for academic achievement; Congress passed the *Improving America’s Schools Act*, which required the states to develop performance standards and establish benchmarks for improvement (known as adequate yearly progress). This legislative movement in the 1990s ultimately led to the *No Child Left Behind Act of 2001*. President Bush, in announcing *America 2000: An Education Strategy*, stated that American schools must be transformed for the sake of the future of the children and the nation. In summary of research on leadership accountability, Lashway (2001) frames the issue in terms of accountability: “For many, ‘accountability’ just means delivering results” (p. 2).

The general public is experiencing a growing distrust of higher education institutions. “[Legislative] trends are amplified by a growing willingness on the part of political leaders to use market forces as a means of structuring higher education in order to increase the impact of the competition” (Newman, Courturier & Scurry, 2004, p. 2). Newman et al. (2004) seem to support intervention by government, however, by stating, “…if not skillfully structured by thoughtful and strategic interventions of government, the market and growing competition will distort the purposes of higher education and further widen the gap between rhetoric and reality” (p. 1). Newman et al. (2004) concluded that

"the demand for institutional accountability by political leaders has become a major issue. They recognize that higher education is even more central to their goals of economic development and civic renewal, while at the same time more frustrating to deal with and more set in its ways" (p. 4).

Political conditions, often in the form of mandates, may carry implementation deadlines or required responses. Economic conditions also cause action because of the review required for response in order to cut budgets, restructure programs or implement accountability plans. Even though institutions are often forced to change, that does not mean that institutions do it well. Meadows (as quoted by Cortese, 2003) provided an interesting statement about institutional change:

> Higher education has unique academic freedom and the critical mass and diversity of skills to develop new ideas, to comment on society and its challenges, and to engage in bold experimentation…Why, then, is it so averse to risk and difficult to change? Because the change sought is a deep cultural shift—the most difficult to achieve—but one of the most important leverage points for institutional transformation (p. 17).

Avolio, Luthans, and Walumbwa (2003) define authentic leaders as "those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character" (p. 4).

To paraphrase Walt Disney: You can build the most wonderful place in the world, but it takes people to make it work. Shared governance is considered to deal with

decisions being made internal to the college or university although obviously external forces are also part of the decision making process in many cases. Lucey (2002) define shared governance as, “The concept of shared governance implies that faculty have primary authority over academic matters such as curriculum, instruction, standards of faculty competence and conduct, faculty appointments and status; whereas, the institution’s governing board and administrators are responsible for strategic planning, resource allocation, and matters related to mission and program review.” This suggests dividing up the decisions to be made.

Spillane et al. (Spillane & Sherer, 2004; Spillane, Halverson, & Diamond, 2001, 2003) focus their attention on the concept of distributed leadership. The researchers described distributed leadership as the distribution of tasks and as an interconnectivity of leaders and followers who change roles as the situation necessitates. Spillane et al. give three ways that leadership functions can be distributed among various leaders: (1) collaborative distribution occurs when the actions of one leader become the basis for the actions of another leader; (2) collective distribution occurs when leaders act separately and independently but for the shared goal; and (3) coordinated distribution occurs when sequential tasks are led by different individuals.

A general conclusion from the school effectiveness literature of the 1970s, the beginning of the school effectiveness movement, was that educational leadership was an important characteristic of effective schools (Brookover et al., 1978; Brookover et al., 1979a; Brookover et al., 1979b; Edmonds, 1979a, 1979b; Rutter et al., 1979). Specific behaviors associated with effective leadership included monitoring student progress on specific learning goals, supervising teachers, promoting high expectations for student

achievement and teacher performance, focusing on basic skills and monitoring the curriculum. Since the 1970s, many articles and books have described the characteristics of effective schools, but there have been few efforts to synthesize the research on school leadership.

In their article entitled "Exploring the Principal's Contribution to School Effectiveness: 1980-1995," Hallinger & Heck (1998) synthesized the findings from 40 empirical studies and categorized them into three broad categories: studies that used "direct effect" models, studies that used "mediated effect" models, and studies that used "reciprocal effect" models. First, the direct effect models posit a direct link between principal behavior and student achievement which was similar to school effectiveness studies in the 1970s. Next, the mediated effect models assume that the principal influences student achievement only through others such as teachers. This is an indirect approach that involves factors such as events, people, culture, and structures. Lastly, the reciprocal effect models presuppose the principal and the teachers affect each other. The actions of the principal affect the actions of the teachers which affect the actions of the principal.

Cotton's (2003) narrative review of the literature from 1985 to the year of her book *Principals and Student Achievement: What the Research Says* concluded that principal leadership does have an effect on student outcomes. Citing the work of others, she contends:

> In general, these researchers find that, while a small portion of the effect may be direct—that is, principals' direct interactions with students in or out of the

> classroom may be motivating, inspiring, instructive, or otherwise influential—most of all it is indirect, that is, mediated through teachers and others (p. 58).

Witziers et al. (2003) examined studies from 1986 to 1996 and concluded the, "tie between leadership and student achievement is weak" (p. 418); whereas, Leithwood et al. (2004) identified three practices as the "core of successful leadership" (p. 8). The practices are: (1) setting direction which helps staff members understand and establish goals, (2) developing people includes "offering intellectual stimulation, providing individualized support and providing appropriate models of best practice" (p. 9), and (3) redesigning the organization involves changing characteristics that might "blunt or wear down educators' good intentions and actually prevent the use of the effective practices" (p. 9).

Taylor's (2007) research noted that the American Association of Community Colleges (AACC) developed a leadership competency framework referred to as the Competencies for Community College Leaders (CCCL). The AACC issued an online survey to current presidents of two-year colleges to determine the necessary competencies for the 21st century presidents. The survey results emitted competencies in seven areas: (1) financial planning skills; (2) the ability to create partnerships; (3) the ability to improve and manage internal and external relationships; (4) the ability to develop a clear vision; (5) excellent communication skills; (6) political savvy; and (7) adaptability (Schults, 2001).

Ewell (1999) declared community and technical colleges achieve excellence by producing demonstrable changes that are consistent with (1) institutional objectives, (2) student educational growth, and (3) the expressed needs of society. The movement

toward assessment, accountability, and effectiveness continues to gain momentum. As stewards of the states' tax dollars, community and technical colleges face numerous demands from many different publics. Furthermore, community and technical colleges must position themselves in their communities by providing workforce training and helping students understand their role as community members. (Association of American Colleges and Universities, 2002; Corrigan, 2002).

Massy (2003) expanded Ewell's concept by suggesting that institutions should begin a self assessment in search of "quality work," outlining seven education quality principles that help institutions develop a culture of quality: (1) define education quality in terms of outcomes; (2) focus on the process of teaching, learning, and student assessment; (3) strive for coherence in curriculum, educational process, and assessment; (4) work collaboratively to achieve mutual involvement and support; (5) base decisions on facts wherever possible; (6) identify and learn from best practices; and (7) make continuous improvements a top priority (p. 186).

> Commissioner of the Technical College System of Georgia, Ron Jackson states: Our Technical College presidents are being held accountable for a number of performance funding measures and benchmarks. Four of the twelve measures are retention rate, graduate rate, job placement rate and high school enrollment. We feel these are critical to our mission. Budget cuts and tighter finances warrant the need for assurances that resources are being spent efficiently to produce effective outcomes. Our outcome or product is highly qualified graduates to meet the workforce needs of our state and the emerging global economy. This accountability comes not only internally, but externally as well. Our students,

> communities, legislators, directors, and trustees expect demonstration of value from our colleges. We are creating a way to consistently and systematically measure the performance of our colleges, and we want to report the results clearly (F. H. Hill, personal communication, January 7, 2008).

Graduation rates for the technical colleges are determined by the number of students who were enrolled in a particular fall quarter and tracked over a two year period who completed all program requirements and left as a graduate from any TCSG college. Retention rates are determined by the number from a particular fall quarter who graduated in the fall, winter, or spring of the same year or any term the following year from any program at any TCSG college or any University System of Georgia (USG) college or were enrolled during the following fiscal year in any program at any TCSG college or any USG college. Job placement rates are determined by the number of graduates who are employed two quarters after their graduation term. The data in these reports are based on official information extracted from the Banner Student Information System, WRIS (Wage Record Interchange System) Unemployment Insurance data (a national employment database) matched by the Georgia DOL, TCSG System Scorecard, and USG. In other words, Georgia's technical colleges must be effective in what they do.

Statement of the Problem

A review of the literature related to the principles of presidential leadership reveals considerable research attention has been given to leadership attributes by assessing presidents, vice presidents, and other administrators in Georgia's technical colleges. Characteristics associated with successful leadership such as visionary, confident, ethical, and motivating continue to describe the person; however, there is more

to discover in regards to the relationship between the technical college president and the effectiveness of technical colleges in Georgia. Therefore, based upon Bolman and Deal's (2003) four leadership frames, the researcher's purpose is to determine the relationship between presidential leadership and organizational effectiveness in the Technical College System of Georgia.

Research Questions

Using organizational effectiveness criteria established by the Technical College System of Georgia (TCSG), the researcher surveyed senior level administrators in the TCSG to elicit the relationship between presidential leadership and organizational effectiveness in the TCSG. Through the "lenses" of these individuals, this study sought to address the following three questions:

1. To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?
2. To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument?
3. To what extent does the relationship between presidential leadership and organizational effectiveness gauged by the three accountability measures (graduation rate, retention rate, and job placement rate) depend on institutional (size) and individual (gender and length of service) background characteristics?

Conceptual Framework

Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) theoretical framework provides a structure for the researcher to make generalizations of the specific relationships between presidential leadership behaviors and organizational effectiveness criteria established by TCSG, specifically graduation, retention, and job placement rates. The researcher will use descriptive quantitative research in this study. Descriptive statistics are defined as being used to describe and summarize the basic features of the data in the study (Trochim, 2000). The descriptive study will examine the relationship between presidential leadership and organizational effectiveness in the Technical College System of Georgia.

Gay and Airasian (2003) state that "quantitative research approaches are intended to describe current conditions, investigate relationships, and study cause-effect phenomena" (p. 25). Testing a theory by using quantitative research designs requires that variables be established and manipulated to determine if a hypothesis supports or refutes a theory; therefore, using independent (presidential leadership behaviors) and dependent (organization effectiveness) variables are an important part of conducting quantitative research (Merriam & Simpson, 2000).

Significance of the Study

The quality technical college is an organization whose constituents seek, through its mission and vision, to achieve established goals. Georgia's technical colleges are composed of people who will determine whether the technical college will succeed or stagnate, serve its community effectively or waste its resources. The success of a

technical college is dependent upon the quality of leadership provided by the president combined with the competency and cooperation of all stakeholders in the college.

The role of the president is instrumental in the determination of either a successful or less than successful technical college. The president is responsible for leading and managing all activities within the college as it works to become an effective organization. The president must have a vision of what he/she wants the technical college to become and have a plan to inspire its employees to work toward that vision. The goals and objectives must be communicated continuously to the employees and the communities in its service delivery area and the president must be able to productively involve each stakeholder in quality improvement initiatives. Therefore, it is important to know how the technical college president provides leadership which is necessary to promote and accomplish the vision and mission of the organization.

The participants in this study serve as members of each technical college's senior leadership team who possess the knowledge, skills, and experiences to share their interpretation of what behaviors are demonstrated by the technical college president. The insight provided by the senior administration may have particular meaning to those preparing themselves to become presidents in the Technical College System of Georgia as well as those who are current administrators and are seeking to develop leadership understanding. The findings of this study may benefit future presidential search committees to evaluate the type of president that would be the most effective for their technical college. Also, the information provided by this study may benefit those who are responsible for leadership development within the Technical College System of Georgia.

Procedures

This study investigated the relationship between Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) leadership frames used by technical college presidents and the organizational effectiveness in technical colleges. More specifically, this study examined whether one or more of the four leadership frames has a significant relationship to organizational effectiveness as defined by the Technical College System of Georgia (TCSG), specifically graduation, retention, and job placement rates. The data was obtained from TCSG's database utilizing the Knowledge Management System (KMS) Portal of the Data Center and reformatted into a Microsoft Excel spreadsheet to analyze the rankings of the 32 technical colleges in regards to graduation, retention, and job placement rates for the 2007 fiscal year.

In addition, the researcher emailed the vice presidents (N=128) who oversee one of the major functions: Academic Affairs, Administrative Services, Economic Development and Student Affairs in Georgia's technical colleges an explanation of the study and the Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey with a request to complete the online survey. Follow-up reminder emails were sent to improve the response rate. The associated members of the University System of Georgia (USG) colleges with technical divisions and the researcher's technical college of employment were omitted. The data from this survey instrument were used to determine the perceived leadership style or leadership frame used by the president. Presidents were classified as a single-frame leader, a paired-frame leader, or a multi-frame leader.

The *Leadership Orientation (Other)* survey consists of two sections. The first section has 32 questions that are numerically coded and statistically analyzed through the

use of a five-point Likert scale. There are eight statements that are indicative of traits from the four leadership frames which are structural, human resources, political and symbolic. The second section has six forced-choice items that are ranked on a scale from "1" for the item that least describes the president to a "4" for the item that best describes the president. In addition, the survey contained a demographic section that asked for each respondent's age, gender, and role at their technical college as well as the gender and length of service of their president at the institution.

Limitations

1. The leadership style of the technical college presidents will be measured by the perception of the vice presidents and their responses will reflect their interpretations of the questions.
2. The reliability and validity will be limited to the survey instrument's results.
3. Population may be unavailable or unwilling to participate in the study.
4. Due to the small sample population, results may not be generalized to other higher education institutions.

Delimitations

In order to manage the collected data, the survey instrument used only rating scale items and did not include open-ended response items. This is the only delimitation the researcher posits in the study.

Definitions of Terms

1. *Beginning Student* – Full-time, first-year students attending any institution at the undergraduate level including students enrolled in the fall quarter that attended college for the first time in the prior summer quarter; also includes high school

students who are attending technical college for the first time as a non-high school student.

2. *Bolman and Deal's (1991a) Leadership Orientation (Other)* – survey developed by Lee Bolman, who received his Ph.D. in administrative sciences from Yale University and taught for twenty years at the Harvard Graduate School of Education, and Terrence Deal, who received his Ph.D. in education and sociology from Stanford University, to measure leadership behavior. Both, Bolman and Deal, preside over the National Center for Educational Leadership, a research consortium of Harvard, Vanderbilt, and the University of Chicago.
3. *Credit Enrollment* – enrollment in courses creditable towards a certificate, diploma or degree, including credit occupational courses, general core courses, and developmental studies courses. Enrollment is reported by program for all credit occupational courses and by course for other classes.
4. *End of Year Report* – published after the technical colleges' data closes for the fiscal year. The report serves as the official end of year report for credit enrollment, credit hours, and Full Time Equivalent (FTE). It includes unduplicated credit enrollment by full- and part-time, award level, gender, race/ethnicity, age, general education, developmental studies, financial aid, and student plan. Additionally, the report includes final graduates and awards conferred, warranty services, and non-credit enrollment.
5. *Graduate* – student who received at least one award (certificate, diploma, and/or associate degree); this term is used to report an unduplicated count of graduates for the college regardless of how many awards they received.

6. *Graduation Rate* – The formula = graduates/(graduates + leavers); number of beginning students entering in Fall quarter 2005 and enrolled in an award program (technical certificates, diploma or degree) and in at least one vocational/occupational course that was not *Introduction to Microcomputers*.
7. *High School Student* – currently enrolled high school student that is enrolled in a technical college; student can be dual enrolled (taking postsecondary courses for both high school and postsecondary) or joint enrolled (taking postsecondary courses for postsecondary credit only) or both.
8. *Job Placement* – Fiscal Year (FY) 2006 graduates from Workforce Investment Act (WIA) eligible programs who were employed two quarters after graduation, based on Georgia's Department of Labor employment data match.
9. *Knowledge Management System (KMS)* – a TCSG intranet site designed to serve employees of the central office, technical college, and college technical divisions. KMS contains extensive online information related to the Data Center, including statewide and college-level reports, online web forms, data collection documentation, and other education reporting resources.
10. *Multi-frame Presidential Leadership Style* – the three or four leadership frames of the possible four frames: structural, human resource, political, and symbolic, used by a president as determined by the score on the *Bolman and Deal (1991a) Leadership Orientations (Other)* survey instrument (Bolman & Deal, 2003).
11. *Occupational Courses* – provide occupationally specific training with the intent of preparing students for work; includes all <u>except</u> remedial and general core courses.

12. *Paired-frame Presidential Leadership Style* – the two leadership frames of the possible four frames: structural, human resource, political, and symbolic, used by a president as determined by the score on the *Bolman and Deal (1991a) Leadership Orientations (Other)* survey instrument (Bolman & Deal, 2003).
13. *Regular Admitted Students* – students who have met the minimum admissions requirements for the program and its award level.
14. *Single-frame Presidential Leadership Style* – one leadership frame of the possible four frames: structural, human resource, political, and symbolic, used by a president as determined by the score on the *Bolman and Deal (1991a) Leadership Orientations (Other)* survey instrument (Bolman & Deal, 2003).
15. *Retention Rate* – Fall quarter 2005 beginning students, regular admitted students who graduated from or were still enrolled at any TCSG technical college as of Fiscal Year (FY) 2007.
16. *Vocational Course* – course relating to training in a skill or trade to be pursued as a career, based on course subject codes, does not include remedial/general courses.
17. *Workforce Investment Act (WIA)* – The Workforce Investment Act was signed into law in August 1998 and implemented on July 1, 2000. The WIA is designed to assist youth and adult job seekers in becoming employable in a self-sufficient occupation of their interest, in order to meet the needs of local employers. Through local, one-stop centers throughout Georgia, job-seekers are provided with training/education offerings by GDTAE and other educational institutions.

Summary

More specifically, the purpose of this study was to examine whether one or more of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) four leadership frames had a significant relationship to the organizational effectiveness as to the three accountability measures in the Technical College System of Georgia: graduation rate, retention rate, and job placement rate. The procedures described were designed to determine the relationship between the leadership frames of Georgia's technical college presidents, the organizational effectiveness, and selected demographic variables. The researcher made two additional attempts to collect unreturned surveys through follow-up emails and then analyzed the data collected using descriptive statistics and summarized the findings and results. Such information may be useful for future presidents and other leaders of technical colleges as they continue to make decisions to improve the quality of technical colleges in Georgia.

CHAPTER 2

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

This chapter presents a review of the related literature associated with leadership and organizational effectiveness. The first section will review theories of leadership; the second section will review theories about organizations; the third section will review characteristics of leadership; the fourth section will review literature related to Bolman and Deal's leadership frames; and the fifth section discusses the effects of leadership style on the organizational effectiveness.

History of the Technical College System of Georgia

Technical colleges operating under the governance of the Georgia Department of Technical and Adult Education (GDTAE), or more recently coined the Technical College System of Georgia, evolved from state legislation in the early 1940's establishing area trade schools which operated under local school boards. Until 1984, Georgia had two separate education systems, the State Board of Education and the University System of Georgia's Board of Regents. Then, Governor Joe Frank Harris created a third board in the state's education system and delegated the responsibilities of overseeing vocational-technical education to the State Board of Postsecondary Vocational Education. Four years later, state legislation created the GDTAE and school names were changed to technical institutes. In 2000, Georgia's technical institutes changed their names to technical colleges as approved by the general assembly. (Georgia Department of Technical & Adult Education, *Foundations and Defining Principles of Georgia's Technical College System*, n.d.). Currently, the TCSG includes 33 technical colleges, 31satellite campuses,

four USG colleges which have technical divisions, and a division that operates programs via the Georgia Virtual Technical College (GVTC). Each of these colleges offers a variety of associate degree, diploma and certificate programs, adult literacy programs, continuing education programs, and economic development programs (Georgia Department of Technical & Adult Education, n.d.).

Governor Harris established the new education system to enhance the workforce development needs in Georgia. The State's leaders "recognized the need to link technical education to the needs of Georgia's businesses and industries, its people and its communities" (Georgia Department of Technical & Adult Education, n.d., p. 3). While the traditional vocational-trade programs remain important, emerging technologies and evolving employer expectations to have a highly qualified and reliable workforce demand Georgia's technical college leaders to design and implement innovative instructional programs and services which align with Governor Sonny Purdue and the Commission for a New Georgia's six targeted industries: aerospace, agribusiness, energy and environmental, healthcare and eldercare, life sciences, and logistics and transportation (Brown, 2005).

Theories of Leadership

The study of leadership is sorted into three broad categories: characteristics and traits of individuals, behaviors and styles of individuals, and characteristics of interactions between leader and followers. Each one of these approaches represents a different period of time in history with some overlap in the time periods; however, most contemporary theories suggest that leadership is a complex mix of all these factors (Yukl, 2002).

Trait Approach

In the early 1900s, great interest in social, political, and military leaders resulted in research focused on identifying qualities and characteristics that made great leaders like Mohandas Gandhi, Abraham Lincoln and Napoleon. Associated with the view that leaders were born with specific traits that differentiate them from followers evolved the great man and trait theories where researchers attempted to identify the key leadership traits (Bass, 1990). Some of the personal qualities to identify effective leadership include intelligence, self-confidence, determination, integrity and sociability as found in survey studies by researchers (Stogdill,1948; Mann,1959; Stogdill,1974; Lord, DeVader & Alliger, 1986; Kirkpatrick & Locke,1991) from the trait approach (Northouse, 2004).

The development of the trait theory was caused by the growth of psychological testing and focuses on the leader. Further, the trait approach to leadership suggests that organizations will be more effective if the leader has a certain set of traits or personal characteristics as determined by the organization. Stogdill found these early studies to be deficient in supporting the basic assumption of the trait approach that a successful leader possesses a specific set of traits without consideration given to situations as well (Northouse, 2004). Stogdill concluded, "A person does not become a leader by virtue of the possession of some combination of traits,…the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers" (1990, p. 76). While his review discouraged further study of leadership traits, this approach is used for personal awareness and development and for finding the "right" people for the job. Based on Stogdill's review of previous research, researchers shifted their focus towards the actions and behaviors of leaders (Northouse, 2004).

Style Approach

From the onset of World War II, the style approach provides a framework for assessing leadership based on two types of behaviors: task behaviors and relationship behaviors. Two well-known leadership studies conducted at Ohio State University and at the University of Michigan found that effective leadership resulted from the two behaviors mentioned above. Researchers at Ohio State developed a questionnaire called the Leader Behavior Description Questionnaire (LBDQ) and distributed the LBDQ to people in educational, military and industrial settings. Researchers at Michigan focused on the impact of behaviors on the performance of employees. Blake and Mouton's research in the early 1960s posited that effective leaders exhibit both task and relationship behaviors. Through their Leadership (Managerial) Grid, five leadership styles are revealed: authority-compliance, country club management, impoverished management, middle-of-the-road management, and team management (Northouse, 2004).

Simply understanding the characteristics of leaders, the methods they use, and the ultimate results of leadership does not make one a great leader. Kouzes and Posner (2002) believe the keys to becoming a great leader can be surmised into five practical phrases: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. The most notable mark of a leader who has been deemed a "great" leader lies in the ability of the leader to influence others to move along a path toward an established goal. The true meaning of leadership cannot be found in the magnitude of the leader's accomplishments but rather revealed in the accomplishments of the people led by that leader. Kouzes and Posner's (2002) famed practices support that the key to great leadership centers on how important those being led are regarded.

House's Path-Goal Theory of the early 1970s suggests leaders use a style of leadership which meets the motivational needs of subordinates. Throughout the literature, numerous references are made to the existence of a relationship between House's Path-Goal Theory and the Expectancy theory. The relationship between the two theories suggests subordinates will be motivated if they think they are capable of performing their work (Evans, 1996). House explained his theoretical groundings in the formation of the Path-Goal Theory as being derived from his 1960s research of the Expectancy Theory of motivation presented by Vroom, Atkinson, Portor and Lawler, Galbraith and Cummings, Graen, and Lawler (House, 1971).

House had been conducting research on leader/subordinate relationships in which the leader provided a strong proponent of structure. Research conducted prior to House's studies had only shown a negative correlation. Through the examination of Evans' work, House concluded that the positive satisfaction level of employees who were managed by leaders who provided a high degree of structure might be contingent on whether the employees needed the structure in order to appropriately perform their jobs. House recognized that all subordinates may not need such structure, but for those that did, the structure was appreciated, and the employees were able to accomplish goals (House, 1996).

Continuing to study the research findings, House returned to examine more closely Vroom's work with the Expectancy Theory in that he believed a relationship existed between employee behavior and motivational influences (Evans, 1996). Through careful study of both Evans and Vroom, House realized their findings suggested that leader behaviors in relation to employee satisfaction might depend on the organizational

structure, climate, and context in which the leader and the subordinates work. (House, 1996).

Structured during a period in which the concept of organizational behavior was still fairly new, the Path-Goal Theory has lent much to the soundness of the organizational behavior in that there is not one proven leadership theory that has been incorporated into the successful management of all organization structures. But rather, the theory provides explanation about leadership styles, contingency factors, subordinate needs, the accomplishment of tasks required to meet organizational goals, and the relationship of these features to subordinate satisfaction (Evans, 1996).

The leader's behaviors are important to the performance, satisfaction, and motivation of subordinates by clarification of the path taken in order to achieve established goals, removing obstacles that may hinder the accomplishment of the goals, and offering rewards for the accomplishment of goals. The theory's components can be summarized by corresponding leader behaviors, subordinates characteristics and task characteristics (Northouse, 2004).

Four leadership behaviors were identified as directive, supportive, participative, and achievement-oriented in House's original Path-Goal Theory; however, in 1996, House added work facilitation, group-oriented decision process, work-group representation and networking, and value-based leader behaviors in his reformulated his Path-Goal Theory. A leader is not limited to using one approach with subordinates. In fact, leaders are given the flexibility to use an approach or several approaches depending on the subordinate characteristics displayed and/or the task complexity. The leader may find that "different situations may call for different types of leadership behavior…and…a

blend of leadership styles that incorporates more than one style at the same time. The reformulated path-goal's underlying meaning is the same as the original Path-Goal Theory in that: "To be effective, leaders need to help subordinates by giving them what is missing in their environment and by helping them compensate for deficiencies in their abilities" (Northouse, 2004).

According to Northouse (2004), the difference from studying leadership traits to studying leadership styles is an emphasis on "what leaders do rather than who leaders are" (p. 83). Sashkin and Rosenbach (1998) explained this focus shift, "If the key was not who they were, perhaps the crux of leadership could be found in what they did" (p. 61). The style approach breaks behaviors down into two types: initiating structure (task) behaviors such as organizing and scheduling, and consideration (relationship) behaviors including building trust, respect, and camaraderie between leaders and followers (Northouse, 2004). Barker (2001) conducted research at a number of comprehensive schools and explored how leaders contribute to the effectiveness of their schools. Barker's (2001) research concluded:

> Despite the complications of social context, internal politics, and external pressures strong heads seem to adopt similar, well-balanced leadership styles and strategies that correlate with well-motivated students and staff. In contrast, poor performers operate a limited range of style and strategies and elicit a negative response from their colleagues. This is tangible, specific evidence that an effective leader can renew the optimism and harness the relatively untapped potential of staff and students (p. 65).

Situational Approach

In the late 1960s, Hersey and Blanchard extended Blake and Mouton's Leadership (Managerial) Grid and Reddin's 3-D Management Style Theory by developing the situational leadership theory; however, in the mid 1980s, Hersey and Blanchard refined their original situational leadership model. With this model, came the expansion of the notion of relationship and task dimensions to leadership style and the addition of another dimension with reference to subordinates' competence and commitment. The approach is concerned with the use of various leadership styles, abilities, and skills. Additionally, the approach takes into consideration the needs of the situation. To further explain how situational leadership approaches work, the effectiveness of a leader is taken into consideration. Four elements are involved in the approach: the personal characteristics of a leader, the nature of the job, the nature of the organization, and worker characteristics (Northouse, 2004).

Theories about Organizations

Over the past four decades higher education institutions have faced increasing demands related to governance (Berdahl & McConnell, 1999; Birnbaum, 1988; Kezar, 2000). The study of organizational theories is categorized into two major perspectives on educational organizations: classical and human relations. Owens (2004) stated, "It should be understood that one cannot even think about different ways of organizing human beings in collective effort without using theory." The Classical Organizational Theory is most closely associated with the scientific management era while the human relations perspective is considered to evolve from the Hawthorn Studies. The classical approach to organizational theory was held from pre-World War I years and into mid-20th century; the

human relations approach to organizational theory emerged in the mid-1950s (Montana & Charnov, 2000; Wren 2005).

Classical View

This period is best known by the works of Frederick Taylor, Henri Fayol, Elton Mayo, Max Weber, and Mary Parker Follett. The classical view is often called the "bureaucratic" and characterized by the "top-down." The scientific management dimension focused on ways to make individuals more efficient, reliable, predictable, productive, and human-machine interchangeability. Classical theorists like Max Weber and Elton Mayo were concerned with the human element and believed employee motivation involves more than money and consideration should be given to maximize productivity and efficiency. Follett viewed management as a social process which linked people to the situation; shifted power and control from the "top" to the "lower-levels" in the organization (Montana & Charnov, 2000; Wren, 2005).

Human Relations View

This period is best known by the works of Abraham Maslow, Douglas McGregor, Rensis Likert, Fred Hertzberg, and Chris Argyris. The human relations view is often called the "Neoclassical" Theory which addressed obstacles fundamental in the classical theory and displayed concern for human needs. From Elton Mayo's research findings from the Hawthorne Works of the Western Electric Company, the human relations view focused on leadership development, training, personality, motivation, and relationships. McGregor's Theory X and Theory Y either views employees as lazy and needing extrinsic rewards (Theory X) or creative and seeking responsibilities on the job (Theory Y). Hertzberg's Motivation-Hygiene Theory contributes to the human relations theory by

considering working conditions including supervision, salary, status and security and what people do while on the job. Both hygiene and motivation must be considered simultaneously to increase productivity and decrease job dissatisfaction (Owens, 2004; Hall & Tolbert, 2005). Human relations theorists postulate the needs of the individuals must be met in order for organizations to be efficient and productive (Montana & Charnov, 2000; Wren, 2005).

Systems Theory

More recently, a third approach evolved from the influence of technology in modern society and the educational organizations. Ludwig von Bertalanffy, a biologist, proposed the basic ideas in the systems approach to describe and explain organizational behavior. The basis of systems theory is that all components of an organization are interrelated, and that changing one variable might impact others. Gumport and Chun (1999) examined how technology impacts higher education from an open systems perspective, focusing on how broader economic, political, and social forces affect campus decision making. Educational organizations are viewed as "open systems" which interact with their environment. They are in a state of dynamic equilibrium as they adapt to environmental changes (Polka, 1999; Owens, 2004).

Senge (1990) describes systems thinking as:

> …understanding how our actions shape our reality. If I believe that my current state was created by somebody else, or by forces outside my control, why should I hold a vision? The central premise behind holding a vision is that somehow I can shape my future, systems thinking helps us see how our own actions have shaped

> our current reality, thereby giving us confidence that we can create a different reality in the future (p. 136).

The Polka-Guy Emerging Heterogeneous Systems Model illustrates this flow of ideas and values. The model shows people, things, and ideas are dynamic and serve as the basis for six heterogeneous systems including: physical, psychological, social, axiological, symbolic, and governance. A central theme of systems theory is that nonlinear relationships exist between variables. Each element of the Heterogeneous Model is fluid and continually interacts with the other variables which causes the core components – people, things, and ideas – to constantly change as the entire system builds itself (Polka & Guy, 1997).

Bolman and Deal's Four-Frame Leadership Theory

Through their research, Bolman and Deal (1984, 1991b, 1993, 1997 & 2003) describe the decision-making process through the use of four "frames or lenses"(see Table 1) which can be used to understand organizations, behaviors and leadership. The theorists believe each of the four "frames or lenses" indicate the ways leaders think and act in response to everyday situations. According to Mosser (2000), Bolman and Deal developed one of the most useful organizational theories for viewing and studying leadership. Bolman and Deal theorize that successful leaders understand and use multiple frames. As stated by Bolman and Deal (1991b), "…an increasingly complex and turbulent organizational world demands greater cognitive complexity…" that is, effective and successful organizations need to "…understand multiple frames and know how to use them in practice" (p. 528). Further, the theorists postulate when a leader uses multiple frames, they are able to collect comprehensive information with which to assess

situations and organizations, make lucid judgments and take effective actions (Bolman & Deal, 1984, 1991b, 1993, 1997, & 2003).

Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) structural frame accentuates organizational charts, rules, a formal chain of command, standard operating procedures, policies and technology. The frame is resultant from the discipline of sociology. Leaders who use the structural frame tend to value analysis and data, attend to the bottom line and address organizational problems by developing new policies or through restructuring the organization.

Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) human resource frame focuses on human needs and relationships and considers people to be at the heart of the organization. The frame is derived from the discipline of psychology. Like theorists, Maslow and McGregor, leaders who use the human resource frame concern themselves with individuals' skills, attitudes, energy, and commitment and find ways to adjust the organization to fit the organizational members' needs through training opportunities and support. Through empowerment and helping people find meaning and satisfaction in their work, the organization will succeed.

Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) political frame emphasizes individual or group interests that often includes conflict and competition for scarce resources. The frame stemmed from the political science discipline. Leaders who use the political frame dedicate their time to networking, creating coalitions, building a power base, and negotiating compromises in the workplace.

Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) symbolic frame views a chaotic world, where meaning and predictability are social creations and reality is

subjective. The frame is a product of the anthropology discipline. Leaders who use the symbolic frame pay attention to ceremony, ritual, and stories to provide meaning, order and direction to the organization like the *Gettysburg Address*.

Table 1: *Characteristics of Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) Four-Frame Leadership Model*

	Structural	***Human Resource***	***Political***	***Symbolic***
Central Concepts	Goals, rules, roles, polices, technology	Relationships, needs, skills	Power, conflict, competition	Culture, rituals, ceremonies
Planning	Create strategies for goal-setting and resources development	Promote group participation	Position for conflict and power struggles	Formal procedure to show symbols and responsibility
Decision Making	Rational	Allegiance, duty	Gain or exercise power	Confirm values
Communication Style	Publicize facts only	Exchange ideas, needs, and feelings freely	Influence or manipulate others	Tell stories
Motivation	Economic	Self-actualization and empowerment	Intimidation and manipulation	Symbols and celebration
Leader	Analyst, architect	Facilitator, servant	Opinionated, advocacy, negotiator	Inspirational, prophet
Leader Challenges	Adjust structure to task or technology	Align organization and human needs	Develop agenda or power base	Create belief and meaning
Metaphor	Machine	Family	Jungle	Temple

Adapted from Bolman & Deal (2003).

Bolman and Deal's (1984, 1991b, 1993, 1997, & 2003) four-frame leadership theory distinguishes between leadership and management. Leadership creates the vision, deals with external forces, and inspires others; while, management executes the vision, deals with employees, and maintains standards. According to Kotter and Cohen (2002), leadership is a change-oriented process of envisioning the future through the use of technology and story telling, networking, building relationships, motivating, inspiring, and building confidence. Management, on the other hand, is about planning, budgeting, organizing, staffing, controlling and bureaucratically and politically solving problems. Leadership is about relationships. Buckingham (2007) suggests there are many things one needs to know about successful management, leadership and individual success. The one point that he emphasizes is that the individual cannot do it alone. The author reasons leaders will magnify their own strengths and at the same time select team members who provide different but equally important strengths for the organization.

Other Studies Utilizing Bolman and Deal's Four-Frame Leadership Model

Studies using Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) model uncovered a relationship between leadership effectiveness and choice of frames used with multi-frames being associated with more effective leadership. Bensimon (1989) studied the choice of frames used by college and university presidents and found a significant difference between new and experienced college and university presidents. New presidents were more likely to have a single-frame presidential leadership style (structural or human resources); while the more experienced presidents were more likely to have a paired-frame or multi-frame presidential leadership style utilized for understanding academic organizations and governance patterns. Bensimon's (1989)

findings suggest that new presidents utilized frames emphasizing effective managers and agreed with Bolman and Deal that more work experience may allow the individual to utilize multiple-frames when dealing with the complexities of their organization and become a more effective leader. The similarities between the Bensimon (1989) and Bolman and Deal (1991b) studies sustain Bolman and Deal's statement that "managers often use only one or two frames, but need to rely on all four to be fully effective as managers and leaders" (Bolman & Deal, 1991b, p. 529).

Strickland (1992) investigated the perceptions of superintendents, school board chairpersons, and subordinates regarding use of frames by the superintendents. Strickland found the superintendents' self-ratings were lower than the ratings of subordinates and school board chairpersons. Subordinates viewed the superintendents as being more analytical, goal-focused, politically skillful, and highly visionary than superintendents viewed themselves. However, Strickland found that the political frame had a difference in perceptions between the superintendents and school board chairpersons in which the disparity was contributed to "poor communication, different political stances, or lack of understanding of the school leader's role in the organization" (p. 83). Tennessee superintendents were found to use multi-frames with each one being used equally, except the human resource frame, by their superiors and subordinates. Strickland's research supports previous research (Bass,1990; and Bolman, 1992) that self-ratings of leadership is generally low, and it is more advantageous to collect information about the leader from other colleagues.

Based upon Bass and Stogdill's experiences in meeting with small groups of CEOs, Bass (1990) asserted:

> Probably the most effective aspect of management and leadership development is the provision of feedback to promote greater accuracy between self-reports and those received from others. More studies that demonstrate the increasing congruence and subsequent outcomes generated from the provision of such feedback should be conducted. Training and research efforts will, over time, make greater use of the ratings of superiors, peers, and subordinates and less of leaders' self-ratings of their purported behavior (pp.889-890).

Other studies (Birnbaum, 1991; Heimovics, et.al, 1993; Cantu, 1997) found a relationship between leadership effectiveness and choice of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) frames used with effective leadership being linked with consistent use of the political frame and to a lesser degree, the symbolic frame. However, Birnbaum (1991) found effective political leaders on one campus could not be generalized as effective leaders on another. The structural frame was found to be predictive of effective management. According to Bensimon (1991), faculty is one of the most important constituencies within higher education. Birnbaum (1991) and Cantu (1997) noted faculty leaders are effective because they are important sources of support for the higher education system, are committed to professional values and principles, organize colleagues around a common purpose, and are accepting of organizational-based authority relationships. This claim provides evidence that faculty's perception of leadership styles employed has much to do with higher education organizations achievement of accountability measures. The human resource frame was found to be related to both effective management and leadership. In addition, Bolman and Deal (1991b, 1992, 1993, 1997 & 2003) found leaders, in education and business, who use

three or more frames, are perceived as being more effective than those who consistently use fewer than three frames.

Mosser (2000) researched faculty perceptions of baccalaureate nursing chairpersons, in the American Association of Colleges of Nursing North Atlantic Region, usage of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) leadership frames. From the data collected in this study, the researcher found the chairpersons used the human resource frame most frequently (49.8%), followed by the structural frame (43.5%), the symbolic frame (32.4%), and the political frame (32.0%). Mosser (2000) found the nursing chairs used all four frames (22%), single-frame (17%), paired-frame (13%), and multi-frame (9%) of the time. These findings differed from Bensimon (1989) and Bolman and Deal's (1991b) findings that leaders rarely used more than two frames (<25%) and almost never used all four frames; while Mosser's (2000) investigation found 31% reported their chairs used more than two frames. The researcher purported the difference in results may be the majority of chairpersons and responders were females and may use the frames differently than the males surveyed in Bensimon (1989) and Bolman and Deal's (1991b) research. Additionally, Mosser (2000) found 39% reported their chairs used no leadership frame as opposed to Bensimon (1989) and Bolman and Deal (1991b) who found that most college presidents, department chairs, and school district administrators used at least one or two leadership frames. Mosser (2000) contended the difference may be the lack of leadership skills held by the chairpersons.

Summary

The challenges faced by Georgia's technical college presidents are increasing each year. Altbach (1999) notes that "the increasing complexity of modern societies and

economies demands a more highly trained workforce and almost without exception, postsecondary institutions have been called upon to provide the required training" (p. 21). Realizing that changes will continue, this study will contribute to the understanding of the relationship of presidential leadership and organizational effectiveness in the Technical College System of Georgia.

Vital for educational administrators who oversee Georgia's technical colleges is to be aware of outcomes such as morale, job satisfaction and productivity that are associated with certain leadership behaviors. Sergiovanni (1999) sustains that successful schools seem to have strong and functional cultures aligned with a mission of excellence in schooling, and that culture serves as a compass by setting to steer people in a common direction. The role of the technical college president is crucial in shaping a successful organizational climate where faculty and staff have a culture of pride.

This study moves beyond the previous research conducted by Gregg (1997) and Cannon (2003) whose identification of desirable leadership attributes of Georgia's technical college administrators by providing new data relating leadership behaviors to the organizational effectiveness in the State's technical colleges. The study will fill a void in the literature and will provide information on a topic relevant to current educational issues which directly impact today's technical college leaders. The findings will assist technical college presidents and other administrators in finding ways to improve college performance and to fulfill leadership responsibilities. The findings will also be useful for professional development training that prepares participants for leadership roles in technical education.

CHAPTER 3

METHODOLOGY

Introduction

Leadership provided by Georgia's technical college presidents to encourage achievement by the transformation of vision into results is critical to continued success of these institutions. An analysis of whether each president's use of one or more of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) leadership frames will reveal whether each has a significant relationship to the overall organizational effectiveness of their institution, specifically, the graduation rate, retention rate, and job placement rate which are three of the twelve performance funding measures of the Technical College System of Georgia (TCSG). The researcher also collected additional demographic data for the technical college presidents which may provide insight into the differences in the ranking of the leadership frames by gender, length of time as president at current technical college, and size of the institution.

Research Questions

The following questions guided the study:

1. To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?
2. To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument?
3. To what extent does the relationship between presidential leadership and organizational effectiveness gauged by the three accountability measures

(graduation rate, retention rate, and job placement rate) depend on institutional (size) and individual (gender and length of service) background characteristics?

Research Design

The study was a descriptive study using survey methodology to investigate the relationship between technical college presidents' leadership behaviors and the organizational effectiveness as determined by graduation rates, retention rates, and job placement rates. The researcher collected data by using Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument to assess vice presidents' (N=128) perceptions of their presidents' leadership behaviors and by reviewing historical performance data of Georgia's technical colleges. The (1991a) *Leadership Orientation (Other)* survey instrument uses rating scales and checklists and was selected because it supports the intent to answer the research questions relative to leadership behavior and effectiveness.

According to Gall, Borg, and Gall (2003), a Likert survey or rating scale is a measure that asks individuals to indicate their level of agreement with various statements toward a particular person, thing, or idea. Questionnaires are common in educational research as a method of data collection when the researcher is inquiring about opinions and attitudes. According to Nardi (2003), researchers conduct descriptive studies to present basic demographic information profiling study respondents, to describe the issues under study, and "to obtain more details and a stronger sense of the variety of ways people engage with the world around them" (p.15).

Alreck and Settle (1995) found survey questionnaire research appropriate when conditions including the following are present: (a) the researcher believes that the

respondents will be willing to provide the information through this method, (b) the desired information is sufficiently structured so it can be put into a printed form, (c) the sample size is very large, and (d) the sample covers a wide geographic area.

The ultimate goal of survey research is to learn about a large population by surveying a sample of the population (Leedy & Ormrod, 2005). Surveys identify facts about the behaviors and situations of people that can be obtained only by asking a sample of people about themselves (Fowler, 2002). A researcher who surveys participants may then tabulate the responses and then draw inferences about the particular population from the responses of the sample (Leedy & Ormrod, 2005). This study was designed to determine the relationship between technical college presidents' leadership behaviors and organizational effectiveness criteria established by the TCSG, specifically graduation, retention, and job placement rates.

Participants

A review of the literature indicated the validity of self-ratings in leadership is low; therefore, the targeted participants (N=128) were vice-presidents who oversee one of the major functions: Academic Affairs, Administrative Services, Economic Development and Student Affairs. The participants were identified by selecting the institutions using the current Technical College System of Georgia (TCSG) membership list, available at the web site, http://www.dtae.org., and then looking at each institution on the internet to confirm the senior level administrator. This individual's contact information was identified and was included in the study. The associated members of the University System of Colleges with technical divisions and the researcher's technical college of employment were omitted.

The researcher's technical college senior leadership members were utilized as a pilot study. Nardi (2003) stated, "The best way of assessing whether the questionnaire flows, the instructions are adequate, the working of the items and format are clear, and the survey takes a reasonable time to complete is to pilot test it" (pp, 85-86). He stated that the researcher should "give the questionnaire to people similar to those who will make up the sample to be studied" (p. 86) and "arrange to discuss survey responses with each respondent" (p. 86). The researcher distributed the survey to the Vice Presidents for Academic Affairs, Administrative Services, Economic Development, and Institutional Effectiveness (replacement for Student Affairs since the researcher holds this position) of Ogeechee Technical College to review its content and ease of use prior to the distribution of the survey to the targeted population. Information obtained through the pilot study was used to make minimal changes to the layout to improve user-friendliness by numbering each item. The pilot study participants suggested no improvements to the content of the instrument; however, the participants suggested including a cover letter and due date, and distributing the survey through an electronic means for returning survey responses in a confidential and timely manner. Following the pilot study, the researcher investigated online survey methods and developed a cover letter to accompany each online survey.

Instrumentation

The researcher used Bolman and Deal's (1991a) *Leadership Orientations Inventory (Other)* survey instrument for data collection, which will allow the vice presidents to assess their presidents' use of leadership frames. The researcher obtained permission to use the survey instrument from Dr. Lee Bolman (Appendix A) prior to

distributing the questionnaire to the participants. The instrument, consisting of 38 questions, was designed to elicit leader behaviors from subordinates that are consistent with Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) four frames of leadership. The first section included 32 questions which were numerically coded and statistically analyzed. Though the use of a drop menu using a five-point Likert scale: *never, occasionally, sometimes, often,* and *always*, the respondents rated to the degree in which their president exhibited each leader behavior on each question in Section 1, as shown in Table 2.

Table 2: *Survey Items from Section 1 Outlining Leadership Behaviors and Traits Related to Bolman and Deal's (1991b) Four Frames of Leadership*

Frame	***Item Number***	***Leadership Behavior***	***Trait***
Structural	2.1	Inspires others to do their best.	Analytic
	2.5	Strongly emphasize careful planning and clear timelines.	Organized
	2.9	Approaches problems through logical analysis and careful thinking.	Analytic
	2.13	Develops and implements clear, logical policies and procedures.	Organized
	2.17	Approaches problems with facts and logic.	Analytic
	2.21	Sets specific, measurable goals and holds people accountable of results.	Organized
	2.25	Has extraordinary attention to detail.	Analytic
	2.29	Strongly believes in clear structure and a chain of command.	Organized

Human Resource	2.2	Thinks very clearly and logically.	Supportive
	2.6	Builds trust through open and collaborative relationships.	Participative
	2.10	Shows high sensitivity and concern for others' needs and feelings.	Supportive
	2.14	Fosters high levels of participation and involvement in decisions.	Participative
	2.18	Is consistently helpful and responsive to others.	Supportive
	2.22	Listens well and is unusually receptive to other people's ideas and input.	Participative
	2.26	Give personal recognition for work well done.	Supportive
	2.30	Is a highly participative manager.	Participative
Political	2.3	Shows high levels of support and concern for others.	Powerful
	2.7	Is a very skillful and shrewd negotiator.	Adroit
	2.11	Is unusually persuasive and influential.	Powerful
	2.15	Anticipates and deals adroitly with organizational conflict.	Adroit
	2.19	Is very effective in getting support from people with influence and power.	Powerful
	2.23	Is politically very sensitive and skillful.	Adroit
	2.27	Develops alliances to build a strong base of support.	Powerful
	2.31	Succeeds in the face of conflict and opposition.	Adroit

Symbolic	2.4	Shows exceptional ability to mobilize people and resources to get things done.	Inspirational
	2.8	Is highly charismatic.	Charismatic
	2.12	Is an inspiration to others.	Inspirational
	2.16	Is highly imaginative and creative.	Charismatic
	2.20	Communicates a strong and challenging vision and sense of mission.	Inspirational
	2.24	Sees beyond current realities to create exciting new opportunities.	Charismatic
	2.28	Generates loyalty and enthusiasm.	Inspirational
	2.32	Serve as an influential model of organizational aspirations and values.	Charismatic

Source: (Bolman and Deal, 1991b; Crist, 1999; Pritchett, 2006)

The second section of the survey included six questions which were forced-choice items. The respondents were asked to use each trait only once to describe the leadership style by choosing the item that best described the president to an item that least described the president. The six sets of questions in Section 2 were designed so that the choices for the items were the same as in Section 1. The first option from the drop menu under each set of questions was the structural frame; the next option was the human resources frame; the third option was the political frame; and the last option was the symbolic frame. Each of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) four frames were comprised of characteristics describing leadership behaviors, as shown in Table 3.

The third section includes two questions which measure effectiveness as manager and as a leader and are on a rating scale from the bottom 20 percentile to the top 20 percentile as compared to other leaders.

Upon completion of the (1991a) *Leadership Orientations Inventory (Other)* survey, a population mean score was tabulated for each of the four frames. The number of leadership frames was then totaled and when the president's leadership frame score was above the 50 percentile median score for a certain frame, the president was classified as utilizing that predominant frame (Crist, 1999; Pritchett, 2006).

Table 3: *Survey Items from Section 2 Delineating Leadership Traits Related to Bolman and Deal's Four Frames*

Frame	***Leadership Traits***
Structural	Analytic skills
	Technical expert
	Make good decisions
	Attention to detail
	Clear, logical thinking
	An analyst
Human Resource	Interpersonal skills
	Good listener
	Coach and develop people
	Concern for people
	Caring and support for others
	A humanist
Political	Political skills
	Skilled negotiator
	Build strong alliances and a power base
	Ability to succeed
	Toughness and aggressiveness
	A politician
Symbolic	Ability to excite and motivate
	Inspirational leader
	Energize and inspire others
	In the face of conflict and opposition, use charisma
	Imagination and creativity
	Visionary

Source: (Bolman and Deal, 1991b; Crist, 1999; Pritchett, 2006)

According to Bolman and Deal (1991b), the internal reliability of the instrument has a very high Cronbach's alpha, which measures the reliability of Likert scaled statements, based on approximately 1300 responses that yield consistent results. Reliability refers to how much measurement error is present (Gall, Borg, & Gall 2003). Reliability coefficients vary between values of .00 and 1.00, with 1.00 indicating perfect reliability and .00 indicating no reliability (Gall, Borg, & Gall 2003). Each of the four leadership frames demonstrates levels of reliability ranging from .913 to .931 (see table 4). Bolman and Deal (1991b) demonstrate internal consistency reliability for the forced-choice items in Section 2 of the instrument (see table 5). Ongoing research continues to support the reliability and validity of the *Leadership Orientations Inventory (Other)* survey instrument.

Table 4: *Section 1: Likert-scaled Items Reliability Analysis*

FRAME	***NUMBER OF ITEMS***	***CRONBACH'S ALPHA***
Structural	8	.920
Human Resource	8	.931
Political	8	.913
Symbolic	8	.931

Source: (Bolman & Deal, 1991b)

Table 5: *Section 2: Forced-Choice Items Reliability Analysis*

FRAME	***NUMBER OF ITEMS***	***CRONBACH'S ALPHA***
Structural	6	.841
Human Resource	6	.843
Political	6	.799
Symbolic	6	.842

Source: (Bolman & Deal, 1991b)

Data Collection

After obtaining approval from the Institutional Review Board at Georgia Southern University (Appendix C), the researcher chose to capture the respondents' feedback from the (1991a) *Leadership Orientations Inventory (Other)* survey instrument using a web interface utilizing *Scantron's Class Climate* software. The researcher sent batch email inviting recipients to participate and explaining the study along with the URL. Also, via email, passwords were given to participants. The email emphasized the difference between anonymity and confidentiality and that participation was voluntary (Appendix E). Responses were sent to the server and were compiled into a database and forwarded to the researcher. The researcher sent two electronic reminders to non-responders asking them to complete the survey (Appendix F). According to Nardi (2003), an increasingly popular way of creating and distributing self-administered questionnaires is with computers. The researcher noted that marketing researchers and others find that response rates increased with this method.

The quantitative data for each technical college's graduation rate, retention rate, and job placement rate were extracted from the Technical College System of Georgia's database utilizing the Knowledge Management System (KMS) Portal of the Data Center, downloaded onto a personal computer fixed disk drive and was exported and converted into a Microsoft Excel database for storage, access, and overall data management. The Office of Research of the Technical College System of Georgia and the Deputy Commissioner of the Technical College System of Georgia have given permission to access system data and to conduct this research (Appendix B).

The typical response rate for an online survey is 30% (Hamilton, 2003). However, no agreed upon standard for a minimum acceptable response rate exists. People who know the researcher by name or who have regular contact with the researcher are more likely to respond to the survey than respondents who do not know the researcher. Further, people who are interested in the subject matter or the research are more likely to return surveys than those who are less interested. Therefore, surveys with low response rates may be biased significantly in ways that are related directly to the purpose of the research (Fowler, 2002; Hamilton, 2003).

The (1991a) *Leadership Orientations Inventory (Other)* survey instrument was sent as an electronic e-mail attachment on March 25, 2008. The researcher mailed electronically a cover letter explaining the purpose of the survey, the link to complete the survey, the respondent's password, a participant informed consent letter, and the survey instrument to all Technical College System of Georgia Vice Presidents for Academic Affairs, Vice Presidents for Administrative Services, Vice Presidents for Economic Development, and Vice Presidents for Student Affairs (N=128). Two vice presidents

stated they were serving as an interim president and were excluded from the target population in an effort to prevent response bias from the (1991a) *Leadership Orientations Inventory (Other)* survey instrument. This distribution strategy resulted in the researcher accepting the assumption that technology is embraced by the participating colleges, where completion of an online survey would be considered acceptable or routine.

As a courtesy, the researcher sent a reminder one week later to thank the respondents who had completed the survey and to encourage and remind the other senior level administrators about the deadline to complete the survey. A second reminder was sent using the researcher's Excel spreadsheet in a Word mail merge function four days after the deadline to the participants who had not completed the survey to ensure a satisfactory amount of time was given to complete the survey instrument. The researcher compared the passwords from the responses collected in *Scantron's Class Climate* software to the Excel spreadsheet to determine who to send the second reminder. The researcher continued to accept survey responses through April 11, 2008. The researcher received 67 responses, a 53% response rate, from the (1991a) *Leadership Orientations Inventory (Other)* online survey instrument. According to Fowler (2002) and Hamilton (2003), seven to10 days is adequate for an online survey.

Data Analysis

After collecting the surveys, the researcher downloaded the raw data from *Class Climate* for analysis in Excel and SPSS statistical software. The researcher reviewed each question and response to ensure the data was complete and accurate. An analysis was conducted for each of the research questions to determine if a significant relationship exists between the senior level leaders' perceptions of the leadership behavior of their

technical college president and organizational effectiveness. Descriptive procedures including frequency distributions, percentages, means, and standard deviations were used to examine question one. A Pearson's correlation (Pearson's r) was used to explore research question two. Descriptive procedures and the General Linear Model including several inferential statistical procedures were used to investigate question three. T-tests were used to determine the equality of means of the leader behaviors by gender. The one-way analysis of variance (ANOVA) was used to determine the equality of means of leader behaviors between the president's individual characteristics such as gender and tenure as well as institutional characteristics such as college size and state-wide ranking. All statistical tests were tested at the .05 level of significance.

The main leadership frame categories from the (1991a) *Leadership Orientations Inventory (Other)* survey instrument were tabulated and scored, and the median score for each frame was calculated. The thirty-eight questions in Sections 1 and 2 of the surveys allowed the researcher to determine a predominant leadership frame based on Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) research signifying a score must be above the 50 percentile for a particular frame in order for the leader to be described as using that leadership frame. Presidents were classified as a single-frame, a paired-frame, or a multi-frame leader whose frame(s) reflected a median score above the 50 percentile. Frequency distributions were then used to determine the mean, median, and standard deviation for the frame analysis through *Class Climate*. The researcher calculated the mean for each president's leadership frame and compared the mean for males with the mean for females to determine if there was a difference based on gender.

The researcher extracted the most current data showing graduation, retention, and job placement rates for each technical college within the Technical College System of Georgia (TCSG). The web-based 2006-2007 data on the TCSG's website are based on official information extracted from the Banner Student Information System and data matched to the University System of Georgia (USG) and Wage Record Interchange System (WRIS) Unemployment Insurance data which is a national employment database matched by the Georgia Department of Labor.

Using data obtained from the State KMS Portal of the Data Center, the researcher sorted the graduation rates, retention rates, and job placement rates to rank-order college performance accountability measures as compared to system-wide rates. The researcher used Pearson's correlation (Pearson's r) test to determine relationships between leadership style as perceived by vice presidents and the college's performance measures. Further regression analyses were conducted and post hoc analyses were performed.

Summary

The purpose of this descriptive research study was to determine whether the use of one or more of the four Bolman and Deal (1984, 1991b, 1993, 1997 & 2003) leadership frames by Georgia's technical college presidents had a significant relationship to performance accountability measures established by the Technical College System of Georgia. The researcher sent electronically the *Leadership Orientations Inventory (Other)* online survey instrument to the Vice Presidents for Academic Affairs, Administrative Services, Economic Development, and Student Affairs within the Technical College System of Georgia except for the associated members of the University System of Georgia with technical divisions and the researcher's technical

college of employment. As a result of the initial distribution and two follow-up emails, 67 surveys were received. The researcher analyzed the data collected using descriptive statistics which yielded responses to the three research questions, and those findings were reported in Chapter 4.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose of this study was to determine the relationship between presidential leadership and organizational effectiveness in the Technical College System of Georgia (TCSG) as measured by graduation, retention, and job placement rates. In this chapter, the researcher presents the results of data analyzed from the System Scorecard and Bolman and Deal's (1991a) *Leadership Orientations Inventory (Other)* survey instrument received from the respondents in this study. This study was a correlational, descriptive study. The first section of this chapter describes the research methods in this study along with a demographic profile of the respondents. The final section presents the analysis of the data related to the research questions and a summary of the findings in the study.

Research Questions

The following questions guided the study:

1. To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?
2. To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument?
3. To what extent does the relationship between presidential leadership and organizational effectiveness gauged by the three accountability measures (graduation rate, retention rate, and job placement rate) depend on institutional (size) and individual (gender and length of service) background characteristics?

Research Design

This study utilized Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument; however, the research adapted the paper survey to the web-based format by creating the online version with the design tool in *Class Climate*. Since the researcher had access to the participants email addresses, password codes were distributed to the participants by batch email and gave the participants authorization to complete the questionnaire. The password feature for the online survey provided two benefits: 1) prevention of responding to the survey multiple times, and 2) protection of the respondent's identity. In an effort to prevent unauthorized access to the survey, the researcher emailed the specific URL along with the password to the selected participants. Responses were sent to the researcher's college internet server.

Once the web-based survey was generated, a pilot test was conducted. The pilot test included vice-presidents for Academic Affairs, Administrative Services, Economic Development, and Institutional Effectiveness employed at Ogeechee Technical College. The pilot test participants were asked to complete the survey instrument and provide feedback about the instrument, such as clear and simple instructions, format, design, and rewording questions for clarity. The pilot test participants suggested no improvements to the content of the instrument; however, the participants suggested numbering the survey items, including a cover letter and due date, and distributing the survey through an electronic means for returning survey responses in a confidential and timely manner. Based on the feedback and the results of the pilot test, the web-based survey was revised and then electronically disseminated to the vice-presidents who oversee one of the major

functions: Academic Affairs, Administrative Services, Economic Development and Student Affairs in the Technical College System of Georgia.

Respondents

The subjects for this study were senior level administrators in the Technical College System of Georgia including the Vice President for Academic Affairs, the Vice President for Administrative Services, the Vice President for Economic Development, and the Vice President for Student Affairs. The Vice President for Academic Affairs directs the development and implementation of academic programs including activities of instructional personnel and is responsible for providing leadership which creates a high performance work environment. The Vice President for Administrative Services plans and administers the college budget which integrates Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards and oversees human resources ensuring compliance with all personnel policies, procedures, and laws. The Vice President for Economic Development conducts industry and job training analysis, develops workforce development plans, and aids community leaders in the recruitment of new businesses and the expansion of existing businesses. The Vice President for Student Affairs develops and maintains a system of services for students including but not limited to admission, orientation, testing, counseling, financial aid, job placement, graduation events, student activities, and enrollment management; and develops student services policies and procedures which support the technical college's overall mission, goals and objectives; and ensures compliance with institutional accreditation criteria for student services functions.

Demographic Profile of the Respondents

The demographic portion of the web-based survey asked the respondents five questions which required the vice presidents to provide responses regarding their age, gender, and role at the technical college; as well as, the gender and length of tenure of their president at the current technical college.

Nearly half of the respondents were females (50.8%) and half males (49.2%). Of the 67 respondents in this study, 37.9% served as a vice president for academic affairs, 12.1% served as a vice president for administrative services, 24.2% served as a vice president for economic development, and 25.8% served as a vice president for student affairs. Respondents' age varied from 32 to 72 with the range being 40 and the median age was 52.

Findings

The purpose of this study was to determine the relationship between technical college presidents' leadership behaviors and organizational effectiveness criteria established by the Technical College System of Georgia (TCSG), specifically graduation, retention, and job placement rates. After sending surveys to 128 vice presidents in the TCSG and receiving responses from 67, the researcher extracted existing data concerning the accountability measures from the System Scorecard, analyzed the responses from the (1991a) *Leadership Orientation (Other)* survey instrument, and answered the research questions.

Research Question 1: To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?

The *End of Year Report* for fiscal year 2007 reflected 3.5% statewide increase in unduplicated graduates with a total of 26,891, and awards conferred increased by 4.9% statewide with a total of 33,886 for the Technical College System of Georgia. The data does not include the four University System of Georgia colleges with technical divisions (DTAE Data Center, Report #CR263).

Graduation rates for the fiscal year 2007 are shown in Table 6 by each technical college as well as system totals.

The *End of Year Report* for fiscal year 2007 reflected a 1.3% statewide decrease in first-time, regular admitted students who graduated from or who were still enrolled at any Georgia technical college or university system college as of the fiscal year shown in Table 7 (Data Center, Report CR263).

Table 6: *Graduation Rate for Fiscal Year 2007*

College	Cohort	Retained	Rate
Altamaha	1,612	1,170	**72.60%**
Sandersville	1,373	914	**66.60%**
Georgia Aviation	325	213	**65.50%**
Northwestern	2,212	1,419	**64.20%**
Flint River	1,571	1,007	**64.10%**
Southwest Georgia	1,587	963	**60.70%**
Middle Georgia	4,261	2,563	**60.20%**
Okefenokee	2,064	1,243	**60.20%**
Augusta	4,572	2,674	**58.50%**
Heart of Georgia	2,162	1,262	**58.40%**
North Georgia	2,524	1,424	**56.40%**
Griffin	3,855	2,160	**56.00%**
Albany	3,865	2,133	**55.20%**
Athens	3,050	1,659	**54.40%**
Lanier	3,533	1,907	**54.00%**
Ogeechee	2,744	1,478	**53.90%**
South Georgia	2,337	1,246	**53.30%**
System Average	**98,083**	**50,314**	**51.30%**
West Central	3,187	1,602	**50.30%**
Southeastern	1,315	659	**50.10%**
Moultrie	2,853	1,427	**50.00%**
Valdosta	3,056	1,526	**49.90%**
Swainsboro	1,016	506	**49.80%**
East Central	1,854	916	**49.40%**
North Metro	2,360	1,156	**49.00%**
DeKalb	4,370	2,137	**48.90%**
Gwinnett	3,837	1,856	**48.40%**
Atlanta	3,810	1,822	**47.80%**
Coosa Valley	3,386	1,596	**47.10%**
Columbus	4,453	2,081	**46.70%**
West Georgia	2,486	1,156	**46.50%**
Appalachian	1,225	550	**44.90%**
Savannah	4,410	1,970	**44.70%**
Chattahoochee	4,557	1,722	**37.80%**
Central Georgia	6,261	2,197	**35.10%**

Source: Data Center Ref. EST009

Table 7: Retention Rate for Fiscal Year 2007

Colleges	Cohort	Retained	Rate
Georgia Aviation	93	79	**84.90%**
Flint River	212	160	**75.50%**
Sandersville	221	156	**70.60%**
North Georgia	461	325	**70.50%**
Athens	761	534	**70.20%**
Middle Georgia	827	574	**69.40%**
Altamaha	252	174	**69.00%**
Ogeechee	519	358	**69.00%**
Okefenokee	325	224	**68.90%**
Southwest Georgia	228	156	**68.40%**
Augusta	787	533	**67.70%**
Southeastern	238	161	**67.60%**
Griffin	693	467	**67.40%**
West Central	552	370	**67.00%**
Lanier	817	546	**66.80%**
Gwinnett	947	629	**66.40%**
North Metro	455	302	**66.40%**
South Georgia	395	261	**66.10%**
System Average	**17,026**	**11,030**	**64.80%**
DeKalb	412	265	**64.30%**
Heart of Georgia	363	233	**64.20%**
Albany	596	381	**63.90%**
Chattahoochee	846	538	**63.60%**
Northwestern	378	237	**62.70%**
East Central	328	205	**62.50%**
Moultrie	387	242	**62.50%**
Appalachian	233	144	**61.80%**
Atlanta	478	294	**61.50%**
Columbus	922	564	**61.20%**
West Georgia	384	231	**60.20%**
Savannah	648	387	**59.70%**
Valdosta	653	384	**58.80%**
Central Georgia	746	438	**58.70%**
Coosa Valley	731	404	**55.30%**
Swainsboro	138	74	**53.60%**

Source: Data Center Ref. EST012

The *End of Year Report* for fiscal year 2007 reflected a 98.7% statewide placement rate of the almost 27,000 students who graduated from TCSG colleges between July 2006 and June 2007 and are either employed or furthering their education. However, at the time the researcher was gathering data, the latest reporting year for the job placement measure available from Department of Labor (DOL) is fiscal year 2006, which was based on fiscal year 2005 graduates. The job placement rate is dependent on a data match conducted for the TCSG by the Georgia DOL through a national database of employment records (WRIS); therefore, no comparison could be conducted for the exact time period of this study.

Job placement rates for the fiscal year 2006 are shown in Table 8 by each technical college as well as system totals.

Table 8: Job Placement Rate for Fiscal Year 2006

Colleges	Graduates	Placed	Rate
Lanier	343	325	**94.80%**
Southwest Georgia	333	314	**94.30%**
West Central	376	346	**92.00%**
Sandersville	192	176	**91.70%**
South Georgia	200	183	**91.50%**
Griffin	1,074	975	**90.80%**
Chattahoochee	625	566	**90.60%**
North Georgia	977	881	**90.20%**
Moultrie	371	333	**89.80%**
Athens	603	536	**88.90%**
West Georgia	466	410	**88.00%**
Savannah	528	464	**87.90%**
Northwestern	489	427	**87.30%**
Valdosta	574	501	**87.30%**
DeKalb	731	637	**87.10%**
Heart of Georgia	320	277	**86.60%**
Central Georgia	657	563	**85.70%**
East Central	448	384	**85.70%**
System Average	**17,355**	**14,874**	**85.70%**
Altamaha	375	320	**85.30%**
Middle Georgia	362	308	**85.10%**
Okefenokee	778	662	**85.10%**
Atlanta	835	709	**84.90%**
Gwinnett	457	387	**84.70%**
Columbus	385	325	**84.40%**
Ogeechee	429	362	**84.40%**
Coosa Valley	882	741	**84.00%**
Swainsboro	113	94	**83.20%**
Flint River	496	412	**83.10%**
Albany	909	745	**82.00%**
North Metro	328	267	**81.40%**
Southeastern	261	212	**81.20%**
Georgia Aviation	90	73	**81.10%**
Appalachian	255	205	**80.40%**
Augusta	1,093	754	**69.00%**

Source: Data Center Ref. EST015

Mean and Standard Deviation Scores for Technical College Effectiveness

Technical colleges with the highest graduation rates, in rank order from one to five, are: Altamaha (72.60%), Sandersville (66.60%), Georgia Aviation (65.50%), Northwestern (64.2%), and Flint River (64.1%). The Technical College System of Georgia's graduation rate is 51.3% (M = .53; SD = .08), as shown in Table 9.

Technical colleges with the highest retention rates, in rank order from one to five, are: Georgia Aviation (84.90%), Flint River (75.50%), Sandersville (70.60%), North Georgia (70.50%), and Athens (70.20%). The Technical College System of Georgia's retention rate is 64.80% (M = .65; SD = .06), as shown in Table 9.

Technical colleges with the highest job placement rates, in rank order from one to five, are: Lanier (94.8%), Southwest (93.3%), West Central (92%), Sandersville (91.7%), and South Georgia (91.5%). The Technical College System of Georgia's job placement rate is 85.7% (M = .86, SD = .05), as shown in Table 9.

Table 9: *Mean Scores for Each Accountability Measure*

Measure	***M***	***SD***
Graduation Rate	0.53	0.08
Retention Rate	0.65	0.06
Job Placement Rate	0.86	0.05

Research Question 2: To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) Leadership Orientation (Other) survey instrument?

The Technical College System of Georgia vice presidents (67) completed the adapted version of Bolman and Deal's (1991a) *Leadership Orientation (Other)* online survey instrument and the responses to the 38 questions indicated the perceived leadership style of their college's president.

The first section of the (1991a) *Leadership Orientation (Other)* survey instrument contained consistent leadership frame sequence and rating scales. Respondents selected from a drop menu using a five-point Likert scale: *never, occasionally, sometimes, often, and always* to rate the degree to which their president exhibited each leader behavior on the 32 questions. The statements are ordered on the questionnaire as follows: questions 2.1, 2.5, 2.9, 2.13, 2.17, 2.21, 2.25, and 2.29 are for the structural frame; questions 2.2, 2.6, 2.10, 2.14, 2.18, 2.22, 2.26, and 2.30 are for the human resource frame; questions 2.3, 2.4, 2.11, 2.15, 2.19, 2.23, 2.27, and 2.31 are for the political frame; and questions 2.4, 2.8, 2.12, 2.16, 2.20, 2.24, 2.28, and 2.32 are for the symbolic frame.

The following table describes the statistical characteristics of the first section of the survey instrument. The means are comparable because each question was on a five-point response scale and reflects a positive perception of each leader behavior.

Table 10: *Section 1: Means, Standard Deviations and Ranges for Bolman and Deal's Four Leadership Frames and for Individual Survey Items (n=67)*

Frame	*Item Number*	*Leadership Behavior*	*Mean*	*SD*	*Range*
Structural			**3.92**	**.6780**	**1-5**
	2.1	Inspires others to do their best.	3.93	.9741	2-5
	2.5	Strongly emphasize careful planning and clear timelines.	4.01	.8615	2-5
	2.9	Approaches problems through logical analysis and careful thinking.	4.06	.8683	1-5
	2.13	Develops and implements clear, logical policies and procedures.	3.81	.8745	2-5
	2.17	Approaches problems with facts and logic.	4.10	.8373	2-5
	2.21	Sets specific, measurable goals and holds people accountable of results.	3.99	.9292	1-5
	2.25	Has extraordinary attention to detail.	3.70	1.0447	1-5
	2.29	Strongly believes in clear structure and a chain of command.	3.78	.9973	1-5
Human Resource			**3.71**	**.7455**	**1-5**
	2.2	Thinks very clearly and logically.	4.24	.6534	2-5
	2.6	Builds trust through open and collaborative relationships.	3.52	1.1799	1-5
	2.10	Shows high sensitivity and concern for others' needs and feelings.	3.63	.9774	1-5
	2.14	Fosters high levels of participation and involvement in decisions.	3.48	1.0705	1-5
	2.18	Is consistently helpful and responsive to others.	3.69	.9830	1-5
	2.22	Listens well and is unusually receptive to other people's ideas and input.	3.70	1.0153	1-5
	2.26	Give personal recognition for work well done.	3.73	.9468	1-5
	2.30	Is a highly participative manager.	3.72	1.0983	1-5

Political			**3.87**	**.7694**	**1-5**
	2.3	Shows high levels of support and concern for others.	4.04	.9118	1-5
	2.7	Is a very skillful and shrewd negotiator.	4.03	1.0602	1-5
	2.11	Is unusually persuasive and influential.	3.87	1.0283	1-5
	2.15	Anticipates and deals adroitly with organizational conflict.	3.35	1.0450	1-5
	2.19	Is very effective in getting support from people with influence and power.	3.89	1.0248	2-5
	2.23	Is politically very sensitive and skillful.	4.08	1.0998	1-5
	2.27	Develops alliances to build a strong base of support.	3.90	.9713	1-5
	2.31	Succeeds in the face of conflict and opposition.	3.82	.8755	2-5
Symbolic			**3.78**	**.8874**	**1-5**
	2.4	Shows exceptional ability to mobilize people and resources to get things done.	4.03	.9677	1-5
	2.8	Is highly charismatic.	3.55	1.4162	1-5
	2.12	Is an inspiration to others.	3.51	1.0353	1-5
	2.16	Is highly imaginative and creative.	3.58	1.0679	1-5
	2.20	Communicates a strong and challenging vision and sense of mission.	4.09	1.0110	1-5
	2.24	Sees beyond current realities to create exciting new opportunities.	4.03	.9843	1-5
	2.28	Generates loyalty and enthusiasm.	3.60	1.0453	1-5
	2.32	Serve as an influential model of organizational aspirations and values.	3.82	.9989	1-5

The second section of the *Leadership Orientation (Other)* survey instrument included six set of questions which were designed so that the choices for the items were the same as in Section 1. The respondents were asked to use each trait only once to describe the leadership style by choosing the item that best described the president to an item that least described the president. The first option from the drop menu under each set of questions was the structural frame, the next option was the human resources frame, the third option was the political frame, and the last option was the symbolic frame.

The following table describes leadership traits from the second section of the survey instrument.

Table 11: *Section 2: Means, Standard Deviations and Ranges for Bolman and Deal's Four Leadership Frames and for Individual Survey Items (n=67)*

Frame	***Item Number***	***Leadership Traits***	***Mean***	***SD***	***Range***
Structural			**2.28**	**.3233**	**1-4**
	3.1	Analytic skills	1.96	1.0362	1-4
	4.1	Technical expert	2.54	1.1191	1-4
	5.1	Make good decisions	2.24	1.0312	1-4
	6.1	Attention to detail	2.52	1.2353	1-4
	7.1	Clear, logical thinking	1.93	1.1974	1-4
	8.1	An analyst	2.49	1.2799	1-4
Human Resource			**2.51**	**.3058**	**1-4**
	3.2	Interpersonal skills	2.52	1.0496	1-4
	4.2	Good listener	2.55	.8261	1-4

	5.2	Coach and develop people	2.26	1.1137	1-4
	6.2	Concern for people	2.43	.9410	1-4
	7.2	Caring and support for others	2.52	1.0474	1-4
	8.2	A humanist	2.76	1.1946	1-4
Political			**2.52**	**.3125**	**1-4**
	3.3	Political skills	2.70	1.0520	1-4
	4.3	Skilled negotiator	2.39	1.1486	1-4
	5.3	Build strong alliances and a power base	2.61	1.1619	1-4
	6.3	Ability to succeed	2.28	.9603	1-4
	7.3	Toughness and aggressiveness	2.75	1.1323	1-4
	8.3	A politician	2.39	.9904	1-4
Symbolic			**2.60**	**.3213**	**1-4**
	3.4	Ability to excite and motivate	2.58	1.2361	1-4
	4.4	Inspirational leader	2.52	1.3591	1-4
	5.4	Energize and inspire others	2.77	1.1007	1-4
	6.4	In the face of conflict and opposition, use charisma	2.79	1.2832	1-4
	7.4	Imagination and creativity	2.65	.8915	1-4
	8.4	Visionary.	2.28	.9439	1-4

In Tables 10 and 11, the researcher used *often* or *always* with mean scores of greater than or equal to the code of 4 to correspond with presidents' consistent usage of one or more of the four leadership frames. The overall mean scores determined from the vice presidents responses to the *Leadership Orientation (Other)* survey that technical college presidents sometimes use strengths from the structural leadership style, as reflected by mean frame scores of 3.1 (SD = .7694); from the human resource leadership style, as reflected by mean frame scores of 3.1 (SD = .8874); from the political leadership style, as reflected by mean frame scores of 3.2 (SD = .7694); and from the symbolic leadership style, as reflected by mean frame scores of 3.2 (SD = .8873).

The low standard deviations for each frame shows the respective mean is an accurate summary of the vice presidents' perceptions of technical college presidents as not using any of the four leadership frames consistently.

Using their responses to Section 1 survey questions, the researcher classified the technical college president as a single-frame, a paired-frame, or a multi-frame leader whose frame(s) reflected a median score above the 50 percentile (see Table 12).

Table 12: *Frequency Distribution for Technical College Presidents' Perceived Leadership Frame Usage*

Classification	***Frequency***	***Percent***	***Cumulative per cent***
Single-frame	6	8.96	8.96
Paired-frame	12	17.91	26.87
Multi-frame	26	38.80	65.67
No frame	23	34.33	100.00

Through the use of Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey, six (8.96%) respondents perceive their president to use a single-frame leadership style, 12 (17.91%) respondents perceive their president to use a paired-frame leadership style, and 26 (38.81%) respondents perceive their president to use three or more leadership frames, a multi-framed approach, to influence their college's outcomes, as shown in Table 12.

Twenty-three (34.33%) of the vice presidents who responded to the *Leadership Orientation (Other)* survey perceived their president to use no leadership frame, as shown in Table 12. Of the six vice presidents who perceived their president to use a single-frame approach while carrying out their responsibilities, three (50%) classified their president as using the structural frame, two (33.33%) classified their president as using the political frame, and one (16.67%) classified their president as using the symbolic frame (See Table 13).

Of the twelve (17.91%) vice presidents who perceived their president to use one of six paired-frame leadership styles, five (50%) classified their presidents as using structural-human resource frames, 5 (41.67%); one classified his president as using structural-symbolic frames, 1 (8.33%); one classified his president as using human resource-political frames, 1 (8.33%); and five classified their presidents as using symbolic-political frames, 5 (41.67%), as shown in Table 13.

Of the seven (10.45%) vice presidents who perceived their president to use a multi-framed leadership style, one classified his president as using structural-human

resource-political frames, 1(14.29 %); two classified their presidents as using structural-human resource-symbolic frames, 2 (28.57%); one classified his president as using structural-political-symbolic frames, 1(14.29%); and three classified their presidents as using human resource-political-symbolic frames, 3(42.86%), as shown in Table 13.

Table 13: *Frequency Distribution for Leadership Style Classification*

Classification	*Frequency*	*Percent*	*Cumulative*
Single	6	8.96	
Structural	3	50.00	50.00
Human Resource	0	0	50.00
Political	2	33.33	83.33
Symbolic	1	16.67	100.00
Paired-frame	12	17.91	
Structural-Human Resource	5	41.67	41.67
Structural-Political	0	0.00	41.67
Structural-Symbolic	1	8.33	50.00
Human Resource-Political	1	8.33	58.33
Human Resource-Symbolic	0	0.00	58.33
Symbolic-Political	5	41.67	100.00
Multi-frame	7	10.45	
Structural-Human Resource-Political	1	14.29	14.29
Structural-Human Resource-Symbolic	2	28.57	42.86
Structural-Political-Symbolic	1	14.29	57.15
Human Resource-Political-Symbolic	3	42.86	100.00
All Leadership Frames	19	28.36	100.00
No Leadership Frames	23	34.33	100.00

Nineteen (28.36%) vice presidents perceived their presidents to use all four leadership frames and twenty-three (34.33%) vice presidents perceived their presidents to use none of the four leadership frames.

According to Bolman and Deal (1984, 1991b, 1993, 1997 & 2003), to determine a predominant leadership frame, a score must be above the 50 percentile for a frame before a leader can be characterized as using that frame.

The researcher computed the median scores for each leadership frame from Section 1 of the *Leadership Orientation (Other)* survey, as shown in Table 14.

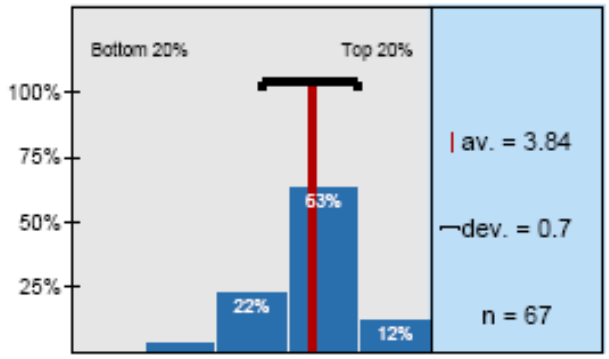
Table 14: *Technical College Presidents' Perceived Leadership Classifications*

Leadership Frame	***Mdn***
Structural	4.00
Human Resource	3.88
Political	4.13
Symbolic	4.00

The population median score was determined for each frame and presidents having scores above the 50 percentile were classified as using that predominant leadership frame, as shown in Tables 13 and 14. From the results, vice presidents reported technical college presidents use all four leadership frames while interacting with their organization.

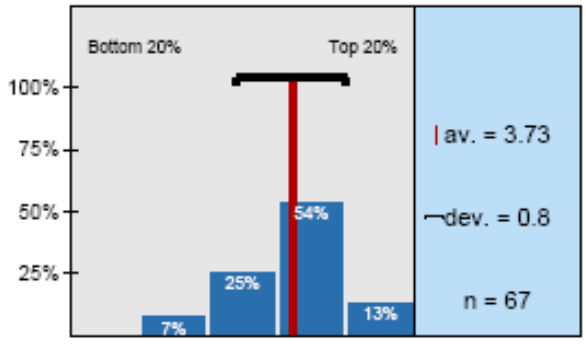
Based on the responses to questions 9.1 and 9.2, statistical analysis shows vice presidents viewed the overall effectiveness as a manager (M = 3.84, SD = .67, n = 67) and the overall effectiveness as a leader (3.73, SD = .79, n = 67) statistically differed at the .10 level of significance (M_d = .1045, t = 1.66, df = 66, p-value = 0.0899, one-tail). Results of this test indicate vice presidents perceived technical college presidents more as a manager than a leader, as shown in Figures 1 and 2.

Figure 1. *Histogram for Overall Effectiveness as a Manager*



9.1 Overall effectiveness as a manager.

Figure 2. *Histogram for Overall Effectiveness as a Leader*



9.2 Overall effectiveness as a leader.

Research Question 3: To what extent does the relationship between presidential leadership and organizational effectiveness gauged by the three accountability measures (graduation rate, retention rate, and job placement rate) depend on institutional (size) and individual (gender and length of service) background characteristics?

Data were collected from the respondents regarding the gender (See Table 15) and the number of years of experience in current position (See Table 16) for their technical college president.

Technical College Presidents' Gender

Weisman and Vaughan (2006) reported of the 545 presidents who completed the 2006 Career and Lifestyle Survey (CLS) were male (71%) and older than in previous surveys (57% were 58 years old or older). In this study, the majority of the technical college presidents were male (62.7%), while were female (37.3%). The percentage of male presidents (63%) at Georgia's technical colleges was somewhat less than Weisman and Vaughan's (2006) reported percentage (71%) at American community colleges.

Table 15: *Characteristics by Gender*

Gender	***Percent***
Male	62.7
Female	37.3

Technical College Presidents' Experience

Nationally, male presidents (62%) had been community college presidents for more than five years (Weisman & Vaughan, 2006). Regarding Georgia's technical college presidents and their length of service in their present position (See Table 16), respondents provided information on their president, of which 15% had less than one year in their present position. Fifty per cent had one to five years. Twenty-one per cent had six to ten years. Fourteen per cent had been the technical college president at their college for over 10 years.

Table 16: *Years of Experience in Current Position*

Experience	***%***
Less than 1 year	15.15 %
1-5 years	50.00 %
6-10 years	21.21 %
More than 10 years	13.64 %

Data were collected from the Carnegie Foundation for the Advancement of Teaching and the National Center for Educations Statistics regarding the size and geographical locations of Georgia's technical colleges.

Technical Colleges Size and Setting

Using available Carnegie (2008) data for 991 two-year institutions, the researcher found that nationally 0 are *public rural-serving, very small sized* (<500); 142 (14%) are *public rural-serving, small sized* (500-1999); 311 (31%) are *public rural-serving, medium sized* (2,000-4,999); 144 (15%) are *public rural-serving large-sized* (5,000-9,999); 110 (11%) are *public suburban-serving, single-campus*; 100 (10%) are *public suburban-serving, multi-campus*; 32 (3%) are *public urban-serving, single-campus*; and 152 (15%) are *public, urban-serving, multi-campus* institutions.

The researcher calculated the full-time equivalent (FTE) enrollment for each technical college by using the Carnegie formula. The FTE enrollment was based on the Integrated Postsecondary Education Data System (IPEDS) Fall 2006 enrollment data retrieved from the National Center for Educations Statistics website. With FTE calculated as full-time plus one-third part-time students enrolled for Georgia's technical colleges, the researcher found two (6.06%) are *public rural-serving, very small sized* (<500); 19 (57.58 %) are *public rural-serving, small sized* (500-1999); four (12.12%) are *public rural-serving, medium sized* (2,000-4,999); six (18.18 %) are *public suburban-serving, single-campus;* one (3.03%) are *public suburban-serving, multi-campus*; and one (3.03%) are *public urban-serving, single-campus*, as shown in Table 17.

Table 17: *Institutional Characteristics by Size and Setting*

College	***Location***	***Setting***	***Size***	***FTE****
Albany	Albany	Rural	Small	1683
Altamaha	Jesup	Rural	Small	579
Appalachian	Jasper	Suburban, multi-campus	Small	628
Athens	Athens	Rural	Medium	2293
Atlanta	Atlanta	Urban, single-campus	Medium	2082
Augusta	Augusta	Rural	Medium	2962
Central Georgia	Macon	Rural	Medium	3126
Chattahoochee	Marietta	Suburban, single-campus	Medium	3585
Columbus	Columbus	Rural	Small	1946
Coosa Valley	Rome	Rural	Small	1727
DeKalb	Clarkston	Suburban, single-campus	Medium	2187
East Central	Fitzgerald	Rural	Small	703
Flint River	Thomaston	Rural	Small	598
Griffin	Griffin	Suburban, single-campus	Medium	2065
Gwinnett	Lawrenceville	Suburban, single-campus	Medium	2589
Heart of Georgia	Dublin	Rural	Small	905
Lanier	Oakwood	Rural	Small	1812
Middle Georgia	Warner Robins	Rural	Small	1751
Moultrie	Moultrie	Rural	Small	1256
North Georgia	Clarkesville	Rural	Small	1384
North Metro	Acworth	Suburban, single-campus	Small	1141
Northwestern	Rock Spring	Rural	Small	1423
Ogeechee	Statesboro	Rural	Small	1262
Okefenokee	Waycross	Rural	Small	804
Sandersville	Sandersville	Rural	Very Small	414
Savannah	Savannah	Rural	Medium	2445
South Georgia	Americus	Rural	Small	1142
Southeastern	Vidalia	Rural	Small	581
Southwest Georgia	Thomasville	Rural	Small	822
Swainsboro	Swainsboro	Rural	Very Small	421
Valdosta	Valdosta	Rural	Small	1487
West Central	Waco	Suburban, single-campus	Small	1624
West Georgia	Lagrange	Rural	Small	1060

SOURCES: 2005 Carnegie Classification; National Center for Educations Statistics, IPEDS Fall Enrollment (2006).

*FTE: Full-time equivalent enrollment was calculated as full-time plus one-third part-time.

Summary

The data collected and analyzed in this chapter were studied to determine if one or more of Bolman and Deal's (1984, 1991b, 1993, 1997 & 2003) four leadership frames had a significant relationship to the organizational effectiveness as to the three accountability measures in Georgia's technical colleges, specifically graduation rate, retention rate, and job placement rate. The vice presidents' responses (n = 67) to Bolman and Deal's (1991a) *Leadership Orientation (Other)* online survey instrument were compared to the overall effectiveness of Georgia's technical colleges.

The study was a correlational, descriptive study using survey methodology to investigate the relationship between technical college presidents' leadership behaviors and the organizational effectiveness as determined by graduation rates, retention rates, and job placement rates. Bolman and Deal (2003) found in their decades of research that individuals who employ three or more frames are perceived as being more effective leaders than those who consistently use fewer than three frames. In agreement with Bolman and Deal's continued leadership research, the findings (38.81%) from this study indicated effective technical college presidents were more likely to use multiple-frame leadership approaches and were perceived to be both effective managers and leaders.

Based on the perceptions of the vice presidents, technical college presidents' predominant use of human resource (85.71%), symbolic (85.71%), political (71.43%), and structural (57.14%) leadership frames may reflect the understanding of the complexities of the leadership challenges in the Technical College System of Georgia. Leaders who use the human resource frame places an emphasis on the value of people

which is essential in the education business. For those who use the symbolic leadership frame, the focus is on using personal characteristics to influence others by setting high expectations and believing expectations will be met. As for the political leadership frame, presidents meet with external constituents (legislators and business leaders) to build alliances to be more effective in responding to environmental changes and to raise support for additional resources other than the assistance provided by the State. Finally, leaders who use the structural frame emphasize performance-oriented accountability outcomes.

Institutional size and geographic location did not affect the relationship between technical college presidential leadership behavior and the organizational effectiveness in Georgia's technical colleges. Responses were received from across the state including the largest and smallest colleges (student enrollment) in the Technical College System of Georgia.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This descriptive research study was designed to determine whether the use of one or more of the four Bolman and Deal (1984, 1991b, 1993, 1997 & 2003) leadership frames by Georgia's technical college presidents had a significant relationship to performance accountability measures established by the Technical College System of Georgia, specifically graduation, retention, and job placement rates. In addition, the researcher used existing data from the Technical College System of Georgia (TCSG), responses to the (1991a) *Leadership Orientation (Other)* survey, and the related literature and research to determine if any differences in the identified leadership behaviors were based on gender, length of time as president at the associated technical college, or college size and location. The targeted participants (N=128) were vice presidents who oversee one of the major functions: Academic Affairs, Administrative Services, Economic Development, and Student Affairs. Of the 128 online surveys distributed, 67 were returned and utilized in this research study.

The following three questions guided this study:

1. To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?
2. To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) Leadership Orientation (Other) survey instrument?

3. To what extent does presidential leadership contribute to organizational effectiveness gauged by the three accountability measures (graduation rate, retention rate, and job placement rate) accounting for the president's individual and college's institutional characteristics?

Analysis of Research Findings

The analysis of data collected during this research study allowed the following conclusions to be made regarding the relationship between the use of one or more of the four Bolman and Deal (1984, 1991b, 1993, 1997 & 2003) leadership frames by Georgia's technical college presidents and the performance accountability measures – graduation, retention, and job placement rates - established by the Technical College System of Georgia.

Research Question 1: To what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates?

The researcher identified each technical college with the Technical College System of Georgia (TCSG) using a percentile rank to identify the relative position of greater than or less than the statewide average in the three performance accountability measures. For each of the variables, graduation, retention, and job placement, the technical colleges who ranked higher than the TCSG average on one measure tended to rank higher on the other two, as shown in Tables 6, 7, and 8.

Research Question 2: To what extent do the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) Leadership Orientation (Other) survey instrument?

Results from the descriptive statistics suggest that the ability of technical college presidents to use the respective strengths of the structural leadership frame, human resource leadership frame, political leadership frame, and symbolic leadership frame helps them to understand their organizations and to make them run more effectively and efficiently. As the means indicate, leadership behaviors are statistically associated with technical college effectiveness.

The vice presidents described their president as predominantly using the human resource (85.71%) and symbolic (85.71%) leadership frames and agrees with earlier research (Bensimon, 1989; Mosser, 2002; & Turley, 2002) that human resource was the most prevalent frame. Presidents who use the human resource frame create an atmosphere of trust and works effectively with employees and peers to accomplish goals by recognizing others' needs; while presidents who use the symbolic leadership frame communicates the goals of the organization through story-telling and causes employees to feel important. Student satisfaction and retention are closely related to college image and accountability.

According to the perceptions of vice presidents, technical college president use the structural leadership frame the next most frequent. The structural frame is useful to presidents when demands such as the academic calendar, faculty disagreement on workload, and industries asking for curricula be developed to meet their needs requires development of for structures and processes responsive to the task.

Research Question 3: To what extent does presidential leadership contribute to organizational effectiveness gauged by the three accountability measures (graduation

rate, retention rate, and job placement rate) accounting for the president's individual and college's institutional characteristics?

Bolman and Deal's four leadership frames influence technical college presidents with an important means of strategic planning and understanding change. By using the human resource (85.71%), symbolic (85.71%), political (71.43%), and structural (57.14%) leadership frames predominantly as a framework to understand organizations, technical college presidents will be better poised to face the uncertainties, perform assigned duties, and celebrate accomplishments.

Discussion of Research Findings

The researcher gathered data from the Technical College System of Georgia (TCSG)'s database utilizing the Knowledge Management System (KMS) Portal of the Data Center and Bolman and Deal's (1991a) *Leadership Orientation (Other)* survey instrument in regards to presidential leadership style to organizational effectiveness. The following discussion is based upon the findings in Chapter 4 and the review of literature relating to leadership style.

The first research question asked to what extent do Georgia's technical colleges vary in terms of their effectiveness as measured by graduation rates, retention rates, and job placement rates. The researcher found that technical colleges who ranked higher than the TCSG average on one performance measure tended to rank higher than the statewide average on the other performance measures.

This finding implies the technical colleges permit the preferences of the presidents to influence the three accountability measures; however, the researcher believes further research to examine individual relationships and differences for each

technical college president and his respective college could benefit future presidents and TCSG decision makers.

The second research question asked to what extent the differences in Georgia's technical colleges' effectiveness relate to presidential leadership behavior as measured by Bolman and Deal's (1991a) Leadership Orientation (Other) survey instrument. The researcher found presidents used structural, human resource, political, and symbolic frames, as reflected by mean frame scores of 3.92 (SD = .6780), 3.71 (SD = .7455), 3.87 (SD = 7694), and 3.78 (SD = .8874) respectively. The human resource and symbolic frames were consistently used by the largest proportion of technical college presidents as perceived by their vice presidents. The predominant use of all four of Bolman and Deal's leadership frames is conducive to the environment of Georgia's technical colleges. Georgia's technical colleges are fast-paced, high-tech, and hands-on learning institutions, and there is statewide agreement that improving career and technical education and training is essential if Georgia is to remain competitive in the global economy.

The finding that 38.81% of technical college presidents use three or more frames on a regular basis is encouraging since related literature suggests those who use multiple frames will be more successful than others who use an inappropriate or single frame as they operate in their organizations. Bolman and Deal (1991b) suggest that the ability to understand and use the strengths of the various frames may help leaders understand and intervene in their organizations more effectively. The results from this study confirm Bolman and Deal's leadership prinicples.

The third research question asked to what extent does presidential leadership contribute to organizational effectiveness gauged by the three accountability measures

(graduation rate, retention rate, and job placement rate) accounting for the president's individual and college's institutional characteristics. Overall, the researcher found technical college presidents to be successful in fulfilling their roles in their organizations. The results reported in this study in addition to other related research provide a foundation for describing the leadership behaviors of technical college presidents in Georgia as they manage and lead their organizations. The Technical College System of Georgia is heterogeneous, complex system where internal as well as external factors both have an effect upon operations. In order for the leaders charged with running the individual organizations to be successful, managers and leaders must understand their role and the role of various stakeholders. Further, leaders must be willing to change their leadership approach to fully address a situation and resolve issues that will confront them.

Conclusions

The researcher has concluded the following from this study:

1. Technical college presidents in Georgia understand their organization's strategic needs, gain the trust of the organization, and provide the appropriate leadership to bring the strategic initiatives to realization.
2. Leadership is a life-long learning process and a formal mentoring relationship between a successful president and a potential future leader that addresses communication and approaches to management deserve our attention.
3. In addition to innate qualities like intelligence, self-confidence and charisma, knowledge of leadership behaviors gained through education

and experience can be learned and should be shared to improve the overall organizational effectiveness.

Recommendations

The following are the recommendations of the researcher based on the findings in Chapter 4 and are not assumed to be applicable to every institution due to small sample size and the leadership behaviors were measured by the perceptions of the vice presidents. However, given the high level of agreement between the literature and the participant data, also noted in Chapter 4, the researcher has confidence in offering her observations and recommendations for key leaders in the Technical College System of Georgia when faced with technical college president transition to determine successful administrative strategies; thereby, advancing Georgia's technical colleges within their institutional missions and student development. Furthermore, the researcher believes that future technical college presidents could benefit from this research to become familiar with leadership behaviors which have been effective in responding to environmental change which may make their institutions more adaptable and stable.

In the course of this research study, other ideas emerged for future research. The researcher offers the following suggestions for consideration:

1. This study should be replicated to obtain individual technical college effectiveness as related to leadership style rather than aggregate data.
2. The study should be done to investigate relationships among groups, such as faculty and administrators, boards and presidents, or academic and student affairs employees and their effects on decision-making and accountability in Georgia's technical colleges.

3. The study should be done to investigate the different aspects of the technical college campus environment such as the student population served and the mix of programs and services that an institution provides and their effects on the accountability measures established by the Technical College System of Georgia.
4. The study should be done to investigate in what ways will globalization impact authority and decision-making in Georgia's technical colleges.

Dissemination

Dr. Lee Bolman, co-author of several books on leadership and organizations, supported the use of his *Leadership Orientation (Other)* survey instrument for the related research on technical college presidents' leadership style and organizational effectiveness in exchange for a copy of the report of the findings from this research study. Several vice presidents along with the Deputy Commissioner of the Technical College System of Georgia asked for a copy of the results of this study. The researcher will provide copies to the aforementioned individuals.

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APPENDICES

APPENDIX A

PERMISSION TO USE BOLMAN AND DEAL'S *LEADERSHIP ORIENTATIONS (OTHER) SURVEY*

From: Lee Bolman [mailto:bolmanl@umkc.edu]
Sent: Monday, February 04, 2008 12:50 AM
To: Lamar, Charlene
Subject: RE: Request Permission to Use Leadership Orientations (Other) Survey

Dear Ms. Lamar:

I am happy to offer you permission to use the Leadership Orientations Survey in your dissertation, in recognition of your agreement to provide us a report of the results of your research

Best wishes on your dissertation work.

Lee G. Bolman
Professor and Marion Bloch/Missouri Chair in Leadership
Bloch School of Business and Public Administration
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 64110

Tel: (816) 235-5407
Fax: (816) 235-6529
Email: bolmanl@umkc.edu
Web site: www.leebolman.com

From: Lamar, Charlene [mailto:clamar@ogeecheetech.edu]
Sent: Sunday, February 03, 2008 9:51 PM
To: bolmanl@umkc.edu
Subject: RE: Request Permission to Use Leadership Orientations (Other) Survey
Importance: High

Follow-up email:

I hope this email finds you in good health. I have submitted my request for approval from Georgia Southern University's *Institutional Review Board;* however, the request is pending until approval from you is received. Also, I have attached a copy of my *Participants Consent Letter* for your review.

From: Lamar, Charlene
Sent: Wed 1/30/2008 5:39 AM
To: bolmanl@umkc.edu
Subject: Request Permission to Use Leadership Orientations (Other) Survey

Dr. Lee G. Bolman
Bloch School of Business and Public Administration
University of Missouri - Kansas City
5100 Rockhill Road
Kansas City, MO 64110

Dear Dr. Bolman:

I am a doctoral candidate in Education Administration with an emphasis in higher education administration at Georgia Southern University. Currently, I am working on my dissertation prospectus entitled "The Relationship Between Presidential Leadership Behaviors and Organizational Effectiveness in the Technical Colleges of Georgia." I would like your permission to use Bolman and Deal's Leadership Orientations (Other) survey instrument to investigate the perceived leadership style of technical college presidents in Georgia.

If you grant me permission to use your instrument, I will provide you with a copy of the data collected or my dissertation if you desire.
If you have any questions, please contact me at clamar@ogeecheetech.edu, 912.688.6061 (o) or 912.764.2537 (h). Thank you in advance for your consideration and I look forward to hearing from you.

Respectfully,

Charlene J. Lamar
Doctoral Student
Georgia Southern University

APPENDIX B

PERMISSION LETTER FROM THE OFFICE OF RESEARCH OF THE TECHNICAL COLLEGE SYSTEM OF GEORIGIA

From: Kinney, Sandra [skinney@dtae.org] Sent: Mon 2/4/2008 12:00 PM
To: Lamar, Charlene
Cc:
Subject: RE: Permission to Conduct Research

Ms. Lamar,

All research requests at the Georgia Department of Technical and Adult Education are initially approved through the Office of Research and then given final approval by the Deputy Commissioner. The Research Office at the Georgia Department of Technical and Adult Education has reviewed your request. Our office has approved the research and survey to be administered to Vice Presidents. In addition, I have received an email from interim Deputy Commissioner Frieda Hill approving and supporting your request for research.

Please let me know if you need additional documentation from the State office. We will be happy to notify our Vice Presidents of the pending survey.

Sandra Kinney, Research Manager
GA Dept. of Technical and Adult Education
1800 Century Place
Atlanta GA 30345
(404) 327-6839

From: Lamar, Charlene [mailto:clamar@ogeecheetech.edu]
Sent: Sunday, February 03, 2008 10:42 PM
To: Kinney, Sandra
Subject: Permission to Conduct Research

February 3, 2008

Sandra Kinney, Research Manager
Technical College System of Georgia
1800 Century Place
Atlanta, GA 30345

Dear Ms. Kinney:

I am a doctoral candidate in Education Administration with an emphasis in higher education administration at Georgia Southern University. Currently, I am working on my dissertation prospectus titled, "The Relationship between Presidential Leadership Behaviors and Organizational Effectiveness in Technical Colleges of Georgia". I would like to request permission to survey the vice presidents who oversee one of the major functions: Academic Affairs, Administrative Services, Economic Development and Student Affairs in Georgia's technical colleges.

I have attached a copy of my request for approval from Georgia Southern University's *Institutional Review Board Research Application Compliance (earlier email, 2/3/08, 8:11 p.m.)* and a copy of my *Participants Consent Letter* for your review.

Thank you ahead of time for your consideration and if you have any questions, please do not hesitate to contact me at this email address: clamar@ogeecheetech.edu or 912.688.6061.

Respectfully,
Charlene Lamar

APPENDIX C

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

Georgia Southern University
Office of Research Services & Sponsored Programs
Institutional Review Board (IRB)

Phone: 912-681-0843
2021

Veazey Hall

P.O. Box 8005
Statesboro, GA
30460

Fax: 912-681-0719

IRB@GeorgiaSouthern.edu

To: Charlene J. Lamar
2317 Country Club Road
Statesboro, GA 30458

Dr. Cindi Chance
P.O. Box 8131
CC: Dr. Charles E. Patterson
Associate Vice President for Research

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: February 27, 2008

Subject: Status of Application for Approval to Utilize Human Subjects in Research

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After a review of your proposed research project numbered: **H08128** and titled **"The Relationship Between Presidential Leadership Behaviors and Organizational Effectiveness in Technical Colleges in Georgia"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to
initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Eleanor Haynes
Compliance Officer

APPENDIX D

PARTICIPANT CONSENT FORM

COLLEGE OF EDUCATION

DEPARTMENT OF Leadership, Technology, and Human Development

PARTICIPANT INFORMED CONSENT

Dear Vice Presidents:

You are invited to participate in a research study regarding technical college presidents' leadership style and possible relationships with organizational effectiveness. Through their research, Bolman and Deal (2003) describe the decision-making process through the use of four "frames or lenses" which can be used to understand organizations, behaviors and leadership. You have been selected because of your role at the technical college and I would appreciate you sharing your opinion with me, Charlene Lamar, a graduate student in the College of Education, as I conduct this research to complete my doctorate in Educational Administration at Georgia Southern University.

The purpose of this research is to examine whether one or more of Bolman and Deal's (2003) four leadership frames has a significant relationship to the organizational effectiveness as to 3 of the 12 accountability measures in the Technical College System of Georgia: graduation rate, retention rate, and job placement rate. You will be asked to complete Bolman and Deal's (1990) *Leadership Orientation (Other)* survey instrument which takes less than 15 minutes. This study does not involve greater than minimal risk. No identifying information that might jeopardize confidentiality will be collected.

You possess the understanding of 1) the various levels in which decision-making occurs, 2) the authority assigned to each level, and 3) the importance of relationships among the various decision-making authorities that respect legislative regulations and institutional standards which promote the best interests of technical education. Despite the probability that the future will bring increasing demands, whether it is greater attention to teaching responsibilities, productivity, or external pressures, your insight may provide evidence to existing literature and inform leaders as to how leaders' actions may have created our current reality which, in turn, may shape decisions for the future of the Technical College System of Georgia.

Information will be kept confidential and no information that would reveal participants' identity will shared with anyone except those who are directly involved with the research study. Research records will be stored securely and only the researcher will have access to the records.

Participants (must be 18 years or older) will not receive any compensation for assisting in the research other than contributing to a study that hopes to make a positive contribution to the industry of career and technical education. Participation in this research study is voluntary and you have the right to withdraw at anytime or refuse to participate entirely without penalty or reprisal. Completion and return of the survey implies that you agree to participate and that your data may be used in this research. Thank you for your consideration.

If you have questions about this study, please contact the researcher named above or the researcher's advisor, Dr. Cindi Chance, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-681-0843.

Title of Project: The Relationship between Presidential Leadership Behaviors and Organizational Effectiveness in Technical Colleges of Georgia

Principal Investigator: Charlene Lamar, 2317 Country Club Road, Statesboro, GA 30458, 912-764-2537, clamar@ogeecheetech.edu

Faculty Advisor: Dr. Cindi Chance, Georgia Southern University, College of Education, PO Box 8131, Statesboro, GA 30460, 912- 681-5649, lchance@georgiasouthern.edu

_____ _____

Investigator Signature Date

APPENDIX E

INITIAL EMAIL SENT TO VICE PRESIDENTS

Dear <<NAME>>,

As one of the senior executives on your campus, you have been selected to participate in the attached research study to determine whether one or more of Bolman and Deal's (2003) four leadership frames has a significant relationship to the organizational effectiveness as to three of the twelve accountability measures in the Technical College System of Georgia (TCSG): graduation rate, retention rate, and job placement rate. I am conducting this research study in partial fulfillment of the requirements for the Degree of Doctor of Education at Georgia Southern University.

I have contacted and received permission to conduct this research study from both the TCSG's Office of Research and final approval from the Deputy Commissioner; however, your participation is voluntary. If you choose to participate, please complete the entire survey by April 4. It should take you less than 15 minutes. Your responses will remain confidential and neither you or your college will be identified in any subsequent reports.

The link to complete this survey is:

http://vulcan.ogeecheetech.edu/classclimate/online/

The password that you will need to enter is: <<PASSWORD>>

Informed Consent Documentation:

http://vulcan.ogeecheetech.edu/classclimate/forms/Lamar Participant Informed Consent.doc

I understand you are extremely busy and your time is valuable; I thank you in advance for your assistance and support.

APPENDIX F

FOLLOW-UP EMAILS SENT TO VICE PRESIDENTS

REMINDER 1:

Last week, I emailed you asking for your responses to 38 questions on Bolman and Deal's *Leadership Orientation (Other)* instrument. I have not received your responses; however, I am optimistic by the number of surveys that have been received in a week's time.

As a fellow vice president, I understand how valuable your time is and greatly appreciate your participation in this research. I am resending the link to the survey and your password in case you may have misplaced the previous email. Please take this opportunity to complete the survey by **April 9, 2008**. If you should have any questions, please call me at 912-688-6061 or clamar@ogeecheetech.edu or you may contact my major professor, Dr. Lucindia Chance, at 912-681-5649 or lchance@georgiasouthern.edu.

REMINDER 2:

Two weeks ago, I emailed you Bolman and Deal's *Leadership Orientation (Other)* survey instrument. Your responses are important to this research and I hope you will take a few minutes and complete the survey today. I have coded the surveys for follow-up purposes only and the code list will be destroyed as soon as the data is collected. The survey should take you approximately 10-15 minutes.

As I mentioned earlier, the collected data will be reported in aggregate form and your responses will remain confidential. Please take this opportunity to complete the survey by **April 9, 2008**. Thank you for your time and participation in this research. I am resending the link to the survey and your password in case you may have misplaced the previous emails.

APPENDIX G

SURVEY INSTRUMENT

Class Climate	Leadership Orientations Final Draft	
[ORGANIZATION]	[AUTHOR]	
[SUBUNIT]	[SURVEY]	

Mark as shown: ☐☒☐☐☐ [MARK]
Correction: ☐■☐☒☐ [CORRECTION]

1. Demographic Information

Thank you for taking a few minutes to participate in this survey. As a reminder, all of your comments are confidential, and will never be matched to your name, e-mail address or the name of your technical college.

For purposes of analysis of sub-groups of those responding to this survey, let's begin with a few demographic questions about you and your president.

1.1 1.1 My gender is _____. ☐ Female ☐ Male

1.2 1.2 My age is _____.

1.3 1.3 My role at this technical college is _____. ☐ VPAS ☐ VPED ☐ VPAA ☐ VPSA

1.4 1.4 My technical college president's gender is _____. ☐ Female ☐ Male

1.5 1.5 How long has your president been in his/her current position? ☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ More than 10 years

This questionnaire asks you to describe the person that you are rating in terms of leadership and managment style.

SAMPLE

2. Leadership Behaviors

You are asked to indicate how often each item is true of the person that you are rating.

Please use the following scale in answering each item.

Never
Occasionally
Sometimes
Often
Always

So, you would answer "Never" for an item that is never true of the person you are describing, "Occasionally" for one that is occasionally true, "Sometimes' for one that is sometimes true, and so on.

Be discriminating! The results will be more helpful if you think about each item and distinguish the things that the ratee really does all the time from the things that s/he does seldom or never.

2.1	2.1 Inspires others to do their best.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.2	2.2 Thinks very clearly and logically.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.3	2.3 Shows high levels of support and concern for others.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.4	2.4 Shows exceptional ability to mobilize people and resources to get things done.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.5	2.5 Strongly emphasizes careful planning and clear time lines.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.6	2.6 Builds trust through open and collaborative relationships.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.7	2.7 Is a very skillful and shrewd negotiator.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.8	2.8 Is highly charismatic.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.9	2.9 Approaches problems through logical analysis and careful thinking.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.10	2.10 Shows high sensitivity and concern for others' needs and feelings.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.11	2.11 Is unusually persuasive and influential.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.12	2.12 Is an inspiration to others.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.13	2.13 Develops and implements clear, logical policies and procedures.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.14	2.14 Fosters high levels of participation and involvement in decisions.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.15	2.15 Anticipates and deals adroitly with organizational conflict.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.16	2.16 Is highly imaginative and creative.	☐ Never ☐ Often	☐ Occassionally ☐ Always	☐ Sometimes
2.17	2.17 Approaches problems with facts and logic.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes

2. Leadership Behaviors [Continue]

2.18	2.18 Is consistently helpful and responsive to others.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.19	2.19 Is very effective in getting support from people with influence and power.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.20	2.20 Communicates a strong and challenging vision and sense of mission.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.21	2.21 Sets specific, measurable goals and holds people accountable of results.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.22	2.22 Listens well and is unusually receptive to other people's ideas and input.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.23	2.23 Is politically very sensitive and skillful.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.24	2.24 Sees beyond current realities to create exciting new opportunities.	☐ Never ☐ Often	☐ Occaionally ☐ Always	☐ Sometimes
2.25	2.25 Has extraordinary attention to detail.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.26	2.26 Gives personal recognition for work well done.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.27	2.27 Develops alliances to build a strong base of support.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.28	2.28 Generates loyalty and enthusiasm.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.29	2.29 Strongly believes in clear structure and a chain of command.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.30	2.30 Is a highly participative manager.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.31	2.31 Succeeds in the face of conflict and opposition.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes
2.32	2.32 Serves as an influential model of organizational aspirations and values.	☐ Never ☐ Often	☐ Occasionally ☐ Always	☐ Sometimes

3. Leadership Style

This section asks you to describe the leadership style of the person that you are rating.
Please use each trait only once per question set.

		Set One		
3.1	3.1 Select the item that you think best describes your president. The individual's strongest skills are:	☐ Analytic skills ☐ Ability to excite and motivate	☐ Interpersonal skills	☐ Political Skillls
3.2	3.2 Select the item that you think next-best describes your president. The individual's strongest skills are:	☐ Analytic skills ☐ Ability to excite and motivate	☐ Interpersonal skills	☐ Political skills
3.3	3.3 Select the item that you think somewhat describes your president. The individual's strongest skills are:	☐ Analytic skills ☐ Ability to excite and motivate	☐ Interpersonal skills	☐ Political skills
3.4	3.4 Select the item that you think least describes your president. The individual's strongest skills are:	☐ Analytic skills ☐ Ability to excite and motivate	☐ Interpersonal skills	☐ Political skills

		Set Two		
3.5	4.1 Select the item that you think best describes your president.	☐ Technical expert ☐ Inspirational leader	☐ Good listener	☐ Skilled negotiator
3.6	4.2 Select the item that you think next-best describes your president.	☐ Technical expert ☐ Inspirational leader	☐ Good listener	☐ Skilled negotiator
3.7	4.3 Select the item that you think somewhat describes your president.	☐ Technical expert ☐ Inspirational leader	☐ Good listener	☐ Skilled negotiator
3.8	4.4 Select the item that you think least describes your president.	☐ Technical expert ☐ Inspirational leader	☐ Good listener	☐ Skilled negotiator

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3. Leadership Style [Continue]

Set Three

3.9 5.1 Select the item that you think best describes your president. What this individual does best is:	☐ Make good decisions	☐ Coach and develop people	☐ Build strong alliances and a power base
	☐ Energize and inspire others		
3.10 5.2 Select the item that you think next-best describes your president. What this individual does best is:	☐ Make good decisions	☐ Coach and develop peopl	☐ Build strong allianes and a power base
	☐ Engergize and inspire others		
3.11 5.3 Select the item that you think somewhat describes your president. What this individual does best is:	☐ Make good decisions	☐ Coach and develop people	☐ Build strong alliances and a power base
	☐ Energize and inspire others		
3.12 5.4 Select the item that you think least describes your president. What this individual does best is:	☐ Make good decisions	☐ Coach and develop people	☐ Build strong alliances and a power base
	☐ Energize and inspire others		

Set Four

3.13 6.1 Select the item that you think best describes your president. What people are most likely to notice about this person is:	☐ Attention to detail	☐ Concern for people	☐ Ability to succeed, in the face of conflict and opposition
	☐ Charisma		
3.14 6.2 Select the item that you think next-best describes your president. What people are most likely to notice about this person is:	☐ Attention to detail	☐ Concern for people	☐ Ability to succeed, in the face of conflict and opposition
	☐ Charisma		
3.15 6.3 Select the item that you think somewhat describes your president. What people are most likely to notice about this person is:	☐ Attention to detail	☐ Concern for people	☐ Ability to succeed, in the face of conflict and opposition
	☐ Charisma		
3.16 6.4 Select the item that you think least describes your president. What people are most likely to notice about this person is:	☐ Attention to detail	☐ Concern for people	☐ Ability to succeed, in the face of conflict and opposition
	☐ Charisma		

3. Leadership Style [Continue]

Set Five

3.17	7.1 Select the item that you think best describes your president. This individual's most important leadership trait is:	☐ Clear, logical thinking ☐ Imagination and creativity	☐ Caring and suport for others	☐ Toughness and aggressiveness
3.18	7.2 Select the item that you think next-best describes your president. This individual's most important leadership trait is:	☐ Clear, Logical thinking ☐ Imagination and creativity	☐ Caring and support for others	☐ Toughness and aggressiveness
3.19	7.3 Select the item that you think somewhat describes your president. This individual's most important leadership trait is:	☐ Clear, logical thinking ☐ Imagination and creativity	☐ Caring and support for others	☐ Toughness and aggressiveness
3.20	7.4 Select the item that you think least describes your president. This individual's most important leadership trait is:	☐ Clear, logical thinking ☐ Imagination and creativity	☐ Caring and support for others	☐ Toughness and aggressiveness

Set Six

3.21	8.1 Select the item that you think best describes your president.	☐ An analyst ☐ A visionary	☐ A humanist	☐ A politician
3.22	8.2 Select the item that you think next-best describes your president.	☐ An analyst ☐ A visionary	☐ A humanist	☐ A politician
3.23	8.3 Select the item that you think somewhat describes your president.	☐ An analyst ☐ A visionary	☐ A humanist	☐ A politician
3.24	8.4 Select the item that you think least describes your president.	☐ An analyst ☐ A visionary	☐ A humanist	☐ A politician

SAMPLE

3. Leadership Style [Continue]

4. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate this person on:

	Bottom 20%		Middle 20%		Top 20%
4.1 9.1 Overall effectiveness as a manager.	☐	☐	☐	☐	☐
4.2 9.2 Overall effectiveness as a leader.	☐	☐	☐	☐	☐

Thank you for completing this survey. Press the 'Ready' tab if you have completed the survey and wish to submit your responses.