A change for the future: presidents' and deans' real and ideal leadership practices at community and junior colleges in Mississippi

Mildred Stevenson

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A CHANGE FOR THE FUTURE: PRESIDENTS AND DEANS REAL AND IDEAL LEADERSHIP PRACTICES AT COMMUNITY AND JUNIOR COLLEGES IN MISSISSIPPI

By

Mildred Stevenson

A Dissertation
Submitted to the Faculty of Mississippi State University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Community College Leadership in the Department of Instructional Systems, Workforce and Development

Mississippi State, Mississippi

December 2008
A CHANGE FOR THE FUTURE: PRESIDENTS AND DEANS REAL AND IDEAL LEADERSHIP PRACTICES AT COMMUNITY AND JUNIOR COLLEGES IN MISSISSIPPI

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The purpose of the study is to examine real vs. ideal leadership practices of administrators according to race, gender, age, experience, and education level, years in current position, and years of experience at Mississippi community and junior colleges. The survey instruments were a modified version of the Leadership Practices Inventory-Self (LPI Self) and the Leadership Practices Inventory-Observer (LPI-Observer) originally developed by Kouzes and Posner in 1985 and updated by Kouzes and Posner in 1997. The reliability and validity of the instruments have been consistently high and the instruments have been used in many studies, including doctoral dissertations and other empirical research.

The study included 37 presidents and deans and 98 observers. The study examined if these leaders participate in Kouzes and Posner’s five leadership practices, Challenging the Process, Enabling Others to Act, Encouraging the Heart, Modeling the
Way, and Inspiring a Shared Vision. A multivariate or univariate were used to test the leadership practices, as well as a Pearson Product Moment Correlation. Results concluded there was a significant difference in leadership practice, Inspiring a Shared Vision and ethnicity. On the other hand, no significant differences were found among the remaining leadership practices nor there was no significant difference among leadership practices and gender. The study concluded that a relationship did exist between leadership practices and leaders’ years in current position. Furthermore, the study also concluded the rank of leaders’ perception of real and ideal leadership practices differed from those of their observers’ perception of real and ideal leadership practices. Implications and recommendations for future research are discussed.
ACKNOWLEDGEMENTS

First, I would like to thank God for giving me this opportunity to further my education. This journey has been a rewarding experience, both academically and professionally. Once again, God has placed people in my life that I will forever be grateful for their time, talents and contributions. They have seen me through this process, and I will cherish them always.

I would like to thank my mother, Ethel Stevenson, and my father, the late Tommy Stevenson, Senior who instilled in me that hard work and determination pays off. Mom, thanks for being there through the constant phone calls and long talks about making my dreams become a reality. I Love You!!! In addition, my siblings, Maxine, Delois, Melisa, Cassandra, Larry, Dennis, and Latayna who always encouraged me to pursue my dreams and supported me through this process, thanks, and God Bless You! A special “thank you” goes out to my brother, Dr. Tommy Stevenson, Jr. Through your guidance and persistence, you are one of the reasons I decided to pursue my doctorate. You are an inspiration to me. I could not have done this without you. When I grow up, I want to be just like you! Smile. Furthermore, special recognition goes out to Dr. Mildred Gibson and her family (John, Kelvin, Kwame, and Kristi). Thank you for your support and encouragement. I am especially thankful for Tamara Gibson, who helped me through the technical aspect of this process.
I am also especially thankful for my dissertation chair, Dr. James E. Davis, dissertation committee: Dr. Jerry Mathews, Dr. Joe Adams, and Dr. William M. Wiseman. Thank you for your guidance and support that I needed to finish this process. The time you gave me is priceless and I will always cherish this event in my life.

I would like to especially thank Dr. Jimmy Williams for his guidance. Thanks, for taking time of out your busy schedule to help me through this process.

I would like to thank Khristy Large, Deidre Davis, Dewayne Middleton, and Tracey Boston for always calling and motivating me to complete this process. You all are like brothers and sisters to me. I will always cherish your friendship.

I would like to thank James M. Kouzes and Barry Z. Posner for giving me permission to used their Leadership Practice Inventory LPI –Self and LPI Observer 1997, 3rd edition.

I would like to thank Dr. Carolyn Brightharp for also giving me permission to use her modified version of Kouzes and Posner 1997, 3rd edition, Leadership Practice Inventory. Thanks for being an inspiration to me.

There are also countless numbers of family and friends who have touched my life in a significant way along this journey: Bridgette Spencer, Sonja McCleod, Keona Harris, Dr. Gloria Magee, Linda Stevenson, Freddie Devorris Mickens, Delandra Mickens, Kwamarcus Mickens, Kwamerics Mickens, Patrick Taylor, Eric Taylor, Brandon Taylor, Jasmine Murry, Jarrett Murry, Maya Murry, Chelsea Stevenson, Kennedy Stevenson, Hannah Stevenson, Olivia Stevenson, Dennis Stevenson, Jr., Jacob Stevenson, Katelyn Wilson, Taylor Wilson, Tyler Wilson, Aaron Boyland, Ahmad Boyland, Amber Bland, Leah Gibson, Kelvin Bryce Gibson, Jada Gibson, Kwame Gibson, Jr., Freddie
Mickens, Jr. Riley David Murry, Jerome Wilson, Shelby Stevenson, Crystal Stevenson, Katherine Stevenson, Clifford Stevenson and Nikki Gibson, Meranda Hearn.

A special thank you goes out to all the people who took the time to participate in this study. Without your assistance, this would have not been possible. Thank you for your willingness to participate and contribute to this study.
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CHAPTER I
INTRODUCTION

For many decades, the community college arena has been faced with many obstacles such as, budget cuts, increased in tuition, and low graduation of students. These obstacles will change the roles and responsibilities of administrators by becoming proactive leaders, as well as managers (Cohen & Brawer, 1996). Watba and Farmer (2006) also discussed issues challenging community deans and presidents in the 21st century. These challenges include the advancement of technology, changing demographics, industries needing more trained workers, and job placement. With so many challenges and demands facing community colleges, a “new generation of leaders at all administrative levels” (Amey & VanDerLinden, 2002, p. 574) will be needed for the continuing success of two year institutions (Amey & Twombly, 1992 (as cited in Amey, Van DerLinden, & Brown, 2002); Hockaday & Puyear, 2000). Nevertheless, Shults (2001) reported “many presidents feel inadequate to deal with these duties of their jobs, such as fundraising, financial management, and working effectively with their governing board” (p.1). Not only is the community college arena dealing with these challenges and demands, Shults also proclaimed the community college systems will experience a shortage of leaders in this decade due to the massive number of retirees. According to the American Association of Community
(AACC), 45% of the CEO, planned retirement last year, and due to this projected percentage of senior administrators planning retirements, a leadership gap exists, therefore, the community college arena must develop innovative ways to push forward the continued success of the two year institution. A recent study by Weisman and Vaughan (2007) indicated within the next 10 years for those administrators who are aspiring to become presidents will have the opportunity because of the massive number of retires. Stephenson (2001) concluded women community college leaders will have the task of moving the community colleges in the 21st century, assuring the institution will serve its community and prepare those individuals with the skills and knowledge to become productive citizens. As more women are enrolled in community college leadership programs and more women are becoming administrators, it is imperatively that they identify their leadership behaviors that will assist them in developing effective leadership skills. The American Association of Community Colleges reported, “About 81% of the community colleges CEOs are white, 8% are black, about 6% are Hispanic, 2% are Native American and about 2% are Asian” (p.1). Although the percentage of minorities CEOs has slightly risen, from 10% in 1986 to about 20% in 2004, the need to increase minorities’ leaders is evident because there is not enough minorities in the traditional pipeline for those leadership positions (Dembicki, 2006).

The development of effective leadership practices for future presidents and deans at community colleges is vital for the continued success of the two year institution. In 2003, the Kellogg Foundation funded a grant to the American Community College of Association (AACC) to address the national issue, as it relates to leadership within
community college arena, through a four-day summit referred to as “Leading Forward.” The American Community College Association summarized Vincent’s (2004) report *A Qualitative Analysis of Community College Leadership Forward Summits*. The report consisted of a summary of 150 expert opinions about leadership within the community college system. The report addressed the following questions:

1. What are the key knowledge, skills, and values of an effective community college leader?
2. What is leadership development and what are the most effective ways for developing leaders?
3. Upon a review of existing leadership program offering, how well are the current programs meeting the needs?
4. How can a national framework be built that is comprehensive, provides real choice and distinctions between leadership development programs/curricula and is used to individuals, institutions, and employers? (Vincent, 2004, p.4).

The study identified effective leadership characteristics and leadership development and addressed organizational strategy, management, interpersonal, communication, and professionalism. The result of the study was concluded as A Competency Framework for Community College Leaders. If future community college leaders are going to address the many challenges and demands such as increase in enrollment, advance in technology, lack of finance, and globalization, they must understand the following:
• Leadership can be learned. While it can be enhanced immeasurably by natural aptitude and experience, supporting leaders with exposure to theory, concepts, and cases guided by other practical information and learning methodologies is essential.

• Many members of the community college can lead. The competencies will shift in importance depending upon the level of the leader. For example, it is more critical that a president be able to communicate effectively with the board than for a staff assistant to do so. Both, however, can benefit from mastery of the communication competency.

• Effective leadership is a combination of effective management and vision. Ideally acquisition of management skills will precede vision. In reality the two skills sets often develop in tandem and are presented together in this competency framework.

• Learning leadership is a life-long process, the movement of which is influenced by personal and career maturity as well as other development processes.

• The leadership gap can be addressed through a variety of strategies such as college grow-your own –programs, AACC council and university programs, state system programs, residential institutes, coaching, mentoring and on line and blended approaches. Important consideration that apply to all forms of delivery include sustain current leaders and
developing new ones (Competency Framework for Community College Leaders).

Almost a decade earlier, in 1998, Kellogg Foundation conducted a study entitled *Rethinking Leadership: Kellogg Leadership Studies Project (1994-1997)*. One of the topics, “Leadership in the Twenty-First Century” addressed collective leadership practices in the twenty-first century. The results were summarized through three goals. They were:

1. To create a supportive environment where people can thrive and grow and live in peace with one another.
2. To promote harmony with nature and thereby provide sustainability for the future generations.
3. To create communities of reciprocal care and shared responsibility, where every person matters and each person’s welfare and dignity is respected and reported (Kellogg Leadership Studies Project, 1998, p. 52-57).

They concluded that these leadership practices are thought of as a natural part of life, whereby an individual, group, or community can be successful.

**Statement of the Problem**

The development of effective leaders and leadership practices are vital for the continued success of the two year institution. The community college arena is facing a massive number of leaders planning to retire in this decade. Mississippi Community and Junior Colleges is apart of the American Association of Community Colleges; therefore,
there is a crucial need to provide effective leadership practices to those who choose to lead.

Statement of Purpose

The purpose of the study is to examine real vs. ideal leadership practices of administrators according to race, gender, age, experience, education level, current years in position, and years at community and junior colleges in Mississippi. Because of the increase in women administrators at community and junior colleges, a new leadership style may occur, therefore changing the “traditional” leadership style of mimicking the style of males. The researcher wants to determine if there are differences in the perceptions of gender, ethnicity, experience and leadership practices. The ultimate goal of the research is to help those who are aspiring to become administrators, have a better understanding of real and ideal leadership practices of administrators at community and junior colleges in Mississippi; therefore the study will provide effective leadership characteristics to those who choose to lead.

The study is intended to reveal do presidents and deans believe they take part in the leadership practices as defined by Kouzes and Posner (1997), and whether the perceptions of their observers correspond with their own. Although, some researcher claim that there is no differences in gender and leadership. This study will report any differences in perceptions of leadership between males vs. females, administrators vs. observers, and actual vs. ideal leadership practices.
Research Questions

The five questions below addressed Kouzes and Posner’s (1997) Leadership Practices Inventory (LPI-Self and LPI-Observer). These leadership practices consist of the following: Challenging the Process, Enabling Others to Act, Encouraging the Heart, Modeling the Way, and Inspiring a Shared Vision. The research was guided by the following research questions:

1. To what extent do leadership practices differ according to the ethnicity and gender of the leaders?
2. To what extent do leadership practices reported by presidents and deans administrators differ from those reported by their observers?
3. To what extent do perceptions of real leadership practices differ from perceptions of ideal leadership practices?
4. Is there a significant difference between leadership practices, leaders’ current position and leadership practices and leaders’ years at community and junior colleges and leadership practices?
5. To what extent do leaders’ educational levels differ from observers’ educational levels according to leadership practices?

Limitations of Study

The purpose of this study identified “real” and “ideal” leadership practices of presidents and deans according to ethnicity, age, gender, education, years in current position, and years at community and junior colleges. Possible limitations of the study will be the following:
1. The study included community and junior colleges presidents and deans in Mississippi; therefore the study may not be generalizable to community and junior colleges in the nation.

2. Respondents may be more concerned about anonymity.

3. Respondents may take the survey in an uncontrolled setting,

4. Some respondents may not be “web-savvy”, possibly limiting sample size and the ability to generalize, and possibly increasing invalid or incomplete data.

5. Entry level administrators, universities, proprietary schools, and private schools may not be generalized.

6. The observers may not have witnessed the leaders in different situations to comment about leadership style.

7. The survey used a ten-point Likert scale, but it did not give the option of “No opportunity to observe.”

8. The “Glass Ceiling” may affect the reliability of the survey.

   According to Ayman, (1999), “the Glass Ceiling prevents qualified individuals from advancing and reaching their potential within their organization because of invisible, inappropriate barriers” (p. 5).
Definition of Terms

- President - The chief executive officer of a government, corporation or association (Webster’s Dictionary and Thesaurus, 1999 p. 197).

- Dean - Midlevel academic leaders positioned to carry out the day to day business of the colleges for the future of community college (Shults, 2001).

- Leadership is based on influence; leaders and followers are the people in the relationship; leaders and follower intend real changes; leaders and followers develop mutual purposes (Rost, 1991).

- Minority - “is a group of people who, because their physical or cultural characteristics, are singled out from others in a society for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination” (Feagin, 1989 as cited in Gillett-Karam, Roueche, & Roueche 1991, p. 77). These include: African Americans, Asians, and Pacific Islander, Hispanic and Spanish-speaking Americans, Native Americans” (p. 77).

- Transformational Leadership - occurs when “leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, as cited in Rost, 1991).

- American Association of Community Colleges (AACC) - The American Association of Community Colleges represents over 11 million students and 1,200 institution granting two years associate degrees. Also, international institutions are represented throughout the world.
- Mississippi Association of Community Colleges Junior Colleges (MACJC) - The Mississippi Association of Community and Junior Colleges is the Presidents association for the statewide systems.

- State Board of Community and Junior Colleges (SBCJC) - The State Board of Community is an advocacy board for the fifteen community and junior colleges in Mississippi.


CHAPTER II

REVIEW OF LITERATURE

The Nation’s First Junior College

In 1901, Joliet Junior College in Joliet, Illinois became the nation’s first junior college. Established as an addition to secondary education, this institution was made education accessible to all individuals (Vaughan, 2000). According to Vaughan, “Many people never would have attended college were it not for community colleges and their commitment to open access admissions” (p. 1). With the establishment of a majority of the nation’s community colleges following Joliet’s lead from 1901 to 1960, many of those “rich traditions”, as it relates to leadership practices in postsecondary education, were passed down to community college leaders, faculty, and staff, as well as to businesses and communities (Community College Fact Sheet, 2004 as cited in Fulton-Calkins & Milling, 2005). Throughout the history of the American educational system, community colleges have been a leading force in maintaining a structural organization that aid in the developing the infrastructure of higher education, as well as the communities in which they serve (Gleazer, 1980, p. 88 as cited in Carlan & Byxbe 2000, p. 27). Today, the mission of community colleges may differ depending on the needs of the community; nevertheless, the community colleges remain deeply “rooted in the American belief system that adhere
to goodness, worth and ability of the common person” (Cain, 1999, p. 112). Vaughan (2000) stated the mission as:

- Serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students,
- Providing a comprehensive educational program,
- Serving the community as a community-based institution of higher education,
- Teaching and learning, and
- Fostering lifelong learning (p.3).

More specially, the nation’s first junior college set a pathway for other states to promote equal opportunities for an education through a profound mission for individuals who were underrepresented, such as students of color, women, and other individuals from all backgrounds.

Mississippi’s Community and Junior Colleges

During this same era, Mississippi’s Senate Bill 251 established the state’s first two junior colleges in 1922. Pearl River County Agricultural and Hinds County Agricultural High Schools took the lead in extending Mississippi’s education base and broadened their curriculum to include the first year of college work. Three years later, Holmes Junior College and Mississippi Gulf Coast Junior College joined the postsecondary education effort. One year later, Mississippi Delta Junior College opened its doors.
From 1927 to 1929, seven more junior colleges were established: East Mississippi Junior College, Jones County Junior College, Northwest Mississippi Junior College, Copiah-Lincoln Junior College, East Central Junior College, and Southwest Mississippi Junior College. Before the year of 1928, funds were allocated by board of supervisors to agricultural high schools for the freshman year and sophomore year of college work.

These 11 junior colleges made up Mississippi’s “original” junior colleges, and Mississippi Senate Bill No. 131 “set up a commission to control this new group of ‘borning’ institutions known as the Commission of Junior Colleges” (Young & Ewing, 1978, p. 3). More than 10 years after this creation, four colleges were organized to meet the increasing needs of returning veterans during the war years (1942-1952): Itawamba Junior College, Northeast Mississippi Junior College, Coahoma Junior College and Utica Junior College.

Fifty years passed from the inception of the state’s first community college, and in 1972, Meridian Junior College was established as the state’s only public junior college organized by a municipality. These and many other accomplishments in establishing and maintaining effective two-year institutions of higher learning over the 50-year period have developed exemplary leaders in Mississippi and beyond.

From 1922 to 1932, junior college leaders were faced with complex issues such as the Great Depression, budget cuts, low salaries, and limited resources. Despite these difficulties, public junior colleges pressed forward to make significant strides in post-secondary education. Young and Ewing (1978) referred to the second decade (1932-1942) as “the years of struggle” due to a lack of funds needed for additional buildings and
equipment; nevertheless, “tragedy did not weaken the courage and the spirit of the junior college presidents, faculties, students, and officials” (p. 17).

Perhaps the third decade (1932-1942) was the most impressive era for public junior colleges in Mississippi. Because the United States was at war, enrollment at public junior colleges dropped drastically. Nevertheless, public junior colleges remained and were able to provide valuable resources to the returning veterans after the war, such as personal counseling and guidance. “It was an era…that the junior colleges strengthened themselves to go forward in service to veterans, as well as to all others who were seeking admission at their doors” (Young & Ewing, 1978 p. 34).

Young and Ewing coined the fourth decade as “The Maturing Years” (1952-1962). Ewing and Young stated, “The Mississippi junior colleges had established themselves as leaders in higher education on the state and regional levels and were participating in all areas of development of the junior college movement on a national basis” (p. 35). The leadership of the Mississippi public junior colleges geared its goals towards the needs of the students and community in which it served. The public junior colleges were growing academically as well as numerically, and leaders soon recognized that a lack of funds hindered individuals from pursuing a college degree or receiving vocational training beyond high school. Therefore, the leaders of the public junior college found that many students were not able to attend the college because of financial difficulties. The leaders realized that individuals wanting to attend college had a desire to pursue an education beyond high school so they maintained their ‘open door policy’ which provided any high school graduate an opportunity to enroll in college work. They
concluded that low-priced, easily-accessible institutions would provide education to many who wanted to continue their education.

The fifth decade, “Years of Growth and Vision,” from 1962-1972, signified growth and continued purpose. The leaders continued to ensure the future of the public junior college mission through networking with local boards of trustees, conducting yearly meetings with the Mississippi Junior-Senior College Conference, and allocating support from county and federal governments (Young & Ewing, 1978).

In encountering and surviving the numerous challenges that occurred, junior college presidents collectively developed into effective leaders during the fifty year period of growth, and they exhibited remarkable leadership skills. Although the past leaders will always teach the essence of effective leadership, future leaders innovative leadership practices will needed to combat the challenging issues such as an increase in population, lack of funds, more advance technology, industries needing more trained workers, and globalization.

**The President’s and Dean’s Leadership Role**

The community college arena is a multifaceted organization that promotes educational opportunities for individuals from all backgrounds. Even though, this multifaceted organization is facing many challenging, the role of the president has changed dramatically since the beginning. According to Tillery and Deegan (1985 as cited in Townsend, 1995, p. 72), “the community college president is the chief officer of a respective college and is responsible for executing the vision and mission of the college.” Historically, presidents were known as “deans” until the junior colleges
assumed independence in the 1950s. Under this assumption that the role of president demanded more responsibilities, many anticipate both titles being needed.

Pierce 1951 (as cited in Townsend, 1995) stated:

“It appears, then, that junior colleges are coming more and more to having two general administrative officers, a chief administrator most often called the ‘president’ and a second in command called the ‘dean’: and with the line and staff administrative organization, the other administrative officers are usually co-ordinates of equal rank serving under the leadership of the president and dean” (p. 72).

According to Vaughan (1989b), presidents emanated from different backgrounds such as “public school administrators, four year institutions, graduate school, and technical schools, and within the community college rank” (p. 2). The presidents made significant contributions to establishing the purpose of the community colleges. As a contrast to today’s community college presidents, the ‘founding’ presidents during 1960s and 1970s focused their abilities toward developing a mission that would promote educational opportunities for all individuals. Vaughan stated:

The founding presidents were active individuals with little time for reflection. Riding the crest of a movement that took all their time and energy, they had little of either to devote to the future, to reflection; every minute of every day was devoted to building colleges and selling the mission to legislators, the faculty, and the public, often simultaneously (p. 2).
 Vaughan advocated that the role of president is an educational leader, in that they decided what should be taught and what should be learned. He furthered advocated “a successful president of the future must spend more time creating a vision for the institution and identifying trends and issues in the broader society that will affect the vision” (p. 33).

Nevertheless, these leaders indicated that they are not ready to deal with part of their jobs, such as: fundraising, financial management, and working effectively with the governing board (Shults, 2001). Perhaps one of the most prominent roles of a community college president is being a mentor. In VanDerLinden’s (2005) study, Learning to play the game: Professional development and mentoring, these administrators indicated that their mentors assisted them in their careers and obtaining their position. These mentors provided insightful knowledgeable information to help them move up the ladder. More specifically, since a high percentage of presidents and faculty are retiring; more women will have the opportunity to redefine the term leadership.

Although the founding presidents’ roles have provided a blueprint for community college presidents today and in the future, “today’s leaders need to understand and acknowledge that the role of the president is ill-defined and often lacks a focus” (Vaughan, 1989, p. 16).

The term of the president at community and junior colleges was outlined in Mississippi Code § 37-29-61, which states; “The executive head of a junior college shall be the president of the college who shall be selected by the board of trustees for a term
not to exceed four years.” The president’s power and duties are further explained in Mississippi Code §37-29-63, which reads:

The president of any community/junior college or such other person designated or authorized by the board of trustees, shall have power to recommend to the board of trustees all teachers to be employed in the district. The president may remove or suspend any member of the faculty subject to the approval of the trustees. He/she shall be the general manager of all fiscal and administrative affairs of the district with full authority to select, direct, employ, and discharge any and all employees other than teachers; however, the board may make provisions and establish policies for leave for faculty and other key personnel. The president shall have the authority, subject to the provision of Section 37-29-1 to 37-29-273 and the approval of the trustees, to arrange and survey courses of study, fix schedules, and establish and enforce rules and discipline for the governance of leaders and students. He/she shall be the general custodian of the property of the district (Mississippi Code §37-29-63; §37-29-1; §37-29-273).

The leadership roles of community college presidents were transformed from 1970s to the early 1990s. While the presidents of the first 50 years exhibited exemplary leadership skills in spite of development, adversity, and growth, the next era of leadership learned from the past and simultaneously embraced the future with new and innovative ideas, such as incorporating technology into the curriculum, increasing student diversity,
and providing training to skilled workers. Even with this progression, community colleges faced many obstacles, ranging from inflation to shortage of funds (MACJC, 2007; Young & Ewing, 1978).

Vincent (2004) summarized knowledge, skills, and values of an effective community college president. A leader must have the following:

**Knowledge**

- Community
- Institution/Organization
- Self
- Job
- Organizational Management

**Skills**

- Resource Management
- Communication
- Problem Solving
- Relationship Building
- Strategic Planning
- Time Management
- Interpersonal

**Values**

- Diversity
- Ethics/Integrity
Learning

Other Characteristics

- Emotional Intelligence
- Sense of Humor
- Adaptability/Flexibility
- Work-Life Balance
- Humility
- Optimism
- Intellectual Curiosity (p. 11)

Presidents and deans are faced with many complex issues in the 21st century. Boggs (2003) noted that community college leaders are seemingly always defining their core values. Boggs also noted that preparing these leaders to lead in the 21st century will be a challenge within itself.

Gillett-Karam (1999) found when department chairs in community colleges are faced with challenges and demands; they assume two roles, administrators and faculty. These leaders assume the role of managers who execute the day to day operation of the college. In a study, Gillett-Karam, et al. (1999) interviewed several presidents about their perceptions on the role of mid-level administrators and department chairs at their institutions. The author found these presidents valued and respected these positions, and concluded “none of the presidents included here could imagine a system without this critical position, which they have dubbed the ‘front-line position’ at the college” (p. 45). The study revealed these positions required a lot of responsibility, and individuals
wanting to become department chair may be subjected to “burnout and limited pathways for chairs and division deans” (p. 46).

Although there is no outline for presidential traits or skills for these leaders to be effective, Vaughan (1986) characterized skills and attributes of a population of 75 successful leaders and ranked them on a 3 point Likert scale, ranging from 3 as “of extreme importance, 2 as of considerable importance, and 1 as of little important” (p. 186). These leaders consisted of presidents who completed the Leadership Survey. He concluded integrity, good judgment, courage and concern for others received the highest rating. The lowest rating, but of considerable importance of presidents attributes and skills was charisma. Other attributes and skills ranked higher than charisma were flexibility, philosophy, loyalty, energy level, optimism, excel, humor, health, ambiguity, intelligence, social ease, and curiosity (p. 186). Vaughan and Wesiman 1998, as cited in Shults, 2001, p. 8) identified presidential skills for effective presidents. They are as follows:

- ability to bring a college together in the governing process:
- ability to mediate
- having a good command of technology
- maintaining a high level of tolerance and ambiguity
- understanding and appreciation multiculturalism
- building coalitions (p. 8).

Furthermore, the American Association of Community College 2001 survey stated that future leaders will need to allocate funds for the college, be familiar with the
ever-changing technology, and have more acquired knowledge of the needs of the community in which it serves.

**Description of Leadership Practices**

There is a plethora of information and research on leadership. Many researchers have expanded on the term leadership, for example, in Bass’s (1981) revised and expanded edition of *Stogdill’s Handbook of Leadership: A Survey of Theory and Research*, it is noted, “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (p. 7). Although leadership and management are similar, the concept of these two areas differ (Kotter, 1990). The difference between leadership and management will be discussed later in the chapter.

According to Northouse (2004) “Effective leadership is in high demand” (p. xi). Northouse defined leadership “as a process whereby an individual influences a group or individuals to achieve a common goal” (p. 3). Northouse also explained that leadership involves a “transactional” experience between the leader and his or her followers in which the leaders encourage and motivate a group of people to accomplish goals. On the other hand, transformational leadership occurs when both leader and followers are raised to a level of motivation and enlightenment. Johnson (2005) suggested that ethical issues are of essence when discussing leadership. He further argued that “unlike animals, which seem to be driven largely by instincts,” people have the abilities to make choices for “how they want to influence others” (p. 6). To persuade others to accomplish a task, human beings can use rewards or punishments to influence followers.
As leadership relates to business, Kotter (1988) described effective leadership “as leadership that produces movement in the long-term best interests of the group” (p.5). Perhaps one of the best examples of effective leadership in business is Lee Iacocca. The author attributed Iacocca’s success to his ability to execute a vision and implement a plan that increased the growth of Chrysler through networking with various groups of people. Bennis and Townsend (1995) denoted that “…leadership is unique to each person. Neither science nor formula will produce a leader; leadership is a matter of character” (p. 13). Bennis and Townsend also conveyed that a good leader foregoes personal goals for the benefit of others, has intelligence and the ability to communicate effectively with others, adheres to the followers’ wishes, and “acts like an emperor…as well as a cheerleader, coach…” (p.16) Nevertheless, a leader must stay focused and be resilient, regardless of negative criticism.

Goldman, Boyatzis, and McKee (2002) advocated that a leader’s main goal should be to encourage subordinates to feel good about his or herself. They further argued these feelings of emotions “drive resonance, and thus performance…” (p. ix). Not only does intelligence make a leader, a leader carries out his or her vision by “motivating, guiding, inspiring, listening, and persuading….“ (p. 27).

Frigon and Jackson (1996) advocated that “leadership begins with self-leadership” (p.15). Self-leadership involves finding out what you are passionate about and identifying goals, “then develop the fire within” (p. 15); therefore, the leader will be able to ignite a fire within people, thus accomplishing the task set forth.
Bolman and Deal (2003) suggested that effective leadership incorporates four frameworks: (1) structural frames serve as a roadmap for leaders and followers by outlining expectations; roles and relationships are recognized (2) human resources frames assist leaders to motivate and inspire followers; (3) political frames identify conflicts associated with leadership; and (4) symbolic frames represent culture, ideas, and experience. Leaders who learn to integrate these four frames in situations are effective leaders (p. 16-17).

**Characteristics of an Effective Leader**

The phrase “Never Grab a Bull by Its Tail” has been used to describe leaders engaging in a leadership position without any type of leadership model, approaching leadership without a plan or guide. You cannot grab a bull by its tail because you cannot stop it. It would be difficult, and no progress would be made. As this phrase relates to leadership, it suggests that one must have effective leadership principles, skills and traits; “therefore, one must constantly challenge him or herself, challenge systems, and challenge others to act” (Frigon & Jackson, 1996, p. vii).

Leaders must be able to withstand difficulties and challenges, if they are to become successful leaders. Frigon and Jackson identified eight leadership principles that will assist in overcoming these challenges: (1) Integrity; (2) Constancy of purpose; (3) Effective Communication; (4) Teamwork; (5) Responsibility, accountability, and authority; (6) Effective resources management; (7) Positive mental attitude; and (8) Fact-based decision-making (p. 19-20).
Frigon and Jackson also identified nine leadership traits in which community college leaders should possess: (1) Controlled emotion; (2) Ethical behavior; (3) Adaptability; (4) Sound judgment; (5) Initiative; (6) Endurance; (7) Courage; (8) Dependability; and (9) Desire (p. 29-30). These leadership principles, traits, and skills serve as a blueprint for becoming an effective leader, and they allow leaders to empower others to accomplish goals set forth.

In Bennis’s book (1989), *On Becoming a Leader*, he identified the “basic ingredient of leadership” (p. 39). First, “guiding vision” (Bennis, 1989 p. 39) ensures the leader knows exactly what his or her vision is and deals with adversity as it arises. A leader has a plan and knows how to implement and achieve a vision. Second, “passion,” motivates and excites the leader. “A leader loves what he or she does” (p. 39) and this love for his or her career can influence others to accomplish their goals.

Third, “integrity involves self knowledge, candor, and maturity” and a leader must know his or herself before he or she is able to lead (p.39). He or she must be able to recognize personal strengths and weaknesses. He or she must be able to deal with flaws and build upon personal attributes. Next, “candor” involves abiding by principles. Perhaps, the most crucial of these, is gaining rapport from followers. Last, “curiosity and daring” allows a leader to take risks (p.39). A leader is not afraid to take chances, and he or she welcomes innovative ideas and learns from adversity. By having adversity, a leader can find new ways to incorporate new ideas and resolve conflicts.

Bennis (1997) also noted in his book “*Managing People Is Like Herding Cats,*” that by having knowledge of who they are, risk takers constantly acquire knowledge, and
gain knowledge from adversity as part of the ten traits of dynamic leaders. First, he advocated that leaders should be “open to feedback,” in that “effective leaders develop values and varied sources of feedback on their behavior and performance” (p. 90). A second trait, “concentrate at work,” describes leaders who focus only on the mission and goals of the organization as effective leaders.

Third, “balance and tradition and change,” helps leaders learn from the past and incorporate traditions, while welcoming change at the same time. Fourth, “open style,” refers to having a relationship with administrative staff so they feel comfortable discussing issues and conflicts. Fifth, “work well with the system,” refers to networking with others to get things done. Last, “serving as role models and mentors,” shows others what to do and what not to do when making decisions and offers learning experiences for others (p. 91-93).

**Gender Differences in Leadership**

Male leadership behaviors have dominated institutions of higher learning, and Chliwniak (1997) revealed that there is a gender gap as it relates to leadership among colleges and universities. The author focused on women’s leadership status and discussed factors contributing to the gender gap issues. Factors included “(1) affirmative action/reaction, (2) curriculum and scholarship: the perpetuation of the gap, (3) women faculty and tenure, (4) women’s studies and feminist scholarship, (5) pedagogy, (6) personal family and career issues, (7) sexual harassment, (8) the wage gap, and (9) evaluations of occupational prestige” (p. 14-39). Chliwniak concluded that institutions of higher learning need to become aware of their surroundings and provide an atmosphere.
of equality between genders. Chliwniak also noted that women should work together to fight inequalities. Desjardins (1989) addressed gender differences in her study from the theoretical viewpoints of David McClelland, Lawrence Kohlberg, and Carol Gilligan. In Carol Gilligan’s study, *In a Different Voice*, challenged gender differences. As an extension of Lawrence Kohlberg’s study of moral reasoning, Gilligan expounded upon her work by addressing real life moral situations with a sample population of women. Gilligan discovered a new way to view morality and found that women did not adhere to Kohlberg’s theory, which was based on male responses. Desjardins concluded in her study that gender differences do exist when assessing competencies among male and female CEOs. These findings suggested that women in higher education view the world differently than their counterparts. Nevertheless, Young (2004) found that when an institution of higher learning is going through changes administrators exhibit both transformational and transactional type behaviors.

Middlehurst (1997) identified two conclusions on women and leadership. According to Middlehurst, leadership and gender go hand in hand, and the root of leadership is associated with masculine-type behaviors such as “command and control, autocracy and dominance, personal power or charisma, decisiveness, initiative and courage” (p. 13). Secondly, the concept of leadership and gender is stereotypical, and some studies have proven that there are no differences in gender and leadership style.
Stereotypical Characteristics of Male and Female Leaders

The Trait Theory suggests that individuals are born with “innate” abilities to lead (Bryman, 1992). According to Dixon (1993, as cited in Gregg 2004), stereotypical characteristics for men are:

- They operate by power and control.
- Their universe is held together by the sense of hierarchy.
- Their only difference between people that matter is “who’s winning”?
- They believe competition is vital.
- They feel that action and achievement mark progress.
- They believe that pay check size is a crucial bench mark of success.
- They talk about facts, actions, abstract ideas, and the big picture.
- They don’t listen much.
- Their chief goal is dominance; failure is their chief fear.

Dixon also suggested several stereotypical characteristics for women:

- They operate by creating links with people.
- Their universe is held together by a network of relationships.
- They want to minimize the status between themselves and others.
- They desire a sense of being part of an overall community.
- They believe everyone can make a contribution.
- They seek intimacy and involvement with other people.
- They are interested in feelings, people, relationships, and detail.
- Listening is one of their principle skills.
- Interdependence is their chief goal; isolation is their chief fear (p. 63-64).

**Gender, Age, Education, and Leadership**

Barbuto, Fritz, Matkin, and Marx (2007) conducted a study using a Multi-factor Leadership Questionnaire and Yukl’s Influence Behavior Questionnaire based on gender, education, and age, as well as on leaders’ use of influence tactics and full range leadership behaviors based on 56 leaders and 234 followers. The study indicates a small relationship between gender and leadership behaviors. The study also found distinctions between the interaction of gender and education that yields differences in leadership behaviors.

**Characteristics of Leadership and Management**

The term “leadership” has brought about much literature in the 20th century, in that leadership is somewhat difficult to define, but when in the presence of leadership, one will be able to recognize it (Bennis, 1989). Beginning in the 20th century, numerous leadership theories emerged. They included: Innate Theory, Group Theory, Trait Theory, Behavior Theory, Contingency/Situational Theory, and Excellent Theory. To discern the differences, Bennis and Townsend (1995) stated, “Leaders are people who do the right thing, and managers are people who do things right” (p. 6). Leaders are visionaries, goal-oriented, objective, trustworthy, and possess integrity, whereas managers operate daily to produce the desired product. Bennis and Townsend further distinguished between the two by stating:
• The manager administers; the leader innovates.
• The manager is a copy; the leader is an original.
• The manager maintains; the leader develops.
• The manager focuses on systems and structure; the leader focuses on people.
• The manager relies on control; the leader inspires events.
• The manager has a short view; the leader has a long-term view.
• The manager asks why and how; the leader asks what and why.
• The manager has an eye on the bottom-line; the leader has an eye on the horizon (p.6-7).

According to Kotter (1990), although leadership and management are similar in definitions, differences exist between two. Similarities between the two involve making decisions, establishing networks, and providing individuals with the resources needed to accomplish goals. Differences between the two occur in “planning and budgeting of management that focus on time frames ranging from a few months to a few years, on details, on eliminating risks, and on instrumental rationality” (Kotter, 1990, p. 6). In contrast, leadership is concerned with establishing long term goals; leaders are not afraid to go out on a limb, and leaders value other opinions.

Kotter further noted that leadership and management differ in two main functions. The first can produce useful change; the second can create orderly results which keep something working efficiently” (p.7). Rost (1991) noted that leaders have behaviors like managers; however, a leader clarifies relationships with colleagues and establishes long-
term goals; they are not afraid to go out on the limb in regards to meeting the needs and
goals of the organization. Unlike managers, leaders focus on the here and now, day-to-
day operations, short-term goals, power over subordinates, goods and services, and reality.

Ways Women Lead at Community Colleges

According to Gillett-Karam (2001), evidence of female leaders at community colleges will increase in the 21st century. The four-year universities have barely studied female leaders, yet the number of female leaders at two-year institutions has risen (American Association of Community Colleges Directory, 2003).

Evans (2001) stated:

Because women have seldom had the luxury of determining the constraint in their environments, they have tended to accept the constraints of the situation they faced and have moved on to achieve their goals in spite of situational constraints. The environment described for the community college of the future portrays a situation that demands can-do people, adaptable to whatever faces them, not individuals who demand that the world fit their traditions and habits (p. 192).

Giannini (2001) advocated that women’s’ persona makes them suitable to adjust to the changing dynamics of the community college setting. She further stated that “because of their innate skills and abilities, women often move into the leadership role in this new world of work with greater ease than some of their male counterparts” (p. 205). As women become “change agents,” (p. 206) they must make use of their talents and
skills to move the college forward by incorporating their attributes into making the college a success.

A study, *Female Community-College Presidents: Effective leadership patterns* behaviors examined Kouzes and Posner’s five practices of exemplary leadership: Modeling the Way, Inspired Shared Vision, Challenging the Process, and Enabling Others to Act. In a sample population of 126 CEOs from community colleges, the author found there were no significant differences among rural, suburban, urban, and inner city community college presidents and the five leadership patterns. The study further revealed that female community college presidents varied in their leadership patterns according to race, ethnicity, experience, and educational attainment. The study also showed that leadership behaviors among presidents and the amount of full-time students enrolled were significant (Stewart-Stout, 2005).

In Evans’ (2001) study, *The World on Our Backs* described how women can redefine leadership at community colleges in the informational. She furthered advocated that women can take the community college arena into the 21st century.

DiCroce (1995) identified several actions women presidents at community colleges should advocate. These are as follows:

- Initial break down of institutional gender stereotypes,
- Penetrate institution’s power structure and redefine its sense of power;
- Use power of office to alter gender-related institutional policy,
- Raise collegial consciousness and initiate collegial dialogue on gender and related issues, and
• Become an active player for public policy development and debate beyond the college level (p. 85-88).

**Minority and Leadership**

According to The Chronicle of Higher Education (2001, as cited in Valverde, 2003), “Higher education student enrollment is projected to reach 17 million by 2011 or a 400% increase since 1965” (p. 4). During the Civil Rights movement, people of color overcame adversity, and as a result, the faces of predominately-white colleges and universities changed by representing more diversity and ethnicity. Valverde examined minority leadership from a psychological and social perspective. Valverde noted:

True leadership behavior exhibited by people of color in America’s institutions of higher education typically promotes change. They are agents of change. If people of color are not managing change, then they are not likely to be providing leadership. They are in their role as tokens. They are maintaining the status quo, which is the uneven field and all that is associated with this unfair arena (p. 7).

Valverde asked the question, “What is the target of change? It is what has existed and is currently in place: policies and practices that have been mostly detrimental and exclusionary to people of color” (p. 7). He offered reasons why “conservative institutions” hinder progress of any leader, regardless of race, ethnicity, or gender. From a psychological perspective, reluctance is based upon the loss of power, lack of acceptance of a person of color’s values, and because of the changing demographics.
Vaughan (1989b) stated, “Minority presidents are important to the current and future status of the community college in the United States” (p. 87). He further stated that minority presidents must help in shaping the future leaders of tomorrow by being a role model for their race or ethnicity. Nevertheless, when a minority is on his/her way to community college presidency, they still encounter stereotypical images. Vaughan’s survey of 46 African-American community college presidents found that “some governing boards view them as being suited to lead urban, predominantly black institutions, but not predominantly white ones” (p. 88). A majority of the respondents’ revealed that the “affirmative action” plan aided them in becoming president.

Phelps and Taber (1997) studied African-American presidents at community colleges in the United States. A sample population of 61 African-American presidents, identified by the Leadership Program in the Department of Educational Administration at The University of Texas at Austin, concluded: (1) there are small increases in African American community college presidents over the past decade, and African American presidents were underrepresented among their constituents; (2) male African-American presidents will become president before African-American women, and African-American women will become president before Caucasian women, yet African-American men, African-American women, and Caucasian women are underrepresented in their population; (3) a majority of presidents hold a terminal degree; (4) on the way to the presidency, most of them go through the traditional pipeline; (5) there was a decrease in the number of African-Americans graduating with doctoral degrees in K-12 and university leadership; (6) they are dedicated to community involvement and leadership;
(7) they lead colleges with a high proportion of African-American students; and (8) many states do not have African-American community college presidents.

The community college arena has already been identified for having a diverse population among students and women; the number of minority administrators has increased significantly. Community colleges are creating community college leadership programs and implementing leadership practices to address and promote diversity among their faculty and student populations.

**Leadership within the Community College**

The continued success of community colleges depends on the effectiveness of the leadership. According to Wharton (1997), “effective community colleges are those that satisfy, preferably, the key stakeholders they serve, which includes, students, faculty, staff, and the community” (p. 15). Leaders must be aware of their behaviors and how their behaviors affect others. Leaders, who may not be aware of their actions, may result in a subordinate’s loss of self-confidence, their ability to be a productive team member, and the lack of fulfillment among the stakeholders.

Wharton identified leader behaviors that created an environment of negativity through detailed scenarios to identify their weaknesses. As a result, a positive environment for individuals to successfully complete their tasks was built. Wharton addressed the issue of leadership by the behavior of the leader. He examined the “root of what leaders feel and how they act it out,” which in turn can affect the atmosphere of the campus, negative or positive (p. 16). A positive atmosphere constitutes a healthy environment that ensures nurturing, building rapport, encouraging and motivating others,
and taking responsibility for his or her actions, therefore, these characteristics will be a
reflection of faculty, staff, and students.

On the contrary, if a leader’s behaviors show he or she cannot deal with a
negative atmosphere, and then it will also reflect his or her leadership qualities. Unless
presidents are truthful about how they view leadership and change, they will not be able
to deal with the adversity community colleges are facing in the 21st century. However, in
a study by Vaughan (1986), he suggested a president’s behavior “set the climate of an
institution along with other duties designated by him” (p.58). Successful presidents
motivate others to carry out the mission and goals of the institution.

Eddy (2007) concluded in her study that rural community college presidents build
relationships and networks with others to accomplish tasks. Leist (2007) revealed when
rural community college presidents focused on the eternal culture, they must have special
characteristics such as building reciprocity, being accessible to others, and being
knowledgeable about the culture background of the community in that he or she can deal
with the institutional demands of the college. Eddy (2005) found that presidents at
community colleges cognitively expound upon their leadership belief and defined them in
three ways. First, constructing a leader refers to a president’s perception of how
leadership is viewed as symbolic. Second, reflective leadership refers to how leaders’
leadership style is based upon learning from situations they encounter. Last, road maps
in the presidency refer to how leaders’ leadership style is based “on core elements of who
they were as individuals, augmenting their learning with each new context in which they
were placed” (p. 718).
Kouzes and Posner’s Leadership Practice Inventory

Kouzes and Posner (1987) expound on transformation leadership by introducing the Leadership Challenge. The Leadership Challenge encourages those everyday leaders to focus on their experiences that bring the best out in people to motivate them to perform at their best level possible. Kouzes and Posner (2003) advocated that ‘exemplary’ leadership is not designated to any particular person. “Leaders reside in every college campus city, and country, in every position and every place. They’re employees and volunteers, young and old, women and men. Leadership knows no racial or religious bounds, no ethnic or cultural borders” (p. 3). Kouzes and Posner focused on five leadership practices. They are

- **Challenge the Process** - Leaders search for opportunities by seeking innovative ways to change, grow, and improve. Leaders experiment and take risks by constantly generating small wins and learning from mistakes.

- **Encourage the Heart** - Leaders recognize contribution by showing appreciation for individual excellence. Leaders celebrate the values and the victories by creating a spirit of community.

- **Enable Others to Act** - Leaders foster collaboration by promoting cooperative goals and building trust. Leaders strengthen others by sharing power and discretion. Leaders help create a trusting climate by the example they set and through active listening.

- **Model the Way** - Leaders’ credibility is the foundation of leadership. Leaders demonstrate their intense commitment to the values they espouse
by setting an example. Modeling the Way begins with the clarification of personal values, and then it involves building and affirming shared values that all can embrace.

- **Inspired a Shared Vision** - Leaders envision the future by imagining exciting possibilities. Leaders passionately believe they can make a difference. Leaders are driven by this clear image of what an organization can become. Leaders enlist others in the dreams by appealing to shared values. They breathe life into visions. They communicate their hopes and dreams so that others clearly understand and embrace them as their own (Kouzes and Posner, 2003, p. 59-70).
CHAPTER III
METHODOLOGY

The purpose of this study is to examine the relationship between real and ideal leadership practices among presidents and deans at community and junior colleges in Mississippi. An SPSS analysis of multivariate and univariate was used to address the following questions. The researcher used a Pearson product-moment correlation to examine the relationship between current years in position and years at community and junior colleges. Drawing from a transformational theoretical concept, according to Northouse (2004) transformational leadership is viewed as a concept that changed individuals and encourage them to perform beyond their expectations.

Participants

The study involved two groups of participants. The first group was presidents and deans from community and junior colleges in Mississippi. For the purpose of this study, a president is defined as the CEO or chief officer, who supervises faculty and staff and executes the vision and mission of the college. The president is also a member of the Mississippi Association of Community and Junior Colleges. Dean is defined as a midlevel manager, who resides over day to day operations of the college, which include the following offices: admissions, student affairs, academic,
administration, workforce development, career and technical, financial aid and registration.

The researcher sent an invitation through mail to the chair person of the Mississippi Association of Community and Junior Colleges asking the 15 presidents to vote to give researcher permission to conduct the study at their community and junior college. An email message describing the study and inviting participation was sent to each participant along with the email address link for the online survey.

The second group included five observers of the leader’s leadership practices. The researcher randomly selected five observers by assessing each college website for faculty and staff email addresses. The observer was subordinates, some in equivalent position, committee members or individuals who had witnessed the leaders’ leadership practices.

**Instrumentation**

Copies of the cover letters and survey forms used in this study are provided in Appendices (A-F). The survey forms were developed online by the researcher at http://www.surveymonkey.com. The survey instruments were modified versions of the Leadership Practices Inventory-Self (LPI Self) and the Leadership Practices Inventory-Observer (LPI-Observer). The original Leadership Practices Inventory (LPI-self and LPI observer) was developed by Kouzes and Posner in 1988 and updated by Kouzes and Posner in 1997. The instruments were modified with the permission of the authors. The researcher also obtained permission from Brightharp to use her modified version of the instruments. The modified version of the LPI-Self included real and ideal leadership
practices of the presidents and deans and the LPI observer included real and ideal leadership practices of how the leader’s leadership practices should be ideally and how leader’s leadership practices are ideally. Each instrument examined five leadership practices which included six statements. Leaders and observers answered six statements, first as they relate to how leaders actually lead and second, how leaders should ideally lead. The researcher included demographic statements to fit her study. Demographic questions were asked of leaders as they relate to gender, age, ethnicity, highest degree earned, years in current position and years at community and junior college. Also, demographic questions were asked to observers as they relate to age, ethnicity, highest degree earned, years in current position, years at community and junior colleges, and relationship observer has with leader.

Many studies have been done using the Leadership Practices Inventory. The internal reliability of statements is highly correlated to one another. These five leadership practices scales consist of challenging the process, enabling others to act, encouraging the heart, modeling the way, and inspiring a shared vision. Kouzes and Posner (2003) stated:

All five leadership practices have internal reliability scores as measured statistically that are above .75 for the Self version, and all scores on the Observer version are consistently above the .85 level. Test-retest reliability scores are very robust and routinely in the .90+ range. Test showed no significant social desirability bias (p.11).
Kouzes and Posner (1995) noted:

Regression analysis was performed, with the leader effectiveness as the dependent variables and five leadership practices as the independent variables. The regression equation was highly significant (F = 318.88, p < .001). The leadership practices explained over 55 percent (adjusted R square = .756) of the variance around constituents’ assessments of their manager’s effectiveness (p.349).

Both LPI (Self and Observer) contains 30 statements ranging from “almost never” to “almost always” rated on a 10-point Likert-type scale and require no more than 15 minutes to complete. Six of the statements measure each of the desired leadership practices.

**Data Collection**

The researcher sent out email invitations to each of the president and deans who agreed to participate in the study. The study was conducted online; therefore, by completing and submitting the study, participants agreed to participate. The cover letter was sent by email explaining the procedures for the study. The researcher provided a code to each participant and a code to each observer connecting each observer to a leader. Information about participants was stored in a data file, secured at website http://www.surveymonkey.com. Information connecting code with participants was kept in a secured file, and all identifying information remained strictly confidential, and all responses reported on an aggregate level. The researcher checked the website once a week to follow up on responses. The researcher scheduled three email reminders during the timeframe allotted by researcher to complete the study for participants to respond.
A drawing for an Apple iPod Shuffle and books about leadership were offered as incentive to participants. If participants completed and submitted the survey, their names were entered (3 times) in a drawing (once) for a drawing for an Apple iPod and (2 times) for books about leadership. Leaders and observer had (3 chances) to win in the drawing.

Data Analysis

The data from this study was stored at http://www.surveymonkey.com. The researcher downloaded data from both survey forms (LPI-self and LPI-observer). The survey forms were downloaded into two separate excel files. The researcher merge excel files into Statistical Package for the Social Sciences (SPSS). After data was merged, the data had to be arranged to be analyzed to use SPSS. According to Gay (1996), SPSS is one the most popular statistical package, which provides programs for the use of running a variety of statistical analysis such as frequencies, t-test, and Analysis of Variance (ANOVA).

Data containing 30 statements include actual and ideal leadership practices of leaders and observers. On a 10 point Likert-type scale, ranging from almost never to almost always, represented the subscales on the LPI. The leader merged both forms (LPI- Self and LPI observer) of data. An SPSS analysis consisting of 30 statements regarding actual and ideal leadership practices yielded 166 variables, which contained respondents who completed and submitted the survey and six statements for each leadership practices scale, one for actual leadership practices and ideal leadership practices. Frequencies and percentages, means and standard deviation for the purpose of demographic variables were used to describe leaders and observers respondents. In
addition, age, degree earned, years in current position and years and community college were also included.

To determined internal consistency reliability, Cronbrach’s alpha, was used. A new set of data included ID numbers, age, ethnicity, degree earned, years in current position, and years at community and junior college consisted of 27 variables of both, leaders and observers. The researcher excluded each statement in the new data set. The new data set consisted of the mean scores for actual and ideal of five leadership practices. The researcher used selected cases in SPSS to distinguish from leader and observer. For each observation (in this case, each leader) the new data set contained 27 variables, as follows:

- Leader actual scores on five LPI scales (5)
- Leader on leader ideal scores on five scales (5)
- Means of her observer actual scores on five LPI scales (5)
- Means of her observer ideal scores on five LPI scales (5)
- Leader ethnicity (African American or Caucasian) (1)
- Leader gender (Male or Female) (1)
- Additional demographic characteristic of the leader (age, educational level, years in current position, years at community and junior college and ID number) (5)

The researcher used a multivariate analysis of variance (MANOVA) to explore main effects and interaction effects of categorical variables, ethnicity and gender on dependent variables. Also, the researcher used (MANOVA) because there are more than

44
one independent variables and dependent variables. The multivariate analysis of variance was composed of scores for the five leadership practice inventory. Each leader had an ethnicity (African American or Caucasian). One leader had an ethnicity of international; however, the researcher recoded ethnicity because of the small sample population and included ethnicity international into African American ethnicity. Each leader had a gender (male or female). The results showed a main effect for interaction involving five of the leadership practices, four were not significant and one was significant, (inspired a shared vision). The researcher performed a univariate analysis to test each five leadership practice scale separately. The researcher excluded gender in the univariate analysis, because the result showed no significant differences. The researcher used sample t-test to compare means for leaders vs. observers and for actual vs. ideal for all leadership practices scale. Also, the researcher used independent sample t-test to compare means for African vs. Caucasian leaders. An ANOVA was used to determine the differences between the within groups for highest degree earned of the leaders of actual and ideal leadership behaviors. Pearson product- moment correlation was used to determine the relationship between years in current position and years at community and junior college on the five leadership practices.
CHAPTER IV

RESULTS

The purpose of this chapter is to provide a detailed observation of the results accumulated from data collected from 15 community and junior colleges in Mississippi, in addition to the statistical analyses and conclusions from these institutions. The study examined the relationship between actual and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. These leaders were described by at least two observers who have witnessed their leadership practices.

This chapter is composed of two segments and several subsections. The first segment described the response rate and explained the demographic of the leaders, as it relates to (a) ethnicity, (b) gender, (c) age, (d) highest degree earned, (e) years at community and junior college, and (f) years in current position. The demographic of the observers is also comprised of (a) ethnicity, (b) age, (c) highest degree earned, (d) years at community and junior college, (e) years in current position, and (f) the association of the observer to the leader.

The second segment gives a detailed report of the responses to the Leadership Practice Inventory - Self and the Leadership Inventory - Observer. These responses were entered into Statistical Analyses for Social Science (SPSS, v. 15.0). The
researcher used a multivariate and univariate analysis to analyze responses that address the researcher questions in Chapter II. The researcher also used Pearson product-moment correlations to describe the relationship between leadership practices, years in current position, and years at community and junior colleges. An ANOVA was performed to determine the difference between the within groups for highest degree earned of the leaders of actual and ideal leadership behaviors. These questions address the relationship of real and ideal leadership practices to each other, the ethnicity and gender of the leaders, and to the group who is analyzing the leader leadership practices.

Participants

The researcher accessed the Mississippi State Board Community and Junior College Directory to find email addresses of presidents and deans at each institution. A total of 84 leaders email invitations were composed in an email invitation collector and sent out. Out of the 84 leaders’ email addresses, 5 e-mail addresses were classified as unsent/new, a total of 79 email invitations were sent out, asking them to participate in the survey. The survey of the leader was describe as (partial/completed) 51 (2/49), unresponded (28), opted out (5), and bounced (3). A total of 51 presidents and deans started the survey, 49 (96.1%) completed and submitted the survey. Of the observers, the researcher accessed each institution website and used random sampling to choose individuals by putting each subordinates, such as: co-worker, manager, and others email addresses on a slip of paper, in a hat, stirred them up, and then drew the email address of those to be in the sample. A total of 416 e-mail addresses were composed in an invitation collector and sent out. Out of the 416 observers e-mail addresses, 31 email addresses
were classified as unsent/new. The survey of the observer was described as (partial/complete) 199 (33/166), unresponded 186, opt out, (51) and bounced (5). A total of 385 observers email invitations were sent out to observers asking them to participate in the survey. A total of 199 observers started the survey, 166 (83.4%) completed and submitted the survey.

As stated earlier, leaders who have at least two observers who described his or her leadership practice were included in the study. Of the 49 leaders, 37 participants had at least two people describe their leadership practices. Of the 166 respondents, 98 observers also described at least two leaders’ leadership practices of the 37 leaders.

Description of Presidents and Deans

The characteristics of the presidents and deans who participated in this study are noted in Table 1. Out of the 37 leaders who were included in the survey, female population consisted of (26.3%) and male population consisted (71.1%). A low percentage of African Americans (7.9%) and International (2.6%) and a relatively high percentage of Caucasians (86.8%) respondents participated in the study. Presidents and deans who participated in the study had been in their current positions for an average of 2.38 years (SD = 1.738) and years at community and junior college average of 4.35 years (SD = 2.071). Leaders reported having the highest degree earned included doctorate (65.8%) and Master’s (23.7 %). A low percentage of leaders earned Post Master’s Certificate (7.9%). The highest percentage for age reported by presidents and deans ranged from 51-60(31.6%), 61-70(26.3%), 31-40 (21.1%), 41-50(13.2%), and 71-80(5.3%).
Table 1  Description of Presidents and Deans (N = 37)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>%</th>
</tr>
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<tr>
<td><strong>Gender</strong></td>
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<td>26-30 years</td>
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<tr>
<td><strong>Years at community and junior colleges</strong></td>
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<td></td>
</tr>
<tr>
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<td>5.3</td>
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Description of Observers

The description of the observers is depicted in Table 2. The majority of the observers identified themselves as Caucasian (82.7%). African Americans represented 13.3% and Hispanic/Latinos represented 1.0%. The observers who participated in the study have been in their current position an average of 1.89 years (SD = 1.180) and average years at community and junior colleges 2.68 years (SD = 1.518). The highest degree earned among observers is Master’s (41.8%), followed by Bachelor’s (19.4%), doctorate (18.4%) and other (13.3%). A low percentage of the observers hold Post/Master’s Certificate (3.1%). The highest percentage for age reported by observers ranged from 51-60 (30.6%), 41-50 (26.5%), 31-40 (25.5%), 61-70 (6.1%).

Table 2  Description of Observers (N = 98)

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<th>%</th>
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<td>4.1</td>
</tr>
<tr>
<td>21-25 years</td>
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<td>2.0</td>
</tr>
<tr>
<td>26-30 years</td>
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<td>1.0</td>
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<tr>
<td>Over 30 years</td>
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<td></td>
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<tr>
<td>Years at community and junior colleges</td>
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<td></td>
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<td>1-5 years</td>
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<td>24.5</td>
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<td>6-10 years</td>
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<td>11-15 years</td>
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Table 2 cont.

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<th>Percentage</th>
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<td>16.3</td>
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<td>4.1</td>
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<tr>
<td>26-30 years</td>
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<td>3.1</td>
</tr>
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<td>Over 30 years</td>
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<th>Highest Degree Earned</th>
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<td>Master’s</td>
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<td>3.1</td>
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<td>Doctorate</td>
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<table>
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<td>41-50</td>
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<td>71-80</td>
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<table>
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<th>Leader's Relationship</th>
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<td>Direct Report</td>
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<td>Co-Worker</td>
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</tr>
<tr>
<td>Other</td>
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<td>35.7</td>
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</table>
Figure 1  Description of Leaders Regarding the Total Number and Mean According to Ethnicity, Gender, Age, Degree Earned, Years at Mississippi Community and Junior Colleges, and Current Position

Figure 2  Description of Observers Regarding the Total Number and Mean According to Ethnicity, Age, Degree Earned, Years at Mississippi Community and Junior Colleges, and Current Position
Responses to the Leadership Practices Inventories

The researcher gained permission from Kouzes and Posner to use their 1997, 3rd editions of the Leadership Practice Inventory, LPI-Self and LPI-Observer. The researcher also gained permission from Brightharp to use her revised version of Kouzes and Posner (1997), 3rd editions of the Leadership Practice Inventory, LPI-Self and LPI Observer. Brightharp’s revised versions were adapted to include real and ideal leadership practices described by the leaders and his or her observers. The researcher revised the demographic statements to describe her study. (See Appendix D & F). Thirty-eight leaders who participated in the study completed two version of the LPI-Self, one describing their actual leadership practices and one describing their ideal leadership practices. Ninety-eight observers who participated in the study, also completed to forms of the LPI-Observers, one describing the leaders actual leadership practice, and one evaluating practices: challenging the process, enabling others to act, encouraging the heart, modeling the way, and inspiring a shared vision. A ten point scale was used to measure the five leadership practices ranging from 1= Almost Never to 10 = Almost Always. Each leadership practices assess six leadership statements and the sum of scores for the six statements ranged from 6-60 for each scale.

Reliabilities of Survey of Scales

Cronbrach’s alpha was used to analyze the reliabilities of the six statements for each scale. Table 3 summarized the alpha coefficients for the five leadership practices inventory scale. Each leader completed the five leadership scale (twice), assessing a 20 LPI scale ranging from almost never to almost always (5 LPI-self and 5 LPI actual),
likewise, the observers completed 6 statements (twice), assessing a 20 LPI scale ranging almost never to almost always (5 LPI-self and 5 LPI actual). In assessing the reliability coefficient for the leaders’ leadership practice inventory scales, the LPI self scores range from (LPI-actual .50 to LPI- Ideal .97). A difference of .47 was found between Inspiring a Shared Vision and Encouraging the Heart. For LPI-observer, the scores range from LPI-actual .88 to LPI-ideal .95. In addition to the reliability survey of scale, the LPI – observers’ scale has relatively high scores because of the total number of sample population (N= 98). This is mainly due to the number of respondent responding to the 6 statements used to determine the reliability of the five leadership practice. Whereas the reliability scores for LPI-self, the total sample population (N= 37) displayed relatively low scores, due to the fact, only one leader evaluated his or her leadership practices.

The Mean and Standard Deviation are depicted in Table 4. The researcher performed a univariate analysis procedure to find the mean and standard deviation for each leadership practice inventory (LPI-Actual and LPI-Ideal). Analyzing the leaders’ actual leadership practice inventory, the lowest means existed between leadership practice inventory scales, Challenging the Process, (M = 46.48) and Inspiring a Shared Vision, (M = 47.08). The lowest means among the observers were Challenging the Process (M = 43.07) and Inspiring a Shared Vision (M = 45.03). Analyzing the leaders’ ideal leadership practices inventory, the lowest means existed among leadership practice inventory scales, Inspiring a Shared Vision (M = 52.91), Challenging the Process (M = 53.02), and Enabling Others to Act (M = 49.83). As noted, the highest means reported by leaders in analyzing the actual leadership practice inventory scales were Modeling the
Way, (M = 51.51) and Enabling Others to Act (M = 49.83). The highest means reported by observers were Enabling Others to Act (M = 48.86) and Encouraging the Heart (M = 48.86). The highest mean reported, for leaders on LPI-ideal were Encouraging the heart (M= 55.72) and Modeling the Way (55.70). Also, the highest mean reported by observers, modeling the way (M = 53.39) and enabling other to act (M =52.77). Overall, both actual and ideal leadership practice inventory scales have high means reported by leaders and observers, ranging from (M = 43.07 to M = 55.72), which denote a difference in mean (-12.68).

Table 5 provides the summary of comparison of actual and ideal ratings. The researcher performed ten sample t-tests to find the difference in means of the leadership practice scales. The table describe a significant difference among the following leaders leadership practice scales, (p<.05), Challenging the Process, Encouraging the Heart, Modeling the Way, and Inspiring a Shared Vision. Among the observers, a significant difference was found among the following observers leadership scale, (p<.05) Challenging the Process, Enabling Others to Act, Encouraging the Heart, Modeling the Way, and Inspiring a Shared Vision.
### Table 3  Reliability of Coefficients for Leadership Practice Inventory Scales

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<tr>
<th>LPI Scales</th>
<th>Cronbach’s Alpha</th>
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<td>Ideal</td>
<td>Actual</td>
<td>Ideal</td>
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<td></td>
<td>N = 37</td>
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<td></td>
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<tr>
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<td>LPI-Observers</td>
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<tr>
<td></td>
<td>N = 98</td>
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<tr>
<td>Challenging the Process</td>
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<td>.97</td>
<td>.85</td>
<td>.91</td>
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<tr>
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<td>.97</td>
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<tr>
<td>Modeling the Way</td>
<td>.70</td>
<td>.95</td>
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<tr>
<td>Inspiring a Shared Vision</td>
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<td>.88</td>
<td>.91</td>
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### Table 4  Means and Standard Deviations for Leadership Practices Inventory (LPI) Scales

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<th>LPI Scale</th>
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<td></td>
<td></td>
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<td>SD</td>
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<td>SD</td>
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</tr>
<tr>
<td>Leaders</td>
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<td>55.72</td>
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<td>10.77</td>
<td>51.97</td>
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<td>Modeling the Way</td>
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</tr>
<tr>
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<td>4.51</td>
<td>55.70</td>
<td>9.83</td>
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<td>53.39</td>
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<td>Inspiring a Shared Vision</td>
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<td></td>
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<tr>
<td>Leaders</td>
<td>47.08</td>
<td>5.13</td>
<td>52.91</td>
<td>10.44</td>
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</tr>
<tr>
<td>Observers</td>
<td>45.03</td>
<td>10.87</td>
<td>50.47</td>
<td>11.04</td>
<td></td>
</tr>
</tbody>
</table>

*.05 significant level
Figure 3  Leaders’ Actual Leadership Practices

Figure 4  Leaders’ Ideal Leadership Practices
Figure 5  Observers’ Actual Leadership Practices

Figure 6  Observers’ Ideal Leadership Practices
The researcher performed ten dependent sample t-tests to compare African American vs. Caucasian leaders of actual and ideal leadership practices as noted in Table 6. The researcher added 1 ethnicity (international) to African American ethnicity because of the small sample size. The results indicated Inspiring a Shared Vision was significant at the .05 level between African American and Caucasian in actual leadership practices. There were no significant differences among the other leadership practices. Also, Table 7 displays the results of the observers’ comparison of African American and Caucasian observers. The researcher added 1 ethnicity, Hispanic to African American because of a small sample size. There were no significant differences between ethnicity in assessing actual and ideal leadership practice among observers.

Table 5  Comparison of African-American and Caucasian Leaders

<table>
<thead>
<tr>
<th>Practices Assessed LPI Scale</th>
<th>African-American Leaders</th>
<th>Caucasian Leaders</th>
<th>T*</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Actual Leadership Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging the Process</td>
<td>46.25</td>
<td>9.43</td>
<td>46.51</td>
<td>4.99</td>
</tr>
<tr>
<td>Enabling Other to Act</td>
<td>46.25</td>
<td>8.67</td>
<td>50.27</td>
<td>6.26</td>
</tr>
<tr>
<td>Encouraging the Heart</td>
<td>48.75</td>
<td>7.93</td>
<td>48.45</td>
<td>5.49</td>
</tr>
<tr>
<td>Modeling the Way</td>
<td>49.75</td>
<td>5.74</td>
<td>51.72</td>
<td>4.40</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>41.50</td>
<td>6.45</td>
<td>47.75</td>
<td>4.62</td>
</tr>
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</table>
Table 5 cont.

<table>
<thead>
<tr>
<th>Ideal Leadership Practice</th>
<th>Challenging the Process</th>
<th>Enabling Others to Act</th>
<th>Encouraging the Heart</th>
<th>Modeling the Way</th>
<th>Inspiring a Shared Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>51.25</td>
<td>10.56</td>
<td>53.24</td>
<td>10.04</td>
<td>-.37</td>
<td>.71</td>
</tr>
<tr>
<td>53.00</td>
<td>8.76</td>
<td>56.06</td>
<td>10.41</td>
<td>-.563</td>
<td>.58</td>
</tr>
<tr>
<td>45.00</td>
<td>8.29</td>
<td>53.91</td>
<td>10.37</td>
<td>-1.164</td>
<td>.11</td>
</tr>
</tbody>
</table>

Table 6  Comparison of African-American and Caucasian Observers

<table>
<thead>
<tr>
<th>Practices Assessed LPI Scale</th>
<th>African-American Leaders</th>
<th>Caucasian Leaders</th>
<th>T*</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Actual Leadership Practices</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging the Process</td>
<td>43.54</td>
<td>10.70</td>
<td>43.38</td>
<td>11.26</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>50.38</td>
<td>8.19</td>
<td>48.56</td>
<td>10.33</td>
</tr>
<tr>
<td>Encouraging the Heart</td>
<td>49.46</td>
<td>9.15</td>
<td>46.38</td>
<td>11.18</td>
</tr>
<tr>
<td>Modeling the Way</td>
<td>46.38</td>
<td>11.11</td>
<td>48.32</td>
<td>.9.24</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>47.54</td>
<td>9.40</td>
<td>44.90</td>
<td>11.15</td>
</tr>
<tr>
<td>Ideal Leadership Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging the Process</td>
<td>47.62</td>
<td>15.37</td>
<td>48.93</td>
<td>11.36</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>50.31</td>
<td>15.62</td>
<td>53.81</td>
<td>8.61</td>
</tr>
</tbody>
</table>
The researcher performed multivariate analysis of variance on leaders to assess the five leadership practices. The results indicated there were no significant differences among leadership practices and gender. However, the results did indicate that there were significant differences among leadership practices and ethnicity. The researcher performed a univariate analysis of variance (Table 9). To determine which leadership practices were significant, the researcher used all five dependent variables in its own univariate analysis. Because leadership and ethnicity were significant in the multivariate analysis, the researcher included ethnicity as an independent variable.

Table 7  Multivariate Analyses of Variance of Leaders on Five Leadership Practices Examining Ethnicity and Gender

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>F</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Leadership Practices &amp; Ethnicity</td>
<td>2.947</td>
<td>5/30</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Five Leadership Practices &amp; Gender</td>
<td>1.401</td>
<td>5/30</td>
<td>&gt;.05</td>
</tr>
</tbody>
</table>

*.05 significant level
Table 8  Univariate Analysis of Variance Examining Each Leadership Practice & Ethnicity

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Sum of Square</th>
<th>$DF$</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging the Process</td>
<td>.153</td>
<td>1/36</td>
<td>.153</td>
<td>.017</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>15.584</td>
<td>1/36</td>
<td>15.584</td>
<td>1.196</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Modeling the Way</td>
<td>2.481</td>
<td>1/36</td>
<td>2.481</td>
<td>.324</td>
<td>&gt;.05</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>51.452</td>
<td>1/36</td>
<td>51.452</td>
<td>5.337</td>
<td>&lt;.05*</td>
</tr>
</tbody>
</table>

*.05 significant level.

The researcher performed a Pearson product-moment correlation (See Table 10) and the researcher examined some relationships among leadership practices, leaders’ current position and years at community and junior colleges. When analyzing the leadership practices, Challenging the Process, Modeling the Way, and Inspiring a Shared Vision were significant ($p < .10$) for years in current position, and there was a significant difference ($p < .05$) in leadership practices Encouraging the Heart and Modeling the Way. No significant different results were found between leadership practices and years at community and junior colleges.

From the data collected, 25 leaders have doctoral degrees, 9 hold master degrees, and 3 hold Post Master’s Certificates. Overall the leaders with doctoral degrees average higher than leaders with master degrees (See Table 11). When educational levels were broken down, there was a significant difference found in actual leadership practice, Inspiring a Shared Vision.

From the data collected, the majority of the observers held master degrees. Overall, the observers with master’s degrees average higher in leadership practices than those who held bachelor, post master’s certificate, doctorate, and observers indicated...
“other” (See Table 12). When educational level was broken down, there was a significant difference found in the ideal leadership practice, Inspiring a Shared Vision.

Table 9  Pearson Correlations for Total Experience as Leaders in the Community College System in Mississippi (N = 37)

<table>
<thead>
<tr>
<th>Leadership Patterns</th>
<th>Pearson Correlations</th>
<th>Years as leaders in CCS</th>
<th>Years in current position in CCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging the Process</td>
<td>Pearson corr.</td>
<td>-.172</td>
<td>-.500**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>.310</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>.37</td>
<td>37</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>Pearson corr.</td>
<td>.044</td>
<td>-.202</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>.798</td>
<td>.231</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Encouraging the Heart</td>
<td>Pearson corr.</td>
<td>-.119</td>
<td>-3.59*</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>.482</td>
<td>.029</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Modeling the Way</td>
<td>Pearson corr.</td>
<td>-.113</td>
<td>-.408*</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>.507</td>
<td>.012</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>Pearson corr.</td>
<td>-.138</td>
<td>-.434**</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>.417</td>
<td>.007</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>37</td>
<td>37</td>
</tr>
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</table>

*.05 significant level
** .10 significant level
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<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<td>Actual Leadership Practices</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Challenging the Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>140.648</td>
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<td>70.324</td>
<td>2.592</td>
<td>.090*</td>
</tr>
<tr>
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<td>27.135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1063.243</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>77.471</td>
<td>2</td>
<td>38.736</td>
<td>.902</td>
<td>.415</td>
</tr>
<tr>
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<td>42.928</td>
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<tr>
<td>Total</td>
<td>1537.027</td>
<td>36</td>
<td></td>
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<td></td>
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<tr>
<td>Encouraging the Heart</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Between groups</td>
<td>12.417</td>
<td>2</td>
<td>6.208</td>
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<td>.832</td>
</tr>
<tr>
<td>Within groups</td>
<td>1142.827</td>
<td>34</td>
<td>33.613</td>
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<tr>
<td>Total</td>
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<td>36</td>
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<tr>
<td>Modeling the Way</td>
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<tr>
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<td>26.844</td>
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</tr>
<tr>
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<td>19.987</td>
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<tr>
<td>Total</td>
<td>733.243</td>
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<tr>
<td>Inspiring a Shared Vision</td>
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<td></td>
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</tr>
<tr>
<td>Between groups</td>
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<td>.020</td>
<td>.980</td>
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<tr>
<td>Within groups</td>
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<td>27.871</td>
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<td>Ideal Leadership Practices</td>
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</tr>
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<td>Challenging the Process</td>
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</tr>
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<td>80.244</td>
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<td>.680</td>
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<td>102.845</td>
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<td>36</td>
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<tr>
<td>Enabling Others to Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Between groups</td>
<td>229.328</td>
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<td>40.122</td>
<td>1.047</td>
<td>.362</td>
</tr>
<tr>
<td>Within groups</td>
<td>3724.240</td>
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<td>102.845</td>
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<td>Total</td>
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<td></td>
</tr>
<tr>
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<td>114.664</td>
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<td>.679</td>
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<td>109.536</td>
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<td>Total</td>
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</tbody>
</table>
Table 10 cont.

<table>
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<tr>
<th>Leadership Practices</th>
<th>Between groups</th>
<th>Within groups</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Modeling the Way</td>
<td>83.063</td>
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<td>3481.730</td>
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<tr>
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<td>3481.730</td>
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<tr>
<td>Inspiring a Shared Vision</td>
<td>192.903</td>
<td>3627.847</td>
<td>3820.750</td>
</tr>
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<td></td>
<td>3820.750</td>
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</tr>
</tbody>
</table>

* .10 significance level
** .05 significance level

Table 11  Differences Between Groups for Educational Levels for Observers (N = 98)
At Community and Junior Colleges in Mississippi

<table>
<thead>
<tr>
<th>Leadership Practices</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
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<td>Actual Leadership Practices</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Challenging the Process</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Between groups</td>
<td>420.013</td>
<td>5</td>
<td>84.003</td>
<td>.667</td>
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<td>11464.482</td>
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<td>125.983</td>
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<td>Total</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>579.681</td>
<td>5</td>
<td>115.936</td>
<td>1.178</td>
<td>.326</td>
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<tr>
<td>Within groups</td>
<td>8761.540</td>
<td>89</td>
<td>98.444</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Between groups</td>
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<td>5</td>
<td>161.125</td>
<td>1.419</td>
<td>.225</td>
</tr>
<tr>
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<td>90</td>
<td>113.540</td>
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<td>Total</td>
<td>11024.240</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Modeling the Way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>91.390</td>
<td>5</td>
<td>18.278</td>
<td>.199</td>
<td>.962</td>
</tr>
<tr>
<td>Within groups</td>
<td>7900.436</td>
<td>86</td>
<td>91.866</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7991.826</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11 cont.

<table>
<thead>
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<th>Between groups</th>
<th>Within groups</th>
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<td>91</td>
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<tr>
<td><strong>Challenging the Process</strong></td>
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<td>12191.693</td>
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<td>214.597</td>
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*.10 significance level
** .05 significance level
CHAPTER V
DISCUSSION

The community college system is a multifaceted organization that has been addressing needs of the community in which it serves since the establishment of the first community college. Nevertheless, with the massive number of administrators expected to retire in this century, the emerging need for leadership has been a topic on everyone’s minds. The purpose of this study was to examine real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. More specifically, this chapter discusses the findings, recommendations, limitations, and suggestions for future research. The following research questions were addressed.

**Research Question One: To WhatExtent do Leadership Practices Differ According to the Ethnicity and Gender of the Leaders?**

A significant difference was found in the leadership practices, inspiring a shared vision of African Americans and Caucasians. No significant differences was found among leadership practices, challenging the process, enabling others to act, encouraging heart, and modeling the process of African Americans and Caucasians. In addition, there were no significant differences among leadership practices of African American and Caucasian observers. In both analyses, for multivariate procedure, whether assessing the dependent variables as a unit and as a univariate
procedures, or assessing the dependent variable separately, the data yield the same results. In a study done by Stout-Stewart (2005) using Kouzes and Posner’s (2003) Leadership Practices Inventory (LPI-Self) she found a significant difference among leadership practices, inspiring a shared vision and encouraging the heart in assessing race/ethnicity of the female community college president. According to Kouzes and Posner (2003), in leadership practice, inspiring a shared vision, “leaders passionately believe that they can make a difference” (p. 61) and they envision long term success of an organization. However, Brightharp’s (1999) dissertation, *Real and Ideal Leadership Practices of Women in Mid-Level Administrative Positions in Student Affairs* found no significant results among leadership practices of African American and Caucasian leaders.

Further, there were no significant differences among gender and leadership practices among leaders and observers in assessing real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. In contrast, Kouzes and Posner (1992) found no significant differences in leadership practices, challenging the process, inspiring a shared vision, and enabling others to act. However, women scored higher than men in the two leadership practices Encouraging the Heart and Modeling the Way. As noted in chapter two, a small section of the literature review discusses gender and leadership. A study done by Barbuto et al. (2007) in analyzing the “Effects of gender, education, and age upon leaders’ use of influence tactics and full range leadership behaviors” (p.71) found that gender yields a small direct effect upon on leadership practices. One of the issues in the community college arena is analyzing the
gender gap, in which, leadership has been traditionally using male behaviors as a map to measure leadership. However, women leadership behaviors can change the institutional climate at community colleges.

Research Question Two: To What Extent do Leadership Practices Reported by Presidents and Deans Administrators Differ From Those Reported by Their Observers?

By assessing each leadership practices through a univariate procedure, leaders frequently ranked their actual leadership practices (1) Modeling the Way, (2) Enabling Others to Act, (3) Encouraging the Heart, (4) Inspiring a Shared Vision, and (5) Challenging the Process. Ideally, leaders frequently ranked their leadership practices as (1) Encouraging the Heart, (2) Modeling the Way, (3) Enabling Others to Act, (4) Challenging the Process, and (5) Inspiring a Shared Vision. Furthermore, observers ranked their leaders actual leadership practices as: (1) Enabling Others to Act, (2) Modeling the Way, (3) Encouraging the Heart, (4) Inspiring a Shared Vision, and (5) Challenging the Process. Ideally, observers ranked their leaders’ leadership practices as (1) Modeling the Way, (2) Enabling Others to Act, (3) Encouraging the Heart, (4) Inspiring a Shared Vision, and (5) Challenging the Process. The univariate analysis procedure showed that leaders and observers differ from their perception of leadership practices.
Research Question Three: To What Extent do Perceptions of Real Leadership Practices Differ From Perceptions of Ideal Leadership Practices?

There were no significant differences found in leadership practices, Challenging the Process among president and deans. However, the results did reveal a significant difference (p < .05) among presidents and deans in leadership practices Enabling Others to Act, Encouraging the Heart, Modeling the Way, and Inspiring a Shared Vision. Also, significant differences were found among observers in leadership practices (p<.05), Challenging the Process, Enabling Others to Act, Encouraging the Heart, Modeling the Way, Inspiring a Shared Vision. The ratings of actual ratings and ideal ratings given by leaders and observers consistently had higher means and were found to be significant different. The greatest differences in leadership practices result in Challenging the Process and Encouraging the Heart. According to Kouzes and Posner (2003), Challenging the Process involves finding new ways to bring success into the organization. The leaders welcome new ideas from others, and they network with others outside the organization. Also, Encouraging the Heart involves celebrating and rewarding individual success as well as creating an environment that fostered a close knit community.

Research Question Four: Is There a Significant Difference Between Leadership Practices, Leaders’ Current Position and Years at Community and Junior Colleges?

The levels of experience reported by leaders were broken down into subgroups. Leadership practices Challenging the Process and Inspiring a Shared Vision showed a significant difference (p < .10), and Encouraging the Heart and Modeling the Way
showed a significant differences (p < .05). According to Kouzes and Posner (1987) “analysis of all responses suggested three major categories of opportunities for learning to lead.” In order of importance, they were trial and error, people, and education” (p. 283).

**Research Question Five: To What Extent do Leaders’ Perception and Observers’ Perception Educational Level Differ from Each Other?**

Vaughan (1989) stated that “without the doctor’s degree, a candidate’s chance of becoming president will be greatly lessened and indeed eliminated in many cases” (p.126). The finding suggested that leaders with doctoral degrees average higher on the five leadership practices, and there was a significant difference between educational level and Inspiring a Shared Vision. Likewise, the higher mean for observers with master degrees average higher on the five leadership practices, and there was a significant difference between educational level and Inspiring a Shared Vision.

**Conclusion**

This study concluded that there was a significant difference in leadership practices for Inspiring a Shared Vision and ethnicity and no significant different was found among the remaining leadership practices. Also, no significant difference was found between gender and leadership practices. From the data, 86.8% of the leaders identified themselves as Caucasians and 71.1% represent males. However, Shults (2001) reported minority representation of leaders has risen therefore sustaining its commitment to increase diversity. As cited in Stout-Stewart (2005) article, *Female community college presidents: Effective leadership patterns and behaviors*, the community arena will be an
ideal place for women to construct a new concept for the term ‘leadership’. With so many women enrolled in community colleges programs, women leaders will make a difference and redefine the term leadership.” (DiCroce, 1995; Stephenson, 2001).

Another finding, as it relates to leaders and observers perceptions of leadership practices. The study concluded that leaders ranked leadership practices differently from their observers and rating of actual and ideal leadership practices. Pervin (1999 as cited in Pervin & John, 1999) noted this question. “Does evidence that people often perceive themselves as others do mean that they perceive themselves accurately and that self-report data can be a foundation for a science of personality?” (p. 690). Kenny (1994 as cited in Pervin & John, 1999) has studied perceptions of self and others and concluded that “…people do indeed see themselves as others do” (p. 690) however, other complex issues arise in that other characteristics are measured. Another notable finding concluded a relationship between leadership practices and leaders’ years in current position. The data showed that these leaders use Kouzes and Posner’s five leadership practices in their current positions, however, the ranking of their perception of real and ideal leaders differ from their observers.

**Implications**

This study has identified the perceptions of real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. Many institutions of higher learning are incorporating community college leadership program in that community colleges system. The data showed that presidents and deans ranked their leadership practices skills differently than their observers. The ultimate goal of the
research was to help those who are aspiring to become administrators have better understanding of real and ideal leadership practices of administrators at community and junior colleges in Mississippi; therefore the study provides effective leadership characteristics to those who choose to lead.

**Recommendations**

Based upon the experience of conducting this study and findings of the study, the researcher makes the following recommendations:

1. Since the study was limited to presidents and deans in Mississippi, the study should be conducted that describes presidents and deans’ leadership practices in the Southwest.
2. A study should be conducted to identify the perception of real and ideal leadership practices of those leaders who are enrolled in a community college leadership program.
3. A qualitative study (focus on groups and interviews) should be conducted to assess the perception of gender and leadership. Potential findings may suggest that leadership practices differ according to level of experiences.
4. The study did not address how community college leaders deal with the many challenges, for example, the lack of fundraising, increase in global education, an increase in student population and other issues. A qualitative study (focus on groups and interviews) should be
conducted of the top leaders on their leadership practices and how they deal with complex issues.

5. Since more women are enrolled in community college programs than men, a study should be conducted on female presidents and deans in the Southwest. Possible findings, may suggest that women leadership practices are different than their male counterparts.
REFERENCES


APPENDIX A

INITIAL E-MAIL MESSAGE TO POTENTIAL PARTICIPANTS
Dear Leader:

I am a doctoral student at Mississippi State University. I am trying to identify presidents and deans for my dissertation research for my doctoral program in Community College Leadership. I am conducting a study on real and ideal leadership practices of presidents and deans at community colleges.

If you would be willing to serve as a participant in my research, please respond to this letter by sending me an email at this address: ms287@msstate.edu providing a statement of consent on a letter head, your title, department, and mailing address.

I will be using a two page written survey that will be mailed and should take no longer than 15 minutes to complete. Your participation would include one survey and distribution of five additional forms to members of your staff. The forms will include a few demographic items and set of statements to be rated on two scales: one involving your leadership practices as they actually are, and one involving your leadership practices as you (and in their case, your subordinates) believe they should be ideally.

Although surveys will be pre-coded so we can “link” the responses of staff members to administrators who leadership they are describing, I assure you that your responses will remain confidential and will be reported only at the aggregate level. Your participation is completely voluntary and you are under no obligation to complete this study. No individual or institutions responses will be reported. Consent to participate is indicated simply by completing and submitting the survey forms.

There are no anticipated risks and you may skip items that you do not wish to answer. As a token of my appreciation, for each survey completed and submitted, your name will be entered in a drawing for a book about leadership and an Apple iPod Shuffle.
If you have any questions regarding this study, please do not hesitate to contact me or the chair of my dissertation committee, Dr. Ed. Davis. Our contact information is provided below.

Sincerely,

Mildred Stevenson

Mildred Stevenson
Doctoral Candidate

Mississippi State University
Email: ms287@msstate.edu
Telephone # (662) 617-1949

Ed. Davis, Dissertation Director
Email: jed11@msstate.colled.edu
Telephone # (662) 325-9258
APPENDIX B

ALTERED E-MAIL MESSAGE FOR LEADERS
Dear Leader:

Thank you for being a leader in the community college arena who has agreed to participate in the research for my doctoral dissertation at Mississippi State University.

As for those leaders, who I have not contacted by email, I am a doctoral student at Mississippi State University. I am trying to identify potential participants for my dissertation research for my doctoral program in Community College Leadership. I am conducting a study on the leadership practices of presidents and deans at community and junior colleges in Mississippi.

Your participation would include an online survey and distribution of five additional LPI observers online survey to member of your staff. These members are randomly selected. The forms will include a few demographic items and set of statements to be rated on two scales: one involving your leadership practices as they actually are, and one involving your leadership practices as you (and in their case, your subordinates) believe they should be ideally.

The online survey will be released April 10, 2008. (So watch your email, April 10th. You will get an email from ms287@msstate, sent by surveymonkey.com and the survey will take approximately 10 to 15 minutes to complete and submit.

The online survey will be pre-coded so that we can “link” the responses of observers to president or dean whose leadership they have described. I assure you that your responses will remain confidential and will be reported only at the aggregate level. Your participation is completely voluntary and you are under no obligation to complete this study. No individual or institutions responses will be reported. Consent to participate is indicated simply by completing and submitting the survey forms.
There are no anticipated risks and you may skip items that you do not wish to answer. As a token of my appreciation, for each survey completed and submitted, your name will be entered in a drawing for a book about leadership and an Apple iPod Shuffle.

If you have any concerns or questions, regarding this study, please contact me at (662) 617-1949 or ms287@msstate.edu or my dissertation chair, Dr. Ed Davis, at (662) 325-9528. Also you can contact Mississippi State Regulatory Compliance Office at (662) 325-5220 or irb@research.msstate.edu.

I hope you will take a few minutes to complete this important survey. Thank you for your time and assistance in this study.

Sincerely,
Mildred Stevenson
Doctoral Candidate
APPENDIX C

COVER LETTER TO PRESIDENTS AND DEANS
Dear Leader:

Thank you for being a leader in the community college arena who has agreed to participate in the research for my doctoral dissertation at Mississippi State University. As you may remember, you were initially identified and contacted by me as a potential participant in this study concerning the leadership practices of presidents and deans at community and junior colleges in Mississippi.

I will grateful if you would assist me as to:

- Complete the online survey (LPI-Self) form, which have been modified specifically for the purpose of this study. (This should take approximately 15 minutes.). Please do not forget to submit the survey after you have completed it.

Please note that the survey has been pre-coded so that we can “link your responses to the administrator you are describing. I assure you that all identifying information will remain strictly confidential and all responses will be reported on at the aggregate level.

Your participation is voluntary; your consent to participate is indicated simply by completing and returning the survey form. **There are no anticipated risks and you may skip items that you do not wish to answer.** As a token of my appreciation, upon receipt of your completed survey, your name will be entered in a drawing for a book about leadership and an Apple iPod Shuffle.

If you have any concerns or questions, regarding this study, please contact me at (662) 617-1949 or ms287@msstate.edu or my dissertation chair, Dr. Ed Davis, at (662) 325-9528. **Also you can contact Mississippi State Regulatory Compliance Office at (662) 325-5220 or irb@research.msstate.edu.**

I hope you will take a few minutes to complete this important survey. Thank you for your time and assistance in this study.

Here is a link to the survey:

http://www.surveymonkey.com/s.aspx

Sincerely,

Mildred Stevenson
Doctoral Candidate
Mississippi State University
APPENDIX D

LEADERSHIP PRACTICES INVENTORY SELF (MODIFIED)
### LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

**1. Default Section**

1. I seek out challenging opportunities that test my own skills and abilities.

   1 = Almost Never  
   2 = Rarely  
   3 = Seldom  
   4 = Once in a While  
   5 = Occasionally  
   6 = Sometimes  
   7 = Fairly Often  
   8 = Usually  
   9 = Very Frequently  
   10 = Almost Always

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2. I talk about future trends that will influence how our work gets done.

   1 = Almost Never  
   2 = Rarely  
   3 = Seldom  
   4 = Once in a While  
   5 = Occasionally  
   6 = Sometimes  
   7 = Fairly Often  
   8 = Usually  
   9 = Very Frequently  
   10 = Almost Always

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**LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)**

3. I develop cooperative relationships among the people I work with.

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<th>2 = Rarely</th>
<th>3 = Seldom</th>
<th>4 = Once in a While</th>
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<th>6 = Sometimes</th>
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**Actually**

**Ideally**

4. I set a personal example of what I expect of others.

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<th>2 = Rarely</th>
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**Actually**

**Ideally**
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

5. I praise people for a job well done.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

6. I challenge people to try out new and innovative approaches to do their work.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
7. I describe a compelling image of what our future could be like.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

8. I actively listen to diverse points of view.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

9. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

10. I make it a point to let people know about my confidence in their abilities.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

12. I appeal to others to share an exciting dream of the future.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

13. I treat others with dignity and respect.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

14. I follow through on the promises and commitments that I make.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

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16. I ask "What can we learn?" when things do not go as expected. 1 = Almost Never

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**LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)**

17. I show others how their long-term interests can be realized by enlisting in a common vision.

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18. I support the decisions that people make on their own.

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LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

19. I am clear about my philosophy of leadership.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

20. I publicly recognize people who exemplify commitment to shared values.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
21. I experiment and take risks even when there is a chance of failure.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

22. I am contagiously enthusiastic and positive about future possibilities.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
23. I am contagiously enthusiastic and positive about future possibilities.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
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9 = Very Frequently  
10 = Almost Always  

<table>
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24. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and program.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
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8 = Usually  
9 = Very Frequently  
10 = Almost Always  

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LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

25. I find ways to celebrate accomplishments.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

26. I take the initiative to overcome obstacles even when outcomes are uncertain.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

27. I speak with genuine conviction about the higher meaning and purpose of our work.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

28. I ensure that people grow in their jobs by learning new skills and developing themselves.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

29. I make progress toward goals one step at a time.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually __________
Ideally __________

30. I give the members of the team lots of appreciation and support for their contributions.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually __________
Ideally __________

2. Demographic information for statistical purposes only:

1. Your Gender:
   a. Female
   b. Male
LEADERSHIP PRACTICES INVENTORY - SELF (MODIFIED)

2. What is your age?
   a. 20-30
   b. 31-40
   c. 41-50
   d. 51-60
   e. 61-70
   f. 71-80

3. Ethnicity:
   a. African American
   b. American Indian
   c. Asian/Pacific Islander
   d. Caucasian
   e. Hispanic/Latino
   f. International
   g. Multiracial

4. Highest Degree Earned:
   a. Bachelor's
   b. Master's
   c. Post Master's Certificate
   d. Doctorate (including Ph.D., Ed.D., J.D., M.D., etc.)
   e. Other

5. Years at Community and Junior Colleges in Mississippi
   a. 1-5 years
   b. 6-10 years
   c. 11-15 years
   d. 16-20 years
   e. 21-25 years
   f. 26-30 years
   g. 30 and over

6. Years in current position:
   a. 1-5 years
   b. 6-10 years
   c. 11-15 years
   d. 16-20 years
   e. 21-25 years
   f. 26-30 years
   g. 30 and over

3.

Thank you very much for your contribution to this important study! In return for your assistance, your name will be entered in a drawing for a book about leadership and your name will be entered into a drawing for an Apple iPod shuffle.
### LEADERSHIP PRACTICES INVENTORY – SELF (MODIFIED)

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<td>The Leadership Practices Inventory (Copyright 2003 by James M. Kouzes and Barry Z. Posner) is used with permission. All rights reserved.</td>
</tr>
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APPENDIX E

COVER LETTER TO OBSERVERS
Dear Colleague:

I am a doctoral student at Mississippi State University. I am trying to identify potential participants for my dissertation research for my doctoral program in Community College Leadership. I am conducting a study on the leadership practices of presidents and deans at community and junior colleges in Mississippi.

I will grateful if you would assist me as to:

- **Complete the online survey (LPI-Self) form, which have been modified specifically for the purpose of this study. (This should take approximately 15 minutes.). Please do not forget to submit the survey after you have completed it.**

Please note that the survey has been pre-coded so that we can “link your responses to the administrator you are describing. I assure you that all identifying information will remain strictly confidential and all responses will be reported on at the aggregate level.

Your participation is voluntary; your consent to participate is indicated simply by completing and returning the survey form. **There are no anticipated risks and you may skip items that you do not wish to answer.** As a token of my appreciation, upon receipt of your completed survey, your name will be entered in a drawing for a book about leadership and an Apple iPod Shuffle.

If you have any concerns or questions, regarding this study, please contact me at (662) 617-1949 or ms287@msstate.edu or my dissertation chair, Dr. Ed Davis, at (662) 325-9528. **Also you can contact Mississippi State Regulatory Compliance Office at (662) 325-5220 or irb@research.msstate.edu.**

I hope you will take a few minutes to complete this important survey. Thank you for your time and assistance in this study.

Here is a link to the survey:

http://www.surveymonkey.com/s.aspx

Sincerely,

Mildred Stevenson
Doctoral Candidate
Mississippi State University
APPENDIX F

LEADERSHIP PRACTICES INVENTORY OBSERVERS (MODIFIED)
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

1. Default Section

1. He or She seeks out challenging opportunities that test his or her own skills and abilities.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

2. He or She talks about future trends that will influence how our work gets done.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
### LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

3. He or She develops cooperative relationships among the people he or she works with.

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<tr>
<th>Scale</th>
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<tbody>
<tr>
<td>1</td>
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<td>9</td>
<td>Very Frequently</td>
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<tr>
<td>10</td>
<td>Almost Always</td>
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**Actually**

**Ideally**

4. He or She sets a personal example of what he or she expects from others.

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<th>Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
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<td>10</td>
<td>Almost Always</td>
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**Actually**

**Ideally**
5. He or She praises people for a job well done.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

6. He or She challenges people to try out new and innovative approaches to do their work.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

7. He or She describes a compelling image of what our future could be like.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

8. He or She actively listens to diverse points of view.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

9. He or She spends time and energy making certain that the people he or she works with adhere to the principles and standards we have agreed on.

1 = Almost Never  
2 = Rarely       
3 = Seldom       
4 = Once in a While  
5 = Occasionally  
6 = Sometimes     
7 = Fairly Often  
8 = Usually       
9 = Very Frequently  
10 = Almost Always  

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10. He or She makes it a point to let people know about his or her confidence in their abilities.

1 = Almost Never  
2 = Rarely       
3 = Seldom       
4 = Once in a While  
5 = Occasionally  
6 = Sometimes     
7 = Fairly Often  
8 = Usually       
9 = Very Frequently  
10 = Almost Always  

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LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

11. He or She searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
10 = Almost Always

Actually  
Ideally

12. He or She appeals to others to share an exciting dream of the future.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
10 = Almost Always

Actually  
Ideally
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

13. He or She treats others with dignity and respect.

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1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

14. He or She follows through on the promises and commitments that he or she makes.

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1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
15. He or She makes sure that people are creatively rewarded for their contributions to the success of projects.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
10 = Almost Always  

Actually  
Ideally

16. He or She asks "What can we learn?" when things do not go as expected.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
10 = Almost Always  

Actually  
Ideally
17. He or She shows others how their long-term interests can be realized by enlisting in a common vision.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
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9 = Very Frequently
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18. He or She supports the decisions that people make on their own.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
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8 = Usually
9 = Very Frequently
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19. He or She is clear about his or her philosophy of leadership.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

20. He or She publicly recognizes people who exemplify commitment to shared values.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

21. He or She experiments and takes risks even when there is a chance of failure.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

22. He or She is contagiously enthusiastic and positive about future possibilities.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

23. He or She gives people a great deal of freedom and choice in deciding how to do their work.

1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally

24. He or She makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

1 = Almost Never
2 = Rarely
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4 = Once in a While
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7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

Actually

Ideally
**LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)**

25. He or She finds ways to celebrate accomplishments.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
4 = Once in a While  
5 = Occasionally  
6 = Sometimes  
7 = Fairly Often  
8 = Usually  
9 = Very Frequently  
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26. He or She takes the initiative to overcome obstacles even when outcomes are uncertain.

1 = Almost Never  
2 = Rarely  
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7 = Fairly Often  
8 = Usually  
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**LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)**

27. He or She speaks with genuine conviction about the higher meaning and purpose of our work.

1 = Almost Never  
2 = Rarely  
3 = Seldom  
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8 = Usually  
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28. He or She ensures that people grow in their jobs by learning new skills and developing themselves.

1 = Almost Never  
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124
**LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)**

29. He or She makes progress toward goals one step at a time.

- **1 = Almost Never**
- **2 = Rarely**
- **3 = Seldom**
- **4 = Once in a While**
- **5 = Occasionally**
- **6 = Sometimes**
- **7 = Fairly Often**
- **8 = Usually**
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- **10 = Almost Always**

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30. He or She gives the members of the team lots of appreciation and support for their contributions.

- **1 = Almost Never**
- **2 = Rarely**
- **3 = Seldom**
- **4 = Once in a While**
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- **10 = Almost Always**

<table>
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<th>Ideally</th>
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2. Demographic information for statistical purposes only:

1. I (the Observer) am This Leader’s (Check one:)

   - [ ] a. Manager
   - [ ] b. Direct Report
   - [ ] c. Co-Worker
   - [ ] d. Other
### LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

#### 2. What is your age?
- [ ] a. 20-29
- [ ] b. 30-40
- [ ] c. 41-50
- [ ] d. 51-60
- [ ] e. 61-70
- [ ] f. 71-80

#### 3. Ethnicity:
- [ ] a. African American
- [ ] b. American Indian
- [ ] c. Asian/Pacific Islander
- [ ] d. Caucasian
- [ ] e. Hispanic/Latino
- [ ] f. International
- [ ] g. Multiracial

#### 4. Highest Degree Earned:
- [ ] a. Bachelor's
- [ ] b. Master's
- [ ] c. Post Master's Certificate
- [ ] d. Doctorate (including Ph.D., Ed.D., J.D., M.D., etc.)
- [ ] e. Other

#### 5. Years in Current position:
- [ ] a. 1-5 years
- [ ] b. 6-10 years
- [ ] c. 11-15 years
- [ ] d. 16-20 years
- [ ] e. 21-25 years
- [ ] f. 26-30 years
- [ ] g. 30 and over

#### 6. Years at Community and Junior Colleges in Mississippi:
- [ ] a. 1-5 years
- [ ] b. 6-10 years
- [ ] c. 11-15 years
- [ ] d. 16-20 years
- [ ] e. 21-25 years
- [ ] f. 26-30 years
- [ ] g. 30 and over

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Thank you very much for your contribution to this important study! In return for your assistance, your name will entered in a drawing for a book about leadership and your name will be entered into a drawing for an Apple iPod Shuffle.
LEADERSHIP PRACTICES INVENTORY – OBSERVER (MODIFIED)

4.

The Leadership Practices Inventory (Copyright 2003 by James M. Kouzes and Barry Z. Posner) is used with permission. All rights reserved.
APPENDIX G

FOLLOW-UP E-MAIL MESSAGES
Follow-up Email Message #1
The following message was sent via e-mail 1 week after surveys were released.

Re: I REALLY NEED YOU HELP TO GRADUATE!

This is just a gentle reminder that I have not yet received your survey for my dissertation research concerning real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. I understand that your time is limited. The goal of the survey is to examine real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. Again, I am writing to ask that you **PLEASE TAKE A FEW MINUTES AND COMPLETE THE QUESTIONNAIRE.** Your response is very important and your participation in the study is valuable and greatly appreciated.

Thank you,

Mildred Stevenson

Follow-up Email Message #2
The following message was sent via e-mail five weeks after surveys were released.

RE: I REALLY CAN’T DO THIS WITHOUT YOU!

I realize how incredibly busy you must be. However, you play a key role to my study and to our profession’s understanding of real and ideal leadership practices of presidents and deans at community and junior colleges in Mississippi. **Please return your survey as soon as possible.**

Thank you very much!

Mildred Stevenson
APPENDIX H

PERMISSION LETTER FROM KOUZES AND POSNER
December 24, 2007

Ms. Mildred Stevenson
401B Santa Anita Drive
Starkville, Mississippi 39759

Dear Mildred:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission."
(3) That one (1) electronic copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention; and,
(4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) Mildred Stevenson  Date: 1/3/08
APPENDIX I

PERMISSION FROM DR. BRIGHTHARP
Hi Ms. Stevenson!

I am thrilled you are working on your doctorate and I am honored that you would like to use my instrument. By all means, use it! When you finish, I would love to have a copy of your study. A hard bound copy is not necessary, but I would like to have a "Kinkos bound copy" for my files.

Thank you and best wishes as you complete this process!!

Dr. Carolyn Y. Brightharp
Dean of Academic Affairs
ITT Technical Institute

--- Mildred Stevenson <ms287@msstate.edu> wrote:

> Dear Dr. Carolyn Brightharp,
> 
> 
> 
> > I am a doctoral candidate at Mississippi State
> > University, My major is Community College
> > Leadership. I am conducting a study on real and
> > ideal leadership practices of presidents and deans
> > at community and junior colleges in Mississippi. I
> > am writing to ask your permission to use your
> > modified version of Kouzes & Posner's (1997)
> > Leadership Practices Inventory (LPI Self) and
> > Leadership Practices Inventory-Observer (LPI
> > Observer).
> > 
> > 
> > 
> > > I have already obtain permission for Kouzes and
> > > Posner.
APPENDIX J

PERMISSION FROM MISSISSIPPI ASSOCIATION OF COMMUNITY

AND JUNIOR COLLEGES
February 26, 2008

Ms. Mildred Stevenson
Mississippi State University
P.O. Box 3383
Mississippi State, MS 39762-3383

Dear Ms. Stevenson;

This correspondence is to advise that the Mississippi Association of Community and Junior Colleges, at their February 26, 2008 meeting, voted to approve your Dissertation request to conduct a study on real and ideal leadership practices of presidents and deans at community colleges.

Sincerely,

David C. Cole,
Chairman, MACJC
APPENDIX K. MISSISSIPPI STATE UNIVERSITY IRB LETTER

Vivian M. Presley
Vivian Presley, President
Coahoma Community College

Howell C. Garner, President
Copiah-Lincoln Community College

Phil Sutchin, President
East Central Community College

Rick Young, President
East MS Community College

Clyde Muse
Clyde Muse, President
Hinds Community College

Glenn Boyce, President
Holmes Community College

David C. Cole
David C. Cole, President
Itawamba Community College

Jesse Smith, President
Jones County Junior College

Scott D. Elliott, President
Meridian Community College

Larry Bailey, President
MS Delta Community College

Willis Lott, President
MS Gulf Coast Community College

Johnny L. Allen, President
Northeast MS Community College

Gary Lee Spears, President
Northwest MS Community College

William A. Lewis, President
Pearl River Community College

Oliver Young, President
Southwest MS Community College
February 29, 2008

Ms. Mildred Stevenson  
P.O. Box 3383  
Mississippi State, MS  39762-338

Dear Ms. Stevenson:

This letter is to grant permission for the presidents and deans at community colleges in Mississippi to participate in your dissertation research on real and ideal leadership practices. Your request was placed on the agenda of the February 26, 2008 Mississippi Association of Community and Junior Colleges Presidents meeting and was unanimously approved.

I wish you much success as you continue your doctoral studies.

Sincerely,

[Signature]

David C. Cole, Ph.D.  
President, MACJC Presidents Association
APPENDIX K

IRB CERTIFICATION LETTER
February 25, 2008

Mildred Stevenson
401B Santa Anita Drive
Starkville, MS 39759

RE: IRB Study #08-001: A Change For the Future: Presidents and Deans Real and Ideal Leadership Practices at Community Colleges in Mississippi

Dear Ms. Stevenson:

The above referenced project was reviewed and approved via administrative review on 2/25/2008 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#08-001) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact irb@research.msstate.edu or 325-3294.

Sincerely,

[Signature]

Katherine Crowley
Assistant IRB Compliance Administrator

cc: Dr. James Davis
APPENDIX L

PROCEDURAL MODIFICATION/ADDENDUM REQUEST FORM
Procedural Modification/Addendum Request Form

MAR 04 2008

Please note: This form may NOT be used for personnel changes or time extensions. Please complete a Personnel Modification form for personnel changes or a Continuing Review Request form for time extension requests.

IRB Docket #: IRB 08-001

Principal Researcher/Investigator: Mildred Stevenson

Research Title: A Change for the Future: Presidents and Deans Real and Ideal Leadership Practices at Community and Junior Colleges in Mississippi

1. Summarize / Itemize requested changes and justification for each. The researcher will provide participants with questionnaire online. The researcher added the word (Junior) in the title.

2. Do changes require a REVISED CONSENT statement or procedure? If so, attach revised form and procedures. The form is attached.

3. Do changes require revisions to the assessment of risk of harm to the subjects? If so, attach revisions. No

4. Do changes require revisions to the methods of ensuring anonymity or confidentiality? If so, explain. No

Signature of Researcher/Investigator: [Signature]
Date: 2/28/08

Signature of Advisor (If student): [Signature]
Date: 2/28/08

***************************************************(For office use)

Type of Approval: ☐ Administrative
☐ Expedited
☐ Full Board

Authorized IRB Representative: [Signature]
Date: 3/4/08