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FROM CRISIS TO STABILITY: A CASE STUDY OF PRESIDENTIAL
LEADERSHIP AT A CHRISTIAN COLLEGE

by

Jeffrey Gill

A Dissertation
Submitted to the
Faculty of the Graduate College
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Advisor: Louann Bierlein Palmer, Ed.D.

Western Michigan University
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FROM CRISIS TO STABILITY: A CASE STUDY OF PRESIDENTIAL LEADERSHIP AT A CHRISTIAN COLLEGE

Jeffrey Gill, Ph.D.

Western Michigan University, 2012

Despite healthy growth in past decades, in a time of national and global economic instability small, private Christian colleges now find themselves in a precarious position. Leading effectively in such colleges and universities in a time of external and/or internal crisis is a great challenge.

This research is about a small, Christian college with documented evidence of having survived two significant enrollment and financial crises (early 1990s and 2008-09), and is now stable, all under the leadership of a president who served during the 19 year time period of crisis and stability. The purpose of this study is to investigate how this president, through his leadership attributes, practices, and achievements, led the college from crisis to stability.

Participants in this study were administrators, faculty, and staff employed by Grace College and Seminary and those who serve (or have served) as volunteers on the Board of Trustees during the period of 1995 through 2012.

A survey was created identifying seven categories from the literature of effective presidential leadership in higher education. In each of these areas there are

eight statements, scored using a Likert scale. Additionally, there are two open-ended statements regarding the president's leadership during the two times of crisis. Responses from 168 stakeholders were received, a 65.4% response rate. Five interviews, one from each stakeholder group and the president were also conducted. Another data source was the president's three-year goals and self-evaluations.

Data revealed that being Relationally Strong and a Good Fit as the top categories of effectiveness for this president. Being a Developer of a New Culture was the overall lowest leadership category, involving both low mean scores and low open-ended responses, while being a Team Builder had moderate mean scores, but the highest number of negative comments.

Overall conclusions drawn, which add to the literature, are this president: 1) functioned as an adaptive leader, 2) built trust through his integrity and relationships, and 3) used times of crisis to institute change and innovation.

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Jeffrey Gill

TABLE OF CONTENTS

| | |
|---|-----|
| ACKNOWLEDGEMENTS..... | ii |
| LIST OF TABLES..... | vi |
| LIST OF FIGURES..... | vii |
| CHAPTER | |
| 1. INTRODUCTION TO THE STUDY..... | 1 |
| Background of the Problem..... | 1 |
| Statement of the Problem..... | 3 |
| Conceptual Framework and Methods Summary..... | 6 |
| Research Questions..... | 11 |
| Case Setting..... | 12 |
| Chapter 1 Summary..... | 12 |
| 2. REVIEW OF THE LITERATURE..... | 14 |
| Theories of Leadership..... | 14 |
| Transformational Leadership Theory..... | 14 |
| Contingency Leadership Theory..... | 15 |
| Adaptive Leadership Theory..... | 19 |
| Leadership in Higher Education..... | 22 |
| Presidential Leadership in Higher Education..... | 24 |
| Presidents Leading through Crisis..... | 25 |
| Presidential Effectiveness in Higher Education..... | 28 |
| Presidents of CCCU Institutions..... | 45 |
| Chapter 2 Summary..... | 49 |
| 3. METHODOLOGY..... | 50 |

Table of Contents – Continued

CHAPTER

| | |
|---|-----|
| Research Design..... | 50 |
| Research Questions..... | 52 |
| Participants..... | 52 |
| Instrumentation..... | 53 |
| Data Collection..... | 55 |
| Delimitation and Limitations..... | 57 |
| Data Analysis..... | 57 |
| Role of the Researcher..... | 59 |
| Chapter 3 Summary..... | 60 |
| 4. DATA ANALYSIS..... | 62 |
| Introduction..... | 62 |
| Research Question 1..... | 63 |
| Research Question 2..... | 70 |
| Description of Survey Respondents..... | 71 |
| Responses to Open-Ended Questions and Interviews..... | 89 |
| Research Question 3..... | 101 |
| President’s Written Goals..... | 101 |
| Comments from President’s Self-Evaluation..... | 103 |
| Comments from President’s Interview..... | 106 |
| Summary of Chapter 4..... | 108 |
| 5. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS..... | 110 |
| Discussion of Findings and Connections to Previous Research..... | 110 |
| Conclusions and Considerations for Leaders in Small, Private Christian Institutions of Higher Education..... | 122 |

Table of Contents – Continued

CHAPTER

Recommendations for Further Research.....129

Closing Comments.....130

REFERENCES.....132

APPENDICES

A. Messages to Participants.....149

B. Survey Instrument.....151

C. Follow-Up Email #1.....158

D. Follow-Up Email #2.....160

E. Interview Questions – Constituents.....162

F. Interview Questions – President.....164

G. President’s Permission.....166

H. Letter of Invitation for Interviewee.....168

I. WMU Institutional Review Board Approval.....170

J. Grace Institutional Review Board Approval.....172

LIST OF TABLES

| | |
|---|-----|
| 1. Grace College and Seminary Enrollment and Income 1993-2012..... | 65 |
| 2. New Programs at Grace College and Seminary from 1993-2012..... | 69 |
| 3. Accreditations at Grace College and Seminary since 1983..... | 70 |
| 4. Survey Respondents Roles..... | 71 |
| 5. Years of Service of Various Constituents..... | 72 |
| 6. Category 1 Relationally Strong..... | 74 |
| 7. Category 2 Adaptive Change Agent..... | 76 |
| 8. Category 3 Developer of New Culture..... | 78 |
| 9. Category 4 Good Fit..... | 80 |
| 10. Category 5 Team Builder..... | 82 |
| 11. Category 6 Visionary..... | 84 |
| 12. Category 7 Innovator..... | 86 |
| 13. Ranked Means for all Seven Categories of Presidential Effectiveness..... | 88 |
| 14. Open-Ended and Interview Responses: Sampling of Comments..... | 91 |
| 15. Three-Year Presidential Goals, Frequencies, and Three-year Time Period..... | 102 |
| 16. Means (highest to Lowest) Categorized by Quartile..... | 114 |
| 17. Findings of the Study and Comparisons to Previous Research Findings..... | 128 |

LIST OF FIGURES

| | |
|--|----|
| 1. Conceptual Framework | 11 |
| 2. Grace College and Seminary Total Income in Millions..... | 66 |
| 3. Grace College and Seminary Total Fall Enrollment 1993-2012..... | 68 |

CHAPTER 1: INTRODUCTION

Background to the Problem

Few would argue with the assertion that leadership makes a difference. Yet definitions of leadership are as varied as an artist's palette of colors. Many who study leadership, though, have included influence and progress toward a common goal as key ingredients (Bass, 1997; Bass, Avolio, & Goodheim, 1987; Bass & Steidlmeier, 1999; Birnbaum, 1987; Judge & Bono, 2000; Muhammad, 2002; Rubin, Munz, & Bommer, 2005; Vroom & Jago, 2007). Vroom and Jago succinctly state "We see leadership as a process of motivating people to work together collaboratively to accomplish great things" (p. 18).

One voice that seemingly resonated with the masses in the late 1970's was James MacGregor Burns (1978) in his seminal work *Leadership*. In this book, Burns distinguished between two major types of leadership: transactional and transformational. His premise was that, while transactional leaders exchange reward for services rendered, transformational leaders appeal to the moral conscience of followers to pursue the good of the group and not just the leader's personal interests. Consequently, these leaders tap into a higher level of motivation and self-actualization in both themselves and their followers (Burns).

Over the past three decades, there has been an overall shift in leadership studies (Kezar, Carducci, & Contreras-McGavin, 2006) from a leader-centered, personal characteristic emphasis to one of being non-hierarchical, collaborative, and context bound. Yet even with these common emphases of leadership having emerged, the complexity of this topic remains significant. For example, understanding the

situation or context in which a leader functions matters a great deal. This is known as “contingency theory” (Avolio, 2007; Hackman & Wageman, 2007; Zaccaro, 2007). Effective leaders know how to adjust their style to the immediate context (Vroom & Jago, 2007); therefore, key aspects of contingency theory do not emphasize the characteristics of the leader as much as the followers and the situation itself (Avolio, 2007).

Adaptive leadership, another theory which addresses the context of the leader, is most effective when times are turbulent and when the organization needs to be reshaped (Kerfoot, 2009). This type of leader knows how to make the most of a crisis and utilize the opportunity for change which comes from disequilibrium (Heifetz, Grashow, & Linsky, 2009).

Researchers also have discovered that the approach to leadership should be affected as one identifies the organization’s culture and climate (Ayers, 2005; Douglas, Dubrow, & Hartley, 2005; Shinn, 2004). In addition, there is no doubt that external, societal changes play a role in how leadership is expressed (Bass, Avolio, & Goodheim, 1987; Dvir, Eden, Avolio, & Shamir, 2002; Hood, 2003; Kezar et al., 2006; Siegrist, 1999).

In the field of higher education, leadership studies have received significant attention. Though Burns’ (1978) transformational and transactional leadership theory was originally formulated in the political arena, efforts have been made to view higher education leadership through the lens of transformational leadership theory (Amey, 2006; Birnbaum, 1987; Lunenburg, 2003; Mason, 1999; Mumm, 2005; Roueche, 1989; Slater & Martinez, 2000; Turan & Sny, 1996; Tyrrell & Stine, 1997;

Webb, 2003). Indeed, many studies regarding the leadership of presidents within higher education institutions exist, including relevant topics such as: (a) how a president's use of power frames the way change is implemented in their institutions (Eddy, 2003), (b) the leadership demands and stress of the role in the midst of accelerating, on-going change (Trombley, 2007), (c) understanding the institution's organizational culture (Amey, 2006), (d) conditions and initiatives needed to affect transformational change (Eckel, Hill, & Green, 1998), (e) cultivating a climate of innovation (Downey, 2001), and (f) the importance of a collaborative leadership style when implementing institutional, cultural change (Eckel, 1999).

Statement of the Problem

Despite much research on presidential leadership, there is one group of higher education entities for which limited research exists in understanding presidential effectiveness, namely, the presidents of the 111 schools in the Council for Christian Colleges and Universities (CCCCU). The stated mission of the CCCC is "To advance the cause of Christ-centered higher education and to help our institutions transform lives by faithfully relating scholarship and service to biblical truth" (CCCC, 2011). Though the market niche for these schools is comparatively small, they remain popular to their targeted demographic of students and their parents. These schools generally hire only faculty who are professing Christians, have strict conduct codes and lifestyle standards, and require students to sign personal faith covenants (Hayes, 2005).

These faith-based colleges and universities experienced substantial growth from the early 1990s to the middle of the 2000s. Though all public four year schools

grew on average by about 13%, during that same time period CCCU schools grew at a remarkable rate of 71% (Marsden, 2009). Several reasons are given to substantiate this growth, namely, the on-going increase in academic quality, intentional focus upon the moral and spiritual development of the student, and a campus community that is supportive of one's personal faith (Marsden). As of academic year 2010/11, 314,498 students were enrolled in CCCU schools, with an average annual tuition cost of \$20,751 per year, and the overall average operating budget of these schools was \$41.7 million (CCCU, 2011).

The parent organization of the CCCU was initially the Christian College Consortium, as established in 1971, but in an effort to meet the needs and include a broader spectrum of evangelical Christian colleges, a subsidiary association, the Christian College Coalition was established in 1976 (Patterson, 2005). As this association of colleges continued to add other schools and grow substantially, the name was changed in 1999 to the Coalition of Christian Colleges and Universities. The following are seven qualifications for CCCU schools: a strong commitment to Christ-centered higher education; located in the U.S. or Canada; regional accreditation; primarily four-year comprehensive colleges and universities; broad curricula rooted in the arts and sciences; employees who are Christians; and sound finances (CCCU, 2011).

One key insight about these schools is that the majority of them self-identify as having a "clan" culture (Cameron & Quinn, 2006), in which they emphasize strong relationships with a sense of family that is tied to a deep faith commitment. In

addition, the priority of the campus having a strong sense of “community” is not only common, but how many of these schools strategically market themselves.

Despite healthy growth in decades past, in a time of national and global economic instability and on-going, rising tuition costs of both public and private colleges and universities, small, private Christian higher education institutions now find themselves in a precarious position. The current economic times have resulted in the closing of several of these institutions (Pope, 2008) and threaten the survival of others. Leading effectively in such colleges and universities in a time of external crisis is a great challenge. Some schools may also be (or have been) in crisis for internal reasons as well (Van Loon, 2001). A leader, therefore, needs to understand the context and be able to use the appropriate leadership approach. Leading effectively through crisis requires a leader to possess both the ability to discern the context and the skill to implement appropriate change. This type of change in a crisis is transformational, is effective in a crisis, alters the organizational culture, is pervasive, is intentional, and occurs over a period of time (Eckel, Hill, & Green, 1998).

I am employed in a CCCU institution with documented evidence of having survived two significant enrollment and financial crises, and is now fairing well, all under the leadership of a president who served during the 19 year time period of crisis and stability. The institution in my study experienced an enrollment and financial crisis in 1993, when one president stepped down and the current president was made interim. Issues of ineffective leadership and a decade of internal conflict lead to that initial crisis, resulting in a spiraling downturn in enrollment and deep financial

hardship. Therefore, the president's focus at that time was upon the internal issues that led to the challenges and the necessary solutions. A second crisis occurred in 2008, resulting from the national economic challenges which substantially effected state funding in Indiana. The result was a significant layoff of 10% of the employees, which included closing an entire academic department, freezing salaries with some salaries being cut, and very low morale. More details and enrollment and financial data will be provided in Chapter 4 to chronicle these issues.

While I, as an employee (and now researcher), am aware of circumstances surrounding both crisis periods, nothing has been documented regarding the presidential leadership response and practices during those times. As a case study, what we do not know enough about is how this president, through his leadership attributes, practices, and achievements, has led the college to survival and stability. Such information is important not only because it will add to the body of knowledge regarding leadership in CCCU institutions, but also for other small, higher education institutions going through crises brought on by either internal or external issues.

Conceptual Framework and Methods Summary

A review of the literature which specifically assesses what defines an effective and successful president in higher education is an essential starting point in understanding how these attributes and practices fit with leading in a given context. There are seven attributes and practices which have surfaced to the top of the list, namely, a leader who is: (a) relationally strong, (b) an adaptive change agent, (c) a developer and shaper of the new culture, (d) a good fit with the institution, (e) an effective team builder, (f) a visionary, and (g) an innovator (Boyce, 2003; Denton &

Moore, 2009; Dittmar, 2009; Donnelly, 1995; Fincher, 1997; Julius, Baldrige, & Pfeffer, 1999; Kezar & Eckel, 2000; Oosting, 1985). Let us look at each of these briefly, with additional detail offered in Chapter 2.

The literature points to the president in a higher education institution who is *relationally strong* as the key in creating a culture in which interpersonal relationships are highly valued. Having a collegial environment, both faculty-to-faculty and between faculty and administration, is essential for substantive change in the institution (Dittmar, 2009). Other important relationship characteristics include humility and empathy to the needs of others, along with an ability to manage conflict (Julius, Baldrige, & Pfeffer, 1999).

Effective higher education leaders also need to function as *adaptive change agents* and know how to thrive in an environment where change is needed. Institutional change comes in a variety of shapes and sizes. In some contexts, slow evolutionary change is sufficient. In others, radical change is necessary (Boyce, 2003). Along these lines, change is often erroneously viewed as a project, not a process. Change that lasts must be rooted in a strategy of sustainability (Boyce, 2003).

In tandem with institutional change is the need for the leader to be *a developer and shaper of the new culture*. This is vital to the on-going success of the change effort. The initial step in establishing a new culture is an accurate assessment of the present culture and crystallizing how rapidly and the extent to which the leader can push for change (Kezar & Eckel, 2000). On the other side of the spectrum, an effective shaper of a new institutional culture will know how to maintain and even

reinforce traditions and time-tested symbols which anchor the institution's values (Julius et al., 1999).

One characteristic which has a strong focus in the literature relates to whether or not the president in a higher education institution is a *good fit* with the institution he or she is leading. Fincher (1997) has found that even though a president might be highly qualified academically and administratively, this individual still might be a mismatch with their institution. The importance of institutional fit must be strongly considered when a president is hired, and when there are concerns about a president's appropriate fit in the important areas of mission, identity, and culture early in his or her tenure and they are not addressed, significant problems arise (Denton & Moore, 2009). Other research indicates that the issue of fit or suitability is closely tied to the president's vision for the institution and how positively the constituents embrace the vision (Donnelly, 1995).

Another key skill of a successful president is being *an effective team builder*. The importance of building a strong team that can implement the vision of the president is crucial. Presidents who have built a quality team model and instill in the team a positive work environment, a commitment to a strong work ethic, the value of empowering capable people to do their jobs with excellence, and a low tolerance for inappropriate and dysfunctional behavior have a greater opportunity for success (Julius et al., 1999). Delegation is closely related to team building and essential for a team which desires to take initiative and be innovative. Too much delegation, though, can be a problem if the president loses touch with important aspects of the institution (Oosting, 1985).

A sixth characteristic of an effective president is being *a visionary*. The literature speaks clearly and regularly about the importance of a leader charting the future direction of an institution and using all appropriate means necessary to carry out the vision. One important characteristic of an effective vision is that though it must inspire and stretch the employees, it must be anchored in a future reality (Donnelly, 1995). In addition, even though the vision may originate from the president, it must become a shared vision with those who will be involved in implementing it (Kezar & Eckel, 2000). The final characteristic of an effective president is being *an innovator*.

Leading through innovation is different than being a change agent in that the innovative change is something new for the organization and driven by emerging needs and opportunities in societal culture. Institutions of higher education which are small, tuition-driven, and possess a small endowment are often forced to innovate or cease to exist (Osland & Ankeny, 2007). Effective presidents must stay in tune with opportunities which can produce growth and greater institutional health, and innovation is often the best vehicle to accomplish this.

These seven attributes and practices are not the only ones cited in the literature in defining an effective president in higher education, but they do create a foundational picture of the type of leader who is effective at leading an institution through the challenges that require substantive change. In my study, these attributes of effective leadership will be assessed via the perceptions of institutional stakeholders through means of a survey. These stakeholders comprise employees of the college: administrators, faculty, and staff, totaling 221 individuals in these roles.

Other stakeholders include those who have served as board members of the college from 1995-2011, and total 36. The purpose for selecting these stakeholders is because of their knowledge of, and in most cases, personal relationship with the president. In addition, interviews will be conducted with the president and one member of each of the four constituent groups.

As part of this case study, three additional sources of data will help paint the picture of what happened. The first set of data will profile the overall stability of the institution during the 19 year tenure of this president. Institutional stability will be defined through the following measures: (1) enrollment growth, (2) financial stability, (3) new programs which attract students in new markets, and (4) successful accreditation with both regional and professional accreditors. This data will be obtained from documents provided by the Office of Institutional Technology, Admissions Department, the Business Office, the Marketing Office, and the Office of the Provost.

A second set of data will examine the president's written goals and self-assessment of accomplishments. Such written goals have been updated and publically shared every three years by the president with a sub-committee of the board for the past 19 years. Analysis of these documents will offer a detailed look back in time of the president's major priorities and practices, and how they may have changed over time. A final set of data will come from interviews of one individual from each of the four constituent groups. This is being done to help capture a few voices. The president will also be interviewed.

Figure 1 offers a visual of my conceptual framework of this study:

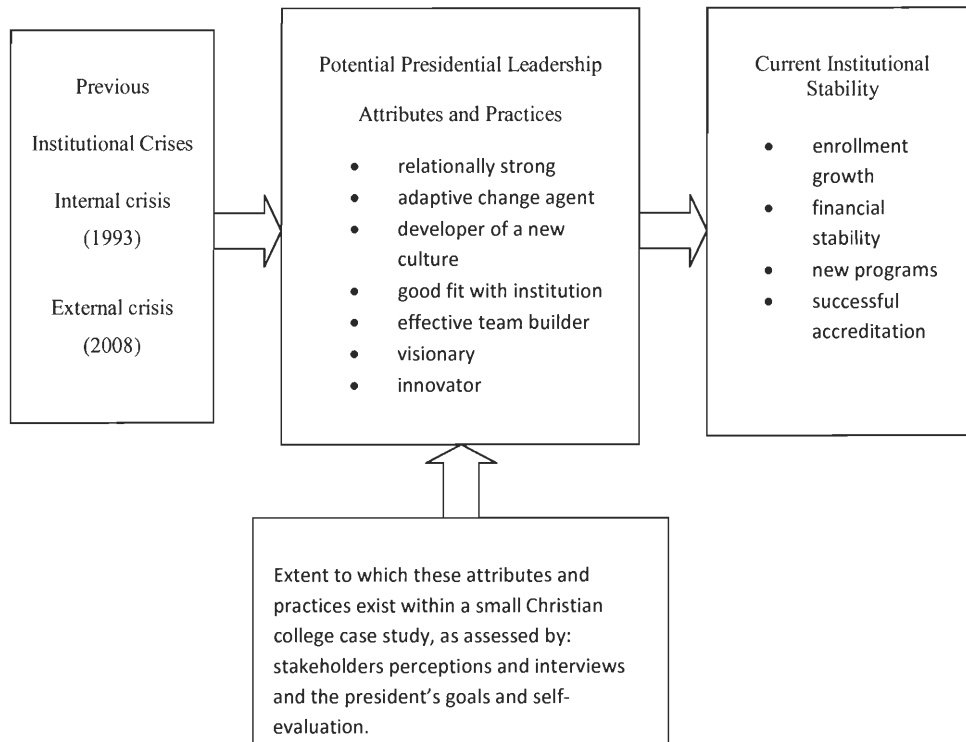


Figure 1. Conceptual Framework.

Research Questions

The following research questions guide my study:

- 1) In reference to institutional stability, what occurred at a small Christian college during the past two decades?
- 2) How do individuals who have worked for and with the president describe him regarding his leadership attributes, practices, and achievements as he lead this small Christian college during that time period?
- 3) How have this president's written goals and self-assessment of goal accomplishments changed during this time period?

Case Setting

The data for my research came from one institution of higher education, Grace College and Theological Seminary, whose campus is located in Winona Lake, Indiana. Winona Lake is a village of approximately 5,000 people, a beautiful rural setting in north central Indiana. It is a conservative, predominantly Christian community and viewed as a very safe, wholesome place for parents to send their children to college. Grace College has an undergraduate enrollment of approximately 1,000, and a graduate population of 500. The student population is more than 90% White, with 5% Hispanic and about 2% African American. The parents of the majority of the college students are middle class. More than half, 57% of students are Indiana residents. An additional 30% are from Ohio, Michigan, and Pennsylvania. Sixty percent of the students are females, forty percent are males.

The current president, Dr. Ronald E. Manahan, was appointed interim president of Grace College and Seminary in 1993 and president in 1994. Dr. Manahan has voluntarily offered his consent to participate in this study and made all personal data, including the self-evaluation of his three-year goals, available to me for the purpose of this study. He also provided his consent for his name to be used in this study (see Appendix G).

Chapter 1 Summary

The goal of my research is to investigate the leadership attributes, practices, and achievements of the president of a small, private, Christian college who led the institution through times of crisis to survival and stability. A survey was given to a broad range of stakeholders including, administrators, faculty, staff, and board

members of the college. The attributes, practices, and achievements of the president were evaluated using the survey designed by the researcher. Attention was given to how such attributes, practices, and achievements of the president reflect effective leadership in higher education as portrayed in the literature. In addition, a set of data profiling the overall institutional stability during the president's tenure and a set of data with the president's goals and self-assessment was analyzed and interviews will be conducted.

The remainder of this work will include the following elements: a fuller review of the literature in Chapter Two, the research methodology in Chapter Three, findings of the research in Chapter Four, and conclusions and recommendations for further study in Chapter Five.

CHAPTER 2: REVIEW OF THE LITERATURE

This chapter provides the foundation and context for why my study was conducted. The materials presented are: (a) several theories of leadership which have emerged over the past four decades, (b) leadership in higher education, and (c) presidential leadership in higher education. Further discussion provided as subsets include presidential leadership through crisis, presidential effectiveness, and presidential leadership in small, Christian colleges.

Theories of Leadership

Since this study focuses upon leadership, several leadership theories will be addressed. These theories identify distinct leadership characteristics, practices, and priorities, yet looked at collectively, they provide an important theoretical foundation for my study.

Transformational Leadership Theory

At the heart of transformational leadership is the desire of the leader to transform followers so that values, emotions, motivations and goals which benefit others are produced (Burns, 1978). This is distinctively different than a transactional approach, in which services are performed by followers who are then rewarded by the leader (Sashkin & Sashkin, 2003). As one considers the contrast of these two leadership styles, there is clearly a difference in the ultimate, desired outcome. The transformational leader is one who empowers followers, is interested in creating a shared vision, and works to instill intrinsic motivation for all involved. In addition, the moral outcomes gained by the leader and followers is a significant part of how effectiveness is defined (Kezar, Carducci, & Contreras-McGavin, 2006). The

transactional leader wants the anticipated results, and the motivation for the follower/employee is compensation.

Transformational leadership theory focuses upon the affects of the leader upon followers. The relational aspect (Russell & Tucker, 2004) is one of the core values of this leadership approach as seen in the dimensions of idealized influence and individualized consideration. Idealized influence, also referred to in some of the literature as charismatic leadership, is based upon the follower's strong sense of faith in, trust, and respect for the leader. Individual consideration is the dimension in which the leader gives personal attention to the needs and concerns of the follower (Bass, Avolio, & Goodheim, 1987).

Intellectual stimulation is also an important dimension of transformational leadership. It is likely to be manifested in times of rapid change or crisis in an organization (Bass, 1985). A transformational leader is not merely a problem solver, using old methods to address new challenges, but one who models and encourages followers to think and act creatively (Bass, 1985).

Research shows that the best leadership is exercised by those who manifest a combination of both transformational and transactional leadership (Avolio, Bass, & Jung, 1999; Russell & Tucker, 2004). It is common, though, with most leaders, that one of these two leadership styles is more dominant than the other (Bartlett & Bartling, 2007).

Contingency Leadership Theory

The core idea of contingency leadership theory is that the context, and specifically the circumstances and conditions, must be taken into consideration in

leadership. This relates to both internal and external factors (Fidler, 2000). When considering external factors, leaders must pay specific attention to the political, social, and economic context (Christie & Lingard, 2001). Some suggest that the context or setting is so influential that often the best solution in addressing organizational problems is to either change the situation to fit the leader or change the leader to fit the situation (Christie & Lingard, 2001). Avolio (2007), in speaking to the issue of context, points out that for the leader, the follower is the most significant element of the context. Just as little research had been done until recent decades to consider every aspect of the leadership context, it is quite possible that the most significant missing piece has been the characteristics of the follower. Avolio adds that the traits of an emerging leader do matter, but those traits are shaped by the context. This may seem obvious, but it does somewhat refute the notion that a good leader will be effective in any situation.

Some leadership traits and competencies are transferable, but many are not. Vroom and Jago (2007) conclude that the discussion of leadership is not an either/or discussion, meaning trait-based or context-based, but an integration of both. Leaders cannot be separated from their situation or from their context. In addition, behaviors, not just traits, are key factors in the study of leadership. Vroom and Jago succinctly point out three roles that situational variables play in effective leadership, namely: (a) leadership effectiveness is determined in part by situational factors beyond the leader's control, (b) situations contribute significantly to the behavior of the leader, and (c) the leader's outcomes are affected by the situation. These variables are inherent to some degree to all contexts in which leaders must function. Lees (1994)

points out that these situational factors are not to be viewed as unconnected categories, but as an integrated puzzle to be looked at holistically. Lees adds that inherent in contingency theory is the premise that there is no one right answer to the problem at hand. The situation itself dictates what the solution needs to be. But this does not mean that there are not guidelines for leading. Effective leadership is the skillful combination of being relational and understanding the context (Day, Harris, & Hadfield (2001). These authors in their qualitative study of teachers, parents, governors and students in England, use the term “values-lead contingency” to emphasize both the dominant force of the context and the perimeters provided by the leader and/or group values.

Hackman and Wageman (2007) point out the common occurrence of leaders receiving more credit, or blame, for outcomes. They refer to this tendency of focusing upon the individual leader as the main cause of success or failure as the leader attribution error. This notion is pervasive in most settings, whether it is athletic head coaches, CEO’s of major companies, politicians, or academic presidents. This is often the case because followers as well as outside observers usually lack intimate knowledge of the structural and contextual issues the leader and organization must address.

Noted scholar in the field of leadership, Bennis (2007), believes that “adaptive capacity or resilience is the single most important quality in a leader” (p. 5). He, like others who make a strong case for context-based versus trait-based leadership, emphasizes the need for effective leaders to be passionate learners and those who are committed to maximizing their life experiences. Sternberg (2007) concurs, believing

that practical intelligence, one of the key elements in his formula for effective leadership, drives a leader to either: (a) adaptation, changing oneself to be compatible with the context, (b) shaping, changing the context to fit the leader, or (c) selection, removing himself from the context.

Sternberg (2007), in his discussion of contingency leadership theory, addresses the interplay of the leader's traits and the context, pointing out that when a leader is significantly more intelligent than his followers, it may work against the leader. Zaccaro (2007) agrees, stating that high cognitive ability which is void of emotional intelligence, social capabilities, and negotiating skills, hinder leadership effectiveness. Zaccaro does bring balance to the discussion regarding the part leadership traits play in conjunction with the context in which a leader functions. He believes that the trait of leadership adaptability is important in whether or not a leader can function effectively in a variety of contexts. To postulate that the situation or context is everything is going too far. He states:

Leaders need to be able to display an array of different approaches and styles of leadership. The crucial question then becomes whether leaders are capable of displaying significant behavioral variability; if not, then, indeed, persons can be leaders only in specific situations that are commensurate with their mix of attributes. (p. 9)

Vroom (2000), while discussing the decision-making function of a leader, agrees that a leader must customize his style to whatever is most effective in correcting the problem at hand. In contrasting participatory leadership with autocratic leadership, Vroom states that with highly important decisions, a participative

approach is best, especially when the group's expertise is high and when the group has a record of effective decision-making.

Adaptive Leadership Theory

The scholar who is most identified with adaptive leadership theory is Heifetz, Co-Founder of the Center for Public Leadership and Professor at Harvard University (Nelson, 2006). The core premise of adaptive leadership theory is that the leader refuses simply to be the problem-solver but conceptualizes the problem and expects others to wrestle with and solve the problem. Rapid adaptation is a high value in this type of leadership (Kerfoot, 2009). She writes, "Adaptive leaders seize the moment and utilize the turbulence to close down dysfunctional practices, reshape the organization, and redefine the work that people do" (p. 342). Adaptive leaders do not use their authority to mandate or enforce a solution but to utilize all stakeholders involved in order to craft a common response to the relevant issues at hand (Graves, 1997).

Heifetz (1994) differentiates the two major types of challenges when describing adaptive leadership theory. Technical problems are those which are solvable by individuals with analytical, problem-solving expertise. They are sufficient when the problems at hand are not highly complex and are comprised of issues which can be remedied by those familiar with the existing problem-solving procedure and process of the organization (Heifetz & Linsky, 2003). Adaptive challenges are rooted in the complexity of life, especially when the challenges arise from the rapid changes in society. In these cases the stakeholders, not the experts, are the ones who need to come up with a solution. Heifetz, Kania, and Kramer (2005) state, "Adaptive

problems grow out of conflicting values among stakeholders, or internal contradictions between the values they stand for and the realities they face” (p. 25).

The leader asks questions and guides the process, but does not function as the problem-solver (Heifetz & Linsky, 2004). These leaders need to listen intently to, instead of avoiding or alienating those who create the most intense resistance to the new direction. There is a need for the adaptive leader to understand the opposition’s perspective and objections. Honesty, and a refusal to sugar coat the pain of change and loss, is essential to the credibility and effectiveness of an adaptive leader. This is referred to by some as “creating a culture of courageous conversation” (Heifetz, Grashow, & Linsky, 2009, p. 67). In addition, a sincere sense of empathy with all individuals effected and recognizing their pain is important for the success of the change. It is not uncommon for people to feel a great sense of loss and believe that their expectations have been derailed by an adaptive leader (Heifetz & Linsky, 2002). Heifetz (1998) also talks about the fine line of pushing people to live with disequilibrium, yet keeping them within a tolerable range so they don’t become overwhelmed. Communication is crucial, both listening well and helping people understand why the painful changes are also necessary. Heifetz believes:

The task of leadership is to give people a reason why the work in making these painful adjustments is meaningful. People are willing to suffer; and they are willing to face up to tough challenges, but they have to see the reason why. (p. 13)

Change will inevitably cause casualties, but it will also bring focus to the highest priorities as the organization proceeds into the future (Heifetz & Linsky, 2004).

Along with relief from the pain and anxiety that comes with adaptive change, followers also want their leader to provide answers. Adaptive leaders must resist the temptation to be the savior and simply give those who follow them a definitive solution to the adaptive challenge. Real, sustainable change will not occur unless the leader insists that the followers wrestle with the issues and come up with solutions. “The essence of leadership lies in the capacity to deliver disturbing news and raise difficult questions in a way that moves people to take up the message rather than kill the messenger” (Heifetz & Linsky, 2002, p. 71).

Heifetz and Laurie (1997) lay out their six principles which guide adaptive leadership: (a) get on the balcony, (b) identify the adaptive challenge, (c) regulate distress, (d) maintain disciplined attention, (e) give the work back to people, and (f) protect voices of leadership from below.

Heifetz and Laurie (1997) also point out that the leader must guide the pace and sequence of the work much in the same way a chef regulates steam in a pressure cooker. This is arguably the most important and difficult aspect of the adaptive leader’s role. They write, “The work of the leader is to get conflict out into the open and use it as a source of creativity” (p. 127). In addition, adaptive leaders may be accused of shirking their responsibility of being decision-makers and problem-solvers, since this is what others believe they have been hired to do. But adaptive leaders view their role as one of support instead of control. Leadership is about establishing the values and the culture in which all can skillfully engage in the new meaningful work of the organization (Heifetz & Laurie, 2003). It is essential that

those in all areas and at all levels need to be listened to and heard if adaptive change is to permeate the entire organization.

Adaptive leadership is especially helpful in a context of crisis. Heifetz, Grashow and Linsky (2009) point out that in a crisis there are two distinct phases which must be addressed. The first is the immediate, emergency phase; the second the adaptive phase. The goal of the emergency phase is survival and stability. This is expected and usually recognized as essential for the future existence of the organization. The goal of the second, the adaptive phase, is for the organization to thrive in the new reality. After the initial crisis is averted and there is a level of stability, the adaptive leader creates and structures for what must become the new normal. These authors provide an excellent summary of adaptive leadership, “The art of leadership in today’s world involves orchestrating the inevitable conflict, chaos, and confusion of change so that the disturbance is productive rather than destructive” (p. 66).

Leadership in Higher Education

Leading effectively in higher education requires addressing complex challenges. Birnbaum (1987) states in his study of college and university presidents that their common definition of leadership is “a process of influence directed towards the achievement of goals” (p. 11). He adds that it is more effective to view faculty as constituents and not as followers. Though leading through change in any context is difficult as the leader negotiates internal demands and external pressures, higher education institutions are notorious for independent thinking and skepticism toward change and innovation. Burgos-Sasscer (1997), in an address to community college

administrators and teachers, points out six initiatives in leading an institution of higher education in a changing world: (a) create a teaching/learning/working environment where change is expected, (b) re-examine the collegial decision-making model in higher education, (c) recognize that technology is the driver of both the current and the future, (d) reorganize organizational structures from autocratic and bureaucratic to more flexible, (e) move toward becoming a true learning institution, (f) forge new and creative partnerships, and (g) redefine the definition of community (Burgos-Sasscer, 1997). Collaboration, innovation, flexibility, and utilizing current technology are foundational realities to effective leading through change in higher education institutions.

Turan and Sny (1996) point out the three Acts of Transformational Drama Theory in discussing the unfolding phases of leading through change in educational settings. The first is identifying the need for change. Those in positions of authority and power must see and feel the need for transformation and communicate this need to others. The second is creating a vision and mobilizing followers. Leaders who transform an organization have a focused direction for the future. The third act is creating a new organizational culture.

One of the major distinctives of leading in higher education institutions concerns the complexity of the multiple structures and cultures. Because of these wide-ranging cultures, individuals and groups within the institution often have vastly different expectations and perspectives. One of the most important leadership skills required for effectiveness in higher education is interpreting context (Middlehurst, Goreham, & Woodfield, 2009). In addition, establishing a new culture (beliefs,

values, practices, and traditions), along with putting new structures into place, is what sustains organizational change. Similarly, Lunenburg (2003) in his study of 693 educators discovered that effective leaders are able to communicate the new direction of the institution, work at developing and empowering followers, and challenge them to be innovative.

One important reality regarding effective leadership in higher education is that the best leaders understand that they do not lead alone. Eddy and VanDerLinden (2006) state that leadership is now being described more in terms of relationships than merely by titles and roles. It takes a community of leaders, working together, moving in harmony toward the agreed upon vision, to accomplish effective and long-term change (Slater & Martinez, 2000). Fortunately, there has also been an evolution in leadership in higher education, moving from a hierarchical, top down approach to one which is more participatory and collaborative (Kezar, 2000; Kezar, Carducci, & Contreras-McGavin, 2006). Birnbaum (1987) concurs, “A presidential approach that places less emphasis on directing others and more on empowering them may take advantage of the unusual properties of higher educational institutions” (p. 18).

Presidential Leadership in Higher Education

Since much of the literature related to leadership in higher education focuses upon presidential leadership, in this section I will address presidential leadership in three contexts: (a) leadership in colleges and universities which have been through crisis, (b) specific characteristics and behaviors of presidents which have proven to be effective in providing stability and health in higher education institutions, and (c)

leadership in colleges and universities which are members of the Council for Christian Colleges and Universities.

Presidents Leading through Crisis

When both internal struggles and external forces impose themselves upon an institution, leading effectively can seem nearly impossible. Small, private colleges and universities, like member schools of the CCCU, live with limited resources and stiff competition from both publics and other privates, even when the economy is strong and their brand of education is desired. But when schools are struggling to keep up with rapid societal change and a downturn in the economy occurs, resulting in less student financial aid or the job layoffs of parents of prospective students, a crisis can result. One example of this is Cascade College, which announced its closing in 2008 (Pope, 2008). President Corts of the CCCU, of which Cascade College, as a branch campus of Oklahoma Christian University, is a CCCU member, wrote, “The financial crisis is clearly very serious. I think people are sensing that this is not short-term. It’s something that’s going to take a couple of years to play out (Pope, 2008, p. 2).

Community colleges are facing similar challenges due to the national economic downturn. For example, a recent 2011 qualitative study was conducted with 42 employees (administrators, faculty, and support staff) from eight different community colleges to determine what areas of their colleges were most affected by the economic crisis. The findings are as follows: (a) there was a strong increase in student enrollment, (b) there was a decrease in full-time faculty and part-time faculty were added, and (c) there were severe financial and personnel cuts in student services

(Okpala, Hopson, & Okpala, 2011). These data reflect what occurs when institutions have to prioritize and downsize due to financial constraints. The researchers in that study suggest that these cuts will have a negative, long-term impact on the effectiveness of these colleges.

Students of smaller institutions, like community colleges and small, private colleges, desire close relationships and mentoring from full-time faculty. As such, the student services of counseling, advising, and faculty availability are crucial to the mission of many of these schools. In addition, downsizing impacts their ability to compete with similar schools which still provide these services. When presidents and senior administrators have to wrestle with significant financial stress and have to make difficult budget and personnel cuts, it is painful and deeply impacts campus morale.

Floyd, Maslin-Ostrowski, and Hrabak (2010) give helpful insight into areas of heightened stress for presidents of higher education in times of crisis. These areas are vulnerability, power, isolation, and fear. Regarding vulnerability, in times of crisis when the issues are made public, there is a level of scrutiny which leads to speculation and assumption. The president is the one who must manage the information and protect the institution. The authors also point out that power is often shifted, and if the president is the target of accusations or is discredited, his power is greatly minimized. The third area is isolation. Since during a crisis the president often becomes the one who must seek information and maintain a high level of confidentiality, he/she is often isolated and must deal with the stress alone. The fourth area of heightened stress in a crisis is fear. It is nearly impossible, even for the most

optimistic of leaders, to not mentally play out the worst case scenario in the crisis.

Fear can be paralyzing, yet the most effective leaders are courageous and realize their responsibility to engage the issues and not run from confronting the crisis.

In a case study regarding a university president initiating and sustaining substantive change, stability, and health following an institutional crisis, Van Loon (2001) points out important lessons learned about being a change leader in a higher education institution: (a) substantive change can only come out of a very difficult situation, (b) change is easier to bring about if the leader is new to the job, (c) it is essential for the change leader to spot and recruit internal change leaders, (d) the leader must engage the politics and power brokers in the institution, (e) dissent to the change is always more visible than support for the change, (f) the leader must understand he/she will be a target of criticism, but should seek to be respected, not liked, (g) the leader must realize that he/she cannot over-communicate, (h) the leader must be committed to persevering through the change process, (i) the leader needs to recognize that it takes an entire team to bring about substantive change, (j) when success is achieved, the leader must share the credit, and (k) after substantive change occurs, the leader must introduce a season of calm and stability.

In a discussion about preparing for crisis on a university campus, Burrell (2009) talks about the importance of the role of the president. She writes, “When crisis strikes a campus, people expect the president to be in charge as well as be a voice of reassurance in response” (p. 52). Though Burrell is referring to a crisis event, this is also true during an extended time of crisis.

A qualitative case study of thirteen colleges was conducted to determine the responses of community college presidents who were facing deep challenges or crisis in the areas of financial, personnel, political, and public relations issues (Murray & Kishur, Jr., 2008). Interestingly, the action steps taken by the presidents as they were confronted by these challenges were very similar. The steps of the presidents were: (a) take ownership of the problem, (b) gather as much information as possible, (c) verify the accuracy of the sources, (d) notify the governing board immediately, (e) notify the senior administrative team and seek their input, (f) if appropriate, inform faculty and staff, (g) expand the circle of advisers, including attorneys, other presidents, and community leaders, and (h) take action to solve or manage the crisis. Murray and Kishur, Jr. (2005) write,

The presidents who expressed the greatest satisfaction with the outcome of their particular challenge were the ones who had worked closely with others to resolve the challenge. They had put their trust in their advisors and had surrendered some of their personal autonomy to the team. (p. 494)

The benefits of including others in the entire process are the rewards of shared wisdom and shared ownership of the issue. Effective leaders, especially those leading in the midst of crisis, understand the great value of including others so that they see themselves as part of the solution. This develops greater trust in the leader and often a deeper level of commitment by all in the organization (Heifetz & Laurie, 2003).

Presidential Effectiveness in Higher Education

When boards of trustees hire a new president, both the hope and expectation is that the new president will be highly effective. Michael, Schwartz, and Balraj (2001)

write, “Given the influence of presidents on their institutions, the most important function of the trustees is to ensure an effective presidency in their institutions” (p. 333). Unfortunately, many board members are not equipped, because of little or no background and training in academia, to firmly grasp how to evaluate a president’s effectiveness. Michael, Schwartz, and Balraj enumerate four major areas for evaluation of presidential effectiveness. They are: (a) knowledge, of higher education in general and the institution’s politics and culture, (b) influence, of internal and external constituents, (c) relationships, with trustees, board chair, faculty, staff, and students, and (d) management/leadership, of academics, planning, and budgetary details.

Similarly, Moore (2001) points out the three-fold role of a university president as academician, corporate CEO, and public or political leader. Effectiveness in even one of these roles is challenging, and needing to acquire and practice competence in all three can be daunting.

One helpful way to evaluate presidential effectiveness in higher education is to focus on qualities and behaviors presidents should avoid. Bornstein (2003) points out six threats to the legitimacy of an effective president: (a) cultural misfit, (b) managerial incompetence, (c) erosion of social capital, (d) inattentiveness, (e) grandiosity, and (f) misconduct. Her main point is that effective presidents are very in tune with the institutional culture, have high integrity, and maintain strong relationships with internal and external constituents.

Five areas for evaluation and support for a successful higher education presidency are enumerated by the Association of Governing Board’s task force which

includes presidential being, presidential doing, presidential social integration, presidential transition, and presidential evaluation and support (Skandera-Trombley, 2007). The purpose of this task force was to create for boards of trustees specific areas in the lives and vocation of presidents where development, mentoring, support, and accountability are required for a healthy, effective president.

Bennis, renowned scholar in the field of leadership studies, provides an excellent summary of what is needed for effective leadership. He writes, “I believe all exemplary leaders have six competencies. They create a sense of mission, they motivate others to join them on that mission, they create an adaptive social architecture for their followers, they generate trust and optimism, they develop other leaders, and they get results” (Bennis, 2007, p. 5).

As I pointed out in Chapter 1, there are seven major attributes and practices of effective presidents in higher education which repeatedly surface in the literature. The leader is: (a) relationally strong, (b) an adaptive change agent, (c) a developer and shaper of the new culture, (d) a good fit with the institution, (e) an effective team builder, (f) a visionary, and (g) an innovator. More detail will now be offered for each.

Relationally strong. As has already been cited in this chapter, the leader’s relational skills are crucial to effectiveness in higher education (Day, Harris, & Hadfield, 2001; Eddy & VanDerLinden, 2006; Larsson & Vinberg, 2010; Lumsden, Plotts, Wells, & Newsom, 2000; Russell & Tucker, 2004; Zaccaro, 2007). The president must be able to relate well to all who fall under the category of being a constituent (Denton & Moore, 2009). This includes board members, faculty, staff,

students, alumni, donors, community leaders, denominational leaders (faith-based schools), and political leaders, among others. This often requires a president to have the discipline to stop and listen, show concern and empathy, and engage in small talk in the midst of a very busy schedule. Oosting (1985) uses the term “accessibility” to describe the need for presidents to listen and show interest in the concerns and needs of others.

A president’s practice of listening well is stressed as an important relational skill (Kezar & Eckel, 2008). Kezar and Eckel write, “Successful presidents spent a year or more getting to know the campus culture, talking to different constituent groups and speaking to people of different races and ethnicities” (p. 395).

One president of a college which went through a significant transformation as a result of changing its institutional mission, created a “safe environment” on campus for faculty and staff. They were shown respect by having the opportunity to voice their frustrations, by being kept well-informed about the changes, and by seeing that the changes were incremental and not forced upon them (Dittmar, 2009). This style of leadership demonstrates a concern for the impact of change on those who are directly affected by it. Julius, Baldrige, and Pfeffer (1999) add that it is very important for leaders not to be ego-driven and use others for their personal gain. They write:

Selflessness is important, or at least a certain degree of humility. With a few notable exceptions, the arrogant, brash, pompous, didactic, mean-spirited, or narcissistic types fail to become influential because colleagues are reluctant to trust or align themselves with these individuals. (p. 8)

Adaptive change agent. Though the context of my study concerns change required when higher education institutions are experiencing crisis, change in general is also important because society is ever-changing. Boyce (2003) addresses the great challenge of not only initiating change in institutions of higher education but addressing the even greater challenge of sustaining the new change by asking two questions, “How is strategic change achieved where objectives are divergent, power is diffuse, and leadership roles are shared? How do institutions develop enough coherence among their parts to allow deliberate strategic change?” (p. 121). Boyce believes that for change to be sustainable, the values and assumptions of the institution must be changed. In addition, new structures and new competencies must be acquired. This kind of change is very difficult unless an already high and increasing amount of stress is present. This may be one of several reasons why a high percentage, 70%, of significant change efforts fail (Dittmar, 2009). It is common for the institution in which change will occur not to be prepared for the trauma of change. Kotter’s (2008) contention is that unless there is a deep, emotional as well as rational reason why substantial change in an organization is a non-negotiable, the resistance will be overwhelming and very difficult to overcome.

Change is the topic of much discussion and research in light of the enhancements of technology and the globalization of society. But organizational change which is not rooted in meaning and thoughtful analysis can cause more harm than good. Heifetz, Grashow, and Linsky (2009) have well said, “Most sustainable change is not about change at all but about discerning and conserving what is precious and essential” (p. 69). Similarly, Eckel, Hill, and Green (1998) discuss the

importance of significant, transformational change in higher education but remind the reader that, “The current challenge to higher education is to chart intentionally a desired future congruent with our values and aspirations” (p. 3). This is a helpful caution to the change leader who may lose sight of the fact that there are traditional and essential characteristics of higher education. Understanding these perimeters is crucial in light of where innovation can lead if not tempered by the institution’s mission, as well as state and national policies, and accreditation standards. Kezar (2001) writes, “Higher education institutions are tradition-bound, and continuity is an important feature” (p. 8).

One of the issues at the core of leading through change is discerning how much is proactive and how much is reactive. McRoy and Gibbs (2009) state that it is essential for the leader to both deliberately plan for change and be receptive to the emerging outcomes which change produces. This is a wise reminder that some changes in an institution cannot be predicted or planned for when the sources of change are outside of the leader’s control.

There are key areas in which the president of an institution of higher education must focus to produce meaningful change (Downey, 2001). Downey writes, “The president’s role is to take the lead in cultivating an institutional climate where openness, mutual respect, and the release of creative energies are valued as acts of leadership in themselves” (p. 237). Clearly, he sees change as being rooted in empowering others and creating the appropriate context.

Fullan (2001) provides a helpful list of guidelines in understanding and implementing the change process in an educational institution. They are: (a) the goal

is not to innovate the most, (b) it is not enough to have the best ideas, (c) appreciate the implementation dip, (d) redefine resistance, (e) reculturing is the name of the game, and (f) never a checklist, always complexity. Understanding that the goal is not to innovate the most is crucial in producing change in a higher education institution. Some leaders are addicted to change, and have a tendency to either burn out people or create deep resentment in employees who sense that what they accomplish is never enough. In addition, it is not enough to have the best ideas is Fullan's warning that good ideas without the ability or patience to win buy-in from one's teammates rarely results in the desired outcome. Appreciating the implementation dip is a reminder to the leader that the transition phase of moving from the vision or idea to implementing it is painful to those who must acquire new competencies and think differently about their work. Fullan states, "Effective leaders have the right kinds of sensitivity to implementation. They know that change is a process, not an event" (p. 40). Effective leaders must also redefine resistance. This points to the painful reality that leaders often learn more from those who disagree with and even resist them. Leaders must refuse to only team up with those who think just like them. The best ideas and initiatives are refined by questions and disagreement.

Fullan (2001) also states that reculturing is the name of the game. When sustainable change is the goal, along with the implementation of new structures, a new organizational culture also must be created and reinforced. This is vital in light of the most basic definition of organizational culture being "the way we do things around here." Fullan also speaks of change being never a checklist, always complexity. Effective change leaders are passionate, life-long learners. They

understand that though there may be some guiding principles for organizational change, each situation is unique and requires the ability of the leader to observe, listen, assess, and discern before the implementation process can take place. Effective change leaders in higher education also understand that change is not linear and disconnected, but all aspects of the institution are interconnected. This is why communication and shared ownership of the change process is vital (Kezar & Eckel, 1999).

Kezar (2001) outlines the topic of degrees of change and places them within two distinct categories. She points out first-order change, which focuses upon improvements and adjustments, not foundational or systemic changes. This is also referred to as organizational development. The other type is second-order change, which addresses the culture, values, structures, and processes of the organization. Kezar points out that typically, this level of change is only initiated during times of crisis. This change is referred to as organizational transformation.

Regarding second-order change, Kezar and Eckel (2002) conducted case studies of six higher education institutions over a four-year period, attempting to identify a transformational change framework. One significant finding related to the need for those in the institution to think about it in a new way. Kezar and Eckel write, “A central component of transformation that emerged across these cases is providing vehicles for people to alter their mental models leading to a different set of meanings and activities consistent with the new realities of the changing institution” (p. 303).

This is an important insight addressing why resistance to change is so common. Providing helpful vehicles for people to change the way they think about

the newly transformed institution takes great skill as a leader. To move people from changed behavior, which is difficult enough, to thinking differently and positively about the new normal, is a deeply, challenging task. These researchers concluded that there was a need for “sensemaking” in these organizations in order for the transformational change to be embraced. Sensemaking is a mental model in which individuals come to see the organization with a new identity, believe their involvement in the new entity is worthwhile, and have shared in the creation of the new identity (Kezar & Eckel).

Eddy (2003) addresses the topic of organizational change in higher education from the perspective of presidential cognition and use of power. The results of her qualitative study of two community college presidents dealt with the presidents’ thinking and personal reflection about change and their use of power. She concludes, “This study found that a precursor to how the presidents framed change on campus was how they first made sense of change for themselves” (p. 16). This is significant in a discussion on change because not only does a leader need to be thoughtful and reflective about the context into which the leader is initiating change, but in order to properly use power and manage the change effectively, the leader also needs to know himself/herself.

Initiating and managing effective, transformational change is both a demanding and invigorating challenge. As Mento, Jones, and Dirndorfer (2002) have said:

The thought of the 21st century change leaders is that they must be astute decision makers and marketers, trusted innovators, agents of change,

preachers of difficulties, master integrators, enterprise enablers, technology stewards and knowledge handlers. They will need first-rate managerial, technical, interpersonal and scientific skills. (p. 58)

Developer of the new culture. Schein, former professor of the MIT Sloan School of Management and notable expert in the field of organizational culture, states, “Start with the culture-you must understand the context first. There seems to be this pathological desire to generalize about all sorts of organizations when the data say that every organization is in fact unique” (Taplin & Carter, 2005, p. 79). By context, Schein is referring to the culture of the organization. Schein (1982) defines an organization’s culture as:

Culture is a pattern of basic assumptions-invented, discovered, or developed by a given group as it learns to cope with its problems or external adaptation and internal integration-that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (pp. 32-33)

Kezar and Eckel (2008) discovered in their qualitative research using interviews of 27 college and university presidents that understanding their institution’s culture was essential for both discerning the type of leadership approach they should take and the speed and pace with which they could lead through change.

One of the greatest values for a leader in having an accurate assessment of the institution’s culture is that it aids in understanding the inevitable resistance which will come with change initiatives (Dittmar, 2009). If the leader understands the cultural attitudes, values, and traditions of the school, he/she can often anticipate where and

from whom the resistance will come. On the other hand, effective leaders can strategically use the organizational culture to enforce new initiatives and change (Julius, Baldrige, & Pfeffer, 1999). For a leader to tap into the power of a symbol or tradition, yet put a new face or spin on it, could assist in the new initiative gaining momentum quickly.

Though Edgar Shein is considered the most notable scholar on this topic, others also bring clarity and insight. Bond (2004) defines organizational culture as follows:

A shared system of beliefs (what is true), values (what is important), expectations, especially about scripted behavioral sequences, and behavior meanings (what is implied by engaging in a given action) developed by a group over time to provide the requirements for living. (p. 62)

Toma, Douglas, Dubrow, and Hartley (2005) add that an organization's culture provides reminders and reinforcement regarding what values and practices are central, enduring, and unique to the organization.

In discussing the power of a strong culture, Chatman and Cha (2003) write, "Strong cultures are based on two characteristics, high levels of agreement among employees about what's valued and high levels of intensity about these values" (p. 23). The simplicity of these two terms, "agreement" and "intensity," reinforce why a culture which has been embedded in an organization for years and has leaders who continually hire new employees who embrace and embody the culture themselves, is nearly impossible to change. In some instances, changing an organization's culture is unwise. But in other cases it is essential for the stability, health, and the growth of the

organization. This is one reason why the topics of organizational culture and change are commonly discussed together in the literature on leadership.

Phelan (2005) addresses the issue of changing a culture by referring to the five step procedure of Kotter and Heskett (1992). Step one is the need to accurately and honestly assess the initial culture. Often, the current culture is viewed as successful because of the organization's prosperous past. One of the greatest deterrents to present change is past success. The second step is identifying the aberrant behavior. Kotter and Heskett point out that as an organization ages leaders have often been replaced by managers. Because these individuals are not adept at innovation, maintenance and even decline set in. Step three is the introduction of a new leader with new vision. The initial role of the new leader is to identify the crisis and cast a new vision for the future. This is a challenging time for all, even those who have strongly supported new leadership and change. Reorganization is the fourth step in changing the culture. This is where structures, policies, procedures, and even personnel changes are made. At times, the most important obstacles to remove in establishing a new organizational culture are those individuals who are relentlessly holding on to the old, dysfunctional culture. The final step is successful culture change. Often, behavior changes before attitudes and values change, if the behavior is tied to employment and compensation. But it is not until the values and attitudes change (culture), that a new normal for the organization becomes a reality.

Recognizing the resistance a leader faces in changing a culture, organizations can leverage their healthy culture in several ways (Chapman & Cha, 2004). First, they need to be intentional about their selection and hiring process. Since an organization

is in essence a collection of people, who those people are, what they believe, and what they value all contribute to the culture. In addition, new employees should be intentionally socialized, trained, and mentored into the new culture. Finally, in order to deeply reinforce the organizational culture, rewards, compensation, and advancement through the company should at least in some measure be tied to their reinforcement of the culture.

The discussion of culture is a clear reminder that ultimately, the purpose of an organization's culture is not to serve the desires and preferences of the individuals who make up the organization. A skilled leader of change understands that it is natural for everyone to have values and beliefs which they may hold with great conviction and passion. But in any organization, the mission and defined purpose for its existence must take precedence over personal preference. Aguirre and Martinez (2006), addressing this issue of culture from the perspective of a transformational leader writes, "The purpose of transformational leadership is not so much to change individuals as it is to transform organizational culture (roles and practices) to meet the demands from a changing social environment" (p. 28).

Good fit. Sometimes presidential leadership success has more to do with how well the leader fits the context than the leader's competence. A study was conducted regarding the presidential searches of three universities in Georgia, and the lack of success of each of the presidents who were hired. Fincher (1997) points out four important lessons regarding suitability: (a) the governing boards were focused upon administrative competence and not leadership effectiveness, (b) not enough attention was given to the institutional mission and the unique needs of the schools, (c) the

governing boards and search committees were inexperienced with the process, and (d) there was a substantial discrepancy between the presidents' abilities and the schools expectations.

Denton and Moore (2009) point out that fit or suitability matters in a variety of areas. The president must be a fit with the identity of the school as well as its mission and its culture. Donnelly (1995) makes an insightful observation that in long-term presidencies, the reason why the fit of the leader of the institution often intensifies is because the school has bought into the president's vision. As that vision is realized and lived out, the bond and therefore fit is strengthened.

Boyce (2003) uses the terminology "compatibility" when discussing the new president's innovation and new initiatives in the higher education institution. She stresses that the change and innovation instituted by the president must be compatible with the values and assumptions of the university. This is an important point and issues of change, vision and innovation should be discussed during the president's interview process. Schools can feel as though they were deceived if a new president begins changes and new initiatives which are highly inconsistent with their identity and heritage.

Effective team builder. There is a great deal of truth to the statement that a leader is only as effective as the quality of those with whom he surrounds himself. Julius, Baldrige, and Pfeffer (1999), in their study of academic administrators and staff from 47 Canadian colleges and universities, discovered the importance of the president being an excellent team builder. They mention the importance of the president modeling a positive outlook, a strong work ethic, and empowering others to

do their jobs. In addition, excellent team builders affirm their employees, reward them publicly and privately, and point out unacceptable behavior. This all reflects a leader who is engaged with his/her team, communicates well and makes sure the team is involved in the fulfillment of the vision.

In Dittmer's (2009) analysis of a very effective transformational president, he speaks to the president's ability as a team builder and one who empowered his team. He writes, "Members of the leadership team possessed competence in fundraising, student recruitment and development, fiscal management, and programmatic and operational supervision. More than just a collection of good supervisors, they possessed a forward-looking view of what the school should be" (p. 99). The best leaders not only have the ability to see potential in others; they know how to empower and develop the best abilities and skills in those teammates. This is especially true in the world of higher education with all its complexities and challenges.

Visionary. A president who is a visionary seems to be in high demand. Whether the vision is created and articulated by the president himself or was formed by consensus of those in the institution prior to or since his/her arrival, it can bring energy and unity to a campus (Donnelly, 1995). If vision is primarily about the future direction of an organization, and that direction is consistent with the mission, values, and competencies of the organization, vision plays an important role in future success. However, if the vision is merely an idea or dream with no strategy and action plan, it will have little to no impact for good.

Kezar and Eckel (2008), in discussing the importance of vision in creating the value of diversity on campuses, speak to the importance of the president rallying others around the vision with inspiring speeches and motivational stories of the value diversity plays in campus life. They believe the best visionary presidents have worked hard at the vision being one which is shared by many on campus. Kezar and Eckel agree that motivation and inspiration are not enough if the vision is to be realized. There must be strategic planning.

Dittmar (2009) points to a true success story of the transformation of Wayneburg College, a school which had all-time low enrollments and was struggling financially in the 1980s, to Waynesburg University, a school which is now growing and healthy. He writes, “The institution has been transformed and refocused; it has recorded its highest enrollments, developed innovative curricular offerings, attracted superior faculty and staff, redeveloped and beautified its physical plant, and stabilized its financial resources” (p. 85). This was birthed through the simple vision of the new president which was to restore the school to its historic Christian heritage. As a result of excellent visionary leadership, a united team, a new, positive campus culture, and tireless work, the vision at Waynesburg was realized.

Innovator. Leaders in institutions of higher education are wise to utilize the expertise of bright, capable co-workers. Yet one of the leader’s greatest challenges is recognizing that many have expertise in very limited areas, and are uninformed or naïve in other areas which are relevant to the function and growth of the college or university. For example, one of the most significant complexities of leading in higher education deals with the tension of traditional academic autonomy and the increasing

infusion of managerial principles (Middlehurst, Goreham, & Woodfield, 2009).

“College as a business” is certainly a reality in the twenty-first century and especially in recent years with the pressures of a national, economic downturn. Some of those trained as academics resist their institution of higher education being marketed as a business where their perception is that dollars take priority over everything else.

McRoy and Gibbs (2009) point out that higher education institutions are more and more adopting private sector, managerial techniques. Effectiveness, efficiency, and economy have become areas of much greater emphasis in recent years. Indeed, “As universities have become more like other businesses, their presidencies have attracted administrators and fund-raisers more than scholars and visionaries” (Greenburg, 1999, as cited in Dennison, 2001, p. 17). This trend is applauded by some and disdained by others. For some, the thought of the academy simply becoming another for-profit business, driven by consumerism, is in direct opposition to their paradigm of higher education. Moore (2001) writes, “Faculty often express concern that the academy, in the name of accountability, is being infused with the values of a corporate culture it abhors” (p. 5). But there is a positive side to this trend. One result of academic institutions acquiring a thorough understanding of business and marketing principles is that it leads to greater creativity and innovation. Encouraging individual creativity leads to organizational innovation which is essential for survival and success in a rapidly changing world (DiLiello & Houghton, 2006).

Indeed, Osland and Ankeny (2007), speaking to this issue of innovation in Christian higher education institutions, believe that the pressure which comes from small endowments presses leaders in these schools to be innovative and pursue

revenue generating initiatives. One additional factor which complicates this is that the Christian institutional mission of these institutions, and the perspective of their conservative constituency, can bring strong resistance to that which is new, creative, and perceived of as being secular. Effective presidents must navigate these challenges with sensitivity and courage.

Presidents of CCCU Institutions

As was previously stated in Chapter 1, the mission of the Council for Christian Colleges and Universities (CCCU) is “To advance the cause of Christ-centered higher education and to help our institutions transform lives by faithfully relating scholarship and service to biblical truth” (CCCU, 2011, paragraph 1). Regarding the growth of these schools in the 1990s and early 2000s, CCCU President Andringa states, “More evangelicals embrace higher learning. More leave universities with Ph.D.’s and want to work where their faith is encouraged and is allowed to be integrated into their teaching” (CCCU, 2005, p. 1).

The common approach of instruction in these schools is instilling a biblical or Christian worldview into the curriculum of their programs (Hayes, 2005). This means that the primary textbook is the Bible, both the Old and New Testaments. This does not infer that these institutions are Bible colleges which only attract and accept students who are pursuing vocational Christian ministry. On the contrary, these schools by definition are liberal arts institutions with many different majors, ranging from pre-med and pre-law, to history and English literature, to sociology and psychology. This being said, it is important to note that these schools do not want to be caricatured as “engaging in brute indoctrination of their students” (Hayes, 2005,

p. 27). They walk a fine-line of promoting a distinctly Christian worldview and yet also working hard to instill within their students freedom to think for themselves and at times disagree with their professors. McKinney (2004) agrees, “The goal is not to indoctrinate students, but to set them free in a world of ideas and to provide a climate in which ethical and moral choices are made and convictions are formed” (p. 160).

Marsden (2009), the Francis A. McAnaney Professor of History at the University of Notre Dame, wrote:

As a rule, evangelical faculties at CCCU schools are a long way from the culture-wars stereotypes that some people attribute to evangelicals in general. These faculties represent some of the most thoughtful elements in their communities and include some distinctly progressive voices. (p. 1)

Marsden and others do recognize several significant short-comings of these schools. One deals with low percentages of racial and ethnic diversity. Though many of these schools are working to bring more diversity to their campuses, it continues to be an issue. In addition, because of the admission and lifestyle standards of these schools, there tends to be a significant homogeneity of beliefs and world perspective, which can be limiting in an educational environment. Marsden well says, “The solution is not to convince everyone to think alike, but rather to encourage those who differ to do so thoughtfully and with respect and tolerance” (p. 2).

Evangelical schools, including those in the CCCU, are also interested in students having a holistic, life-enhancing experience, specifically learning to contribute to society as servant leaders (McKinney, 2004). Co-curricular activities such as missions trips, church involvement, service in their local community, and

national and international internships, provide real-life experiences for students to learn to both lead and serve.

With an overview of CCCU schools, it is important to analyze the qualifications, attributes, and experiences of the presidents of these schools. Lumsden, Plotts, Wells, and Newsom, (2000) conducted a survey of 67 presidents of CCCU higher education institutions. Since there are only 111 of these schools, their sample included more than 50% of the total. Several of the distinguishing characteristics of these presidents were as follows: (a) they were Caucasian, male, and married, (b) in the age range of 51-60 years old, (c) have terminal, doctoral degrees, over half in the field of education, (d) the majority were hired from outside of the institution, (e) most served five years or less in the position they held prior to the presidency, and (f) many, in addition to their administrative duties, function in a “pastoral” role, because in these schools spiritual maturity and ministry-related skills are highly valued.

A similar study regarding CCCU presidents was also conducted in 2001 which included 44 presidents (Smith, Filkins, Schmeltekopf, & Bateman, 2005). The findings were similar, with the following additions: (a) presidents were staying in their roles longer, (b) fewer presidents were being hired from outside of the institution, (c) faculty represented the greatest challenges and stress to presidents, (d) planning and fund-raising occupied the majority of the president’s time, and (e) presidents do not feel the financial condition of their institution was fully disclosed to them before they were hired.

A third study of CCCU presidents was conducted by Webb (2007), surveying 223 vice presidents and chief officers from these schools. The purpose of Webb's study was to see whether or not these presidents were more transformational, transactional, or laissez-faire in their leadership style, and which of these styles lead to greater motivation of extra effort among workers. The results indicated that, "Presidents at CCCU institutions are viewed as inspiring, positive, emphasizing personal and organizational values, and demonstrating a strong need for power and assertiveness" (pp. 61-62).

One of the greatest challenges presidents of CCCU schools face is the tension of maintaining their Christian mission and often their denominational heritage, while also sustaining fiscal stability. This has become even more difficult since 2008 with the downturn of the national and international economies. One example of how this tension has escalated is with the popular trend of these schools offering undergraduate degree completion programs to adult learners (Winston, 2007). This creates challenges to the institution because in order to get adequate enrollment for these programs, prospective students are typically not required to adhere to the same admission requirements or the same faith statement and lifestyle standards required of traditional-aged college students. This causes some older alumni and constituents to question whether or not the school is drifting from its mission and core beliefs. Winston (2007) addresses this issue with concern that these institutions are pursuing a path which will prove detrimental to their identities. She writes, "The colleges run the risk of developing an unfortunate educational schizophrenia-two tier system, with one component unrelated to the core identity" (pp. 12, 14).

This is an important and relevant issue with small, private institutions, such as those that comprise the CCCU. A president's ability to negotiate this challenging issue is just one of several inherent in leading one of these institutions. Examples of others include: (a) dealing with a board of trustees which may be controlled by a church denomination, (b) feeling pressured by some constituents to speak out on partisan, political issues, and (c) an ability to clearly differentiate to employees and constituents that a Christian institution of higher education is different than a church and is bound by accreditation agencies, state budgets, and the policies, rules, and mandates of national Boards of Education.

Chapter 2 Summary

In this section, theories of leadership, namely transformational, contingency, and adaptive leadership were discussed. Additionally, leadership in higher education, and specifically presidential leadership was reviewed. Three specific sub-categories related to presidents: (a) presidents whose institutions are in crisis, (b) areas which define effectiveness in the presidential role, and (c) presidents of schools with membership in the Council for Christian Colleges and Universities were investigated.

This literature review is intended to lay the groundwork for research to investigate a case study of the leadership of a president of a college which survived two periods of crisis and has achieved stability.

CHAPTER 3: METHODOLOGY

The goal of my study is to examine how a president of a small, Christian, private college which was in crisis on two occasions was able to lead the institution to current levels of survival and stability. During the president's 19 years of service, an internal crisis existed shortly before the beginning of his presidency. Fifteen years later, an external crisis occurred. The initial crisis was caused by internal conflict, ineffective leadership, and plummeting finances and enrollment. The second crisis was induced by the national economic downturn resulting in state funds being reduced, the parents of current and prospective students losing their jobs, and a need for the institution to eliminate important services and downsize personnel.

My study focuses upon how this president through his attributes, practices, and achievements led the college through these times of crisis. This research is important, because small, private institutions of higher education are vulnerable to the same types of crises, and though their circumstances are in some ways different, helpful insight can be gained from this case study. This chapter presents the methodology used for research, which is a mixed methods study.

Research Design

Case study research in which mixed methods are used combines the benefits of quantitative and qualitative research together when data and analysis is complex (Creswell, 2003). For example, collecting data using qualitative instruments such as interviews provide greater depth of information to data acquired through surveys. Since one of the primary objectives of research is to provide answers to the research questions, an important value of mixed methods research is that it provides flexibility

in addressing both quantitative and qualitative research questions, which can lead to fuller and more integrated data (Doyle, Brady, & Byrne, 2009).

One important decision a mixed methods researcher must make is whether the quantitative components of the research will occur concurrently or sequentially (either before or after) with the qualitative components (Creswell, 2003). My study is a sequential, exploratory design, in which the quantitative data was collected first through the use of a survey, and then the qualitative data was collected through a small sample of interviews and some archival documents. Surveys are effective research tools if the data gathered has clear objectives and specifically addresses the research questions (McMillan & Schumacher, 1997). In this mixed methods approach, the qualitative data was used to clarify, enhance, and provide depth to the data gathered through the survey.

Two other sets of data were collected in this case study. The data collected which defines institutional stability for this study was provided by the Office of Institutional Technology Admissions Department, the Business Office, the Marketing Office, and the Office of the Provost. The four areas of information are: (1) enrollment growth, (2) financial stability, (3) new programs which attract students in new markets, and (4) successful accreditation with both regional and professional accreditors. Second, the president's three-year written goals and self-assessment, covering 19 years, were utilized for this study. An analysis of these documents provided a look at the president's institutional priorities and practices and how adjustments were made over time.

Research Questions

The purpose of this study is to examine how a president of a small, private, Christian college was able to lead it through two periods of crisis to a current level of survival and stability. The following research questions guide this study:

- 1) In reference to institutional stability, what occurred at a small Christian college during the past two decades?
- 2) How do individuals who have worked for and with the president describe him regarding his leadership attributes, practices, and achievements as he lead this small Christian college during that time period?
- 3) How have this president's written goals and self-assessment of goal accomplishments changed during this time period?

Participants

Those who were invited to participate in my study fall into two major groups: those who are employed by Grace College and Seminary and those who serve (or have served) as volunteers on the Board of Trustees. The employees included administrators, faculty, and staff. There were 221 employees, along with 36 board members who have served on the board during the period of 1995 through 2012. The 25 administrators are those who either directly report to the president or provost, or those who oversee areas such as Human Resources, Business Office, Admissions, or Student Affairs. In addition, 57 faculty are those who are either half, three-quarters, or full-time instructors or professors of any academic rank. There are 139 staff, which includes all who serve in a support role and are not in the other two categories. Regarding board members, these individuals are elected to three year terms and may

serve as many as five consecutive terms. At that point they must step off of the board but after one year are eligible to be elected again to the board.

Because of the smallness of the institution, most of these individuals know the president on a personal basis. The president leads a monthly all-employee meeting (GEM) during the academic year. Employees are able to see him lead, respond to questions, and cast vision for the institution. He also makes himself very available to employees. In addition, because of the small number of board members, approximately 20 at any one given time, the president gets to know each one on a personal basis. These qualities of familiarity and smallness enable all of these constituents to assess the president at a level which enables them to respond to a survey regarding his attributes, practices, and achievements.

Instrumentation

The instrumentation used for the survey part of my research is one developed by myself as the researcher, with assistance from two other individuals, both who are members of my dissertation committee. Several other models of surveys were evaluated, namely, The Multifactor Leadership Questionnaire (Bass & Avolio, 1990), The Leadership Qualities and Characteristics in Search for a New University President Survey (Clinton, 2007), and Indicators of Presidential Effectiveness (Michael, Schwartz, & Balraj, 2001). These were not adequate to address the research questions in my study because they either specifically evaluated transformational and transactional leadership, or presidents in public universities. Additionally, one of the surveys only addressed presidential effectiveness from the

perspective of the trustees. Therefore, I created a survey using ideas from these and other sources.

My survey has two demographic questions, asking for the category of the role of the participant and the number of years the participant has been either an employee or board member of Grace College and Seminary. There are seven major areas of leadership effectiveness covered in the survey, corresponding with the areas outlined in Chapter 2 comprising presidential leadership effectiveness. While engaging in a through literature review, I identified 16 broad categories of attributes and practices of presidential effectiveness in higher education. Some of these were similar and overlapping ideas, therefore I collapsed the 16 down to seven categories. These categories provided the basis for my survey. There are eight statements in each of the categories. These statements were created by me and evaluated for clarity and relevance by a Grace College research methods class. The participant was asked to rank on a Likert-type scale of 1-6 their response. These responses range from “strongly disagree” to “strongly agree.” In addition, there is an N/O which could be marked if the participant chose not to indicate a numeric ranking. Finally, there are two open-ended statements regarding the president’s leadership during the current time of crisis and a second statement for those who were at the college or on the board when the first crisis occurred in the early 1990s. Before the survey was sent to all the participants, a small pilot group tested it. This group used a hard copy of the survey and wrote comments, questions, and gave suggestions to help refine it for modification before it was sent to the entire group.

Though the data gathered from the survey was helpful in addressing Research question 2, a qualitative component was added to my study to provide greater depth and insight from participants. Interviews with four from the stakeholder groups were conducted. Regarding the value of interviewing, Hatch (2002) writes, “Qualitative researchers use interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds” (p. 91). I conducted a single 45 to 75 minute, one-on-one interview with each participant. The interviews were audio taped and transcribed by a professional transcriber. These transcriptions were sent to the interviewees for their review to insure accuracy.

Another source of data came from the written records of the president’s three year presidential goals for the institution and his personal three year self-evaluation of his accomplishment of these goals. The president gave me permission to examine and use this material without reservation. Yin (2003) addresses the value of archival documents for case study research, pointing out that when these documents are accurate and relevant they can be quite informative. This material aided in addressing Research question 3.

Data Collection

The data collection for this study was conducted in three different stages. The first stage regarding the survey followed the approval of the HSIRB at both Western Michigan University and Grace College and Seminary. Once this permission was granted, I emailed an introductory email letter (Appendix A) stating the purpose of my research, the confidentiality of their responses, and how the data was to be used to benefit the president, the Board of Trustees, Grace College and Seminary, and

potentially other institutions of higher education. The introductory email letter contained a link to the survey through Zoomerang. When participants clicked the link to the survey, a consent form appeared in which they checked either “yes” or “no” and one week after the survey was sent a follow-up email was resent to those who had not responded (Appendix C). A third and final email (Appendix D) was sent one week later. When participants completed the survey, a thank you response informed them that they had successfully completed the survey.

The second stage of this mixed methods research was scheduling and conducting five separate, 45 minute interviews with four individuals from the group of stakeholders plus the president. The four were comprised of volunteers.

The interviews were conducted by me in either my office or the office of the interviewee. Care was taken to guard confidentiality. The interviewees signed a consent form (Appendix H) and gave permission to be tape recorded. The interviews took between forty-five minutes and an hour and fifteen minutes in length, and the taped interviews were transcribed by a professional transcriber. The transcription documents were sent to the interviewees for their approval as to their accuracy, and then returned to me. Both the audio tapes and transcribed documents are being kept confidentially in a locked file cabinet.

The third stage of data collection was analyzing the archival documents consisting of the president’s three year goals beginning in 1993, along with his self-evaluation of the progress or accomplishments of these goals, which he wrote at the conclusion of each three year goal period. In addition, his responses to my one-on-one interview with him were utilized.

Delimitations and Limitations

Regarding the scope and focus of this study, it is important to point out several delimitations. First, this school is a member of the CCCU, which only consists of 111 higher education institutions. Since there are 4,000 colleges and universities in the United States alone, schools like this one are a very small minority. Second, those surveyed and interviewed in this study are a very select group, namely employees and board members of Grace College and Seminary. This president is well-known in his church denomination and in his local community. Many of these stakeholders would be able to complete the survey capably, but the participants in this study comprise a narrower group who know the president personally.

There were also limitations with this study which need to be identified. First, this is a case study of only one institution. Though qualitative, case study research enables the researcher to go deeper in the study, looking at just one institution greatly limits the amount of generalizing of results to other institutions. Second, since this president is deeply admired and respected by most who are taking the survey and being interviewed, some may have chosen to paint everything about him with very positive brush strokes. This may affect the reality of his leadership in all aspects.

Data Analysis

Since this is a mixed methods research study, data analysis was done in several phases. The Statistical Package for Social Sciences (SPSS 20) was used to analyze the data collected from the surveys. Data produced from the Zoomerang software was first entered into a spreadsheet and then formatted into SPSS 20. Descriptive statistics providing frequency counts were computed, and means and

standard deviations were calculated. In addition, the two open-ended questions were analyzed using qualitative research analysis, which includes searching for patterns, identifying themes, making interpretations, finding connections, and placing data into categories (Hatch, 2002). This is the process I used for the open-ended questions, having read the responses numerous times and seeing the themes emerge from the data. Though the open-ended survey questions did not directly point the responders to the seven categories, the majority of responses fit into these categories. Another source of data, the interviews of the four individuals, one from each of the stakeholder groups, was analyzed using the same, standard, qualitative analysis. Hatch points out that qualitative analysis is inductive, cumbersome, challenging, yet helpful in gaining important data. The interviews aided in getting deeper and richer information. This data was useful in answering Research question 2 which is:

- 2) How do individuals who have worked for and with the president describe him regarding his leadership attributes, practices, and achievements as he lead this small Christian college during that time period?

Another data source, institutional data from 1993-2012, provided by the Office of Institutional Technology Admissions Department, the Business Office, the Marketing Office, and the Office of the Provost includes: 1) Total institutional income, 2) Fall enrollment, 3) New programs and initiatives, and 4) Accreditation and reaffirmations. Initially, I compiled the sets of data and placed them in graphs (Figures 1 and 2) and tables (Tables 1, 2 and 3). A close analysis of this data reflects overall growth trends in the areas of enrollment, income, new programs, and accreditation. Additionally, insight regarding what occurred during and following the

years of crisis can be seen in this data. This was helpful in answering Research question 1:

- 1) In reference to institutional stability, what occurred at a small Christian college during the past two decades?

A fourth and final source of data, the president's three-year goals and self-evaluation, completely created and generated by the president, gave an inside perspective about what he was thinking, anticipating, and reacting to during his presidency, and specifically during the times of crisis. Regarding the presidential goals, I read all the goal documents and listed them. There is an average of six goals, totaling 45, for the seven sets of goals. Because of duplicates over multiple years, the result is 16 distinct, presidential goals (see Table 15). In addition, I analyzed the self-evaluations by studying them in light of the goals. This provided insight into how well the president felt he did in accomplishing his goals. Finally, the analysis of the presidential interview followed the same format as the stakeholder interviews. This provided insight in answering the third research question:

- 3) How have this president's written goals and self-assessment of goal accomplishments changed during this time period?

Role of the Researcher

As well as being the researcher of this study, I am an alumnus of Grace Theological Seminary. I received a Master of Divinity degree in 1982. For the following 20 years, I was a senior pastor of a church which is affiliated with the Fellowship of Grace Brethren Churches. Grace College and Seminary is the denominational higher education institution for this Fellowship of Churches.

In 2002, I was hired by the president and the Board of Trustees to be the Dean of Grace Seminary and also a faculty member in the area of pastoral ministries. In 2008, when the institutional structure changed to individual schools (university model), I was named the Dean of the School of Ministry Studies, overseeing both the College Biblical Studies Department and Grace Seminary. During the first six years of my employment, I reported directly to the president. For the past four years, with this change in structure, I now report directly to the provost.

I understand that because of my role in this institution, researcher bias and coercion could have been a problem if not adequately addressed. Therefore, as a result of receiving approval from both the HSIRB of Western Michigan University and the IRB of Grace College and Seminary, I have set in place safeguards for the purposes of confidentiality and anonymity. Regarding limiting bias with the data collected, I reported both positive and negative responses from the open-ended questions in the survey, the interviews, and from the archival data generated by the president. In addition, I engaged in reflection about limiting bias by interacting in a back and forth process with my dissertation chair to remove my own interpretation from Chapter 4, with the end goal of allowing the data to speak for itself.

Chapter 3 Summary

The goal of my study is to examine how a president of a small, Christian, private college which was in crisis on two occasions was able to lead the institution to survival and stability. A mixed methods case study approach was used, combining both quantitative measures, a survey, and qualitative measures, interviews and archival documents. Information regarding the research design, research questions,

participants, instrumentation, data collection, delimitations and limitations, and data analysis was presented. In Chapter 4, the results of these measures are presented in connection with each research question.

CHAPTER 4: DATA ANALYSIS

Introduction

My study sought to examine how a president of a small, Christian, private college, which was in crisis on two occasions, was able to lead the institution to survival and stability. A mixed methods case study approach was used, combining quantitative measures, a survey, and qualitative measures, comprised of open-ended questions, interviews and archival documents. Four different groups of stakeholders, administrators, faculty, staff and board members, participated in a survey designed to capture their perceptions of the president of Grace College and Seminary. Other data was provided, namely, institutional data measuring enrollment growth, financial stability, new programs, and successful accreditation. In addition, the president's three-year goals and self-evaluation were utilized for this study.

A total of 282 individuals were invited to participate, using an institutional email distribution list of current employees and an email distribution list of Board of Trustee members serving any time from 1996 to the present. From the surveys sent, 257 successfully reached those individuals on the list. After the initial survey went out and the two additional reminders to those who had not filled it out over the course of three weeks, 168 were completed, which is 65.4% of those who received an invitation to take the survey. In addition to the 56 survey questions which were scored on a Likert scale, two open-ended questions were presented (see Appendix B for the complete survey). The first open-ended question dealt with the time period of 2008-2010. There were 117 responses to this question. The second open-ended question was to be answered by those who were involved in the institution prior to or around

the same time the current president became president in the early 1990s, and there were 73 responses to this question.

For another part of the data collection, I interviewed the president and four other individuals, one person from each of the four stakeholder groups: administrators, faculty, staff and board members. The questions for the stakeholder groups interviews are in Appendix E, and the interview questions for the president are in Appendix F.

Two other sources of data collected were: (1) institutional data from 1993-2012, consisting of enrollment numbers, institutional income, new programs, and new and reaffirmed accreditations, and (2) the president's three-year goals and self-evaluations. The president, Dr. Ronald Manahan, has provided permission for his name to be used in this study, and not be masked in the analysis and results (see Appendix G).

Research Question 1

The first research question is: "In reference to institutional stability, what occurred at a small Christian college during the past two decades?" To address this question, data was accumulated from the Office of Institutional Technology, the Business Office, the President's Office, and the Office of the Associate Provost at Grace College and Theological Seminary. There are five core data pieces: (1) Total Institutional Income from 1993-2012; (2) Fall Enrollment from 1993-2012; (3) Comparison of Income and Enrollment from 1993-2012; (4) New Programs and Initiatives from 1993-2012; and (5) Accreditations and Reaffirmations from 1993-2012 (including several previous accreditations). Both individually and collectively,

these data provide insight into the ability of this president to provide leadership in the midst of times of internal and external crisis.

The institution in my study experienced an enrollment and financial crisis in 1993, when one president stepped down and the current president was made interim. Based upon my personal knowledge and conversations I have had with those who were administrators and faculty at the time, issues of ineffective leadership and a decade of internal conflict lead to that initial crisis, resulting in a spiraling downturn in enrollment and deep financial hardship. Therefore, there was a need to focus upon the internal issues that led to the challenges and the necessary solutions. A second crisis occurred in 2008, resulting from the national economic challenges which substantially effected state funding in Indiana. The result was a significant layoff of 10% of the employees, which included closing an entire academic department, freezing salaries with some salaries being cut, and very low morale.

Focusing now upon the outcome data since the current president took office, the total, annual revenue of Grace College and Seminary increased from \$7.7 million in 1993 to \$25.6 million (projected) for 2012-13. This means the income has more than tripled. The major reasons for the significant increase are donations for capital campaigns for buildings, two, one-million dollar gifts for new programs and scholarships, and grant and federal monies. Additionally, the enrollment of the college and seminary has doubled from 1993-2012. Table 1 provides the Institution's enrollment and income from 1993-2012.

Table 1

Grace College and Seminary Enrollment and Income 1993-2012

| Academic Year | Fall Enrollment | Total Income in Millions |
|---------------|-----------------|--------------------------|
| 1993-94 | 852 | \$7.7 |
| 1994-95 | 803 | 7.5 |
| 1995-96 | 766 | 7.7 |
| 1996-97 | 811 | 9.5 |
| 1997-98 | 880 | 11.7 |
| 1998-99 | 987 | 14.7 |
| 1999-00 | 1,062 | 12.3 |
| 2000-01 | 1,178 | 13.9 |
| 2001-02 | 1,271 | 15.6 |
| 2002-03 | 1,338 | 19.2 |
| 2003-04 | 1,243 | 19.6 |
| 2004-05 | 1,262 | 19.1 |
| 2005-06 | 1,281 | 20.3 |
| 2006-07 | 1,362 | 22.1 |
| 2007-08 | 1,431 | 20.5 |
| 2008-09 | 1,508 | 22.8 |
| 2009-10 | 1,641 | 24.5 |
| 2010-11 | 1,773 | 26.0 |
| 2011-12 | 1,616 | 24.6 |
| 2012-13 | 1,742 | projected 25.6 |

Figure 2 offers a graphic snapshot of the financial growth in the institution, which is an indicator of growth and stability. The first, internal crisis point occurred in the institution in the early 1990's, and during the second academic year of Dr. Manahan's presidency (1994-95); there was a decrease of \$200,000 in income from the previous year. The following year, 1995-96, the income was the same as 1993-94. However, it increased by \$1.8 million in 1996-97, initiating the beginning of a turnaround. The dip in income in academic years 1999-00 and 2000-01 were due to the fact that there was not an active capital campaign occurring and therefore there were no large, designated gifts. The dip was not due to a decrease in enrollment [see Table 1] because student enrollment continued to increase during those years.

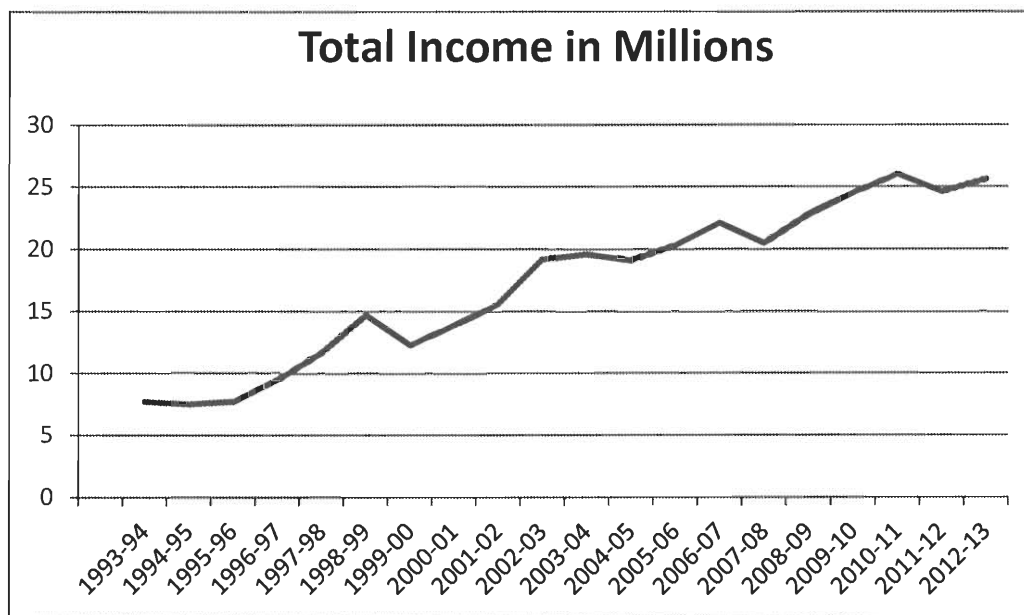


Figure 2. Grace College and Seminary Total Income in Millions, 1993-2012.

A second, external crisis point occurred in 2008-09, due to the state and national economic downturn. The effects were not realized in the college and seminary until 2011-12, when there was a drop in total income of \$1.4 million from

2010-11 [see Table 1]. This is primarily the result of a large, state-funded prison education program provided by Grace (350 students) which had resulted in significant income for the school for several years, but then was cut from the Indiana state budget in 2010, and therefore closed in 2011.

As graphically presented in Figure 3, enrollment numbers for the college and seminary have a gradual, consistent growth pattern from 1993-2012. There are five distinct years in which enrollment numbers declined over the previous year. Two of the five, 1994-95 and 1995-96, were in the early years of Dr. Manahan's presidency. This is a reflection of the challenge of attempting to discontinue a trend of decline which he inherited. From 1996-97 until 2002-03, there was a steady, healthy increase in enrollment each year. Enrollment began to pick up again the following year, and increase until 2010-11. This growth ranged from 19 students per year to 133 students. One significant contributor to the growth was an offsite program offering associate and bachelors' degrees in five Indiana prisons. At its highest enrollment level, there were 350 inmates working on completing Grace College degrees. As noted previously, with the economic downturn in 2008-09, the state ended its funding for this program, and as of 2012-13, Grace is no longer providing these degrees in the prisons. This is the major reason for the enrollment decline from 1,773 in 2010-11 to 1,616 in 2011-12.

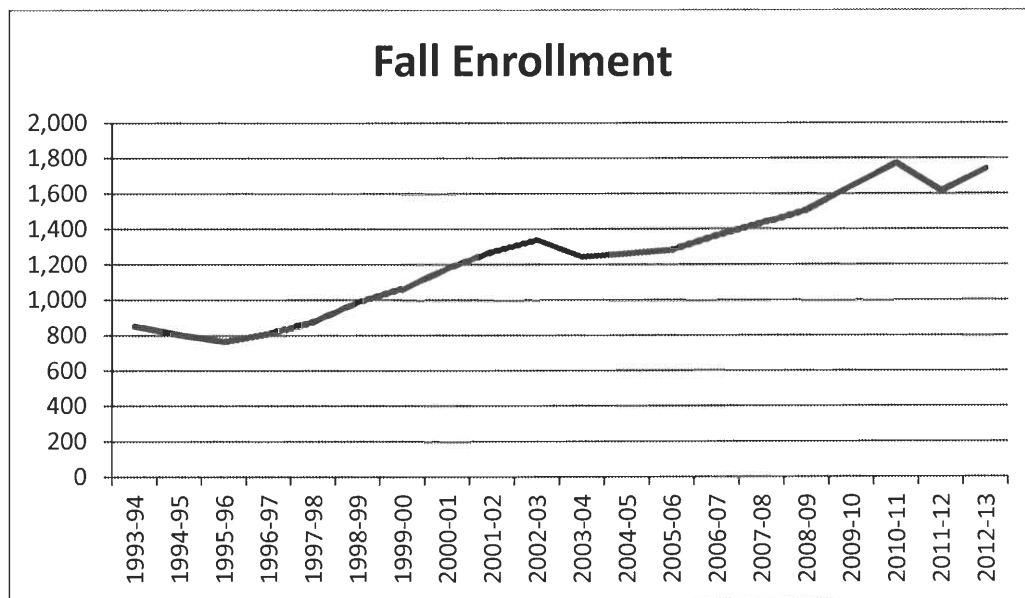


Figure 3. Grace College and Seminary Total Fall Enrollment, 1993-2012.

Clearly the two periods referred to in this research as times of crisis are reflected in both the enrollment and financial numbers. The internal crisis Dr. Manahan inherited in 1993-94 had an effect on enrollment and slightly on income. The external crisis caused by the national and state economic downturn effected enrollment and income in 2011-12.

Another source of data which defines stability at Grace College and Seminary since the current president began his tenure in 1993 is the addition of new programs. Table 2 summarizes the 15 new programs during this time, which are significantly more than two new programs created during the previous decade.

Table 2

New Programs at Grace College and Seminary from 1993-2012

| New Program | Date |
|--------------------------------------|------|
| MDiv in Counseling | 1994 |
| MA in Counseling | 1995 |
| Seminary Tele-conferencing | 1996 |
| CE National/Youth Ministry Major | 1996 |
| Korean Program | 1996 |
| Nursing-Bethel College | 2003 |
| Orthopaedic Scholar Initiative | 2004 |
| Millennial Scholar Academy | 2005 |
| On-line degrees | 2006 |
| Kosciusko Lake and Streams | 2008 |
| Grace Opportunity for Adult Learners | 2009 |
| Gordon Institute | 2009 |
| ORCA-Orthoworx | 2011 |
| Engineering-Trine University | 2011 |
| Christian University GlobalNet | 2011 |
| Grace/Ancilla GOAL | 2011 |
| Charter Authorizer- Fort Wayne, IN | 2011 |

A fourth source of data which points to stability and healthy growth in the institution relates to the number of new accreditations and reaffirmations. These accreditations have brought greater academic credibility to Grace, and are summarized in Table 3.

Table 3

Accreditations and Reaffirmations at Grace College and Seminary since 1993

| Accreditor | Date | Reaffirmation |
|---|------|---------------|
| Indiana Dept. of Ed Professional Standards Advisory Board | 1954 | 2008 |
| Assoc. of Christian Schools | 1980 | |
| Higher Learning Commission | 1982 | 1998/2008 |
| NASM | 1999 | 2008 |
| Social Work Education | 2000 | 2007 |
| NCATE | 2004 | |
| CACREP (Counseling) | 2004 | 2012 |
| Assoc. Theological Schools | 2010 | |

Research Question 2

My second research question is: “How do individuals who have worked for and with the president describe him regarding his leadership attributes, practices, and achievements as he lead this small Christian college during that time period?” This question is addressed by data from the survey, including responses to the two open-ended questions, and the interviews with four individuals from the stakeholder groups, consisting of an administrator, staff, faculty member, and board member. The

following information is from the survey, including the open-ended comments, which was completed by 168 Grace College and Seminary administrators, faculty, staff and board members. In addition, responses from the stakeholders' interviews are included.

Description of the Survey Respondents

The survey data for this study was collected during the spring and summer semesters of 2012. The participants consisted of Grace College and Seminary employees and current or former Board of Trustees members. The three stakeholder groups of employees were administrators, faculty, and staff. The board members were those who have served on the board for any amount of time from 1996-2012.

Table 4 summarizes the stakeholder role of the respondents. It also profiles the relative % of these individuals in the total surveyed population.

Table 4

Survey Respondents Roles

| Role | Survey Respondents | | N | Total Grace Population | |
|---------------|--------------------|------------|-----|--------------------------------|--------------------------|
| | Frequency | Percentage | | Percentage of total population | Participation percentage |
| Administrator | 17 | 10.1 | 25 | 9.7 | 68.0 |
| Faculty | 46 | 27.4 | 57 | 22.1 | 80.7 |
| Staff | 80 | 47.6 | 139 | 54.0 | 57.6 |
| Board member | 25 | 14.9 | 36 | 14.0 | 69.4 |
| Total | 168 | 100.0 | 257 | 100.0 | 65.4 |

Table 5 is a breakdown of survey respondents according to the number of years they either have been employed at Grace, or for the board members, the number of years they have served on the Board.

Table 5

Years of Service of Various Constituents

| Years | Frequency | Percent |
|----------|-----------|---------|
| 0-5 | 59 | 35.1 |
| 6-11 | 44 | 26.2 |
| 12-16 | 26 | 15.5 |
| 17-21 | 25 | 14.9 |
| 22-27 | 9 | 5.4 |
| above 27 | 11 | 6.4 |
| Total | 168 | 100.0 |

The statements in my survey, excluding the two open-ended questions, were all tied to one of the seven categories of presidential effectiveness in higher education as found in the literature. The seven categories are: (a) relationally strong, (b) an adaptive change agent, (c) a developer and shaper of the new culture, (d) a good fit with the institution, (e) an effective team builder, (f) a visionary, and (g) an innovator. These seven categories each had eight statements which were to be ranked by the participant. The participant was asked to rank their response on a Likert scale of 1-6. These responses range from “strongly disagree” to “strongly agree.” In addition, there was a seventh ranking, “not observed” (N/O), which could be marked if the participant chose not to indicate a numeric ranking.

In the section that follows, I will summarize the survey data for each of these seven categories, and in some areas begin to weave in information from other data sources, as marked with brackets [], to assist with understanding the results.

The first of the seven major categories is “Relationally Strong” (see Table 6). The eight statements reflect attributes, qualities, and behaviors from the literature which characterize leaders who are strong relationally, and are listed in Table 6 from highest to lowest mean. The highest ranked statement was that “He shows humility in personal relationships,” with a mean of 5.8447. The second highest ranked statement, “Is respectful of others,” has a mean of 5.7853. The third highest ranked statement in the first category, “He is kind toward others,” has a mean of 5.7469. “He relates well with others” has a mean score of 5.7183, which is ranked fourth in this category. “He communicates with warmth one-on-one” comes next, having a mean of 5.6373. Regarding the sixth ranked statement in this category, “He expresses appreciation to others,” he received a mean of 5.6220.

The second lowest ranked statement in this category, “He is an effective listener,” had a mean of 5.5548, and the lowest ranked statement in the first category, “He is assessable to financial donors,” had the second highest score of N/O in the entire survey, 46%. This statement was placed on this survey since fund-raising is a significant presidential responsibility and measure of effectiveness, and it is consistently one of the president’s goals [presidential three-year goals].

Table 6

Category 1 Relationally Strong

| Item | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|-------------------------|--|-----------|------------|------------|--------------|---------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [N/O] | |
| Humility | | | | 1 (.6) | 23 (13.7) | 137 (81.5) | 7 (4.2) | 5.8447 |
| Respectful | | | | 2 (1.2) | 31 (18.5) | 130 (77.4) | 5 (3.0) | 5.7853 |
| Kind | | | | 3 (1.8) | 29 (17.3) | 129 (76.8) | 6 (3.6) | 5.7469 |
| Relates well | | | | 4 (2.4) | 32 (19.0) | 106 (70.2) | 26 (15.5) | 5.7183 |
| Warmth | | | 2 (1.2) | 8 (4.8) | 32 (19.0) | 118 (70.2) | 7 (4.2) | 5.6273 |
| Appreciation | | | 2 (1.2) | 5 (3.0) | 46 (27.4) | 111 (66.1) | 4 (2.4) | 5.6220 |
| Effective Listener | | | 3 (1.8) | 7 (4.2) | 40 (23.8) | 104 (61.9) | 4 (2.4) | 5.5548 |
| Assessable to Donors | | 1 (.6) | 1 (.6) | 4 (2.4) | 25 (14.9) | 58 (34.5) | 77 (45.8) | 5.4286 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [N/O] Not observed (not calculated in the mean).

The second major category of presidential effectiveness is “Adaptive Change Agent,” as shown in Table 7. Eight statements were used to evaluate the president and are ranked from highest to lowest mean. The first is “He enlists others to assist the

change process,” which received the highest mean score (5.4114) in this major category. The second highest ranked statement “His changes have produced new structures and sustained improvements,” had a strong mean of 5.3252. “He is courageous in making changes,” is the third highest ranked statement mean of 5.3252.

The statement “His actions have led to others engaging in solutions to problems,” had a mean of 5.2051, and ranked fourth in this category. With the fifth ranked statement in this category, “He effectively utilizes other influencers to produce change,” the mean was 5.0467.

Within this category of adaptive change, the third lowest ranked statement “He uses data to raise difficult questions” (mean= 4.9425) received a noticeable number of not observed (N/O), namely 17.3%. The president’s practice of leading monthly GEM (General Employee Meetings) is an opportunity for him to provide information and rationale for the proposed changes in the institution [personal knowledge]. Yet those who do not attend these meetings (board members and some part-time employees) would not be aware of this and may account for a larger number of N/O.

The second lowest ranked item in this category “He effectively communicates the need for change” had a mean of 4.9429. “He creates a sense of urgency for change” is the lowest ranked statement in this category, with a mean of 4.6335.

Table 7

Category 2 Adaptive Change Agent

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|------------------------------------|--|------------|-------------|--------------|--------------|--------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [N/O] | |
| Enlists others to assist in change | | 1 (.6) | 3 (1.8) | 15 (8.9) | 50 (29.8) | 89 (53.0) | 10 (6.0) | 5.4114 |
| Produced new structures | 2 (1.2) | 1 (.6) | 2 (1.2) | 17 (10.1) | 45 (26.8) | 93 (55.4) | 6 (3.6) | 5.3252 |
| Courageous in making changes | 1 (.6) | 2 (1.2) | 5 (3.0) | 10 (6.0) | 65 (38.7) | 74 (44.0) | 10 (6.0) | 5.3252 |
| Engages others in solutions | 1 (.6) | 3 (1.8) | 6 (3.6) | 13 (7.7) | 57 (33.9) | 75 (44.6) | 12 (7.1) | 5.2051 |
| Uses influencers | 1 (.6) | 2 (1.2) | 4 (2.4) | 25 (14.9) | 50 (29.8) | 65 (38.7) | 18 (10.7) | 5.0467 |
| Uses data | 3 (1.8) | 2 (1.2) | 6 (3.6) | 17 (10.1) | 68 (40.5) | 42 (25.0) | 29 (17.3) | 4.9429 |
| Communicates need for change | 1 (.6) | 8 (4.8) | 10 (6.0) | 22 (13.1) | 68 (40.5) | 56 (33.3) | 3 (1.8) | 4.9277 |
| Urgency for change | | 5 (3.0) | 10 (6.0) | 44 (26.2) | 76 (45.2) | 25 (14.9) | 7 (4.2) | 4.6335 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [N/O] Not observed (not calculated in the mean).

The third major category on the survey, which defines effective presidential leadership in higher education, is the leader as “A Developer and Shaper of the New Culture” (see Table 8). Eight statements were reviewed and addressed by the participants, and are listed in the table from highest to lowest mean.

The highest ranked mean (5.2393) is “He leads in a manner consistent with the institution’s culture.” The second highest ranked mean (5.1667), “He reinforces the culture through his words and his actions,” was rated very high. He has clarified Grace’s identity to outside constituents,” is the third highest ranked mean (5.1515).

The fourth ranked statement is “He has established a clear, institutional culture,” and the mean for this item is 4.9268. “He has clarified Grace’s identity to employees” is a significant goal for a leader, and it is the fifth ranked statement with a mean score of 4.917. “He has embedded new institutional values” is the sixth ranked statement in this category, with a mean of 4.8471.

The next statement, and the second lowest ranked mean in this category, is “He has created a culture that has elevated campus morale,” with 12.5% disagreeing and a mean of 4.7301. The final statement “Has created new behaviors on campus” had the lowest mean in this category of 4.6821.

Table 8

Category 3 Developer of New Culture

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|---------------------------------|--|------------|-------------|--------------|--------------|--------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [7] | |
| Leads consistently with culture | | 4 (2.4) | 1 (.6) | 18 (10.7) | 57 (33.9) | 81 (48.2) | 5 (3.0) | 5.2393 |
| Reinforces culture | | 1 (.6) | 5 (3.0) | 21 (12.5) | 62 (36.9) | 71 (42.3) | 6 (3.6) | 5.1667 |
| Clarified identity to outsiders | 1 (.6) | 1 (.6) | 1 (.6) | 15 (8.9) | 53 (31.5) | 57 (33.9) | 37 (22.0) | 5.1515 |
| Established a clear culture | | 3 (1.8) | 12 (7.1) | 28 (16.7) | 61 (36.3) | 57 (33.9) | 5 (3.0) | 4.9268 |
| Clarified identity to employees | 1 (.6) | 3 (1.8) | 8 (4.8) | 26 (15.5) | 60 (35.7) | 57 (33.9) | 10 (6.0) | 4.9117 |
| Embedded new values | | 1 (.6) | 7 (4.2) | 31 (18.5) | 64 (38.1) | 49 (29.2) | 11 (6.5) | 4.8471 |
| Elevated campus morale | 5 (3.0) | 2 (1.2) | 14 (8.3) | 28 (16.7) | 64 (38.1) | 48 (28.6) | 5 (3.0) | 4.7301 |
| Created new behaviors | 1 (.6) | 3 (1.8) | 9 (5.4) | 33 (19.6) | 71 (42.3) | 31 (18.5) | 17 (10.1) | 4.6821 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [7] Not observed (not calculated in the mean).

The fourth major category of presidential effectiveness in higher education is that he is “A Good Fit with this Institution” [see Table 9]. Eight statements were

reviewed and ranked by the participants, and are listed in the table from highest to lowest mean.

The statement “He models spiritual maturity” has a mean of 5.8199. The second highest ranked statement in this category is “His actions align with the school doctrinally,” with a mean of 5.6871. The third highest ranked statement, “He embodies the institutional mission” had 123 responders, (73.2%) ranking him in the strongly agree category, resulting in a mean of 5.6625. The fourth highest ranked statement in this category is “He reflects the school’s values,” and received a mean score on this survey of 5.6503. The fifth ranked statement (with a mean of 5.4032), is “He represents the school well to the Fellowship of Grace Brethren Churches” which is our school’s denomination. For this item, there was a significant percentage, 26.8%, of N/O.

The third lowest ranked statement in this category “He reinforces the school’s heritage” had a mean score of 5.3962 with responders ranking him in one of the disagree categories on this statement. “He has built upon past institutional strengths” is the second lowest ranked statement in this category, although his mean score, 5.3057, is relatively high for this survey overall. The lowest ranked statement in this category, “He has skills which are compatible with the needs of the institution,” also received an overall good score of 5.2331.

Table 9

Category 4 Good Fit

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|----------------------------------|--|------------|------------|--------------|--------------|---------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [N/O] | |
| Models spiritual maturity | | | | 4 (2.4) | 15 (8.9) | 141 (83.9) | 7 (4.2) | 5.8199 |
| His actions align doctrinally | | 1 (.6) | 1 (.6) | 2 (1.2) | 40 (23.8) | 119 (70.8) | 5 (3.0) | 5.6871 |
| Embodies the mission | | | 4 (2.4) | 4 (2.4) | 28 (16.7) | 123 (73.2) | 8 (4.8) | 5.6625 |
| Represents school's values | | | 1 (.6) | 6 (3.6) | 36 (21.4) | 119 (70.8) | 5 (3.0) | 5.6503 |
| Represents school well to FGBC | | | 5 (3.0) | 10 (6.0) | 28 (16.7) | 78 (46.4) | 45 (26.8) | 5.4032 |
| Reinforces school's heritage | | 1 (.6) | 6 (3.6) | 10 (6.0) | 42 (25.0) | 98 (58.3) | 9 (5.4) | 5.3962 |
| Built upon past strengths | | 2 (1.2) | 4 (2.4) | 10 (6.0) | 45 (26.8) | 92 (54.8) | 11 (6.5) | 5.3057 |
| Skills are compatible with needs | 2 (1.2) | 2 (1.2) | 4 (2.4) | 20 (11.9) | 43 (25.6) | 90 (53.6) | 5 (3.0) | 5.2331 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [7] Not observed (not calculated in the mean).

A fifth major category in the survey is the president as a “Team Builder” [see Table 10]. Eight statements were reviewed and addressed by the participants, and are listed in the table from highest to lowest mean.

The highest ranked statement in this category is, “He includes others in strategic planning,” with a mean of 5.5355. Since the school goes through an all institutional strategic planning process every five years, most respondents appear to have understood this statement (since only 9.5% indicated N/O).

The second highest ranked statement in this category is, “He assists the Board in their development as a team.” This received the highest number of responses and percentage of responses in the N/O ranking in the entire survey, 82 and 48.8% respectively. The reason this was included in the survey is because it has been one of the president’s goals [presidential three-year goals]. The third highest ranked statement in this category is, “He includes others in decision-making.” Though 18% indicated N/O, 78.5% were in one of the agree categories, resulting in a mean of 5.3837. The fourth highest ranked statement is “He delegates responsibility to his team,” with a mean of 5.3217. The fifth highest ranked statement, “He empowers and affirms his team,” resulted in a mean of 5.1570, but had the fourth highest percentage, 28.6%, of the N/O response. The sixth ranked mean “He encourages professional development in his team” received a very high N/O score of 39%.

The final two statements received the two lowest scores in the Team Builder category. The second lowest ranked statement with a mean of 4.6545 is, “He has selected an excellent administrative team.” Of the 162 who responded and did not indicate “N/O,” 24 (15%) ranked the president in the disagree category, with eight

responses being “strongly disagree.” The lowest ranked statement reads, “He makes changes in his team members as needed,” with a mean of 4.2719.

Table 10

Category 5 Team Builder

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|-------------------------------------|--|-------------|-------------|--------------|--------------|--------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [N/O] | |
| Includes others in planning | | | 4 (2.4) | 8 (4.8) | 41 (24.4) | 98 (58.3) | 16 (9.5) | 5.5355 |
| Assists Board in development | | | 2 (1.2) | 8 (4.8) | 31 (18.5) | 45 (25.0) | 82 (48.8) | 5.3837 |
| Includes others in decisions | | | 5 (3.0) | 13 (7.7) | 42 (25.0) | 77 (45.8) | 30 (17.9) | 5.3551 |
| Delegates to his team | | 1 (.6) | 2 (1.2) | 8 (4.8) | 65 (38.7) | 66 (39.3) | 25 (14.9) | 5.3217 |
| Empowers and affirms team | 1 (.6) | 1 (.6) | 2 (1.2) | 14 (8.3) | 48 (28.6) | 52 (31.0) | 48 (28.6) | 5.1570 |
| Encourages professional development | 3 (1.8) | 1 (.6) | 4 (2.4) | 12 (7.1) | 46 (27.4) | 36 (21.4) | 66 (39.3) | 5.0098 |
| Selected an excellent team | 8 (4.8) | 6 (3.6) | 10 (6.0) | 25 (14.9) | 60 (35.7) | 53 (31.5) | 3 (1.8) | 4.6545 |
| Makes changes in team as needed | 8 (4.8) | 10 (6.0) | 8 (4.8) | 30 (17.9) | 47 (28.0) | 23 (13.7) | 40 (23.8) | 4.2719 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [N/O] Not observed (not calculated in the mean).

The sixth major category deals with the president as a “Visionary.” Eight statements were reviewed and addressed by the participants, and are listed in Table 11 from highest to lowest mean.

The highest ranked mean is “His vision has moved the school forward in enrollment growth,” with a mean of 5.3750. The second highest ranked statement is, “He is able to communicate vision well,” for a mean of 5.1265. “His vision provides motivation for others to take action” is the third highest ranked statement in this category with a mean of 5.1242. “He inspires others with his vision,” is the fourth highest ranked statement with a mean of 5.0247. Next, “Helps others own the vision” has a mean of 4.9419, which is the fifth ranked statement in this category. Another statement in the vision category is, “His vision has helped brand the institution,” having a mean for this statement of 4.9363, the sixth ranked in this category.

The second lowest ranked mean in this category (4.8933) is “He has achieved his vision of greater academic credentials of faculty.” And finally, the lowest ranked in this category (4.5310) is, “He has achieved his vision of greater academic quality in students.”

Table 11

Category 6 Visionary

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|-----------------------------------|--|------------|-------------|--------------|--------------|--------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [7] | |
| Moved the school forward | 1 (.6) | 1 (.6) | 3 (1.8) | 12 (7.1) | 52 (31.0) | 90 (53.6) | 8 (4.8) | 5.3750 |
| Communicates vision well | | 2 (1.2) | 12 (7.1) | 16 (9.5) | 64 (38.1) | 70 (41.7) | 3 (1.8) | 5.1265 |
| Vision provides motivation | 1 (.6) | 2 (1.2) | 8 (4.8) | 14 (8.3) | 64 (38.1) | 70 (41.7) | 7 (4.2) | 5.1242 |
| His vision inspires others | 1 (.6) | 3 (1.8) | 10 (6.0) | 17 (10.1) | 65 (38.7) | 64 (38.1) | 6 (3.6) | 5.0247 |
| Helps others own the vision | 1 (.6) | 2 (1.2) | 8 (4.8) | 23 (13.7) | 70 (41.7) | 48 (28.6) | 14 (8.3) | 4.9419 |
| His vision brands the institution | 1 (.6) | 5 (3.0) | 9 (5.4) | 20 (11.9) | 63 (37.5) | 57 (33.9) | 11 (6.5) | 4.9363 |
| Greater faculty credentials | | 1 (.6) | 6 (3.6) | 29 (17.3) | 75 (44.6) | 36 (21.4) | 19 (11.3) | 4.8933 |
| Greater student academic quality | 8 (4.8) | 6 (3.6) | 10 (6.0) | 25 (14.9) | 60 (35.7) | 53 (31.5) | 3 (1.8) | 4.5310 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [7] Not observed (not calculated in the mean).

The seventh and final major category of effective presidential leadership in higher education is the leader as an “Innovator.” Responses to the survey are in Table 12, as ranked from highest to lowest mean.

The highest mean score in the innovation major category is, “He understands that creative change is essential for institutional survival” (mean = 5.5987). The second highest ranked statement in this major category of innovation is, “His innovation has lead to the creation of new revenue streams,” with a mean of 5.1409.

Regarding the statement “He knows how to creatively face the challenges of innovation,” this received the third highest mean, 5.0987, in this category. The fourth highest mean is, “He has good entrepreneurial skills.” “He has creatively made the institution more efficient and effective” the fifth ranked item, received a lower than average score, 10.1%, in the disagree collective categories, and a mean of 4.9108. The sixth ranked statement “He has negotiated innovation and resistance to change effectively” has a mean score is 4.8947.

The second lowest ranked statement is “He has assembled other innovators on his team,” with a mean score of 4.8693. The lowest ranked statement in this section is, “He promotes innovation in all areas of the institution,” and there is a noticeable percentage in the disagree category, 10.8%, resulting in a mean of 4.6842.

Table 12

Category 7 Innovator

| Issue | Likert Scale # Frequency (Percent) | | | | | | | Mean |
|---|--|------------|-------------|--------------|--------------|---------------|--------------|--------|
| | [1] | [2] | [3] | [4] | [5] | [6] | [7] | |
| Change essential for survival | | 1 (.6) | 2 (1.2) | 9 (5.4) | 35 (20.8) | 110 (65.5) | 9 (5.4) | 5.5987 |
| New revenue streams | 1 (.6) | 3 (1.8) | 6 (3.6) | 14 (8.3) | 59 (35.1) | 65 (38.7) | 18 (10.7) | 5.1409 |
| Faces challenges courageously | 3 (1.8) | 2 (1.2) | 4 (2.4) | 14 (8.3) | 59 (35.1) | 65 (38.7) | 18 (10.7) | 5.0987 |
| Good entrepreneurial skills | 4 (2.4) | 2 (1.2) | 5 (3.0) | 24 (14.3) | 54 (32.1) | 48 (28.6) | 30 (17.9) | 4.9416 |
| Institution is more efficient and effective | 4 (2.4) | 2 (1.2) | 11 (6.5) | 24 (14.3) | 62 (36.9) | 54 (32.1) | 10 (6.0) | 4.9108 |
| Negotiated resistance to innovation | 2 (1.2) | 5 (3.0) | 7 (4.2) | 20 (11.9) | 65 (38.7) | 51 (30.4) | 15 (8.9) | 4.8947 |
| Assembled team of innovators | 2 (1.2) | 4 (2.4) | 5 (3.0) | 26 (15.5) | 62 (36.9) | 51 (30.4) | 14 (8.3) | 4.8693 |
| Promotes innovation | 3 (1.8) | 6 (3.6) | 9 (5.4) | 31 (18.5) | 60 (35.7) | 41 (24.4) | 15 (8.9) | 4.6842 |

Note. Not all participants responded to all items. Likert Scale= [1] Strongly disagree, [2] Disagree, [3] Moderately disagree, [4] Moderately agree, [5] Agree, [6] Strongly agree, and [7] Not observed (not calculated in the mean).

Table 13 provides all 56 statements in the survey, as ranked from highest to lowest mean (with the quartiles marked with a dashed line). The highest means are in the Relationally Strong category with all eight statements ranked in the top 11. Four of the Good Fit statements are in the top eight, and the other four are in the top 50% of the mean scores. Regarding the lowest ranked means, five of the Developer of a New Culture category and four in the Innovator category are in the bottom 25%. Also, seven out of eight of both the Visionary and Innovator category statements are in the lower 50% of the mean rankings, along with six out of eight of the Developer of a New Culture statements. The lowest mean, 4.2719, “Makes changes in his team as needed” is .2591 lower than the second lowest mean. More discussion of this overall table will occur in Chapter 5.

Table 13

Ranked Means for all Seven Categories of Presidential Effectiveness

| Item | Category | Mean |
|--|--------------------------|--------|
| 1)Humility | Relationally Strong | 5.8447 |
| 2)Models Spiritual maturity | Good Fit | 5.8199 |
| 3)Respectful | Relationally Strong | 5.7853 |
| 4)Kind | Relationally Strong | 5.7469 |
| 5)Relates well | Relationally Strong | 5.7183 |
| 6)Actions align doctrinally | Good Fit | 5.6871 |
| 7)Embodies the mission | Good Fit | 5.6625 |
| 8)Represents school's values | Good Fit | 5.6503 |
| 9)Warmth | Relationally Strong | 5.6273 |
| 10)Appreciation | Relationally Strong | 5.6220 |
| 11)Change essential for survival | Innovator | 5.5987 |
| 12)Effective listener | Relationally Strong | 5.5548 |
| 13)Includes others in planning | Team Builder | 5.5355 |
| 14)Assessable to donors | Relationally Strong | 5.4286 |
| 15)Enlists others to assist in change | Adaptive Change Agent | 5.4114 |
| 16)Represents school well to FGBC | Good Fit | 5.4032 |
| 17)Reinforces school's heritage | Good Fit | 5.3962 |
| 18)Assists Board in development | Team Builder | 5.3837 |
| 19)Moved the school forward | Visionary | 5.3750 |
| 20)Includes others in decisions | Team Builder | 5.3551 |
| 21)Produced new structures | Adaptive Change Agent | 5.3252 |
| 22)Delegates to his team | Team Builder | 5.3217 |
| 23)Built upon past strengths | Good Fit | 5.3057 |
| 24)Courageous in making decisions | Adaptive Change Agent | 5.2468 |
| 25)Leads consistently with culture | Developer of New Culture | 5.2393 |
| 26)Skills are compatible with needs | Good Fit | 5.2331 |
| 27)Engages others in solutions | Adaptive Change Agent | 5.2051 |
| 28)Reinforces culture | Developer of New Culture | 5.1667 |
| 29)Empowers and affirms team | Team Builder | 5.1570 |
| 30)Clarified identity to outsiders | Developer of New Culture | 5.1515 |
| 31)New revenue streams | Innovator | 5.1409 |
| 32)Communicates vision well | Visionary | 5.1265 |
| 33)Vision provides motivation | Visionary | 5.1242 |
| 34)Faces challenges courageously | Innovator | 5.0987 |
| 35)Uses Influencers | Adaptive Change Agent | 5.0467 |
| 36)His vision inspires others | Visionary | 5.0247 |
| 37)Encourages professional development | Team Builder | 5.0098 |
| 38)Uses data | Adaptive Change Agent | 4.9277 |
| 39)Helps others own the vision | Visionary | 4.9419 |
| 40)Good entrepreneurial skills | Innovator | 4.9416 |
| 41)His vision brands the institution | Visionary | 4.9363 |
| 42)Communicates need for change | Adaptive Change Agent | 4.9277 |

Table 13 - continued

| Item | Category | Mean |
|--|--------------------------|--------|
| 43)Established a clear culture | Developer of New Culture | 4.9268 |
| 44)Clarified identity to employees | Developer of New Culture | 4.9117 |
| 45)Institution is more efficient and effective | Innovator | 4.9108 |
| 46)Negotiated resistance to innovation | Innovator | 4.8947 |
| 47)Greater faculty credentials | Visionary | 4.8933 |
| 48)Assembled a team of innovators | Innovator | 4.8693 |
| 49)Embedded new values | Developer of New Culture | 4.8471 |
| 50)Elevated campus morale | Developer of New Culture | 4.7301 |
| 51)Promotes innovation | Innovator | 4.6942 |
| 52)Created new behaviors | Developer of New Culture | 4.6921 |
| 53)Selected an excellent team | Team Builder | 4.6545 |
| 54)Urgency for change | Adaptive Change Agent | 4.6335 |
| 55)Greater student academic quality | Visionary | 4.5310 |
| 56)Makes changes in team as needed | Team Builder | 4.2719 |

Responses to Open-Ended Questions and Interviews

In addition to analyzing the quantitative data collected from the survey, there is qualitative data from the two open-ended questions and from the interviews with one individual from the four stakeholder groups. The two open-ended survey questions are as found in Appendix I. From these two questions there were 117 responses to the first question and 73 responses to the second question (190 total). In addition, a set of interview questions was asked of one person from each of the four major stakeholder groups (i.e., administrators, faculty staff, and board members).

Some of these open-ended and interview responses had multiple comments; therefore, there were multiple codes for some of the responses. The interview questions are found in Appendix E.

Overall, a total of 401 responses were analyzed (190 from the open-ended survey questions, and 211 from the stakeholder interviews). Of these, 352 could be individually coded in the seven categories of presidential effectiveness (the remaining 49 comments addressed miscellaneous “other” items). Table 14 summarizes the percent and number of responses as coded into each leadership category, as well as some illustrative comments for each. I will highlight some of the comments, though identities will be guarded and names withheld for purposes of confidentiality.

Table 14

Open-ended and Interview Responses: Sampling of Comments

| Major Categories of Presidential Effectiveness | Sampling of comments of the sub-categories for each major category | N Frequency (Percent) |
|--|---|-----------------------|
| Relationally Strong | Comments: a mature Christian, man of prayer, builds strong relationships with the community, kind, humble, excellent listener, high integrity, trusted, has high credibility, does not publically show worry or concern, very good at making others feel comfortable. | 165 (47%) |
| Innovator | Comments: He led the college to try new approaches, he is willing to take risks to innovate, he is not afraid to try new programs, has effectively led Grace into new innovative endeavors, willing to innovate to create new revenue streams, aggressively pursued new ideas for growing the school, willing to lead the college to take new approaches, willing to take risks and innovate. | 62 (18%) |
| Team Builder | Comments: trusts the team he has hired, allows others to do their jobs, is too hands off at times, does not deal with issues among his sr. team, has not always selected a strong team, has assembled a team that manages change well, includes others in what he does, is a very good team builder. | 41 (12%) |
| Adaptive Change Agent | Comments: courageous in his willingness to create change, has adapted to a downturn in national and state economic conditions, has made cuts and down-sizing, has responded to opportunities to bring about change, able to read the situation he's in, faced the fact that Grace must change in order to survive. | 33 (9%) |
| Good Fit | Comments: has been the best man for this time at Grace, fits the school doctrinally, is respected by the school's denomination, has the right temperament and personality to move the school through times of crisis. | 28 (8%) |
| Visionary | Comments: He's probably the most visionary leader Grace has had as president, has not provided a clear vision for the school, I consider him a visionary leader, he understands the need to articulate a clear vision, he is both visionary and relational. | 15 (4%) |
| Developer of New Culture | Comments: some parts of the campus lack a team culture, culture is committed to the mission, president has communicated the mission well, the spiritual life on campus is a strong part of the culture. | 8 (2%) |

Relationally strong open-ended responses. From the total of 352 recorded open-ended responses, 165 (47%), were coded in the relationally strong category [see Table 13]. Of the seven categories, this is not only the largest, but is more than two times higher than the second category, innovator. The comments in both the open-ended responses and interview responses primarily flowed out of the statements in the survey. The top ten coded characteristics in order of the highest number in this major category are: mature Christian, man of prayer, spiritual leader, built a very strong relationship with the local community, kind, humble, excellent listener, high integrity, trusted, and high credibility.

The following are some illustrative comments regarding the first two categories, being a mature, spiritual man of prayer and strong relationship with the local community:

He's a master at making sure he's centered spiritually. If we want to look at a leader's personal life and if we want to say 'Do you have your personal life in order?' then he's a master at making sure his relationship with the Lord is intact. [administrator interview]

He maintains that God is in control of this institution and encourages all of us to be in prayer to allow Christ to lead Grace College. [survey response]

He has built a very strong relationship with the local community. [survey response]

Rather than being on the hill, out of touch, and not concerned about the community, Ron listened to what the feasibility study said, that we had such a poor reputation and that we needed to change it. And he went about doing that. [staff interview]

Dr. Manahan changed the reputation in the community of Grace College. He turned the reputation from a negative to a positive. [survey response]

I admire Dr. Manahan's continual engagement with our Winona Lake and Warsaw communities by serving on boards and being involved in supporting local ministries like Combined Community Services and the Salvation Army. [survey response]

Ron led the school out of a closed, fortress mentality. [survey response]

The next set of characteristics, kind, humble, and excellent listener, received numerous comments, with the following being illustrations:

I have seen him to be a man who maintains a humble spirit along with an aggressive perspective in the overall development of people within the College and Seminary. [survey response]

I believe his humble and kind spirit has helped the community view the institution as a whole in a more positive light. [survey response]

When I speak with Dr. Manahan he asks specific questions about my area and how it is going. He seeks my knowledge, experience, and wisdom from my viewpoint and displays an honest gratitude for my work. His humility and integrity have helped us move Grace forward even in difficult times. [survey response]

He is definitely a very humble person. I'd be shocked if there ever was any sense of arrogance in him or that he was better than anybody in any setting, anywhere. He is very good at making everyone feel comfortable, talking to people at their level, no matter what their education is. [board member interview]

There is something about Ron's humility and character that makes how he approaches people....well, he connects. [staff interview]

Dr. Manahan does not publically show worry or concern to a degree that leaves the employees feeling unstable, instead he enters conversations with complete honesty and always opens up for questions from anyone. He answers these questions with patience and grace. He listens like no one else I know. [survey response]

Three additional characteristics, high integrity, trusted, and high credibility also were highlighted as illustrated:

Ron's biggest strength is probably his integrity. He works very hard at that, so through difficult times he was always very careful and measured. You learn to trust him through it. [board member interview]

People trust Dr. Manahan and feel comfortable around him. Therefore, they react positively when he presents a vision. Being trustworthy is one of his key attributes. [survey response]

His consistency and integrity build confidence in the institution. [survey response]

Innovator open-ended responses. In all of the 352 comments from the open-ended responses and the interviews, this category received the second highest, 62 responses, which is 15% [see Table 13]. Table 2 lists new programs which began during his presidency. The following are several illustrative comments about his effectiveness in this area:

Dr. Manahan has effectively led Grace College into innovative endeavors such as Reimagine and online education. [survey response]

He has consistently tried to keep Grace affordable while improving academics. He is not afraid to try new programs. [survey response]

He has taken what he states is a 'broken higher education model' and shaped a new three year option to provide at least a 25% reduction in the cost of college to every student. [survey response]

He has been willing to lead the college to try new approaches (like the 3-year option and the Weber School). Whereas many Christian schools are closing their doors, these innovations make Grace attractive to potential students. [survey response]

Innovations like the partnership with Trine, the branch campuses in the Weber Schools and the 3 year degree format (with the 8-week sessions) have allowed Grace to stand out. [survey response]

He had led in the innovative restructuring of the degree programs so that they can be accomplished in three rather than four years. This has made college more affordable and therefore more attractive in our struggling economy. [survey response]

He is willing to take risks and to innovate. He has a strong trust factor with the staff, which enables the school to take bold steps without having employees be overly fearful...or antagonistic. [survey response]

He is willing to innovate to create new revenue streams. [survey response]

He has aggressively pursued new ideas for growing the school, such as the 3-year degree program, branch campuses, and the Weber School. [survey response]

He has not been afraid to adopt new ideas that come with risk such as three year program, Weber School, etc. [survey response]

Dr. Manahan has worked hard to come up with creative ways to grow the school even during difficult economic times. [survey response]

Ron encourages thought innovation. In looking at other Higher Education, the accreditation associations kind of foster this as faculty input, and Ron has the ability to inspire and create that innovation with the context of faculty. [staff interview]

We have to make our niche. We have to be distinctive and unique. And part of that is innovation. He wants new ideas and wants us to be thinking about what Higher Ed looks like 10 years down the line and what we can do now that will set us apart from everybody else and he continually preaches that. [administrator interview]

Team builder open-ended responses. In Table 14, the number of responses for this Team Builder category is 41 (12%), of which 13 were negative. Overall, there were only a total of 27, or 6.7% negative responses for all open-ended and interview responses. Therefore, 48% of the negative responses were in the Team Builder category. The following are several illustrations:

He has not been willing to make some changes/cuts to higher administrative staff that report to him even when multiple people point out to him that it needs to be done for the health of the institution. [survey response]

He is a Godly leader but so hands off that those underneath him if given to building their own little empires have done so and now that has become part of the problem. [survey response]

He has not always been wise in his selection of members of his administrative team. Nor does he seem to hold administrators feet to the fire to produce results. [survey response]

I do not feel Dr. Manahan deals with issues among his Sr. administrative team. He has not addressed succession planning which has caused his Sr. administrators to lose team cohesiveness. [survey response]

He trusts the people who work under him, sometimes to a fault. He does this more than anyone I've ever known. [board member interview]

On the other side of the spectrum, here are some illustrative comments which reflect positively on his team building and team empowering practices:

Dr. Manahan includes others in what he does. He highly values each employee and verbally affirms them saying that he/she is a valuable asset to the team to help make Grace what it is today. [survey response]

I think his allowing administration to do their jobs has been critical. [survey response]

I think he's a very good team builder. And conversely, he's not a commander; he doesn't control, he leads. [survey response]

There's no doubt he's very much a team person. He's hands off once he gives something to someone. He trusts, when he chooses an administrator, he entrusts them with that responsibility. [staff interview]

Yet, through the grace of God, Dr. Manahan and the men and women he assembled around him introduced and managed these changes masterfully and very successfully. [survey response]

He has hired quality administrative staff and faculty who can think creatively. [survey response]

He has people around him who help him see the developing needs for change and takes constructive activity to meet those challenges. [survey response]

Adaptive change agent open-ended responses. Of the 352 coded responses from the open-ended questions and interviews, 33 (9%) of the total are in the change agent category (see Table 13). Many specifically mentioned the president as being courageous and making necessary, but difficult changes. Here are several comments which illustrate this:

Dr. Manahan has not hesitated to make decisions or lead decision makers to terminate longstanding programs that are not economically viable. [survey response]

Dr. Manahan has specifically addressed the economic downturn and communicated the dire realities to the campus on several occasions. [survey response]

He has been realistic about the situation and courageous in proactively taking action. [survey response]

Dr. Manahan has faced the fact that Grace must change in order to survive, and he is willing to make difficult choices and demand significant change from all members of the institution. [survey response]

The most difficult decisions I've seen Dr. Manahan make were in 2007-08 when Grace had to reduce our workforce (faculty, staff, and administrators) in a number of key areas of the campus in order to stabilize our financial status. [survey response]

He has initiated hard changes that have been uncomfortable for many, but persisted for the good of the institution. [survey response]

I think he's able to read the situation he's in and I think he knew when there was a time of opportunity during the 2008-10 gap to make some changes that I don't think he would have made at another time. I think he's become as cunning as a fox. You might not always see it and you might have to wait a bit for it, but he's extremely intentional and strategic. [board member interview]

Good fit open-ended responses. This category was addressed in the literature as important because of the contextual nature of higher education leadership. Only 8%, a total of 28 responses, were recorded on this topic out of 352 total coded responses [see Table 13]. The follow are some illustrations:

There's no doubt that God has Ron for this time and with his longevity, it's amazing. [staff interview]

There couldn't have been anybody better at the time. And I hope he hits the ball out of the park on his way out and they'll be naming buildings after him for years to come. For all the hard things, there are so many deposits in the bank; he could never use all those deposits. I'll always view him as the best leader I've ever had. [administrator interview]

I believe that God put him in the right place at the right time to lead and to interact with the community where other good men have been unable to do so. [survey response]

He's a suitable fit; his patience, his personality, his quiet spirit of working in the background, not stirring up people while he's doing it, and not scaring people with projected things that never happen. [faculty interview]

I was on the search team and do I look back and say "Oops, we made a mistake? Not at all!" So I think he was the right man for this place. [board member interview]

Ron fit for the time and has made the changes within the institution that continue that fit. [staff interview]

Visionary open-ended responses. A total of 15, which is 4%, open-ended comments were coded into the Visionary category. The following are some illustrative comments:

Most people seem to be in the dark regarding what is going on outside their departments. We don't seem to have a clear vision of what our institution is and needs to be. [survey response]

His intuition is pretty incredible. Sometimes his vision is like being in an honors' college. Sometimes his vision is so out there that we really need to work hard even to get there. [administrator interview]

Ron's probably the most visionary leader that Grace has had. He does have an ability to know where to go. [staff interview]

I definitely think he's a person with a vision and it's not too limited. That's probably one of his stronger points. [faculty interview]

I consider him to be a visionary leader. I see all kinds of leaders, so can he see a preferred future? Yes. How he gets at that is his own style (maybe different than some), but I definitely think he does. [board member interview]

During his early administrative years I observed him drawing faculty and staff together into a better defined and focused vision. Under his leadership I sensed a renewal of vision and support from the constituency. [survey response]

The academic, financial, and institutional changes he spearheaded have reversed negative momentum that the school was experiencing. We are

certainly growing in a positive direction because of the faculty, academic programs, and the vision he cast. [survey response]

Ron Manahan has two qualities that do not always go together – he is both visionary and relational. [survey response]

The president is a wonderful visionary and has moved Grace forward in difficult times. [survey response]

Developer of a new culture open-ended responses. When looking at the number and percentage of comments in the seven categories, this one received the fewest. With 352 total responses, only eight, which is 2%, related to developing a new culture [see Table 13]. There are several negative comments, as illustrated:

We have not done a good job completing any of the new projects to date, in large part because the administration directs resources to new initiatives before all the questions have been answered and systems put into place. [survey response]

The problem remains the culture and lack of team. [survey response]

He (the president) has given his approval to an institutional initiative of recruiting more students than the staff and faculty can realistically handle. I see the quality of education in jeopardy under that kind of model. [survey response)]

I think the lack of communication breeds distrust. I don't think it's intentional. I don't think anybody wants to distrust anybody, but I think it breeds compartmentalization. It breeds fear and passivity and what happens in situations like that is that we become protective and we share only what we need to share. We share only what we want to share because we don't trust everybody else in the environment. [administrator interview]

There are additional more general, positive illustrative comments about the culture as well:

Here's the deal. There may be some competition among people but it doesn't matter anymore because we're all like one unit. It's not quite the same. Like you said, nobody ever quite trusts the guy on top. I don't see some of the stuff, tension I saw before, but even if there is some that I'm unaware of, it doesn't seem to matter as much because the overall tone is better. [faculty interview]

I think over time he has done a good job of reinforcing the character, competence, and service, part of the mission, so that everyone around here knows what they are. I think his emphasis on spiritual life has shown itself in what I think is one of the schools greatest strengths. [board member interview]

“Other” open-ended responses. As noted previously, there were 49 open-ended comments which did not closely fit with any of the eight presidential effectiveness categories. These covered things like: established the importance of collaboration/partnerships, is thinking and planning all the time, needs to raise more money for the seminary, is brutally honest with himself, and is an intense studier and researcher.

In addition to the survey data, the open-ended responses, the comments from the stakeholder interviews, and the president’s goals and self-evaluations, there is raw data identifying specific practices and accomplishments of the president which contributed to his effectiveness in leading the school from crisis to survival and stability (see Appendix J).

My second research question: “What are the perceptions of the individuals who have worked for and with the president collectively regarding the leadership attributes, practices, and achievements of the president who lead this small Christian college during that time period?” has been addressed with quantitative survey data providing frequencies and means, open-ended survey responses, and comments from the stakeholder interviews. Additionally, raw data from these sources, which did not fit into the seven categories of effective leadership, was provided, along with a list of practices of the president which led the school from crisis to stability on two occasions.

Research Question 3

My third research question is: “Have this president’s written goals and self-assessment of goal accomplishments changed during this time period?” This question is addressed by data from the president’s three year goals, his self-evaluation, and the presidential interviews. The president provided a set of his goals and his self-evaluations to be used by me for this research, which cover his presidency from 1993-2011. I read this data multiple times and categorized the data.

President’s Written Goals

Table 15 provides summary information regarding these presidential goals, the frequency with which these goals appear, and the specific time period in which they are included. They are listed in order of frequency, and when there were some with similar frequency, those appearing the earliest are listed first.

Table 15

Three-Year Presidential Goals, Frequencies, and Three-year Time Period

| Three-Year Goals | Frequency | Three-year period | | | | | | |
|----------------------------|-----------|-------------------|-------|-------|-------|-------|-------|-------|
| | | 93-94 | 95-96 | 96-98 | 98-01 | 01-04 | 05-08 | 08-11 |
| Enrollment Growth | 7 | X | X | X | X | X | X | X |
| Financial Stability | 6 | X | X | | X | X | X | X |
| Academic Quality | 5 | | X | X | X | X | | X |
| Fund Raising | 5 | | X | X | X | X | | X |
| Institutional Culture | 3 | X | X | X | | | | |
| Organizational Restructure | 3 | | | X | | | X | X |
| Spiritual Life | 3 | | | | X | X | X | |
| Facilities Improvement | 2 | X | | | X | | | |
| Board Development | 2 | X | | | | | X | |
| FGBC Leadership | 2 | | X | X | | | | |
| Seminary Growth | 1 | | | | | X | X | |
| Institutional Identity | 1 | X | | | | | | |
| Community Relations | 1 | | | X | | | | |
| Advisory Group | 1 | | | | | | X | |
| Marketing/Branding | 1 | | | | | | | X |
| Mission Focus | 1 | | | | | | | X |

Sixteen different goal categories were a result of my data analysis and covered seven time periods. All time periods range from two and a half to three and a half years. When considering the 16 goal categories, they include a total of 45 individual goals as identified over the president's tenure. Twenty-three of the 45 occurrences (51%) are in the top four goals: enrollment growth, financial stability, academic quality, and fund raising. When considering the two periods of institutional crisis

discussed in this study, the early 1990s and 2008-10, several groups of goals respectively stand out. Between the years of 1993-94, institutional identity, institutional culture, facilities improvement, and board development appear. When considering 2008-11, the list includes organizational restructure, marketing/branding, and mission focus.

Comments from the President's Self-Evaluation

It was the president's practice to write a self-evaluation after the completion of each three year goal periods (although he did not complete one for the 1993-94 set of goals and the board released him from this responsibility at the conclusion of his 2008-11 goals). These self-evaluation documents range in length from 14-21 pages, with the president thoroughly evaluating the action steps and results for each of his three year goals. Two specific presidential goals in 1993-94 were Institutional Identity and Institutional Culture [see Table 15]. Because of the deep challenges the president inherited, these initial goals were crucial in addressing the confusion, skepticism, and anger which were evident at the time. The following is an illustrative quote regarding this time period:

The first year in office was a very difficult one. There were a number of intertwined institutional challenges of several years duration (years of staff reductions, years of deficits, lack of revenue, struggling recruitment efforts, failed fundraising efforts, loss of hope among employees and others, etc.) that took away my presidential breath. During the year I searched for answers, proposed solutions, anything that might provide improvement. I do not believe I made much visible progress until my second year. [presidential self-evaluation, 1996]

Moving on to the next period, Table 15 identifies FGBC Leadership and Organizational Restructure as important to the president in his 1996 presidential goals. These goals were a response to a negative reputation with both the school's

denomination and the local community toward the college and seminary [stakeholder interviews], along with a sense that the president did not have adequate senior administrative help [1998 presidential self-evaluation].

The following comments are from the president's 1998 self-evaluation:

By 1996 the institution had begun to stabilize, especially in light of the trauma characterizing the institution during the earlier 1990s. In 1996 I believe the institution was turning the corner with regard to the pervasive challenges of the early 1990s. [presidential self-evaluation, 1998]

The 1998 feasibility study indicates continued progress within the community. This results from the initiatives undertaken by both board of trustees and the president. Initiatives such as distance learning and McClain Day have strengthened the relationship with the FGBC. [presidential self-evaluation, 1998]

One concern about my leadership that surfaced during the 1996 evaluation was that I needed to expedite decision-making processes for myself and other administrative functions. Several steps have been taken to alleviate this problem. [presidential self-evaluation, 1998]

Regarding the president's goals for 1998-01 and his subsequent 2001 self-evaluation, two goals articulated during this time were Spiritual Life and Facilities Improvement [see Table 15]. Regarding the goal of Spiritual Life, the president wrote:

This goal aims at a core issue for the campus. If Grace is to remain viable and strong over time, this goal must be pursued. During the 1998-2001 period I extended effort in the following ways (God's Word, prayer, and hunger for serving Christ). There is nothing in our national culture that nurtures spiritual life, so this area of emphasis always needs constant and increased attention. [presidential self-evaluation, 2001]

This emphasis has continued on the Grace campus and is viewed as one of the school's greatest strengths [administrator and board member interviews]. A second goal cited in the 2001 self-evaluation relates to Facilities Improvement:

Regarding breaking ground for new student housing, this was accomplished as

ground was broken for the construction of Kent Hall and Indiana Hall. Kent Hall was completed and put into service in fall 1999 and Indiana Hall in fall 2000. [presidential self-evaluation, 2001]

Not only was the increase in the number of buildings important because of growing numbers of residential college students [see Table 1], it was also important for Grace to be competitive with other CCCU schools which had larger and more impressive campuses [personal knowledge].

Several important insights regarding his 2001-04 goals are in the president's subsequent 2005 self-evaluation. They address Spiritual Life and Seminary Growth. The following are several key comments:

The Student Development staff has become a powerful influence for good among students. Mentoring of students by faculty continued to be strong. Prayer and short-term ministry experiences continued to dominate the campus. Chapels in the college showed improvement. [presidential self-evaluation, 2005]

A number of efforts were made to improve the seminary during 2001 to the present. The hiring of a seminary dean began a change to disentangle the college and seminary. That transition had been completed. The purpose of this was to give the seminary greater presence and visibility. But more needs to be done through marketing, publishing, etc. to make good on this new organizational opportunity. [presidential self-evaluation, 2005]

This emphasis on the Christian, spiritual life of students and the preparation for vocational church and global ministry (Grace Seminary) is at the heart of the foundation and heritage of this institution [Grace Website, www.grace.edu].

The final self-evaluation of the president was written in 2008. Board Development, a presidential goal that had not appeared since his 1993-94 goals, resurfaced, as did Organizational Restructure. A new goal, Advisory Groups, was also instituted. The following comments touch on these goals:

Dashboard reporting to the board included information related to enrollment, budget, monthly statement of activities, audit, and major fundraising initiatives. During the most recent board meeting, a ‘Quick Facts’ card on the institution was discussed. [self-evaluation, 2008]

Four new schools have been established during the 2005-08 period: School of Music, School of Arts and Sciences, School of Adult and Community Education, and School of Ministry Studies. The establishment of these schools, and the addition of graduate programming that such schools allow, surfaces the need for exploring how Grace can best move to a university status. [presidential self-evaluation, 2008]

The first of these advisory groups was used beginning with the 2006-07 academic year. The newly formed schools (Music, Arts and Sciences, Adult and Community Education, and Ministry Studies) will make ongoing use of advisory groups as the academic work of each school is carried out in the future. [presidential self-evaluation, 2008]

The second institutional crisis brought on by the national economic downturn of 2008-10, had a significant effect on the institution. Though there are presidential goals from 2008, there is no self-evaluation for 2008-11. Still, exploring the goals is helpful since two, Marketing/Branding, and Mission Focus, are new to the president’s list of three year goals. Other data for this time period include enrollment and income figures [Table 1], new program and new accreditation information [Tables 2 and 3], and open-ended responses and interview comments, which will be used in Chapter 5 to help shed some light on the school from 2008-11.

Comments from the President’s Interview

I conducted a 45 minute interview with the president using the interview questions in Appendix D. The following are illustrative comments from the interview regarding the early and mid-1990s:

In reference to personal attributes:

I tried to be a listener to people. I remember some specific meetings where there were very diverse views about something going on in the institution and also where they thought the institution should head. And that was one of the things I tried to do. [presidential interview]

In reference to Behaviors and practices:

I felt that in the early 1990s I learned something. Two things were important; that is staying focused on the mission and trying to focus on what I could do because of the position I was in and not things that others should be doing (and they could do much better than I could). So I think that in both cases, whatever good has come out of it (my presidency), is probably because there were a lot of people doing things and contributing. [presidential interview]

In reference to Ability to adapt:

So in my ability, I enjoy change naturally, commitment to the mission allowed me to gather around the center of that mission other opportunities to imagine new options and so I listened to people. Even if I thought initially that everything they would say was no good. [presidential interview]

In reference to Goal setting and evaluation:

So the goals made sense. They grew out of an initial evaluation of me. And there was also an initial evaluation of the board. The three year goals provided a select number of tracks for me to run on, week in, week out. And they became a centering of my activity, and I knew there was going to be a review of these goals. [presidential interview]

In reference to Overall effectiveness:

When I think about effectiveness, the first thing that comes to mind are a number of failures. There were some things I didn't do well in the mid-90s. One was that I think I underestimated way too much how difficult change was. And with that, I think I underestimated how deep-seated some negative feelings were with people. [presidential interview]

The following are illustrative comments from the interview regarding 2008-11:

In reference to Personal attributes:

One was that I was committed to trying, in ways I could, to be honest about what I thought was going on. And I remember doing that to the extent that I had employees saying "Well, why don't you get beyond that and tell us something encouraging at the employee meetings?" And I felt that was not in our best interest. [presidential interview]

In reference to Behaviors and practices:

I remember doing a lot of learning about economic issues; learning about perceptions of the community, perceptions of economic development, and I think coming to grips with perceptions people had about higher education. [presidential interview].

In reference to Ability to adapt:

I wanted us to face reality as best we could, not dodge it and so I always made a practice to follow this idea that there's nothing like a crisis to present an opportunity to change and it certainly was true in 2008-09. [presidential interview]

In reference to Goal setting and evaluation:

I think knowing that goals had written and unwritten rules were especially challenging. Research was important to be done at our institution. Research would be a way to strengthen academics on campus and that we were to be more engaged in what we were doing and we wanted students to experience the joy of discovery with the faculty. [presidential interview].

In reference to Overall effectiveness:

I feel like much of what I said about the mid-90s is true about 2008 and following. I'm glad for innovation and lasting effects it may have. I'm grateful that we've got to this point where many changes are done and accomplished. [presidential interview]

Summary of Chapter 4

In Chapter 4, data was presented from four data sources: 1) institutional data defining stability, 2) a survey yielding quantitative data consisting of frequencies and means, 3) qualitative data from open-ended responses and stakeholder and president interviews, and 4) the president's three year goals and self-evaluation. We will now move to Chapter 5 to summarize and discuss the research findings. In addition, links to previous research will be identified and conclusions drawn. Finally, suggestions for

leaders involved in small, Christian private institutions leading through crisis and recommendations for future research will be presented.

CHAPTER 5: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter offers a review of the findings from my study. Included will be a discussion of the quantitative and qualitative data, conclusions and considerations for other leaders, and recommendations for future research.

The purpose of this study is to examine how a president of a small, Christian college, through his leadership attributes, practices, and achievements, has led the college to survival and stability. Such information is important not only because it will add to the body of knowledge regarding leadership in CCCU institutions, but also for other small, higher education institutions going through crises brought on by either internal or external issues. The format of this chapter is: (a) discussion of findings and connections to previous research, (b) conclusions and considerations for leaders in small, private Christian institutions of Higher Education, and (c) recommendations for further research. Tables and figures from Chapter 4 are referred to throughout this chapter.

Discussion of Findings and Connections to Previous Research

Research Question 1 asks in reference to institutional stability, what occurred at a small Christian college during the past two decades. The data reveals that in four areas of measuring growth and stability: (a) enrollment growth, (b) total annual income, (c) new programs, and (d) new and reaffirmed accreditations, the school experienced overall, sustained growth [see Tables 1, 2, and 3]. The most telling data focuses upon the years surrounding the two crisis periods of 1993-96 and 2008-11. When looking at Table 1 and Figure 2, Fall Enrollment numbers are listed for the 1993-94 academic year, the president's first year as interim, with an enrollment of

852. The following two years it decreased to 803 in 1994-95, 766 in 1995-96, then a slight increase to 811 in 1996-97, and another increase in 1997-98 to 880. One can assume that 1996 was the beginning of an enrollment turn around as the president instituted presidential goals [Table 15], including a focus upon institutional identity and culture. The president states in his self-evaluation that during his first several years he worked hard at listening to the frustration among employees. [presidential self-evaluation, 1996]. His ability to be a sympathetic listening ear and bring hope through steps of fiscal responsibility made a significant difference [survey response]. The president, early in his tenure, began to manifest characteristics of an adaptive leader. Honesty, listening intently and well, and refusing to sugarcoat the pain of the crisis are foundational to adaptive leadership. This president used a similar strategy during the second crisis in 2008-09 [presidential interview].

Regarding annual income, there was an initial downturn, and then steady growth occurred [Table 1, Figure 3]. Institutional income in 1993-94 was \$7.7 million. The following year, it took a slight dip to \$7.5 million, than began to increase, reaching \$11.7 million by 1997-98. A significant amount of this additional income was acquired through donations for a three million dollar renovation campaign of an old, historic building. This is the first of many building projects for the president, and sent a positive signal to the campus and community about the new vision of Grace [survey responses]. In regards to the second crisis, in academic year 2009-10, the income was \$24.5 million. Effects of the national and state economic downturn were not immediately experienced, since the income in the 2010-11 year was \$26 million, up \$1.5 million from the previous year. But there was a noticeable

change in 2011-12, with an income of \$24.6, \$1.4 million less than the previous year. This in large measure was due to the state funding for the college's prison education program being eliminated. The president saw this circumstance as an opportunity to introduce innovative change [presidential self-evaluation, 2008, presidential interview]. Instead of simply trying to replace lost revenue with an increase in tuition, the president began initiating many new programs, especially those that would reach adult and non-traditional students [Table 2]. Of the 15 new programs started from the time the president took office in 1993 until the present, eight were started between 2008 and 2011. The president clearly saw this time of crisis as an opportunity for innovation [presidential interview].

Though increased enrollment and income are tangible indicators of greater stability in an institution of higher education, two other indicators should be considered. As previously mentioned, new programs to increase enrollment and income were introduced during the president's tenure [Table 2]. In addition, both new professional and reaffirmed regional accreditation occurred [Table 3]. This growth in accreditation helped with academic credibility, growth, and reputation, though Grace still is perceived by some, including employees and board members, as lacking in academic quality, since this item was ranked as the second lowest mean drawn from the survey data [Table 13].

Therefore, when looking collectively at these four measures, enrollment growth, income growth, new programs, and new and reaffirmed accreditations, during this president's tenure of 1993-2011, one can conclude his leadership contributed to the level of stability for the school.

Research Question 2 relates to the perceptions of the individuals who have worked for and with the president collectively regarding the leadership attributes, practices, and achievements of this president who lead this small Christian college during his time as president. When studying effective presidential leadership in higher education in small, Christian colleges, seven categories of attributes and practices emerged. This data created a profile of a leader who is: (a) relationally strong, (b) an adaptive change agent, (c) a developer and shaper of the new culture, (d) a good fit with the institution, (e) an effective team builder, (f) a visionary, and (g) an innovator (Boyce, 2003; Denton & Moore, 2009; Dittmar, 2009; Donnelly, 1995; Fincher, 1997; Julius, Baldrige, & Pfeffer, 1999; Kezar & Eckel, 2000; Oosting, 1985).

To address Research Question 2, I designed a survey with these seven categories with eight statements in each category (Appendix B). A Likert scale (strongly disagree to strongly agree) was used. In addition, the survey contained two open-ended questions to gain greater detail from the responders. Another source of data for Research Question 2 was the stakeholder interviews. One individual from each of the stakeholder groups (administrator, faculty, staff, and board member) was interviewed. The data for all open-ended responses and the interviews were coded and of the 401 total responses, 352 fit into one of the seven leadership categories. Table 13 contains the means of all 56 statements, and I have divided the 56 statements into four quartiles, each consisting of 14 statements, as rated from highest to lowest mean. In addition, Table 16 is now presented to identify means in quartiles, the number and percent the items from a given category were within each quartile, and the percentage of the eight statements for each category which appear in each

quartile. The categories are ordered from the largest percentage of items within a given category to the smallest in that quartile. Table 16 offers a comparison snapshot of the seven categories of effective presidential leadership, providing helpful information regarding leadership strengths and weaknesses.

Table 16

Means (Highest to Lowest) Categorized by Quartile

| Quartile (#/14) | Category | N (percentage of quartile) | % of statements (8) in each quartile |
|-----------------|-----------------------|----------------------------|--------------------------------------|
| 1 (76-100%) | Relationally Strong | 8 (57.2) | 100.0 |
| | Good Fit | 4 (28.6) | 50.0 |
| | Innovator | 1 (7.1) | 12.5 |
| | Team Builder | 1 (7.1) | 12.5 |
| 2 (51-75%) | Good Fit | 4 (28.6) | 50.0 |
| | Adaptive Change Agent | 4 (28.6) | 50.0 |
| | Team Builder | 3 (21.4) | 37.5 |
| | New Culture | 2 (14.3) | 25.0 |
| | Visionary | 1 (7.1) | 12.5 |
| 3 (26-50%) | Visionary | 5 (35.7) | 62.5 |
| | Adaptive Change Agent | 3 (21.4) | 37.5 |
| | Innovator | 3 (21.4) | 37.5 |
| | Team Builder | 2 (14.3) | 25.0 |
| | New Culture | 1 (7.1) | 12.5 |
| 4 (0-25%) | New Culture | 5 (35.7) | 62.5 |
| | Innovator | 4 (28.6) | 50.0 |
| | Visionary | 2 (14.3) | 25.0 |
| | Team Builder | 2 (14.3) | 25.0 |
| | Adaptive Change Agent | 1 (7.1) | 12.5 |

When addressing the president's top strengths, Table 16 reveals that the overall top category is Relationally Strong. Eight out of the top fourteen means from the survey are statements in this category. Attributes identified as very high include humility, respectful of others, kindness, warmth, and appreciation [Table 14]. Humility is a quality which builds trust with others (Julius, Baldridge, & Pfeffer, 1999), and the highest mean from the entire survey is "humility," with a score of 5.8447. The third is "respectful of others" with a mean of 5.7853, and the fourth is "kind," scoring 5.7469. These three attributes collectively give a great deal of insight into the person and character of this president. Adding "warmth" and "effective listener" in the top ten help complete a picture of a president who is welcoming and interested in others. Listening well is stressed as an important relational skill for a president (Kezar & Eckel, 2008), and this clearly is a key reason why this president is well liked and highly respected. The qualitative data [Table 14] complements this data with the highest number of responses in this category, 165. The Relationally Strong category includes 165 comments or 47% of all 352 responses collected, and two and a half times more than the second highest number. In addition, the president's attributes of integrity and trustworthiness appear often in the survey responses and stakeholder interviews. The following illustrates this:

Ron's biggest strength is probably his integrity. He works very hard at that, so through difficult times he was always very careful and measured. You learn to trust him through it. [board member interview]

One very important practice highlighted in the Relationally Strong category is the president's great success in engaging the local community. When he became president, the school had a negative reputation locally. During the president's tenure

he has worked very hard to communicate the school's desire to serve the community [personal knowledge]. This has resulted in partnerships with our most prominent local industry, orthopedics. Other business and community organizations regularly use the campus facilities and are invited to participate in many campus events. This has been a deep commitment of this president and has served the school well, as illustrated with the following:

Dr. Manahan changed the reputation in the community of Grace College. He turned the reputation from a negative to a positive. [survey response]

As previously mentioned in Chapter 4, there is additional raw data identifying specific practices and accomplishments of the president during the early years of his tenure. Several of these reveal partnerships which occurred in part due to Relationally Strong attributes of this President: (a) connecting Grace College with the Eli Lilly Foundation, (b) forming a committee of community leaders to help with fund-raising, (c) working with Winona Restoration to help the school acquire additional buildings, (d) expanding the recruiting base beyond the FGBC, and (e) instituting greater financial efficiency by bringing the employee/student ratio in line.

The second highest rated category based upon the means scores is the president as a Good Fit, with four of its eight items in the highest quartile (Table 16). Four statements reflecting him as spiritually mature, aligning doctrinally with the school, reflecting the school's values, and embodying the mission, had very high mean scores. At a CCCU school, one's values, worldview, and personal lifestyle matter a great deal (Hayes, 2005). Leaders who fit well with the mission, identity, and culture of the school are appreciated and trusted (Denton & Moore, 2009). Interestingly, this category received the second highest mean scores; with four in the

first quartile, yet was only fifth out of seven with the qualitative data [Table 14], with only 28 of the 352 responses, or 8%. This may be caused by the fact that these qualities are taken for granted when a president is hired, functioning as non-negotiables.

In addition to looking at the president's highest mean scores and largest number of positive responses in the survey responses and interviews, it is important to point out areas of weakness. Table 16 reveals that "Developer of a New Culture" has five of its eight means in the lowest (fourth) quartile. This category also has the lowest number of positive comments, eight, which is 2%, from the open-ended responses and interview comments [Table 14]. Kotter and Haskett (1992) point out that in order to change culture, aberrant behavior needs to be identified and dealt with. Data revealed there is an improved culture at Grace since the early 1990s as illustrated in the following response:

There may be some competition among people but it doesn't matter anymore because we're all like one unit. It's not quite the same. I don't see some of the stuff, tension I saw before, but even if there is some that I'm unaware of, it doesn't seem to matter as much because the overall tone is better. [faculty interview]

On the other hand, there are perceptions that aberrant behavior has not always been dealt with and has an ongoing effect on the culture, as this comment illustrates:

I think the lack of communication breeds distrust. I don't think it's intentional. I don't think anybody wants to distrust anybody, but I think it breeds compartmentalization. We share only what we want to share because we don't trust everybody else in the environment. [administrator interview]

It is interesting that this category-Developer of a New Culture- is rated the lowest overall, yet in looking at Table 5, 35.1% of survey responders have only been

associated with Grace as an employee or board member for 0-5 years, and 26.2% for 6-11 years, which is a total of 61.3%.

The second lowest categorical mean total in the fourth quartile is the president as “Innovator,” with four of eight in this quartile [Table 16]. Yet there is a discrepancy with this score in the fact that this category has the second highest number of positive comments from the open-ended responses and interview comments (62, or 18%), as the following two comments illustrate:

He has consistently tried to keep Grace affordable while improving academics. He is not afraid to try new programs. [survey response]

He is willing to take risks and to innovate. He has a strong trust factor with the staff, which enables the school to take bold steps without having employees be overly fearful...or antagonistic. [survey response]

The reason for this discrepancy may be two-fold: 1) There was very little innovation at the institution until 2009, and 2) the significant innovation, especially new programs and partnerships, has occurred recently [Table 2].

As noted earlier, raw data was provided in Chapter 4 to highlight specific practices and accomplishments of this president. Several of these practices related to being an Innovator during the second crisis caused by the economic downturn in 2008-11 were: (a) creating the Reimagine Campaign, (b) holding the goal of improving the school’s CFI (Composite Financial Index), (c) closing the Music Department due to unfunded deficits, (d) revamping marketing and branding, and (e) moving the school from a 16 week semester to two eight-week sessions per semester.

One of the most intriguing categories in this study is the president as Team Builder. Dittmer (2009) speaks to the importance of a president having a senior team which is both competent and united around a common vision. When looking at Table

16, the means in this category are evenly spread throughout the four quartiles with one item in the first, three items in the second, two items in the third, and two items in the fourth, yet according to the data of ranking means in Table 13, the lowest in the entire survey is “Makes changes in team as needed,” with a mean of 4.2719, and being .2591 lower than the second lowest mean. In addition, the fourth lowest mean in the survey is also in the Team Builder category, for the statement “Has selected an excellent team” (mean=4.6545). Additionally, these two statements received the highest number of “strongly disagree” scores, eight, in the entire survey [Table 10]. One final observation is that out of a total of 27 negative comments about the president in the open-ended responses and interview comments, 13 (48%) related to the president’s senior administrative team, as the following illustrates:

He has not always been wise in his selection of members of his administrative team. Nor does he seem to hold administrators feet to the fire to produce results. [survey response]

When looking at the quantitative data only, it is difficult to know if the negative ranking for the Team Builder category is because of the President’s team as a whole, or directed toward a number of specific individuals on the team. One of the benefits of mixed methods research is that the qualitative data provides clarity and greater depth of insight (Creswell, 2003). In this study the interview and open-ended question data revealed it is not the team as a whole, but certain individuals.

In summary, data related to Research Question 2 identifies Relationally Strong and Good Fit as the top categories of effectiveness for this president, with Developer of a New Culture being the overall lowest. There is a mixture of low mean scores but strong open-ended responses and interviews for Innovator, and moderate

mean scores for Team Builder along with a significant percentage of negative comments from the qualitative data.

Research Question 3 relates to how this president's written goals and self-assessment of goal accomplishments changed during this time period. Table 15 provides a list of the president's three year goals covering a period of time between 1993-2011. There are 16 distinct goals, but many are repeated multiple times. For this study, which specifically looks at the president leading the school from a period of crisis to stability on two separate occasions, the time frames of 1993-96 and 2008-11 are significant. As has been mentioned throughout this study, the president inherited a very difficult situation when he became interim in 1993. Enrollment and finances were plummeting at the school, and there was a general lack of trust in administrative leadership. It is very telling that two of the initial goals of the president for 1993-94 were Institutional Culture and Institutional Identity. Reflecting upon the previous data in this chapter about the president's weaker scores in the Developer of a New Culture category, he still realized that this was a crucial area. Adding to his four most common goals of Enrollment Growth, Financial Stability, Academic Quality, and Fund Raising, in his 1995-96 goals he included FGBC Leadership and Community Relations. The president knew that the school had a credibility problem with both the school's denomination and the local community. Because he is very strong relationally [Tables 13, 14, and 16], and understood the need to establish trust both inside and outside of the institution [presidential goals and self-evaluation], he focused on these goals. The result was a vastly improved relationship with the local

community [survey responses, stakeholder interviews], and growing credibility with the school's denomination as illustrated from the president's self-evaluation:

The 1998 feasibility study indicates continued progress within the community. This results from the initiatives undertaken by both board of trustees and the president. Initiatives such as distance learning and McClain Day have strengthened the relationship with the FGBC. [presidential self-evaluation, 1998]

Heifetz, Grashow and Linsky (2009) speak to the two phases of a crisis: 1) the pursuit of organizational survival and stability, and 2) leading through change to the new reality. When looking at the data in Table 1, it is clear that the president's early years of leadership, especially after 1996, resulted in several early evidences of success. One of the main reasons for this, as seen in both the quantitative survey data and the qualitative data, was his integrity, his relational skills, and being one whom others trust, which was greatly needed in the early 1990s at the school.

Shifting to the institutional crisis in 2008-11 resulting from the national and state economic downturn, it is once again helpful to look at Table 15. In the president's 2008-11 goals, in addition to the four most common goals, the president added Organizational Structure, Marketing/Branding, and Mission Focus. As stated earlier in this study, the president was in the process of restructuring and moving the school from a college to university status [presidential self-evaluation]. The two additional goals are a reflection of the innovation which began to rapidly occur. Grace College and Seminary had been in need of professional marketing and institutional branding for many years [personal knowledge]. With new programs and initiatives comes a heightened need for marketing. In 2009 the college and seminary outsourced all marketing and branding to a national marketing company, and the result has been

impressive both electronically [Grace website-www.grace.edu] and published materials.

The goal of Mission Focus is the result of the president's on-going commitment to the institutional mission of the school, yet a desire to creatively apply the mission in ways that are new and innovative [presidential self-evaluation]. This has enabled him to initiate new programs which are very unique to the school (e.g., online degree programs, associate degrees, adult degree completion, a master's degree for the orthopedic industry, and others) because he has been able to effectively communicate to employees and board members that these new programs flow out of the mission.

In summary, Table 15 lays out the president's three year goals, which in large measure have changed over the time of his presidency. More could be said about his goals during the years in which the institution was not in crisis, but that is not the purpose of this study. Middlehurst, Goreham, and Woodfield (2009) state that one of the most important skills of a leader in higher education is interpreting the context. This president has done a commendable job in this regard.

Conclusions and Considerations for Leaders in Small, Private Christian Institutions of Higher Education

I now identify three major conclusions drawn from this research regarding a president of a small, Christian college who lead the school on two occasions through crisis to stability. The first is that this president *functioned as an adaptive leader*. In both crises, the president did not come to the board, employees and other constituents with a self-generated plan to fix all the problems of the school. On the contrary, an adaptive leader refuses to simply provide solutions to problems but conceptualizes the

problem and expects others to wrestle with and solve the problem (Nelson, 2006). This president said in his interview that many on campus were frustrated with his posture of only being the bearer of bad news and not giving hope and solutions in 2008-09 [presidential interview]. This is precisely what adaptive leaders do. They guide but do not provide the solution themselves (Heifetz & Linsky, 2004). Though this can be a long and at times frustrating process, effective adaptive leaders are able to help those whom they lead tolerate the tension so they do not become too overwhelmed or stressed (Heifetz, 1998). Dr. Manahan is very effective at providing, both in public and one-on-one venues, a very calming, hopeful demeanor which has served him and the school well in times of crisis, as illustrated by one interviewee:

He's a suitable fit; his patience, his personality, his quiet spirit of working in the background, not stirring up people while he's doing it, and not scaring people with projected things that never happen. [faculty interview]

A second conclusion is that this president *built trust through his integrity and relationships*. As has been clearly identified in the data for this study, this president is very strong relationally, and is viewed as a man of impeccable integrity. When he became interim president in 1993, there was a great deal of distrust for that office and administrators in general at the school. It was helpful that Dr. Manahan had already been employed by the institution for 16 years, in roles of professor, department chair, and provost. Those who knew him well before his presidency knew him to be a man of great integrity and spiritual maturity. In addition, his warmth, kindness, and humble nature made him very disarming to those who wanted to fight and argue, as illustrated:

Dr. Manahan does not publically show worry or concern to a degree that leaves the employees feeling unstable, instead he enters conversations with

complete honesty and always opens up for questions from anyone. He answers these questions with patience and grace. [survey response]

The highest mean scores in the survey bear this out, as do the many comments from the interviews and open-ended questions.

The third major conclusion drawn from this study is that this president *used times of crisis to institute change and innovation*. The president said in his interview:

I wanted us to face reality as best we could, not dodge it and so I always made it a practice to follow this idea that there's nothing like a crisis to present an opportunity to change and it certainly was true in 2008-09. [presidential interview]

These words of this president are very reflective of the ideas of Kotter (2008), who believes that overcoming resistance to change is so difficult that it is usually only a felt sense of urgency or crisis that opens the door for substantive change. When looking at Table 2 and all the new programs at Grace since 2009, this president was effective in leveraging the economic challenges which faced the institution.

Another part of analyzing data in order to draw fair and helpful conclusions is to compare the findings with the literature in order to see compatibility, differences, and how the new findings contribute to the body of literature on the topic being studied.

Graves (1997), when discussing adaptive leaders, points out that they are not authoritarian, but consistently utilize all stakeholders in decision-making. This president clearly is a delegator and team builder. The data verifies this in the areas of including others in planning and decision-making [Table 13]. Similarly, the president communicated in each of his self evaluations [presidential self-evaluations], that his model of leadership is leading through serving and empowering others. His

participatory and collaborative style of leading is affirmed in the literature for effective higher education leadership (Kezar, Carducci, & Contreras-McGavin, 2006), yet some on campus view him as “indirect and hands off” [stakeholder interviews, survey responses]. Another strong affirmation of this president’s adaptive style of leadership is his stated purpose in seeing and leveraging the economic downturn of 2008-09 as an opportunity for significant change and innovation [presidential interview]. Several examples of innovative programs begun from 2009-11 are: GOAL (degree completion), ORCA-Orthoworx (Eli Lilly funded program for Grace to provide regulatory education to the local orthopedic industry), partnering with two other Christian colleges, Trine University and Ancilla College, along with others (see Table 2). This is strongly affirmed by Osland and Ankeny (2007) who state that Christian higher education is a fragile endeavor financially and therefore affords great opportunity for innovation. Adding to the discussion of adaptive leadership, Heifetz and Linsky (2003) state that adaptive challenges are rooted in complexity and rapid societal change, and stakeholders must come up with solutions. The president shared hard, honest information with stakeholders in both institutional crises, and refused to problem solve without their input and ownership. As a result of the 2008-09 crisis, difficult decisions and consolidation took place, resulting in closing the School of Music, moving some full-time staff positions to part-time, and freezing the hiring of faculty and staff.

Regarding change and transformation, Turan and Sny (1996) discuss the three acts of Transformational Drama Theory. The three acts consist of: identify the need

for change, cast vision and mobilize, and establish a new culture. This president has been effective with phase one. He has even said publically to employees in 2009 that if the school does not embark on substantial innovation and change it will not survive [personal knowledge]. The findings in the study though, do not indicate that the president has been as strong as a visionary leader and as one who has reshaped the culture.

Leading in and through crisis has been the major context of this leadership study in higher education. Van Loon (2001), in his discussion of leading a university out of crisis, states the following key components: engage the politics and power brokers, introduce a season of calm after change has occurred, communicate constantly, require team involvement, share credit and successes, and seek new opportunities. This president has evidenced many of these, though the school seems to never institute a season of calm and a time to sit back and enjoy success [survey responses, stakeholder interviews]. Floyd, Maslin-Ostrowski, and Hrabek (2010) also deal with crisis in a higher education institution, and specifically the stress that comes to the position of president. They list the following areas where this stress is manifested: vulnerability, power, isolation, and fear. Dr. Manahan has a great ability to stay calm and yet be completely honest about the current crisis or difficult situation the school is facing [survey responses]. Yet as some have mentioned, he is emotionally guarded and at times it is difficult to know what he's thinking and how he is feeling [board interviewee]. Another source from the literature regarding presidential leadership dealing with crisis, Murray and Kishur, Jr. (2008), lay out important steps to follow: the leader takes ownership, gathers information, verifies

the accuracy of the information, notifies the board, informs the senior team, informs faculty and staff, includes other advisors, and takes action. This is consistent with how this president deals with crisis and other important issues at the college and seminary [personal knowledge].

Another area in the literature regarding leading an institution of higher education to significant change is the research of Kezar and Eckel (2002), who address altering the mental models of stakeholders for long-term, sustained change. They state that change is only transformational if the leader has been effective in creating a new set of meanings and realities in the institution. Regarding this president and Grace College and Seminary, though some have embraced change, many employees have left the school, especially recently, because they have not adapted well to the new normal. This is manifested in very low mean scores from Table 13 in the areas of morale (elevated campus morale, 4.7301) and faculty concern about a growing corporate approach to the college and seminary which is detrimental to academic quality (greater student academic quality, 4.5310).

Table 17 provides a comparison of my findings and that of previous research as previously surveyed in Chapter 2.

Table 17

Findings of the Study and Comparisons to Previous Research Findings

| Findings (Gill, 2012) | Previous Research |
|--|---|
| President is a delegator and team builder, scoring in the top two quartiles in including others in planning and decision-making. | Affirms Graves (1997) that adaptive leaders are not authoritarian but utilize all stakeholders in decision-making. |
| President is a servant leader, engaging in a participatory and collaborative style of leading, defined by some as “indirect and hands off.” | Affirms Kezar (2000), Kezar, Carducci, & Contreras-McGavin (2006) that higher ed has moved away from hierarchy to collaborative and empowering. |
| President used the financial crisis in 2008-09 to leverage an opportunity for greater innovation. | Affirms Osland and Ankeny (2007) that with Christian higher education institutions, fragile finances create opportunities for innovation. |
| President shared hard, honest information with stakeholders in both crises and refused to problem solve without their input and ownership. | Affirms Heifetz and Linsky (2003) that adaptive challenges are rooted in complexity and rapid societal change, and stakeholders must come up with solutions. |
| President was effective in identifying the need for change and mobilizing followers. Not as effective in creating a new vision and a transformed institutional culture. | Partially affirms Turan and Sny (1996) that the three acts of Transformational Drama Theory are: identify the need for change, cast vision and mobilize, and establish a new culture. |
| President dealt with institutional crisis through open, honest communication, perseverance, team involvement, sharing credit for successes, and using crisis as opportunity. | Partially affirms Van Loon (2001) who includes: engage the politics and power brokers, introduce a season of calm after change has occurred, along with communication, team involvement, sharing credit, and opportunity. |
| President generally demonstrated a calm, hopeful demeanor during crisis, without sugar-coating the seriousness of it. He is very humble, yet guarded when it came to communicating fear or deep vulnerability. | Partially affirms Floyd, Maslin-Ostrowski, and Hrabak (2010) that state that presidents in higher ed manifest stress in four areas: vulnerability, power, isolation, and fear. There are varying degrees. |
| With both crises, the president took ownership, gathered information, verified accuracy of the information, notified the board, informed the senior team, informed faculty and staff, included advisors, and took action. | Affirms the sequence of Murray and Kishur, Jr. (2008) regarding the steps to be taken when faced with crisis. They emphasize the importance of gaining relevant accurate information and involving others. |
| Some have embraced change, but many employees have left, especially recently, because they have not adapted well to the new normal. This is manifested in low morale (low mean, 4.7301) and faculty concern about a growing corporate approach to the college and seminary (academic quality, 4.5310). | Is not compatible with the research of Kezar and Eckel (2002) that states that an essential component to transformational change in higher education is altering the mental models of the stakeholders, resulting in a different set of meanings and realities. |

This leader certainly has areas of weakness, one being his “indirect style of leadership” as labeled by some who were interviewed in this study. He also is considered “too hands off” by some, which seems to be one potential down side of an adaptive leader who refuses to be a problem solver. Nevertheless, he has demonstrated over the last 19 years a good level of effectiveness in leading this institution from crisis to stability.

Though much of this study cannot be generalized to the greater higher education population, the attributes and practices of this president should have some level of compatibility with other CCCU schools experiencing crisis. Schools which are Christian, small, highly value relationships, and have employees and constituents who can get to know the president personally would be able to identify with the school in this case study and the president.

Recommendations for Further Research

Though this study may prove to be helpful to others, I recognize several significant limitations. First, as a case study, only one institution and one president was studied. Second, Grace College and Seminary is part of the CCCU, a group of only 111 schools out of over 4,000 in the United States. Therefore, it has a fairly unique identity and context. Third, I am not only the researcher in this study, I am also an alumnus and employee of the school. I have taken every precaution I know to reduce bias in this study, carefully following all the guidelines of the HSIRB of Western Michigan University and the IRB of Grace College and Seminary. Yet, because of my personal knowledge of this school, some bias undoubtedly does exist, yet this should not negate the value of this study.

When considering future research on this topic, several suggestions come to mind. One would be to do the same study, using the seven effective presidential leadership categories and survey at another CCCU school which is not in crisis. This would help determine whether or not the results of my study are very clearly tied to leading in and through crisis. A second would be to do this same study at Grace after Dr. Manahan's retirement and five to ten years into the tenure of the next president. This would be a study using the same context but studying a different leader. A third possibility for further study would be to use the same survey at another CCCU with similar circumstances, namely, a long tenured president and a school which is in or has recently been in and through crisis to see if a different leader manifested similar or very different attributes and practices and still had good results.

Closing Comments

The purpose of this study was to examine how a president of a small, Christian college, through his leadership attributes, practices, and achievements, has led the college to survival and stability through two separate crises. Four groups of individual stakeholders, administrators, faculty and staff employed at Grace College and Seminary, and board members who have served anytime since 1995 to the present took a survey and many responded to open-ended questions. In addition, one person from each of the stakeholder groups and the president was interviewed. Additionally, the president provided for me seven sets of three year goals and five sets of self-evaluation based upon his presidential goals.

The conclusions drawn from the data demonstrated that this president is an adaptive leader, with strong integrity and excellent relational skills. He did not shy

away from change and opportunity which came with both crises and the result has been a school which has grown and experienced stability. This study contributes important information to other leaders in higher education, especially similar small, Christian schools. Indeed, more important research needs to be done to provide these colleges and universities with effective leaders.

The first of two key take-aways from this study is the seven attributes and practices of an effective, presidential leader in higher education, especially one leading through crisis to stability, which are: (a) relationally strong, (b) an adaptive change agent, (c) a developer and shaper of the new culture, (d) a good fit with the institution, (e) an effective team builder, (f) a visionary, and (g) an innovator. The second is the three major conclusions about presidential leadership in crisis, which are the leader: (a) functioning as an adaptive leader, (b) building trust through integrity and relationships, and (c) using times of crisis to institute change and innovation.

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Appendix A
Messages to Participants

Initial Email to Potential Participants

From: gillja@grace.edu

To: [Group email address]

Subject: How has the president of Grace Schools lead through crisis to stability?

Body of the Email:

I am writing as part of a research project for my dissertation to ask for your participation in a confidential survey that I am conducting as part of my dissertation project. I am asking Grace Employees and current/former Grace Board of Trustees members to share your perceptions about the presidential leadership of Dr. Ronald Manahan. Dr. Manahan has given his consent to be the focus of this study and that his name may be used in this dissertation.

Your responses are important as they will help Grace and other Christian Colleges and Universities understand how presidential leadership can function effectively during times of institutional crisis.

This is a short survey, which will take you only ten minutes to complete. Please click below or copy and paste the link into your browser.

<http://app.zoomerang.com/Create/SurveyEdit.aspx?ID=L266QGQVQLB6#-1>

Your participation is voluntary, and all your responses will be kept confidential. No personally identifiable information will be associated with your responses in the reports of this data.

I very much appreciate your time. Thank you for participating in this important study.

Many thanks,

Jeffrey Gill, Ph.D. Candidate
Educational Leadership

Western Michigan University

Appendix B

Survey Instrument

Please read this consent information before you begin the survey.

You are invited to participate in a research project "From Crisis to Stability: A Case Study of Presidential Leadership at a Christian College" which is part of Jeffrey Gill's Ph.D. dissertation.

The survey will only take about ten minutes of your time. Your responses are important as they will help Grace and other Christian Colleges and Universities understand how presidential leadership can function most effectively during times of institutional crisis. The subject of this survey is Dr. Ronald Manahan. Dr. Manahan has given his consent to be the focus of this study and that his name may be used in this dissertation.

Your responses will be kept confidential, and they will not be connected to you in the data analysis or results section of the survey.

When you begin the survey, you are consenting to participate in the study. If you do not consent, simply exit now. If, after beginning the survey, you decide that you do not wish to continue, you may stop at any time. You may also choose not to respond to a particular question for any reason. There are no right or wrong answers. What is important is that you respond to each statement as honestly as you can.

This study was approved by the Western Michigan University Human Subjects Institutional Review Board (HSIRB) on _____.

Should you have any questions prior to or during the study, you can contact the primary investigator, Dr. Louann Bierlein Palmer, at Western Michigan University Department of Educational Research & Technology at (269)387-3596 or l.bierleinpalmer@wmich.edu, or the student investigator, Jeffrey Gill, (574) 372-5100, ext. 6438 or gillja@grace.edu. You may also contact the Chair, Human

Subjects Institutional Review Board at (269) 387-8298 if questions or problems arise during the course of the study. Thank you.

[illegible]

[illegible]

5. In the area of CULTURE, how would you rate the attributes/practices/achievements of the president of Grace College and Seminary?

[illegible]

6. In the area of FIT WITH THIS INSTITUTION, how would you rate

the attributes/practices/achievements of the president of Grace College and Seminary?

[illegible]

7. In the area of TEAM BUILDING, how would you rate

the attributes/practices/achievements of the president of Grace College and Seminary?

[illegible]

10. Similar to other colleges, Grace College and Theological Seminary is currently facing hard economic times. Please share your thoughts on what you see Dr. Manahan doing these past few years to help Grace remain healthy during these times. Be as specific as possible regarding his leadership attributes, practices and achievements, and share as many thoughts and specific examples as you can.

11. For those who have been affiliated with Grace College and Theological Seminary since the early-1990's, please share your memories of what you saw Dr. Manahan doing early in his presidency to support the college and seminary when it was losing enrollment and financially declining during that time. Once again be as specific as possible regarding his leadership attributes, practices and achievements at that time, and share as many thoughts and specific examples as you can.

Appendix C
Follow-up Email #1

From: gillja@grace.edu
To: [Group email address]

Subject: How has the president of Grace Schools lead through crisis to stability?

Body of the Email:

I recently sent you an email asking you to respond to a brief confidential survey about your perceptions of the presidential leadership of Dr. Ronald Manahan. Your responses are important as they will help Grace and other Christian Colleges and Universities understand how presidential leadership can function effectively during times of institutional crisis. Dr. Manahan has given his consent to be the focus of this study and that his name may be used in this dissertation.

If you have already completed the survey, please accept my sincere thanks. If you haven't had an opportunity to respond, please consider taking ten minutes to complete this short survey.

Please click below or copy and paste the link into your browser.

<http://app.zoomerang.com/Create/SurveyEdit.aspx?ID=L266QGQVQLB6#-1>

Your participation is voluntary, and all your responses will be kept confidential. No personally identifiable information will be associated with your responses in the reports of this data.

Thank you very much,

Jeffrey Gill
Ph.D. Candidate
Western Michigan University

Appendix D

Follow-up Email #2

From: gillja@grace.edu
To: [Group email address]

Subject: How has the president of Grace College and Seminary lead through crisis to stability?

Body of the Email:

I know that as we are finishing the semester this is a very busy time for everyone at Grace. I hope you can take a few minutes and respond to a brief confidential survey about your perceptions of the presidential leadership of Dr. Ronald Manahan. Your responses are important as they will help Grace and other Christian Colleges and Universities understand how presidential leadership can function effectively during times of institutional crisis.

If you have already completed the survey, please accept my sincere thanks. If you haven't, please consider taking ten minutes to complete this short survey.

Please click below or copy and paste the link into your browser.
<http://app.zoomerang.com/Create/SurveyEdit.aspx?ID=L266QGQVQLB6#-1>

Thank you in advance for your time and thoughtful responses.

Your participation is voluntary, and all your responses will be kept confidential. No personally identifiable information will be associated with your responses in the reports of this data.

Sincerely,

Jeffrey Gill
Ph.D. Candidate
Western Michigan University

Appendix E
Interview Questions — Constituents

- 1) Would you tell me how long and in what specific role you have worked as an administrator, faculty member, staff, or served as a board member at Grace?
- 2) Would you please describe how well you know Dr. Manahan, both personally and professionally?
- 3) What personal attributes of Dr. Manahan have most impacted his leadership during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 4) What personal attributes of Dr. Manahan have most impacted his leadership during the time of institutional crisis Grace was experiencing from 2008-2010?
- 5) What specific behaviors and practices have most impacted his leadership during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 6) What specific behaviors and practices have most impacted his leadership during the time of institutional crisis Grace was experiencing from 2008-2010?
- 7) Would you talk about how well you think Dr. Manahan relates to others?
- 8) Would you talk about Dr. Manahan's ability to adapt his leadership relative to needed institutional change throughout his years as president?
- 9) Would you describe the institutional culture of Grace and ways Dr. Manahan has shaped it during his presidency?
- 10) How do you perceive Dr. Manahan's as a suitable fit for Grace College and Seminary?
- 11) How would you describe Dr. Manahan as a team builder at Grace?
- 12) When it comes to visionary leadership, how would you describe Dr. Manahan?
- 13) In the area of innovation, how would you describe Dr. Manahan's leadership?

- 14) How have you viewed Dr. Manahan's overall effectiveness as a leader during his years as president of Grace?

Appendix F

Interview Questions — President

- 1) Which of your personal attributes do you believe most impacted your leadership during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 2) Which of your personal attributes do you believe most impacted your leadership during the time of institutional crisis Grace was experiencing from 2008-2010?
- 3) What specific behaviors and practices have most impacted your leadership during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 4) What specific behaviors and practices have most impacted your leadership during the time of institutional crisis Grace was experiencing from 2008-2010?
- 5) Would you talk about your ability to adapt your leadership relative to the needs and condition of the institution when you became president in the early and mid-1990s?
- 6) Would you talk about your ability to adapt your leadership relative to the needs and condition of the institution when Grace was going through a time of crisis from 2008-2010?
- 7) What part did your three-year presidential goals and self-evaluation play in your leadership during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 8) What part did your three-year presidential goals and self-evaluation play in your leadership during the time of institutional crisis Grace was experiencing from 2008-2010?
- 9) How do you view your overall effectiveness as a leader during the time of institutional crisis Grace was experiencing in the early and mid-1990s?
- 10) How do you view your overall effectiveness as a leader during the time of institutional crisis Grace was experiencing from 2008-2010?

Appendix G

President's Permission

Western Michigan University
Department of Educational Leadership, Research, and Technology

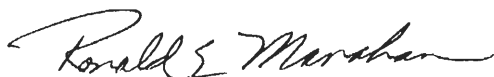
Principle Investigator: Dr. Louann Bierlein Palmer

Student Investigator: Jeffrey A. Gill

Title of Study: Survival of a Small, Christian College: Presidential Leadership
Working with Various Constituents

It is my understanding that this study which is being conducted focuses upon my presidential leadership at Grace College and Seminary from 1993-present. I am in agreement with this study and give my full consent for the student investigator, Jeffrey A. Gill, to administer a survey, conduct interviews on the campus of Grace College and Seminary, and utilize data I have provided which includes my three year presidential goals and my three year self-analyses of these goals.

I understand and accept the risk of sharing this information gathered from the survey, interviews, and goals data for this research study.



Ronald E. Manahan, ThD

Date: 8 May 2012

President, Grace College and Seminary

Appendix H

Letter of Invitation for Interviewee

Dear _____,

I am writing to you in hopes that you will be able to participate in my dissertation research study to understand how presidential leadership can function most effectively during times of institutional crisis leading to stability. The subject of this survey is Dr. Ronald Manahan.

Since others are also being emailed this invitation to participate in an interview, the selection of the interview will be in the order in which I receive a positive response to participate from one individual from each of the four stakeholder groups (administrator, faculty, staff, and board member).

As one who has known and observed Dr. Manahan's presidency since its beginning, I believe your perceptions of his leadership through times of institutional crisis leading to times of stability will be helpful in my research. If you agree to participate, I would interview you for 45 minutes during one visit. The interview would be schedule on the Grace campus, either in your office or mine. You will be asked about your perceptions of Dr. Manahan's presidential leadership at Grace, especially during times of institutional crisis. All information collected from you will be completely confidential. Only the researcher will be in the interview with you. You may choose to end the interview prior to its completion for any reason. If for any reason I need to end the interview prior to its completion, another time will be scheduled to complete it.

I would be very grateful if you choose to participate in this interview. I look forward to hearing your perspective and insights concerning Dr. Manahan's presidential leadership during times of institutional crisis at Grace. Within several days after you have received this correspondence, I will call you by phone to assist you learning more about the interview if you are interested. If you have any questions or concerns about this study, please feel free to contact me.

Gratefully,

Jeffrey Gill, D. Min., Researcher
gillja@grace.edu

Louann Bierlein Palmer, Ed. D., Advisor
l.bierleinpalm@wmich.edu

Western Michigan University
1903 West Michigan Avenue
Kalamazoo, MI 49008

Appendix I

WMU Institutional Review Board Approval

WESTERN MICHIGAN UNIVERSITY



Human Subjects Institutional Review Board

Date: May 15, 2012

To: Louann Bierlein Palmer, Principal Investigator
Jeffrey Gill, Student Investigator for thesis

From: Amy Naugle, Ph.D., Chair

Re: HSIRB Project Number 12-05-01

This letter will serve as confirmation that your research project titled "Survival of a Small, Christian College: Presidential Leadership Working with Various Constituents" has been **approved** under the **expedited** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., ***you must request a post approval change to enroll subjects beyond the number stated in your application under "Number of subjects you want to complete the study."*** Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

Reapproval of the project is required if it extends beyond the termination date stated below.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 15, 2013

Walwood Hall, Kalamazoo, MI 49008-5456
PHONE: (269) 387-8293 FAX: (269) 387-8276

Appendix J

Grace Institutional Review Board Approval



Date: May 30, 2012

To: Mr. Jeff Gill, Dean, School of Ministry Studies
Dr. Louann Bierlein Palmer, Department of Educational Research &
Technology, Western Michigan University

From: Dr. James E. Swanson, Vice President of Student Affairs and Academic
Services

Re: IRB Submission

This letter will serve as confirmation that your research project entitled "Survival of a Small, Christian College: Working with Various Constituents" has been approved under the expedited category of review by the Grace College Institutional Review Board. Approval is granted based on confirmation of President Ron Manahan's approval of this study. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 30, 2013

JS/sl