FILLING THE GAP: LEADERSHIP DEVELOPMENT FOR COMMUNITY
COLLEGE MID-LEVEL STUDENT SERVICES PROFESSIONALS

by

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ABSTRACT

Leadership development of the next generation of community college leaders is an issue of continuing concern. Much of the focus has been on growing leaders to assume the presidency. Little attention has been paid to developing the next generation of student services leaders. This next generation will come from those who hold mid-level positions. The focus of this dissertation is designing a leadership development program for community college mid-level student services professionals.

The program design in this dissertation uses the logic model approach to program development. First, the outcomes are created, then appropriate supporting activities are developed, and, finally, the resources needed to support the program are identified. Starting with the end in mind allows for more creativity and out-of-the-box thinking regarding program design.

The program designed in this dissertation focuses on competency development and includes adult education pedagogies such as contextualized learning, action learning, and transformative learning. The competencies highlighted in the program design are conflict management, general knowledge of student development theory, developing effective teams, knowledge of federal and state compliance standards, assessment/evaluation of student services, and increased self-awareness.

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Community Colleges at a Crossroads

Community colleges in the United States are at a crossroads. Duree and Ebbers (2012) suggest "the U.S. community college system educates nearly half of all students enrolled in higher education and sustains a responsibility and commitment to educate the underserved" (p. 41). A number of emerging trends and issues are impacting future growth, development, and expansion of this important part of the higher education marketplace. Community colleges across the country are faced with issues such as uncertain enrollments, increased enrollments of at-risk and underprepared populations, decreased funding and resources, changing technology, increased scrutiny and accountability, increased complexity of mission, and waves of retirements of senior administrators and faculty (Tschechtelin, 2011; Duree & Ebbers, 2012; Bumphus & Neal, 2008; Hull & Keim, 2007; Robinson, Sugar, & Miller, 2010). Tschechtelin (2011) notes that "the confluence of increasing enrollment with expectations for higher rates of student success has occurred at the same time that the nation is experiencing the deepest recession since the Great Depression" (p. 51). These new demands coupled with the changing workforce create many challenges for community colleges. Duree and Ebbers (2012) note that "one of the biggest challenges facing community colleges in the new millennium is filling the leadership pipeline with individuals who possess the necessary

skills and traits to be successful and are committed to upholding the community college core values and mission" (p. 41).

Finding a Solution to a Growing Problem

Community colleges are charged to respond to these challenges while managing retirement of long-term employees, on-boarding new employees who may have never worked in a community college; and training and developing employees at all levels to handle the extraordinary amount of change occurring within the community college landscape. Because of the economic strain on community colleges, funding for professional and leadership development can be scarce. Tschechtlin (2011) suggests that a "frequent target for [budget] reductions is professional development, thereby sacrificing the education and training that colleges need to keep their programs and technology relevant for the future" (p. 52). Shults (2001) advises "in order to gain the skills and traits important to effective leaders, those in the community college leadership pipeline must have access to appropriate professional development" (p. 9).

Much attention has been given to the need for training future community college leaders. Like many industries, higher education, including community colleges, is facing a potential leadership crisis. Many experienced leaders within community colleges are preparing to retire. According to the American Association of Community Colleges, "the level of turnover among community college leaders escalates dramatically" (Resources section, Leadership Competencies, para. 2). Bumphus and Neal (2008) echo this sentiment. They indicate, "it is no longer a secret that community college leadership is experiencing an unprecedented level of turnover. This millennium's first decade will see

more than three-quarters of its two year college presidents and senior administrators leave their posts to begin other stages of life" (p.30).

Largely, the impending leadership crisis has focused on preparing future leaders for the college presidency. Organizations such as the American Association of Community Colleges, the League for Innovation in Community Colleges, and the American Council on Education all promote and sponsor leadership development and training opportunities for individuals who aspire to hold executive level leadership positions. Leadership development and training initiatives focus primarily on cultivating faculty and academic administrators for advanced levels of responsibility and ultimately the college presidency. As such, much of the literature and research regarding leadership development training programs and succession planning focus primarily on training community college faculty and academic administrators to ascend to the presidency. Filan and Seagren (2003) indicate "during the past thirty years, much of the research has concentrated specifically on the capacious role of mid-level leadership, with the main focus on academic department chairs within colleges and universities" (p. 21).

The bulk of the literature recognizes the impending leadership crisis in higher education and specifically community colleges. There are a number of generally accepted theories for effectively meeting this crisis. Many of these theories center on identifying potential future administrators early. Riggs (2009) suggests "developing a better understanding of ways to support up and coming administrators as they move through the pipeline, developing alternatives to the traditionally rigid career paths for those who want to become community college administrators or advance as administrators, and improving organizational practices for selecting administrators" (p. 30) are all ways

institutions can create a stable, productive future. Boggs (2012) suggests that "one leadership responsibility that is all too often overlooked is succession planning" (p. 104).

Competency Development as a Solution

An emerging trend regarding leadership development is competency development related to leadership skills. Organizations such as the American Association of Community Colleges (AACC) have identified "core competencies" they believe all well-prepared leaders should possess. In the AACC Competencies for Community College Professionals (2005), it is posited that "leadership can be learned. While it can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, cases, guided experiences, and other practical information and learning methodologies is essential" (para. 4). Skill and competency development appears to be taking a front seat in the discussion on effective succession planning. Many organizations are developing leadership development opportunities grounded in identified skills and competencies. For example, the AACC has identified six core competencies — organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism — and has developed a variety of leadership training opportunities around these core competencies (2005).

Watts and Hammons (2002) indicate "by thoroughly identifying the skills and competencies that community college leaders will need in the future and providing a wide range of strategies for developing those skills, the current leadership of America's community colleges can feel confident that their successors will be well prepared for the challenges and opportunities that await them" (p. 65). Many scholars and higher

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education professionals have spent time researching and determining what skills will be needed. Fulton-Calkins and Milling (2005) identify nine crucial leadership traits future community college leaders will need: 1) learning from the past, but embracing the future, 2) enriching the inward journey, 3) having values, 4) having vision, 5) looking broadly for talent, 6) engaging in proactive succession planning, 7) involving faculty, 8) developing business and industry partnerships, and 9) keeping focus on preparing students for the future workforce (p. 235).

Leadership Development for Student Services Professionals

Despite the prevalence of literature on leadership development for aspiring community college leaders, little attention has been paid regarding leadership development and succession planning as it relates to administrative roles within the student services profession. Student services professionals at institutions of higher education have oversight of a vast array of support areas. These include areas such as recruitment, admissions, registration, records, student life/activities, athletics, counseling, advising, career services, residence life, intramural/recreational sports, student conduct, service learning and more. There is no single career or education path for student services professionals. Many student services professionals enter the profession after having been involved as an undergraduate student in one of the aforementioned services (Blimling, 2002; Taub & McEwen, 2006). Often student services professionals will complete a master's degree in student personnel administration, higher education, or counseling (Taub & McEwen, 2006). Other student services professionals enter the field without a graduate degree. Once in the profession, there is little leadership development training or

attention focused on advancing entry-level professionals to mid-level or upper administrative roles. Little research attention has been paid to cultivating and developing talented student services administrators and preparing those individuals for advanced levels of responsibility such as assuming the Chief Student Services Officer role.

This lack of data and information about leadership development of student services professionals suggests additional research and exploration related to the leadership and professional development for these professionals needs to occur. This gap calls for action from such organizations as the National Association of Student Personnel Administrators, American College Personnel Association, American Association of Collegiate Registrations & Admissions Officers, and the Association of Student Conduct Administrators to expand support for leadership programs for entry and mid-level student services professionals in a way similar to the professional development programs developed by AACC to prepare individuals for the community college presidency. Best practices suggest that seasoned professionals take an active role in mentoring and developing new professionals to fill the void that will be left by the impending retirements. De la Teja, et al. (2010) indicate that "jointly developing opportunities for internships, mentoring, and community service learning with surrounding nonprofit, corporate and business leaders will result in entrepreneurial capacity building" (p. 15). This capacity building could help provide a launching pad for mid-level student services professionals to hone their leadership skills in preparation for advanced levels of responsibility and leadership.

Leadership Development for Mid-Level Student Services Professionals

The goal of this dissertation is to design a leadership development program for mid-level student services professionals. This program could be utilized at individual colleges, consortiums of colleges, or through professional organizations such as the Illinois Community College Chief Student Services Officers organization. To support the program, needed resources and logistics will be identified. This dissertation will include a literature review, a program design, needed program resources and outcomes, and suggestions for implementation.

Summary

Community colleges are facing numerous challenges including changing resource streams, unsteady enrollments, increased levels of accountability, and loss of senior leadership. While there has been much focus on preparing the next generation of community college presidents, little attention has been paid to developing the next generation of student services leaders. Grow-Your-Own leadership development programs are a viable tool for preparing mid-level student services professionals for the next level of leadership. Future chapters will focus on the competencies needed for this next generation of student services professionals, the activities necessary to learn the competencies, and the resources needed to support the program.

CHAPTER 2: REVIEW OF RELEVANT LITERATURE

Introduction

These are challenging times for higher education. Colleges are facing numerous stressors such as reduced funding, enrollment variances, evolving mission, increased diversity, and mounting pressures for increased accountability and measurement of student success. Community colleges are no exception. Much positive attention has been paid to community colleges over the past few years; yet this attention comes with high expectations that these organizations will meet the need for greatly increasing the number of adults in the United States with a college degree. Most notable is President Obama's 2020 College Completion Goal which states there will be ten million additional graduates by the year 2020, and the United States will have the "highest proportion of college graduates in the world" (2014). In this charge, the Obama administration asserts "community colleges are well suited to promote the dual goal of academic and on-the-job preparedness for the next generation of American workers" (White House, 2014).

Community colleges must meet these growing demands while dealing with the challenges noted earlier as well, as with rising retirements of senior leadership noted by Bumphus (2008) and Shults (2001). Finding and attracting qualified leaders to replace retiring leaders will be difficult (Ebbers, Conover, & Samuels, 2010). Nevarez and Wood (2010) affirm "there is a critical need to develop the next generation of leaders who are prepared to assume the dynamic, complex, and challenging roles that their positions

demand" (p. 252). As noted previously, the literature reveals scant focus on leadership development of student services professionals. A "grow-your-own" approach to leadership development for student services professionals is one avenue to address this gap. This chapter will review literature on grow-your-own leadership development programs and address key considerations focused in four areas: learning pedagogy, competency development, mentoring, and program evaluation. This chapter will also address challenges in implementing grow-your-own leadership development programs.

Definition and Overview of Grow-Your-Own (GYO) Leadership Programs

Few formal external programs exist to address development of needed leadership competencies for community college leaders. As a result, many community colleges are developing grow-your-own leadership programs. While some of these programs are designed to assist individuals with ascending to higher levels of positional authority, a number of programs are built around the concept of developing leaders to be more effective regardless of the level within the organization. Reille and Kezar (2010) define a grow-your-own program as "a leadership development program offered by a college or district to some of its employees as a way of preparing them for leadership positions within the institution" (p. 60).

A review of the literature reveals numerous lists of competencies for emerging community college leaders. In 2005, the American Association of Community Colleges developed their competencies for community college leaders. In 2010, the National Association of Student Personnel Administrators developed "professional competency

areas for student affairs practitioners." The AACC and NASPA competencies will be explored in this and subsequent chapters.

Developing a grow-your-own leadership program calls for designing a program that incorporates the desired leadership competencies into meaningful and contextually appropriate material. In terms of program design, Eddy (2012) warns that the "inherent danger is devolution to a mere checklist versus viewing the competencies as a general starting point" (p. 29-30). Scott and Sanders-McBryde (2012) suggest that grow-your-own leadership programs focus on "motivated people searching for opportunities to promote institutional significance; that is, having, or being likely to have, influence or effect throughout the organization such that the college increases retention, builds better curricula, and improves its organizational-wide outcomes" (p. 147). Essentially, the goal for locally developed leadership development programs is to attain maximum effectiveness by helping participants develop skills that will enable them to impact the organization through their varying roles on campus.

Evolution of GYO Programs

Many colleges have taken up the challenge of developing in-house leadership development programs. Hull and Keim (2007) conducted research regarding such programs in which they surveyed 286 community college presidents regarding leadership development programs and practices. They found that 86% of the responding colleges offered leadership workshops and seminars, and 58% of these colleges provided mentoring to senior administrators. Robison, et al., (2010) conducted a study of leadership programs in the North Carolina Community College System. They found that

84% of community colleges that responded to the survey offered in-house leadership development activities. Further, they found that leadership styles and conflict resolution ranked at the top of the list of topics that are currently being addressed through in-house programs and also at the top of the list of what should be offered through in-house programs. Based on their findings, the authors recommend "developing a leadership learning community" as one approach to effective in-house leadership development programs. They further suggest these programs include topics with a practical importance such as "managing change, leadership styles, and conflict resolution" (p. 620).

Key Considerations for GYO Program Development — Learning Pedagogy

Research on leadership development reveals that effective programs require participants to learn leadership in ways that connect with their personal and professional environment. Brown and Posner (2001) suggest "leadership development programs and approaches need to reach leaders at a personal and emotional level, triggering critical self-reflection, and providing support for meaning making including creating learning and leadership mindsets, and for exploration" (p. 279). Trotter (2006) notes that promising leadership development practices include keeping the material concrete and real; providing continuous supervision and mentoring; offering encouragement to take on new and complex responsibilities; and presenting abundant feedback. Two adult learning theory approaches seem to fulfill these calls for connecting learning to both personal and professional practice — transformative learning theory and contextualized learning.

Transformative Learning Theory. Transformational learning is one promising adult learning pedagogy that connects learning and leadership. Cranton and King (2003) defined transformative learning in this way:

> We make meaning of the world through our experiences. What happens once, we expect to happen again. Through this process, we develop habits of mind or a frame of reference for understanding the world, much of which is uncritically assimilated. In the process of daily living, we absorb values, assumptions, and beliefs, about how things are without much thought. When something different happens, we can be led to question our way of seeing the world. This questioning, or critical self reflection, may not be linear or sequential or appear at the time to be logical, but it is essentially a rational process of seeing that our previously held views no longer fit — they are too narrow, too limiting, and do not explain the new experience (p. 32).

Hodge (2011) similarly suggests that transformative learning is a process by which a learner's inherent way of viewing the world and/or self come under question due to experiencing new situations and new information, including interacting with others. This questioning, he says, challenges the learner's beliefs and allows the learner to transform his/her beliefs based on this new knowledge or experience. Taylor (2008) suggests "transformative learning theory explains this learning process of constructing and appropriating new and revised interpretations of the meaning of an experience in the world" (p. 5). Simply put, transformative learning theory suggests that individuals who participate in learning, underscored by transformative theory and pedagogy, develop the ability to use the new knowledge being acquired, apply it to current and previous experiences, and transform their behavior.

According to Taylor (2008), an effective application of transformative learning theory and pedagogy encompasses numerous components to be effective, such as 1) creating a level of discomfort on the path to discovery 2) anchoring the learning in the participants' experiences and interests 3) providing experiences that are tied into emotion and hands-on experience and 4) differentiating between male and female learning differences. In essence, transformational learning theory is useful in leadership development programs because programs built on this model provide participants the opportunity to dramatically transform their ways of knowing.

Contextualized Learning. Effective Grow-Your-Own leadership development programs call for engaging participants in meaningful and contextual learning. Contextualized learning can be defined as understanding the practical connection between theoretical knowledge of multiple disciplines and appropriate application of that knowledge in a real-world setting (Giddens & Stasz, 1999). Schell (1993) notes that humans learn by searching for patterns to make meaning and are most likely to form meaningful learning patterns when whatever is being learned has a purpose. An example of contextualized learning is teaching the use of fractions to nursing students in the context of adjusting patient medications.

Contextualized learning and action learning are very similar in construct. Smith and O'Neil (2003) propose that action learning is learning by doing — learning that allows participants to tackle real life problems in real time, engage in collaborative effort, deal with problems relevant to the workplace, and take action on the problem at hand. Eddy (2012) suggests that campus leaders must assist participants to frame meaning — providing context for and making meaning of campus happenings. Moreover, a number

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of authors suggest that successful learning activities be action-oriented, practical, and create a sense of intrinsic or extrinsic motivation (Wallin, 2006; Leskiw & Singh, 2007; Clarke, 2012). Roberts (2012) reports "the action learning process appeared to be a useful process for learning, implementing change, bridging organizational silos, and even uncovering deeper organizational issues that may have been inhibiting overall effectiveness" (pp. 43-44). In her review of Illinois community college chief student services officers' support for the professional development of college middle managers, Diaz (2013) suggests that assigning participants to cross-departmental task groups is one way to contextualize learning. She concludes that by doing so "participants learn from one another and difficult questions can be asked and addressed through multiple perspectives; it is also an opportunity for individuals to improve their leadership skills by working through and resolving issues involved in managing cross-departmental groups" (Diaz, 2013, p. 92). Contextualized, or action learning has promise to provide a framework for learning that allows participants to connect learning to real-world practice.

Key Considerations for GYO Program Development — Competency Development

    General Leadership Competencies. Traditionally, many leadership programs have been built on theoretical underpinnings of leadership. More recent research suggests that competency-based leadership development has significant potential and, as such numerous organizations, including the American Association of Community Colleges, the League for Innovation in the Community College, and the U.S. Army, have identified competency development as an important part of succession planning to ensure there are sufficiently prepared leaders in the pipeline to assume greater levels of professional

responsibility. These companies and organizations are adjusting their leadership training to incorporate competency development.

The Center for Creative Leadership conducted research on the leadership development and succession planning process, investigating perspectives from business, government, non-profit, and education leaders. Their research highlighted five key leadership competencies: self-motivation and discipline, effective communication, learning agility, self-awareness, and adaptability and versatility (Van Velsor & Wright, 2012).

The United States Army's "Be-Know-Do" leadership training program is built on competency development. The know portion of the program identifies what leaders must know how to do and links character elements, such as knowing the right thing to do with action elements of influencing others so they do the right thing (Campbell & Dardis, 2004). The competencies in the Be-Know-Do program are divided into three categories: interpersonal skills, conceptual skills, and technical skills. The Be-Know-Do model "presumes that leaders are not only responsible for being personally competent, but that they are also responsible for the competence of their subordinates" (Campbell & Dardis, 2004, p. 29). Further, this model is based on the presumption that competency development occurs through hard, realistic training (Campbell & Dardis, 2004).

Competency-based training and development models are increasingly used in leadership development programs to reach participants on personal and emotional levels as well as be hands-on, action oriented, concrete, and real (Wallin, 2006; Leskiw & Singh, 2007; Clarke, Brown & Posner, 2001).

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Leadership Competencies in Higher Education. Competency development is also becoming central in leadership development initiatives designed specifically for higher education. Following two years of development involving hundreds of college experts and practitioners, in 2005 the American Association of Community Colleges identified a set of "Competencies for Community College Leaders." These competencies provide a framework so that individual leaders and organizations can monitor growth and development related to the competencies (AACC, 2005). Eddy (2012) suggests the AACC competencies may help "institutions target areas in training topics for in-house grow-your-own leadership programs" (p. 29). Eddy (2012) further suggests the competencies be embedded in leadership development programs and graduate programs that focus on community college leaders as in the AACC Future Leadership Institute, in which the competencies have been embraced and embedded in this leadership training program.

Leadership Competencies in Student Affairs. The National Association for Student Personnel Administrators, in collaboration with the American College Personnel Association, has developed competencies specific to student affairs professionals. The competencies address ten topic areas and include advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organizational resources; law, policy, and governance; leadership; personal foundations; and student learning and development. These competencies are "intended to define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field" (NASPA, 2010, p. 3).

Diaz (2013) conducted research based on the NASPA competencies. The purpose of her study was as follows:

> To learn 1) how community college chief student services officers determine the professional development needs of their middle managers, 2) how they both support and promote professional development opportunities for them, and 3) how their support and promotion is informed by their understanding of adult learning theory and adult learner characteristics. (Diaz, 2013, p. 29)

According to Diaz's research, Chief Student Services Officers (CSSOs) believe their middle managers need development in a number of key areas: human relations, supervision, and conflict resolution skills; general knowledge about student development; developing effective teams; knowledge of federal and state compliance standards; and assessment of student services (Diaz, 2013). Diaz's research and subsequent recommendations provide the basis for the competencies in the design of the leadership development program that will be discussed in future chapters.

Key Considerations for Program Development — Mentoring

Mentoring Overview. Mentoring is a commonly referenced component of leadership development. Numerous sectors (e.g. business, education, social organizations) that use mentoring in the professional development process of team members. The term mentoring is used in a number of contexts. In some cases, mentoring is used to help new hires adjust to the organization. In other cases, mentoring is used to develop and hone specific skills and competencies. It has also been proposed that mentoring is a way to increase social capital and is an investment in social relations, both

of which are seen as critical pieces to professional advancement as a leader (VanDerLinden, 2005). Boggs (2012) suggests "although it is never listed on a leader's job description, mentoring future leaders can be one of the most important and most rewarding leadership responsibilities" (p. 104). Diaz (2013) argues that mentoring is a "useful tool for acclimating new employees to the institution and their division" (p. 116).

Mentoring Definition. There are a number of descriptions and definitions for mentoring. VanDerLinden (2005) notes that "in a mentoring relationship, the more experienced and powerful individual, the mentor, guides, advises, and assists in any number of ways the career of the less experienced, often younger, upwardly mobile protégé" (p. 733). Gibson, Tesone, and Buchalski (2000) identify numerous definitions ranging from identifying a mentor as someone with experience, wisdom, and/or power who counsels someone who is less experienced and knowledgeable to identifying a mentor as someone with knowledge and experience who helps another learn something they would have learned more slowly or less well otherwise. This latter definition closely mirrors the concept of coaching. Notably, the terms mentoring and coaching are often used almost interchangeably. However, a closer review of the literature reveals a key difference. Boerema (2011) points out that coaching is frequently used to help an individual hone a very specific skill and is task-focused; mentoring, in contrast, is more developmental and is more relationship focused.

Formal and Informal Mentoring. The literature reveals two general types of mentoring — formal and informal. Formal mentoring often focuses on specific goals and objectives and involves the mentor and mentee frequently being matched by a third party after a lengthy and complex process to identify goals and priorities (Gibson, Tesone, &

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Buchalski, 2000; Allen, Eby, & Lentz, 2006). Formal mentoring programs often have goals such as improving mentee performance, integrating the mentee into the organization and assisting the mentee with socialization within the organizational culture (Gibson, Tesone, & Buchalski, 2000; Allen, Eby, & Lentz, 2006). Informal mentoring is typically relationship based. Informal mentoring is typically relationship based and often arises from a situational relationship in which the mentee and mentor have an existing level of comfort with one another (Gibson, Tesone, & Buchalski, 2000).

Mentoring and GYO Programs. Mentoring is cited as a best practice for leadership development and it is often on the list of recommendations for GYO programs. Nevertheless, the literature suggests that mentoring is not often included in in-house leadership development programs. Reille and Kezar (2010) indicate "very few programs actually include mentoring because of the difficulty involved with coordination" (p. 63). Effective mentoring requires a significant time commitment on behalf of the mentor and mentee. Further, the relationship between the mentor and the mentee is one of the biggest unknowns and risks to a successful mentoring relationship. According to Allen, Eby, and Lentz (2006), "the dyadic structure refers to aspects of the relationship that increase the likelihood of meaningful and frequent interactions, a recognized feature of high-quality informal relationships" (p. 569). Creating an environment that creates conditions for meaningful and frequent interactions is challenging. This is further underscored by Solansky (2010) who suggests that "mentors should be trained to effectively mentor and coach mentees and should have time available to commit to the relationship" (p. 680).

Benefits of Mentoring. Despite the challenges to incorporating mentoring in leadership development, it has been found to be of great value to the growth and

development of leaders. In a study conducted by VanDerLinden (2005), mentoring was found to provide mentees with the following:

- Encouragement and advice

- Help containing specific aspects of one's career growth

- Exposure to take on additional responsibilities

- See the big picture

- Develop professional networks

- Encouragement to participate in professional development or further education. (VanDerLinden, 2005, p. 737)

These findings are underscored by research conducted by Hopkins and Grigoriu (2005), which suggests that mentees value the role mentoring plays in their psychosocial development, as well as in their career development.

Key Considerations for GYO Program Development — Program Evaluation

Little empirical research was found in the literature regarding the efficacy of grow-your-own leadership programs. Wallin (2006) concludes that many grow-your-own leadership programs lack theoretical underpinnings, lack a conceptual framework, and lack clear articulation of purpose. Reille and Kezar (2010) also identified lack of program assessment and lack of learning theory in creation of programs as limitations of grow-your-own leadership programs. These identified deficits suggest that development of an ideal grow-your-own leadership program will need to include effective and innovative ways to deliver the material, tie directly into established adult learning pedagogy, and have a clear and articulated purpose. Further, an effective program must find useful and consequential means by which to assess participants' learning and development gained.

Jeandron (2006) observes that assessment of learning should be accomplished through multiple means, such as meeting with past participants individually, using feedback from participant's supervisors, and conducting focus groups with past participants.

Regardless of the method used for evaluation, best practices suggest that appropriate program and participant outcomes be developed at the onset of the program. Leadership program developers can start with the end in mind by asking, what are the desired results for the participants, the organizations, the system? Leskiw and Singh (2007) suggest the most successful approach to assessment is to ask questions pertaining to "how effective the program is in fulfilling the initial needs outlined in the assessment process wherein the program objective, leadership characteristics, and the desired types of results expected were outlined and defined" (p. 457).

Challenges for GYO Program Development & Implementation

Administrative and Financial Support. Financial support of in-house leadership programs leads the list of challenges for successful development and implementation. Hull & Keim (2007) researched community colleges offering in-house leadership development programs and found most operated on scant budgetary resources. Other researchers concurred that community college in-house leadership development programs receive limited funding, have poor design, and little oversight (Piland & Wolf, 2003).

Assessing Institutional Need. Additionally, many of the GYO programs do not have a structure in place to purposefully assess institutional leadership needs and to develop a program that adequately addresses those needs. Reille and Kezar (2010) found

that "colleges did not conduct any type of training assessment because they believed they knew what needed to be done" (p. 76).

Assessing Program Effectiveness. Outcomes assessment is another challenge area for GYO programs. In fact, a key recommendation from the study conducted by Reille and Kezar (2010) is to assess program effectiveness. Program effectiveness could be measured in multiple ways including tracking the number of program participants who receive promotions; monitoring the level of participation by program completers in college activities such as committees or special project teams; determining the number of program completers who pursue advanced degrees; and measuring skills of program participants before and after training (Jeandron, 2006).

Program Design and Oversight. As noted, in-house programs have been noted to have inadequate design and oversight (Piland & Wolf, 2003). Researchers suggest that effective programs should be intentional and purposeful and have a solid foundation in adult learning theory and leadership development theory (Reille & Kezar, 2010; Wallin, 2006).

Summary

Without strong professional development to prepare the next generation of leaders, the convergence of challenging issues affecting community colleges in recent years could lead to organizational instability, stagnant growth, and lack of innovation. Employees at all levels of the organization should be trained to provide strong leadership throughout the organization. In fact, Berke, Kossler, and Wakefield (2008) argue for leadership development as a means to organizational success:

One critical way for organizations to achieve competitive advantage is for
them to create an approach to recruiting and retaining high-quality
managerial talent that includes a focus on developing the kinds of skills
and behavior that tie directly to the needs of the business. (p. 1)

Leadership development programs also are a potential avenue to provide appropriate

training that can lead to retention of high quality employees.

The next chapters will focus on program design and program/participant outcomes.

The program design chapter will incorporate promising practices explored in this

literature review. The program/participant outcomes chapter will specifically highlight

and address recommendations from Diaz (2013) regarding leadership development of

mid-level student services professionals.

CHAPTER 3: PROGRAM AND PARTICIPANT OUTCOMES

Introduction

It is the intent of this study to present a model for leadership development of mid-level student services professionals. Numerous higher education-related leadership training programs exist, but few are designed for the mid-level professionals in student services. These professionals need a leadership development program that provides a balance of operational knowledge and leadership development. This chapter will use the logic model as a framework for developing a leadership program for mid-level student services professionals.

Logic Model Overview

Logic models are an intentional method for identifying change that needs to occur and developing a program around the needed change. Logic models are an ideal tool to identify outcomes and determine appropriate ways to measure those outcomes (W.K. Kellogg Foundation, 2004). Essentially, a logic model is a way to provide a visual representation of how a program is intended to work. Logic models can be used in "program design, planning, implementation, and evaluation" (Knowlton & Phillips, 2009, p. 5).

There are numerous benefits to using logic models for program development. According to Knowlton and Phillips (2009), "logic models offer the strategic means to

critically review and improve thinking" (p. 4). Logic models can also identify factors that are critical to program outcomes, they provide a framework to assess the likelihood of success of a program design, and they provide clarity regarding the sequencing of events/activities necessary to achieve program outcomes (Millar, Simeone, & Carnevale, 2001). Further, logic models include participatory learning opportunities, identify explicit outcomes, and make clear what will work and why it will work (Knowlton & Phillips, 2009).

Logic models come in two varieties — theory of change logic models and program logic models (Knowlton & Phillips, 2009). These two types of logic models vary by the level of detail captured in each, but each can represent the same logic. Knowlton and Phillips (2009) suggest that theory of change logic models provide conceptual information whereas program logic models provide operational information. There is little detail and no timeframes included in theory of change logic models. Program logic models, however, have a high level of detail and contain specific timeframes tied to specific results and outcomes. While both models display very different levels of detail and information, they "share the same research, theory, practice, and/or literature" (Knowlton & Phillips, 2009, p.6).

Because the focus of this dissertation is designing a mid-level student leadership development program, the program logic model will be the primary focus. Despite origins as a tool to identify performance measures, the program logic model has evolved into a planning tool that provides a mechanism by which to communicate about the purpose of a project, information about the components of a project, and the sequence of actions or activities (McCawley, 2001). Major components of program planning logic

models include inputs, outputs, and outcomes (W.K. Kellogg Foundation, 2004; McCawley, 2001; Rennekamp & Jacobs, ND).

Various authors and researchers suggest starting with different components for building a program logic model. Some suggest starting with the inputs. Inputs are the resources needed to develop a program. These could include human, financial, technological, and/or organizational resources (Knowlton & Phillips, 2009). Others suggest starting with the outcomes. Outcomes are the intended results and impact of the program and can include awareness, knowledge, skills, motivation, behaviors, practices, etc. (McCawley, 2001). Outcomes can be short-term, medium-term, and/or long-term (Knowlton & Phillips, 2009; McCawley, 2001). Identifying the outcomes at the start of the program development process provides focus on the intended result to be achieved which allows for more creative, out-of-the-box thinking (Millar, et al., 2001). The remainder of this chapter will use components of the logic model for designing the mid-level student services leadership development program with a specific focus on outcomes. Resources and activities will be addressed in chapter four.

Program Outcomes

The leadership development program for mid-level student services professionals will be designed with the end in mind. McCawley (2001) advocates that outcomes should answer the question "what happened as a result of the program?" (p. 4). Knowlton and Phillips (2009) suggest that "outcomes are about changes, often in program participants or organizations, as a result of the program" (p. 37). For the purpose of this program design, the outcomes will be focused on program participant outcomes which are short-

term in nature. As highlighted in Figure 1, the short-term outcomes will focus on new

knowledge, skills, and abilities (KSAs) and increased self-awareness.
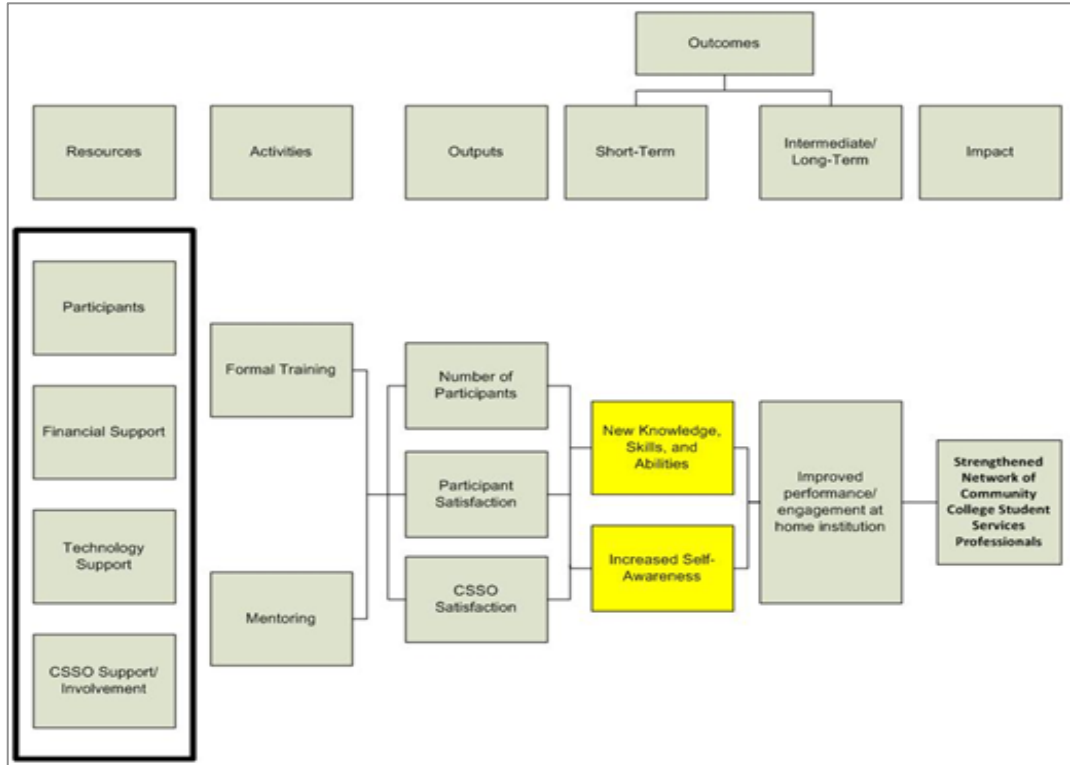
Figure 1. Logic Model: Outcomes for Mid-Level Student Services Leadership
        Development Program

Diaz (2013) conducted surveys of the chief student services officers (CSSOs) at

Illinois Community Colleges based on the National Association of Student Personnel

Administrators (NASPA) Professional Competency Areas. These surveys focused on

chief student services officers' perceptions of their middle managers need for

development based on the NASPA competencies. As noted previously in the literature

review section, Diaz's research found that CSSOs believe their middle managers need

development in human relations, supervision, and conflict resolution skills; general

knowledge about student development; developing effective teams; knowledge of federal

and state compliance standards; and assessment of student services (Diaz, 2013). Participant outcomes addressing these needs will be developed.

A number of suggestions exist regarding the learning outcomes for leadership development. Diaz (2013) suggests that chief student services officers "want to improve middle managers' job performance" and "increase student affairs programs' productivity and services to students" (p. 147). These outcomes are examples of intermediate-term outcomes for the leadership development program. It is further recommended that middle managers should know and be able to describe how they learn best (Diaz, 2013). This will be supported by the learning outcome related to increased self-awareness. Diaz (2103) also suggests that to fully realize program competencies, leadership development should result in "long-lasting learning" (p. 145). This concept of long-lasting learning supports the notion of transformative learning. Transformative learning occurs when participants develop the ability to use new knowledge being acquired, apply that to current and previous experiences, and transform behavior. Once behavior is transformed, it results in long-lasting learning and ultimately long-lasting behavior.

Participant Learning Outcomes

In addition to the general program outcomes of improving job performance and increasing productivity and service to students, specific participant learning outcomes are also necessary. The participant learning outcomes will provide a mechanism by which to measure the overall program outcomes.

Outcome #1: Developing Conflict Management Skills

Mid-level student services professionals have leadership and supervisory responsibility for teams that range in size from large to small. To be effective, these mid-level professionals must have strong conflict management skills. As noted in the literature review, Robison, Sugar, and Miller (2010) suggested in their research that conflict resolution ranked at the top of the list of skills needed by participants in leadership development programs. The *AACC Competencies for Community College Leaders* underscores this need for conflict resolution. The collaboration competency includes components such as "managing conflict and change by building and maintaining productive relationships" and sustaining teamwork and cooperation (p. 5). Consistent with the AACC competencies, Diaz's (2013) research highlights the need for conflict management skills. Her research suggests conflict resolution skills are a critical core competency for mid-level professionals.

Participant Learning Outcomes: Conflict Management Skills. The following are the expected outcomes:

- Program participants will be able to identify and explain fundamental conflict resolution theory and practices.

- Program participants will be able to apply fundamental conflict resolution theory and practices to work-related responsibilities.

Outcome #2: General Knowledge of Student Development Theory

In the seminal work "Student Services: A Handbook for the Profession", Rodgers (1989) make the case that there is a gap between knowing and understanding student development theory and applying it to practice. In fact, Rodgers (1989) suggests the "gap can be closed only when student affairs staff obtain and internalize an in-depth knowledge of college student development. Such knowledge is a necessary, but not a sufficient condition for using theory in one's practice" (p. 118). Therefore it is critical that student services professionals at all levels know and understand student development theory and can apply it to their work. Romero (2004) posits that leaders must be "conversant about, and comfortable with, the need for specialized services to help students of widely varying ability succeed" (p. 33). To become conversant and comfortable, student services professionals must have a strong grounding in student development theory and know and understand the many and varied applications of student development theory when designing services and programs. Diaz (2013) suggests the following:

> Improving middle managers' understanding of student development could help them to improve their job performance because they could better understand the complex issues affecting college students, such as adjustment and identity issues, the way students perceive their environment, stages of moral reasoning, and results for involvement versus withdrawal (p. 144).

Participant Learning Outcomes: General Knowledge of Student Development

Theory. The following are the expected outcomes:

- Program participants will be able to identify and explain foundational student development theory.

- Program participants will be able to apply student development theory to work-related responsibilities.

Outcome #3: Developing Effective Teams

Mid-level student services professionals, like other mid-level professionals, serve on and lead a variety of cross-functional teams to accomplish organizational strategy. Research suggests mid-level student services professionals, like professionals within other areas of the organization, need to have the knowledge and tools to develop effective teams. The need for this skill is underscored by the collaboration competency of *AACC Competencies for Community College Leaders* (2005) the ability to "develop, enhance, and sustain teamwork and cooperation" (p.5). According to the leadership professional competency identified in the *NASPA Professional Competency Areas for Student Affairs Practitioners* (2010) leaders should be able to identify basic fundamentals needed for effective teamwork and teambuilding; facilitate consensus processes; recognize interdependence of other work units; and facilitate and assess collaborative initiatives. Diaz (2013) interviewed community college chief student services officers as part of her research on professional development needs for community college student services middle managers and concluded that middle managers need to know how to develop effective teams.

Participant Learning Outcomes: Developing Effective Teams. Following are the expected outcomes:

- Program participants will be able to identify and explain leadership and team building theories.

- Program participants will be able to apply leadership and team building theory to work-related responsibilities.

Outcome #4: Knowledge of Federal and State Compliance Standards

As noted in previous chapters, the landscape of higher education is changing and evolving, especially as it relates to increasing levels of federal and state compliance standards and accountability. There are an ever-growing number of state, regional, and federal rules, guidelines, and laws that guide, inform, and impact college processes. These can include regulations such as the Americans with Disabilities Act, Title IX of the Educational Amendments of 1972, Title IV financial aid funding, and more from the U.S. Department of Education. Regional accrediting agencies require adherence to criteria for accreditation. There are also accountability measures such as state-based performance funding and college score cards. Violating these guidelines, rules, or laws can result in audit findings, loss of accreditation, legal action, sanctions by governmental agencies, and more. Romero notes that "educational institutions have been pressed to become more accountable — pressed by government watchdogs, by industry, and by students" (p. 32). Diaz (2013) conducted interviews with community college chief student services officers as part of her research on professional development needs for community college student services middle managers. Through these interviews it was determined that middle

managers need to know and understand compliance standards established by state and federal governments and accrediting bodies.

Participant Learning Outcomes: Knowledge of Federal and State Compliance Standards. The following are the expected outcomes:

- Program participants will be able to identify and explain state and federal regulations and compliance standards impacting higher education.

- Program participants will be able to apply state and federal regulations and compliance standards to work-related responsibilities.

Outcome #5: Assessment/Evaluation of Student Services

Assessment and evaluation is an ever-valuable tool. External pressures for accountability and internal competition for increasingly scarce resources make it necessary to assess and evaluate not only academic activities, but non-instructional services and resources such as student services. Mallory and Clement (2009) note:

> It is no longer enough for institutions to measure the effectiveness of what they do, including the outcomes their students achieve. They must now be purposeful, aligning departmental goals with institutional goals, and institutional goals with state and federal goals. They must also share the information they've collected with a range of constituents, presenting it in ways that are both easy to understand and readily accessible (p. 107).

This pressure to assess services comes from various stakeholders including accrediting bodies, governmental agencies, and campus leadership. Hemphill (2012) notes the following:

> The ability to develop strategic plans and assessment measures to monitor the impact of student affairs programs and services is critical to a successful career. The

cost-cutting measures that presidents and chancellors are being forced to implement place student affairs in a vulnerable position (p. 11-12).

The need for student services leaders to have skills and experience with assessment and evaluation is underscored by the organizational strategy competency of *AACC Competencies for Community College Leaders*. Components included in this competency area are using data to drive and inform institutional policy making and assessing and evaluating organizational strategies (AACC, 2005). Diaz's (2013) research, which was based on the *NASPA Professional Competency Areas for Student Affairs Practitioners*, regarding professional development for mid-level student services professionals further suggests assessment of student services is a critically needed skill.

Participant Learning Outcomes — Assessment/Evaluation. Following are the expected outcomes:

- Program participants will be able to identify and explain methods for assessing student services.

- Program participants will be able to apply assessment methods to work-related responsibilities.

Outcome #6: Increased Self-awareness

Self-awareness is a common theme in leadership literature. Often self-awareness is directly tied to authentic leadership. Gardner, et al. (2005) note self-awareness is critically linked to self-reflection and "by reflecting through introspection, authentic leaders gain clarity and concordance with respect to their core values, identity, emotions, motives, and goals" (p. 347). There are many potential ways individuals can engage in self-reflection. Sparrowe (2005) suggests ways to increase self-awareness include

"writing one's story, keeping journals, or even writing one's obituary" (p. 436).

Additionally, the AACC Competencies for Community College Leaders (2005) includes

a component titled professionalism; within this component it is suggested that leaders

should "self-assess performance regularly using feedback, reflection, and goal setting" (p.

6). The *NASPA Professional Competency Areas for Student Affairs Practitioners* (2010)

suggests that at the most basic level, student services professionals should be able to

describe personal values and beliefs and how they informs one's leadership style. Self-

awareness is also related to learning styles. Diaz's (2013) research suggests individuals

must know how they learn best so that leadership development activities can be tailored

for maximum impact. Middle managers need assistance in identifying learning

styles/preferences and designing training that supports this preferred way of learning

(Diaz, 2013).

Participant Learning Outcomes: Self-Awareness. Following are the expected

outcomes:

- Program participants will know and understand personal strengths, learning styles, and leadership styles.

- Program participants will be able to use information about personal strengths, learning styles, and leadership styles to develop a long-term professional growth and development plan.

Summary

According to Knowlton and Phillips (2009), program logic models are planning

tools to assist in communicating the purpose of a project, information about the

components of a project, and the sequence of actions or activities. There are two methods

for building a program logic model: (A) starting with the inputs; or (B) starting with the

outputs. For the purpose of this project, the researcher started by determining the outputs

of a mid-level student services leadership program. Starting with the outputs provides an

opportunity to be intentional regarding program design so that the program can be

successful. Identifying outputs that are specific, measurable, achievable, realistic and

timely (SMART) provide a foundation from which to build a strong, successful program.

The outputs for the mid-level student services leadership development program include

the following:

- Conflict management skills
- General knowledge of student development theory
- Developing effective teams
- Knowledge of federal and state compliance standards
- Assessment/evaluation of student services
- Increased self-awareness

The following chapters will identify the required components of the program,

resources, and curriculum to achieve these outcomes.

CHAPTER 4: PROGRAM COMPONENTS

Introduction

This chapter will focus on the program components, or activities, which will be linked to program and participant outcomes identified in the previous chapter. The program logic model will continue to provide a framework for design of the mid-level student services leadership program. The program components will fit within two types of activities — formal training and mentoring. These are highlighted in yellow in the diagram below. As noted previously, contextualized and action-learning have been identified as promising practices. A number of authors argue that learning, educational and training activities are maximized by learning that is action-oriented, practical, and creates a sense of intrinsic or extrinsic motivation (Wallin, 2006; Leskiw & Singh, 2007; Clarke, 2012). Building on research about the use of transformative learning to accelerate learning, Cranton and King (2003) suggest the essence of transformative learning is using personal experiences to make meaning. To the extent possible, the learning activities identified for the program and participant outcomes in this study will include elements of contextualized and transformative learning. Each of the program and participant outcomes identified in the previous chapter will be reviewed; activities to achieve the program and participants outcomes will be identified.

As noted in the previous chapter, six participant outcomes have been identified for the model student services leadership program outlined in this thesis. For each of these

outcomes, a potential activity will be suggested. In the sections that follow, tables are

shown that contain an overview of each of the participant outcomes, the suggested

learning method/activity, documentation and evidence of learning, and the suggested

assessment or evaluation method.
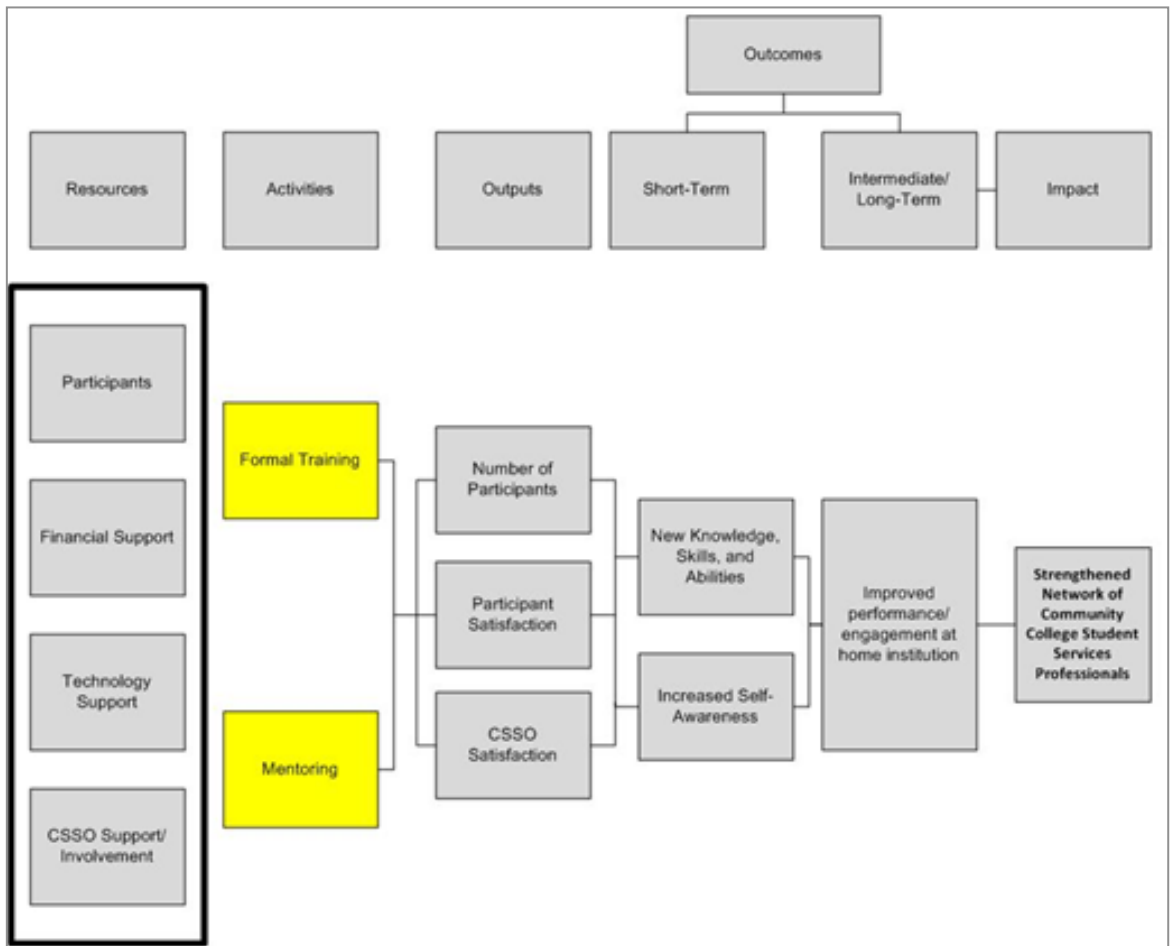
Figure 2. Logic Model: Activities for Mid-Level Student Services Leadership
         Development Program

Detailed Participant Outcomes

   Participant Outcome: Developing Conflict Management Skills. In an earlier

chapter, it was posited that mid-level professionals must have strong conflict

management skills to be effective leaders. Robison, Sugar, and Miller (2010) suggested

in their research that conflict resolution ranked at the top of the list of skills needed by

participants in leadership development programs. Table 1 lists the related outcomes.

Table 1: *Outcomes Associated with Developing Conflict Management Skills*

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will be able to identify and explain fundamental conflict resolution theory and models.	Participants will conduct research on conflict resolution theories/models.	Each participant will write a paper that includes background/history, pros/cons of the theory/models, and suggestions on when/how the theory/model can be best utilized.	Paper will be reviewed by one peer participant who will provide feedback. Program coordinator and/or mentor may also review and provide feedback.
Program participants will be able to apply conflict resolution theory and models to work-related responsibilities.	Participants will be assigned to teams and each team will be assigned a case study.	Each team will present their case study and their method of resolution for their case study to the other participants.	The program coordinator and other program participants will provide feedback to each of the groups.

   There are two outcomes associated with developing conflict management skills 1)

program participants will be able to identify and explain fundamental conflict resolution

theory and practices and 2) program participants will be able to apply fundamental

conflict resolution theories and practices to work-related responsibilities.

To accomplish outcome one, participants will conduct research on the various

conflict resolution models and theories. Participants will write a paper on the conflict

resolution models and theories they discover in their research, including background and

history, pros and cons of the theory or model, and suggestions on when and how the

theory or model can be best utilized. The paper will be reviewed by one peer participant

who will provide feedback. The program coordinator and/or mentor may also review and

provide feedback.

To address outcome two participants will be divided into teams and provided a case

study. Each team will be responsible for reviewing the assigned case study and develop a

plan to address and resolve the conflict. The program coordinator will provide the case

studies to each team. Conflict resolution case studies can be found for free on the Internet

and can also be purchased from online sites such as Amazon.com and The Harvard

Business Review. Each team will present their case study and their method of resolution

to the other groups. The presentations could be done in a face-to-face or online

synchronous format. The program coordinator and program participants will provide

feedback regarding the methods used to resolve the conflict.

Table 2: Outcomes Associated with Developing Knowledge of Student Development Theory

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will be able to identify and explain foundational student development theory.	Individual participants are assigned a foundational student development theory to research and then present to the other participants.	Participants will submit a presentation (face to face or asynchronous) providing an overview of the chosen student development theory.	Other program participants and program coordinator will provide feedback regarding the presentation.
Program participants will be able to apply student development theory to work-related responsibilities.	Participants will keep a journal for two weeks about how student development theory is encountered in their daily work. The journal entries will contain specific information about the situation observed, the theory that could be applied, and how the student experience could be improved based on application of the theory	The participants will submit the journal with the observations about student development theory.	The journal will be reviewed by the mentor and/or program coordinator.

Participant Outcome: General Knowledge of Student Development Theory.

There are two outcomes associated with developing a general knowledge of student development theory: 1) program participants will be able to identify and explain foundational student development theory, and 2) program participants will be able to apply student development theory to work-related responsibilities. Table 2 lists the related outcomes.

To accomplish outcome one, the program coordinator will assign each participant a theory to research, learn, and teach to fellow program participants. A list of student development theories can be found in Table 3.

Table 3: *Comparison of Student Development Theories*

THEORY	THEORIST	TYPE
Theory of Student Departure	Vincent Tinto	Person Environment Theory
Theory of Moral Development	Lawrence Kohlberg	Psychosocial Development
The Seven Vectors	Arthur Chickering	Psychosocial Development
Theory of Involvement	Alexander Astin	Person Environment Theory
Theory of Challenge and Support	Nevitt Sanford	Psychosocial Development
Life Span Model	Erik Erikson	Person Environment Theory
Model of Moral Development	Carol Gilligan	Cognitive & Moral Development
Theory of Intellectual and Ethical Development	William Perry	Cognitive & Moral Development
Myers-Briggs	Myers & Briggs	Typology
Taxonomy of Learning	Benjamin Bloom	Typology
Marginality and Mattering	Nancy Schlossberg	Psychosocial Development
Theory of Career Choice	John Holland	Typology
Theory of Experiential Learning	David Kolb	Psychosocial Development

This list is not meant to be all inclusive, but rather, to be a starting point for the program participants to explore. Each participant will be responsible for researching the assigned theory and for teaching the other program participants about it. Teaching the assigned theory could be accomplished in various synchronous formats, including face-to-face presentations or by using meeting/conference technology such as Adobe Connect. Asynchronous presentation of the material could occur through posting of static powerpoint presentations on a learning management system such as Blackboard or Moodle. These static presentations could be augmented by requiring participants to include narrative voiceover for presentation content. Additionally, asynchronous

presentations could be provided through other formats such as Powtoons, Prezi, or some other emerging technology.

In order to accomplish outcome two, participants will monitor their work environments for two weeks. They will journal about how student development theory is encountered in daily work. The journal entries will contain specific information about the situation observed, the theory that could be applied, and how the student experience could be improved based on application of the theory. At the end of the two weeks, the journal will be shared with two other program participants for review and feedback. The program coordinator and/or mentor will also review journal entries and provide feedback.

Participant Outcome: Developing Effective Teams. Developing effective teams has been identified as a core competency for student services professionals by such organizations as NASPA. In fact, the NASPA Professional Competency Areas for Student Affairs Practitioners (2010) suggests that leaders should be able to identify basic fundamentals needed for effective teamwork and teambuilding; facilitate consensus processes; recognize interdependence of other work units; and facilitate and assess collaborative initiatives. The need for developing effective teams was demonstrated in research by Diaz (2013).

Table 4: *Outcomes Associated with Developing Effective Teams*

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will be able to identify and explain leadership and team building theory/model.	Individual participants are assigned a leadership theory to research and then present to the other program participants.	Participants will submit a presentation (face to face or asynchronous) providing an overview of the chosen theory/model.	Other program participants and program coordinator will provide feedback regarding presentation of theory/model.
	Participants will also conduct an interview of an individual who holds a position to which the participants aspires.	The participant will write an account of the interview and also provide a reflection of what was learned and unexpected from the interview.	The paper will be posted to the LMS for review/ feedback from peer and program coordinator.
Program participants will be able to apply leadership and team building theory/model to work-related responsibilities.	Participants will be assigned to a sub-team of consisting of other program participants. One mentor will provide consultation to each of the teams. The team will chose one student services related project to work on as a group.	During the team project, each member will maintain a journal reflecting on his/her individual experience within the team. The reflections will include information about application of leadership and team building theory by self and other participants. Upon conclusion of the project, each of the participants will write a brief reflection paper based on information from the journal.	The final project/paper will be reviewed by the mentor and/or program coordinator.

There are two outcomes associated with developing effective teams 1) program participants will be able to identify and explain leadership and team building theory and 2) program participants will be able to apply leadership and team building theory to work-related responsibilities. Table 4 lists the related outcomes.

To achieve outcome one, participants will choose a leadership or team building theory/model to research. A list of leadership theories/models is included in Table 5. This list is not meant to be all-inclusive, but rather a sampling of potential theories/models.

Table 5: *Comparison of Leadership Theories/Models*

THEORY	AUTHORS/RESEARCHERS
Servant Leadership	Robert Greenleaf
Great Man Theory	Thomas Carlyle; Frederick Adam Woods
Trait Theory	S.J. Zaccaro; R.M. Stodgill;
Behavioral Theory	Kurt Lewin; David McClelland
Participative Leadership	Kurt Lewin
Contingency Model of Leadership	Fred Friedler; Victor Vroom
Transformational Leadership	Bernard Bass; James Burns; T.A. Judge
Authentic Leadership	Bill George; W.L. Gardner
Transactional Leadership	James Burns
Systems Theory	Peter Senge

Each participant will research the chosen theory and then teach the other program participants about the chosen theory. Program participants will design a presentation to teach other program participants about their chosen theory/model. Presenting the information to the other program participants deepen the learning by doing something active with the research on the chosen theory. Teaching the assigned theory could be accomplished in various synchronous formats including face-to-face presentations or by using meeting/conference technology such as Adobe Connect. Asynchronous presentation of the material could occur through posting of a static PowerPoint presentation or use of other formats such as Powtoons, Prezi, or some other emerging

technology on a learning management system such as Blackboard or Moodle. These static presentations could be augmented by requiring participants to include narrative voiceover for presentation content.

To further enhance learning for outcome one, each participant will also conduct an interview of an individual who holds a position to which the participant aspires. This individual could be with the same organization as the participant or from a different organization. The interview will consist of questions about topics such as leadership style, leadership strengths, areas for improvement, challenges the individual faces as a leader, how the many leadership dilemmas are prioritized, and differences between leadership and management. The participant will write an account of the interview and also provide a reflection of what was learned and unexpected from the interview.

To achieve outcome two, participants will be assigned to a sub-team of consisting of other program participants. One mentor will provide consultation to each of the teams. The team will chose one student services related project to work on as a group. The project will be reviewed and approved by the mentor and program coordinator. During the team project, each member will maintain a journal reflecting on his/her individual experience within the team. The reflections will include information about application of leadership and team building theory by individual participants. Upon conclusion of the project, each of the participants will write a brief reflection paper based on information from the journal. The paper will include, but not be limited to, an overview of use of leadership and/or team building theory(ies) used during the project; thoughts about various roles played during the project; overall effectiveness of the team; and

identification of strengths and weaknesses of the team. The reflection paper will be

reviewed by the program coordinator and/or mentor.

Participant Outcome: Knowledge of Federal and State Compliance Standards.

Increased pressure for accountability stems from issues such as increased costs of

attendance, low graduation rates, and employer concerns regarding skillfulness and

preparation of graduates (Mallory & Clement, 2009). External factors such as federal and

state rules, regulations, and policy are affecting the way in which higher education

operates. Reporting accountability measures is an ever-increasing duty at colleges and

universities. According to Mallory & Clement (2009) despite "large amounts of data

provided by colleges and universities to regional accrediting bodies, state governing

boards, and the federal government in the name of accountability each year, significant

change has yet to occur" (p. 109). Lack of follow through on these guidelines, rules, or

laws can result in audit findings, fines, loss of accreditation, legal action, sanctions by

governmental agencies, and more. Therefore, it is increasingly important that student

services professionals know and understand how these external factors impact college

operations. There are two outcomes associated with developing knowledge of federal and

state compliance standards 1) program participants will be able to identify and explain

state and federal regulations and compliance standards impacting higher education and 2)

program participants will be able to apply state and federal regulations and compliance

standards to work-related responsibilities. Table 6 lists the related outcomes.

Table 6: *Outcomes Associated with Developing Knowledge of Federal and State Compliance Standards*

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will be able to identify and explain state and federal regulations and compliance standards impacting higher education.	Program participants will be given a list identifying state and federal regulations that impact college operations. Participants will design a matrix that will include the governing/policy-making body, overview of the rule, regulation, or compliance standard; potential impact to the institution if not met; and resources needed to meet rule, regulation, or compliance standard.	The evidence of learning will be the document that is created by each of the participants.	Other program participants and program coordinator will provide feedback to one another on contents of the matrix.
Program participants will be able to apply state and federal regulations and compliance standards to work-related responsibilities.	Participants will use the matrix developed to achieve outcome one and will interview key personnel regarding state and federal compliance. The participant will interview these individuals to ascertain how state and federal compliance impacts their respective work and the overall college operations.	Participants will write a paper that reviews the interviews, provides insight into how compliance standards impact college operations, and if there are any areas that need attention.	This paper will be shared with the program coordinator and/or mentor for review and feedback.

Outcome one will be accomplished by having program participants research various state and federal compliance standards that affect higher education. The participants will be given a list of state and federal regulations directly related to college operations. Table 7 provides a sample listing of state and federal regulations; this list is meant to be a sampling rather than all-inclusive.

Table 7: *Comparison of Some State and Federal Regulations Directly Related to College Operations*

MANDATE/REGULATION/STATUTE	AGENCY RESPONSIBLE
Higher Education Authorization Act	Department of Education
Gainful Employment	Department of Education
Title IV	Department of Education
Title IX	Department of Education
Accreditation	Higher Learning Commission
Student-Right-to-Know	Department of Education
Clery Act	Department of Education
Violence Against Women Act	Department of Education
Americans with Disabilities Act	U.S. Department of Justice - Civil Rights Division
Rehabilitation Act of 1973	Department of Education
Family Educational Rights & Privacy Act	Department of Education
Solomon Amendments	Department of Education
IPEDS Reporting	Department of Education
Constitution Day	Department of Education
Concealed Carry Act (Illinois Public Act 098-0063)	Illinois State Legislature
Religious Observances Act (110 ILCS 110/0.01)	Illinois State Legislature
Campus Sex Crimes Prevention Act 2002	U.S. Department of Justice

Some of the items in this list are specific to Illinois. If this program were adopted in other states, other state-level regulations would be more relevant. Additionally, regulations are added by state legislatures and/or refined by federal governing bodies. The program coordinator will need to review and add, remove, and/or update items to ensure currency of the list.

Participants will then research the regulations and provide information about the governing/policy-making body; overview of the rule, regulation, or compliance standard; potential impact to the institution if not met; and resources needed to meet rule, regulation, or compliance standard. Once completed, the assignment could be sent to other program participants and/or the program coordinator for feedback via email; it could be discussed in a face-to-face setting; or it could be posted in an online discussion board in a learning management system for other program participants to provide feedback.

Outcome two will be accomplished by participants completing a review of their respective organization's compliance with state and federal rules/regulations. Participants will use the matrix developed to achieve outcome one and will interview key personnel regarding state and federal compliance. Key personnel could include leaders from institutional research, financial aid, enrollment services (admissions, records, and registration), academic services, and institutional effectiveness (accreditation). The participant will interview these individuals to ascertain how state and federal compliance impacts their respective work and the overall college operations. Participants will write a paper that reviews the interviews, provides insight into how compliance standards impact college operations, and if there are any areas that need attention. This paper will be shared with the program coordinator and/or mentor for review and feedback.

Participant Outcome: Assessment/Evaluation. There is increasing expectation for assessment to occur not only in the classroom, but in non-instructional areas such as student services. Bresciani (2009) suggests "student affairs practitioners should understand how what they do daily contributes to enhancing the learning and

development of the students with whom they interact and how to responsibly engage in assessment practice" (p. 537). Assessment and evaluation of services is increasingly important, especially given the momentum of accountability movements backed by initiatives like performance based funding and the focus on student success and completion. Mallory and Clement (2009) note that a characteristic of the recent accountability movement is its "focus on institutions from the outside in, rather than the inside out" (p. 106). This pressure to assess services comes from various stakeholders including accrediting bodies, governmental agencies, and campus leadership.

Table 8: *Outcomes Associated with Assessment/Evaluation*

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will be able to identify and explain methods for assessing student services.	Participants will research assessment of student services. Participants will create a matrix identifying various tools/methods that are being used most effectively for assessing various components of student services.	Participants will share the matrix of assessment tools/methods with other program participants.	Other program participants, mentor, and program coordinator will all provide feedback regarding feasibility of tools/methods.
Program participants will be able to apply assessment methods to work-related responsibilities.	Program participants will identify one area within their current scope of responsibility and conduct an assessment using one of the tools/methods identified.	Participants will be able to conduct the assessment and engage in reflective activities regarding effectiveness of the assessment tool/method.	Participants will receive feedback from program coordinator, other program participants, and/or mentor.

There are two outcomes associated with assessment/evaluation 1) program participants will be able to identify and explain methods for assessing student services

and 2) program participants will be able to apply assessment methods to work-related responsibilities. Table 8 lists the related outcomes.

To achieve outcome one participants will research assessment of student services and develop a matrix identifying various tools and methods that could be used for assessing different components of student services. The matrix will include information such as units/departments where the chosen tool or method is potentially most effective, resources needed to support use of the tool or method, and pros and cons and/or limitations of that particular tool or method. The matrix will be shared either via face-to-face or in asynchronous methods such as email or posting on a discussion board in a learning management system. Other program participants, as well as the program coordinator, can all provide feedback regarding the contents of the matrix.

To achieve outcome two program participants will identify one area within their current scope of responsibility and conduct an assessment using one of the tools or methods identified. This provides an opportunity for the participant to contextualize the information learned about assessment and apply it to their work experiences. As noted previously contextualized learning can be defined as understanding the practical connection between theoretical knowledge application of that knowledge in a real-world setting (Giddens & Stasz, 1999). The assessment will be shared with two other program participants who will provide feedback regarding application of the assessment tool/method. The program coordinator and/mentor will also provide feedback.

Table 9: *Outcomes Associated with Increased Self-Awareness*

LEARNING OUTCOME	LEARNING METHOD/ACTIVITY	DOCUMENTATION/ EVIDENCE OF LEARNING	ASSESSMENT/ EVALUATION METHOD
Program participants will know and understand personal strengths, learning styles, and leadership styles.	At the outset of the program, individual participants will complete the Strengths Finder to identify current areas of strength. Mid-way through the program, participants will complete the Myers-Briggs Typology Indicator, and near the conclusion of the program, participants will complete the DiSC profile.	Participants develop an action plan to continue to grow and strengthen areas that are already strong and also develop plans for addressing any areas where there needs to be additional growth.	Participants and their assigned mentors review and discuss the assessment results and associated action plans.
Program participants will be able to use information about personal strengths, learning styles, and leadership styles to develop a long-term professional growth and development plan.	Participants will take a minimum of three self-assessments during the course of the program — once in the beginning, once in the middle, and once near the end. Possible assessments include MBTI, Strengths Finder, and DiSC.	Participants will engage in group discussion with other participants who share similar assessment results and also engage in group discussion with other participants who have different assessment results. Upon completion of the group discussion, each participant will write a reflection paper about what has been learned from the assessment and the group discussions. The reflection paper will include a long-term professional growth and development plan.	Reflection paper, including long-term professional growth and development plan, will be reviewed by and discussed with mentor.

Participant Outcome: Increased Self-Awareness. Several researchers and various studies suggest self-awareness is an important component for effective leaders. Gardner, et al. (2005) note self-awareness is critically linked to self-reflection and that "by reflecting through introspection, authentic leaders gain clarity and concordance with

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respect to their core values, identity, emotions, motives, and goals" (p. 347). The NASPA Professional Competency Areas for Student Affairs Practitioners (2010) suggests that at the most basic level, student services professionals should be able to describe personal values and beliefs and how they inform one's leadership style. There are two outcomes associated with increased self-awareness: 1) program participants will know and understand personal strengths, learning styles, and leadership styles, and 2) program participants will be able to use information about personal strengths, learning styles, and leadership styles to develop a long-term professional growth and development plan. Table 9 lists the related outcomes.

To achieve outcome one, program participants will engage in various assessments to learn more about their individual strengths and styles. At the outset of the program, participants will complete the StrengthsQuest to identify their current areas of strength. Midway through the program, participants will complete the Myers-Briggs Typology indicator. Near the conclusion of the program, participants will complete the DiSC profile. Each of these three assessments is described in Appendix A.

To achieve outcome two, participants will develop a long-term action plan to continue to develop their areas of leadership strengths and also to develop plans to address any areas in which they need additional growth. The plans will be shared with the mentor who will review and discuss with the participant the results of each of the assessments and the overall action plan.

Summary

The participant learning activities included above marry the concepts of learning

and action. Trotter (2006) recommends that the learning material must be concrete.

Cranton and King (2003) stress the importance of tying learning to meaning and suggest

that for learning to be transformative, we must "make meaning of the world through our

experiences" (p.32). Essentially, adult learning research calls for learning to be practical,

hands-on, and related to things in which there is engagement on a daily basis. These

researchers argue that learning that is provided in an abstract, non-connected manner

does not provide the power to transform behavior based on that learning.

The activities proposed in this leadership development program embrace action

learning and transformative theory and pedagogy. Program participants not only learn

about basic theory in a variety of critical areas, they also put that theory to work and test

it out in their personal work experiences. The program participants have an opportunity to

try out the new learning infused within this program in a safe way. This approach is

consistent with Trotter (2006) who suggests that keeping the material concrete, providing

continuous supervision and mentoring, offering encouragement to take on new and

complex responsibilities, and presenting abundant feedback are all promising practices.

Further, the learning presented in this program provides opportunities for

contextualization. Participants are able to incorporate elements of learning from the

program immediately into work-related responsibilities. This technique allows the

learning to be richer and deeper as it adds meaning and context to information that

presented alone would likely be abstract.

The next chapter will focus on the resources needed to support the program design. This will include how to recruit participants, defining the role of mentor and defining the role of program coordinator. Other resources such as financial resources and technology resources will also be reviewed. The chapter will conclude with suggestions for program assessment.

CHAPTER 5: PROGRAM RESOURCES

Introduction

This chapter will focus on the resources needed to support the program design. This will include how to recruit participants; defining the role of mentor; and defining the role of program coordinator. Other resources such as financial resources and technology resources will also be reviewed. Finally, the next chapter will conclude with suggestions for program assessment.
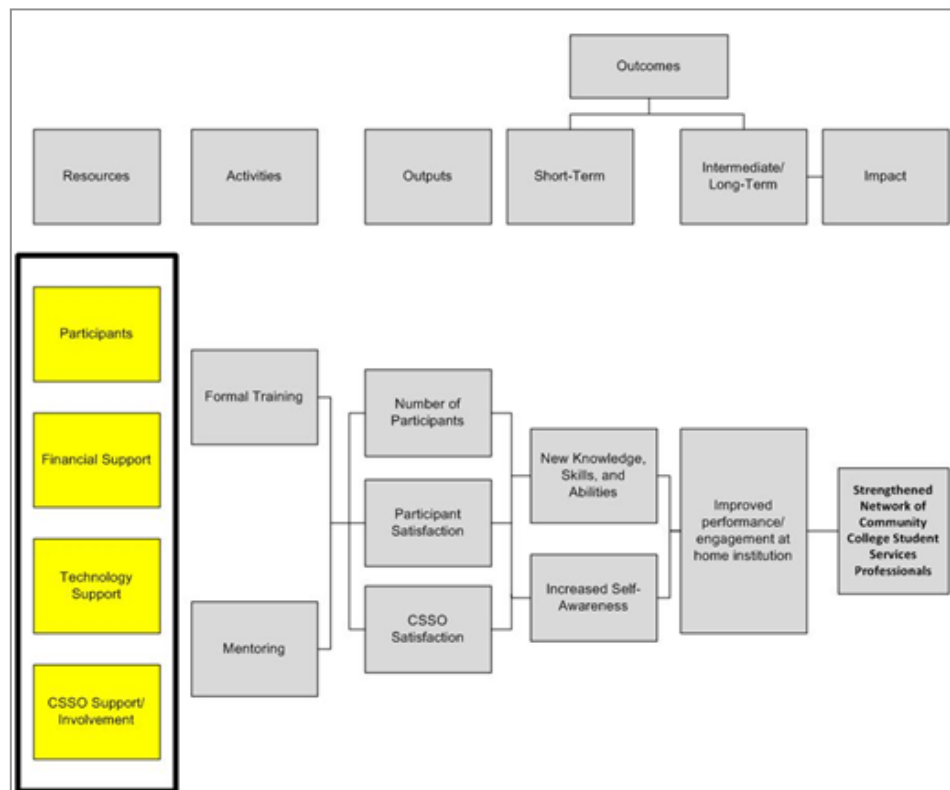

*Figure 3. Logic Model: Resources Needed for Mid-Level Student Services
Leadership Development Program*

Program Structure

As noted in the literature review, the structure of the program must incorporate elements of intensity and an elongated time frame to be most effective. The underlying pedagogy for the program is based on concepts of transformative learning. Transformative learning allows participants the opportunity to develop the ability to use the new knowledge being acquired, apply that to current and previous experiences, and transform behavior. This is further enhanced by contextualized learning, when participants gather new information and then try out that new information in real world settings. This allows the participants to connect learning to real-world situations, challenge formerly held notions, make sense of the meaning of new information, etc.

The number of participants served would need to vary based on the setting of the program. The program has built in components for feedback from group members as well as a group project. So, the number of participants served would need to be large enough to create meaningful dialogue and interaction, but not so large as to create a situation where feedback and engagement are difficult. Ideally, there would be an even number of participants to facilitate paired sharing.

The program, as designed, could feasibly be offered in various settings. In Illinois, there is a strong network of chief student services officers (Illinois Community College Chief Student Services Officers). This leadership development program could be sponsored by the Leadership Development taskforce associated with the ICCCSSO group. This would allow participants to be drawn from community colleges throughout the state. States with other similar organizations could take advantage of the program

also. It is also feasible that very large community colleges that have numerous layers of student services professionals could support a stand-alone program. A large-sized college would have the capacity to support such a program. Another feasible option for the program could be a consortium of community colleges that are close in geographic proximity. This, too, would provide enough capacity to support the program as designed.

A sample program outlines/timeline can be found in Table 10. The following course outline is designed to introduce a new topic/learning outcome every other week. This program outline requires 24 weeks of engagement, with approximately 10-15 hours per week to complete learning activities. A new learning outcome will be introduced and explored each session. This program would be offered in a hybrid approach with some sessions occurring face-to-face and other sessions occurring in an online setting (e.g. Adobe Connect, Blackboard). This outline could be customized by the group/organization offering the program to best meet the needs of that organization.

Table 10: *Course Outline*

MODULE	TOPIC	APPROACH	ACTIVITIES/LEARNING OUTCOMES
Module 1	Introduction/ Self-Awareness	Face-to-Face	As this is the introductory module, participants will spend time learning about one another. Participants will be introduced to each of the twelve learning outcomes. The focus for module one will be on self-awareness. Participants will complete the StrengthsQuest assessment prior to the face-to-face session. During module one, participants will engage in activities to explore StrengthsQuest results to begin process of increasing self-awareness. Outcome: Program participants will know and understand personal strengths, learning styles, and leadership styles.

MODULE	TOPIC	APPROACH	ACTIVITIES/LEARNING OUTCOMES
Module 2	Conflict Management Skills	Online	Participants are introduced to topic of conflict management. During module two, participants conduct research on the various conflict resolution models/theories. Participants will write a paper that includes the background/history, pros/cons of the theory/model, and suggestions on when/how the theory/model can be best utilized. This paper will be peer reviewed during module three. Outcome: Program participants will be able to identify and explain fundamental conflict resolution theory and practices.
Module 3	Conflict Management Skills	Online	Continued investigation into supervisory and conflict management skills will continue. During module three, participants will be assigned to teams and each team will be assigned a case study. Each team will present their case study and method of resolution to the other program participants. The presentation will be conducted in an online environment. Outcome: Program participants will be able to apply fundamental conflict resolution theory and practices to work-related responsibilities
Module 4	General Knowledge of Student Development Theory	Online	Participants are introduced to the topic of student development theory. An overview of theories identified in table 3 will be provided. Each participant will choose one theory and create a presentation to teach other participants about the theory. Outcome: Program participants will be able to identify and explain foundational student development theory.
Module 5	General Knowledge of Student Development Theory	Online	Investigation of student development theory will continue. During module five, participants will teach other participants about an assigned theory during a synchronous online session. Additionally, participants will begin maintaining a journal about how student development theory is encountered in their daily work. The journal entries will contain specific information about the situation observed, the theory that could be applied, and how the student experience could be improved based on the application of the theory. The journal will be maintained for two weeks and will be submitted to the mentor during module seven for review and feedback. Outcome: Program participants will be able to apply student development theory to work-related responsibilities.

MODULE	TOPIC	APPROACH	ACTIVITIES/LEARNING OUTCOMES
Module 6	Developing Effective Teams	Face-to-Face	Participants are introduced to developing effective teams. An overview of theories/models presented in table 5 will be provided in advance of module six. Participants will be assigned a theory to research and will develop a presentation that will be provided during the face-to-face portion of module six. Also during the face-to-face portion of module six, participants will create groups and begin to identify a student services related project to complete; the outcomes of the project will be presented at the final face-to-face session. Additionally, during module six, participants will complete the Myers-Briggs Typology Indicator. During module six, participants will review results of the MBTI and participate in activities that accentuate how different typologies can interact within groups and teams. Outcome: Program participants will be able to identify and explain leadership and team building theory/model.
Module 7	Developing Effective Teams	Online	Investigation of developing effective teams will continue. During module seven participants will begin to maintain a journal about their respective team projects. The reflections will include observations about application of leadership and team building theory by self and other participants. Upon completion of the team project, each participant will write a brief paper based on information from the journal. Participants will also create a presentation about the outcomes of the team project and present that at the final face-to-face session. Outcome: Program participants will be able to apply leadership and team building theory/model to work-related responsibilities.
Module 8	Knowledge of Federal and State Compliance Standards	Online	Participants are introduced to federal and state compliance standards, including a review of federal and state compliance standards found in table 7. During module eight, participants will conduct further research on the federal and state compliance standards and create a matrix that identifies the governing/policy-making body; overview of the rule, regulation, or compliance standard; potential impact to the institution if not met; and resources needed to meet rule, regulation, or compliance standard. The completed matrix will be submitted to the program coordinator for review and feedback. The matrix will also be shared with other participants through posting to the learning management system. Outcome: Program participants will be able to identify and explain state and federal regulations and compliance standards impacting higher education.

MODULE	TOPIC	APPROACH	ACTIVITIES/LEARNING OUTCOMES
Module 9	Knowledge of Federal and State Compliance Standards	Online	Investigation of federal and state compliance standards will continue. During module nine, participants will complete a review of their respective organization's compliance with state and federal rules/regulations. Participants will use the matrix developed during module eight and interview key personnel regarding federal and state compliance. Participants will write a paper that reviews the interviews and provides insight into how compliance standards impact college operations and identify if there are any areas that need attention. The paper will be shared with the program coordinator and/or mentor for review and feedback. Outcome: Program participants will be able to apply state and federal regulations and compliance standards to work-related responsibilities.
Module 10	Assessment/ Evaluation	Online	Participants are introduced to assessment/evaluation of student services. During module ten, participants will research assessment of student services and create a matrix identifying various tools/methods that could be used for assessing various components of student services. The participants will share the matrix with the other program participants for review and feedback. Outcome: Program participants will be able to identify and explain methods for assessing student services.
Module 11	Assessment/ Evaluation	Online	Participants continue to investigate assessment/evaluation of student services during session eleven. Participants will identify one area within their current scope of responsibility and conduct an assessment using one of the tools/methods identified. The participants will write up the results of the assessment, including the effectiveness of the assessment tool/method used. The participants will share their paper with the program coordinator, mentor and/or other participants who will provide review and feedback. Outcome: Program participants will be able to apply assessment methods to work-related responsibilities.
Module 12	Increased Self-Awareness/ Conclusion	Face-to-Face	Prior to module twelve, participants will complete the DiSC assessment. Participants will use the results of this assessment along with results from StrengthsQuest and the MBTI to develop an action plan focused on continued growth and development. Participants will submit their individual plans to their mentors for review, discussion, and feedback. Additionally, during module twelve participants will present the results of their respective group projects. They will incorporate not only the outcomes of the project, but also what they have learned about developing effective teams. Outcome: Program participants will be able to use information about personal strengths, learning styles, and leadership styles to develop a long-term professional growth and development plan.

Recruiting Participants

The program described in chapter four is intended for mid-level student services administrators. This encompasses a very large group of potential individuals. Community colleges vary in size and, thus, the staffing structure is very different college to college. Mid-level staff at one college could include coordinator level or similar professionals who coordinate/facilitate student services for students. At other colleges, mid-level professionals could include directors, assistant directors, or even deans. Chief Student Services Officers at each respective community college would need to be able to identify and/or recommend the appropriate level team members from their respective departments or campuses. As noted in the Program Structure section, participants could potentially be from many colleges if there was a state-wide approach for the program, or participants could be from only one college if the college were large enough to support the program.

Individuals interested in participating in the mid-level student services leadership development program would need to submit an application. A sample application can be found in Appendix B. This application could be customized to incorporate aspects of the organization's or college's identity such as a specific color theme or logo.

Role of Program Coordinator

The leadership program, as designed, has numerous components. All of the components from recruiting participants, selecting participants, implementing the program, providing feedback to participants, coordinating the mentors, etc. all require a

level of coordination. This could be accomplished through the Illinois Community College Chief Student Services Officers (ICCCSSO) group by asking for members of the leadership development taskforce to provide program coordination/oversight. This group could seek volunteers from the larger group to coordinate or co-coordinate the program.

The ICCCSSO group may also want to consider offering a stipend to the individual(s) coordinating the program. If the program is being sponsored as a stand-alone program at a single college, the chief student services officer would need to provide support and assistance to the program and/or identify high level student services administrators that could provide coordination and assistance. If the school is large enough, there could be a professional development unit that could be a partner in sponsoring and coordinating the program on behalf of the chief student services officer. Chief student services officers at smaller colleges that offer the program as a consortium would need to work closely to coordinate program implementation, including creating awareness of the program, recruiting participants, selecting participants, identifying mentors, and providing the program content.

Role of Mentor

Mentoring is commonly noted as a best practice for grow-your-own leadership programs. In fact, research on mentoring has shown numerous benefits including providing the mentee with encouragement and advice; assistance with specific aspects of one's career growth; exposure to take on additional responsibilities; seeing the big picture; developing professional networks; and encouragement to participate in professional development or further education (VanDerLinden, 2005, p. 737). Despite the

numerous benefits, there are challenges to using mentoring for GYO programs. As noted in a previous chapter, creating meaningful mentoring relationships is challenging. And, often, mentors have little or no training or understanding of mentoring expectations.

For this program, potential mentors would be solicited from the Illinois Community College Chief Student Services Officers members. Chief student services officers could volunteer to serve as mentors to program participants. Additionally, there may be upper level student services administrators from larger community colleges that could also be tapped to serve as potential mentors for program participants. It is important that established guidelines and expectations are in place for mentors and the mentoring relationship.

Program participants would be provided a list of potential mentors during the initial face-to-face meeting. Participants would then have to review information about the potential mentors and then invite the chosen individual to serve as a mentor for the duration of the program. Ensher and Murphy (2005) suggest that mentee initiated mentoring relationships is "one of the key characteristics of a power mentoring relationship" (p. 140). Participants would provide the invited mentor a resume along with stated goals for the mentoring relationship.

Once the mentor mentee relationship has been solidified, a regular schedule of meetings (either face-to-face or virtual) should be established. The first order of business should be a review the mentor/mentee checklist (Appendix C). The mentor/mentee should plan to meet at least once per month to review self-assessment results, assignments from the program, professional goals, etc. The mentee may also invite the mentor to serve as the sponsor or co-sponsor of a team project.

Financial Resources

The program will require some financial resources to support the operations of the program. Costs associated with the program include fees for the self-assessments, travel of the participants to the face-to-face meetings, and possibly food/refreshments for the face-to-face meetings which could range from just a few dollars to potentially a few hundred dollars if meals are included. Another possible cost associated with the program could be a stipend for the program coordinator. Also, there will be nominal costs associated with duplicating materials. Appendix D contains an estimated budget for the program.

The program has built-in self-assessment for the participants. The suggested assessment tools used in this program include StrengthsQuest, Myers Briggs Typology Indicator, and DiSC. The MBTI costs approximately $28 per administration. So, if the program admitted 16 participants, the cost for MBTI would be approximately $450. StrengthsQuest costs approximately $10 per administration. For 16 participants, the cost of StrengthsQuest would be $160. Lastly, the DiSC profile costs approximately $36 per administration for the online version. For 16 participants, the cost would be $576. The total cost for self-assessment tools for the program would be just under $1200.

Travel for participants could possibly be another expense associated with the program. If the program is offered in the format of a state-wide program, the face-to-face meetings would likely require mileage, meal reimbursement and overnight hotel accommodations, depending on location of the face-to-face portion of the program. These costs would be associated with the college sponsoring the participant and ties into

administrative support mentioned later. The CSSO support would be a key ingredient to ensure there is money allocated to support participant travel to the face-to-face portions of the program. If the program is being sponsored by one large college, travel costs would be a non-factor. If the program is being sponsored by a consortium of colleges with close geographic proximity, the travel costs would be nominal.

Technology Resources

This program is designed to embrace a hybrid format. Some sessions would be offered face-to-face, but others would be offered through distance learning technology such as Adobe Connect, Blackboard, Skype, and/or other means. A program offered by the ICCCSSO group would need to find a member college willing to provide the technology support needed. The program could be converted to an entirely face-to-face program. If a large college or a consortium of small colleges chose to offer the program, the college(s) would need to determine what, if any, technological support might be necessary. A learning management system such as Blackboard could be used. Sample screen shots from various components of a sample course shell are included below in Figures 4 and 5.
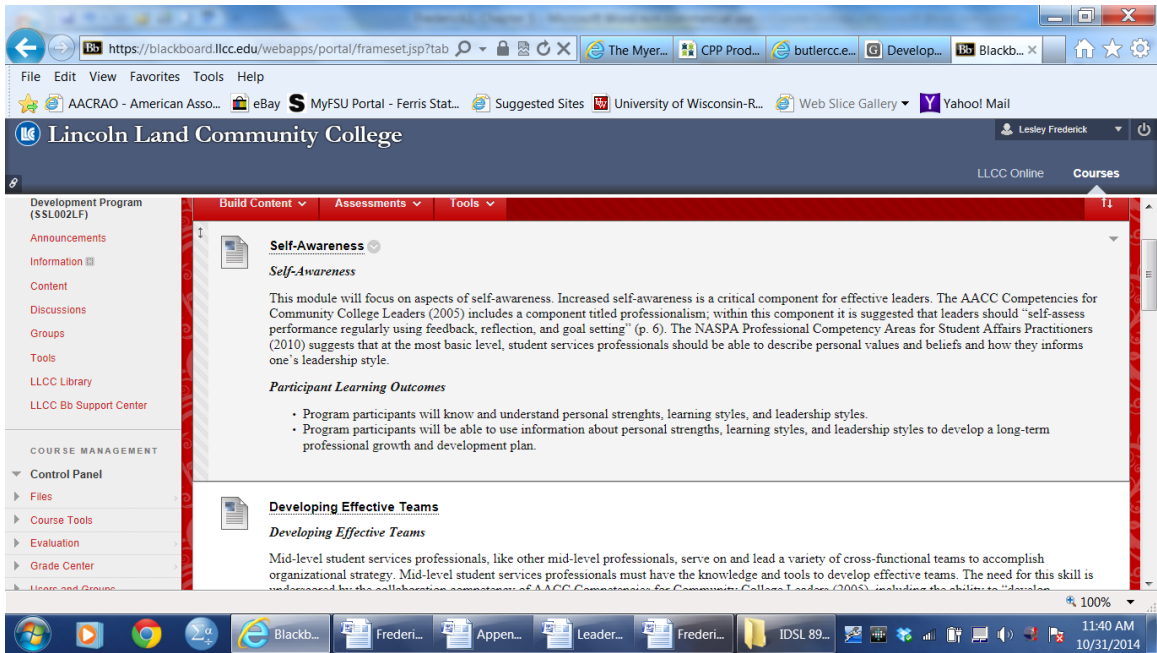
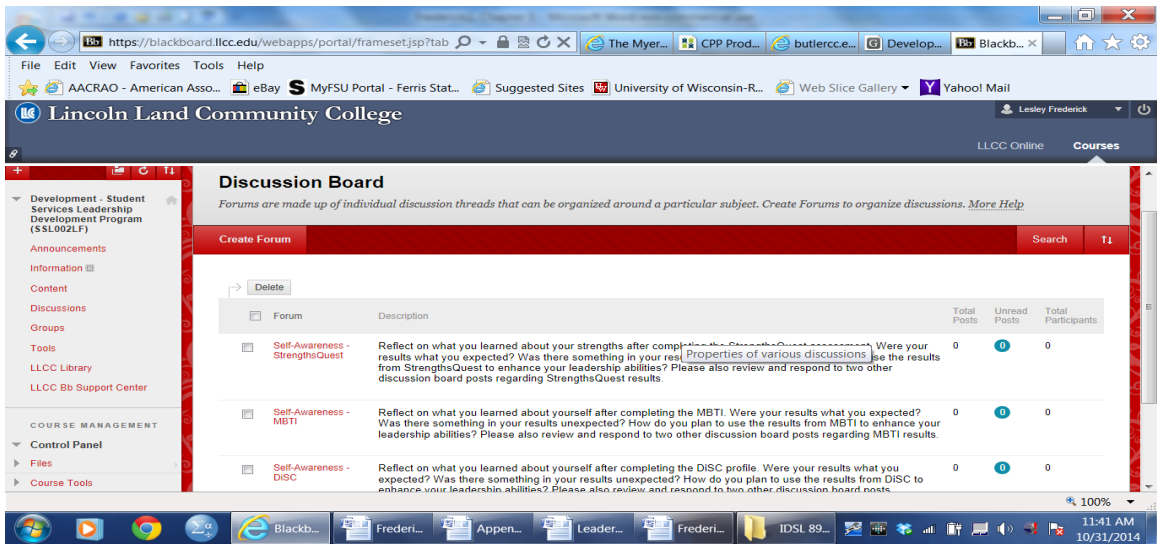*Figure 4.* Screen Shot of Course Shell: Assignments

Figure 5. Screen Shot of Course Shell: Discussion Board

Administrative Support

The leadership development program will require a significant level of support from chief student services officers. The program is a big time commitment for participants. CSSOs must find ways to encourage and support program participation of their mid-level professionals, which may mean allowing them to complete program requirements during regular work hours. Additionally, CSSOs may be asked to serve as mentors or in some cases assume the program coordinator role. Lastly, CSSOs must be willing to assist with securing necessary resources such as space, technology, and, in some cases, monetary support.

Program Assessment

Assessment is a key component of any effective program. There could be multiple ways to assess the program. One way to assess the program is a pre-assessment of the participants. Reille and Kezar (2010) state the importance of assessing participants upon entry to such a program. Once the pre-assessment is completed, it can be shared with the participant's mentor. The mentor can use the goals stated within the pre-assessment to help the guide mentor/mentee relationship. Additionally, a copy of the pre-assessment will be shared with each participant's supervisor so s/he is aware of the goals set by the participant. A similar instrument could also be used as a post-assessment to see where there is growth during the program. The mentor for each of the participants could also complete a post-assessment to assist with determining growth of the participant throughout the program. Each participant's supervisor could also provide a post-

assessment for the participant based on goal attainment from the information in the pre-assessment. Sample pre- and post-assessments can be found in Appendices E and F.

Another form of assessment that could also be very effective is construction of a portfolio during the program. Participants could construct a portfolio based on the learning outcomes of the program. Participants would assemble artifacts that demonstrate their achievement of each of the participant learning outcomes. The mentor could review and provide feedback on the contents of the portfolio.

Summary

The components noted in this section are necessary to support the program learning outcomes. The program has been designed with action and contextualized learning as integral components. To provide a framework for this sort of learning, the program extends over time to allow for learning the material and trying it out in the real-world. The program spans approximately 24 weeks. This allows participants to not only learn the material but to use it in ways that contextualizes, or provides meaning, to the topics. A program such as this is resource intensive. Largely, human capital is the most significant resource. The role of program coordinator and the role of the mentors will require significant investment. Organizations, individual colleges, or consortiums of colleges will need to have the appropriate administrative support and structure to provide a program such as this. Additionally, the participants must be committed to engaging in a long-term program that will require significant amounts of work in addition to their existing professional responsibilities.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

Introduction

Leadership development and succession planning are important activities in preparing future leaders. Organizations such as the American Association of Community Colleges, the League for Innovation in the Community College, and the American Council on Education have created leadership development programs for higher education professionals who aspire to executive-level leadership positions, especially the presidency. Many leadership development programs focus on cultivating faculty and other academic leaders for advanced levels of leadership. There are not as many options for student services professionals. Organizations such as ACPA, NASPA, and NCSD have leadership programs, but they are limited in reach. GYO programs, such as the one designed in this dissertation, provide accessible leadership development to community college student services professionals. The program designed in this dissertation provides a means for supplying the necessary leadership development needed by student services professionals.

A unique aspect of this leadership development program is that it is grounded in adult learning pedagogy, specifically, transformative learning and contextualized learning. The program modules are designed to help participants develop specific leadership competencies by expanding their theoretical knowledge and guiding them in applying that knowledge in a work-based setting. This approach provides an intentional

connection between learning and "doing." Many leadership programs have a strong learning component, but few include the doing component. The "doing" component allows participants to try out the learning in a work-based setting and receive feedback from others including program participants and mentors. There is also a strong self-reflection component built into the program that allows participants to both consider the feedback received from others, including the mentor, and to reflect on their own thoughts and feelings. This cycle of gaining knowledge, applying it, receiving feedback, self-reflecting, and then using the expanded knowledge is intentionally designed to facilitate competency development and transform the leadership behaviors of the participants.

Grow-Your-Own Leadership Development programs are often designed based on readily available resources. This program, however, was designed by using a logic model, which provides a framework to build a program based on intended outcomes. The logic model guides the program developer to first be intentional about outcomes (short-term and long-term), then design activities that will be necessary to achieve the outcomes. The final stage of program development is identifying the resources necessary for implementation. Using the logic model for development of this program provided a robust model for developing program modules based on intended learning outcomes.

Limitations/Assumptions

The design of this program is intended for a group of peer institutions to collaborate so there are a sufficient number of participants with varied experiences to ensure each participant has a rich experience. Without a sufficient number of participants, the program effectiveness could be diminished. To ensure critical mass, a statewide

organization could implement the program model. One such organization is the Illinois Community College Chief Student Services Officers (ICCCSSO), which consists of chief student services officers (CSSOs) from community colleges throughout the state of Illinois. This group of CSSOs has a keen interest in developing the next generation of student services leaders. All states may not have a similar organization or such a united interest in leadership development of mid-level community college student services professionals.

The leadership competencies identified for this program are based on recommendations from Diaz's (2013) research that examined the NASPA/ACPA competencies for student services professionals. Diaz's research was limited to student services professionals in Illinois community colleges. The program competencies may need review if adapted in other states or other settings, such as four-year colleges and universities or other professional organizations.

Obtaining the necessary resources may be a limitation for the program. One of the most critical resources for this program are mentors. The literature is rife with the positive impacts of mentoring relationships. The program relies heavily on mentors to support the program participants. Without the mentoring component, the program would need to be redesigned. Additionally, there is an assumption that the mentors chosen to participate in the program have the knowledge and skills needed to successfully guide and develop the program participants. Financial resources could also be a limitation for program implementation. While the estimated program budget is modest, there are additional expenses for travel and personnel time. It is critical that participants and

program leaders receive administrative commitment for participation. Without the necessary funding, the program would likely need to be redesigned.

Another limitation of this program is the complexity of the topic of leadership. This program is designed to provide participants an opportunity to broaden their knowledge of leadership in general and strengthen specific skills related to student affairs leadership in a community college. There are other leadership issues that community college mid-level student affairs professionals will face that are not addressed in this program. Additional training on other pertinent issues such as budgeting, performance appraisals, grant writing, or similar topics might be needed to continue to develop these emerging professionals.

Future Recommendations

The program design presented in this dissertation will be shared with the Illinois Community College Chief Student Services Officers organization for review and consideration for implementation statewide. Members may also consider implementation regionally or in their home institutions. This program could also be implemented by professional organizations.

It is recommended that long-term assessment and evaluation be conducted on participants who complete the program. This long-term assessment would help determine the overall effectiveness of the program. The program participants could be provided a similar assessment as the pre-assessment to determine how they are using and integrating the competencies into their professional work. The long-term outcome noted in the logic model is improved performance and engagement at the participant's home institution.

The logic model also indicates the impact of the program is a strengthened network of community college student services professionals. Once the program is implemented, future researchers could conduct research to determine what role the leadership program plays in strengthening the network of community college student services professionals.

One of the critical components of the leadership program is the mentoring aspect. Mentoring is often cited as a best practice in GYO literature. However, mentoring is not frequently included in GYO programs because of the complexity of the mentoring process. One recommendation for future study or research is creation of a mentor training program. Future practitioners could research and design an intentional mentoring program that further supplements this leadership training program.

Higher education dynamics change at an ever-increasing pace. The program outcomes should be reviewed and updated periodically to ensure relevance. Additionally, future needs assessments, such as the one conducted by Diaz (2013), should be administered on a regular basis, perhaps every five years, to identify professional development needs for student services professionals.

Conclusion

Many leadership programs are brief in duration — a day to a few days in length. Also, many leadership programs facilitate obtaining knowledge, but provide little or no outlet for practicing that knowledge in work settings during the program. The hallmark of this program is that it provides an elongated timeframe for participants to not only learn about important topics, but to also develop specific skills using that knowledge in the work place. This opportunity for using the information in a practical way allows

participants to make meaning of the new knowledge, practice with the new knowledge in work settings, and get feedback from peers and other professionals.

Implementation of programs to facilitate leadership development of mid-level student services professionals is critical for the future leadership of community colleges. This dissertation presents a comprehensive leadership development program grounded in strong pedagogy and focused on specific competency development through action learning. Implemented over a period of time, program participants gain theoretical knowledge and then develop specific skills through applying that knowledge in the work place and receiving ongoing feedback. The program provides a model for current chief student services officers to carry forward a commitment to developing future leaders through service as program facilitators and mentors.

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APPENDIX
A: SELF-AWARENESS TOOLS

StrengthsQuest

StrengthsQuest is an assessment designed by Gallup. The assessment identifies the participants top five "talent themes" (www.strengthsquest.com, 2010). There are a total of 34 themes on which participants are assessed. The assessment is provided online for $10 per participant. Upon completion of the online assessment, immediate results are generated. The results document includes an overview of the top five talent themes and actionable information regarding development and ways to use results personally and professionally. StrengthsQuest access codes can be purchased at www.strengthsquest.com/content/141212/Purchase.aspx.

Myers-Briggs Typology Indicator

According to the www.myersbriggs.org website, the MBTI is "to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives" (2014). The MBTI is essentially an intersection of preferences within Jung's four dichotomies. This intersection creates 16 different personality types within the MBTI results. The MBTI is not a tool to "measure trait, ability, or character" (www.myersbriggs.org, 2014).

MBTI tests can be purchased from publisher CPP at www.cpp.com (2009). It is suggested to use MBTI Step II Profile — Form Q, which costs approximately $28 per person. This form is recommended because it provides an expanded explanation of assessment results, including a graphical representation that is easy to read and understand.

DiSC Profile

The DiSC profile is a behavior assessment tool. The DiSC focuses on four "behavioral dimensions including D: dominance, i: influence, S: steadiness, and C: conscientiousness" (www.corexcel.com/html/disc-personality-test.htm, 2014). According to Corexcel, the "profile objectives include identifying behavioral tendencies and preferences; recognizing how your behavior affects others; discussing the value of individual differences; learning techniques to maximize your strengths and reduce conflict" (Corexcel, 2014).

DiSC profile assessments can be purchased from Corexcel at https://www.corexcel.com/html/disc-personality-test.htm for $36 per person. It is recommended to use the online version of the DiSC rather than the paper version because the online version returns immediate results in a customized, narrative format.

APPENDIX
B: PROGRAM APPLICATION

Leadership Program Application

Contact Information

Name	
Street Address	
City ST ZIP Code	
Work Phone	
Alternate Phone	
E-Mail Address	

Other Information

Current Position	
# of Years in Current Position	
# of Years in Higher Education	
Highest Degree Earned	
Supervisor's Name	
Supervisor's Title	
Supervisor's Phone	
Supervisor's E-Mail Address	

Memberships/Activities/Awards/Professional Organizations

List all awards, professional activities, and membership in professional organizations; please include offices held.

Professional Development History

List training, seminars, certificates, conferences, or other professional development activities completed in the past five years. Include titles of any presentations you have given.

Special Skills or Qualifications

Summarize special skills and qualifications you have acquired from employment, previous volunteer work, or through other activities.

| |
| |

Previous Volunteer Experience

Summarize your previous volunteer experience.

| |
| |

Applicant Agreement and Signature

By submitting this application, I affirm that the facts set forth in it are true and complete. I understand that if I am accepted as a participant, any false statements, omissions, or other misrepresentations made by me on this application may result in my immediate dismissal. I also understand this program requires a significant time commitment (app. 80 hours over a nine month period).

Name (printed)	
Signature	
Date	

Supervisor Agreement and Signature

I understand this program requires a significant time commitment (app. 80 hours over a nine month period). I commit to supporting this applicant to ensure s/he is fully able to participate in all facets of this program.

Name (printed)	
Signature	
Date	

CSSO Agreement and Signature

I understand this program requires a significant time commitment (app. 80 hours over a nine month period). I commit to supporting this applicant to ensure s/he is fully able to participate in all facets of this program.

Name (printed)	
Signature	
Date	

APPENDIX
C: MENTOR/MENTEE CHECKLIST

Mentor/Mentee Checklist

____   Exchange contact information

____   Establish ground rules for mentoring relationship, including confidentiality

____   Determine meeting frequency and method (e.g. face-to-face, phone, online)

____   Identify any potential barriers to the mentoring relationship

____   Determine limitations/boundaries of mentoring relationship

____   Discuss goals for mentoring relationship

____   Discuss mentee's current professional experience; provide resume

____   Discuss professional goals

____   Review leadership development program timeline and assignments/projects that

will require feedback

APPENDIX
D: SAMPLE BUDGET

Sample Program Budget

Expense Type	Estimated Amount
Self-Awareness Assessments	
StrengthsQuest	$160
Myers-Briggs Typology Indicator	$450
(MBTI Step II Profile — Form Q)	
DiSC Profile	$576
Subtotal	*$1186*

NOTE: Costs for self-awareness assessments are based on 16 participants.

Food	
First Face-to-Face Session	$520
Second Face-to-Face Session	$520
Third Face-to-Face Session	$520
Subtotal	*$1560*

NOTE: Estimated food costs are based 16 participants at $10 per person per meal; two meals per day. The food cost also includes program support personnel such as program coordinator and mentors who might be in attendance; estimated at 10 support personnel in attendance.

Program Coordinator Stipend	$500 - $1000
Total Estimated Budget	**$3246 - $3746**

APPENDIX
E: PRE-ASSESSMENT

Pre-Assessment

The following pre-assessment will be used to determine your level of proficiency with the competencies addressed in the leadership development program. Please honestly rate your abilities in each of the competency areas. This tool will be compared with the post-assessment to determine growth in the competency areas. Choosing 5 indicates there is full comprehension and regular use of competency. Choosing 1 indicates there is limited comprehension and use of competency.

Competency Area					
Conflict Management Skills	**5**	**4**	**3**	**2**	**1**
Understanding of fundamental conflict resolution theory and practices.					
Extent of regular use of fundamental conflict resolution theory and practices.					
What is one specific goal you have regarding learning more about this competency area during the program?					
General Knowledge of Student Development Theory	**5**	**4**	**3**	**2**	**1**
Ability to identify and explain foundational student development theory.					
Extent of use of foundational student development theory in work setting.					
What is one specific goal you have regarding learning more about this competency area during the program?					
Developing Effective Teams	**5**	**4**	**3**	**2**	**1**
Ability to identify and explain leadership and team building theories.					
Extent of use of leadership and team building theory in work setting.					
What is one specific goal you have regarding learning more about this competency area during the program?					

Knowledge of Federal & State Compliance Standards	5	4	3	2	1
Ability to identify and explain state and federal regulations and compliance standards impacting higher education.					
Extent of use of state and federal regulations and compliance standards impacting higher education.					
What is one specific goal you have regarding learning more about this competency area during the program?					

Assessment/Evaluation of Student Services	5	4	3	2	1
Ability to identify and explain methods for assessing student services.					
Extent to which assessment/evaluation of student services is regularly used in work.					
What is one specific goal you have regarding learning more about this competency area during the program?					

Increased Self-Awareness	5	4	3	2	1
Knowledge and understanding of personal strengths, learning styles, and leadership styles.					
Extent of use of personal strengths, learning styles, and leadership styles.					
What is one specific goal you have regarding learning more about this competency area during the program?					

_____   _____
                              Name   Date

APPENDIX
F: POST-ASSESSMENT

Post-Assessment

The following post-assessment will be used to determine your level of proficiency with the competencies addressed during the leadership development program. Please honestly rate your abilities in each of the competency areas. This tool will be compared to the pre-assessment you completed to determine growth in the competency areas. Choosing 5 indicates there is full comprehension and regular use of competency. Choosing 1 indicates there is limited comprehension and use of competency.

Competency Area					
Conflict Management Skills	5	4	3	2	1
Understanding of fundamental conflict resolution theory and practices.					
Extent of regular use of fundamental conflict resolution theory and practices.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					
General Knowledge of Student Development Theory	5	4	3	2	1
Ability to identify and explain foundational student development theory.					
Extent of use of foundational student development theory in work setting.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					
Developing Effective Teams	5	4	3	2	1
Ability to identify and explain leadership and team building theories.					
Extent of use of leadership and team building theory in work setting.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					

Knowledge of Federal & State Compliance Standards	5	4	3	2	1
Ability to identify and explain state and federal regulations and compliance standards impacting higher education.					
Extent of use of state and federal regulations and compliance standards impacting higher education.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					

Assessment/Evaluation of Student Services	5	4	3	2	1
Ability to identify and explain methods for assessing student services.					
Extent to which assessment/evaluation of student services is regularly used in work.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					

Increased Self-Awareness	5	4	3	2	1
Knowledge and understanding of personal strengths, learning styles, and leadership styles.					
Extent of use of personal strengths, learning styles, and leadership styles.					
In what ways have you accomplished the goal you set during the pre-assessment? Provide specific examples as evidence of goal atainment.					

_____   _____

Name   Date