

**UNDERSTANDING LEADERSHIP AMONG SENIOR
ENROLMENT MANAGEMENT LEADERS
AND THEIR FOLLOWERS: A MULTIPLE CASE STUDY**

by

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Thesis submitted in fulfilment of the requirements for the degree
Philosophiae Doctor

in the

FACULTY OF EDUCATION

School of Higher Education Studies

at the

UNIVERSITY OF THE FREE STATE

APRIL 2017

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Declaration

I hereby declare that the following thesis entitled “Understanding Leadership Among Senior Enrolment Management Leaders and their Followers: A Multiple Case Study”, submitted for the degree Philosophiae Doctor at the University of the Free State is my own independent work and has not been previously submitted by me at another university/faculty for degree purposes. All references made in the study have been acknowledged.

Randall Langston

Acknowledgements

I would like to express my sincere gratitude to the following people who have contributed to the completion of this dissertation

- My gratitude goes to the University of the Free State authorities for their confidence in me to allow me the opportunity to pursue this degree at their institution.
- My promoter Professor Sechaba Mahlomaholo and my co-promoter Dr Moeketsi Tlali for their willingness to take over as supervisors of my work after I lost my promoter just as I was completing my dissertation. Their words of encouragement and support sustained and spurred me on in the last stages of the thesis and for that I will be forever grateful.
- Dr Marianne Viljoen for all of her words of encouragement and meaningful suggestions over a period of 2 ½ years as my promoter.
- Jamie Scheid for helping me make sense of the quantitative data that was uncovered in this study.
- My wife, Jill, who provided positive encouragement throughout this process and believed in me that I would finish this process.
- My study participants (EM Leaders and Followers) who generously gave of their time to allow me to interview them and learn more about their leadership approaches and to the followers of the EM leaders who also gave their time for me to make sense of how they perceive their leaders leadership styles.

Abstract

Higher education in the United States of America is undergoing significant transformation. Still feeling the effects of the “Great Recession”, states have cut back significantly on funding for higher education. In the USA, one specific department assumes responsibility as the highest level authority for enrolling students to the school. This department, called Enrolment Management (EM), is accountable for recruiting academically prepared students to the institution. Heading the offices is the EM leader. The success or failure of recruiting a viable and high academically achieving class ultimately rests with the EM leader.

Through the use of multiple case study, this research effort sought to understand how higher education administrators serving in the role of senior EM leader describe their own style of leadership as well as how their subordinates perceived their leaders leadership style as expressed through the framework of the Kouzes and Posner (K&P) Five Practices of Exemplary Leadership. Quantitative findings revealed that each of the EM leaders demonstrated all five practices of K&P. Enabling Others to Act and Challenging the Process were viewed as the top leadership practices that the leaders engaged in with their staff, followed by Encouraging the Heart and Inspiring a Shared Vision. The least practiced leadership behaviour that EM leaders demonstrated was Modelling the Way.

Qualitative analysis was further utilized in this study and numerous themes emerged. EM leaders perception that people mattered and the act of setting the example in the office was imperative to each of them. Effectively communicating institutional mission and moving staff towards ‘something big’ were also very important to these leaders. Changing the status quo and thinking outside the box as well as empowering others, building trust and helping people grow in their roles defined success for the leaders. Finally, rewards, recognition and celebration for staff were particularly valued by the leaders.

Qualitative analysis was also utilised with followers (subordinates) of the SEM leaders to more readily understand their perceptions of their leader's leadership style. Numerous themes emerged that illuminated what the followers of the leaders believed were their (leaders) most important behaviours. Followers consistently reported that their leaders who engaged in a practise of getting people excited about the future and treating others just like one of them were viewed as positive management traits. Followers also appreciated a leader who challenged the process, took risks, proposed new ideas to staff, and empowered others. Finally, followers believed that a true leader was one who was supportive and caring, and values recognition and reward.

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Acronyms

CEM	Chief Enrolment Manager
EM	Enrolment Management
FA	Financial Aid
K&P	Kouzes & Posner
LPI	Leadership Practices Inventory
NY	New York
SEM	Senior Enrolment Manager
USA	United States of America
USD	United States Dollar

CHAPTER 1

ORIENTATION TO THE STUDY

Leadership is a relationship between those who aspire to lead and those who choose to follow (Kouzes & Posner, 2011:2)

1.1 Introduction

At colleges and universities throughout the United States, there is a significant alarm related to how leaders can provide genuine and transformational leadership to their subordinates or followers especially in times of great substantial economic uncertainty (Koen & Bitzer, 2010; Richmond and Allison, 2003; Lees, 2006; Gerstner & Day, 1997; Howell & Hall-Merenda, 1999; Jordan, Brown, Trevino, & Finkelstein, 2014). In reviewing the research, there are many important factors, which are placing immense pressure on colleges and universities throughout the United States. For example, students' ability to pay for college has become a real problem in a time, where people's real incomes have dropped (Ellwood & Kane, 2000; Winter, 2014). At the same time, there has been shrinking state support for public colleges due to slow economic growth (Kirshstein & Hurlburt, 2012). Another issue such as the time for students to complete a degree (Garibaldi, Giavazzi, Ichino, & Rettore, 2012) has proliferated over the past several decades. Other concerns such as the need for colleges to increase college costs sharply year after year to keep pace with inflation (Breneman, 2002), and the resulting rise in debt and default rates after college (Johnson, 2013; Lewin, 2011) for students remain major areas of concern for institutions of higher education.

As college-going rates have decreased, this has inevitably led to increased competition for a dwindling pool of students (Cullen, Levitt, Robertson, & Sadoff, 2013; Bok, 2013) in an era, when the need to meet ever-

increasing enrolment goals and generating revenues for the school are often in conflict with one-another (Hossler & Kalsbeek, 2013; Derochers, Lenihan, & Wellman, 2010, Hillman, 2012) due to the fact that different constituencies at the school are vying for influence on campus. For example, the faculty of the college is interested in high quality academic metrics from entering students, where the Chief Financial Officer is much more interested in generating revenue for the campus regardless of the academic preparation of students. This conflicting power struggle then also comes into play, when state boards of education or state leaders place a high value on providing access to colleges for low income students (Mullin, 2012; Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). Given the myriad of challenges in American higher education, ensuring that there is a leader in place who can provide strong and principled leadership that can successfully navigate unprecedented enrolment change is therefore essential (Hendrickson, Lane, Harris, & Dorman, 2012; Alexander, 2014; Bonvillian & Murphy, 2014).

Typically, at colleges and universities in America, campus leadership consists of a cabinet, or a group of senior leaders (at the vice presidential level or above), who are tasked with running an institution of higher education, together with the president or chancellor of the school. Whether it includes issues of finance, student related issues (e.g., meals, counselling, athletics) or managing enrolment from a numbers perspective, everyone works in tandem to implement the school's mission, vision and goals. One major functional area that exists on college campuses in the United States is called Enrolment Management (EM). Enrolment management is a term used to refer to a division within the college or university that is tasked with generating student interest in the school, marketing to prospective students, developing plans of action to deal with enrolment loss, working collaboratively with senior academic leadership, and determining viable ways to leverage scholarship dollars to enrol the highest number of students possible. Thus, EM can be thought of as both an administrative structure (offices that report to enrolment management) and a set of accompanying practices (leadership approaches) that have come into wide

use over the past two decades (Kraatz, Ventresca, & Deng, 2010:1522; Dolence, 1998; Hossler, 1984, 2000). Offices that fall under the enrolment management umbrella often include admissions, registration and financial aid. EM can be thought of as both an administrative structure (offices that report to enrolment management) and a set of accompanying practices (leadership approaches) that have come into wide use over the past two decades (Kraatz, Ventresca, & Deng, 2010:1522; Dolence, 1998; Hossler, 1984, 2000).

While much literature exists on how college presidents and senior administration lead on their campuses, there is a noticeable absence of research related to how leaders in enrolment management (EM) lead and how their leadership style impacts their subordinates, particularly in a time of rapidly changing dynamics in higher education in the USA. Deutschke (2005:11) agreed with this and stated that surprisingly, there is an absence of literature seeking to uncover any relationships... [in] chief enrolment managers' (CEMs') leadership styles... in colleges and universities. This study, therefore, sought to bridge the dearth of literature and document relationships between SEM leader effectiveness and transformational leadership attributes.

1.2 Enrolment Leaders and Subordinates Defined

In the USA, EM leaders are viewed holistically at their institutions as the highest level authority for enrolling students at the school. The success or failure of recruiting a viable and academically high achieving class ultimately rests with the EM leader. Enrolment management leaders typically are charged with determining strategic high level governance of recruitment, where those who serve as their subordinates implement their directives. EM managers are fully responsible for setting strategic direction, laying out a visionary agenda, and promoting change in the office. Each of these types of leadership skills is necessary to attract and matriculate students to their campus. Further, today's EM manager is typically accountable for reading data associated with enrolment patterns by location (city, state) and determining if resources (money) are worth

allocating to that area, where the subordinate is responsible for travelling to those locations and recruiting the students. Finally, EM managers examine the number of applicants to the school, numbers of acceptances, and determine the yield (or the number of students) that originate in one particular area of the country and link that back to how much money is spent in one location or another.

Enrolment managers are typically those individuals who serve in the vice president, associate vice president, assistant vice president or director level and oversee an organisation that includes associate directors, assistant directors, and admissions counsellors / admissions advisors. Some enrolment managers also supervise a director in the financial aid office.

Conversely, followers (also called subordinates or direct reports) to EM leaders are typically responsible for implementing the directives provided by the EM leader. On a hierarchical organisation chart, admissions staff (entry level to five years in the profession) are often responsible for traveling approximately ten to twenty weeks a year to high schools (students who are about to apply to college) or attend college fairs to meet with prospective students and their parents. Followers with five years' or more work experience are typically at the assistant or associate director level and are responsible for supervising a limited number of staff (i.e., clerical staff that process applications into files or one or two admissions counsellors) and are accountable for both limited travel to high schools and assessing the numbers (on a lower level) by city or state. In some cases, there is a layer of more experienced admissions counsellors – called senior associate or senior assistant directors – who manage more than three professional staff in the office and have additional expanded scope or responsibilities.

Leadership is a critical component to success in many work settings. Organisations need strong leaders to be successful in influencing the office in a positive direction. Enrolment management operations in institutions of higher education are no exception. Miller and Fennell (2012:1) essentially agreed with this, when they noted that today's enrolment leader must “be continuously

scanning the enrolment landscape, seeking new approaches and proactively recommending strategic responses to new trends”. For the EM leader, “it is imperative that they be an active institutional spokesperson, a team builder and an accomplished motivator, all while holding the staff accountable” (Miller & Fennel, 2012:1).

The essence of this study, therefore, was to better understand and make meaning of how senior enrolment management leaders in higher education express their leadership approaches and how their direct reports interpret and make meaning of the particular style of their leader. By utilising a conceptual framework developed by Kouzes and Posner (2006), this study will serve to better define how leaders:

- Model the way in the office;
- Lead by example;
- Inspire a shared vision;
- Build trust,
- Challenge the status quo;
- Appreciate people (Kouzes & Posner, 2006).

1.3 Rationale of the Study

Enrolment in higher education, while never steady, has always been fairly predictable. Historically, enrolment management leaders could depend on the utilisation of mathematics, such as metrics and longitudinal data, to help predict enrolment for the following year’s class. However, current economic, political, and leadership related issues are beginning to alter that entire equation. The concept of change as a central concept in higher education has begun to pervade the educational enterprise. Issues such as declining state appropriations (Weerts & Ronca, 2012; McLendon & Perna, 2014) and enrolment, federal and state-wide educational financial aid mandates (Lovenheim & Owens, 2014), nationwide economic turmoil (Schechter, 2011), and the need to have seasoned professionals in senior level administrative roles

(Anyangwe, 2012; Goldstein, Miller, & Courson, 2014), who understand implicitly such terms as teamwork, commitment and vision, and know how to implement this, have dictated that colleges and universities seek out unparalleled leadership in the individuals they hire. This is especially true of today's EM leader, who has been compelled to manage enrolment in recession related economic conditions for the past six years. This, coupled with declining demographics in many areas of the state due to population mobility, has fundamentally changed the way that colleges recruit students to their institutions. Dawley and Epstein (2009) addressed this type of challenge and change by observing that the tranquil conditions that universities have traditionally enjoyed over the past several decades, has been interrupted by the recent economic conditions in the United States. Today, the job of an enrolment management professional has grown to become much more multifaceted and complex. Essentially, the offices that carry out EM on campuses nationwide have transformed into operations that encompass the many critical functions associated with the very existence of institutions of higher education. Swanson and Weese (1997) noted this sentiment in stating that EM is "critical to the survival of many institutions and crucial to the maintenance and growth of all" (1997:5).

1.4 Statement of the Problems

This section speaks to the problems being experienced in higher education and specifically, enrolment management that warrants a study on this population and on this topic. This section outlines some of the major reasons, why this study in leadership is key for the enrolment management profession. These areas include deficiencies with previous research, economic change and the need for strong SEM leadership, and enrolment challenges in higher education and individual leadership.

1.4.1 Deficiencies with previous research

First, there is a noticeable absence in any type of leadership studies in enrolment management (de Leur, 2007). There are many references in the literature that point to how there is a lack of credible studies that examine follower and leader behaviour. Fuller, Marler, Hester, and Otondo (2015) addressed this by noting that there is “scant research (e.g., Bolino, Valcea, & Harvey, 2010; Burris, 2012; Grant, Parker & Collins, 2009; Parker, Bindl & Strauss, 2010:3) examining how leaders view proactive behaviour by their followers”.

1.4.2 Economic change and the need for strong SEM leadership

Since the start of the recession in the USA (approximately 2007), colleges and universities have been scrambling to assess fiscal resources and sustainability plans in light of a difficult economic environment (Denneen & Dretler, 2012). In many ways, higher education tends to emulate the general business sector in that they too are attempting to achieve revenue sustainability, while placing competent individuals in positions of leadership. Current economic, political and leadership related upheavals are altering the entire equation associated with leadership within higher education institutions. Dawley and Epstein (2009) noted that the normally calm conditions universities have traditionally enjoyed in the past have been interrupted by the recent downward spiralling economic conditions in the United States. In fact, the economic slump the USA is currently experiencing has been described as the worst financial downturn in the United States since the Great Depression in the 1930s (Willis, 2009).

With diminishing federal and state resources, unfunded mandates descending from state legislatures as well as competition from other institutions (private, public and proprietary), enrolment management leaders face a litany of issues that require precision and focused leadership at the senior administrative level (Lucas, 1996). Major issues such as effective communication (Halawah, 2005; Kim, 2002), morale problems (Evans, 2001; Humphrey, 2002), poor

management (Newton, 2002) and impending retirements in the profession (Boggs, 2003; Shults, 2001), make this study on enrolment management leadership effectiveness all the more critical.

Colleges, large and small, have announced budget cuts (Leonard, 2014), layoffs (Auxter, 2010), salary freezes (Turner, 2013; Zumeta, 2009), capital spending slowdowns (Goodman, 2009), and other initiatives to weather the recession. Weakening enrolments in higher education are considered second only to declining appropriations as the reasons for colleges' and universities' financial problems (Penn, 1999). Garland and Grace (1993:9) encapsulated this by noting that:

Higher education must respond to a society that is becoming more culturally diverse, is strapped with debt at a time, when the cost of healthcare, welfare, criminal justice and education continues to climb, is restructuring the way in which most tasks are carried out because of the increasing capacity of information technologies, and is becoming more violent

Considering these new realities, it is critical that colleges and universities nationwide have solid enrolment management leadership in place, who are able to both weather any crisis (economically or socially), and continue to motivate others during this period of profound uncertainty. Given these pressing issues, exemplary and principled leadership is as important now as at any other time in our history. With serious economic conditions threatening the stability and landscape of higher education institutions in the USA, it is essential that leaders in enrolment management have the professional acumen to provide unambiguous and principled leadership within their organisations.

1.4.3 Enrolment challenges and individual leadership

Today's enrolment manager is ultimately responsible and expected to recruit a high calibre class that is heterogeneous, possesses high academic

promise, and has the resources to pay for college. However, getting from point A to point B (in this case, from a prospective student to an enrolled student) requires multiple and numerous actions to occur, both internally at and externally of the institution. From communicating well across the campus with internal constituents (Rose, 2015) to being business minded (Rose, 2015), today's EM leader must be able to successfully galvanise people across a wide spectrum. One EM leader stated that "the skills [an enrolment manager must] have to be more big-picture [than in the past]...It is more of a visionary role. Especially important are collaboration, communication and change-agent-type skills that allow the person to work across the organisation, regardless of the organisation's chart" (Rose, 2015:n.p). Another EM leader stated that "It is someone, who can bring people from the campus community together to have those needed discussions about best strategies for the recruitment of students" (Rose, 2015:n.p).

Internally, the EM leader is now expected to possess "extraordinary leadership of staff" (Rose, 2015:n.p.). But what is "extraordinary"? How does it manifest itself? How does this transpire? What are the characteristics that encompass extraordinariness? This study attempts to examine these questions.

Challenges to higher education organisations are numerous, often instantaneous, and enormously unpredictable. From recruitment of prospective students to funding issues, all colleges have to address sustainability at their institution. It is essential that higher education institutions have mechanisms in place that serve to evaluate leadership on college campuses. Given these ongoing challenges (budgetary, politically and economically) to higher education, the EM leader is often placed in the difficult position of being everything to everyone. It is not unusual to find EM leaders charged by their superiors with increasing student population on campus, expanding revenue, decreasing the amount of discounts (i.e., scholarships) that they give to students, and providing access to individuals across a wide socio-economic spectrum. This all-encompassing desire to attain enrolment success is not always successful. In fact, one author stated that they, in meeting with college

and universities officials, have “witnessed numerous exceptional enrolment strategies that have failed due to poor execution... [by] people [who] lacked the capacity to implement” (Black, 2010:24).

As state funding has continued to decline at colleges and universities nationwide, higher education institutions have been forced to do more with less. Rholdon (2012) remarked that “because [higher education] is doing more with fewer resources, enrolment management leaders are desperately needed to recruit more students to their institutions” (Rholdon, 2012:25).

Hossler and Kalsbeek (2013) commented that simultaneous pursuit of all institutional recruitment goals requires a delicate balancing act that involves mutual trade-offs that often result in enrolment goals that are in conflict and mutually incompatible. Accomplished individually, these mandates can be achieved, but when attempted jointly, they often result in an unattainable situation, where the leader cannot always be successful.

The challenges to the EM leader are many, but these issues, coupled with the fact that institutions of higher education are demanding that new employees, especially at senior levels, arrive in their roles exceptionally well qualified, are stretching the abilities of even the most seasoned professional. The reality is that SEM leaders must arrive at a new job and immediately have an innate ability to be a visionary, motivate staff, rapidly increase enrolment, empower employees, and inspire others. In fact, Gregory (2013:para 5) observed that “strong [EM] leaders sharpen their focus on the big picture by empowering their staff to take on challenges and handle crises”. This makes a skilled individual in these senior roles imperative.

Given these tremendous pressures being placed on EM leaders, it is not surprising that a major problem in the profession is high turnover. “Industry watchers have observed more upheaval at the top of the ranks during the past couple of years, and it does not look like the turnover rate will slow anytime soon” (Rose, 2015:n.p). One study on admissions professionals, carried out in July 2014 by the National Association for College Admissions Counselling, examined retention for senior enrolment management officers and found that

31% of these individuals planned to leave their position within the next few years; where 5.9% of those surveyed were seeking a new opportunity right now; 9% were seeking a new opportunity in one year; and 16.5% were planning to seek out a new opportunity in two years (Phair, 2014). So challenging is the EM profession that of the survey respondents at the VP level, 11.3% were seeking a new career opportunity outside the field.

1.5 Gaps in the Research

This study has been implemented to address these critical interpersonal factors or leadership styles that these individuals need to possess to be effective stewards in a very unpredictable time in American higher education. While many studies in leadership have focused on leaders in business, finance, industry and higher education, very little research has focused attention on the inherent leadership role of the enrolment management leader (Dutschke, 2005) and “no research study to date has examined the relationship between a follower’s perceived quality of relationship with their leader (direct supervisor) and that follower’s preferred leadership style from that same leader” (Notgrass, 2010:5).

Therefore, this study was a mixed methods research study designed to determine how senior enrolment management leaders perceive their leadership style and how their direct reports (or followers) perceive their leader’s same leadership approaches.

1.5.1 Lack of research that encompasses the follower

After a quick glance at any book on leadership, one can easily see how leader-centric it is. In other words, contemporary books and literature on leadership often focus nearly completely on the leaders and how they can govern. This includes how the leader motivates others, is visionary or is a change agent. A myriad of studies focus entirely on the leader. Often missed in the research is the follower or the subordinate to the leader. It is the subordinate who carries out the directives from the leader and is responsible for much or the operationalisation of the grand strategies the leader proposes. Graen and Uhl-

Bien (1995) noted that “in leadership research to date, a plethora of studies have been conducted on the leader, but in comparison, there has been a dearth of studies in the other two areas. Clearly, more research is needed on followers and the leadership relationship” (Graen & Uhl-Bien, 1995:222).

In business literature, for example, past research on leadership has “focused primarily on the leader and the leader’s role in motivating followers and neglected the significance of followers” (Vodney, 2008:53). Vecchio and Boatwright (2002) addressed this requirement in stating that “...there are areas, where our knowledge base remains deficient. One of these areas is the topic of subordinate preferences for styles of supervision” (Vecchio & Boatwright, 2002:327). As a result, this research focuses on both leaders and followers and the relationship between leader behaviour and follower interpretations to their leader’s leadership approaches. The majority of leadership literature in higher education is often focused on governance at the executive, dean or chair level in academia. However, with a lack of scholarly research within the enrolment management ranks, specifically on the subject of leadership, this study will fill a noticeable gap. With very few research studies that have directly examined the role of leadership exhibited by these EM leaders and their impacts on direct reports, this type of study appears to be even more critical today than at any time since. In fact, Dutschke (2005:4) observed that:

Although private colleges and universities need effective leadership at all levels of the institution’s administration in order to navigate and survive the rough waters present during the first quarter of the 21st century, one specific area, in which strong, effective leadership is needed in college and university administration, rests with the chief enrolment manager (Dutschke, 2005:4).

Dutschke (2005:4) also spoke of the need to better understand and document the role that the direct report has on rating (or perceiving) senior enrolment management's leadership style:

CEMs (Chief Enrolment Managers) need to be studied to identify and explore any correlation existing between their leadership style and enrolment performance. In addition, it is important to document the direct subordinate's rating of the CEM's leadership style. This will allow the exploration of the difference between the CEM's perception of [their] own leadership style and the subsequent direct subordinate's perception of the CEM's leadership style; thus, documenting how realistic the CEM's perception of [their] own leadership style is.

In reading research on leadership skill sets, there is "a gap in the literature regarding how and to what extent specific leadership skills are observable within chief enrolment managers (Strickland, 2011:13). By better understanding, which specific leadership skill sets are effective by SEM leaders, future aspiring EM professionals will be in a much better position to influence change and implement exemplary leadership at their institutions of higher education. Black (2003) also spoke about gaps related to EM best practices.

1.5.2 Better understanding the inherent role of the SEM leader

The SEM leader occupies a special and critical place on a college campus. Black (2003) commented that "enrolment leaders serve many roles throughout the change management process, such as that of a visionary, encourager, storyteller, facilitator, arbitrator, problem solver, manager and coach" (Black, 2003 as cited in Wallace-Hulecki 2009:5). Rholodon (2005) further articulated the need for leadership in EM in stating that "leadership in enrolment management...is critical because of the diverse population they serve" (Rholodon, 2005:27). Rose (2015) referred to EM leaders as a rare breed of individuals "who operate in a fast-changing, highly competitive field under

intense scrutiny” (n.p., para 42). Rose also noted that it “takes a unique person” (n.p., para 43) to be an EM leader and, as one EM professional noted, that finding a leader who has a “full range of skills (e.g., entrepreneurial, somebody who takes risks, shows grace under pressure, has a sense of humour, is a visionary, strategic and stunningly articulate) is most difficult” (Rose, 2015:n.p., para 44). One consultant in the EM field put it even more bluntly, “Enrolment managers are pressured to perform under increasingly difficult circumstances beyond their control: demographic challenges, increased competition, product deficiencies, unrealistic growth expectations, and more” (Rose, 2015:n.p.).

From an administrative perspective, the imperative for strong and principled leadership from EM leaders cannot be clearer. In fact, Wallace-Hulecki (2010b) noted that in order to reach a point, where an SEM operation can be viewed as high performing, the leader must possess bold and disciplined leadership that allows the organisation strategically to innovate, embrace change and have participatory approaches towards management (Wallace-Hulecki, 2010b:177). Research has demonstrated that to be successful and effective, the SEM leader needs to be able to articulate clearly and forcefully a case for change and urgency in enrolment numbers, challenge the status quo and build campus-wide awareness, act as a champion for strategic enrolment management, engage leaders from across campus, provide a culture of evidence (results in increasing enrolment, and advocate for fiscal resources (Wallace-Hulecki, 2009:6). Much success of today’s leaders can be directly attributed to participatory leadership at all levels. In other words, if the leader is able to motivate followers successfully, there must be some basis for this occurring, which is steeped in power sharing between the supervisor and the follower. However, little “empirical attention has been given to leader and follower behaviour during participative decision-making” (Locke & Anderson, 2010:1).

Despite the fact that there are numerous studies that attempt to demonstrate what a leader should accomplish to meet a leadership threshold, there is a lack of definition of what exactly leadership means. For example,

Oklahoma State University's enrolment management office noted that they aspire to "ensure student and institutional success by providing exemplary leadership in strategic enrolment planning" (Wilkinson, Taylor, Peterson, & Machado-Taylor, 2007:37). Again, merely wanting to have exemplary leadership in SEM is one goal, but how to go about achieving this is altogether another issue.

By undertaking a study on enrolment management leadership, the researcher sought to understand supervisor-subordinate interactions better in order to improve those in higher education tasked with leadership of large groups of talented professionals. This study relied heavily on previous research on leadership in general and comprehensively applied a conceptual framework (Kouzes & Posner leadership model) to examine how leaders lead and determine new approaches to one's governance style that could impact any EM organisation in a positive and meaningful way.

1.6 Transformational Leadership

The job of an enrolment management professional in recent years has grown to become exceptionally multifaceted and complex. Leadership often is viewed as an all-encompassing endeavour that requires a professional to be engaged daily with everyone in the organisation, while simultaneously making those same people happy and keeping them motivated. Wallace-Hulecki (2005:74) noted that "if enrolment management is the vehicle for change, leadership is the engine".

Kouzes and Posner (2002:20) described leadership as the "relationship between those who aspire to lead, and those who choose to follow". But how does a leader engage with the organisation, inspire others and work closely with direct reports in a way to be both motivational and persuasive? It is this work between enrolment management leaders and their direct reports that is so critical in maintaining employee morale and remaining competitive in a marketplace that is constantly evolving and extraordinary fluid. Some believe that leadership, especially in crisis situations, makes it impossible for individuals

to emerge from these complex situations unscathed (Boin & 't Hart, 2003; Boin & t'Hart, Stern, & Sundelius, 2005; Rowsell & Berry, 1993). However, many other scholars still felt that it was possible to lead groups of disparate individuals in an effort to unify (Dewan & Myatt, 2012), teach (Northouse, 2012), mentor (Martin & Sifers, 2012), instil trust (Zhu, Newman, Miao, & Hooke, 2013) and motivate (Goleman, Welch, & Welch, 2012), even in times of relative calm or economic upheaval. Dessler (1995:365) stated that "good leadership is more important than it has ever been before, because it is the leader, who must initiate change and provide a unifying vision" not necessarily or exclusively through hierarchical leadership, but one in which motivation (Earley, 1994; Sheppard, 1993), assessment of staff through measurable outcomes (Rummler & Brache, 1995), reward systems for employees (Tohidi, 2011), and many other descriptors begin to describe leadership.

Kouzes and Posner (2004:19) noted that transformational leaders, "clarify their personal values and then express those values in their own style and voice". Despite the significant impact of strong leaders on our higher education institutions, today's colleges and universities still are entrenched in a crisis of acknowledgement related to the transformational role that leaders make in organisations. Notwithstanding all the research on the transformational role of leaders in a higher education setting (e.g., Kirby, Paradise, & King, 1992; Astin & Astin, 2000; Roueche, Baker, & Rose, 1989; Zacher & Johnson, 2014), colleges and universities get caught up in the idea of change as an operative word and occasionally fail to understand the true role of its leader. Whether it is academic or administrative personnel, the "leader is the main character in defining the educational achievement of the university, and the performance of subdivisions affects the university's reputation" (Mahdinezhad, Suandi, Silong, & Omar, 2013:29).

Perhaps, this identity crisis is more of a situation, where the "system" (or the higher education institution) has problems both selecting and developing its leaders? In fact, Middlehurst (2013) stated that challenging the status quo is one of the five fundamental practices of exemplary leadership that Kouzes and

Posner advocate for. However, what is exposed in theory, is often much more difficult to carry out in practice. Consider that Diamond (2006a:para 16) remarked that “the search process for most leadership and faculty positions tend to place greater weight on preserving the status quo than on selecting candidates, who are perceived as agents of change” and motivators of many. Randall (2012) noted that in order to achieve truly effective change, several factors must play a role including:

- The leader being willing to identify the challenge;
- Recognise that change is difficult;
- Frame the issues and focus attention;
- Secure ownership;
- Manage stakeholder conflict and stress.

So consumed with fulfilling a prescribed list of job responsibilities and attributes, higher education professionals and enrolment management specialists often forget to remember that it is the people in the organisation that need to be motivated (Ankli & Palliam, 2012; Tohidi & Jabbari, 2012) and excited (Aggarwal & D’Souza, 2012) to accomplish all the tasks that the leader is seeking to accomplish.

Given the complex higher education environment surrounding fiscal, political and leadership issues, it is not surprising that:

The chief enrolment officer must be strategic, data-driven, possess strong communication skills, collaborate effectively with internal and external constituencies, be a strong leader and mentor for their staff members, and understand the mission of the institution, among other skills and competencies (Niles, 2012:vi.).

Furthermore, the chief enrolment leader is often called upon to have significant expertise in making a case for campus-wide change, promoting campus-wide awareness in recruitment, providing visible leadership, being a

champion for development and implementation of strategic enrolment management related plans, and making strong data informed strategic choices (Wallace-Hulecki, 2009).

The imperative is so strong for exemplary and transformational leadership among enrolment management leaders that a burgeoning cottage industry of professional search firms seeking deep talent for colleges to select for their job opportunities have proliferated over the past decade. Coupled with the fact that higher education presidents and student affairs leaders have some of the highest turnover rates among all executive leaders, there is an imperative to examine these professionals' leadership styles (Monks, 2012; Rickard, 1982; Sandeen, 1991).

With these tremendous issues facing enrolment management professionals including: declining state appropriations and enrolment, nationwide economic turmoil, and the need to have seasoned professionals in senior level roles, very few research studies have examined the role of leadership exhibited by these individuals and their impacts on direct reports.

Kouzes and Posner (2012:5) noted "leadership is a relationship between leader and follower". Throughout the literature, there has been considerable scrutiny on the role of the senior administrator leader (i.e., president, provost or executive vice presidents). However, virtually no analyses have been conducted to assess leadership styles of enrolment management professionals and their role at influencing their direct reports. This study sought to break new ground on leader-subordinate management at the senior enrolment manager level. By engaging in a qualitative multiple case study, the experiences of leaders in enrolment management related to leadership style success and its impact on subordinates were closely examined.

Accordingly, the researcher chose to investigate, within a constructivist perspective, two major areas of unexplored potential predictors of leadership success in higher education enrolment management:

- Senior enrolment management leaders' perceptions of their own leadership style;

- Direct report perceptions on their senior enrolment management leaders leadership style.

1.7 Higher Education Realities

Given higher education's lack of decisiveness or resistance to change, where does this place the enrolment management leader on campus? Enrolment management leaders know that in order to be successful they must be effective and nimble fiscal stewards (Wilkinson, Taylor, Peterson, & Machado-Taylor, 2007), motivators of many (Webb, 2007), and expert strategic planners (Berry, 1994). The success of an enrolment management department is largely dependent on the institutional culture (Tierney, 1988) and support and vision from the senior enrolment management leader. The central role that enrolment management professionals play on campus (Pollack, 2012); from admissions recruiter to financial aid steward professionals in this field, especially at the senior levels of the institution, are invariably linked to the success or failure of the college or university (Kongolo, 2012).

While private industry and corporations have long searched for new paradigms associated with leadership, only recently has higher education started to embrace the role of the leader as a construct due in large part to the fact quality leadership has been viewed as "eroding in recent years" (Astin & Astin, 2000:2).

Significant social, economic and political upheaval is happening all around us. Federal issues related to need-based aid, regulation and reforms are influencing colleges and universities. Drastic cuts in funding, along with wider social issues associated with access to college, are part of the *new reality*, in which we are living. Further, boards of trustees are pressuring college administrators to increase access to college and enrolment, while simultaneously working strategically to keep discounting rates (the rate of discount to the sticker price that the college advertises after scholarships and grants have been applied) low to impact the revenue bottom line positively. Given the challenges facing higher education and enrolment management, it is

surprising how little research has been placed on the role of leadership within enrolment management. Forces such as external support, cultures of competition among institutions, loss of the status quo, rising tuition fees to attend universities, and political pressure are beginning to influence leadership at higher education institutions and are changing at an exceptional pace (Diamond, 2006b; O'Brien, 1994; Senge, 1990). Schein (1992) noted that effective leaders are those who could effectively manage and change culture within an organisational context. EM leaders as “change agents” therefore are essential to the success of the college or university and invariably linked to the success of their employees.

1.8 Conceptual Framework

The conceptual framework that guided this constructivist multiple case study was underpinned by Kouzes and Posner's Five Practices of Exemplary Leadership approach. The theoretical framework for this study is therefore steeped in constructivism. Ultimately, the conceptual framework, methodology and design from K&P were viewed from the same constructivist lens and serve to inform all of the analysis and “meaning-making” throughout this study. Further narrative associated with constructivism is explained in comprehensive detail later in this chapter.

In the late 1990s, Kouzes and Posner developed a widely-accepted theory (Smith & Hughey, 2006), which examined the practices and relationships between leaders and followers and discovered that leaders who “demonstrated extraordinary accomplishments within their organisation on a long-term basis, tended to follow certain well-defined practices” (Smith & Hughey, 2006:159). It was these practices that were “essential components of the concept of transformational leadership” (Abu-Tineh, Khasawneh, & Omary, 2009:268).

Kouzes and Posner (1987, 1995) examined leadership styles and discovered that successful transformational leaders engage in five fundamental practices, which they identified as the following: *challenging the process; inspiring a shared vision; enable others to act; modelling the way; and*

encouraging others to act. “In measuring leaders' performance on these...dimensions”, Kouzes and Posner (1985:302) found that “the higher the scores on the leadership practices, the higher the perceived leader effectiveness and the higher the satisfaction with the leader”.

Through examining leaders' skill sets through the Kouzes and Posner transformational leadership model, the researcher sought to uncover seminal information on how leaders process and exhibit behaviours related to their ability to:

- Model the way and lead by example;
- Provide an inspirational vision that is both shared by others in the organisation and simultaneously galvanises others in support of their goals;
- Demonstrate to others the merits of challenging the process and taking risks;
- Empower staff to act by creating trust and sharing power;
- Encourage the heart, appreciate people, and celebrate organisational achievements.

Conversely, followers within the enrolment management organisation were interviewed to determine how they perceive their leader as exhibiting the ability to:

- Model the way within their organisation;
- Inspire them toward accepting a mutually accepted shared vision;
- Demonstrate to them how to challenge the process;
- Enable them to trust and to share power;
- Encourage their heart, appreciate people, and celebrate organisational achievements.

By selecting this conceptual framework, the researcher aimed to improve the practice of enrolment management leadership through a comprehensive analysis associated with one's management style and how that style is

exhibited, practiced and ultimately, how it impacts followers in the organisation. By examining each part of the Kouzes and Posner leadership model, the researcher sought to better inform current and future practitioners of best practices related to leadership, especially in tough economic climates.

1.9 Statement of the Research Question

The research questions proposed sought to address and answer how leaders of organisations provide leadership and how that leadership style is interpreted by those whom they lead through the lens of the Kouzes and Posner Five Practices of Exemplary Leadership model.

This study sought to provide understanding to the following research question:

How do higher education administrators serving in the role of senior enrolment manager describe their own style of leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

Specifically, some of the problem issues that the researcher addressed in this study included:

- What are the leadership styles of senior enrolment management leaders and how do they interpret their own leadership style?
- How do direct reports interpret the leadership behaviour of their superiors?
- Are leaders performing as transformational leaders or engaging in other leadership behaviour (i.e., transactional or laissez-faire)?

Subsidiary questions that were further explored in the study include:

- How do senior enrolment management leaders within the western and central portions of the State of New York evaluate themselves using the Kouzes and Posner Leadership Practices Inventory as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

- How do senior enrolment managers within the western and central portions of the State of New York describe the relationships between their own perceptions of leadership and the perceptions of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?
- How do enrolment management direct reports describe their perception of those leadership practices displayed by their leaders as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

1.10 Purposes, Objectives and Aims of the Study

The main purpose of this study was to understand better how senior enrolment managers serving in the role of senior enrolment manager describe their style of leadership in relation to the Kouzes and Posner's Five Practices of Exemplary Leadership.

Objective 1:

The main objective of this study was to learn how enrolment management's direct reports describe the type of leadership that their supervisors provide as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership.

Subsidiary aim

The subsidiary aim within this objective was to determine how enrolment management leaders' direct reports interpreted the leadership style of their own organisational leader by utilising interviews as a qualitative tool to learn more about their individual perceptions

Objective 2

One second main objective of this study was to make sense of how direct reports to senior enrolment managers describe their perceptions of how their leaders lead through the lens of the Kouzes and Posner's Five Practices of

Exemplary Leadership. This study utilised a survey research tool designed by Kouzes and Posner to assess each senior enrolment manager's leadership style. An equally important objective of this study was to make meaning of senior enrolment managers' own style of leadership and those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership.

Subsidiary aim:

A subsidiary aim within this objective was to determine how enrolment management leaders perceive their own leadership within their organisation through the use of qualitative methodology (use of interviews) and quantitative methods (through the implementation of a survey).

This study, through the lens of qualitative research, allows readers to understand how senior enrolment management leaders and their direct reports make meaning of leadership. By utilising the Kouzes and Posner framework, developing semi-structured questions surrounding each specific tenet of the framework, the researcher attempted to define clearly, which particular leadership skills each leader engages in and how their direct reports interpreted that behaviour.

1.11 Clarification of Concepts

Within this study, there was terminology that is used frequently or infrequently. Some concepts that arose in this study that merit additional clarification include:

College Centre: This is typically a main building that serves as a major gathering point for students to eat, purchase academic books, have meetings in rooms, and to talk and converse. The college centre is often strategically placed at the centre of campus so that students have easy access to visit often.

Community College: In the United States, students who want additional preparation after secondary school and before they start a four-year university course may attend a community college. A community college typically serves a

local population of students and includes many introductory courses that are also required at a four-year college. Community colleges also serve to train non-college bound student's trades such as welding, automotive, and computer skills.

Domestic Admissions: Admissions offices in the United States of America process applications. Those applications that come from the USA are called domestic applications, where those applications from a global audience are called international applications.

EM: Shortens the term Enrolment Management.

Event Services: Typically, a unit within a college campus that is charged with logistics associated with food and dining for students or guests of the college.

Financial Aid: On college campuses within the United States, this is an office that is charged with processing student financial aid. While disbursements and collections of dollars are typically handled by a student accounts office (bursary), the financial aid office typically examines federal and state documents to determine the amount of aid that the college or the federal government is willing to lend to a student to attend the university.

Followers: This is a term used interchangeably with direct report or subordinate. Followers are often those individuals who, in the administrative hierarchy, report to individuals who in turn report to the enrolment management leader.

High School: In the United States of America, students start school at age 5 in Kindergarten and are called pupils until they reach Grade 8; Grade 1 pupils are approximately six years of age. Kindergarten through to 5th Grade is called Elementary School. Grade 6 to Grade 8 is called Middle School; and once a pupil reaches 14 or 15 years of age, they start High School and are then called students. High School goes from Grade 9 to Grade 12. After a student graduates 12th Grade, they start at college or university the following year.

Higher education: Institutions of higher learning include colleges and universities in the USA. Again, learners are called students at all institutions of higher education.

LPI-Self (LPI-Self, 3rd ed., 2003b) Leadership Practices Inventory-Self, the name of the assessment tool (survey) that each of the senior enrolment management leaders completed.

NY: Acronym that refers to the State of New York in the United States of America. New York is located in the North-eastern region of the USA above the states of Pennsylvania and New Jersey and directly below the Canadian provinces of Ontario and Quebec.

Participant: Any individual who has agreed to take part in the study and has consented to participate in the research.

Residence Life: Another way to describe campus housing (apartments or dormitories) that students live in, while studying at the college or university.

Senior Enrolment Manager (SEM): This is a term used for those leaders at a college or university who are responsible for leading the process to secure the greatest number of academically prepared students at the school.

Students: Commonly used term in the United States to refer to learners at all levels of schooling from an early age to college graduation.

USD: Acronym that stands for United States Dollars. Dollars are the currency of the USA and within this study; monetary notations are occasionally delineated in both ZAR and USD. The type of currency is always noted by either ZAR or USD within this study.

1.12 Method of Inquiry

1.12.1 Paradigm

The theoretical paradigm that governed this study was constructivist in nature. The goal of this research was to “rely as much as possible on the participants’ views of the situation being studied” (Creswell, 2009:8). The constructivist paradigm served to guide the research process, agenda and theoretical viewpoint within this proposed study. Theoretically, this study

examined the nature of knowledge and the nature of reality and its relationship to the 'truth' being sought.

1.12.1.1 Theoretical Paradigm

Constructivist research was selected for this study by the researcher because it best represented the opportunity to understand better how leadership is interpreted within higher education and specifically in an enrolment management environment. As mentioned previously, constructivism underpinned this study and served to guide and inform methodology, the K&P conceptual framework and all subsequent data gathering and analysis. This study was conducted to appreciate ontologically how senior enrolment management leaders interpret their own leadership style, and in turn, how their direct reports understand, interpret and act upon their senior manager's style. The researcher aspired to learn what specific skills enrolment management leaders employ in order to be successful in their work.

This study employed a qualitative constructivist paradigm, coupled with a multiple case study (with the support of one quantitative instrument), involving 21 total participants in seven different settings. Constructivist research was selected for this study because it best represents the opportunity to understand better how leadership is interpreted (Wilkinson, 1998) within higher education and specifically, an enrolment management environment. Engaging in a constructivist study implies that researchers engage in a co-construction of knowledge (Morphew, 2000; Guillemin & Gillam, 2004); Lietz, Langer, & Furman, 2006). This co-construction of knowledge required the researcher's ability to approach this research as not only an investigator, but also as a collaborator. For the purpose of this study, co-construction of knowledge and experience occurred at multiple points of this inquiry, including collaborating with participants on field notes, and interviews that could aid in telling the story of senior enrolment managers and their leadership. Co-construction of knowledge also involved consulting with participants both during and after interviews through a concept called member checking (Lincoln & Guba, 1985; Creswell &

Miller, 2000) in a way to understand better if their meaning is the same as that initially attached by the researcher under each tenet of the Kouzes and Posner exemplary leadership model.

From a research paradigm perspective, this study addressed the epistemological perspective by explaining the relationship between the researcher and participant. In the case of this study, the epistemological relationship is interpreted and implemented through leader and follower telling their stories of leadership to the researcher through semi-structured questions designed to elicit a response from those participants.

1.12.2 Method

This research effort employed a case study approach. A multiple case study method utilising the Kouzes and Posner theory had never been attempted within this particular context with enrolment management leaders and their followers, and sought to explain many issues surrounding senior leadership within this profession. The multiple case study method is frequently mentioned in texts and journals, and there are a myriad of definitions that seek to categorise and explain what this type of inquiry is, but most often terms like two or more observations of the same phenomenon (Santos & Eisenhardt, 2004) or a perception through a variety of lenses (Baxter & Jack, 2008). Unlike a single instrumental case study, where the research examines one issue at a time, a multiple case study investigates two or more issues or events. Yin (2009:18) explained that:

A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context, especially, when the boundaries between phenomena and context are not clearly evident.

A case study is a methodology that not only examines bounded cases, but operates much deeper and investigates analytically the underlying situations and experiences that the cases illustrate (Stake, 2006) as well as the cause and effect between cases (Flyvberg, 2006; Easterbrook, Singer, Storey, & Damian, 2008). Multiple case studies are said to be a much more “rigorous and complete approach than single case study research due to the triangulation of evidence” (Christie, Rowe, Perry, & Chamard, 2000:16). A multiple case study, at its heart, is “developed to study the experience of real cases operating in real situations” (Stake, 2006:n.p.). The operational background and justification for utilising a multiple case study is presented later in this study.

1.12.3 Sample

Mixed purposeful sampling was utilised in this study. This is a non-random sampling method, and, according to Patton (1990:169), is where the “logic and power of purposeful sampling lies in selecting information rich cases for study in depth”. Purposeful sampling is the most common sampling technique in qualitative research (Marshall, 1996). For this study, the researcher sampled a population that comprised 21 individuals. Seven leaders and two of their subordinates (or followers) at each college or university were interviewed. Research sites for the studies included both private and public institutions of higher education. All of the sites were located within cities that are situated in more suburban areas. The colleges that were visited by the researcher included: Shiny College, Quiet College, Rust Belt College, Scenic Escape College, Technology College, Grape College, and Professional College. Shiny College (SC) was located in a wealthy suburb of Rochester, NY (population 209 983), with a population of 43 639. SC is a private liberal arts college of 3 700 undergraduate and graduate students. SC accepts approximately 66% of the students who apply. Quiet College is located in a wealthy suburb of Rochester NY (population 209 983), with a population of 43 639. QC is a private, religiously independent liberal arts college of 3 257 undergraduate and graduate students and accepts approximately 70% of the students who apply. Rust Belt College is located in the state capital of New York state (population 98 566). Albany is a gritty industrial city that also is the seat of government for the state. The university is a research-intensive institution, granting Bachelor, Master and Doctoral degrees and has a population of over 17 000, along with an acceptance rate of nearly 56%. Scenic Escape College is an independent 4-year liberal arts college that is located in a small rural town or hamlet and has a yearly population of a little over 1 100 residents. Technology College is a 4-year technology college that has an enrolment of approximately 3 500 and engages in robust research in the areas of science, architecture and engineering. Grape College is a 4-year liberal arts college with an approximate population of 5 400 students with about 94% of student attendees being undergraduate. The total

population of the rural town, in which the college is located, is over 11 000. Professional College is a private co-educational college with a religious affiliation and is located in a large city within the state of NY, with a population of over a quarter million residents. The college currently has an enrolment of approximately 3 000 students.

This study employed three specific types of purposeful sampling: maximum variation; convenience; and snowball sampling (Creswell, 1998; Onwuegbuzie & Leech, 2007). This was a multiple bounded study or a study that examined a particular event exclusive of other events. Additionally, this study utilised seven different bounded events (settings) and reported the thematic similarities (and differences) between all settings as part of the research analysis and findings.

1.12.4 Data gathering

During May and June 2014, the researcher met with participants individually. This included interviewing the senior enrolment management leader and two of their direct reports at each institution. The researcher conducted a formal interview with each participant and structured the conversation so that the participants were able to tell their own stories (Chase, 2005).

Each of the participants was made aware of the leadership styles that Kouzes and Posner presented through a short narrative that the researcher provided to each leader or follower. They were told that the purpose of the study was designed to understand better how leaders model behaviour of others in the workplace, inspire a shared vision, challenge the status quo and encourage others to take risks, enable others by sharing power, and encourage staff by showing appreciation and celebration of the organisational culture.

Semi-structured questions were pre-designed prior to the interview and the researcher utilised these as a catalyst to delve deeper into the life experiences of the participant. These questions for the senior enrolment management leader and follower were designed and formatted tightly around the K&P conceptual framework and were designed to prompt a response from

participants across all areas of the leadership practices that were originally developed by Kouzes and Posner. Each of the questions was intended to encourage feedback from each participant and was directly related to each part of the five practices of exemplary leadership. Three questions were asked of all participants (EM leaders and direct reports) that related to their selecting a pseudonym, providing biographical information (job title, thumbnail sketch of their current job, duration in current job), and what the term “leadership means to them.

1.12.5 Survey instrument

This study employed the use of a survey instrument to simply qualify the candidates. The tool, designed by the authors, is named the *Leadership Practices Inventory (LPI-Self, 3rd ed., 2003b)* and serves exclusively to assess leader behaviour. Kouzes and Posner developed this instrument so that the use of the survey instrument adds some degree of pragmatism (Creswell & Miller, 2000) as well as credibility in a mixed methods environment within the study. It is important to note that the data synthesis in this study was limited to descriptive statistical analysis and did not include any type of regression or statistical modelling. However, a two-tailed exact Binomial test was employed for all of the practice statements; it related the purpose of determining whether the positive responses for each practice were significant or not.

1.12.6 Analysis of data

Often, within constructivist research, analysis is carried out by thematic exploration, whereby the research attempts to ascertain themes that emerge from the data and develop elaborate coding schemes to accomplish this. Codes, categories and themes were not determined prior to engaging in the interview with study participants. This study makes full use of inductive analysis in that the “patterns, themes and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis” (Patton, 1980:306).

In addressing the data analysis, a phenomenological approach was taken. The phenomenological approach often includes reflection and engages in an objective approach to interviewing, whereby the researcher attempted to unfold meanings to the lived experience of the participant (Polkinghorne, 1983; Husserl, 1970; Lavery, 2008). Data analysis and reduction will be achieved through such methods as:

- Novice data reduction and analysis (engaged in reading and looking for themes and colour coding what the researcher discovered);
- Data from all 21 interviews was independently reviewed and analysed by the researcher as well as an independent co-coder. This process is called inter-coder agreement and is a critical part of the process for analysis (Saldaña, 2009:27).
- Utilising a five-stage process designed by Crabtree and Miller (1999) that permits the researcher with the opportunity to describe, organise, collect, connect, corroborate and represent the data;
- Unearth themes salient at different levels through the use of a thematic network designed by Attride-Stirling (2001). This is a six-stage process that serves to reduce data from basic to organising to global themes

In order to understand the lived meaning of the participant, extensive data coding was employed. Further discussion related to reliability and validity procedures are fully discussed in the methods chapter. In an effort to assure ‘trustworthiness’ of this study, numerous actions were implemented that included such items listed below:

- Member checking by asking participants if, what they said to the researcher, was indeed what they meant to convey through their own lens;
- The use of an outside source to independently read through the interview notes and resulting thematic analysis as a way to corroborate what the researcher found;

- Utilisation of analyst triangulation as a way to bolster credibility as a way to determine if a trained outside observer expressed the same views as the researcher did, related to thematic development and expression (Westerlund, Garcia, Koke, Taylor, & Mason, 2002);
- Reflective journaling. The reflective journal chronicled the investigator's feelings, sentiments, reflections, assumptions and biases about the process;
- Transcription along with audit trails, field notes and observations of participants.

1.12.7 Reporting of the results

Data was reported in numerous ways both quantitatively and qualitatively, including the utilisation of a rich descriptive narrative form as derived from the interviews and in tables to describe such items as characteristics of participants, demographic information, types of schools they work at and roles of the senior enrolment manager. Finally, numerous graphs are used to illustrate the descriptive statistics associated with the results from the survey questionnaire given to participants.

1.13 Significance of the Research

This study is significant because it contributes to the literature on senior enrolment managers' leadership styles through in-depth study of these individuals through their own lens and within a constructivist multiple case study approach. The future of higher education enrolment management will be dependent on highly skilled motivational leaders that are exceptionally able to respond to significant institutional challenges such as shrinking budgets and demographics along with the demand for competition for students who are prepared for college. This study is especially timely as future enrolment management leaders will need to possess strong leadership acumen in order to steer higher education institutions successfully in a time of rapid change in society. Senior enrolment management leaders must have a varied skill set to

be effective in their role. Huddelston (2000:71) noted the skills that “successful” EM leaders today should possess, such as: (a) creativity; (b) leadership; (c) task orientation; (d) understanding of fundamental marketing concepts; (e) interpersonal skills; (f) team management experience; and (g) familiarity with higher education.

In a review of posted occupational opportunities related to qualifications for senior enrolment management professionals, many noted leadership skills for the role. Statements such as: an ability to lead and motivate staff; demonstrated success in managing a multifaceted organisation; providing strong effective leadership and creative vision; being a “good boss”; able to manage, mentor and inspire staff. The vice president should also be skilled at hiring, motivating and developing staff, fostering teamwork and managing change and mentor, develop and support a talented group of professional and administrative staff to build a dynamic and highly effective team. Yet, despite all of the lofty expectations for senior enrolment management leaders, very little research is available that can assist these professionals to be more effective in their critical roles. This study aspires to determine the approaches that SEM leaders can take to build highly functioning teams to respond to the numerous challenges that the profession is facing as we pass the middle point of the second decade of the 21st century.

Currently, the majority of leadership research is focused solely on governance at the executive, dean or chair level in academia, but an absence of studies within the enrolment management ranks will fill a noticeable gap. By examining enrolment managers’ leadership qualities and their influence on their direct reports, this will directly allow future leaders to lead much more effectively within their own organisations.

Additionally, this study is significant because it contributes to the literature related to senior enrolment managers’ leadership styles through in-depth descriptions of their experiences through the lens of the participants. The findings of this research will be useful in determining how enrolment

management leaders lead and how that leadership permeates within the organisation.

Enrolment management professionals, along with their followers' stories about their experiences are significant to understanding the challenges to aspiring leaders and direct reports alike. The findings associated with this research will be useful in determining how enrolment management leaders lead and how that leadership permeates within the organisation.

The results achieved in this study sought to benefit a number of individuals working in higher education and enrolment, which included: a) current enrolment management leaders; b) entry and mid-level enrolment management supervisors who aspire to become senior enrolment management leaders; c) presidents or executive leadership at higher education institutions seeking to understand their role of leadership and enrolment management; d) future researchers interested in learning more about the role of leadership and enrolment management in colleges or universities; and e) professional enrolment management organisations interested in understanding how leadership impacts enrolment management within higher education.

1.14 Ethical Considerations

Ethical considerations are paramount in any study. This study adhered to the highest levels of ethics in carrying out research on human subjects. More detail follows regarding ethical clearance, contact of participants, interviews, confidentiality, and a discussion of the risks associated with the research.

1.14.1 Ethical clearance

In addition to receiving ethical clearance from the University of the Free State, the researcher sought and received ethical clearance (called Institutional Research Board [IRB] approval in the United States) at each of the colleges and universities, where participants had been identified. The researcher contacted each IRB office and determined what their specific procedures are for securing ethical clearance and met each of their expectations. Once the researcher

cleared the IRB process at each of these schools, he submitted those back to his promoter for final approval.

1.14.2 Contact of participants

Described in greater detail in the ethical clearance document, the researcher contacted each participant initially by e-mail or telephone to determine their level of interest in the study. Once they indicated they were interested in participating, he then sent an informed consent form for their approval and signature. Confidentiality was maintained throughout the study.

1.14.3 Interviews

Through the ethical clearance process, this research study utilised interviews as a primary method for data gathering. All interview questions were semi-structured in nature and designed to be non-threatening to the participants. This research did not disrupt or manipulate participants' normal life experiences or incorporate any form of intrusive procedures. Special processes were implemented so as not to identify any participants or to damage the individuals' financial standing, employability or reputation.

1.14.4 Confidentiality

Confidentiality of the research data was maintained in the following ways: (a) participants were asked to select a pseudonym; (b) each participant was given written assurances of their confidentiality; (c) each participant was asked to maintain confidentiality of their stories; (d) interview data and audio files were secured in a locked cabinet in the researcher's office on a personal computer, which was password protected (different passwords) both at the log-on screen for the computer and at the data file level. These two redundant levels of security allow for a reduced chance of data breach; (e) audio data will be destroyed after three years; and (f) copies of all consent forms were given to the researcher's supervisor to be retained for a period of three years.

1.14.5 Risks

There were no foreseeable major risks associated other than those described above. Although there were not likely to be any significant benefits to the participants, inherent benefits to this study were that participants had a unique opportunity to contribute to the field of higher education research and body of knowledge. Therefore, overall, while the risks inherent in this study were no greater than those normally encountered during regular workplace setting activities, nevertheless, all risk could never be completely mitigated. Accidental breach of data through an intrusion into a computer network could, while remote, occur. In the course of questioning the participants, an individual could become very uncomfortable even with questions others may view as non-threatening or mundane in nature. In any case, the researcher was prepared to acknowledge and deal with these issues directly should they have arisen.

By employing pseudonyms, this greatly diminished any possibility of sensitive information being distributed to a larger audience. However, should there have been a data breach, and immediate steps would have been taken, including notifying the participants of this situation and allaying their initial fears about information dissemination to others. Further, immediate steps would have been taken to export all data to another secure computer and determining if any data had been corrupted.

Finally, would a participant have become uncomfortable or emotional during the questioning, the researcher certainly would have discontinued the questioning and taken a short break in order to determine if the individual was ready to begin again. If not, then the researcher would have looked to reschedule the interview or considered another participant to fill this role.

1.15 Demarcation of the Research Study

Significant social, economic and political upheaval is happening all around us. Federal issues related to need-based aid, regulation and reforms are influencing colleges and universities. Drastic cuts in funding, along with wider social issues associated with access to college, are part of the *new reality*, in

which we are living. Further, Boards of Trustees are pressuring college administrators to increase access to college and enrolment, while simultaneously working strategically to keep discounting rates (the rate of discount to the sticker price that the college advertises after scholarships and grants have been applied) low to impact the revenue bottom line positively. Other issues related to the demographics of the student population (shrinking supply of students), role of leadership and management within higher education in the United States, the emotional environment of enrolment management leaders and their followers, and the organisational structures of colleges are also critical issues that are all impugning the ability of higher education institutions to be successful at a time of rapid change.

Given these significant challenges facing higher education and enrolment management, it is surprising how little research has been placed on the role of leadership in higher education. Forces such as external support, cultures of competition among institutions, loss of the status quo, rising tuition to attend universities and political pressure are beginning to influence leadership at higher education institutions and are changing at an exceptional pace (Diamond, 2006b; O'Brien, 1994; Senge, 1990). This is especially true as this study sought to define the role of the enrolment management professional better and how employment development and support occurs in the organisation. This study therefore, was conducted to understand the dynamics of how enrolment management leaders lead at a time of significant uncertainty and sought to understand better how these individuals lead their organisations in the midst of such rapid transformation in their work environment.

This study is also following a traditional American approach to dissertation write-up. Typical American dissertations look very similar to South African dissertations in Chapters 1, 2 and 3. Chapter 4, qualitative work (results, findings and discussion) tend to differ from South African dissertations in that they seek to determine themes that emerge from the interviews and report those themes through the implementation of extensive quotations from the

participants. These quotes serve as the foundation of describing the phenomena that are being studied.

Chapter 4 typically involves analysing the data and reporting the findings through a process of open coding, where the researcher identifies and “names the conceptual categories, into which the phenomena observed...is grouped” (Simon, 2011:n.p.). Blum, Simon, Korrapati, Morelli, Salerno, and Edwards (2006:4) noted that in Chapter 4, the student “typically analyses qualitative data for patterns or themes, and is presented based on the major themes found in the data”. Chapter 4 then typically includes “themes...and sub-themes are noted by...section title headings” (Blum et al., 2006:5). Additional aspects of Chapter 4 involve a discussion of outliers and a detailed summary of the themes. The results section within the dissertation involved “for constructivist paradigms, [a place where] authors present poignant, representative quotes supporting theme identification and description” (Ponterotto & Grieger, 2007:419).

Another aspect of American qualitative dissertations is that there is an absence of literature that is included in Chapter 4. “Literature reviews for similarity are not part of Chapter 4 (Blum, 2006:2; Creswell, 2004). Rudestam and Newton (2015:137) stated that in Chapter 4, “additional literature summaries and a rehash of the conceptual framework or methods are unnecessary and detract from the purpose of the results chapter”.

For American researchers, reporting (minus assessment or discussion) of qualitative research in Chapter 4 is front and centre. The data, therefore, should “be the star” or the main focus in all its richness, breadth and depth” (Simon, 2011:Slide 20). Rudestam and Newton (2015:137) noted that Chapter 4 “should contain simply the facts: tables, figures, analysis summaries, and the author’s description of what is important and noteworthy about these items”. The authors continue by stating that “extended discussion of the implications of results, although very important, belongs in the discussion chapter” (Rudestam & Newton, 2015:137). In the case of this dissertation, discussion and implications of the results are all reported in the final chapter.

Below is a research plan and outline of the dissertation that unfolded in the following chapters.

1.16 Research Plan: Outline of the Dissertation

Chapter 1: Background about the nature of leadership, the rationale for the study, including the purpose and significance of the study, statement of the problem, and the research questions.

Chapter 2: Comprehensive review of the theoretical and historical overview of the literature associated with leadership, transformational leadership, and enrolment management theory. In-depth analysis of the Five Practices of Exemplary Leadership as described by Kouzes and Posner.

Chapter 3: Encompasses research methods that was included in the study along with data collection procedures and analysis procedures, epistemological antecedents, validity and reliability issues, including rigour and reflexivity.

Chapter 4: Reporting of all statistical (quantitative) and qualitative data as collected from study participants.

Chapter 5: Highlight the results, findings and discussion from the study. Conclusions and implications for future study were included in this chapter.

1.17 Summary and Concluding Remarks

The research endeavour sought to contribute to the body of literature by advancing a deeper understanding of how experienced professionals who are

utilising transformational leadership philosophy, can in enrolment management inspire and motivate direct reports to perform above and beyond their job expectations. Through the lens of the Kouzes and Posner Five Practices of Exemplary Leadership, the researcher's desire was to examine how challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging the heart compete in the leadership styles of senior enrolment management professionals and their direct reports.

In the following chapter, the researcher expands on the theories of leadership, tracing its roots historically back in time and then connecting modern leadership research with that of enrolment management discourse. Additionally, in Chapter 2, the researcher expands on the Kouzes and Posner Five Practices of Exemplary Leadership, changes in higher education and the role of the local, state, and federal economy as a catalyst in driving enrolment growth or decline.

CHAPTER 2

CONCEPTUAL FRAMEWORK—KOUZES AND POSNER'S LEADERSHIP MODEL

You are a leader. You make a difference (Kouzes & Posner, 2013:1).

At its heart, this study on senior enrolment management leaders and their followers is about the transformational power of leadership and how that aligns with others in the organisation. This multiple case study related to understanding leadership among senior enrolment management leaders and their followers emerged from a general base of leadership theories as it applies to trait, behavioural, contingency and contemporary transformational leadership. This research was grounded in literature surrounding the Kouzes and Posner (K&P) Leadership model, commonly referred to as *The Five Practices of Exemplary Leadership*.

2.1 Conceptual Framework

Conceptual frameworks are essential to any scholarly study. It is the conceptual framework that links the specific research questions to the larger theoretical constructs within the study (Marshall & Rossman, 1989). In the mid-1980s, K&P developed a widely-accepted leadership approach, based upon their research related to transformational leadership and published it in a book called *The Leadership Challenge*. Garnjost, Brown, and Andreassi (2012:60) noted that “Kouzes and Posner are the epitome of transformational leadership”. McKie and Willis (2014) validated this in noting that the “world’s top leadership training book is almost certainly Kouzes and Posner’s (2012:5) *The Leadership Challenge*”. Finally, management guru Marshall Goldsmith believed that *The Leadership Challenge* was “the best research-based book ever written in the field of leadership” (Lauer, 2008:n.p.).

Leaders today are expected to be strategic thinkers, marketing specialists, financial aid leveraging experts, information technology authorities,

and simultaneously, be engaged managers who are employee centred, motivational and inspiring. However, not everyone has the acumen to be a leader. Through exploring the leader and direct report relationship as articulated by K&P, current administrators and future enrolment management practitioners could perhaps be in a much better position to understand those traits that are effective for management and motivation of their followers.

The essence of this research was to inform senior enrolment practitioners both on how their management style impacts their own leadership approaches and to research, whether leader approaches to leadership are interpreted differently by those followers to whom they provide leadership.

Enrolment Management offices tend to be large, frenetic, fast paced, always in motion (no down time), and susceptible to large bouts of employee turnover due to the nature of the work. EM offices, in particular, benefit from strong-principled leadership that adheres to the K&P five practices. By learning more about senior enrolment management leaders' leadership approaches, future leaders could be in a better position to understand how their influence impacts their followers within the organisation. Further, there is a significant lack of research related specifically to EM leadership; and this study sought to fill in some of those gaps that currently exist.

2.2 Kouzes and Posner – Introduction

Around the time that transformational leadership theory was being developed in the 1970s and 1980s, Kouzes and Posner were simultaneously engaging in research on organisational management. Individually, K&P were examining such issues as values in organisations and how people lead within the framework of these organisations. This work eventually began to encompass issues related to how people lead and those traits that leaders possess, which cause others follow their lead.

Having first met, while working together as faculty in the School of Business at Santa Clara University in the early 1980s, Jim Kouzes and Barry

Posner collaborated for over 30 years. Today, both work at the Leavey School of Business at Santa Clara University (California), where Kouzes is the Dean's Executive Professor of Leadership, and Posner is the Accolti-endowed Professor of Leadership. While Kouzes and Posner started collaborating officially in the mid-1980s, influences from past work in leadership theory as well as their own past work certainly inspired their later work.

Kouzes and Posner's work on transformational leadership started in 1986 at a time, when they were "trying to figure out what to do on the second day of a two-day seminar, following leadership sage Tom Peters who had just published the book *In Search of Excellence* in 1982 (Cunningham, 2012:para 2). At the time, Tom Peters' work surrounded attributes, which he found made companies 'excellent' versus 'non excellent' through such activities as: taking action, customer service, business entrepreneurship, productivity from all employees, value-driven organisations, lean staff, and fostering a positive community (Capon, Farley, Hulbert, & Lei, 1991; Peters, Waterman, & Jones, 1982). Within the *In Search of Excellence* book, criticism was wide-spread and related to such complaints as failing to break new ground in business literature, inability to articulate how great companies were assessed and analysed, and on Peters' reliance on non-scholarly secondary sources (Hitt & Ireland, 1987; Carroll, 1983). As Peters was speaking at this seminar on what makes companies become 'great', Kouzes and Posner thought to focus on what traits make individual leaders rather than the company 'great'. With this influence from Tom Peters, the stage was set to develop a management style that focused exclusively on leadership at the individual level.

Kouzes and Posner spent many years examining interpersonal traits associated with successful leaders. This work led them to co-author and publish the best-selling book *The Leadership Challenge*. Their writing stirred many other authors, including bestselling author Marshall Goldsmith, who noted that *The Leadership Challenge* was "the greatest book on leadership ever written" (Kouzes & Posner, 2012:preface). Other individuals, such as Peter Welch, observed that the book was a "globally trusted source of leadership material –

some even called it the ‘leadership bible’” (Welch, 2013:n.p., para 1). Further, best-selling author and leadership expert, John Maxwell, commented that this book remained one of the top five books he ever read (Kouzes & Posner, 2012:preface).

In their book, Kouzes and Posner explored new facets associated with leadership style and methodology, trying to encapsulate what leaders do on a daily basis and how they interact with others. They felt that this was a complex process and often difficult to define. Moreover, even today, there is no consensus among experts as to one specific path for leadership success (Nelson, Schroeder, & Welpman, 2014). One reason may be that leadership as a modern concept has a broad array of definitions. In reviewing the literature, there is no single accepted universal meaning of leadership (Wren, 2013; Shriberg, & Shriberg, 2011), and researchers studying leadership fail to even concur on the classifications of management theory. In fact, one study found that in assessing leadership literature from the 1920s to the 1990s, over 221 separate definitions of this topic emerged (Boyne, 2010).

Leadership has changed dramatically over time as the context has focused on the individual great leader, the traits that leaders display, the behaviour that the leader exhibits, the environment that the leader operates in, and finally, current theory that predicates the most influential leaders have inherent skill sets to initiate widespread re-alignment of organisational goals (Janssen & Van Yperen, 2004). Leadership, as a modern concept, has an exceptional amount of definitions. One way to examine leadership is through the “process of influencing others towards achieving some kind of desired outcome” (De Jong & Hartog, 2007:44). This is, in essence, what this study was attempting to achieve. It is the mechanics and approaches that leaders employ as a means to influence and motivate others to achieve something in the organisation that often are considered predictors for success. A critical aspect of this discussion relates to the fact that leadership is not what leaders do, but rather what leaders and followers do *together* for a collective purpose (Brungardt, 1998). Satterlee (1997:6) affirmed this viewpoint best, when he said

that “leaders can accomplish nothing without followers”. However, to understand modern leadership theory, it means that examining the past is essential to contextualise current discourse on the topic. Leadership theories, which have had the greatest impact on the current mainstream research over the past 100 years, are discussed below.

2.3 Existing Leadership Theories

This section briefly examines leadership through early antiquity and then transitions to modern approaches to leadership. Additionally, the narrative within this section considered some of the prevailing leadership theories popular in the 1970s to the 2000s that were competing for attention at the same time that Kouzes and Posner were developing and testing their own theory. Wherever possible, research and perspectives that were advanced by Kouzes and Posner were weaved within the context of prevailing theoretical thought of the time. The competing theories presented here include:

- Classical leadership theory;
- Great Man theory;
- Trait theory;
- Behavioural theory;
- Contingency theory;
- Transactional leadership and transformational leadership theory (late 1970s to 1990s);
- Transformational leadership theory.

2.3.1 Classical leadership theory

Leadership has a long tradition in our world history. Over the past 2 000 years, many leaders / theorists have come and gone. For example, Plato, Aristotle and Pericles (Classical era) viewed leadership as something that

involved dialogue, society and democracy, where individuals in the Renaissance era, such as Chaucer and Machiavelli, considered leadership through the lens of ambition (Higgs, 2002; Clemens & Meyer, 1999). During the time of Weber, Darwin, and Marx (Industrial era), they interpreted leadership as something that implicated a survival of the fittest approach, where more recent psychological theorists such as Freud, Skinner, and Jung saw this within a behavioural context (Higgs, 2002; Clemens & Meyer, 1999). However, by the 1800s, more contemporary leadership theories began to take hold.

One classical theorist, Carl Jung, famously engaged in research focused on “establishing and fostering the relationship between conscious and unconscious processes” (Frager & Fadiman, 2005:56). However, he is best known for his work on introversion and extroversion. It is at this point, where Jung and Kouzes and Posner intersected. Jung noted that introverts were interested primarily in their inner world and tended to be introspective, whereas extroverts were more actively involved with people and the world around them (Frager & Fadiman, 2005). While Jung was not studying leadership per se, his work related to innate personal qualities is relevant for the K&P leadership discussion.

Reflecting on the work of K&P, Taylor (2014) noted that their research supported arguments that organisations were stronger, when there are *both* introverted and extroverted personalities within the leadership ranks. Jim Kouzes explained that “extroverts tend to express their passion about principles with great vigour, while introverts would be more likely to engage in quiet conversation about expectations” (Brandon, 2013:n.p.). It is clear that in reading K&P, Jung must have been an influencer on their leadership style development related to introversion and extroversion.

Given the five leadership practices that K&P proposed, there was great applicability to introversion and extroversion. For one, inspiring a shared vision would appear to favour an extrovert as this type of person tended to have a high degree of charisma, whereas encouraging the heart could be carried out more

effectively by an introverted personality. In any case though, K&P were quick to note that the two personality traits complement each other for leader success.

2.3.2 Great Man theory

One of the first formalised leadership theories to be researched was that of the Great Man. Great Man theory (GMT) was a 19th century concept, which postulated that history was directly impacted most by great men of the time. GMT was widely seen in public as a very legitimate perspective associated with leadership, and people were increasingly examining new paradigms that explained greatness and the mark of a true leader. While the concept was innovative, the idea of great men and great leaders was not an entirely new concept. Going back to as far as 1518, Nicolai Machiavelli referred to the omnipotent great man, who demonstrated the trait of a celebrated pragmatic leader determined to utilise fraud, trickery, hypocrisy, harshness, deceit and ruthlessness in governance (Boje, 2000). Despite Machiavelli's thoughts on what constitutes a great man, this theoretical perspective began to infuse a degree of humanism that started to gain favour in the 1800s.

Researchers of the day advocated for the Great Man theory. One such theorist – Scottish writer Thomas Carlyle, wrote a book in 1840 called *On Heroes, Hero Worship, and the Heroic in History*, in which he popularised a theoretical perspective that hypothesised that the history of the world was framed by great men and individuals who were good, admirable, sincere, heroic, and pleasant to be near to. Carlyle felt that it was the circumstance or the time that had called the man to be great rather than his aptitude (Carlyle, 1841). It was these people, Carlyle believed, who illuminated the world with their light and were a gift of heaven (Carlyle, 1841). Not surprisingly, most, if not all, great leaders came from the aristocracy, mainly because middle- and lower-income individuals in the 1500s to 1800s simply were not in a position to lead others (Eckmann, 2005). By looking at men such as Shakespeare, Rousseau and Napoleon, Carlyle wrote extensively and attempted to define leadership within the scope of famous people of the time as heroes and how these individuals

were able to shape history. Carlyle's work on Great Men was later examined by Galton (1869) who postulated that heredity was a major factor in their ability to lead others. In 1913, American Fredrick Woods studied world history over time and discovered that the conditions associated with the reigns of rulers during that time predicated the capabilities of each leader (Waite, 2008).

However, not all historians and leadership researchers of the Victorian era agreed with Carlyle. In sharp criticism of Carlyle, British historian and classical liberal political theorist Herbert Spencer (1896), believed the social environment (or social system) influenced leaders and "before a man can remake society, that same society must make him" (Spencer, 1896:35).

Building on this, Russian novelist Leo Tolstoy, in the novel *War and Peace*, rebuked the social environment perspective Carlyle had advanced and criticised the notion that there was even such a term as a great man. Those individuals, in fact, came to power due to the spirit of the times that they lived in; and called this situation "Zeitgeist" (Barbutto, 2012, Forsyth, 2010). Tchaikovsky, writing in his *Dnevnik Diaries* in the early 1920s, considered Tolstoy one of the "greatest of all writers, who...existed at any time or anywhere" (Brown, 1991:82). Tolstoy said that leaders of the time, such as Napoleon, were not borne out of their skills or decision, but rather experienced the fortune (or misfortune) of operating within the context of the historical situation (Forsyth, 2010). Rejecting decades of assumptions on leadership, Tolstoy felt that instead of a Great Man, "Napoleon was a small figure overwhelmed by the mute power of Mother Russia" (Keohane, 2010:11).

Where Great Man theory spoke to people being born leaders, K&P's approaches stand in direct contrast to this approach. In fact, Kouzes and Posner stated emphatically that leaders were not born, but rather that acquiring leadership is a journey and attributed to self-development (Kouzes & Posner, 2006). They noted that "the "great person" – woman or man – theory of leadership is just plain wrong" (Kouzes & Posner, 2008:32). In fact, K&P wrote that "all leaders are born; however, a true leader is made" (Morris, 2008:6; Kouzes & Posner, 2006). One should not be surprised with this candid

repudiation of the Great Man theory, because K&P had always seen leadership as not something that you acquire at birth, but rather a set of skills that are gradually learned throughout life.

By the early 20th century, the Great Man theories evolved into trait theories (Kirkpatrick & Locke, 1991). Instead of looking at people as individuals born to greatness, trait theory espoused specific characteristics that all leaders possess.

2.3.3 Trait theory

As Great Man theories began to evolve into trait theory, researchers were examining, what traits leaders acquire through their lifetimes, which prepared them to be successful in their role. Trait theory was predicated on the fact that great leaders are not born, but rather shaped and made throughout their lifetimes (Lussier & Achua, 2010). Researchers of this time searched for specific personality factors that could account for leadership. Leaders were seen as individuals who had high energy, persuasiveness, appearance and dominance (Lussier & Archua, 2010). From the 1930s through to the 1950s, hundreds of studies were conducted to unearth traits that guaranteed leader success.

Allport was one of the first individuals in the early 20th century to envision and articulate this theoretical perspective. An American psychologist, Allport (1955) theorised that human behaviour is contingent on a manner expressive of self in a concept that he called *proprie* functioning, which translated means 'the self'. Allport's trait theory categorised behaviour into three levels: cardinal, central, and secondary, and the *proprium* that he formulated were shaped by seven functions or traits that define one's self: "sense of body, self-identity, self-esteem, self-extension, self-image, rational coping, and proprie striving" (Maddi & Costa, 1972:176). As Allport was examining *traits* that leaders possess, other theorists were beginning to look at the *behaviours* that managers possess to understand the different styles they impart to others.

Researchers, including Kirkpatrick and Locke, examined the role of leadership and concluded that traits still mattered in how an individual manages

others. However, Kirkpatrick and Locke's research failed to develop a universal list of traits that would guarantee leader success (Lusier & Archua, 2010). This failure to find any type of universal traits for leaders was common, and, along with the lack of replicability, ultimately doomed early trait theory (House & Aditya, 1997).

However, trait theory is not gone for good and has experienced a revival of sorts. Later trait theorists, such as DeRue, Nahrgang, Wellman, and Humphrey (2011), examined the role of leader behaviour and traits. This study advocated for new research on theories related to trait-behavioural models. This research found that 'conscientiousness' was the most consistent trait predictor and 'transformational leadership' was the most consistent behaviour predictor (DeRue, Nahrgang, Wellman, & Humphrey, 2011). While the popularity of trait theory as a way to understand leadership has diminished since its peak, in looking at "almost any of the popular books on the subject [leadership] today and one will still find a list of traits that are thought to be central to effective leadership" (Doyle & Smith, 2001:n.p.).

Trait theory played a significant part in the early development of the future leadership work that Kouzes and Posner were later to collaborate on. For example, prior to developing the Five Practices from 1983 to 1987, Kouzes and Posner surveyed over 20 000 managers about positive leadership experiences they practise (Meyer, 2002:S-262). Along with 42 additional qualitative interviews, K&P developed a list of 10 leadership *traits* that followers most desired in their leader. These included the following traits that K&P deemed as most critical for leader success (cited in Simpson, 2012:33): a) honest; b) forward looking; c) inspirational; d) competent; e) fair minded; f) supportive, g) broad minded; h) intelligent; i) straight forward; and j) dependable.

While some leadership theorists (e.g., Drucker, 1974, Frohman & Howard, 2008; Gill, 2006) believed that leadership was not something that can be taught, Kouzes and Posner thought otherwise and went further by espousing that leadership is learnable by others. While trait theory is not a major approach in leadership theory today, nevertheless it continues to be influential (Bowerman

& Van Wart, 2014) as there are some sporadic studies on leadership traits, which are still being conducted. While trait theory ebbed in the early to mid-part of the 20th century, by the 1950s and 1960s, researchers were beginning to examine how one's behaviour rather than traits alone impact leadership effectiveness.

2.3.4 Behavioural theory

Starting in the 1940s, researchers began to question trait theory and were increasingly considering other factors, regarding how leaders are developed. Behavioural leadership theories were the first to try to describe the styles utilised by effective leaders (Lussier & Achua, 2010). Rather than examining specific qualities of leaders, behavioural theory was immersed in the belief that working collaboratively with employees to reach their full potential equated to leadership success (Kopelman, Prottas, & Davis, 2008). During this time, researchers attempted to classify specific behaviours of leaders. However, no one behavioural leadership style emerged as the most favourable way to motivate and govern others (Lussier & Achua, 2010). Given the inability to classify factors that influence behaviour within leadership, this led to new approaches to examining this topic, including how the situation or environment impacts the leader's ability. In the 1950s and early 1960s, two dominant approaches associated with behavioural theory began to influence the way leaders were perceived. *The Managerial Grid* and *Theory X & Y* were both attempts by leadership theorists to explain how people behave versus the actions that leaders take in response to their behaviour.

2.3.4.1 The Managerial Grid

The Managerial Grid, first conceived in 1957, was a behavioural model (sometimes called the *Style Approach to Leadership*) developed by Blake and Mouton (1984) and (as cited by Sui Pheng and Lee, 1997:384) was a way to describe different leadership styles by leaders in an organisation. Many "authors have treated the managerial grid as a five-category scheme for classifying

behavioural styles or modes of handling social conflict” (Van de Vliert & Kabanoff, 1990:199). The styles included:

- *Impoverished management*: Managers in this position do just what they need to do to get by and have little concern for those in the organisation;
- *Country club management*: Viewed as the opposite of impoverished management and involves managers who are highly involved in the culture of the organisation and people;
- *Task management*: Where managers are most concerned with the bottom line and production, and have little time for staff;
- *Middle-of-the-road management*: Also known as organisational management, managers in this position have equal concern for people and production;
- *Team management*: This leadership style is considered the optimal one for aspiring managers. Such managers have great concern for people and production, and work to motivate employees to reach the highest levels of accomplishment (Blake & Mouton, 1984).

Over the years, the managerial grid approach to leadership has evolved and in 1999, authors McKee and Carlson re-interpreted the behavioural approach and added a new component that they called resilience that explained how employees, when exposed to the different approaches that their managers implement succeed in that environment.

Another such approach designed to explain leadership behaviour was through McGregor's *Theory X & Y Leadership*. McGregor sought to clarify how leadership is defined through this theory. McGregor (1960) felt that humans had many needs such as safety, social, self-fulfilment, ego, management and motivation. Theory X and Y sought to harness these needs into a new theoretical perspective of leadership that served to access these 'wants' that people yearned to achieve.

Theory X&Y leadership was seen as an advance in understanding management between employers and employees. However, some, including Yukl (1999), felt that studying leadership was more than just a two-factor grid. Hersey and Blanchard thought that they could not predict leader behaviour (Isaac, 2011).

2.3.4.2 McGregor's Theory X and Theory Y leadership theory

McGregor's (1960) theory X and theory Y leadership approaches were seminal pieces of literature that changed how the role of managers was interpreted. McGregor theorised that in order to realise the full potential of employees, one must provide objectives and reward them (Kopelman et al., 2008).

McGregor (1960) saw theory Y leaders as those who recognise that employees were not lazy, had full potential for self-direction, and were capable of making meaningful contributions in order to improve organisational effectiveness (Kopelman, Prottas, & Davis, 2008). Further, theory Y delineated that all people possessed the ability to provide meaningful contributions to the organisation (McGregor, 1960). This included their creative energy, self-direction, high level of imagination, and voice, but management had to draw these strengths out of employees (McGregor, 1960; Bolden, Gosling, Marturano, & Dennison, 2003).

Further, within the Theory Y model, people were seen as a group that had a capacity for assuming responsibility in the organisation as well as being receptive to their leaders (McGregor, 1960). Theory Y leaders, therefore, simply provided the right conditions for people to “achieve their own goals *best* by directing *their own* efforts towards organisational objectives” (McGregor, 1960:169).

Theory X leaders, often called ‘command and control’ individuals (Rowitz, 2002) were essentially the opposite of Theory Y leaders in that they viewed employees as lazy, unable to work autonomously, and offered very little to the organisation. Theory X leaders were often seen as exerting a great deal of

control over direct reports, where theory Y was viewed as a democratic form of leadership, where one can act to spur growth within the culture of the organisation (Rowitz, 2002; Hall & Donnell, 1979).

As related to behavioural leadership theories, there were some interesting similarities as well as some differences with the K&P leadership approach. For one, behavioural theorists noted that leaders were made and not born, where leadership was based on learnable behaviour. It is interesting that K&P openly admitted that they believed that “leadership is not about personality; it is about behaviour—an observable set of skills and abilities” (Kouzes & Posner, 2007b:15). In light of K&P’s position on this, Oghenejobo (2014:54) placed the K&P leadership perspective firmly under behavioural theories, noting that behavioural theory “postulates that successful leadership is based on definable learnable behaviours”. K&P declared that these behaviours formed the backbone of their Five Practices for Exemplary Leadership approach to leadership. Roy (2015) sought to link K&P’s leadership approach (modelling the way) with behavioural theory. The author (Roy, 2015:241) observed that the leaders of an organisation actually serve as “the behavioural guides to their followers, and as such, the followers subconsciously imitate the behaviours of their leaders”.

One central tenet associated with behavioural theory relates to charisma. Conger and Kanungo (1987) wrote a journal article, which made a strong point that to understand behavioural theory was also to advocate for charismatic leadership. At a time when transformational leadership was beginning to be accepted as the norm in the United States, this study harkened back to a time of yesteryear, where one’s behaviour strictly dictated the success of leaders. In direct opposition to these authors, Kanungo, Kouzes, and Posner (1989) rejected the premise that charisma, as a behavioural trait, was the main variable attributed to leadership success:

Leadership theory says that leaders are ‘charismatic’, in that they possess some special gift... To be sure, leaders must be energetic

and enthusiastic. However, a leader's dynamism does not come from special powers. It comes from a strong belief in a purpose and a willingness to express that conviction (Kouzes & Posner, 1989:xvi).

Where behavioural theory and specifically, the work of Blake and Mouton, McGregor, and K&P resided heavily in their interpretations of a leader, Blake and Mouton as well as McGregor were not studying transformational leaders at the time, but rather managers. This said, there was a significant difference between leaders and managers. According to Kouzes and Posner (1987:87), the distinction between managers and leaders is the "difference between night and day". K&P further noted that managers controlled through systems, where leaders thrived on change, inspiration and empowerment.

Behavioural theory, while not as popular as at one time in the past, continues to fascinate researchers. Still, behavioural leadership theory lost much of its lustre because of criticism related to inconsistencies and differences between studies and the lack of research related to the context (or place), where leadership occurred (Doyle & Smith, 2001). However, by the mid to late 1970s, a new theoretical perspective was beginning to gain influence. This leadership perspective, called *contingency theory*, postulated that the situation or environment the individual was involved in best determines how a leader would manage.

2.3.5 Contingency (situational) theory

Contingency theorists suggested the situation or environment has the greater propensity to determine how a leader will manage. In the mid-1960s, one of the first individuals to propose contingency theory was Fred Fiedler. Over the years, researchers have applied this perspective to leadership in many different workplace settings. While it has stood the test of time, contingency theory is an approach to leadership that has "waned in more recent years" (Dinh, Lord, Gardner, Meuser, Liden, & Hu, 2014:20).

2.3.5.1 Fiedler's Contingency Model

Fiedler designed a theoretical perspective that examined how performance by leaders could be effective, if the leader was relationship or task oriented. Fiedler (1964:158) suggested three major variables that influence, whether a situation would be favourable to the leader: (a) their "personal relations with the members of his group" (leader-member relations); (b) "the degree of structure in the task, which the group has been assigned to perform" (task structure); and (c) the "power and authority, which his position provides" (position power).

Fiedler postulated that two specific leadership styles defined a leader: a) task oriented and b) relationship oriented (Fiedler, 1964:179). Three major factors were considered to have played a role in contributing to the success of the leader and included: 1) position power, 2) structure of the task, and 3) the relationship with members of the organisation (Miner, 2005). Fiedler's theory specified that member relations were the most important consideration in judging the effectiveness of the leader, followed by task structure and position power (Miner, 2005). In other words, "the more...subordinates like their leader, the more favourable the situation will be" (Aamoldt, 2015:439). Fiedler suggested "no one leadership style is ideal for every situation" (Murphy, 2005:130).

Fiedler's contingency theory was the subject of considerable debate over the years. The main concerns of the theory concern the inability to determine, what positive situational favourableness or good member relations means (Chemers, 1997; Jago, 1982). Further study into the theory has raised questions about situational favourableness being leader-centred and devoid of any metrics to assess group dynamics (Mitchell, Biglan, Oncken, & Fiedler, 1970). Finally, concerns were voiced among researchers that the theory did not take into account the role of the leader's supervisor and the influence the leader had within that organisation (Mitchell et al., 1970).

2.3.5.2 Hersey and Blanchard (1977)

One of the most popular contingency theories competing with Fiedler was formulated by Hershey and Blanchard. *The Life Cycle Theory of Leadership*, which was renamed the *Situational Leadership Theory* in 1972, and was updated in 1977 (again in 1982), sought to clarify, what situational leadership styles were present between leader and subordinate. Hersey and Blanchard (1977) aspired to build a 3-D leadership framework based upon what was originally proposed by other researchers (e.g., Reddin, 1967; Kunz & Hoy, 1976; Blake & Mouton, 1984; Spillane, Halverson, & Diamond, 2004; Graeff, 1983). Hersey and Blanchard designed a two-by-two matrix that examined how leaders adapt their leadership style to those of direct reports (or followers) and how motivated the direct report is to perform tasks for that leader. Four leadership styles were developed (S1 to S4), where S1, telling / directing; S2, selling / coaching; S3, participating / supporting; and S4 is delegating / observing. Each of these styles then corresponded to four development levels of the direct report (D1 to D4).

Hersey and Blanchard's model did not present the leader with the best type of leadership method, but rather assumed that there was not one best leadership style in every situation. While their theoretical model offered a great deal of information regarding the role of the leader in various situations, there was also an overabundance of research that refutes their perspective. One of the main criticisms associated with Hersey and Blanchard's situational leadership model was that while the theoretical perspective does a good job at defining those relationships between leader and direct reports, it says very little about the inherent role of structure, politics or symbols (Bolman & Deal, 1997). Other researchers complained that the situational leadership theory model had very little solid theoretical basis and negligible research support and because of the revisions over the years, it is difficult to compare situational leadership styles (Blank, Green, & Weitzel, 1990; Nahavandi, 1997; Vecchio, 1987). Still other researchers felt that leaders were confronted daily with a myriad of different situations and one particular global leadership approach is not applicable or

transferrable in each case (Stumpf, 2007; Northouse, 2004). This criticism, and the theory's narrow focus on one situational variable, made this approach unappealing for leadership (Seyranian, 2010). However, while concerns continued to be voiced surrounding the utilitarian applicability of contingency leadership, this approach was beginning to lose favour by 1980, only to be challenged by transformational theory.

2.3.5.2 Contingency theory and Kouzes & Posner

In 1975, Posner, Randolph, and Wortman (1975:20) published work that examined issues related to how understanding work ethic and attitudes plays a role in managers' understanding of employees. This research investigated how managers can foster better 'work ethic' in the office. In order to improve the office climate, managers were advised to "increase the workers' sense of responsibility and sphere of control" and motivate them by involving employees in "challenging work, recognition, participation and opportunities for growth and achievement". Contingency theory was predicated on the role of managers and how they were able to delegate tasks. Just as contingency theory spoke to the task-oriented aspect of the leadership style, Posner et al. gave specific task-oriented suggestions on how to improve worker productivity. This includes such areas as improving communication and more direct feedback. Remarkably, some of the components with this study, while in its infancy, could be applied to Kouzes and Posner's future transformational model, including: (a) Recognition of quality and creative efforts (Encourage the Heart); (b) Offering assistance, where work is not up to standards (Model the Way); (c) Challenging work (Challenge the Process); (d) Cooperative effort between management and workers (Enable others to Act); and (e) Incentive schemes tied to high quality production (Encourage the Heart) (Posner et al., 1975:20).

Four years later in 1979, Posner examined how individual personal values are critical in understanding the behaviour of all those in the entire organisation and how this knowledge is beneficial to the manager (Posner & Munson, 1979). This research examined how values such as personal goals,

power, achievement and success play in an individual's behaviour that they exhibit within the organisation (Posner & Munson, 1979). The authors concluded that based upon their research, one's values influence such practical behaviours, such as decision-making, communications with staff, and motivation that the leader exhibits (Posner & Munson, 1979). More importantly, this early conceptualisation of values would later serve as an important piece of how leaders *Model The Way* as K&P believed at the time that they published their book, that leaders "must find their own voices, and then they must clearly and authentically give voice to their values" (Kouzes & Posner, 2003b:1). Values would also play a further part in *Encouraging the Heart* as research found that leaders engage in this practice by "recognising contributions and celebrating values and victories" (Kouzes & Posner, 2003:6).

2.3.6 Transactional Leadership and Transformational Leadership theory

Transactional leadership, the precursor to transformational leadership, was widely seen as a leap ahead in the thinking of how managers use power to achieve success in the organisation. Transactional leadership was described as a much more process-oriented approach, where leaders' "behaviours are aimed at monitoring and controlling employees through rational or economic means" (Belasen & Frank, 2012:194). Another way to consider transactional leadership relates to the concept of essentially a status-quo leadership. Within a transactional leadership environment, "one who operates within the existing system or culture, has a preference for risk avoidance, pays attention to time constraints and efficiency, and generally prefers process over substance as a means for maintaining control" (Lowe, Kroeck, & Sivasubramaniam, 1996:386). Transactional theory has been assailed over the years for being a poor way to lead others through a status-quo approach, but in some cases, transactional leadership can be beneficial. This is especially true if the organisation is simply looking for "values of responsibility, fairness, honesty and promise-keeping" (Giampetro-Meyer, Brown, Browne, & Kubasek, 1998:1733). Obviously, these are also traits found in transformational leaders, but transactional leaders use

them slightly differently and often as a means of “supplying lower level wants and needs” (Giampetro et al., 1998:1733).

2.3.6.1 Burns’ 1978 model of transactional and transformational leaders

After transactional leadership made a brief appearance on the leadership stage, researchers quickly realised that a status-quo approach in the workplace does little to advance the organisation. As such, researchers started to look at how leaders can actually change the environment within the organisation. As early as 1978, Burns remarked that “if we know all too much about our leaders, we know far too little about leadership” (Burns, 1978:1). In Burns’ 1978 model of transactional and transformational leaders, leaders “recognise and exploit an existing need or demand of a potential follower [and] look for potential motives in followers, seek to satisfy higher needs, and engage the full person of the follower” (Burns, 1978:4). Burns conceptualised four categories in his theory: intellectual, reform, revolutionary and heroic. Each of these characteristics combine to create the ideal transformational leader. Burns also attempted to analyse who is a transactional leader and transformational leader, and he concluded that “they are separate concepts and that good leaders demonstrate characteristics of both” (Judge & Piccolo, 2004:755).

Burns’ model began, for the first time, to articulate the need for the leaders to recognise the strengths of followers. Given K&P’s approaches to leadership, it is easy to imagine that they, like Burns, would certainly advocate for the leader to highlight the important role of the follower. However, this is where the similarities tend to diverge. Whereas Burns (1978) advocated for leaders to have revolutionary or heroic characteristics, Kouzes and Posner (2008b) noted that regardless of one’s personality or leadership disposition, leadership was more about taking advantage of opportunities and building teams.

Transactional leadership has been studied extensively. On a pragmatic level, transactional leadership (and early loose connections with rudimentary transformational leadership) only gained traction for a few years in the late

1970s and early 1980s. The main deficiencies associated with transactional leadership were owed primarily to the fact that an enormous amount of “determination and persistence is required” (House & Aditya, 1997:416) on the part of the manager to truly lead on a transactional basis.

As transactional leadership theory began to diminish in the 1980s, this yielded a much more dynamic approach in considering leadership as a perspective to understand how people lead and can be effective. Transformational leadership began to replace the old notions of a status-quo environment with methods that were much more fluid. By 1982, transactional leadership was beginning to lose favour among business leaders because this type of approach was not viewed any longer as an effective way to lead others and provide job satisfaction amongst workers (Bass, 1999). Superior-direct report relationships were slowly conceding to new ways to envision leadership to include worker autonomy and empowerment and collegial relationships from the top down (Bass, 1999).

2.3.6.2 Bass’ 4 Is

By the mid-1980s, new theoretical underpinnings were being developed regarding leadership. In one such approach, named the Model of Transactional and Transformational Leaders, Bass (1985) proposed a ground-breaking perspective of transformational change and leadership. After reading about transactional leaders, Bass (1995:469) started to delve much deeper into the subject of how people lead. His work led him to hypothesise that “transformational leaders would be described as displaying a more intensive pattern of leadership activity levels”. Bass (1995:470) was confident that there was a difference between transactional and transformational leaders, but simply asking them the difference was not empirically robust. Therefore, to achieve what he was seeking to understand and describe, Bass created a survey that differentiated between the behaviour of transactional and transformational leaders. By first examining 176 United States military colonels, through quantitative factor analysis, Bass was able to isolate four features that made up

transformational leadership. Bass identified the four major factors associated with transformational leadership and called them the “four Is”. Hall, Johnson, Wysocki, and Kepner (2008) noted that these elements included: (a) Idealised influence; (b) Inspirational motivation; (c) Intellectual stimulation; and (d) Individual consideration.

Bass contended that *idealised influence* leaders use charisma to attract followers to support the mission and vision, and through contributing to achieving their highest potential (Yammarino, Spangler, & Bass, 1993). However, using only charisma was not enough. Shadraonis (2013:3) affirmed that “for continued commitment, leaders need[ed] to continually send signals that encourage follower commitment, respect and loyalty”. The second “I”, *inspirational motivation*, referred to how the leader communicated high expectations and expressed vision in simple ways to direct reports (Puccio, Mance, & Murdock, 2011). Pragmatically, inspirational motivation manifested itself in a couple ways, including: articulating a shared vision (Schadraonis, 2006:4) and providing meaning and challenge to others (Oke, Munshi, & Walumbwa, 2009:65). The third “I”, *intellectual stimulation*, encouraged leaders to employ creative thinking in the organisation and examine new ways to approach old problems (Brown, Birnstihl, & Wheeler, 1996).

Shadraonis (2013) stated that leaders must be adaptive to changing dynamics within the organisation to ultimately be successful in intellectually stimulating others in the organisation. Shahzad and Zareen (2011:86) noted that some examples of this element were “new, creative and innovative ways of doing the conventional..., creat[ing] an environment that is tolerant...[and] questioning old assumptions and the status quo”. Finally, *individual consideration* considered how the leaders demonstrated empathy with others in the organisation and tailored their leadership approaches to the needs of employees (Zehndorfer, 2013). Bass and Riggio (2006) noted that coaching and mentoring are examples of this type of approach. Shadraonis (2013:10) gave an example of management by walking around or conducting informational meetings, such as stopping by someone’s office as a way to demonstrate

individual consideration. Further discussion of the Four I's in relation to K&P are discussed in much more detail in the following section.

2.3.6.3 Similarities between Bass (1985) and Kouzes & Posner (1987)

Bass (1985:22) contended that "most leaders do both (transformation and transaction) in different amounts", and "transformational and transactional leadership are likely to be displayed by the same individual in different amounts and intensities" (Bass, 1985:26). Bass believed that transformational leadership was universally applicable, regardless of culture. Transformational leaders, he felt, inspired followers to transcend their own self-interests for the good of the group or organisation, which led followers to become more motivated to expend greater effort than usually expected (Boje, 2000). Most importantly, transformational leadership was seen as having a cascading effect of sorts. Therefore, more inspiration and motivation by leaders begets more efforts and buy-in from followers. Further, while Bass (1985) attempted to argue that a successful leader was both transformational and transactional, Kouzes and Posner asserted that the leader / follower dynamic was all about relationships, where transactional leadership does not fully embrace this concept.

As much as Bass contributed to the field of leadership, he was also subject to significant criticism as other researchers noted that "transformational leaders can be directive or participative, authoritarian or democratic" and not just charismatic (Bass, 1995:474). Essentially, a one-dimensional approach to leadership (charisma) was not seen as satisfactory to many other researchers. Another researcher noted that Bass' concept of transformational leadership "still relies upon the traits and abilities of the leader to transform a lacklustre organisation into a profitable enterprise through the manipulation of employees' motives" (Barker, 1997:350). This means that a lacklustre organisation, one that is lacking profit and revenue, needs a leader to essentially "right the ship", where perhaps charisma alone is not enough for success. Other researchers believed that transformational leadership was not a suitable substitute for transactional leadership (Bass, 1995:474). Perhaps this is why Bass felt that

transformational leadership was an “add-on” to transactional leadership (Bass, 1985:474).

Bass’ work on transformational relationship and, more importantly, focusing on charismatic leadership (how these approaches influence followers) was very similar to the Kouzes and Posner leadership model. In fact, Garnjost, Brown, and Andreassi (2012:60) observed that Kouzes and Posner relied heavily on “charismatic leaders who give novel visions” to employees. Further, the inspirational motivation that Bass alluded to is very much in line with the Kouzes and Posner leadership model. Kouzes and Posner (2010b:4) specifically noted the role of inspirational motivation, when they stated that “inspirational leadership focuses on showing people how the vision can benefit them and meet their needs”.

While there have been supporters and detractors of Bass’ theory of leadership, one can clearly see parallels between Bass and K&P. Most importantly, Bass’ 1985 work included the influence it was to have on Kouzes and Posner just two years later. Table 1 illustrates the similarities associated with Bass’ theory and Kouzes and Posner’s Five Practices of Exemplary Leadership. The similarities are startling and demonstrate that while K&P do not directly attribute Bass with being their influencer, it was impossible to discount the resemblances between both.

Table 1:

Similarities associated with Bass' theory and Kouzes and Posner's Five Practices of Exemplary Leadership

Bass (1985)	Kouzes and Posner (1987)	Explanation
Intellectual stimulation – Use of intelligence to overcome obstacles.	Challenging the Process	Both approaches “consider new ways of looking at old problems” (Shoemaker,1999:2)
Individualised consideration – Involved developing subordinates and forming one-on-one relationships (Shoemaker, 1999)	Modelling the way	Setting the example or role modelling is part of the mentoring process
Inspirational Motivation - referred to how the leader communicates high expectations and expresses vision in simple ways to direct reports	Inspiring a Shared Vision	Kouzes and Posner (2010b:4) specifically noted the role of inspirational motivation, when they stated that “inspirational leadership focuses on showing people how the vision can benefit them and meet their needs”.
Idealised Influence – Bass contended that idealised influence leaders use charisma to attract followers to support the mission and vision through contributing to achieving their highest potential (Yammarino, Spangler, & Bass, 1993).		Intellectual motivation is cross pollinated with Inspiring a Shared Vision as both consider the leaders' foresight as critical to the success of the organisation. Charisma is seen in both models as central to inspiring a shared vision
No Direct correlation	Enable others to Act	N/A

2.3.6.4 Kouzes and Posner (Pre-Exemplary Leadership Model)

Kouzes and Posner are transformational leadership theorists, who believed that leadership was an “observable, learned set of practices” (Evje, 2012:para 5). Both Kouzes and Posner postulated that exemplary leaders were typically “more interested in others’ success than their own” (Kouzes & Posner, 2008a:10). Further, their research “emphasised the importance of what they called exemplary leadership for producing the leader-follower trust that is central for transformational leadership” to flourish within an organisation (Abu-Tineh, Khasawneh, & Omary, 2009:268).

Starting in the early 1980s, at the same time that leadership theorists were transitioning from contingency / transactional leadership to transformational leadership approaches, K&P started to shift away from typical transformational research, which focused predominately on organisational and behavioural approaches to those that favour leadership tendencies the individual leader possessed and how those styles had an impact on subordinates. Kouzes and Posner believed that their work would refute long-held assumptions, such as: (1) that “leaders are born and not made, and (2) only a selected few have extraordinary leadership abilities” (Lowe & Barnes, 2000:n.p). Rather than looking exclusively at how the leader, constrained within the organisation’s “box” provides leadership, Kouzes and Posner engaged in a great deal of research that examined “how ordinary people accomplish extraordinary things in organisations” (Brown, 2001:315).

Today, Kouzes and Posner’s leadership approaches are still widely described as transformational (e.g., Jaskyte, 2004; Carless, Wearing, & Mann, 2000; Carless, 1998; Carlson & Perrewe, 1995). Others went as far as to label their Five Practices for Exemplary leadership as part of an “emerging theory”, where the “focus of the study is on what leaders actually do and the determinant of effectiveness includes the leaders’ impact on followers and their subsequent ability to perform” (Higgs, 2003:277). In the end though, much of the research that K&P had done in the field of leadership involved their work on how subordinates view the leaders’ leadership capabilities.

As transformational leadership took off in the 1980s and 1990s, Kouzes and Posner (especially in the early 1980s) were doing more work on their leadership style. In 1983, they began research on testing an individual leader’s ability to better understand what characteristics made them the best leaders. That same year, Kouzes and Posner surveyed 185 middle managers at technology firms with questions that were related to issues associated with management tasks and achieving results. They discovered that themes such as: a) getting things done well through competency in their profession, and b) making things happen were critical for both the manager’s and organisation’s

success (Kouzes & Posner, 1983). By 1984, Kouzes and Posner were starting to reform their early thoughts about exemplary managers, noting that these types of leaders:

...imagine an exciting, attractive and focused future for their organisations. They dream of making a difference. They have visions of what might be, and they believe they can make it happen (Manasse, 1985:150).

In 1985, K&P examined the attributes and values of leaders and they discovered that managers who were able to “envision the future” and “inspire a shared vision” amongst their subordinates scored higher on leadership practices (Posner, Kouzes, & Schmidt, 1985). Further bolstering this work, in 1985, Posner, Kouzes, and Schmidt found that strong leader values positively contributed to more effective employee satisfaction. Further, they learned that reward systems (specifically intrinsic rewards) were powerful motivators of commitment (Posner, Kouzes, & Schmidt, 1985). Given this information, a logical argument could be that the reward systems that they were describing could have served as an early precursor to the future *Encourage the Heart* leadership practice that K&P would develop, test and describe. However, importantly, the rewards that K&P examined were very different to the rewards, which transactional leaders provided for subordinates. In the case of transactional leadership, rewards were details, such as being praised for meeting performance or attendance goals. The rewards K&P focused on were much more intrinsic. K&P envisioned rewards that subordinates received as being more innate and deep-rooted as a direct result of their leaders’ traits or behaviours they demonstrated daily versus an infrequent one-time reward offer, commonly implemented under a transactional leadership regime.

By 1987, K&P were examining traits of admired leaders as rated by their subordinates. They discovered that the most “frequently mentioned traits of the most admired leaders...were honesty, forward-lookingness, the ability to inspire,

competence, and intelligence” (Rowitz, 2013:22). The way that these traits play into the K&P leadership approach was simple:

A leader cannot model the way nor enable others to act if they are not seen as being honest and trustworthy... [and therefore] if a leader is found to be dishonest, they lose respect among the employees, which leads to a loss of motivation and over time, the employee loses self-respect (Conyers, 2010:6).

Later, in a breakthrough study in 1988, K&P Posner “surveyed and interviewed over 1 000 managers and executives to come up with a list of "personal best cases" of effective leadership, and from this representative list, they developed a model of leadership and an inventory of best practices” (Davis, 1988:165). These constructivist studies were initiated as Kouzes and Posner sought to comprehend and define how managers described their ‘personal best’ as a leader. These personal best cases were based on detailed memoirs, where the managers themselves commented on their most enlightening transformational leadership behaviours, based upon semi-structured open-ended questions (Shaskin & Shaskin, 2003). K&P labelled ‘personal best’ as:

...[an] experience [or] an event (or series of events) that you believe to be your individual standard of excellence. It is your own record-setting performance, a time, when you did your very best. It is something you use to measure yourself by, a time you look upon as your peak performance experience (Kouzes & Posner, 1987:304).

Some of the ‘personal best’ questions that Kouzes and Posner included were statements such as:

- 1) “What values (personal traits or characteristics) do you look for and admire in your leader?” (Kouzes & Posner, 2008b:24)

- 2) “What five or six words would you use to describe best the character (the feel, the spirit, the nature, the quality) of this experience?” (Kouzes & Posner, 1999a:n.p)

At its core, these questions were designed to help leaders lead “at some intuitive level... [and to do it] more frequently, comfortably, and successfully” (Wallace, 2011:5). What emerged from these qualitative studies was statements managers made about leadership that were strikingly similar across every industry they researched. Similar themes such as buy-in on the vision, enlisting others, leadership as a relationship, challenging, rewarding, exciting, uplifting, psychological hardiness, motivating, empowering, unique and important were descriptions that emerged repeatedly in their research.

Following their 1988 study, K&P attempted to replicate their results across different types of industries and found that in surveying 3 000 managers and their subordinates, “they discovered that effective leaders exhibit certain distinct practices and these behaviours varied little across...professions” (Davis, 1988:165). Armed with this information, K&P began to lay out their results and findings that would later feed into their Five Practices for Exemplary Leadership, which is discussed later in this chapter.

2.3.6.5 Transformational leadership strengths

Transformational leadership, for all of its praises and faults, has endured for over three decades as the most prevalent leadership approach industry wide. In fact, Mancheno-Smoak et al. (2009:12) noted that today “one of the most widely researched and influential leadership theories is transformational leadership”. While there are many different means to define transformational leadership, it was clear that there was indeed a personal individual quality component associated with it. In essence, transformational leadership “conveys passionate commitment. It inspires hope because it promises a purposeful way forward to a positive mind-changing and life-changing future” (Lang, 2010:abstract). In the past, other researchers defined transformational leadership as something that includes: inspirational leadership by managers

(Bass, 1999), leader charisma and vision (Barling, Weber, & Kelloway, 1996; Bass et al., 1987), morality and empowerment (Dvir, Eden, Avolio, & Shamir, 2002).

Defining transformational leadership is helpful, but understanding the inherent strengths and weaknesses of this style is also exceptionally helpful. One of the major strengths associated with transformational leadership was the characteristics associated with it, which was almost completely universal and highly exportable globally. Whether it was a study on Federal Express™ managers in the USA (Hater & Bass, 1988); professionals in New Zealand (Bass, 1985); managers in Belgium and Japan (Bass & Avolio, 1993); or Swedish leaders (Bass & Avolio, 1990, 1994), characteristics such as charisma, motivation and rewards appeared consistently as contributing factors to both leader and business success, regardless of their nationality (Bass, 1997).

Another significant component associated with transformational leadership related to the concept of *value systems*. Carlson and Perrewe (1995) noted that the strength of transformational leadership was related to a leader's strong personal value systems that included such intrinsic attributes as integrity and justice that, if shared and welcomed by others in the organisation, can equate to a higher degree of effectiveness from all in the organisation. Researchers then discovered that shared value systems had a positive impact on work efficiency and employee mindset (Posner et al., 1985; Balazas, 1990; Posner & Schmidt, 1993) and provided clarity related to the ethical concern of superiors (Posner, Kouzes, & Schmidt, 1985). According to Posner, Kouzes, and Schmidt (1985:294), "values comprise the things most important to us. They are deep seated, pervasive standards that influence almost every aspect of our lives: our moral judgments, our responses to others, [and] our commitments to personal and organisational goals".

Given that people intrinsically have deep-seated moral compasses, it therefore stands to reason that if a leader, especially one, who is seen as transformational and able to successfully tap into this individual value reservoir, stands a much better chance in making transformational change within the

organisation. This concept is often referred to as *value system congruence* and it spoke to the value of the organisational leader and follower (Krishnan, 2002). This congruence between leader and follower is important, because if these are in parity, a subordinate would more readily follow the vision prescribed by the manager (Krishnan, 2002).

2.3.6.6 Transformational leadership weaknesses

While there is great understanding of those types of qualities that make transformational leaders so effective, there are still critics that point to weaknesses associated with this type of leadership concept. There are some concerns that while transformational leadership defines the process as a leader-direct-report relationship, some followers can become effectively 'burnt-out' by the prolonged stress and emotional involvement needed to succeed in this frenetic culture (Yukl, 1999). Yukl (1999:286) noted other weaknesses, which include:

Ambiguous constructs, insufficient description of explanatory processes, a narrow focus on dyadic processes, omission of some relative behaviours, insufficient specification of limiting conditions (situational variables), and a bias toward heroic conceptions of leadership.

Other researchers questioned opportunities for success of the transformational leader, where the leader did not have the ability to unite all staff to accept their vision and goals for the organisation (Keeley, 1995). Still other researchers noted that transformational leadership is perceived as elitist and anti-democratic (Bass & Riggio, 2006). Finally, Lowe, Kroeck, and Sivasubramaniam (1996:393) went as far as to say that they believed that due to such issues as political trade-offs, powerful coalitions or committee reviews in a college or university setting, "transformational leadership behaviours are less likely to emerge" in everyday environments.

Transformational leadership can also be viewed through a prism of cognitive distortion. Otherwise known as dichotomous thinking, this type of approach, however benign, causes the leader to view the world in black and white rather than shades of grey. Giampetro-Brown, Browne, and Kubasek (1998) believed that inspirational, charismatic or transformational leaders tend to be absolutist in their view of the world (Giampetro-Brown et al., 1998). Giampetro-Brown et al. (1998) noted that transformational leaders are often so sure that their actions are right or wrong that if they are seen by followers as not quite certain that their actions were the 'right' ones, this would undermine their ability to lead. This does not leave much flexibility for the leader to operate and may also subvert their effectiveness.

Finally, much of what transformational leadership is revolves around the premise of influencing others. However, what if this influence is not used for the good of the organisation? Certainly, a very charismatic individual could have the ability to move others to their point of view. But could the fervour get lost in the message? Numerous authors pointed out that transformational leadership really means: power (Winter, 1991, DuBrin, 1990), manipulation (Forbes, 1991), authority and command of others (Katzenbach & Smith, 1992).

2.3.6.7 Global interpretation of transformational leadership

While much of the research surrounding contemporary leadership is said to have originated in North America, there is utility associated with examining transformational leadership from a much more global perspective. Globally, investigators discovered there are, in fact, subtle differences associated with how people react to leaders who exhibit transformational leadership characteristics. In Germany, for example, transformational leadership is viewed with some scepticism among the public because it is seen as a theoretical and practical framework that is exaggerated in the United States and is not that straightforwardly transferred to their culture (Felfe, Tartler, & Liepmann, 2004). In Slovenia, a study was carried out to determine if cultural differences play a part in leadership practices, and the authors found that when comparing

American, Nigerian and American students, very few differences were observed between participants associated with applying the Kouzes and Posner's Five Practices of Exemplary Leadership (Zagoršek, Jaklic, & Stough, 2004).

2.4 Leadership Models, Philosophies and Styles

In order to understand the Kouzes and Posner's Five Practices of Exemplary Leadership better, it is useful to reference differences between leadership philosophies, models and styles. Leadership philosophies are generally regarded as those core beliefs that are intrinsic and internal. Kostenbaum (2002:174) explained that "what differentiates philosophy in leadership from other management-development approaches is depth...its commitment to greatness". Within each leadership approach (e.g., Values, Servant, Spiritual, Ethical, Charismatic, Authentic or Organisational), the method has the leader and their influence, motivation and greatness clearly in mind.

Leadership *models* "look at leaders' most effective behaviours" (Simpson, 2012,16). Simpson referenced the Managerial Grid Model by Blake and Mouton (1965) as a way to identify leadership behaviours as a strong example of a traditional model. Lowder (2009) expanded on this by providing examples of models that included components of transformational leadership as well as another model not included in this study, called Servant Leadership.

Leadership styles, on the other hand, differ from philosophies or models in that they are, as Simpson (2012:9) noted, something that "relates to a specific behaviour and [are] influenced by the leader's aims and personality as well as their relationship and interaction with a team". Further, Simpson (2012:19) noted that Kouzes and Posner "suggested that leadership is a collection of behaviours and practices as opposed to a position".

Interestingly, researchers sometimes get confused regarding the differences in style, philosophy and models. K&P's Five Practices for Exemplary Leaders is often referred to as a leadership approach based upon transformational leadership theory; it is very easy to find in the literature examples of researchers referring to this as a model (Abu-Tineah, Khasawneh,

& Omary, 2009; Wong & Cummings, 2007; Herbst & Conradie, 2011), a conceptualisation (Bass, 1997), a theory (Jaskyte, 2004; McCrimmon, 2004), a framework (Adams & Keim, 2000; Boulais, 2002), a behaviour (Chiok Foong Loke, 2001; Germain & Cummings, 2010), and a practice (Fulton-Calkins & Milling, 2005) . The reality is that people's perceptions on leadership approaches often are malleable and there is frequently no clear definition available.

2.4.1 Is K&P really a transformational theory or rather a style?

The researcher proposes that K&P's theory is, in actuality, a *style of leadership* that derives (or borrows) from behaviour, trait and contingency leadership theory. In this case, a style differs from a theory in that "a theory represents reality, where style refers to how a practice is performed" (Moiden, 2002:23). It is important to note that the researcher's supposition that K&P's approach to leadership as a style is not innovative as many others have linked the word style with the Five Practices of Exemplary leaders (e.g., Tourangeau & McGilton, 2004; Jaskyte & Dressler, 2005; Hoyt & Blascovich, 2003). In each of these cases, the word "style" was simply used as an adjective to describe the theory. However, the researcher's supposition of the style of the theory as an offshoot of behaviour, trait and contingency theory is what is specifically advanced here.

K&P's leadership practices clearly sought to identify leaders that possess transformational leadership tendencies and how they perform each of these practices. However, the researcher also extends this and argues that one cannot examine transformational leadership or K&P's approach without acknowledging one's leadership traits, behavioural tendencies, or the situation / environment that the leader is operating. For example, it is relatively impossible to label a leader *transformational* without identifying, what it is about those leaders that makes them exceptional. Transformational leadership simply does not occur spontaneously or in a vacuum. There are environmental, sociological

or intrinsic conditions that must exist for the leader to be transformation or successful.

Leaders, as K&P advocated, had the ability to be successful by learning and practicing, but that process and certainly the ascension (i.e., moving up the career ladder) occur in many different environments with different people. Great leaders or even those that toil in relative anonymity, learn how to become, and in turn, be better leaders by receiving guidance support and mentoring, modelling the behaviour of others and tailoring their style to their own specific personality. K&P spoke about subjective issues, such as a leader being the one who makes a difference in the organisation, or that credibility is the foundation of leadership. Who can argue with that? Similarly, each of the Five Practices of Exemplary Leadership (model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart) requires traits and behaviours that the leader must possess to be able to carry out these practices. How does one inspire a shared vision, for example, without utilising one's intrinsic skills (personality, traits) to motivate others sufficiently to join in on that shared vision? Further, enabling others to act or create an environment of trust or empowerment requires the leader to possess a specific set of skills and understand the culture they are operating within.

To ignore trait, behavioural, or contingency theory is to disregard, what is occurring right under the surface with each of these practices. One simply cannot discount that there is a situational (contingency theory) component associated with achieving the euphoric moment of success in conquering each of these leadership practices. This section of the chapter ends with the table 2 below that summarises the similarities with K&P and all the other leadership approaches that have been discussed. The next section will introduce the K&P style and examine in-depth the components associated with their approach to defining leadership.

2.4.2 K& P influencers

Table 2 *Similarities with Past Leadership Theory and K&P*

Theoretical perspective	Premise	K& P
Great Man	Leaders are born and not made	N/A
Contingency	Sometimes referred to as situational leadership, “no leadership style is consistently effective in all situations or with all leaders or even with an individual leader at all times” (Wynn, 2010:7). Leaders can quickly and easily change their behaviour to fit the demands of the situation (Polleys, 2002:123)	
Trait Theory	Personal capacity present at birth and learned later in one’s life (Biggart & Hamilton, 1987:437)	From 1983 to 1987, K& P surveyed over 600 managers and found that the following traits are most admired by their subordinates: 1) Honest *Most Important* 2) Forward Looking 3) Inspirational 4) Competent 5) Fair Minded 6) Supportive 7) Broad minded 8) Intelligent 9) Straight forward 10) Dependable
Behavioural	Focused on how managers lead their organisations. Leadership can be learned, but focus on the behaviour of the leader rather than specific traits (Wynn, 2010).	Leadership is not about personality; it is about behaviour. The LPI instrument contains 30 behavioural statements that assists the reader to evaluate their five practices of leadership
Transactional	Transactional leaders lead through specific incentives and motivate through an exchange of one thing for	N/A

another (Bass, 1990). Focuses on ways to manage a status quo in an organisation and manage day-to-day work (Stone, Russell, & Patterson, 2004). Reward and punishment motivate people (Wynn, 2010).

2.5 Kouzes and Posner

2.5.1 Pre-leadership style – Kouzes and Posner pre-leadership practices inventory (LPI inventory)

While engaging in research on aspects of leadership, Kouzes and Posner were working on developing an inventory (survey) that could help current leaders assess their own leadership style as well as provide their followers with a mechanism to assess their leaders. Prior to developing, what would be known later as the Five Practices of Exemplary Leadership, Kouzes and Posner administered a questionnaire from 1987 to 2007 to over 75 000 people on six continents around the world, working in occupational areas such as business, banking and professional societies, which “ask[ed] them, what qualities in a leader would inspire them to follow willingly” (Kouzes & Posner, 2008a:3; Yaverbaum & Sherman, 2008; Evans, 2009; Mason & Wetherbee, 2004). Kouzes and Posner, through this surveying technique, sought to identify characteristics of admired leaders. From this, Kouzes and Posner narrowed down 225 characteristics to a list of 20 (Lambert, 2011). When Kouzes and Posner reviewed the data, they found four themes consistently surfaced related to what characteristics people sought in their leader, including: a) honesty; b) forward-looking; c) inspiring; and d) competent (Richardson, Lane, & Flanigan, 1996:291). It was these four behaviours that consistently received over 50% of the votes of affirmation from survey participants (Kouzes & Posner, 2002:24). The table below, excerpted from Mason and Wetherbee (2004:189), demonstrates how respondents to the survey over a 15-year period consistently rated those four characteristics the highest, regardless of location or industry.

Table 3 *Characteristics of Admired Leaders*

Characteristic	2002 (%)	Respondents	1995 (%)	Respondents	1987 (%)	Respondents
Honest	88		88		83	
Forward-Looking	71		75		62	
Competent	65		63		67	
Inspiring	66		68		58	
Intelligent	35		40		43	
Fair-Minded	47		49		40	
Broad-minded	40		40		37	
Supportive	42		41		32	
Straightforward	34		33		34	
Dependable	33		32		32	
Cooperative	24		28		25	
Determined	20		17		20	
Imaginative	23		28		34	
Ambitious	17		13		21	
Courageous	28		29		27	
Caring	21		23		26	
Mature	20		13		23	
Loyal	14		11		11	
Self-controlled	8		5		13	
Independent	6		5		10	

Note. Results of questionnaires administered by the authors on three separate occasions. Respondents were asked to identify characteristics of a good leader. Survey size was approximately 75 000 persons residing on six continents. Adapted from *The Leadership Challenge* (3rd ed.), by J. M. Kouzes & B. Z. Posner (2002). San Francisco, CA: Jossey-Bass. (Mason & Wetherbee, 2004:189)

The authors found that honesty consistently topped the list along with having a leader that was principled, ethical, truthful, possessed integrity, was principle driven, and had confidence in their beliefs (Kouzes & Posner, 2008a:3). Followers wanted their leaders to be forward thinking and have a vision of success as well as a blueprint on how to get there (Johnson & Johnson, 2009). Other characteristics that followers sought from their leader included: energy, enthusiasm and a positive attitude (Johnson & Johnson, 2009). Finally, followers wanted their leaders to be competent and have a reliable track record on which to fall back on and get things accomplished (Johnson & Johnson, 2009).

Respondents who completed this survey, by a percentage of 70% noted endearing characteristics that leaders possessed included forward thinking, having a sense of direction, and a genuine concern for the future of the place they worked at (Kouzes & Posner, 2008a:3). Inspiring people was another major quality that people admired in their leaders, and the authors further discovered that people admired leaders that were enthusiastic, energetic, and positive towards what the future holds (Kouzes & Posner, 2008a:3). Finally, Kouzes and Posner (1992, 2008b) learned that people wished that their leaders had competence and took time to learn everything about the organisation, where they worked. Through extensive research with participants, the models that Kouzes and Posner developed were seen as demonstrating “sound psychometric properties – reliability and validity” (Brown, 2001:315).

These four characteristics (honesty, forward looking, inspiring and competent) began to form a significant part of what was later to become the Five Practices of Exemplary Leadership. According to Kouzes and Posner (2008:4), above all, credibility is the foundation of leadership and managers who are perceived as credible are more likely to: (a) be proud to tell others that they are part of the organisation; (b) feel a strong sense of team spirit; (c) see their own personal values as consistent with those of the company; (d) feel attached and committed to the organisation; and (e) had a sense of ownership of the operation.

2.5.2 Kouzes and Posner's Five Practices of Exemplary Leadership

Through the mid-1980s, Kouzes and Posner were examining how such issues related to how organisational values make a difference in the lives of employees and how values that the manager held could be linked with organisational difficulties (Posner, Kouzes, & Schmidt, 1985; Posner, Randolph, & Schmidt, 1987). In 1988, Kouzes and Posner published an article designed to examine the relationships between leadership and credibility, which was interconnected to their five leadership practices. They identified the following five practices related to how people become better leaders (Kouzes & Posner, 2010b):

- Model the Way;
- Inspire a Shared Vision;
- Challenge the Process;
- Enable Others to Act;
- Encourage the Heart.

Through survey research, which included 998 subordinates and 146 senior managers of organisations, they discovered that interpersonal skills related to credibility such as trustworthiness, expertise, and dynamism were statistically significant and related to the five dimensions (Posner & Kouzes, 1988b). That same year, Posner and Kouzes published research connected to effectiveness and behaviour of leaders in public and private sector work. Another companion study on these same topics included a survey to measure managerial relevance in the organisation (Kouzes & Posner, 1988; Posner, Kouzes & Manley, 1988).

From this research, Kouzes and Posner (2009:71) asserted that "embedded in the Five Practices of Exemplary Leadership were behaviours that can serve as the basis for learning to lead". Kouzes and Posner (2009:71) called these behaviours the "*ten commitments*". Each of these ten commitments was directly correlated to one of the five practices. These "Ten Commitments of

Leadership” (Kouzes & Posner, 2009), along with the corresponding practice areas as identified by Kouzes and Posner (2009), were:

- Finding your voice by clarifying your personal values (Model the Way);
- Setting the example by aligning actions with shared values (Model the Way);
- Envisioning the future by imaging exciting and ennobling possibilities (Inspire a Shared Vision);
- Enlisting others in a common vision by appealing to shared aspiration (Inspire a Shared Vision);
- Searching for opportunities by seeking innovative ways to change, grow, and improve (Challenge the Process);
- Experimenting and taking risks by constantly generating small wins and learning from mistakes (Challenge the Process);
- Fostering collaboration by promoting cooperative goals and creating trust (Enable Others to Act);
- Strengthening others by sharing power and discretion (Enable Others to Act);
- Recognising contribution by showing appreciation for individual excellence (Encourage the Heart);
- Celebrating the values and victories by creating a spirit of community (Encourage the Heart) (Kouzes & Posner, 2009:72-73).

Kouzes and Posner’s seminal work remains the development of the Five Practices of Exemplary Leadership. It was K&P’s leadership style that essentially examined “the relationship(s) between leaders and their followers [and] discovered that leaders who consistently demonstrated extraordinary accomplishments within their organisation on a long-term basis tended to follow certain well-defined practices” (Smith & Hughey, 2006:159). Through survey assessment of leadership practices, their research instrument has been administered to over 250 000 leaders on six continents, including: Africa, North America, South America, Asia, Europe and Australia (Smith & Hughey, 2006). Smith and Hughey (2006:158-159) further noted that Kouzes and Posner

developed “a widely accepted theory that has, at its core, the nature of the relationship between leaders and their followers”. What follows is a discussion related to each of the practices along with practical applications associated with the leadership approach.

2.5.2.1 Challenging the process

“Leaders should venture out to seek opportunities and accept them” (Dixit, 2011:3).

Challenging the process as envisioned by Kouzes and Posner (2002a), involved the leader engaging in activities such as searching for opportunities, experimenting and taking risks. By searching out challenging opportunities, K&P felt that the leader could effectively change, grow, innovate and improve (Ricketts & Rudd, 2002). Kouzes and Posner maintained that leaders can effectively challenge the process and noted that leaders: (a) treat every job as an adventure; (b) treat every assignment as a new assignment; (c) question the status quo; (d) send people shopping for ideas; (e) put idea gathering on their agenda; (f) find something that needs to be fixed; (g) assign people to new opportunities; (h) renew their teams; (i) add adventure and fun to everyone’s work; and (j) learn new skills (Sessoms, 2003:48).

Practical application of challenging the process - From an application standpoint, as a practitioner in the field of enrolment management, challenging the process is something the researcher does every day. Frequently, as a leader of many people on the researcher’s college campus, he finds himself challenging others within a “challenge and support” environment. The researcher believes that employees need to be challenged often, but simultaneously they need support individually and collectively as part of their learning and maturing process. As the leader of the organisation, as hard as it may be at times due to time constraints and other work related restraints; the researcher attempts to foster a positive environment, challenges the mundane parts of their job and inspires them to go above and beyond in their everyday

work. This can be as simple as challenging others to embrace change and take measured risks. The researcher believes that an organisation that is rigid is simply not as productive or innovative as one that is fluid and constantly moving. By challenging the process with staff, the researcher asks them to stretch themselves more to reach ambitious goals that have been established for individual departments.

2.5.2.2 Inspiring a shared vision

“Exemplary leaders envision the future” (Kouzes & Posner, 2013:9)

Inspiring a shared vision is to engage followers in order to help them realise their dreams of what can be accomplished, when working collaboratively. Inspiring others is to connect with staff in a way that stirs their imagination and motivates followers to see the inherent benefits in their work. Exemplary leaders are successful in envisioning and uplifting the future by enlisting the support of others in the organisation (Kouzes & Posner, 1995, Brown, 2001). Further, “leaders are able to inspire a shared vision because they dream of the future and passionately believe in the possibilities of the future” (Dalton, 2004:1). Conversely, “followers believe in a vision because of the leader’s ability to give life to it through expressiveness, warmth and friendship” (Dalton, 2004:2; Kouzes & Posner, 1987). Leaders “see pictures in their mind’s eye of what the results will look like even before they have started their project, much as an architect draws a blueprint or an engineer builds a model” (Kouzes & Posner, 1995:15). Tichy and Sherman (1994:248) noted that “the role of a leader is to express a vision, get buy-in, and implement it [and] this approach calls for open, caring relations with employees, and face-to-face communication”.

Kouzes and Posner proposed that leaders who effectively inspire a shared vision, do so by envisioning an uplifting future and enabling them to see the possibility the future holds in eight potential ways: (a) they start by pondering their past; (b) they determine, what they want; (c) they articulate how they want to make a difference; (d) they create a vision statement; (e) they act on their

intuition; (f) they regularly test their assumptions; (g) they think in the future tense; and (h) they rehearse the vision with followers through visualisation and affirmation (Sessoms, 2003:4).

Practical application of inspiring a shared vision - The researcher believes strongly that the glue that holds the organisation together is organising principles such as mission and vision. All the institutions of higher education that he has worked for (and currently works at) have mission and vision statements that serve to drive the institutions' core objectives. These mission statements are the first part of what the researcher sees as an inspiring shared vision within the division that he works in. By referring to these statements and then linking these to the work that the organisation does every day, the researcher feels that he is in a much better position positively to make a difference with staff. Taylor (2003:43) stated that "when it is coherently and articulately shared, a vision builds excitement". The researcher believes in the core mission of higher education and access to college and therefore, it is his role to empower staff and get them excited about how they can make a difference in the organisation.

However, just articulating the mission and vision of the organisation is not enough on its own. It takes the leader to articulate convincingly the "why" of the vision. The researcher often sits down with subordinates (followers) and talks about their role as future leaders in the organisation. He believes that true leaders can foster a "we are in this together" approach and get other followers motivated. Nearly every day, he finds himself telling others a statement that he repeats many times each week; "we are in this boat together". The researcher further believes that his success is intrinsically linked to their success, so it is in his best interest to do all that he can to foster their success. He shares his vision both formally, usually in one-on-one meetings with new staff, then informally again at summer retreats, where the following year's goals are discussed or at individual meetings with staff.

2.5.2.3 Enable others to act

“Grand dreams do not become significant realities through the actions of a single person” (Kouzes & Posner, 2009a:68)

Leaders empower others by ceding some authority and influence. “Leaders enable others to act through the development of collaborative teams, for they cannot accomplish extraordinary things without partners who have mutual trust and respect” (Dalton, 2004:2). In an effort to enable others to act, exemplary leaders foster collaboration and strengthen staff within the organisation. Day, Harris, and Hadfield (2001:6) described this as “maximising staff potential”, by motivating and intervening frequently to promote capacity and growth among staff. DePree (2004) concurred by observing that leadership effectiveness comes about first through the ability to enable others to reach their full potential. When a leader helps others to feel they are capable, worthwhile, and matter in an organisation, often followers feel compelled to reach higher and achieve beyond what was originally expected of them. In today’s collegial work environment, empowering teams to reach higher is an effective tool to realise additional productivity by individuals within the organisation. Often, this can be partially accomplished by having leaders give some power to others and provide choices for employees (Brown, 2001).

Kouzes and Posner proposed that leaders enable others to act effectively by promoting cooperative goals and building trust in seven potential ways, they: (a) use inclusive language with direct reports; (b) engage in frequent interaction with followers; (c) focus on gains, not losses; (d) become expert negotiators; (e) form planning and problem-solving partnerships; (f) stress collaboration; and (g) risk being vulnerable in relations (Sessoms, 2003:50).

Practical application of enable others to act - The way that a leader can engage others is immensely critical to a leader’s ultimate success. If one is a non-participatory listener, one cannot expect staff members to open up and speak honestly. The researcher tries to use a “we” versus “I” language when

addressing others. This fosters teamwork and cooperation and is much more suggestive of having employee buy-in and respect. If subordinates understand that as the leader one is just like one of them, one immediately starts to build trust and rapport. The researcher frequently tells staff (and also realises) that he is as much of a member of this organisation as they are and is more than willing to work at their functional level to help get work done as a team and in a highly collaborative manner.

With technology and e-mail, as a leader it is very easy to manage from behind a computer or desk, but the researcher does not regard this as an effective way to be successful. He believes that leaders must get out of the office and manage by walking around and listening to others. Frequently, there are some great ideas that emerge from asking staff their ideas in an environment that is not as structured as a formal meeting. However, a formal meeting can also be effective if the leader is willing to charge members of their staff with important roles to carry out. The researcher believes that the strength of the organisation is its people. It is his belief that by actively encouraging participation from all levels of the organisation, he had a much better opportunity to solve these issues in a constructive manner.

2.5.2.4 Model the way

“Speaking one’s voice as a leader is necessary for credibility in the eyes of followers” (Sparrowe, 2005:420).

Modelling the way is accomplished, when leaders set the bar high and motivate others to act in the same high ethical way as they act. By setting the example and proposing small wins, the exemplary leader is in a much better position to influence change in the organisation and motivate others to follow them. Day, Harris, and Hadfield (2001) noted that modelling serves to develop high expectations of behaviour and achievement. Kouzes and Posner proposed that leaders who effectively model the way set an example in eight potential ways, they: (a) pursue self-awareness; (b) identify their leadership values; (c)

identify their personal values; (d) provide opportunity for dialogue about shared values with co-workers; (e) consistently audit their own behaviour; (f) empathise with their direct reports' position; (g) command the attention of followers regarding fundamental values; and (h) anticipate teachable moments (Sessoms, 2003:51).

Practical application of modelling the way - Modelling the way means being an exemplary steward of the organisational message and demonstrating to others that one is genuine, authentic and *truly* concerned about other's well-being and professional growth. There is much utility to achieve small wins by going after "low hanging fruit" or those attainable goals first and then building upon that positive momentum. By showing other people how their gains are helpful to the organisation, only then is one able to attempt much more ambitious projects. Much of this is at the individual level, one-on-one with employees, where other times, this occurs within a larger group. Further, modelling the way is something one is willing to do just as any other employee. People value others' willingness to "get in a trench and roll up one's sleeve". It is that mantra that allows the researcher to work with every staff member, from entry level up to directors. This ability to work with others in a genuine way is something that engenders trust. Whether it is attending meetings with staff or going to lunch and listening to their concerns, modelling the way is something that is earned from others in the organisation. The researcher particularly values the ability to accomplish this. Finally, he tries to take time and listen to staff members' points of view and tries to ferret out "small wins" for them. In other words, he may not necessary agree with a staff member's point of view, but will work diligently to try to help them understand his position and then give accolades to those aspects in their argument that are positive. Other times, he may agree with the staff member completely and will encourage them to take an idea and go further. In any case, empathy and compassion toward others are key principles that the researcher lives by and adheres to in the workplace and also in his life.

2.5.2.5 Encourage the heart

“The true force that attracts others is the force of the heart” (Kouzes & Posner, 1987:125)

Often forgotten in the hectic frenetic world, exemplary transformational leaders need to find creative ways to recognise contributions by others and celebrate accomplishments. “Leaders encourage the heart by finding ways to recognise and celebrate the contributions and accomplishments of individuals and teams” (Dalton, 2004:2). Kouzes and Posner found that leaders effectively encourage followers by recognising individual contributions to the success of every project in seven potential ways, they: (a) creatively and personally dispense rewards and recognition; (b) make recognition public; (c) design reward and recognition systems in collaboration with team members; (d) provide regular feedback to followers; (e) create high performance by expecting high performance; (f) identify people who are functioning effectively; and (g) look for opportunities to coach others toward success (Sessoms, 2003:52).

Practical application of encouraging the heart - For the researcher, this is one of the most challenging leadership practices to acquire. Often, with normal busy days, it is very difficult to stop and celebrate employee success. However, as the researcher has worked in the enrolment management profession for two decades, he found that this is something that needs to be done on a more regular interval. He once saw an advertisement for leadership that spoke about “catching people, when they are doing something well”. The truth is that it is often very easy to correct others, when they have erred. However, taking the time to thank or congratulate is much more time intensive, but well worth the extra effort. The researcher tries to always offer plenty of thank-you’s and congratulations on a regular basis to all staff. He also tries to be very engaged in their conversations with him, nodding approval, where appropriate, and giving them praise for a great idea or suggestion. He readily believes that we do not celebrate one another’s success as often as we should.

However, he has always made an extra effort to organise events that are designed to foster goodwill for all the great work that they have achieved. This often took the form of a hand-written letter, a public acknowledgement or something more formal like a plaque or certificate. In any case, encouraging others is essential and mandatory for what he viewed as leader success.

The researcher also believes that encouraging the heart comes from empowering others. He often asks subordinates to give him their thoughts on a subject. He does not always want to be the one to try to solve the issue, but rather have the employee or employees fix the issue. From a managerial expectation standpoint, many employees come into an organisation expecting to be micro-managed. Any deviation from that in today's workplace is seen as transformational. The researcher believes that in that regard, the bar has been set too low. However, he believes that empowering employees as well as valuing their contributions and not constantly looking over their shoulders is a recipe for success.

2.6 Kouzes and Posner Criticism

While Kouzes and Posner are seen as ground-breaking theorists in the realm of individual leadership qualities and traits, there are also critics of their research. Some researchers pointed out that Kouzes and Posner's work, while expansive, struggles to define universal truths about leadership adequately that would transcend the relatively myopic environment that it professes to illuminate, specifically in the USA, Europe or China (Lehnan, 2011). Other issues that researchers commented on, related to Kouzes and Posner's work, was that it focused too heavily on the business world and failed to address other industries adequately (Lehnan, 2011). There had also been questions raised against the prescriptive nature of the theory (Davis, 1988), and the doctrinaire and prescribed nature of conclusions offered (Middlehurst, 1989). Modi (2000:2), in a review of the five practices of leadership, noted that a major shortcoming of the leadership traits was that Kouzes and Posner failed to provide any "guidelines of how to gauge a particular situation and apply the

proper mix of the five practices to that situation”. In other words, given the background to the five leadership traits, it is logical to note that one size cannot possibly fit all situations. This situational issue seems to be the most glaring problem that Kouzes and Posner had to overcome.

McNally (2000), in a major criticism of the five practices and Kouzes and Posner noted that the inability of the theory to deal with real life 21st Century issues, such as e-commerce and much more flexible business environments, are legitimate concerns. Further, McNally (2000) openly questioned this theoretical perspective to deal with leading in a global economy as managers and leaders struggling to handle complex environments and integrating much more advanced strategic capabilities. In essence, McNally believed that the principles espoused by Kouzes and Posner are much more geared to a 20th Century mentality associated with huge corporations and large workforces rather than today’s much more nimble and flexible occupational environments. The researcher believes that there is some merit in McNally’s criticism. Today’s businesses are much more nimble, which has resulted in virtual teams based in remote locations, e-technology, long-term temporary workers, and offshoring of staff to foreign countries. This makes the task of any leader much more difficult to bring together cohesive teams to engage in commerce. However, while there has been a fundamental transformation in the way that business operates, the reality is that people or human resources are still the cornerstone of any successful business. While one can certainly automate and offshore human capital, innovation, idea generation and the ground level, implementation is still handled by humans. People need leaders to articulate a strong vision and demonstrate the way forward in any organisation or industry.

McCrimmon (2007:n.p.), when talking about K&P, spoke about their “confused mixture of leadership and management”. Further, the author noted that “Kouzes and Posner make no place for management and they cannot account for acts of leadership outside of the formal (or even informal) role of managing a team of people”. In his criticism of K&P, McCrimmon (2007) outlined major issues associated with their style. In the table below, McCrimmon’s

criticisms directed at K&P are presented along with some of the researcher's thoughts related to the criticisms.

Table 4
Criticisms Associated with K&P Theory

K&P Fundamental	Criticism	Comments
Leadership is a journey	Convincing people and getting them to the destination are two different things	Agreed and K&P speak about how this journey entails such components challenging, empowering, motivating, and encouraging others to arrive at that destination.
Credibility is the foundation of learning	What about "eccentrics" that we do not trust to manage anything?	Certainly, there are "outlier" managers and leaders, but to single out a likely small population and generalise across the board is somewhat disingenuous.
Leadership is a relationship	Leadership is great when there is a presence by a manager, but what about managers who lead from a distance?	Transformational leadership is all about hands-on and collaborative approaches to managing people, and old transactional "status-quo" approaches have been very much discredited over the past three decades.
To lead you must first look inside yourself and clarify your values	Only true if you want others to follow "your" values.	Some merit to this argument in that the values that staff may have could be in direct conflict with the leader, but the leader is essentially charged to lead and promote institutional, organisational, and personal values to subordinates.
You need to be inspiring to lead	Leadership style is situational	While being inspirational is not the magic solution to effective leadership, situational leadership has been debated over the past decades and transformational leadership essentially replaced that approach.
Model the way	Modelling the way works well, when you are advocating for a change in values, but "what if you work at Boeing and you advocate a new form of supersonic passenger jet"?	Surely there is the leader or members of a leadership team or a research and development team within an organisation that have advocated for new passenger jets. How are the people that will take that vision and model the way from

		the vision to a finished product? Perhaps this is where the leadership really resides?
Inspire a shared vision	Advocating a change to an existing product is hardly visionary as visionary should be reserved for something on a grander scale.	While a “grander scale” is not defined clearly, the researcher believes that truly meaningful change occurs only with principled leadership and someone who is altruistic enough to share vision and expect great results as a result.
Challenging the Process	This is the closest principle to real leadership. “They start by telling us that leaders “search for opportunities to innovate, grow, and improve.” They quickly water down this point by saying “But leaders are not the only creators or originators of new products, services, or processes.”	Yes, leaders are not the only creators or originators of new products. Anyone theoretically can do this and has done this in the past, but typically within the context of an organisation, it is leadership that challenges the process and encourages staff to be creative and develop new products.
Enabling Others to Act and Encouraging the Heart	Very little difference between these two principles “They both relate to facilitating teams of people to reach the destination, empowering and motivating them to exert the necessary effort” and they are clearly managerial and not leader qualities.	There is a degree of subjectivity associated with saying that enabling and encouraging others is more managerial focused than leadership.

In reading all the criticisms levelled against K&P, the researcher is intrigued with the varying issues that others have in describing shortcomings of this leadership approach. One of the critical comments related to K&P being very heavily vested in the business sector and that the homogeneous sampling is not diverse enough (Lehnan, 2011). While this is correct, it ignores the fact that the survey instrument that K&P had developed had been successfully administered in various settings, including: “higher education, healthcare, banking, business, and the military” (Bieber, 2003:23).

Both Davis (1988) and Middlehurst (1989) decried the prescriptive nature of the K&P leadership approach along with its conclusions. However, the nature of prescriptive theories like K&P, offer people an opportunity more readily to

understand and comprehend the approach and how they can be better leaders because of the guidance. Yukl (2002) noted that a prescriptive theory “explains the behaviours that leaders must exemplify to be effective” (Thomas, 2002:8). Posner agreed with the argument that the theory is prescriptive, but viewed this as strength of the approach. In Posner’s own words, he stated that:

It is much more prescriptive than descriptive...We have gotten more and more confident about what we think the truth is and the important levers are. So [within] this [theory], you want to be a better leader and here is what you need to do to accomplish that (Frontiera, 2012:1).

The question then is how beneficial are leadership theories that offer a prescriptive approach for the reader? While some authors, like Burt (2015:13), noted that descriptive leadership theories are more beneficial than those that are prescriptive in nature, nevertheless there is great utility in providing a prescriptive approach with a roadmap of sorts leading to success. The fact is that whether a theory is descriptive or prescriptive, these suggestions only provide ingredients of success as it takes leaders to translate theory into practice. As such, the next section considers theory to practice with the K&P approach to leadership.

Finally, K&P do in fact fail to note that in reality, not everyone can become a leader. In the world of work, there are many more followers than leaders and the majority are much more likely to never assume a leadership role. While it is true that there are many managers in the workplace who implement effective policies that the organisation supports, leadership goes well beyond supervision and directives. Leader attributes most commonly attributed to success include: trust, emotional engagement and competence (Rood, 2014). However, when one filters all of the qualities down, “leaders do the right thing; managers do things right” (Bennis, 1989:2).

2.7 Kouzes and Posner Theory to Practice

Kouzes and Posner applied their leadership approach in numerous industries, including business and education. A review of their applications within the educational enterprise demonstrates broad relevance in the workplace.

2.7.1 Kouzes and Posner in educational settings

Kouzes and Posner's transformational leadership model has been widely used in practice for educational institutions both in the United States and globally. Through many studies on different populations within the educational sector, researchers found that this model has assisted in confirming or debunking hypotheses associated with leadership tendencies.

One study, set in the country of Jordan, was commissioned to examine how school teachers perceived their principals. Through the implementation of the LPI, results of this study found that there was moderate practice of transformational leadership being performed by the principals as perceived by the teachers (Abu-Tineh, Khasawneh, & Omary, 2009).

Another educational study sought to examine differences, if any, between United States educators' leadership styles versus leader proclivity of Taiwanese educators. Utilising a quantitative General Linear Model ANOVA, the researchers found that US education leaders "in the study outperformed Taiwanese participants in the LPI component of *challenging the process* as well as the dimension of *inspiring a shared vision*, where the Taiwanese leaders scored higher in *modelling the way* (Tang, Yin, & Min, 2011:36). The conclusion of the authors was that there are significant cultural differences at play that are appearing to impact leader priority between US and Taiwanese leaders (Tang, Yin, & Min, 2011).

A further study sought to measure the leadership growth of students in a Master of Business Administration (MBA) course, with one group participating in an outdoors leadership programme and the other group enrolling in a traditional in-class lecture format course. Kouzes and Posner's *Five Practices of*

Exemplary Leadership were assessed with both groups via the LPI, and the results found that students in the outdoor section experience improvements in leadership practices across all five leadership practices versus their counterparts, who only enrolled in the traditional classroom lecture course (Kass & Grandzol, 2011).

Another study sought to examine the role of leadership of professional school counsellors in primary and secondary (pre-college level) settings. Through convenience sampling, 305 professional school counsellors were administered the Kouzes and Posner LPI self-instrument (3rd Edition LPI) and found that older and more experienced counsellors scored much higher on the leadership practices than younger, less experienced counsellors (Mason & McMahon, 2009:107). With reliability, internal consistency measurements above .73 using Cronbach’s α , the authors found that “age, experience, size of school population, and professional licensure predicted leadership practices of these counsellors”. In this study, *Inspiring a Shared Vision* demonstrated the highest reliability followed by *Encourage the Heart*, *Challenge the Process*, *Modell the Way*, and finally, *Enable Others to Act*.

Table 5

Kouzes and Posner Subscales and Cronbach’s Alpha

Subscale	Cronbach’s Alpha Reliability
Model the Way (MTW)	.74
Inspire a Shared Vision (ISV)	.88
Challenge the Process (CTP)	.79
Enable Others to Act (EOA)	.73
Encourage the Heart (ETH).	.86

Utilising Person’s r correlations among leadership practices, ($r = .62-.82$ at $p < .001$) and multiple regression analysis, the authors examined t-values and clearly, the leadership subscales when matched with licensure, experience, age and number of students at the school matched or were correlated with the individual’s leadership tendency. The authors found that:

“In general, older school counsellors with more experience, and longer terms in their schools, self-report higher on leadership practices than do their younger, less experienced peers. School counsellor age was a predictor of almost all leadership practices except for *Model the Way*, which was predicted by school counselling experience, which, in turn, correlated highly with school counsellor age” (Mason & McMahon, 2009:113).

This was another study that was exceptionally homogeneous, with nearly all participants being female [N = 282 or 92.5%] (Mason & McMahon, 2009). Given the homogeneity associated with this study in particular, additional analysis will need to be determined related to gender’s moderating effect on the dependence variable and whether inspiring a shared vision and encouraging the heart are endemic to this study or whether this was due to many respondents being female.

Finally, in 2009, a study was undertaken to examine leadership characteristics of 21 chief student affairs officers (called CSAOs) by utilising the LPI. Student affairs officers typically manage the housing and feeding of students on campus, along with developing programming for students to enjoy. In this quantitative study, the researchers determined that through statistical analysis related to the LPI, CSAOs demonstrate higher leadership indicators in challenging the process, enabling others to act, and encouraging the heart, while modelling the way and sharing an inspired vision, and while having strong correlations, these were slightly less effective leadership characteristics (Smith, Lara, & Hughley, 2009).

2.7.2 Kouzes and Posner leadership studies in higher education

While Kouzes and Posner’s leadership practice inventory had been utilised in business and education settings, several studies had also been completed with higher education administrators. In one investigation, researchers examined individuals by administering the LPI to college presidents (N = 126) with variables such as location (rural, urban), race / ethnicity,

educational level, and experience through ANOVA and Pearson correlations. The author found that in respect to location, there were no statistically significant differences related to leadership skill. However, when examining race / ethnicity, experience, and education through ANOVA, there were statistically significant differences in the leadership patterns and behaviours among this population (Stout-Stewart, 2005). Related to demographics and location, this study found that on a Likert scale from 1-10, with 10 being “almost always” and 1 being “almost never”, there were no differences related to where the college president lived – whether it be rural, suburban or urban (Stout-Stewart, 2005). The mean scores for demographic setting for all female college presidents ranged from 8.33 to 8.66 on the Likert scale, which was found to be statistically insignificant.

In contrast, specifically related to the ‘between and within’ groups for race and ethnicity, a “significance level of .087 was found for *inspiring a shared vision* and a significance level of .040 was found for *encouraging the heart*” (Stout-Stewart, 2005:308). The results from this study confirmed that while location is not as significant, one’s race and ethnicity plays a much larger factor in one’s leadership approach and style when one applies the K&P *five practices*.

Finally, an explanatory case study qualitative dissertation that was completed in 2012 examined how the Kouzes and Posner five practices of exemplary leadership were expressed among dean of student-affairs staff, along with questions to ascertain, whether some leadership commitments were more effective than others and how dean of student-affairs leadership styles as defined by Kouzes and Posner affect participants in the study (Rholdon, 2012). This study scrutinised student-affairs leaders, (serving in the role as dean of students) and perceptions of their subordinates and found that direct reports as a rule viewed their leader as a role model and visionary, felt motivated, had a high degree of enthusiasm, and felt that *encouraging the heart* was being practised (Rholdon, 2012).

2.8 Conclusion

This chapter provided an in-depth overview analysis of the background and research of Kouzes and Posner. Further, the chapter included an overview and comparison of prevailing leadership theories from antiquity to current time with special attention to contemporary theory. These theories included: classical, trait, behavioural, contingency, transactional and transformational leadership strengths and weaknesses. Where applicable, these theories were evaluated in light of the Kouzes and Posner model.

The Kouzes and Posner *Five Practices of Exemplary Leadership* was presented in order to comprehensively describe their five leadership practices (*Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart*). Further research was advanced in order to link theory to actual practice, and several studies were presented to demonstrate how the Kouzes and Posner leadership approaches were utilised in the literature. Special attention was placed in defining transformational leadership both historically and presently, and linking this concept to the conceptual framework offered by Kouzes and Posner. Strengths and weaknesses along with validity and reliability studies were presented in relationship to the Leadership Practices Inventory.

The next chapter presents the methodology, rigour and research design utilised in contextualising this mixed methods constructivist multiple case study. Data collection procedures, along with data analysis techniques, are discussed. Finally, rigour, trustworthiness and credibility are considered within the scope of this study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In a time of significant political and economic upheaval in American higher education, this study was completed to understand those who lead the enrolment efforts at colleges and universities. This study was essentially a journey into human behaviour related to how seasoned enrolment managers lead others and how those who follow them interpret their managers' leadership style. Therefore, this multiple case study sought to examine seven senior enrolment management professionals and fourteen of their followers, each bounded by the college or university that they worked at. The motivation behind the research was to gain insight and uncover emerging themes into each of the senior EM's leadership approaches along with perceptions from each of the followers as directly related to their leader's leadership style. Common themes that emerged from the participants as well as any unique qualities that each possess were reported.

Higher education in the United States is currently undergoing significant intractable change, resulting from economic forces, demographic shifts and a pressing need to have strong, innovative and principled leadership in crucial roles on campus. Significant issues facing American higher education include: (a) dwindling financial support by states to higher education (Weerts & Ronca, 2012; McLendon & Perna, 2014); (b) major governance and accountability issues (i.e., regulatory, compliance or unfunded mandates) (Zare, 2013); (c) significant competition for academically prepared students (Baker & Baldwin, 2015; Gu, 2015; Wong, 2016; Green & Koch, 2016) ; and (d) tuition discounting (Redd, 2016; Reinoehl & Kowalski, 2015).

These demands on higher education are creating the need to employ strong leaders in critical senior enrolment management positions. However, with very little research related to senior enrolment management leadership style,

this study sought to break new ground and generate discussion on these important topics.

In this study, the researcher sought to provide understanding to the following research question:

How do higher education administrators serving in the role of senior enrolment manager describe their own styles of leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

As part of this research, there are several subsidiary questions that the researcher aimed to answer, which centre on such areas as how senior enrolment managers rate themselves on an administered survey tool. Additional questions focus on the senior enrolment management leaders' description of their philosophy of leadership and, in turn, how those managers' direct reports describe their leaders' management approaches.

This chapter presents the research design, paradigm, epistemology, methodology, methods, and rigour in framing this mixed methods constructivist multiple case study. Historical antecedents and definitions of multiple case studies are presented. Additionally, data collection procedures and methods are reported. Finally, rigour, trustworthiness and credibility are discussed within the scope of this study.

This research was conducted through a qualitative (with the support of one quantitative instrument) multiple case study, involving 21 participants. It sought to break new ground on leader-subordinate interactions at colleges and universities within the western and central portions of the State of New York in the United States of America. By engaging in a constructivist multiple case study, the experiences of leaders in enrolment management and their leadership style and its impacts on subordinates were examined. In this research study, the researcher utilised a survey designed by Kouzes and Posner to ascertain leadership traits of senior enrolment management leaders and then later engaged in open-ended semi-structured interviews with both

leaders and followers. The researcher endeavoured to utilise two methods; quantitative (survey analysis) and qualitative (interviews) in order to understand better the phenomenon of leadership, how it is practiced by senior enrolment leaders, and how it is perceived by their followers.

Accordingly, the researcher chose to investigate two major areas of unexplored potential predictors of leadership success in higher education enrolment management:

- Senior enrolment management leaders' perceptions of their own leadership style;
- Direct report perceptions of their senior enrolment management leaders' leadership style.

This study was undertaken in a rigorous effort to gain understanding and awareness related to the leadership styles of senior enrolment management leaders, and how their leadership style is interpreted by those whom they lead through the conceptual lens of the Kouzes and Posner *Five Practices of Exemplary Leadership* model. The research questions within this study sought to address and answer how leaders of organisations provide leadership and how their leadership style is interpreted by those whom they lead. Some areas of inquiry that the researcher sought to learn about included the following:

- What are the leadership styles of senior enrolment management leaders and how did they interpret their own leadership style?
- How did direct reports interpret the leadership behaviour of their superiors?
- Were leaders performing as transformational leaders or engaging in other leadership behaviours (i.e., transactional or laissez-faire)?

This research endeavour consisted of an examination of seven enrolment management leaders and two of their direct reports at each institution through employing direct one-on-one interview questions. This approach involved conducting interviews with a small number of respondents as a way to learn if significant themes emerge from the data. Table 6 illustrates the length of

interviews by participant group (leader; follower) and delineates the shortest interview by participant group, the longest interview by participant group, the average length of interviews by participant group and the total length of interviews by participant. The total duration of the interviews with all the participants (both leaders and followers) was 10 hours and 23 minutes. Interviews with the seven SEM leaders comprised a total of 2 hours and 58 minutes, while the interviews with the 14 followers took 7 hours and 24 minutes. The shortest interview with any one leader was approximately 16 minutes and the longest took 49 minutes. The average interview with each of the leaders was 32 minutes. The shortest interview with any one follower was 17 minutes, while the longest was 58 minutes. The average interview with followers was 31 minutes.

Table 6

Length of interviews with Leaders and Followers

Participant Group	Number of Participants	Shortest	Longest	Average	Total length
Leaders	7	15:57	49:15	32:15	2:58:54
Followers	14	17:07	58:20	31:56	7:24:32
TOTAL	21	15:57	58:20	32:08	10:23:26

The semi-structured, informal interviews with senior enrolment management professionals, along with their direct reports, provided considerable insight and the researcher gained important understanding into leadership perspectives among the leaders and others in the organisation.

This research sought to add to the knowledge base in the American higher education enrolment management field by examining the role of leadership between leaders and direct reports and further contribute to the body of literature that Kouzes and Posner (2010) and others have already established. The findings of this research should be of theoretical and practical use to enrolment management practitioners responsible for organisation-wide leadership.

3.2 Brief history and Key Features of Qualitative Research

This mixed methods research effort employs the use of both quantitative and qualitative research methodology. Qualitative research has a long and varied tradition of empirical thought, especially in the social sciences (Flick, 2009). Ritchie and Lewis (2003:) traced embryonic beginnings of qualitative research back to Rene Descartes who “focused on the importance of objectivity and evidence in the search for truth”. Later, Isac Newton and Francis Bacon asserted that “knowledge about the world can be acquired through direct observation (induction) rather than deduced from abstract propositions” (Ritchie & Lewis, 2003:6). By the mid-1700s, David Hume “suggested that all knowledge about the world originates in our experiences and is derived through the senses” (Ritchie & Lewis, 2003:6). In the 1860s and 1870s, interpretivist Wilhelm Dilthey “emphasised the importance of 'understanding' and of studying people's 'lived experiences', which occur within a particular historical and social context” (Ritchie & Lewis, 2003:6). Max Weber in the early 1920s, influenced by Dilthey, “emphasised that the researcher must understand the meaning of social actions within the context of the material conditions, in which people live” (Ritchie & Lewis, 2003:7). Flick (2009) noted that as far back as the late 1920s, psychologists like Wundt in 1928 used ‘descriptions’ to describe their research. Through the 1920s to 1940s, ethnography began to take hold and researchers included such luminaries as “Malinowski, Radcliffe Brown, Margaret Mead, Gregory Bateson and Franz Boas, all of whom studied 'native' populations abroad” (Ritchie & Lewis, 2003:8). The actual implementation of qualitative methods, “developed around the middle of the 20th Century, occurred in the fields of personal construct theory – the study of psychological constructs that people use to define and attach meaning to their thinking and behaviour” (Ritchie & Lewis, 2003:10).

Today, qualitative research has a rich tradition in empirical discourse. This study – from a methodological perspective – adapts many of these traditions in order to understand the lived experience of individuals. There are many traditions that qualitative research utilises (e.g., ethnography, symbolic

interactionism, grounded theory, critical theory), but this narrative focuses on the type of qualitative research utilised in this study. Discussed in-depth later in the thesis, constructivism was employed throughout the study. Ritchie and Lewis (2003:12) described constructivism as “‘multiple constructed realities’ through the shared investigation (by researchers and participants) of meanings and explanations”. This study sought to understand the experiences of senior enrolment management leaders and the senior enrolment manager’s direct reports (subordinates).

Another way that this study employs qualitative research tradition is through the use of data generated through individual interviews (Ritchie & Lewis, 2003:36). Explained in greater depth later in this chapter, individual interviews “provide an opportunity for a detailed investigation of people's personal perspectives, for in-depth understanding of the personal context, within which the research phenomena are located” (Ritchie & Lewis, 2003:36). This study utilised interviews as a means to better understand the phenomenon under consideration.

3.3 Mixed Methods

Because this study examined the practical (objective) aspects of how leaders rate themselves as well as how leaders describe their leadership style, along with how their direct reports describe their leaders’ leadership style, a mixed methods design was considered to be the most effective approach in learning more about this phenomenon. The main rationale for utilising a mixed methods approach in this study was to develop a complete picture of leadership among chief enrolment management leaders and their followers, which could not be ascertained by one method alone. However, it is critically important to point out that mixed methods employ the use of quantitative and qualitative methods. Quantitative processes are therefore positivist and quantifiable through the use of numbers and mathematical data, where the qualitative vein dictates the use of words as data via the implementation of interviews rather than surveys that are traditionally used in quantitative research.

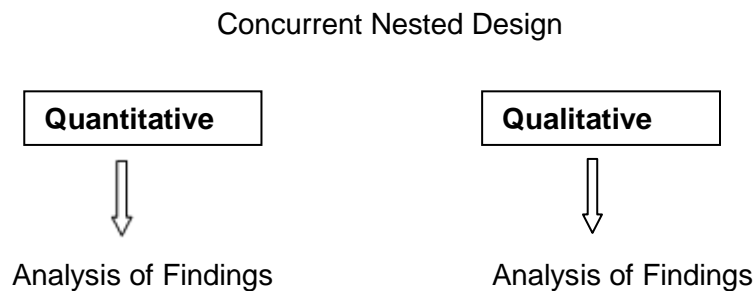
Caracelli and Greene (1997:151) identified three typical uses of a mixed methods study: (a) Testing the agreement of findings obtained from different measuring instruments; (b) Clarifying and building on the results of one method with another method; and (c) Demonstrating how the results from one method can impact subsequent methods or inferences drawn from the results.

Essentially, a mixed methods approach and specifically the utilisation of the LPI allowed for much greater depth in the study and served to add further credibility, where one method alone (constructivist versus positivist) would not have been able to achieve this. Therefore, this study extended the qualitative aspect of the research (interviews) and utilised a survey designed by Kouzes and Posner to test leaders' own assumptions of their leadership style. Within this study, the LPI survey did not seek to qualify leaders, but rather determine how the leaders would score on those variables that are associated directly within the conceptual framework (Kouzes & Posner Five Practices of Exemplary Leadership).

This study utilised a mixed method concurrent embedded design, where one data set provided a supportive, secondary role in a study primarily based on the other data type (Creswell, Clark, Gutmann, & Hanson, 2003). This study employed the use of a survey or questionnaire, while simultaneously utilising interviews for the participants. This approach was validated by McLaughlin (2007:35), where the author noted that “both questionnaires and face-to-face interviewing can be used. This then means that questionnaires can be completed independently by the respondents, whereas the interviewer needs to be present during the interview”. Concurrent mixed methods implementation essentially assigns one paradigm (either quantitative or qualitative) a higher priority. Hanson, Creswell, Plano Clark, Petska, and Creswell (2005:229) noted that this situation transpires, where “priority is usually unequal and given to one of the two forms of data—either to the quantitative or qualitative data”. This design was utilised because the researcher was using quantitative data (survey) to validate the findings within this chiefly qualitative study. This method, also called a concurrent nested design, was useful as the researcher collected both

quantitative (survey) and qualitative (interview) data simultaneously (Creswell, Plano Clark, Gutmann, & Hanson, 2003). Within this approach, one method (quantitative) is given less priority (nested) than the dominant method (qualitative).

Figure 1: Concurrent Nested Design



Therefore, this study exploited Likert-format responses that measured senior enrolment manager leadership style (positivist) with open-ended questions that produced qualitative evidence (constructivist) about senior enrolment manager leadership style and the perceptions of followers to that same leadership style. The Kouzes and Posner LPI acted as the nested survey tool in this otherwise constructivist study.

Once called multi-trait / multi-method research, mixed methods have been used in many types of scholarly pursuits (Campbell & Fiske, 1959; Creswell & Clarke, 2007:7) and as a distinct approach in the social and behavioural sciences for more than three decades (Fidel, 2008:265). Mixed methods research is often viewed as the 'third methodological movement' after quantitative and qualitative research (Doyle, Brady, & Byrne, 2009; Cameron & Miller, 2007). By definition:

...mixed methods research represents research that involves collecting, analysing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2009:267).

In fact, mixed methods research has become such a common approach that it now plays an important role in educational research and has been viewed by others as a valuable technique to capitalise on strengths of both quantitative and qualitative paradigms (Mercer, 2010, Yin, 2006; Curry, Nembhard, & Bradley, 2009). Sandelowski (2000:246) concurred and noted that “researchers have increasingly turned to mixed-method techniques to expand the scope and improve the analytic power of their studies”.

Past research has discovered that mixed methods are “more appropriate to provide rich insight than any single method” (Margaryan, Littlejohn, & Vojt, 2011:431). However, a weakness associated with employing mixed methods includes the time-intensive nature to collect data from both paradigms (Creswell & Clarke, 2007). Others have challenged the merits of mixed methods on the grounds that it is less rigorous (Morse, 2003), can be difficult to collect research individually as this type of scholarly pursuit requires a team approach (Luna-Reyes & Anderson, 2003; Driedger, Gallois, & Santesso, 2006), and internal consistency issues that can occasionally arise within the context of the study (Giddings, 2006).

To employ mixed methods in a study is to also imply a degree of pragmatism infused within an otherwise constructivist assumption (O’Cathain, Murphy, & Nicholl, 2007). In fact, “pragmatism is generally regarded as the philosophical partner for the mixed methods approach” (Denscombe, 2008:273). While not post-positivist, mixed methods do not make exclusive use of an experimental design like quantitative studies, but rather use a blend of constructivism and pragmatism within the research. Perhaps Creswell (2003) noted it best by affirming that pragmatic research inquiry begins with a broad survey in order to generalise results to a population and only then focuses, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants.

Further, from a pragmatic perspective, Bazeley (2003:97) articulated that because of the possibility that epistemological relativism and “short sighted practicalism [can occur within mixed methods, the author recommended that the

researcher] be familiar with key literature and debates in mixed methods, and with exemplars of a variety of mixed methods approaches to research and learn to take risks". As such, the researcher spent a great deal of time in an exhaustive analysis of mixed methods and attempted to take measured risk by asking insightful questions of study participants that were designed to learn about the experience of SEM leadership and how that is interpreted by both EM leaders and their followers.

3.4 Multiple Case Study

This constructivist research approach employed a multiple case study design as opposed to a single case study approach. There are fundamental differences between a case study and a multiple case study. Case study is commonly referred to as "an intensive study of a single unit for the purpose of understanding a larger class of similar units" (Gerring, 2004:342), whereas multiple case study typically refers to a method of inquiry, which allows the "researcher to explore differences within and between cases. The goal is to "replicate findings across cases" (Baxter & Jack, 2008:548). Yin (2003) noted that the primary reason to utilise a case study approach transpires, when the following conditions are met: (a) The focus of the study is to answer "how" and "why" questions (Yin, 2003:10); (b) Participant behaviour in the study cannot be manipulated (Yin, 2003:12); and (c) Where the researcher can respect the boundaries of participants and "between the phenomenon being studied and its context" (Yin, 2003: 202).

Sometimes referred to as collective case study (e.g., Stake, 1995; Goddard, 2010, Yin, 2003; Baxter & Jack, 2008; Kolanko, 2003), the multiple case study is a method of inquiry that implicates a researcher, who examines a phenomenon across several different settings.

In this case study research, the researcher examined the phenomenon of enrolment manager leadership and direct report perceptions of that same leadership style. With a notable exception of a dissertation study, Stake (2006) commented that many multi-case studies are exceptionally complex and are

carried out by multiple researchers. Yin (2009:18) extends this further by explaining that case study is:

...an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially, when the boundaries between phenomena and context are not clearly evident.

Further definitions of a case study consider this particular approach as one that “typically combines data collection methods such as archives, interviews, questionnaires and observations... [and] the evidence may be qualitative (e.g., words), quantitative (e.g., numbers) or both” (Eisenhardt, 1989:534-535). However, given the merits of a multiple case study, there are also strengths and weaknesses that are inherently present, when engaging in this research inquiry.

3.4.1 Multiple case study research strengths and weaknesses

The utilisation of a multiple case study is not without its critics. Case study research has occasionally been labelled as “a weak sibling among social science methods” (Yin, 1994:xiii). But, this is, in some ways, an unfair characterisation of this research approach and, in fact, a case study is very applicable in addressing:

...when ‘how’ and ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (Yin, 1994:9).

Hodkinson and Hodkinson (2001) set out to document some of those inherent strengths and weaknesses associated with case study research, and those are summarised in Table 7:

Table 7

Strengths and Limitations of Case Studies

The Strengths of Case Studies	Limitations of Case Studies
help us understand complex inter-relationships	too much data for easy analysis
grounded in “lived reality”	can be very expensive, especially if attempted on a large scale
facilitate the exploration of the unexpected and unusual	complexity examined is difficult to represent easily
multiple case studies can enable research to focus on the significance of the idiosyncratic	do not lend themselves to numerical representation
they can show the processes involved in causal relationships	not generalisable in the conventional sense
they can facilitate rich conceptual and/or theoretical development	strongest when researcher expertise and intuition are maximised, but this raises doubts about their “objectivity”

Despite some glaring limitations posed by engaging in case study research, the authors concluded that “case studies are a valuable means of researching the learning and skills sector, but that as with all research, interpreting case study reports requires care and understanding” (Hodkinson & Hodkinson, 2001:2).

Hodkinson and Hodkinson (2001) are not alone in their assessment of the strengths and weaknesses of a case study, as other researchers have weighed in on the strengths and weaknesses of case study research, including Easton (1995), Dubois and Gadde (2002), Weick (1979), Bennett (2002), Gable (1994) and Gerring (2004). Their reflections are summarised in Table 8 below:

Table 8

Strengths and Weaknesses of a Case Study

Strengths of a Case Study	Weaknesses of a Case Study
general opinion that multiple cases and replication provide better explanation than single cases (Dubois & Gadde, 2002:557)	simply rich descriptions of events from which the readers are expected to come to their own conclusions (Easton, 1995:379)
case studies are generally more useful, when inferences are descriptive rather than causal (Gerring, 2004:351)	examples of data that appear to provide, at best, partial support of particular theories (Easton, 1995:379)
Can heuristically identify new variables and hypotheses (Bennett, 2002:43)	employs multiple “case studies” in a way that suggests that they are relying on...statistical generalisation (Easton, 1995:379)
provides the opportunity to ask penetrating questions and to capture the richness of organisational behaviour (Gable, 1994:2)	observers seem bent on describing everything, and as a result describe nothing (Weick, 1979:38)

Easton (1995), Dubois and Gadde (2002), Weick (1979), Bennett (2002), Gable (1994) and Gerring, (2004) all noted that there are many valuable strengths of case study (or multiple case study) research, where a multiple case study can effectively provide a greater opportunity for replication than a single case, and where case study research is steeped in descriptive versus casual approaches. George and Bennet (2005) examined such issues as the historical background of case study research. In Table 9, the authors examined the strengths and limitations associated with case study research in the social sciences and found that the power of case study research rests in the ability to establish conceptual validity and to develop new hypotheses, especially in grounded research, for example. George and Bennet (2005) also explained that there were some inherent limitations to case study research, including the bias associated with case selection and a lack of representativeness.

Table 9

Strengths and Limitations of Case Studies

The Strengths of Case Studies	Limitations of Case Studies
Allow a researcher to achieve high levels of conceptual validity (George & Bennet, 2004:19).	Case Selection bias, particularly prone to versions of “selection bias” that concern statistical researchers (George & Bennet, 2005:23).
Can help derive new hypotheses (George & Bennet, 2004:20)	Can make only tentative conclusions on how much of a particular variable affect the outcome in a particular case (George & Bennet, 2005:25).
Case studies examine the operation of causal mechanisms in individual cases in detail (George & Bennet, 2004:21).	“Degrees of freedom” dilemma has often led to a misunderstanding of how the more generic problem of under-determination can pose (George & Bennet, 2005:28)
Ability to accommodate complex causal relations..., complex interactions effects, and path dependency (George & Bennet, 2004:22)	Lack of Representativeness – “Case study methods involve a trade-off among the goals of attaining theoretical parsimony, establishing explanatory richness, and keeping the number of the cases to be studied manageable” (George & Bennet, 2005:31)

3.4.2 Strengths of case study and survey methods

The narrative above annotates the relative strengths and weaknesses of mixed methods (involved in survey research) and a case study. However, research has also shown that when one method is coupled with another method, the results appear to complement each other. Gable (1994) was able to summarise the relative strengths of case study and survey methods, and summarised his observations below in Table 10.

Table 10

Relative Strengths of Case Study and Survey Methods

	Case Study	Survey
Controllability	Low	Medium
Deductibility	Low	Medium
Repeatability	Low	Medium
Generalisability	Low	High
Discoverability	High	Medium
Representability	High	Medium

3.4.3 Case Study selection, confirmation bias and indeterminacy

Selection bias is often a concern in the positivist world as compared to numerical coefficients and regression analysis, but constructivist research does not employ these types of means to estimate or correct causal effects (Collier & Mahoney, 1996). Bennett (2004:27) noted that “the danger of selection bias can have more severe consequences in case studies than in statistical studies, and the tension between parsimony and richness in selecting the number of variables and cases to be studied”.

Within selection bias, there is another type of bias that can be damaging to a constructivist study, called confirmation bias. Confirmation bias occurs, when a researcher “select[s] only those cases, whose independent and dependent variables vary as the favoured hypothesis suggests and ignores cases that appear to contradict the theory” (Bennett, 2004:48).

Finally, another potential pitfall associated with a case study encompasses the concept of indeterminacy. Indeterminacy is defined as an inability to exclude all but one explanation of a case on the basis of the available process tracing evidence from that case (Bennett, 2004:50; Njolstad, 1990).

In constructivist research, if selection bias is not fully explained, the result can be an occurrence, where a reader could remark on the influence of subjectivity in the judgement of the researcher (O’Sullivan, 2006:474). One way

to help mitigate selection bias is to broaden or increase the number of participants in the study (Collier & Mahoney, 1996). By increasing the number of participants in this study, the researcher was able to establish a heterogeneous sample that can be effectively assessed. Further, to counter selection bias, he selected leaders at public and private colleges and universities, and included senior enrolment managers and their followers, who had in some, but not all cases, different titles and scopes of authority. For confirmation bias, no cases were selected to purposely favour any aspects of the hypotheses, which were being studied. The researcher did not know beforehand, how any of the respondents would answer any of the semi-structured questions, and committed to report all of the themes and subthemes that arose without regard to what independent or dependent variables emerged. Indeterminacy appears to be a more significant issue with a case study, but a multiple case study, given the richness of the data, and number of cases, makes a leap to include one plausible explanation for a phenomenon very unlikely. Indeed, within this study and given the number of participants, there was richness in the data that allowed the researcher to discover many different themes, sub-themes and categories to explain the phenomena.

3.5 Validity and Reliability

As in quantitative research, qualitative inquiry must address validity and reliability. For many years, efforts to address validity and reliability in constructivist studies languished. Where early research in the 1920s focused on simply interviewing people and gaining valuable insight, by the 1940s, researchers began to examine the structure of interviews critically (Seale, 2004). Engaging in an analysis of the structure and methodology related to qualitative inquiry eventually led researchers (e.g., Glaser & Strauss, 1967; Becker, 1970) to start to examine reliability in qualitative research (Seale, 2004).

By the 1980s, validity and reliability in qualitative research had been addressed through the ground-breaking work of Lincoln and Guba. Lincoln and Guba (1985) proposed a re-conceptualisation of traditional validity and reliability

concepts prevalent in positivist research (Onwuegbuzie & Collins, 2007:299; Shenton, 2004:64). Together, the authors introduced a qualitative approach called “trustworthiness” as a way to establish validity and reliability in constructivist research. Lincoln and Guba (1985) assigned names to positivist terms that described validity, reliability and objectivity. The terms, which they called credibility, transferability, dependability and confirmability, served as the backbone of their research.

In Table 11, reliability and validity strategies utilised directly within this study are addressed along with benchmarks and a discussion on the relevant techniques and methods used to assure trustworthiness. In Lincoln and Guba’s (1985) research, their terms equated to quantitative terms in the following ways: (a) credibility = internal validity; (b) transferability = external validity / generalisability; (c) dependability = reliability; and (d) confirmability = objectivity.

Table 11
Strategies to Ensure Trustworthiness

Strategy	Benchmarks	Relevant Techniques and Methods Utilised
Credibility or internal validity (Lincoln & Guba, 1985; Yilmaz, 2008)	Member Checking	Asked participants on several occasions if what they said to the researcher was indeed what they meant to convey through their own lens.
	Utilisation of sound qualitative research methodology	This study utilised methods that had been employed in constructivist research and were accepted by the educational community as being sufficiently rigorous
	Development of an early familiarity with the culture or organisation	Researcher has spent over 20 years in the EM profession
	Encouraging honesty in participants	Informed consent document. At the time of interview, the researcher requested participants to be as honest and upfront as they could throughout the study.
	Iterative	Engaged in probing questions that sought to clarify initial statements/stories respondents

	questioning Peer scrutiny	told Outside source read through the interview notes, resulting in thematic analysis independently as a way to corroborate
	Reflective journal	Reflection allowed the researcher to recapture their experience
	Field notes	The researcher utilised field notes to make meaning of experience
Transferability external Validity [generalisability] or "Applicability (Lincoln & Guba, 1985; Yilmaz, 2008)	Thick Description	In-depth analysis of senior enrolment management professionals and their followers' thoughts on leadership and how that is exhibited in their environments. The researcher sought to allow the reader to metaphorically visit the lives and experiences that each of the participants faced each day
	Random sampling	This study employs random purposeful sampling and is a multiple case study.
Dependability (Lincoln & Guba, 1985; Yilmaz, 2008)	Steady and verifiable process	Step-by-step procedures for data collection and procedures were explained in great detail
	Research design and implementation fully explained	The researcher worked to explain comprehensively numerous designs in the study, including concurrent nested design, sampling criteria, sampling methods, analysis of the data, qualitative and quantitative data analysis explanation, interpretation of findings related to the research question
Confirmability (Lincoln & Guba, 1985; Yilmaz, 2008)	Audit Trail	Included field notes, transcribed interviews and documents. Use of data analysis and themes found in the study. This was further achieved in this study by storing copies of all interviews, discussions, and notes made.
	Triangulation	Confirmability enhanced by triangulation. In the case of this study, data retrieved from interviews, documents, notes, member checking, time in the field, peer review, and peer debriefing, assisted in triangulating the

data.

Audit Trail

Utilised an experienced co-coder. Consensus between the researcher and co-coder regarding the interpretation of the data (codes, categories, and themes).

3.5.1 Qualitative validity

One important approach with any research endeavour relates to the validity that the effort encompasses. Validity “refers to the accuracy of the research data” (Yilmaz, 2013:319). There are two types of validity in quantitative research – internal and external.

Internal refers to whether there is a causal relationship between the treatment and the outcome, [where external validity]... reflects the degree to which one can generalise research results or the effects of the treatment beyond the present conditions of testing; that is, other settings, programmes, persons, places, times, cases or approaches (Yilmaz, 2013:318).

Internal and external validity are fully discussed below and employed throughout the study.

3.5.2 Credibility

Credibility occurs when the researcher utilises multiple methods to answer research questions (Lincoln & Guba, 1985). Credibility in qualitative research is roughly correlated to internal validity in quantitative studies. A major tenet of credibility revolves around triangulation. Internal validity involves a process by which the researcher seeks “to ensure that their study measures or tests what is actually intended” (Shenton, 2004:64).

3.5.2.1 Credibility techniques within the study

The procedures detailed below were implemented in this study to establish validity through the use of qualitative credibility.

These techniques included the following: (a) member checking; (b) utilisation of sound qualitative research methodology; (c) development of an early familiarity with the culture or organisation and background of the investigator; (d) random sampling; (e) encouraging honesty in participants; (f) iterative questioning; (g) peer scrutiny of the research study; (h) reflective journal; (i) field notes; and (j) thick description.

3.5.2.2 Member checking

Member checking is another way to establish credibility. It involves continually testing with participants, whether data the researcher is gathering is, in fact, what the participant meant to communicate (Lincoln & Guba, 1985). Lincoln and Guba noted that member checking was “the single most important provision that can be made to bolster a study’s credibility” (Shenton, 2004:68). The benefit of this type of credibility was that it ensures that the researcher has accurately translated and represented the participants’ viewpoints within the data via methods, such as reacting to transcribed drafts or having the participant listen to taped interviews (Krefting, 1991). A positive attribute related to member checking is that it significantly decreases the chances of misrepresentation, which, in turn, strengthens validity and reliability within the study (Krefting, 1991). Member checking in this study was achieved by asking participants on several occasions throughout the interview if what they were communicating to the researcher was indeed, what they meant to convey through their own lens. The researcher did not ask them verbatim if this was what they meant, rather he repeated what they had said on numerous occasions and asked participants to further clarify, what he heard from them, when they answered a question.

3.5.2.3 Utilisation of sound qualitative research methodology

Shenton (2004) noted in his research that validity was strengthened, when the researcher uses well established methods that are accepted in constructivist research. This study utilised methods, which had been employed in constructivist research and are generally accepted by the educational community as being rigorous.

3.5.2.4 Development of an early familiarity with the culture or organisation & background of the investigator (Shenton, 2004)

As an insider or a current practitioner of enrolment management in his occupational life, the researcher has a very strong familiarity with the profession and specifically the nuances and demands that are required for an individual to serve in a senior role in enrolment management. Shenton (2004) spoke about the need to have a prolonged engagement or understanding with the types of participants in a study. As a career enrolment manager, the researcher has spent over 20 years in the profession and served in nearly every role in American higher education enrolment management. Therefore, understanding of the “culture” of enrolment management is something, which he is exceptionally knowledgeable of and which assisted him immensely in understanding the stories that each of the participants told in the interviews.

3.5.2.5 Encouraging honesty in participants

Shenton (2004) stated that all participants who are approached to consider this study must also be given the opportunity to refuse to participate and that the study should only include those who are agreeing to be part of the study through their own free will. Further, all participants should be encouraged to be frank and honest in the interviews and should be comfortable to withdraw at any time. Informed consent was provided to all participants. The researcher further communicated to each leader or follower that they could withdraw from the study at any time.

3.5.2.6 Iterative questioning

Iterative questioning involves the process, whereby the researcher probes or “follows up” with participants to determine either more information or if there is deception (Shenton, 2004). This process was followed throughout the interviews as each of the initial questions was designed in semi-structured format to allow for free-flowing conversation on various topics. While the researcher did not detect any type of deception by the participants, nevertheless he engaged in probing questions that sought to clarify statements or stories that respondents told.

3.5.2.7 Peer scrutiny of the research study

Shenton (2004) strongly advocated for the use of a peer or colleague to scrutinise the study and offer constructive feedback as a way to provide greater or “richer” insight into the participants’ thought process. As a way to meet this high bar, the researcher employed the services of a faculty professional who spent time going through the transcripts and themes to obtain their thoughts on the researcher’s and participants’ thought processes. By enlisting the assistance of an outside researcher to review the interviews, categories and themes, this assisted in strengthening the credibility of this study. Often called analyst triangulation or a process, where the researcher uses an analyst(s) to review findings (Patton, 1999), this is implemented by using an outside analyst, where “researchers can make substantial strides in overcoming the scepticism that greets singular methods, lone analysts and single perspective theories or models” (Patton, 1999:1193). Frowen and Perry (2001) noted that this process essentially attempts to reduce bias that occurs, when only one individual reads and interprets the data. The researcher made full use of analyst triangulation as a way to bolster credibility and determine if a trained external observer expressed the same views as he did, related to thematic development and expression (Westerlund, Garcia, Koke, Taylor, & Mason, 2002).

3.5.2.8 Reflective journal

Another method to build credibility, which was utilised in this study, included maintaining a reflective journal. Rolfe, Freshwater, and Jasper (2001:42) described reflective writing as “processes involved in writing that can be utilised as a means in themselves to help us learn from our experiences”. Boud, Keogh, and Walker (1994:19) further noted that journaling is an extremely important process as reflection, which allows the researcher to “recapture their experience, think about it, and mull it over [in an effort to thoroughly] evaluate and [synthesise what has been observed]”. In this case, the reflective journal chronicled the researcher’s feelings, sentiments, reflections and assumptions about the process.

3.5.2.9 Field Notes

As part of this research, the researcher made use of field notes, which were exceptionally helpful as he worked through the coding process. “Field notes are commonly defined as written records of observational data produced by fieldwork” (Montgomery & Bailey, 2007:67; Hammersley & Atkinson, 2002; Jackson, 1990). A document he titled ‘research notes’ included the date of any contact or activity that the researcher did on any given day from April 2014 to August 2014. Ninety-three entries were recorded between these four months. Often utilised extensively in ethnography, these field notes for this case study rather included notes related to telephone conversations, e-mail discussions, and meetings with IRB board members at the colleges and universities, where the researcher was planning his research.

3.5.2.10 Rich variation of the phenomena under study

In order to establish sound credibility, there needs to be a degree of heterogeneity in any study. Graneheim and Lundman (2003:110) noted that “various genders and ages, and observers with various perspectives, contributed to a richer variation of the phenomena under study”. In this study, while all participants are part of two specific bounded groups (senior enrolment

management professionals and followers), there is a rich variation in ages and experiences with each of the individuals involved in the research. Further, there was variation in both the ages and genders of all of the participants and this moved it from a homogeneous to a much more heterogeneous research study.

3.6 Transferability

Transferability is another way to ensure validity of the study. Given the population of enrolment management professionals in this study, they were representative of others in higher education, and there is thus innate transferability to other settings. Transferability in qualitative research is likened to the external validity or generalisability in positivist study. Mertens (2014) correlated transferability to the use of multiple cases and thick description. According to Mertens (2014:271), a key point in establishing validity through transferability is that the burden is on the “reader to determine the similarity of the study site to...the context...[where] the researcher’s responsibility is to provide sufficient detail to enable the reader to make such a judgement”. It is important to note, however, that this is subject to criticism as some inquirers (e.g., Erlandson, Harris, Skipper, & Allen, 1993) “believed that in practice, even conventional generalisability is never possible as all observations are defined by the specific contexts in which they occur” (Shenton, 2004:69). Therefore, in retrospect, the researcher is actually the only individual, who truly knows the context of the environment because the investigator is ultimately responsible for providing thick description to allow the reader to have a “proper understanding of it” (Shenton, 2004:70).

3.6.1 Transferability techniques

The procedures detailed below were implemented in this study to establish external validity through the use of constructivist transferability. These techniques included: (a) Thick description; and (b) Random Sampling.

3.6.1.1 Thick description (Shenton, 2004)

Qualitative research is renowned for employing the use of thick description (e.g., Tong, Palmer, Craig, & Strippoli, 2014; Cooper & Hughes, 2015; Bickford & Nisker, 2015). Shenton (2004:69) noted that thick description was important because it served to convey the tangible or situation and all of the “contexts that surround[ed]” the environment. First coined by Geertz (1973), thick description involved the “extensive and careful description of the time, place, context and culture” of the phenomenon that is being studied (Mertens, 2014:271). This study employed extensive use of thick description by providing an in-depth analysis of senior enrolment management professionals’ and their followers’ observations related to leadership and how that was exhibited within their organisations. The researcher sought to allow the reader to ‘metaphorically visit’ the lives and experiences that each of the participants faced each day along with their honest and unvarnished thoughts and sentiments related to transformational leadership. This included a vivid description of each of the participants’ experiences as associated with leadership – either as the leader or as a follower.

3.6.1.2 Random sampling

Shenton (2004:65) spoke about establishing validity by engaging in purposeful sampling that serves to “negate researcher bias in the selection of participants”. Further, Shenton (2004) noted that a collective case study or multiple case study served to establish the voices of multiple individuals over a singular case study. This study employs both random purposeful sampling and is a multiple case study.

3.7 Reliability – Dependability

Reliability in quantitative studies refers to “stability over time” (Mertens, 2014:272). In qualitative research reliability, some change should be expected, but there is a requisite need to engage in a process, whereby everything in the study is tracked and documented (Mertens, 2014). Also called dependability,

another way to describe reliability is the fact, where – if the same research was repeated with the same group – similar results would be found (Shenton, 2004). While there is some subjectivity associated with this statement, Shenton (2004:71) noted that a more realistic objective would be for a future researcher at least to be able to repeat the work, “not necessarily to gain the same results. The key to reliability therefore, is to engage in rigorous research methods and tactics that could be followed and replicated by future researchers. This study employed numerous methods to assure reliability (dependability), including the following: (a) steady and verifiable process in procedures; (b) research design and implementation fully explained; and (c) utilisation of a dependability audit.

3.7.1 Steady and verifiable process in procedures

Mertens (2014) remarked that every step in the process for qualitative research should be strictly followed and documented. In this study, the researcher went to great lengths to explain such items as step-by-step procedures for data collection, procedures for implementing the study with participants (quantitative and qualitative), survey instrumentation procedures, participant and leader selection criteria, interview procedures, transcription procedures, procedures associated with qualitative data analysis and reduction, steps in utilising and implementing a thematic network, coding procedures, validity and reliability procedures.

3.7.2 Research design and implementation fully explained

The researcher worked to explain comprehensively numerous designs in the study, including concurrent nested design, sampling criteria, sampling methods, analysis of the data, qualitative and quantitative data analysis explanation, and interpretation of findings related to the research question.

3.7.3 Utilisation of a dependability audit

A dependability audit further strengthens the reliability of the study by implicating “quality assessment procedures with an external auditor” (Driessen,

der Vleuten, Schuwirth, van Tartwijk, & Vermut, 2005:216). As part of this process, the researcher asked an individual qualified to read and understand constructivist research (a co-coder) to review the findings. Copies of transcripts along with identified themes were provided of all participants in this study in order to both gather comments and also assure validity in the study.

3.8 Confirmability

Confirmability refers to “the extent to which the characteristics of the data, as posited by the researcher, can be confirmed by others, who read or review the research results” (Bradley, 1993:437). Alternately, confirmability was described by Lincoln and Guba (1985) as being parallel to the concept of objectivity (Mertens, 2014:272). Objectivity means that the “influence of the researcher’s judgement is minimalised” (Mertens, 2014:272). True, complete, and perfect objectivity is often difficult to attain as “even tests and questionnaires are designed by humans... [and] the intrusion of the researcher’s bias is inevitable” (Shenton, 2004: 72). However, this study employed numerous methods to assure reliability (confirmability), including; (a) triangulation; (b) ideas that arise are based on participant’s thoughts, not the researcher’s; (c) researcher admitting their own predispositions; (d) use of an audit trail; and (e) use of a co-coder to read transcripts and confer with the researcher in order to develop a consensus in the interpretation of the data (code, categories and themes).

3.8.1 Triangulation

Triangulation can be thought of broadly as an approach to data collection, where evidence is gathered through a wide range of independent sources, variety of participants through different means, and through the use of multiple sources of data (Mays & Pope, 1997; Cutcliffe & McKenna, 1999). Hoepfl (1997:n.p.) noted that confirmability can “be enhanced by triangulation”. In the this study, data retrieved from interviews, documents, notes, member checking,

time in the field, peer review, peer debriefing, and observations from the field assisted in triangulating the data and adding validity.

Ideas that arise are based on participant's thoughts, not the researcher's (Shenton, 2004). Thomas and Magilvy (2011:154) summed up objectivity or confirmability as a scenario, where the researcher does not lead the participants, but rather through a "follow" stance, the direction of the interview is governed by semi-structured question and answer flow. Within this study, I endeavoured to probe participants for their own honest thoughts and earnestly tried not to lead or suggest any type of line of thinking that would appear to me as my own. Instead, I let the questioning be governed by pre-determined semi-structured questioning and permitted the discussion to emerge from the discussion we were having.

Researchers admitting their own predispositions (Miles & Huberman, 1994). Within any research study, it is inevitable that "predispositions, beliefs, values and interests" serve to intersect one's investigation (Orlikowski & Baroudi, 1991:15; Darke, Shanks, & Broadbent, 1998). Yilmaz (2013:315) agreed in noting that any researcher must "make their orientations, predispositions and biases explicit". In this study, the researcher disclosed to study participants that – while an insider (he works in the same professional field as those he studied), the researcher nevertheless worked diligently to follow all measures for assuring validity and reliability in this study, which are outlined in this section.

3.8.2 Use of an audit trail

An audit trail allows "any observer to trace the course of the research step-by-step via the decisions made and procedures described" (Shenton, 2004:72). Audit trail items, such as raw data, include field notes and transcribed interviews. With this in mind, the researcher kept an "accurate record of research decisions and activities" through such methods as field notes and e-

mail correspondence (Baker, Bunch, & Kelsey, 2015:224). Other ways that he engaged in audit trailing involved the use of data analysis and themes that were found to have emerged in the study.

3.9 Research Design

3.9.1 Constructivism

This concurrent nested design was constructivist in nature with the goal of this endeavour to “rely as much as possible on the participants’ views of the situation being studied” (Creswell, 2009:8). Therefore, this study was placed within a firm constructivist perspective. Constructivist research was selected for this study because it represented an opportunity to understand how leadership was interpreted within higher education and specifically, within an enrolment management environment. The researcher sought to learn, what specific skills enrolment managers employed to be successful in their work. Therefore, this study was conducted to appreciate better how senior enrolment management leaders interpret their own leadership style and, in turn, how their direct reports comprehend and articulate their senior managers’ leadership style.

Constructivism as an epistemological theory not only focuses heavily on how knowledge comes to be and how we interpret that knowledge (D’Angelo, Touchman, Clark, O’Donnell, Mayer, Dean, & Hmelo-Silver, 2009), but also in understanding implicitly that we cannot “assume that there is one correct version of reality or knowledge” (Clark & Braun, 2013:2). Wilson (2012:45) observed that constructivism was a process by which “people learn by making sense out of the world – they make meaning out of what they encounter”. Finally, Skaalid (1997) remarked that constructivism is assembled by the knower based upon one’s perception. Table 12 below gives a brief background into constructivism and offers a theoretical perspective associated with each theorist.

Table 12

Constructivist Authors

Author/Theorist	Year	Theoretical Perspective
Socrates	470-399 BC	"Helped students construct meanings on their own rather than having authority figures transmit information to them" (D'Angelo, Touchman, & Clark, 2009:n.p.)
Immanuel Kant	Late 1700s	"Recognised that the way learners perceive stimuli from their environment shapes their understanding of the world" (D'Angelo, Touchman, & Clark, 2009:n.p.). All [of] our knowledge begins with experience, it does not follow that it all arises out of experience. (Kant, 1959:25 [as cited in Phillips, 1995:6])
Alexander Rodchenko	1917	First researchers to use the term 'constructivism' (Soltani, Jawan, & Ahmad, 2014)
Naum Gabo	1920	
Alexi Gan	1922	
Hans Vaihinger	1876	"Primary purpose of mind and mental processes is not to portray or mirror reality, but to serve individuals in their navigations through life circumstances" (Mahoney, 2004:361)
Ludwig Fleck	1929	"The content of our knowledge must be considered the free creation of our culture" (Fleck, 1929:425)
John Dewey	1929	"The true object of knowledge resides in the consequences of directed action". (Dewey, 1929:196)
Thomas S. Kuhn	1962	The work of Thomas S. Kuhn on scientific revolutions and paradigms was a major influence on several of the constructivist sects; he stressed the active role of scientific communities in knowledge construction (Phillips, 1995:6)

Jean Piaget	1980	Generally regarded as a foundational figure by many constructivists (Phillips, 1995:6). “knowledge does not result from a mere recording of observations without a structuring activity on the part of the subject (Piaget, 1980:23)
Linda Alcoff and Elizabeth Potter	1993	“Politics intersect traditional epistemologies” (Alcoff & Potter, 199:13)

However, what makes constructivism so appealing to many is fraught with ideological minefields. For example, Kacowicz (2004:197) observed that:

Constructivists face an inherent methodological dilemma: the more focused and structured their theory is, the more they distance themselves from the possibility of maintaining an ontological ‘openness’ (and looseness) that characterises their interpretative method.

In the early 1990s, a researcher sought a way to define what constructivism was and what it meant along a continuum that included assumptions about reality, the mind, thought, meaning and symbols (Jonassen, 1991). Table 13 illustrated, what Jonassen (1991) believed was part of understanding constructivism:

Table 13

Assumptions Related to Constructivism

Assumption	Constructivism concept
'Reality' (the world)	Determined by the knower Dependent upon human mental activity Product of mind Symbolic procedures construct reality Structure relies on experiences/ interpretations
Mind	Builder of symbols Perceiver / interpreter of nature Conceptual system for constructing reality
Thought	Embodied: grows out of bodily experience Grounded in perception / construction Grows out of physical and social experience Imaginative: enables abstract thought More than representation(mirrors) of reality Gestalt properties Relies on ecological structure of conceptual system Building cognitive models
Meaning	Does not rely on correspondence to world Dependent upon understanding
Symbols	Tools for constructing reality

Jonassen (1991) presented an argument that reality was in the mind of the knower and that the knower interpreted that reality. Further, he believed that all humans construct reality through interpreting the experiences of the world around them (Jonassen, 1991). This assumption fits well epistemologically as constructivists believed that “meaning is a function of how individuals create meaning from their experiences” (Jonassen, 1991:11). Therefore, this study

essentially addressed how senior enrolment management leaders and their followers make meaning of leadership.

Engaging in a constructivist study means that as a researcher, one participates in a co-construction (or collaboration) of knowledge. This co-construction of knowledge required this researcher to approach this study not only as an investigator, but also as a collaborator. Co-construction of knowledge and experience occurred at multiple points of his inquiry, including engaging participants in interviews, which assisted in telling the story of senior enrolment managers and their leadership traits. Furthermore, co-construction of reality or knowledge was employed through consulting with participants (where needed) both during and after interviews in a way to understand better if their meaning is the same meaning the researcher initially considered under each tenet of the Kouzes and Posner leadership model.

Further, in qualitative research, multiple truths or realities already present within participants helped describe the participants. Within this context, multiple truths commonly refer to how people “understand reality in different ways that reflect individual perspectives” (Erlingsson & Brysiewicz, 2013:1). In constructivism, multiple meanings are socially constructed and often have no one specific reality (Mertens, 2009). Typically, the researcher understands that ideas and concepts of importance will emerge within a study (Mertens, 2009). Within this vein, it is therefore crucial to have a sense of ontological authenticity by permitting participants within the study the opportunity to be aware of their own constructions of reality (Mertens, 2009). In the case of this study, the multiple truths and realities of both senior enrolment managers and their followers were explored through a survey instrument and interviews and described in depth through data analysis and reduction.

3.9.1.1 Constructivism criticism

Despite being referred to as the “most influential ‘theory’ of learning in education” (Rowlands & Carson, 2001:1), there are many divergent thoughts related to the utility of constructivism as a viable paradigm (e.g., Von Glaserfeld,

1995; Staver, 1998) for research inquiry. One school of thought relates to how knowledge (epistemologically) is developed. Rowlands and Carson (2001) noted that knowledge being built by the learner is controversial, although some constructivists dispute this.

Von Glaserfeld (1995) essentially argued that all meanings of words were subjective and that subjectivity to some degree influences how constructivist researchers maintain true objectivity. Jaworski (1994) commented that constructivism says nothing about, whether statements that people say are true or false and this again lessens the credibility of this paradigm.

Moravcsik (1999) believed the entire premise of constructivism is weak on two fundamental grounds: no testable hypothesis and no method to test a hypothesis alternative and no null hypothesis. This, of course, is a strong argument in favour of an empirical positivist ideology, but does not address the ways that many researchers have successfully demonstrated strong reliability, confirmability, credibility and trustworthiness that has been well tested. Galtung (1972:363) in the same way defied constructivism by stating that the theory “says that if so and so is done, then this and that would result. However, it is much more complicated than looking at it simplistically. While the scientific method is solid in terms of its credibility and validity, constructivism embraces a part of the human side that is not as easily quantified – one’s behaviour. Each and every human is unique, and while a survey can effectively parse out trends and mathematical results, it cannot measure the human capacity for vividly illuminating or making sense of the world around them. These attributes can be examined via positivist approaches, but to go genuinely and authentically in-depth, qualitative research is a very viable approach and quite possibly the only approach that can effectively learn more about human behaviour at a basic individual level.

3.10 Research Paradigm

In any research effort, there are paradigms that govern the way, in which the research is gathered. Kuhn (1962) noted that paradigms are essentially

commonly accepted beliefs or understandings between scientists regarding how problems are understood and addressed. Two such paradigms, epistemology and ontology, are key aspects associated with how this study would be governed.

3.10.1 Epistemological perspective

The epistemology of constructivism is defined by what is observed, experienced, or created from an encounter with the environment (Richardson, 2003). This nature of knowledge explains the relationship between the researcher and the participant. In this research endeavour, the participants were the senior enrolment management professionals and direct reports or followers of each of these leaders.

3.10.2 Ontological perspective

Constructivist ontology is essentially concerned with how people construct their own reality; and that reality is not objective, but rather developed by individuals who experience a phenomenon of interest (Krauss, 2005). Crotty (1998) explained that ontology is primarily concerned with *what is*. Packer and Goicoechea (2000:227) extended this by articulating that ontology is “the consideration of being: what is, what exists, what it means for something—or somebody—to be”. Ontologically speaking, the researcher saw the relationship between himself and those being studied as very close and co-constructible. Therefore, from an ontological perspective, the “reality” of the enrolment management professionals’ daily lives may not be viewed through the same lens by followers. This dual reality invariably made for a very fascinating study on how individuals construct their own reality and what it means within the scope of leadership within a complex organisation.

Constructivist ontology is essentially concerned with how people construct their own reality, developed by individuals who experience a phenomenon of interest (Krauss, 2005). In the case of this research, the researcher commenced this study, believing that it was entirely possible from an

ontological perspective that enrolment management professionals may describe their leadership style one way; however, the reality is that followers could likely interpret leadership in the way that they socially construct their reality. Therefore, it can be said ontologically that the reality that the enrolment management professionals live daily, may not be the same as viewed through the perspective of the EM's followers. When the study concluded, this is exactly what occurred, in that followers interpreted leadership in some cases very differently to the views of their leaders.

3.11 Data Gathering

3.11.1 Research setting

This study took place in the United States of America within the State of New York. The setting for this study included 4-year degree public and private institutions of higher education in the North-eastern United States. All of the colleges and universities that took part in the study were situated in the western and central part of the state. All the schools that participated in the study are fully described in the table below. The number of participants for this constructivist multiple case study totalled 21. The 21 participants in the study included 7 senior enrolment management professionals and 14 direct reports, representing 2 direct reports at each institution. Nineteen of the interviews took place with participants (senior enrolment management professionals and enrolment management direct reports) in their offices at their college or university campus. Due to scheduling issues, the remaining two interviews took place in alternate locations. One interview took place at a restaurant near the interviewee's campus and the other interview took place on the phone. Selection processes were accomplished through convenience sampling, which is fully explained in subsequent sections of this document.

Seven schools were selected to be part of this study. Of the seven, two withdrew early before the study took place and this predicated the need to select

two more institutions of higher education. Specifically, the setting criteria included:

- Seven senior enrolment management professionals at colleges and universities in the western and central areas of New York State within the United States of America;
- All of the colleges and universities selected had the highest level of recognised accreditation in the USA from a regional accreditation organisation called the Middle States Association of Colleges and Secondary Schools, which is fully endorsed by the United States Department of Education.

3.11.1.1 Specific settings for each college or university location

Table 14 below describes the settings for each of the interviews that were conducted with SEM leaders and their followers. Each of the colleges and universities are identified by a fictional name to protect the anonymity of study participants.

Table 14

Names and Descriptions of Colleges

Name of School	Description of School
Shiny College	Shiny College is located in a wealthy suburb of Rochester, NY (pop. 209 983) with a population of 43 639. SC is a private liberal arts college of 3 700 undergraduate and graduate students. SC accepts approximately 66% of students, who apply. All interviews were conducted in an executive board room that connected to the suites of one of the Vice Presidents.
Quiet College	Quiet College is located in a wealthy suburb of Rochester NY (pop. 209 983) with a population of 43 639. QC is a private, religiously independent liberal arts college of 3 257 undergraduate and graduate students

and accepts approximately 70% of students, who apply. All interviews were conducted in two locations: in a small house that encompasses the Office of Undergraduate Admissions and in the private office of the SEM leader.

Rust Belt University

Rust Belt is located in the state capital of New York state (population 98 566). Albany is a gritty industrial city that also is the seat of government for the state. The university is a research-intensive institution, granting Bachelor, Master and Doctoral degrees and has a population of over 17 000 along with an acceptance rate of nearly 56%. All interviews were conducted in an auxiliary location that houses the “processing unit” of the undergraduate admissions office. All interviews were led in the leader and follower’s offices within this building.

Scenic Escape College

SEC is an independent 4-year liberal arts college that is located in a small rural town called a hamlet and has a yearly population of a little over 1 100 residents. The location that the school is in lends itself to many outdoor activities and the rolling hills and changing leaves in the Fall make this an ideal vacation destination. The college educates approximately 2 000 students and has an acceptance rate of over 75%. All interviews were conducted in the private offices of each of the leaders and subordinates as they all share one floor in the building.

Technology College

TC is a 4-year technology college that has an enrolment of approximately 3 500 and engages in robust research in

the areas of science, architecture and engineering. The school is located in a small rural town of approximately 4 000 residents. All interviews were held in the private offices of each of the leaders or followers.

Grape College

GC is a 4-year liberal arts college with an approximate population of 5400 students with about 94% of student attendees being undergraduate. The total population of the rural town in which the college is located is over 11 000. Two of the interviews (followers) were held on the financial aid wing of the school as scheduling with the SEM leader could not be maintained on my visit to the school. After the on-campus interviews, I was able to meet over the telephone with the SEM leader.

Professional College

Professional College is a private co-educational college with a religious affiliation and is located in a large city within the state of NY with a population of over a quarter million residents. The college currently has an enrolment of approximately 3000 students. Because of the small size of the college, all interviews were held in the offices of the SEM leaders and their followers. Nearly all of the staff are housed in the same building and had offices or suites adjacent to one another.

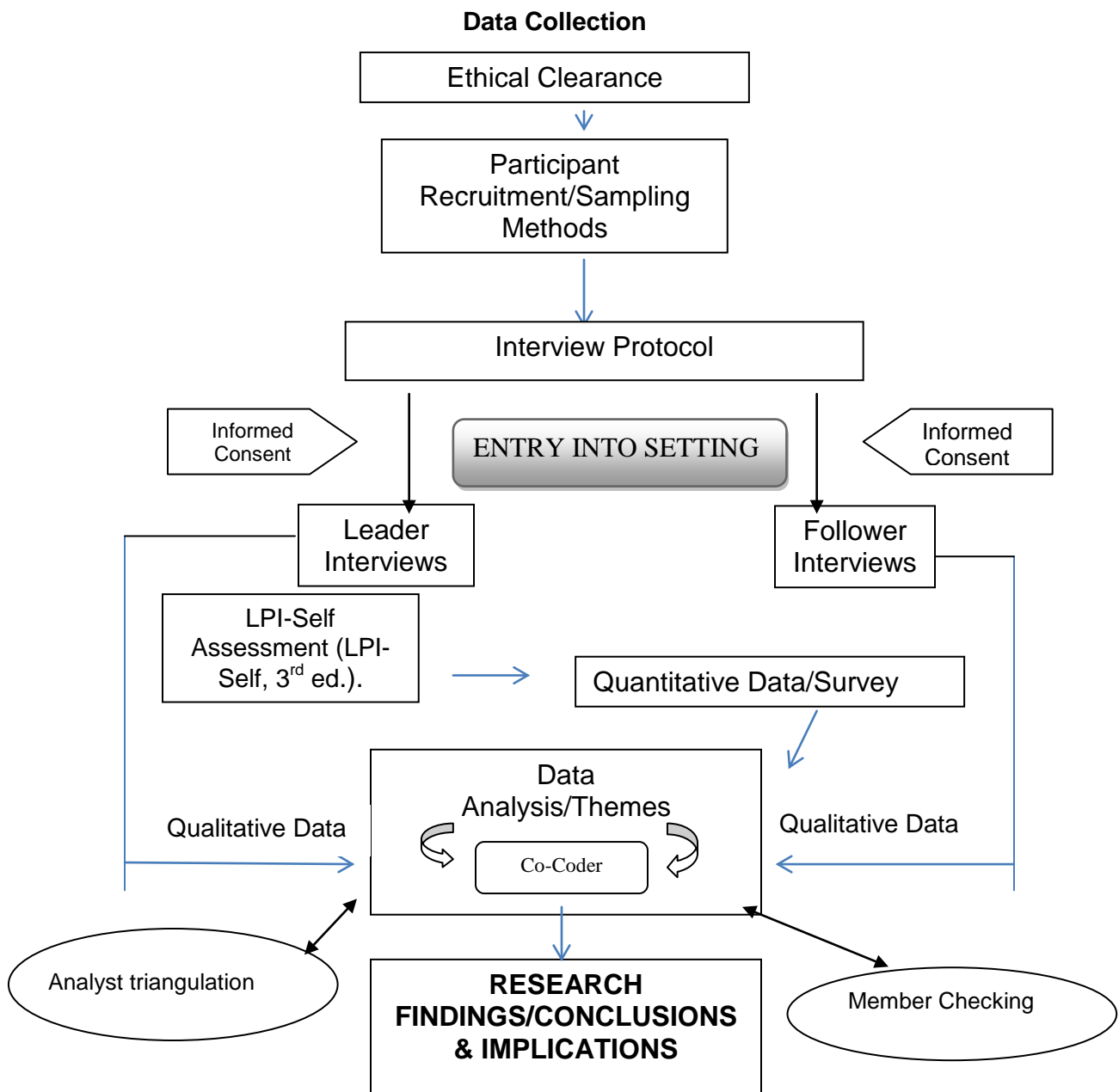
All Census data was gathered from the US Census Bureau through the quick facts tables and are located at <http://www.census.gov/quickfacts/table/>

3.11.2 Procedures for data gathering, collection and analysis

Qualitative methods are typically associated with collecting data that include in-depth interviews, focus group interviews, member checking and participant observation (Green, 1999). Methods ideally should be linked

epistemologically to the purpose of the study and the research questions (Marshall & Rossman, 1999). For this study, the researcher utilised a three-part strategy involving participant observation, interviews and document analysis. Below is a flow chart (Figure 2) that illustrates the specific procedures that the researcher took to gather and collect data and engage in analysis of this information.

Figure 2 *Procedures for Data Gathering, Collection and Analysis*



3.11.3 Ethical clearance and IRB

Prior to the implementation of this research, ethical clearance was sought and received from the University of the Free State. Subsequently, IRB approval was sought out and received by all participating institutions. The following steps outlined in Table 15, and described in depth, were implemented to complete the study:

Table 15

Procedures for Data Gathering, Collection and Analysis

Step	Activity
Step 1 : Secure ethical approval	<ul style="list-style-type: none">• Request permission to engage in research from the Ethical Review Board at the University of the Free State, RSA• Contacted Ethical Review Boards (IRB) at each school, completed their forms and narrative requests to get approval from participants' home schools
Step 2: Identify sampling methodology	<ul style="list-style-type: none">• Mixed purposeful systematic non-probabilistic sampling
Step 3: Identify sampling criterion	<ul style="list-style-type: none">• Senior enrolment professionals• Direct reports to senior enrolment management professionals
Step 4: Pre-interview protocols	<ul style="list-style-type: none">• Develop qualitative interview protocols• Purchase copies (7) of the LPI Leader assessment from publisher, who owns the intellectual property rights for the survey instrument• E-mail to all study participants a brief synopsis of the Kouzes and Posner leadership model in order to make them aware of the general themes that are the focus of the study• E-mail to study participants informed consent forms to review and sign• Determined a day and time to meet with the senior enrolment leader and two subordinates at each school

Step 5: Identify interviewees

- All are exceptionally knowledgeable with their profession and individuals that can assist in understanding how leadership is perceived and exercised
- Leader interviewees selected based upon their years of experience in the enrolment management field
- Direct reports selected based upon their serving in an office associated with enrolment management
- Direct reports selected based upon their reports to a senior enrolment management professional
- Direct reports selected based upon reporting line authority that allows the direct report an opportunity to objectively assess the senior enrolment management professional
- E-mail introductory letter that very briefly outlined the purpose of the study, time commitments for participants, and asked to discuss this further on the phone

ENTRY INTO THE SETTING

Step 6: Informed consent

- All participants were given an informed consent document prior to the interview and then told at the time of interview that they should all be honest and upfront. Additionally, they were told that should they become uncomfortable; they are free to withdraw from the study at any time without fear of any reprisal
- Engaged in interview at all seven sites (including two alternate sites) and with the 21 participants
- E-mail out LPI self-completion surveys to study leaders

Step 7: Interviewing

- Received approval to conduct research at schools and notified participants that they would receive a second e-mail that delineated requirements to participate in

- the study
 - Semi-structured, informal interviews were developed, which encapsulated both main questions and prompting questions
 - Scheduled times to speak with prospective study participants for two weeks after e-mail was sent
- Step 8: Post-interview procedures
- Thanked all participants for volunteering for this study via e-mail
 - Sent follow-up e-mails to study participants as a way to clarify, what they said or gather additional information that did not come to light in the interview itself
 - Field notes taken immediately after completing the interview
 - In some cases, e-mail follow-up with participants was necessary to clarify responses to questions
- Step 9: Transcription procedures
- Interviews transcribed by independent third-party transcription service
 - Interviews read by an outside reviewer to assure credibility
- Step 10: Reflective journal
- Journaling was done after interviews
- Step 11: Data analysis
- Engage in thematic analysis
 - Data was coded into a software system called MAXQDA
 - Themes were identified through data reduction
 - Member Checking - external reviewer reviewed the data
 - Received LPI-self-assessment data from the survey that senior enrolment management leaders took
 - Engaged in quantitative statistical data analysis from the survey
 - With a co-coder, assessed the data and determined codes, categories, and themes.
-

3.12 Sampling Differences between Quantitative and Qualitative Research

A combination or mixed purposeful sampling was utilised in this study. This is very different compared to sampling in the positivist (quantitative) tradition. Quantitative sampling is based on drawing representative sections from entire populations. “The aim of all quantitative sampling approaches is to draw a representative sample from the population, so that the results of studying the sample can then be generalised back to the population” (Marshall, 1996:522). Sampling is then based on random sampling and random sampling error (Marshall 1996) or other alternative approaches (e.g., quota controlled). In qualitative sampling, random sampling is not appropriate as samples tend to be small (Marshall, 1996). Quantitative concepts such as normal distribution do not align with qualitative research as concepts like “beliefs and attitudes” are not normally distributed (Marshall, 1996:523).

3.12.1 Qualitative Sampling

Mixed purposeful sampling is used when the “researcher is looking for participants who possess certain traits or qualities” (Koerber & McMichael, 2008:464). Purposeful sampling is the most common sampling technique in qualitative research and includes selecting participants who share common characteristics (Marshall, 1996; Tong, Sainsbury, & Craig, 2007). Purposeful sampling strategies were used to ensure that the senior enrolment management leaders, and their direct reports were appropriate, applicable, valid and could contribute significantly to the study.

The researcher sampled enrolment management professionals who met the sampling criteria. This was very closely aligned with the population the researcher sought to learn more about. This study employed three specific types of purposeful sampling: maximum variation, convenience and snowball sampling (Creswell, 1998; Onwuegbuzie & Leech, 2007).

3.12.2 Systematic non-probabilistic sampling

This is the type of sampling the researcher utilised in his study to identify specific groups of people who live in circumstances relevant to the phenomena being studied (Mays & Pope, 1995). Informants were identified because of their knowledge and their ability to explore a particular topic, which was relevant to the research (Mays & Pope, 1995). All senior enrolment managers and their followers were carefully selected to assure that they were exceptionally knowledgeable with their profession and were individuals that could make a meaningful contribution towards truly understanding how leadership is perceived and exercised.

3.12.3 Sample size

Establishing sample size in qualitative research is heavily contingent on whether the researcher is seeking breadth or depth (Patton, 1990). Onwuegbuzie and Leech (2007) noted that in order to establish an appropriate sample size, researchers must consider other studies (e.g., ethnography and grounded theory) that utilised the same design, where saturation was reached. By examining the sample sizes of other similar research, this provided the researcher with an opportunity to develop a baseline for an appropriate sample. The researcher reviewed 84 separate qualitative research studies directly related to leadership in the educational and business sectors and published between 1979 and 2004 that utilised many different qualitative methods. He established that there was no formal agreement on how large a sample must be. Some research has delineated sample sizes in qualitative research, which should range from 3 to 12 participants (Creswell, 2002; Johnson & Christensen, 2004; Krueger, 2000; Kuzel, 1992; Morgan, 1997; Morse, 1994). Other research indicated that qualitative research should include at least 6 to 25 participants (Creswell, 1998; Morse, 1995, 2000; Stake, 2006).

Despite the fact that little agreement exists on what is an appropriate sample size in a study, there is significant consonance related to supplementary factors, which should be considered, when determining this critical number.

Ritchie and Lewis (2003) noted that some factors that may influence the potential size of the population (Mason, 2010) include the heterogeneity of the population, the number of selection criteria, the extent to which nesting of criteria is needed; groups of special interest that require intensive study, multiple samples within one study, types of data collection methods use, and the budget and resources available.

3.12.4 Sample Saturation

Saturation, considered the “gold standard by which purposive sample sizes are determined” (Guest, Bunce, & Johnson, 2006) serves as a way to explain more fully the number of participants in this study. Guest, Bunce, and Johnson (2006), in studying the topic of saturation, found that when engaging in over 60 interviews for one study, saturation occurred after only 12 interviews. Another researcher went as far as to say that investigators know how many interviewees they need, when the study is over and where the researcher has attained sufficient saturation (Small, 2009). When the sample is appropriate, this leads to saturation, whereby a process of replication in categories can occur (Morse et al., 2002).

Given the purpose of this study – to investigate exemplary leadership among senior enrolment management professionals and how direct reports interpreted the leadership of their supervisors, the criteria for selecting candidates for participation was aimed at determining, whether the sample is representative to a larger population of senior enrolment management professionals nationwide.

It was necessary for the data to be collected and analysed over an extended period of time, and for practical reasons, research sites had to be within a reasonable 4 to 5-hour driving distance from the researcher’s residence in Rochester, New York. While a nationwide sample would have been desirable, finances, time and distance precluded this option. Given the scope of this study, community colleges with different hierarchical enrolment management systems were also ruled out. Further, the fact that the researcher works in a public

network of higher education institutions within the State University of New York (SUNY) system, this seemed like the most logical candidate for study sites. As part of this study, the researcher commenced his analysis by contacting senior enrolment management professionals within the SUNY system for their possible participation or suggestions of others that could be strong candidates to be involved in the study. Following this procedure, and since he was unable to attain seven participating institutions, the researcher expanded his search for participant schools to encompass private colleges and universities. Most private and public colleges and universities in the United States have similar or slightly differing hierarchical structures in senior administration, where targeting these types of schools would not significantly alter the study in any way.

In every case, the researcher sought to select like institutions with similar types of organisational structure, where there was a traditional vice president for enrolment management (or director of admissions) and a well-defined hierarchical structure within the office he was studying. Typically, these structures include: a vice president / assistant vice president for enrolment and offices such as admissions or financial aid, who report to the senior enrolment management professional. This was an attempt to make sure that the interviews and data were generalisable.

3.12.5 Sampling criteria: senior enrolment management professionals

Senior enrolment management leaders were selected according to the sampling criteria that made them strong candidates to participate in the study. Specific sampling criteria for this study included the following:

- Those leaders functioning at a senior level within a private or public college or university;
- Individuals who were found to have titles at the executive, vice, associate and assistant vice president level director or similar level and are involved with comprehensive policy level decision making at the senior or executive level within their unit at the institution;

- Senior leaders who engaged in a strategic high-level role at their institution and had significant involvement with identifying leadership within their unit through engagement with direct reports.

Sampling adequacy was also taken into account as part of this study. Sampling adequacy refers to the fact that the sample that the researcher uses must be appropriate and applicable to the study (Morse, Barrett, Mayan, Olson, & Spiers, 2008). The researcher took careful consideration of the sample frame and tied it directly into his research questions. Therefore, he selected only senior enrolment management leaders who currently serve in the relevant positions and who would be able to answer the leader research questions.

3.12.6 Sampling criteria: direct reports

Sampling criteria for direct reports were established to gain unique insight and perspective about their leader that could only be gleaned through intensive one-on-one interviews. Specific sampling criteria included: (a) direct reports serving in an office associated with enrolment management; and (b) direct reports to the senior enrolment management professional reporting line authority that permitted the direct report an opportunity to objectively assess the senior enrolment management professional (their leader).

3.12.7 Sampling methods and strategy

This study made full use of numerous sampling methods and strategies. Sampling methodology is extremely important in qualitative research as, “sample selection has a profound effect on the ultimate quality of the research” (Coyne, 1997:623). Below are the different types of sampling methodology employed in this study.

3.12.7.1 Maximum variation

The first sampling method that was utilised was that of maximum variation. Maximum variation is viewed as one of the most commonly used types of purposeful sampling. “One of the most frequently employed kinds of

purposeful sampling in qualitative research and typically requires the largest minimum sample size of any of the purposeful sampling strategies” (Sandelowski, 1995:181).

In order to carry out a maximum variation sampling effectively, researchers decide on the kind of variation. One major kind of variation, called demographic variation, occurs, where variation is sought on characteristics such as age, gender or race (Sandelowski, 1995). The maximum variation sample permits the researcher to study a broad range of participants (Marshall, 1996). Maximum variation sampling also provides a mechanism for determining, when saturation has been achieved. In the case of this study, maximum variation sampling occurred, when the researcher selected participants who were differentiated by gender, age or experience in the enrolment management field.

3.12.7.2 Convenience sampling

Convenience sampling was also utilised in the study. Convenience sampling is considered to be one of the least rigorous sampling techniques (Marshall, 1996). Convenience sampling involves utilising participants from available populations (Catts, Fey, Zhang, & Tomblin, 2001). Convenience sampling also occurs, when participants are selected based upon a first-come-first-served basis (Luborsky & Rubinstein, 1995). Convenience sampling is defined as consisting of “participants who are readily available and easy to contact” (Higginbottom, 2004:15). Researchers have noted that convenience sampling provides an acceptable sample in most situations (Koerber & McMichael, 2008). As part of convenience sampling, the researcher contacted enrolment management leaders through e-mail and found possible participants’ electronic mail addresses on their internet webpages. The internet webpages that he accessed were typically found within the “biography sections” of their institutions’ organisational chart, which allowed the researcher to assess quickly, whether they met the criteria he was pursuing. E-mail addresses of subordinates or followers of the leaders’ e-mail addresses were supplied by their supervisor, pending the direct reports’ agreement to consider participating in the study.

In this study, enrolment management senior managers as well as mid-level and frontline staff were carefully selected. Additionally, mid-level staff and frontline staff, working in the same office were also chosen to participate.

3.12.7.3 Snowball or chain sampling

Snowball or chain sampling is often called network sampling and involves asking participants to recommend candidates for a study (Marshall, 1996; Onwuegbuzie & Leech, 2007). Snowball sampling is a legitimate form of sampling and “is arguably the most widely employed method of sampling in qualitative research in various disciplines across the social sciences (Noy, 2007:330). Through snowball sampling, the researcher was able to select participants from an admissions advocacy organisation called the New York State Association for College Admission Counselling, otherwise known as NYSACAC. The New York State Association for College Admission Counselling is a professional enrolment management affiliate with over 1 100 members who are part of the National Association of College Admissions Counselling. This organisation serves as the administrative and professional backbone of bright and intelligent leaders, serving within enrolment management. As such, the researcher spoke directly to the past president of the organisation in order to gain insight into this individual’s assessment of the senior enrolment management leaders in New York State, who could possibly make good candidates for this study.

3.12.7.4 Pre-study procedures

Once potential participants were identified, the researcher sent an e-mail to each person, outlining the scope of the study and asking for their assistance. The criteria that he was searching for included: enrolment management leaders and direct reports who work together and were seen as a high-functioning unit that is capable of achieving their division’s goals, benchmarks and outcomes. To guide the selection process of possible participants, the researcher created a

script, when talking to these gatekeepers that made sure that the participants selected met the criteria he was looking for.

The researcher first explained the criteria that he was looking for in study participants, which included the following:

- The potential participant had a great deal of leadership experience in the field of enrolment management and was viewed as a leader at their institution and perhaps within the field of enrolment management;
- The leader's actions demonstrated success for the organisation via improved admissions rates, best practices in enrolment management, or through meeting or exceeding all outcomes expected of the leader;
- The enrolment management leader's experiences within the organisation demonstrate that the individual works well with direct reports and is seen as a collaborating force in the division.

The researcher asked all colleagues he spoke to, to reach out to potential participants and make them aware that he would be contacting them and was interested in their experiences in the organisation as a leader. Additionally, it was critical that the organisational leader who was to be selected was comfortable in the researcher working to assess their direct reports. These individuals were contacted prior to the study to gauge their interest in participating in the research.

Once the researcher had developed a list of potential candidates for this study and they had been vetted by him, he e-mailed these individuals directly to tell them more about himself, the purpose of the study, and invited them formally to participate. Additionally, he provided full disclosure related to the time commitment to be part of this study. Furthermore, he took great effort and care to make potential participants aware of confidentiality. The next to last steps in this process involved setting up interview times. Finally, the researcher followed up with each potential participant through an e-mail, thanking them for meeting with him to interview them.

This study utilised a network of professionals in the field to determine who would be a good match for this study. These individuals included admissions and enrolment management colleagues, consulting colleagues, national professional organisation colleagues in the profession, who were able to guide the researcher in selecting potential leaders who could be a good fit for this study.

All participants were contacted by the researcher via e-mail (Appendix B) as part of a written script for chain sampling that was designed to determine a possible good fit for the study. This e-mail also served as an introductory communication designed to introduce him to them, gauge their interest in participating, inform them of the time commitments associated with the study, and schedule a short conversation on the phone as a follow-up. The e-mail communicated with the recipient, what the study was about, the purpose of the research, and finally, solicited their interest in participating. Initially, nine schools were identified and contacted. Seven of the nine responded and indicated their interest in continuing in the research. In the process of scheduling colleges, two of the schools had to drop out of the study due to specific situations, which included an absence of sustained communication between the researcher and the senior enrolment management professional and, in another case; the participant was terminated from his employment shortly after agreeing to be part of this study. This necessitated the need to select two “replacement schools”. As a result of that effort, the two replacement schools’ senior enrolment management leaders that the researcher contacted generously agreed to participate.

Initial introductory phone calls to prospective participants generally lasted about 30 minutes and were designed as a way to help them understand the reasons, why this study was being carried out and how their participation could be of benefit to both themselves and the profession. Questions that the participants asked were answered in this conversation, and each senior enrolment management leader was encouraged to connect with their direct reports to determine if this was a feasible undertaking in light of their busy

schedules at their respective higher education institutions. Nearly all of the senior enrolment leaders indicated that they would speak with their staff and then contact the researcher back with a final determination of their ability to participate. Many of the SEM leaders then sent e-mails to their direct reports, carbon copying the researcher's initial e-mail to them asking them to participate and connecting those direct reports to me. He then sent out an e-mail to the direct reports, telling them about the study and asking to speak with them on the phone briefly to outline next steps and instructions for informed consent.

Following a school's agreement to participate (both the leader and direct reports), the researcher informed all senior enrolment management leaders that he would be back in contact with them, pending completion of each of their institutions' Ethical Review Board processes and subsequent approval from these entities. All the Ethical Review Boards at each of the schools were contacted by phone or e-mail and they described their process to the researcher. All institutions required the researcher to go through the IRB process. As a result, he completed all seven of the Ethical Board requests, which consisted of a completion of their application to study human subjects on their campus. One school required him to complete a test on what the IRB means and how it is utilised. The Programme, called the Collaborative Institutional Training Initiative (CITI) at the University of Miami, is a series of courses with exams that test the user on such topics as: the history of ethical review boards, working and communicating with human subjects, and policies and procedures. Once he successfully completed the IRB for each school, the researcher e-mailed this back to the institutions along with attachments that included; (a) Signed Ethical Review Clearance Approval from the University of the Free State; (b) Certificate of completion from CITI; (c) Informed consent forms for both the leader and direct reports; (d) A copy of the survey instrument; and (e) Proposed leader and follower questions.

It is also worthwhile to note that one school would not permit the researcher to do any study of human subjects unless it was "sponsored" by a member of the school's faculty. In this case, the researcher contacted individuals at that

school and was eventually put in contact with the Senior Academic faculty member at the institution (called a Provost in the USA) and she generously agreed to sponsor this research. As a result of receiving this sponsorship from the Provost, the researcher was able to complete the IRB and was approved by that school to engage in research on their campus. The specific procedures that were completed from both the quantitative and qualitative methodological perspectives follow below. Special and comprehensive attention is placed on describing the survey instrument that was utilised along with validity and reliability information associated with the implementation of this tool with SEM leaders.

3.13 Quantitative Analysis

3.13.1 Procedures associated with implementing the study with participants

A quantitative study is dissimilar to a qualitative study, where the “unit” in qualitative research is the, “county, region, country or other bounded phenomenon of which the writer has in-depth knowledge” (Gerring, 2004:344). Qualitative research is often referred to as an inductive process through which themes and categories emerge from the researcher’s investigation (Zhang & Wildemuth, 2009); whereas quantitative research, conversely, is deductive or theory driven, where hypotheses are derived from theory and confirmed through empirical investigation (Gelo, Braakman, & Benetka, 2008). Ontologically, quantitative research involves realities that are viewed as objective, where qualitative ontological approaches view reality as being socially constructed (Gelo, Braakman, & Benetka, 2008).

3.13.2 Instrument to gather data – LPI-self inventory

First developed in 1987, as Kouzes and Posner “interviewed more than 500 individuals, reviewed more than 12 000 case studies, and analysed more than a million survey questionnaires” from leaders and managers in

organisations, they successfully developed the Five Practices of Effective Leadership (Kouzes & Posner, 2010a:9). This research led to the development of the Leadership Practices Inventory (LPI). The LPI was a quantitative instrument that was based on Kouzes and Posner's studies related to managers, when describing their personal best leadership experiences (Zagoršek, 2004; Chiok Foong Loke, 2011). Kouzes and Posner (2002:176) defined personal best experience as one, where a manager or leader describes a time, where they had a "major change... [or] significant impact on their organisation". The LPI instrument features practice statements that serve to measure the five leadership practices that K& P developed.

Subsequent research with 5 000 additional managers and direct reports helped validate the LPI with internal reliability coefficients ranging from .70 to .91 (Leech & Fulton, 2002). Essentially, Kouzes and Posner found that "leadership is an observable, learnable set of practices regardless of profession, and although there were many variations in leaders, the personal best leadership experiences all had similar patterns" (Taylor, Martin, Hutchinson, & Jinks, 2007:407).

The LPI was administered to two different populations, including the leader (also called LPI-Self) and / or the follower or direct report subordinate (also called the LPI-Observer). The LPI has also been adapted for use on college students. As noted in Slater et al. (2010:200), "researchers have used the LPI to measure performance and make comparisons of practice in the five leadership dimensions across organisational types (business, governmental, educational), functional disciplines, ethnic backgrounds and cultures".

Based on solid research involving over 70 000 surveys, 1 000 written case studies, and 100 in-depth interviews, Kouzes and Posner (2002b:2) asserted that "validation studies...conducted over a 15-year period consistently confirmed the reliability and validity of the *Leadership Practices Inventory* and the *Five Practices of Exemplary Leadership* model". Further, Sashkin and Rosenbach (1998:79) noted that the "LPI has been extensively applied in many organisational settings and is highly regarded in both the academic and

practitioner world". Lund (2013:iii) confirmed this by noting that the LPI is one of the "most widely used leadership assessments in the business world".

Originally, when the LPI was developed, it utilised a 5-point Likert scale; however, in 1999, Kouzes and Posner revised the scale to represent a 10-point Likert scale to "increase sensitivity to changes in leadership behaviour" (Tourangeau & McGrilton, 2004:184). Each of the seven enrolment management leaders completed the survey.

The five factors, which the LPI (Self) measured, included:

- *Challenging the Process*, measuring the leaders' propensity to make systemic changes and set appropriate goals;
- *Modelling the Way*, measuring the leaders' ability to lead by example;
- *Inspiring a Shared Vision*, measuring the ability of leaders to motivate others to attain organisational goals;
- *Enabling Others to Act*, measuring leaders' ability to allow others to join in a collaborative partnership for change;
- *Encouraging the Heart*, measuring the leaders' ability to evaluate progress and celebrate the successes of others (Shillingford & Lambie, 2010: 210).

Based upon years of research, Kouzes and Posner (2012) discovered the most frequently used practices employed by managers were *Enabling Others to Act*, followed by *Modelling the Way*. *Challenging the Process* and *Encouraging the Heart* yielded similar average scores, while *Inspiring a Shared Vision* was the least frequently engaged in practice (Kouzes & Posner, 2012). The LPI is a 30-item questionnaire that comprises six statements (in question form) for each of the five leadership practices, which utilises a Likert scale to measure participants' responses. Items for each subscale were summed and averaged to obtain a score ranging from 1 to 10 for each leadership practice; and a total scale score is the average of all 30 items (Lashinger, Wong, Grau, Read, & Stam, 2012:881). The LPI instrument's 30 items measure the five core practices

of transformational leaders and each of the statements (six each) and were assessed on a 10-point Likert Scale: (a) Almost Never; (b) Rarely; (c) Seldom; (d) Once in a While; (e) Occasionally; (f) Sometimes; (g) Fairly Often; (h) Usually; (i) Frequently; and (j) Very Frequently. Each section of the LPI and corresponding questions corresponds to a leadership construct that Kouzes and Posner identified.

In the case of this survey, question numbers 1, 6, 11, 16, 21 and 26 corresponded to statements that related to *Modelling the Way*; questions 2, 7, 12, 17, 22 and 27 referred to statements that corresponded to *Inspiring a Shared Vision*; questions 3, 8, 13, 18, 23 and 28 referred to statements that related to *Challenging the Process*; questions 4, 9, 14, 19, 24 and 29 referred to statements that related to *Enabling Others to Act* and; questions 5, 10, 15, 20, 25 and 30 paralleled to statements that correspond to *Encouraging the Heart*.

Once all EM leaders had completed the assessment, a report was generated and accessed by the administrator's home page and generating a report. The report came back to the researcher only (as the administrator of the survey) for assessment. The report included numerical and graphical representations of the data. Each individual who completed the survey, was scored on a 6 to 60 scale for each of the leadership constructs. Each construct included six questions and a Likert scale that ranged from 1 "almost never" to 10 "very frequently", which corresponded to the rating scales within each construct. The higher the score within each construct, the more the leader performs within that particular practice. The LPI self-report included a section labelled "Leadership Behaviours Ranking". This page illustrated the ranking, from most frequent to least frequent, of all 30 leadership behaviours based on their self-rating. Horizontal lines separated the 10 most and the 10 least frequent behaviours from the middle 10. The response scale runs from 1—Almost Never to 10—Almost Always" (LPI Self, 2013:3). Questions on the ranking were ranked from "most frequent" to "least frequent". Each question was then visually displayed along with the question number, what leadership practice each question corresponded to and the particular rating for each question. The next

section of the LPI self-report broke out each of the constructs, displayed each of the questions under each construct and included a graphical representation of each question by utilising a bar graph and a scale from 1 to 10.

The final section of the LPI self-assessment report, which was available to the researcher, was the percentile ranking. This report provided him with a ranking through a line graph that graphically depicted how each respondent answered each of the questions and how the leaders' responses compared to other individuals who had taken this same survey (N = 3 million+) in the past. "The horizontal lines at the 30th and 70th percentiles divided the graph into three segments, roughly approximating a normal distribution of scores. Each line on the graph illustrated, what "percentile [participant leader] responses [fell] into for each practice" (LPI Self, 2013:14).

All seven of the senior enrolment management professionals who participated in this research, were sent the LPI-Self survey to complete. Four of the seven participants completed the survey in June 2014. One participant completed the survey in August 2014 and the final two participants completed the survey in October 2014. All participants were sent invitations that originated from a website that manages the LPI surveys called Pfeiffer Assessments. Pfeiffer Assessments is the company that is operated under Wiley Publications, who manages the publishing of the books that Kouzes and Posner work with. The participants received an e-mail from Pfeiffer (written by the researcher), inviting them to complete the survey. Each participant was then required to create a profile with a user name (their e-mail address).

Through the Pfeiffer Assessments portal, the researcher was able to generate a report for each of the participants. As the user reading the data, he was presented a webpage that displayed a dashboard, which included information in a table that encompassed data such as: when the survey was created by him, who took the survey, when the survey was completed by the participant, the survey's status (active or inactive) and the assessment status (in progress or completed). For every participant who completed the survey, the researcher was able to view their name, username and e-mail.

As the investigator on this study, he was able to generate reports (called individual feedback reports) to display scores for a single leader. By selecting all leaders, the researcher was able to see the full LPI report for each leader along with detailed bar graphs for each of the leadership practices, leadership behaviours' ranking, and percentile rankings. After he requested the report, it moved to a 'pending status' in the queue until all of the information was compiled, at which point it changed to a 'download' status. While the reports were generated in an easily readable and colourful format and included aggregate data for each of the EM leaders; this did not permit a researcher to analyse the data statistically. The researcher, therefore, contacted John Wiley & Sons, Inc. (the owner of the assessment) to assist him in extracting the raw data.

John Wiley & Sons, Inc. provided him a raw data file (Excel format), which included each participant's scores for each of the questions. He then matched the questions to the leadership construct and was able to extrapolate descriptive statistical data from the raw data via utilisation of a quantitative analysis tool called Statistical Analysis System (SAS). Data analysis and results from this effort are fully articulated in the next chapter.

3.13.2.1 Validity and reliability of the LPI

The researcher was fully aware of how important validity and reliability were in utilising any survey instrument in research studies. One key aspect of any survey instrument revolves around the validity. "Validity addresses the question of whether or not an instrument truly measures, what it purports to measure and, accordingly, whether its scores have meaning or utility for a respondent" (Kouzes & Posner, 2002b:13). In a research study, Huber, Maas, McCloskey, Goode, and Watson (2000) examined 18 different leadership instruments, and they discovered that the "LPI was the only one to receive the top score in psychometric soundness and ease of use" (Kouzes & Posner, 2002b:16). When the first LPI was administered to managers as part of Kouzes and Posner's research, five factors with eigenvalues of 1 or higher were

extracted, and this explained 59.9% of variance. These five factors were reported to be consistent with the five leadership practices developed in the previous research of Posner and Kouzes (1988a) and had factor loadings ranging from 0.37 to 0.73 (Tourangeau & McGilton, 2004:183). Today, with tens of thousands of LPI responses and when factor analysis is repeated, the same five factors previously reported were extracted with eigenvalues of 1 or higher and explained 60.5% of variance.

3.13.2.2 Reliability of LPI

Reliability coefficients measure between 0 to 1. Typically, “coefficients at or above 0.80 are often considered sufficiently reliable to make decisions about individuals based on their observed scores” (Webb, Shavelson, & Haertel, 2006:81). “In exploratory analyses, factor loadings are generally considered to be meaningful, when they exceed .30 or .40” (Floyd & Widaman, 1995:294). However, reliability coefficients above .60 are often also typically considered sound. For Kouzes and Posner’s research, reliability coefficients for the LPI-Self had been reported to be consistently between .75 and .87 (Kouzes & Posner, 2002b:6).

Other researchers had reported similar levels of internal reliability in their studies. For example, reliabilities ranged from .80 to .92 in a study of engineering managers and their constituents; and between .71 to .82 in a study of women in executive positions in banking and higher education (Kouzes & Posner, 2002b:6). “With college presidents, internal reliability for the LPI-Self ranged between .71 to .84; the range for the LPI-Observer was .85 to .93, and combining Self and Observer responses produced reliabilities ranging between .84 to .92” (Kouzes & Posner, 2002b:7).

The first LPI was “tested on a sample of 2 876 managers... [and] internal reliabilities ranged between .70 and .84 for the five LPI-Self subscales and between .81 and .91 for the LPI-other subscales” (Tourangeau & McGilton, 2004:183).

3.13.2.3 Kouzes and Posner (LPI inventory)

The LPI is a 30-item questionnaire designed to be administered to the leader (also called the LPI-Self) and the direct report or subordinate (also called the LPI Observer). The LPI-Observer is similar in construct to the LPI-Self, but for the purposes of this qualitative study, was not administered to followers of the leader. The LPI contains “five subscales for each of the *Five Practices of Exemplary Leadership*. Each subscale contains six questions, with a 10-point Likert response scale” (Leadership Practices Inventory:n.d.). Table 16 illustrates the six practice statements and how they are grouped by LPI practice. The rating scale includes a 1-10 spread, with 1 representing almost never; 2 representing rarely; 3 = seldom; 4 = once in a while; 5 = occasionally; 6 = sometimes; 7 = fairly often; 8 = usually; 9 = very frequently; 10 = almost always. The questionnaire serves to measure the five areas of leadership for the leader and observer, including: challenging the process, inspiring a shared vision, enabling others to act, modelling the way, and encouraging others to celebrate their accomplishments collaboratively. “The LPI total score is an overall scoring measure, which combines all five of the individual leadership practices measured by the LPI into a single score” (Wyse, 2014:12).

Table 16

LPI Inventory by Practice and Practice Statement

Practice	Practice Statements
Model the Way	<ul style="list-style-type: none"> 1. Sets a personal example of what is expected 6. Makes certain that people adhere to agreed-on standards 11. Follows through on promises and commitments 16. Asks for feedback on how his/her actions affect people's performance 21. Builds consensus around organisations' values 26. Is clear about his/her philosophy of leadership
Inspire a Shared Vision	<ul style="list-style-type: none"> 2. Talks about future trends influencing our work 7. Describes a compelling image of the future 12. Appeals to others to share dream of the future 17. Shows others how their interests can be realised 22. Paints "big picture" of group aspirations 27. Speaks with conviction about meaning of work
Challenge the Process	<ul style="list-style-type: none"> 3. Seeks challenging opportunities to test skills 8. Challenges people to try new approaches 13. Searches outside organisation for innovative ways to improve 18. Asks "What can we learn?" 23. Makes certain that goals, plans, and milestones are set 28. Experiments and takes risks
Enable Others to Act	<ul style="list-style-type: none"> 4. Develops cooperative relationships 9. Actively listens to diverse points of view 14. Treats others with dignity and respect 19. Supports decisions other people make 24. Gives people choice about how to do their work 29. Ensures that people grow in their jobs
Encourage the Heart	<ul style="list-style-type: none"> 5. Praises people for a job well done 10. Expresses confidence in people's abilities 15. Creatively rewards people for their contributions 20. Recognises people for commitment to shared values 25. Finds ways to celebrate accomplishments 30. Gives team members appreciation and support

3.13.2.4 LPI Research norms

A way to understand better how leaders respond to the LPI questions is by looking at the historical performance of all those who have taken the survey

and compare means. For the LPI, means are derived by adding up all of the scores of respondents (1-10) for each of the practice areas and dividing this number by the number of questions (6). So hypothetically, a respondent can answer each of the questions on the LPI that corresponds to one of the practices with a “10” six times, which would equate to a perfect score of 60 under that LPI practice. While in theory this is possible, in reality, the typical mean scores for respondents are much lower. After Kouzes and Posner (2012:2) surveyed over “350 000 managers and non-managers across a variety of organisations, disciplines and demographic backgrounds”, they began developing descriptive statistical analysis for each of the LPIs for leaders and observers. In Table 17, over a timeframe spanning 15 years (approximately 1997 to 2012), the means for all 350 000 survey-takers are included below. A comparison between these means and the means of the SEM Leader population are included in Chapter 4.

Table 17

LPI Practice Areas and Historical Means

LPI Leadership Practice	Mean
Model the Way	(47.0)
Inspire a Shared Vision	(40.6)
Challenge the Process	(43.9)
Enable Others to Act	(48.7)
Encourage the Heart	(43.8)

Adapted from: *The Leadership Practices Inventory: Theory and evidence behind the Five Practices of Exemplary Leaders*, by J. M. Kouzes and B. Z. Posner (Appendix 0512BP, Table 1:5).

3.13.2.5 Strengths associated with the LPI

In the third edition of the LPI, Kouzes and Posner examined over 2 000 self-reports and found that all five scales exhibited a Cronbach’s alpha over .75 (Kouzes & Posner, 2002b; Baker & Gerlowski, 2007). In other studies

conducted by Kouzes and Posner utilising the LPI, sound internal reliabilities had been confirmed on a consistent basis. In further studies with 36 226 participants, reliabilities ranged between .81 to .90 (Jaskyte, 2004).

In other self-studies, utilising the LPI instrument and through the use of factor analysis, authors found that the LPI instrument was an exceptionally consistent instrument. In one study (Slater, Boone, Price, Martinez, Alvarez, Topete, & Olea, 2002), the authors examined the role of the LPI instrument in relation to the Kouzes and Posner leadership practice model and found that US educators score significantly higher on all scales of the instrument, when compared to their Mexican counterparts. In fact, “factor analysis of the LPI extracted five interpretable factors consistent with the five subscales of the instrument” (Slater et al., 2002:201-202).

Case Study I: Tourangeau and McGilton (2004)

In another study by Tourangeau and McGilton (2004), the authors sought to measure leadership practices of nurses by utilising the LPI in addition to two other survey instruments (Maslach Burnout Inventory & Organisational Environment Assessment). All survey instruments were sent back to the researchers in postage-prepaid envelopes. In that study, 67 LPI-Self and 347 LPI Observer respondents (of the N = 565 original participants selected for the study) were utilised to determine leadership characteristics between aspiring and established nurse leaders (Tourangeau & McGilton, 2004). All of these leaders were asked to complete the LPI-Self and then evaluate them utilising the LPI Observer survey instrument. The researchers utilised SPSS to determine reliability and construct validity.

By utilising an orthogonal Varimax rotation via factor analysis to determine factor loading, items loaded met a threshold of .50 and greater than .30 on the second factor (Tourangeau & McGilton, 2004). Three newly determined factors were developed and a known-group approach was tested, utilising independent t-tests between the aspiring and established leaders with factor loading greater than .50. When the exploratory factor analysis (EFA) was

coupled with Varimax rotation (based on eigenvalues over one) and with screen plot analysis, the authors were then able to develop a three-factor solution, which took into account numerous LPI practices. Instead of a five-factor solution originally proposed by Kouzes and Posner on the LPI, the researchers successfully developed a three-factor solution (Tourangeau & McGilton, 2004).

In addition to more variance being explained in the three-factor solution versus the five-factor solution, they discovered that the three-factor solution “demonstrated adequate psychometric properties” that were stronger than those of the five-factor solution (Tourangeau & McGilton, 2004:6). In summarising their research, the authors noted that they believed the three-factor solution was a more effective way to assess leadership because it was difficult to distinguish between each of the factors that the LPI instrument presents (e.g., enabling others to act, encouraging the heart, inspiring a shared vision, challenging the process, and modelling the way).

Another fascinating aspect of this study related to the gender of those who were surveyed. The populations were almost entirely female (98.5%) and thus exceptionally homogeneous. This was one reason that led the researchers to conclude that perhaps one reason that the three-factor solution was better than the five-factor solution was because of gender differences; and given this result, they recommended that further research should parse out female leadership practices. Specifically, the authors noted that because this was a much more homogeneous sample compared to the more heterogeneous sample completed by Kouzes and Posner, this may have attributed to some of the differences in a three-factor solution as compared to a five-factor solution (Tourangeau & McGilton, 2004).

Case Study II: Clavelle, Drenkard, Tullai-McGuinness, & Fitzpatrick (2012)

In another study by Clavelle, Drenkard, Tullai-McGuinness, and Fitzpatrick (2012), the authors surveyed nurses, who were part of the American Nurses Credentialing Center Magnet Recognition Programme (ANCC). As background,

the goal of the ANCC programme was to assist in developing chief nurses into transformational leaders in their field (Clevelle et al., 2012). Further, the programme helped these aspiring leaders develop vision and philosophy for their own respective organisations as well as determining ways that chief nurses can lead organisations better to meet their strategic imperatives (Clevelle et al., 2012). Within this quantitative study in nursing education, the central question that the researchers attempted to understand was, “What are the transformational leadership practices of CNOs (chief nursing officers) in magnet organisations?” (Clevelle et al., 2012:196). The authors utilised the Kouzes and Posner LPI-Self instrument to measure their five leadership practices (enabling others to act, encouraging the heart, inspiring a shared vision, challenging the process, and modelling the way). This instrument was sent electronically to 384 participants via a web-based platform and then downloaded into SPSS for statistical data analysis. In total, 223 individuals completed the survey.

The authors found that in studying chief nursing officers, enabling others to act and modelling the way were the top practices exhibited overall by these individuals. However, when paired t-tests or those tests, where one measurement variable and two nominal variables were examined to test, whether the difference in the pairs is statistically different (McDonald, 2014), the authors noted significant differences (Clavelle et al., 2012). Clavelle et al. (2012), found at a $p < .001$, enabling others to act / challenging the process ($t = 10.50$) and enabling others to act / encouraging the heart ($t = 8.85$) was significant. Further, through Clavelle’s research that implicated other paired t-tests, including enabling others to act / modelling the way ($t = 6.78$), enabling others to act / inspiring a shared vision ($t = 7.33$), modelling the way / challenging the process ($t = 4.70$), modelling the way / encouraging the heart ($t = 3.87$), and inspiring a shared vision / modelling the way ($t = -3.03$), each of these again validated that enabling others to act / challenging the process and enabling others to act / encouraging the heart demonstrated significant differences between the subscales.

3.13.2.6 Identified weaknesses associated with the LPI

While there have been numerous research studies related to the validity, reliability, and benefits associated with administering the LPI, there have also been some identified weaknesses related to this survey instrument. Issues such as; (a) Cultural differences in respect to administering it in different countries around the world (Sandbakken, 2004); and (b) Concerns that the instrument only detects negligible differences along the five practices continuum rather than significant differences (Carless, 2001; Tourangeau, 2003).

One study conducted in Norway examined 348 Master of Business Management and Master of Management alumni and discovered through statistical analysis that like Tourangeau and McGilton, the Kouzes and Posner five-factor solution was not adequate for assessing leaders and instead advocated for a three-factor solution (Sandbakken, 2004). Essentially, the author utilised confirmatory factor analysis (CFA) and Varimax rotation to identify a blend or combination of several of the five factors best described leadership in their study. The authors identified the three factors and called them: *transforming the organisation* (composite factor of *challenging the process* and *inspiring a shared vision*), *supporting actions* (composite factor of *enabling other to act* and *encouraging the heart*), and *modelling the way* as the manner to best describe leaders in their study, rather than the traditional five-factor load that Kouzes and Posner advocated for. The authors postulated that cultural factors may be the most likely explanation for these disparities as Norwegian culture has a “small power distance between leader and staff and...exhibits a more feminine leadership” approach (Sandbakken, 2004:11).

Finally, in another study carried out by Carless (2001), the author discovered – when examining 1 440 leaders and subordinates who worked in Australia – differences related to the five practices of exemplary leadership were so subtle statistically that in reality, the leaders’ followers hardly noticed any differences. Another study by Tourangeau (2003) noted that their internal consistency results on several of the LPI subscales (in the .46 range) made it difficult to evaluate the effectiveness of the instrument in some cases.

3.13.3 Analysis of the Quantitative Data

This study utilised a survey instrument to assist in understanding the leadership practices of the senior enrolment management leaders. Statistical data analysis on the survey questions revolved around senior enrolment manager leaders' leadership practices and their perceptions of their ability to “challenge the process”, “model the way”, “inspire a shared vision”, “enable others to act”, and “encourage the heart” within their organisation.

Through the use of the SAS or SPSS software programs, the researcher was able to examine descriptive statistics that included:

- Scaled scores by individual leader (6-60);
- Two-tailed exact binomial test;
- Total score by leader;
- Leadership behaviours rankings;
- Most frequent behaviour;
- Minimums holistically for the group of leaders;
- Maximums holistically for the group of leaders;
- Means associated with each LPI question on the LPI;
- Percentile rankings for each leader cross tabulated by overall score and leadership practice, when compared to peers or one million other leaders who have taken the LPI.

Some of the independent variables, which were examined in this study included the leaders': (a) Gender (male / female); (b) Age in years; (c) Years in the profession; (d) Number of employees that the leader directly supervises; (e) Number of employees within their scope of leadership; and (f) Operating budget.

3.14 Study Participants

Twenty-one participants took part in this study. This included seven senior enrolment management leaders and 14 direct reports or followers of these leaders. Six out of the seven leaders interviewed for this study were male and one was a female. Of the subordinates, seven males and seven females

were interviewed. All of the leaders were identified as Caucasian/White; and 12 of the subordinates were Caucasian / White, and of the two remaining subordinates, one was Black and one was Hispanic / Latino(a).

3.14.1 Overall participant and leader selection criteria

The criteria for selection of all of the participants were as follows:

- Senior enrolment management leader at a college or university (N = 7);
- Follower or subordinate to the senior enrolment management leader (N = 14).

While both the senior enrolment management leaders and followers were asked to participate in an in-depth interview, only the senior enrolment management leader's completed the LPI survey instrument. It was beyond the scope of this study to administer an LPI-Observer to all of the subordinates; however, this was addressed in Chapter 5 as a source of inquiry for future research.

3.14.1.1 Overview of leaders

To be selected as a senior enrolment management professional and take part in this study, the selection criteria included:

- Leaders who were at a senior enrolment management level within a private college or university;
- Individuals who were found to have titles at the director, associate and assistant vice president or similar level and were involved with comprehensive policy level decision-making at the senior or executive level at the institution;
- Senior leaders who are engaged in a strategic high-level role at their institution and had significant involvement with identifying leadership and management policy within their unit through engagement with direct reports.

These criteria were developed to ensure that the EM leader was engaged at the highest and most senior level of enrolment management and policy-making at their college or university. The criteria also reflect the importance of the participants' engagement with senior staff within the division.

3.14.1.2 Overview of followers (subordinates)

To be selected as a follower and take part in this study, the selection criteria included:

- Working in the same office or adjacent building to the enrolment management leader;
- Direct reporting to the senior enrolment management leader;
- Exceptionally knowledgeable in their profession and can assist in understanding how their leaders' leadership is perceived and exercised.

3.15 Interviews

In order to understand better how participants make sense of their experiences, interviews provided the researcher with the opportunity to gain a much greater meaning of the participants' feelings and experiences, especially within exploratory qualitative research. Interviews also allowed him to study a small group of participants comprehensively. Finally, interviewing allowed him the opportunity to seek the depth of information and gain a deeper understanding in order to uncover, what is usually hidden from view and only accessible through more reflective understanding about an experience (Wengraf, 2001).

During the summer of 2014 (May-August), the researcher met with participants individually. He structured the conversation so that the participants were able to tell their own "stories" (Chase, 2005). By developing initial semi-structured questions pre-designed prior to the interview, the researcher utilised these as a catalyst to delve deeper into the life experiences of the participants. These conversations occurred in the participants' offices, free of any distractions, with the exception of one senior enrolment management leader

being interviewed at a local café and another via telephone. The researcher utilised audio recording (digital-recording) of all the interviews as a way to document the interaction with the participant and myself. The rationale associated with audio recording was essentially for transcription and analysis procedures, which occur after the interview had concluded (Webster & Mertiva, 2007). Transcribing was done by a third-party individual on a fee-for-service basis. This company simply transcribed the words from the digital recordings and presented this back to the researcher in raw form (in a Word document) that had not been edited for clarity or assessed for themes.

As part of the data collection process, the researcher also developed questions connected to leadership style for the enrolment management professionals, and simultaneously designed questions for direct reports to ascertain, if the perceptions of direct reports matched the leaders' understanding and awareness (see Tables 2 and 3).

3.15.1 Interview Schedule

The interview schedule below illustrates the types of questions asked of both the senior enrolment management leaders and their subordinates or followers. The questions in this study were designed specifically to elicit responses from participants. The interview format consisted of nine questions for senior enrolment management leaders and nine questions for the EM leaders' direct reports or followers. Primary questions in this study were designed to address unambiguously each construct of the Kouzes and Posner conceptual theory and further explore both the leaders' (in relation to their responses on the LPI survey instrument) and followers' lived experiences. Secondary questions were designed to provide demographic, biographic and general leadership background. Finally, probing questions were intended to evolve naturally through the course of the interview and as a direct response to the participants' replies.

3.15.2 Interview guide

Interview questions were developed to study participants and consisted of both main questions and prompting questions. Typically, there are three different types of interview protocols that a research can use: *Informal conversational*, *general interview guide*, and *standardised open-interview* (Turner, 2010:754; Gall, Gall, & Borg, 2003). *Informal conversational* questions are often more spontaneous and a response to what is happening at that very moment with maximum flexibility in questioning (Turner, 2010). The *general interview guide approach* (Turner, 2010) allows the researcher “more structure than the informal conversational interview, although there is still quite a bit of flexibility in its composition” (Turner, 2010:755; Gall, Gall, & Borg, 2003). The last type of interview, called *Standardised Open-Ended Interviewing* occurs, when participants are always asked identical questions, but the questions are worded so that responses are open-ended” (Turner, 2010:756.). According to Turner (2010:756), standardised open-ended interviews are likely the most popular form of interviewing utilised in research studies because of the nature of the open-ended questions, allowing the participants to express fully their viewpoints and experiences”.

Disadvantages of this type of interview processing is that extracting similar themes or codes is more difficult than it would be with a less structured approach; but advantages include a reduction in bias (Turner, 2010). This study made use of a blend of standardised open-ended and general interview guide interviewing. While the initial questions posed to SEM leaders and followers were structured and identical (same questions asked to each of the populations); there was some degree of semi-structured approaches employed in the interviews by use of prompting and spontaneous conversation that transpired throughout the time that the researcher had his meeting with each of the participants.

3.15.3 Research questions in relation to interview questions

Within this study, the researcher sought to link all the interview questions to the primary and subsidiary research questions. Based upon a matrix designed by Anfara, Brown and Mangione (2002), Table 18 below illustrates the research questions and linkages to the interview questions, which the researcher asked the SEM leaders and their followers. In the case of the matrix below, MTW connects to Model the Way, ISV connects to Inspire a Shared Vision, CTP connects to Challenging the Process, EOA connects to Enabling Others to Act, and ETH connects to Encouraging the Heart. The letter after the three-leader acronym refers to whether the question was asked of a Leader (L) or Follower (F). The number following the sequence of letters delineates the position that the question is asked in relation to the leadership practice. For example, MTWL2 refers to the second Model the Way question asked of a leader.

Table 18

Research Questions Linked to Interview Questions

Research Question	Interview Question
How do higher education administrators serving in the role of senior enrolment manager describe their own styles of leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?	MTWL1, MTWL2, ISVL1, ISVL2, CTPL1, EOAL1, EOAL2, ETHL1, ETHL2
How do senior enrolment management leaders within the western and central portions of the State of New York rate themselves using the Kouzes and Posner Leadership Practices Inventory Self (LPI-Self) in the areas of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart?	MTWL1, MTWL2, ISVL1, ISVL2, CTPL1, EOAL1, EOAL2, ETHL1, ETHL2
How do senior enrolment managers describe the relationships between their own perceptions of leadership and the	MTWL1, MTWL2, ISVL1, ISVL2, CTPL1, EOAL1, EOAL2, ETHL1, ETHL2

perceptions of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

How do enrolment management's direct reports describe their perception of those leadership practices displayed by their leaders as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

MTWF1, MTWF2, ISVF1, ISVF2, CTPF1, EOAF1, EOAF2, ETHF1, ETHF2

3.15.4 Key questions and prompting (probing questions)

This study made use of many types of questioning to achieve a rich depth and breadth within this study. The first technique that the researcher utilised was called “ground mapping” (Legard, Keegan, & Ward, 2003:148). This procedure allows the interviewer to ask questions designed to “open up a subject... [and] encourage spontaneity” (Legard et al., 2003:148). All participants were asked the following same questions: 1) Can you please give a quick thumbnail sketch about yourself? 2) How long you have been at your institution? 3) What is your role here at the college? Further, each of the SEM leaders in this study were asked the same first question: How do you define leadership? For leaders, this question allowed them to think about the subject of leadership and to open up to the next set of questions the researcher asked them, related to their specific leadership approaches.

In order to understand the phenomenon associated with EM leaders' leadership style better that they perceived / practiced and the leadership style that the direct reports perceive of their leaders, each of the main (key) questions related to the five practices and were intentional and designed to be very similar in nature. For example, one of the Kouzes and Posner leadership concepts is to *Enable Others to Act*. This concept relates to how leaders foster collaboration by promoting cooperative goals, building trust and how they strengthen others by sharing power (Kouzes & Posner, 2002a:22). Two main questions (or content mapping questions) that were posed in a semi-structured way were designed

specifically to understand better how leaders truly enable others in their organisation to act. These two questions were as follows:

- 1) How do you foster collaboration and trust within your workplace?
- 2) How do you as a leader use power, share power with others, and what does this “power” mean to you?

Conversely, their direct reports were asked very similar questions related to enabling others to act, except for the fact that these questions were framed by their role as followers and not leaders. Their questions were as follows:

- 1) How does your leader foster collaboration and trust within your workplace?
- 2) Does your leader effectively use power or share power with others and what does this “power” mean to you?

Tables 19 and 20 illustrate those questions asked of leaders and followers along with the ground-mapping questions for each population.

Table 19

EM Leaders’ Interview Questions

GROUND MAPPING QUESTIONS		
Can you please give us a quick thumbnail sketch about yourself, how long you have been here, and your role here at the college? What does the term “Leadership” mean to you?		
Leadership practice Concept	Definition	Key Interview questions (Content mapping)
Model the Way Leaders (Kouzes & Posner, 2002a)	behaviour they expect of others, lead from what they themselves believe and must clearly and distinctively give voice to their values (Kouzes & Posner, 2002a:14)	1. In what ways are you deeply committed to employees’ beliefs and model behaviour expected by others? 2. How do you go about spending time with others, modelling individual involvement and action and respecting others?

Inspire a Shared Vision (Kouzes & Posner, 2002a) Leaders draw strength from others and inspire people to understand their needs and have their interests at heart (Kouzes & Posner, 2002a:15) Leaders are able to galvanise support and translate that into action.

1. In what ways do you have your employees' interests at heart and get them excited about possibilities that the future holds within your organisation?
 2. In what ways do you inspire your direct reports' vision and direction on where the organisation is to go forward?

Challenge the Process (Kouzes & Posner, 2002a) Leaders encourage others to challenge the status quo and exceed their own expectations by encouraging others to take risks, and keep their organisation and movements alive (Kouzes & Posner, 2002a:18-19)

1. In what ways do you challenge others to think outside the box, take risks and make changes?

Enable Others to Act (Kouzes & Posner, 2002a) Leaders foster collaboration and trust within your workplace? Leaders strengthen others by sharing power (Kouzes & Posner, 2002a:22).

1. How do you foster collaboration and trust within your workplace?
 2. How do you as a leader use power, share power with others, and what does "power" mean to you?

Encourage the Heart (Kouzes & Posner, 2002a) Leaders show appreciation for people's contributions and create a culture of celebration (Kouzes & Posner, 2002a:19).

1. How do you create a vibrant culture and show appreciation for employees' contributions and celebrate that success?
 2. How do you link rewards with performance?

Table 20

Followers' Interview Questions

GROUND MAPPING QUESTION
 Can you please give us a quick thumbnail sketch about yourself, how long you have been here, and your role here at the college?

Leadership Concept	Practice	Definition	Key Interview Questions (Content mapping)
Model the Way (Kouzes & Posner, 2002a)		Leaders model the behaviour they expect of others, lead from what they themselves believe and must clearly and distinctively give voice to their values (Kouzes & Posner, 2002a:14)	1. In what ways do you perceive your leader to be deeply committed to their beliefs and model behaviour expected by others? 2. How does your leader go about spending time with others, modelling individual involvement and action and respecting others?
Inspire a Shared Vision (Kouzes & Posner, 2002a)		Leaders draw strength from others and inspire people to understand their needs and have their interests at heart. (Kouzes & Posner, 2002a:15) Leaders are able to galvanise support and translate that into action	1. In what ways does your manager have your interests at heart and gets you excited about possibilities that the future holds? 2. In what ways does your leader inspire you with their vision and direction on where the organisation is to go forward?
Challenge the Process (Kouzes & Posner, 2002a)		Leaders encourage others to challenge the status quo and exceed their own expectations by encouraging others to take risks, and keep their organisation and movements alive (Kouzes & Posner, 2002:18-19)	1. In what ways does your leader challenge others to think outside the box, take risks and make changes?

Enable Others to Act (Kouzes & Posner, 2002a)	Leaders foster collaboration by promoting cooperative goals and building trust. Leaders strengthen others by sharing power (Kouzes & Posner, 2002a:22).	1. How does your leader foster collaboration and trust within your workplace? 2. Does your leader effectively use power or share power with others and what does this mean to you?
Encourage the Heart (Kouzes & Posner, 2002a)	Leaders foster collaboration by promoting cooperative goals and building trust (Kouzes & Posner, 2002a:22). Leaders strengthen others by sharing power.	1. How does your leader create a vibrant culture and show appreciation for employee's contributions and celebrate that success? 2. How does the leader in your organisation link rewards with performance?

Next, this study made full use of main questions (key questions) and probing questions. Legard, Keegan, and Ward (2013) differentiated the traits associated with key and probing questions in their research and referred to this as content mapping and content mining. Content mapping (main questions) are typically “asked to raise issues”, where content mining questions are used to “explore them in detail” (Legard et al., 2003:148). Prompting questions or probing questions “encourage participants to open up, expand on their answers, and provide more detail” (Braun & Clarke, 2013:84). Legard et al. (2003:148) noted that content mining questions typically involve probes or “responsive, follow-up questions designed to elicit more information, description [and] explanation”.

Two other approaches that the researcher utilised in this study, when questioning both leaders and followers were the use of amplificatory and exploratory probes (Legard et al., 2003). These questions were designed specifically to elicit more depth and response from the participants. These questions typically took on the following form: “You said that you respect your

leader. Can you tell me more about your leader’s approach to x or y?” Further examples of amplificatory probes are described below. Exploratory probes are designed to explore the views and feelings that underlie descriptions of behaviour, events or experience, and help to show the meaning that experiences hold for interviewees” (Legard et al., 2003:15). Exploratory probes are typically worded such as, “How did you feel when...? Tables 21 and 22 below illustrate each of the exploratory and amplificatory probes (prompts), which were presented to the leaders and followers.

Table 21

Leaders’ Exploratory and Amplificatory Probes

Leadership Practice Concept	Exploratory Probes (Content Mining)	Amplificatory Probes (Content Mining)
Model the Way (Kouzes & Posner, 2002a)	So is just ownership?	It sounds like you lost your “security blanket”, but gained faith in yourself? You talk about “authentic”, tell me what you mean by authentic? So you take full ownership of that? People feel valued, when they are valued basically?
Inspire a Shared Vision (Kouzes & Posner, 2002a)	Can you tell me a little about empowerment and how do you do that with employees? Tell me how the mission of the college aligns with sharing your vision?	It sounds like what you have done has been successful. You have been able in many ways galvanising [staff] support; really translate that into action on their part. You see value?
Challenge the Process (Kouzes & Posner, 2002a)		Have you noticed that some things have come full circle? Because you know how it is going to shake out downward?
Enable Others to Act (Kouzes & Posner, 2002a)	How do you translate their passion for the institution?	But you are still facilitating? The intrinsic things that you do?

		As an advocate?
		I think that those are two great messages that you are sharing, it is empowering!
Encourage the Heart (Kouzes & Posner, 2002a)	How has your leadership changed since when you started twenty something years ago?	What is the best balance? So just taking time to acknowledge [staff]? Do you think that we do not have the time [to celebrate] or do we not do the best job [at that]?

Table 22

Followers' Exploratory and Amplificatory Probes

Leadership Concept	Practice	Exploratory Probes (Content Mining)	Amplificatory Probes (Content Mining)
Model the Way (Kouzes & Posner, 2002a)		How do you define care?	Talk to me a little about what does he do that you appreciate?
		What does care mean to you?	
		How does that make you feel? When someone shares that kind of information with you?	What does leadership mean to you?
		How does he spend time outside of regular meetings with you?	What are some of the big picture things that [he has implemented]?
			What was the symbolism associated with where he chose to be [located on campus]?
			He chose an area [to have his office] out here so it "de-silo's as you were talking about. Is that accurate? It sounds like he has been a mentor to you along the way?
			Like empowerment?
Inspire a Shared Vision (Kouzes & Posner, 2002a)		How does he foster open communication, value others, and what are some of the ways	Do you think that she has your interests at heart?

that you have seen this?

How does he “de-silo” your office and bring everyone together?

Challenge the Process
(Kouzes & Posner, 2002a)

How has he been able to work within the culture?

Was that pretty motivating to you?

And so this would be pretty empowering as well?

Because of the dynamics at your institution, it does not have the ability to pull in all of these folks. Is that accurate?

Does he pull together teams like Admissions and Financial Aid and collaborate between the two areas?

Does he encourage any of that [taking risks and thinking outside the box]?

Enable Others to Act
(Kouzes & Posner, 2002a)

How does he foster trust? You say he trusts you? What does he do that makes you say “Gosh I know that he does trust me to do my job?”

Certainly not a micro-manger?

Talk to me about that empowerment, makes you feel important in the organisation. What does that mean to you?

How does he build trust in your organisation?

What is it about this role that is different perhaps, with his leadership style?

What do you interpret her power to be?

Encourage the Heart
(Kouzes & Posner, 2002a)

How important is that to you?

Has there been anything in your interaction with him? He may not be giving a prize or award, but you feel appreciated, when working with him?

3.16 Transcription

To further enhance security, all participants who took part in the study were referred to via a pseudonym. This allowed no opportunity for anyone to identify the actual individuals' names with the data presented. Data collection (interviews) began early summer (June) 2014 and concluded in August 2014. All procedures outlined below took place in June-August, and transcription occurred in May-June 2015. Data collection procedures included: (a) Field notes, observations, journaling and transcription; (b) Interviews; (c) Tape-recording (digital format) that allows the verbal message / words to be recreated verbatim in text format for the goal of further analysis; (d) Observation of participants in interviews. This included non-verbal expressions; and (e) Transcription – Written account of the digital recording.

Participants were invited to participate in a 90-minute interview session. Enrolment management leaders were interviewed at each college or university, followed by, on the same day, a scheduled 60-minute interview with two selected direct reports. While 90 and 60 minutes were allotted for the interviews, it became clear that the time needed to adequately complete the interviews was more realistically 30 to 45 minutes for both leaders and followers. Direct reports were asked to comment on their perceptions of their leader or supervisor, while supervisors were asked to expand on their own particular leadership style and how they interact with their direct reports. Interviews were recorded digitally and transcribed in May-June 2015. Poland (1995) noted that transcription is a critical part of the data verification and a major contributor to rigour as a whole, where there is a need to produce transcripts that accurately represent, what was actually said in the interview itself (Witcher, 2010).

3.17 Qualitative Data Analysis

The researcher's data analysis journey brought him back to the research and what approaches were available to him to engage in reduction and thematic analysis. He discovered that there were essentially three comprehensive ways to analyse data. These include grounded theory analysis, content analysis and

narrative analysis (Priest, Roberts, & Woods, 2002:30). Both grounded theory, which seeks to create new theory and narrative analysis, which aspires to tell a story were not emblematic to my study. What remained was content analysis. First articulated in the 1950s and later expanded in the 1960s, content analysis served as a means to determine meaning in words through development and repetition common themes (Priest, Roberts, & Woods, 2002; Bryman, 2001; Burton, 2000). Content analysis is often a very time-consuming and exhaustive process and therefore, computer software is often used to assist in data reduction. “Qualitative content analysis is usually supported by computer programs, such as NVivo or ATLAS.ti” (Zhang & Wildmuth, 2009:1).

Frequently with content analysis, “text is coded into established categories to support the generation of ideas” (Priest, Roberts, & Woods, 2002:36). Data analysis or content analysis related to constructivism is often referred to as either manifest or latent content (Downe-Wamboldt, 1992; Kondracki et al., 2002). Manifest content describes visible, obvious components, where latent content involves a relationship and interpretation of the meaning of text (Downe-Wamboldt, 1992; Kondracki et al., 2002). Within this study, the latent content revolved around the relationships that senior enrolment management professionals made professionally with their direct reports. The researcher attempted to make meaning of this relationship. His attempt to make meaning of the verbal narrative and written transcripts required a great deal of data reduction. In this study, all data reduction and formation of categories and themes were not determined or assumed prior to the process of interviewing participants. Only after interviews had been concluded did the researcher engage in an assessment and discovery process of categories and themes.

3.17.1 Software in the coding process

To assist the researcher in his coding efforts, he employed the use of a qualitative software program called MAXQDA, “MAX”, named after Max Weber, the famous German sociologist and “QDA”, an acronym that delineates qualitative data analysis (Humble, 2010:n.p.). MAXQDA is part of numerous

Computer Assisted Qualitative Data Analysis (CAQDAS) software programs available to users to assist in data reduction and organisation (Seale, Gobo, Gubrium & Silverman, 2004). MAXQDA allows the researcher to “analyse textual information and...develop a hierarchical representation (a useful coding system) that reflects, what is being analysed” (Godau, 2004:72). MAXQDA automatically counts how often a code is attached to text segments and how many text segments of particular set of words had been coded (Kuckartz, 2010:11). MAXQDA was an exceptional qualitative software product that supported the researcher greatly in his efforts in data reduction and thematic analysis.

3.18 Data Analysis and Reduction

After collecting all data, the volume of all of this was exceptionally daunting. It was a great challenge to make sense of all of this information. Anfara, Brown, and Mangione (2002:31) illuminated this dilemma, when they remarked that – when “confronted with a mountain of impressions, documents, transcribed interviews, and field notes – the qualitative researcher faces the difficult task of making sense of what has been learned”. Further, Tesch (1990) stated that “the process of data analysis is eclectic; there is no ‘right way’ (Anfara, Brown, & Mangione, 2002:31). With these views in mind, the researcher set out to scour the literature to find commonly accepted practices that had been used over time in constructivist data analysis. He began data analysis and reduction by selecting four procedures that would assist in synthesising the written narrative that he had obtained through the participant interviews. In addition to novice data analysis, approaches by Miller and Crabtree (1999) and Attride-Stirling (2001) are described in depth below.

3.18.1 Novice data analysis and reduction

Being a novice in this field, the researcher, following transcription, believed that an effective way to reduce and categorise the data would be to simply utilise a rudimentary manual approach. Sometimes referred to as open

coding, this allows the researcher the opportunity to “closely read and annotate each interview transcript” (Zhang & Widemuth, 2009:10). He first “read and re-read the text to get an [initial] sense of the data” (Ollerenshaw & Creswell, 2002:333). Next, he highlighted and categorised the data, which allowed him to become much more acquainted with this voluminous amount of information. Thereafter, the researcher used a colour-coding scheme that provided him with the ability to highlight specific words that correspond to each of the constructs. Colour-coding methods are very popular with qualitative researchers and have been found to be an effective means to engage in data reduction (e.g., Ollerenshaw & Creswell, 2002; Richards, 1999; King, 2004). Following this process, he grouped topics together to make more sense of the data. These initial procedures were later compared against more established data analysis procedures as a way to validate himself and his data.

3.18.2 Crabtree and Miller (1999)

When the researcher set out to begin the process of data analysis and reduction, he started with the general process as outlined by Miller and Crabtree (1999:127) in what they called the “dance of interpretation”. This process formed a starting point for this research. These procedures follow a five-stage process for analysis of constructivist data and are described as the following:

- *Describing* – This encompassed the reflexivity stage of the study and as such, understanding that the researcher’s views are indeed subject to some degree of scrutiny, subjectivity and bias;
- *Organising* – This involved taking large amounts of data (written or spoken) and organising it into descriptive categories;
- *Connecting* – This comprised the “process of discovering themes and patterns in the data” (Fereday & Muir-Cochrane, 2006:89). Additionally, this process of connection of themes enables the researcher to tell a story of the phenomena that he is seeking to describe. As such, he sought to connect actively the themes that emerge from interviewing senior enrolment leaders and their followers;
- *Corroborating / Legitimising* – Corroborating and legitimising involved the process of establishing validity as well as “describing the process of confirming the findings” (Miller & Crabtree, 1999:170). Fereday and Muir-

Cochrane (2006:90) stated that this part of the analysis of data involves re-examining prior stages “to ensure that the clustered themes were representative of the initial data analysis and assigned code”. At this point, the researcher clustered themes and assigned meaning that described the phenomena (Fereday & Muir-Cochrane, 2006);

- *Representing the account* – This was the process of presenting the findings from the interviews.

After completing the process that was advocated by Miller and Crabtree, the researcher sought to engage in thematic analysis. Often within constructivist research, analysis is carried out by thematic exploration, whereby the researcher attempts to ascertain themes that emerge from the data and develops coding schemes to accomplish this. Braun and Clarke (2006:6) noted that “thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data”. This study followed a staged approach to analysing the data. For the thematic analysis, the researcher followed a step-by-step guideline to approach this part of the study. This process is fully described below.

3.18.3 Tesch’s method of data analysis

Tesch’s method of data analysis was further applied for this research effort in order to analyse the data gathered from semi-structured one-on-one interviews with enrolment management leaders and their followers. “This type of analysis, known as the sociological tradition (Tesch, 1990:9), is the method most often employed in the social and health sciences”. Tesch’s eight step process for analysing data (Mabuza, 2011) included a process by which the researcher:

- Gathers a sense of “the whole” by listening to the tapes, reading through the transcriptions carefully;
- Selects one interview tape and reads through it again, asking what it is about, and its underlying meaning. Then writes thoughts in the margins. The researcher repeated this step with each of my transcripts;
- Makes a list of topics, clustering together similar topics into themes and leftover topics;

- Abbreviates the topics as codes and writes the codes next to the appropriate segments of the texts and checks to see, whether new categories and codes emerge;
- Changes topics into descriptive categories. Reduces the total list of categories by grouping together topics that relate to each other;
- Decides on the abbreviation for each category and alphabetises these codes;
- Assembles the data belonging to each category in one place and performs a preliminary analysis;
- Recodes the existing data if necessary.

3.19 Coding and Thematic Analysis

In this study, extensive data coding was employed. Coding is often referred to as a process of grouping evidence and labelling portions of text so that they reflect increasingly broader perspectives” (Gelo, Braakmann, & Benetka, 2008:276). Coding also validates the research by way of the fact that this exercise allows the researcher continuously to question data findings (Strauss & Corbin, 1990). As outlined by Glaser and Strauss (1967:293), constant comparative methods of qualitative analysis are utilised through simultaneous data collection, coding and analysis of data as an iterative process and a way to “protect reliability and heighten validity” in this qualitative study.

Coding also validates the research by allowing the researcher continuously to question data findings (Strauss & Corbin, 1998). A major component in qualitative constructivist methodology involves taking the data (words, observations, notes, etc.) and engaging in thematic analysis from this information.

After interviewing all of the SEM leader data, over 258 separate codes were developed. Next, inductive approaches to coding were done to “allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies” (Thomas, 2006:238). These codes were then analysed for sub-

themes and themes and grouped by leadership practice area. In some cases, the responses to the interview question by the participant, while originally meant to be one that related to Model the Way, for example, actually fitted more closely within a different K&P leadership practice area. In these cases, the code (along with narrative) was re-grouped into the appropriate practice area. This process was accomplished by creating a 3 by 5 table that included columns with the following headers: K& P leadership practice statement, K&P leadership practice, and study codes that relate to the KPI practice. There were many codes that appeared repeatedly and in those cases, the researcher collapsed all of those codes into the sub-theme, where it was most prevalent and applicable.

3.19.1 Thematic Analysis

Thematic analysis has been described by researchers in a number of ways, including: 1) As a search for themes that emerge as being important to the description of the phenomenon being researched (Daly, Kellehear, & Gliksman, 1997) and as a process for encoding qualitative information through seeing, making sense, and analysing qualitative information (Boyatzis, 1998). Ritchie, Spencer, Bryman, and Burgess (1994:309) described this exploration and process as one of “detection and the tasks of defining, categorising, theorising, explaining, exploring and mapping”. This study therefore, followed a staged approach to analysing the data. For the thematic analysis, the researcher followed a step-by-step guideline to approach this part of the study. Data analysis and reduction was achieved in this study through implementation of the six-stage step approach advocated by Attride-Stirling (2001). The author advocated that data reduction takes on the following steps including:

- Code material through developing a coding framework and dissecting text into segments;
- Identify and refine themes from coded text;
- Construct thematic networks through arranging themes, selecting themes and rearranging into organising themes, and deduce global themes;
- Analysis through describing themes;

- Summarisation of themes;
- Interpretation of patterns.

Table 23

Steps in Analysis Utilising Thematic Networks

Steps in analysis utilising thematic networks (2001)

ANALYSIS STAGE A: REDUCTION OR BREAKDOWN OF TEXT

Step 1. Code Material

- (a) Devise a coding framework
- (b) Dissect text into text segments using the coding framework

Step 2. Identify Themes

- (a) Abstract themes from coded text segments
- (b) Refine themes

Step 3. Construct Thematic Networks

- (a) Arrange themes
- (b) Select Basic Themes
- (c) Rearrange into Organising Themes
- (d) Deduce Global Theme(s)
- (e) Illustrate as thematic network(s)
- (f) Verify and refine the network(s)

ANALYSIS STAGE B: EXPLORATION OF TEXT

Step 4. Describe and Explore Thematic Networks

- (a) Describe the network
- (b) Explore the network

Step 5. Summarise Thematic Networks

ANALYSIS STAGE C: INTEGRATION OF EXPLORATION

Step 6. Interpret Patterns

Note. From "*Thematic networks: An analytic tool for qualitative research*," by J. Attride-Stirling, 2001, *Qualitative Research*, 1:385–404.

3.19.2 Specific procedures for coding

3.19.2.1 Coding the material in great detail

The first step, which the researcher engaged in was developing themes and data reduction. This involved the creation of a coding framework, which was guided by the research questions and conceptual framework. By using pre-established criteria such as specific words or topics, this put the researcher in a positive position to begin this process. Additional coding involved the use of a coding network (Attride-Stirling, 2001). This allowed him the opportunity to take meaningful data and dissect it into manageable chunks of text from quotations and words spoken by study participants. Transcripts assisted as a data source.

3.19.2.2 Identifying themes

Each interview was read verbatim, searching for meaning in the words that were spoken by the participants. After coding had been completed, themes were then developed that were derived directly from the coded text. Attride-Stirling (2001) called this process abstracting. By extracting the most common themes, this allowed the researcher to summarise the themes into more organisable chunks of information.

3.19.2.3 Constructing thematic networks

This process gave the researcher the opportunity to arrange themes into coherent groupings. Attride-Stirling (2001), clarified that more than four and less than 15 may be an optimal number, when arranging themes. These themes form a foundation called 'Basic and organising' that are a precursor to identifying what the author described as 'Global Themes'. Basic theme selection as well as organisational theme development occurred during this step. The author recommends that the themes be illustrated in hierarchical, web-like representations as each global theme produces a thematic network. By working from the outside (basic themes), then inward (organising themes and global themes), the researcher was able to construct web-like structures that begin articulated leadership by senior enrolment leaders and their followers. Specific steps that he took within the thematic networks are described below.

Describe and explore the thematic networks. This step required him to describe the network and support the description with text segments. During this step in the process, he was able to look for repetition in words. This step brought together data and researcher interpretation.

Summarisation of the thematic network. This step entailed summarising the major themes that emerged through the exploration process and make specific statements about these patterns. the researcher worked at this stage to summarise these themes both succinctly and explicitly (Attride-Stirling, 2001) for readers of this study.

Interpretation of findings through returning to the original research question with conceptual frameworks supporting these with basic, organisational and global themes. Moustakas (1994:100) noted that this part of the data interpretation process included, “the intuitive integration of the fundamental textural and structural descriptions into a unified statement of the essences of the experience of the phenomenon as a whole”. Attride-Stirling (2001) referred to this process as the place, where the researcher brings together all of the thematic global themes and returns back to the research questions to note parity in those original assumptions.

3.20 Summary and Conclusion

Central concepts presented in this methodology chapter included: research design, paradigm, epistemology, ontology, methodology, methods, and rigour in framing this constructivist narrative. Antecedents and definitions of case study inquiry were presented to provide a framework for this study. Additionally, specific data collection procedures were outlined. Finally, a discussion of rigour and trustworthiness was examined. The next chapter focuses on the results and findings from the study.

CHAPTER FOUR

RESULTS AND FINDINGS

4.1 Introduction

This chapter contains an overview of the research problems, results from the study, and an assessment of the findings. In Chapter one at point 1.10 the purpose of the study was discussed and the data in this chapter therefore highlights the results and findings from this study and includes discussion and narrative from the participants themselves. This is a mixed methods study, where both qualitative and quantitative results are reported. The chapter is divided into three sections.

- A) Section one seeks to answer the first research question and employs quantitative methodology to ascertain SEM leaders' leadership style through the implementation of a survey instrument.
- B) Section two seeks to make meaning of the SEM leaders' leadership approaches through the lens of the Kouzes and Posner *Five Practices of Exemplary Leadership* through utilising qualitative methodology, including interviews with the participants.
- C) The final section seeks to make meaning of the followers' interpretations of their leaders' leadership approaches as interpreted through the lens of the Kouzes and Posner *Five Practices of Exemplary Leadership* through utilising qualitative methodology, comprising interviews with the participants.

The results in this chapter are organised in a way that presents quantitative data associated with senior enrolment leaders first, followed by qualitative data for followers (or direct reports) next. All quantitative data was collected by means of a survey instrument (Leadership Practices Inventory® - LPI), which consisted of 30 leadership statements that attempted to ascertain how senior enrolment management (SEM) leaders perceive their own

leadership style and approaches thorough the means of a 10-point Likert scale survey instrument.

Qualitative data was collected by means of semi-structured interviews, which sought to determine how enrolment management leaders perceive their own leadership within their organisation. Qualitative data was further gathered to uncover how the enrolment management leaders' direct reports interpreted the leadership style of their own organisational leader. The two populations, which were investigated in this study were: (a) Senior enrolment management leaders and; (b) SEM leaders' direct reports (followers).

The analysis within this chapter sought to gain important insight related to SEM leaders' leadership style along with the perception of leadership approaches as described by the leaders' followers (direct reports). The analysis in this chapter, therefore, included the following:

1. Assessment and data analyses associated with means, frequencies and p-values individually and collectively of each of the SEM leaders as reported on the LPI-Self survey research instrument.
2. Interviews with all participants (leaders and followers), where data was analysed to determine common themes.

4.2 SEM Leaders- Quantitative Data Analysis and Findings

This study of SEM leaders comprised a population of seven individuals across seven different colleges and universities. All of the colleges and universities were located in the western and central parts of the State of New York in the United States of America.

4.2.1 Research question 1

How do senior enrolment management leaders within the western and central portions of the State of New York rate themselves, using the Kouzes and Posner Leadership Practices Inventory Self (LPI-Self) in the areas of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart?

This research question was designed to employ a quantitative approach in order to establish and understand better how SEM leaders rate themselves on the survey instrument, which measures their frequency of engagement associated with 30 specific behaviours. The individuals who participated in this study consisted of seven enrolment management (EM) leaders. All participants were employed full-time at seven different colleges and universities within the western and central parts of State of New York in the United States of America. Below is demographic information related to the SEM leaders who participated in this study.

4.2.2 SEM leader demographics

The demographic survey was used to collect data related to the respondent's (leader's) name, position at their institution, who the follower reported to, how many years the participant has served in the profession, and the gender of the leaders.

Gender: Of the seven SEM leaders, six were male (85.71%) and one was female (14.29%).

Age: Of the seven SEM Leaders, the youngest participant was 37 years old and the oldest was 62 years old. The mean age of all of the SEM leaders was nearly 52 years old.

Years in the Profession: Of the seven SEM Leaders, the mean years of service in their profession was 25 years. The maximum years any one SEM leader has served in their profession was 36 years and the minimum years that any one SEM leader participant had served in their profession was 15 years. Collectively, they had served 178 years in their profession.

Number of employees directly supervised: Of the seven SEM Leaders, the mean number of employees (direct reports) that they supervised directly was seven. The minimum number of direct reports that any one SEM leader directly supervised was 4 and the maximum number of employees that any one SEM leader supervised was 11.

Total Number of employees supervised: Of the seven SEM Leaders, the mean number of total employees that they supervised was 50. The minimum number of employees that any one SEM leader supervised was 21 and the maximum number of employees that any one SEM leader supervised was 135. The standard deviation for this data set was 40.887 and this is attributable to the fact that one leader was an outlier and supervised over 135 employees. The total number of employees collectively that the SEM leaders supervised was 351.

SEM leaders collectively had 178 years' experience, supervised 51 employees directly, with a total number of employees that serve under these individuals numbering 351. Additionally, the total fiscal budget responsibility that the SEM leaders had oversight for exceeded \$30 million (R 351 023 181).

4.3 The Kouzes and Posner Leadership Practices Inventory – Self assessment (LPI-Self) Assessment Findings

The Kouzes and Posner *Leadership Practices Inventory – Self Assessment* (LPI-Self) was administered to all seven SEM leaders prior to visiting their places of employment for interviews. The actual instrument (Appendix B) did not group the survey by practice or draw attention to the particular leadership practice; however, for descriptive purposes, the K&P Leadership Practices along with corresponding LPI statement are illustrated in Table 24.

Table 24

Leadership Practices and Corresponding LPI Statements

K & P Leadership Practice	LPI Statements
Model the Way	4, 9, 14, 19, 24, 29
Inspire a Shared Vision	2, 7, 12, 27, 22, 27
Challenge the Process	1, 6, 11, 16, 21, 26
Enable Others to Act	3, 8, 13, 18, 23, 28
Encourage the Heart	5, 10, 15, 20, 25, 30

The return rate for the quantitative instrument was 100% as all seven leaders took the survey promptly after receiving an invitation to participate. A maximum score of 60 within any of the leadership practices represents the highest score one can attain within each practice area and also measures how frequently the senior enrolment leader engages in behaviours associated with each practice area. The maximum score the SEM leaders could attain was 300. This was derived by multiplying the maximum number of points on each practice (60) by the total number of practice areas (5). Table 25 depicts the scores the SEM leaders attained in each practice area. Pseudonyms are used for all participants.

Table 25

Leadership Practices Inventory Scores by SEM leader and by Leadership Practice

Individual	Model the Way	Inspire a Shared Vision	Challenge the Process	Enable others to Act	Encourage the Heart	Total Score
Scott	49	41	49	55	53	247
Danelle	55	52	55	55	54	271
Jean	50	52	48	51	46	247
Terrance	30	42	43	42	44	201
Brady	54	48	55	53	49	259
Jeff	40	44	46	53	44	227
James	41	42	46	51	31	211

Response Scale: 1-Almost Never; 2-Rarely; 3-Seldom; 4-Once in a While; 5-Occasionally; 6-Sometimes; 7-Fairly Often; 8-Usually; 9-Very Frequently; 10-Almost always

Of the seven participants who completed the survey, none attained a perfect score of 300. The highest score achieved was 271, and the lowest score was 201. Within the SEM group, the highest individual score reached within any of the practice areas was 55 and the lowest score attained by an individual within a practice area was 30.

The frequency distributions or dispersals across all SEM leaders by statement on the LPI, in the table below (Table 26) illustrates the mean, frequency and corresponding percentage along with discussion related to each of these questions. All responses below were from SEM leaders who rated themselves on the questions asked on the LPI-Self questionnaire.

Table 26:

Combined Frequency Distributions for LPI Survey Statements

Leadership Practice by Frequency and Percentage of SEM leaders (N=7)

LPI Practice	Likert Scale	Frequency	Percent
Enable Others to Act	1 = Almost Never	0	0.0%
	2 = Rarely	0	0.0%
	3 = Seldom	0	0.0%
	4 = Once in a While	1	2.4%
	5 = Occasionally	0	0.0%
	6 = Sometimes	1	2.4%
	7 = Fairly Often	4	9.5%
	8 = Usually	8	19.0%
	9 = Very Frequently	22	52.4%
	10 = Almost Always	6	14.3%
	Total	42	100.0%
Challenge the Process	1 = Almost Never	0	0.0%
	2 = Rarely	0	0.0%
	3 = Seldom	0	0.0%
	4 = Once in a While	0	0.0%
	5 = Occasionally	2	4.8%
	6 = Sometimes	1	2.4%
	7 = Fairly Often	10	23.8%
	8 = Usually	9	21.4%
	9 = Very Frequently	16	38.1%
	10 = Almost Always	4	9.5%
	Total	42	100.0%
Encourage the Heart	1 = Almost Never	0	0.0%
	2 = Rarely	0	0.0%
	3 = Seldom	0	0.0%
	4 = Once in a While	2	4.8%
	5 = Occasionally	2	4.8%
	6 = Sometimes	4	9.5%
	7 = Fairly Often	9	21.4%
	8 = Usually	10	23.8%
	9 = Very Frequently	14	33.3%
	10 = Almost Always	1	2.4%
	Total	42	100.0%

Inspire a Shared Vision	1 = Almost Never	0	0.0%
	2 = Rarely	0	0.0%
	3 = Seldom	0	0.0%
	4 = Once in a While	1	2.4%
	5 = Occasionally	3	7.1%
	6 = Sometimes	5	11.9%
	7 = Fairly Often	8	19.0%
	8 = Usually	14	33.3%
	9 = Very Frequently	6	14.3%
	10 = Almost Always	5	11.9%
Total	42	100.0%	
Model the Way	1 = Almost Never	0	0.0%
	2 = Rarely	1	2.4%
	3 = Seldom	1	2.4%
	4 = Once in a While	1	2.4%
	5 = Occasionally	6	14.3%
	6 = Sometimes	1	2.4%
	7 = Fairly Often	8	19.0%
	8 = Usually	7	16.7%
	9 = Very Frequently	8	19.0%
	10 = Almost Always	9	21.4%
Total	42	100.0%	

4.3.1 Enable Others to Act

Participants most often rated themselves a 9 = Very frequently (52.4%), which was followed by 8 = usually (19%) and 10 = Almost Always at 14.3%. Given the frequency distributions, it is clear that all responses within the Enable Others to Act leadership practice were all positively skewed.

4.3.2 Challenge the Process

Participant response was spread between 7 (Fairly Often) and 9 (Very Frequently), where the respondents most often selected 9 = Very Frequently, when they described their propensity to Challenge the Process among their direct reports (38.1%), followed by 7 = Fairly Often (23.8%) and 8 = usually

(21.4%). Given the frequency distributions, it is clear that all responses within the Challenge the Process leadership practice were all positively skewed.

4.3.3 Encourage the Heart

The majority of the participants rated themselves a 9 = Very Frequently (33.3%), 8 = Usually (23.8%), followed by 7 = Fairly Often (21.4%), when describing their propensity to engage in activities related to encouraging the heart of their employees. Given the frequency distributions, it is clear that all responses within the Encourage the Heart leadership practice were all positively skewed.

4.3.4 Inspire a Shared Vision

Participant response was distributed between 4 (Once in a While) and 10 (Almost Always), but the respondents most often selected 8 = Usually (33.3%), when they described their propensity to engage in inspiring a shared vision of their employees. This was followed by 7 = fairly often (19%), 9 = Very Frequently (14.3%), and an even distribution between 6 = Sometimes (11.9%) and 10 = Almost Always (11.9%). The lowest scoring leadership practices were 5 = Occasionally (7.1%) and 4 = Once in a While (2.4%). Given the frequency distributions, it is clear that all responses within the Inspire a Shared Vision leadership practice were all positively skewed.

4.3.5 Model the Way

Participant response was distributed between 2 (Rarely) and 10 (Almost Always), but the respondents most often selected 10 = Almost Always (21.4%), followed by 7 = fairly often (19%), 9 = Very Frequently (19%) and 8 = Usually (16.3%), when they described their propensity to engage in this leadership practice. The lowest scoring leadership practices were also the most evenly distributed between: 2 = Rarely (2.4%), 3 = Seldom (2.4%), 4 = Once in a While (2.4%), 6 = Sometimes (2.4%) and 10 = Almost Always (11.9%). This was the only LPI practice, where a respondent self-rated with a 2 = Rarely. Given the

frequency distributions, especially in the higher LPI scores, it is clear that all responses within the Model the Way leadership practice were all positively skewed.

In Table 27, the K&P Leadership Practice (LPI), along with measures of central tendency (e.g., means, maximums, minimums) of SEM leaders is presented. Because values fit the normal distribution well, arithmetic means were utilised in this study (McDonald, 2009). This information was analysed by requesting raw data from the LPI publishing company and then importing and analysing the data in the Statistical Package for the Social Sciences (SPSS) software program.

Table 27

Leadership Practice by Minimums, Maximums and Means of SEM leaders (N=7)

LPI Practice	Minimum	Maximum	Mean
Enable Others to Act	42	55	51.43
Challenge the Process	43	55	48.86
Encourage the Heart	31	54	45.86
Inspire a Shared Vision	41	52	45.86
Model the Way	30	55	45.57

Based upon the mean scores in Table 27, *Enabling Others to Act* was perceived by the participants as the leadership practice they most frequently exhibit (Mean = 51.43). *Challenging the Process* was the second most frequent leadership practice participants engaged in (Mean = 48.86). Further, SEM leaders' actions to *Inspire a Shared Vision* and *Encourage the Heart* were identical in terms of the means (Mean = 45.86) senior enrolment managers cited as frequently engaging with. This similarity in means would then suggest that those SEM leaders who *Inspire a Shared Vision* and *Encourage the Heart* with their staff went about implementing this in very similar ways with their subordinates. Finally, those behaviours associated with *Modelling the Way* were reported to have the lowest mean (Mean = 45.57) of all the leadership practices, which suggests that leaders either viewed this as the least important leadership practice or did not feel capable of modelling the way.

Further analysis of the data was done to compare the means across the leadership practices associated with the population (SEM Leaders) to the norms that Kouzes and Posner found in their research of leaders over time, who were

administered the LPI-Self. Table 5 provides a comparison of the combined means for the SEM leaders (LPI-Self) for each of the Five Practices of Exemplary Leadership to LPI norms as reported by Kouzes and Posner (2002). Table 28 presents the comparisons between mean scores across leadership practice associated with the study group of leaders and those leaders that Kouzes and Posner surveyed.

The results demonstrated differences between the current group and K&P's group. The comparisons revealed that both groups reported that *Enabling Others to Act* was the most reported leadership practice. While LPI norms established by Kouzes and Posner demonstrated that *Model the Way* was the second most observed behaviour with a mean score of 47.0, SEM leaders cited *Challenge the Process* as the second most observed behaviour with a mean score ranking of 48.85. SEM leaders reported that the third most observed behaviour was *Inspire a Shared Vision* and *Encourage the Heart*, both having a mean score of 45.85.

Table 28

LPI Norms of Case Study SEM Leaders (Self) to Norms from Kouzes and Posner Research on Leaders

SEM Leaders Mean Score Rankings	K&P Research Norms Self Rankings
Model the Way (45.57)	Model the Way (47.0)
Inspire a Shared Vision (45.85)	Inspire a Shared Vision (40.6)
Challenge the Process (48.85)	Challenge the Process (43.9)
Enable Others to Act (51.42)	Enable Others to Act (48.7)
Encourage the Heart (45.85)	Encourage the Heart (43.8)

4.4 Validity Testing

4.4.1 Two-tailed exact binomial testing and hypothesis testing

In order to test validity and make meaning statistically of the responses received on the survey instrument, the researcher implemented a two-tailed exact binomial test. Statistical data analysis was completed to understand better how specific leadership practices related to the responses the participants gave on the survey. This information is typically not supplied by the publisher and to accomplish this task, raw data for each participant was loaded into the SAS statistical package and sorted by LPI practice. This allowed the researcher to examine each question individually by mean and p-value. In this case, the p-value or the observed level of significance was set at $p < .05$. An output table was created, which included the question number, the mean, percentage “YES” in scaled steps 7-10, percentage “NO” in scaled steps 1-3 and the assigned LPI practice. The table was then sorted and grouped by the LPI practice.

A two-tailed Exact Binomial test was employed for all of the practice statements related to the purpose of determining, whether the positive responses for each practice were significant or not. This was achieved by implementing a two-tailed test and offered the opportunity to determine the p-value, which measures the statistical significance and tells one, whether or not the null hypothesis is valid. The null hypothesis and alternate hypotheses are presented below. “The statistical null hypothesis is that the means of the measurement variable was the same for the different categories of data; the alternative hypothesis is that they are not all the same” (McDonald, 2009:123). In this study, the researcher utilised hypothesis testing between two groups, also known as a comparative hypothesis (Rohlfing, 2014) and included the following statements:

H_0 : The proportion of affirmative responses and negative responses was 50%.

***H_a*:** The proportion of affirmative responses was significantly greater than 50% or the proportion of negative responses is significantly greater than 50%.

All p-values, which were found to be below the .05 level, meant that the null hypothesis was rejected (or supports the alternative hypothesis), and those p-values, which were higher than the .05 level resulted in a situation, where the researcher failed to reject the null hypothesis (or the differences were considered significant and there is acceptance of the null hypothesis).

Also by running this test, the researcher sought to eliminate Type I errors by rejecting the null hypothesis, when it was, in fact, true or Type II errors, where the researcher could possibly accept the null hypothesis, when in fact it was false. Therefore, in this case, the test statistic was the exact binomial test, which allowed the researcher to test the validity of the null hypothesis. In this case, the significance level or α was adopted at .05.

All 30 practice statements were compiled in a rank order sequence by mean score from highest to lowest (Table 6) by utilising the SAS statistical software package to transform and analyse the raw data. By examining mean scores, this study provided information upon how SEM leaders perceived their own leadership styles and approaches. The more frequently an SEM leader engages in a particular practice, the higher the mean score will indicate. Statement number 14, which specified "Treats people with dignity and respect", reported the highest rated mean score at 9.43. It is important to note that mean scores only provide a sense of the magnitude without considering statistical significance. In order to determine if the positive responses were significant or not, the researcher utilised an exact binomial test. The first step in the process was to determine, which responses on the Likert scale were to be taken as an affirmative YES and which were assigned as NO. In this case, the response scale was: (1) almost never, (2) rarely, (3) seldom, (4) once in a while, (5) occasionally, (6) sometimes, (7) fairly often, (8) usually, (9) very frequently, and (10) almost always. The researcher assigned steps 1, 2 and 3 as meaning NO, where steps 7-10 meant YES. Steps 4-6 were omitted because each one

implies some degree of uncertainty with the leader. The researcher then entered all of the participants' scores into SAS and ran an analysis that outputted a percentage of those, who answered affirmatively (or YES) in steps 7-10 and negatively in scale steps 1-3. Table 29 illustrates the practice statement ranked highest to lowest by mean score and then the corresponding percentage of participants, who affirmed YES in steps 7-10 and NO in steps 1-3.

Table 29

Individual Statement Ranked Highest to Lowest Rank Ordered Leadership by Mean and Scaled percentages YES or NO as Reported by Senior Level Enrolment Management Leaders (N = 7)

LPI Practice Statement	Mean	Percentage Yes Scale Steps 7-10	Percentage No Scale Steps 1-3	LPI Practice
14. Treats people with dignity and respect	9.43	100%	0%	EOA
1. Sets a personal example of what is expected of others	9.14	100%	0%	MTW
4. Develops cooperative relationships	8.86	100%	0%	EOA
9. Actively listens to diverse points of view	8.86	100%	0%	EOA
11. Follows through on promises and commitments	8.71	100%	0%	MTW
22. Paints "big picture" of what we aspire to accomplish as group	8.71	100%	0%	ISV

13. Reaches outside the organisation for innovative ways to improve	8.57	100%	0%	CTP
3. Seeks out challenging opportunities that test skills	8.43	100%	0%	CTP
24. Gives people freedom and choice in how to work	8.43	100%	0%	EOA
8. Challenges people to try out new approaches to their work	8.29	100%	0%	CTP
23. Makes certain that achievable goals and plans are established	8.29	100%	0%	CTP
2. Talks about trends that influence our work	8.14	100%	0%	ISV
29. Ensures that people grow and develop in their jobs	8.14	100%	0%	EOA
5. Praises people for a job well done	8	100%	0%	ETH
30. Give employees lots of appreciation and support	8	100%	0%	ETH
21. Builds consensus around organisations values	7.71	100%	0%	MTW
27. Speak with conviction about meaning and purpose of work	7.71	100%	0%	ISV

28. Experiences and take risks when there is a chance of failure	7.71	100%	0%	CTP
19. Supports decisions that people make on their own	7.71	100%	0%	EOA
18. Asks "What can we learn?" when things don't go as expected	7.57	100%	0%	CTP
10. Expresses confidence in employees abilities	7.57	100%	0%	ETH
20. Publicly recognises people for commitments to shared values	7.57	100%	0%	ETH
7. Describes a compelling image of the future	7.43	100%	0%	ISV
12. Appeals to others to share an exciting dream of the future	7.43	100%	0%	ISV
25. Finds ways to celebrate accomplishments	7.43	100%	0%	ETH
26. Is clear about ones philosophy of leadership	7.29	85.7%	14.3%	MTW
15. Creatively rewards people for their contributions to the success of projects	7.29	100%	0%	ETH

6. Spends time and energy making certain that the people adhere to agreed-upon principles and standards	7	100%	0%	MTW
17. Shows others how their long-term Interests can be realised by enlisting in a common vision	6.43	100%	0%	ISV
16. Asks for feedback on how his/her actions affect other people's performance	5.71	75%	25%	MTW

EOA – Enabling Others to Act, MTW – Managing the Way, ETH – Engaging the Heart, ISV – Inspire a Shared Vision, CTP – Challenge the Process

While *Modelling the Way (MTW)* practice statements appeared in the top five overall in leadership approaches exhibited by SEM leaders, two of these same practice statements also appeared in the lowest five approaches to leadership, which this sample population reported. These differences are likely rooted in the type of question that the survey is asking and the comfort level of the SEM leaders to answer these. Statement 1 (Sets a personal example of what is expected of others) was in the top 5, likely due to the desire of these high performance SEM leaders to demonstrate to others that their actions in all that they do are purposeful and designed to project confidence and competence. Statement 11 (Follows through on promises and commitments) was also in the top 5, most likely due to this population of leaders' desire to build trust and rapport with subordinates. Another explanation of this could be associated with the SEM leaders' wishes to promote organisational accountability. The possible premise could be that if the leader is following through on commitments, this could transfer to subordinates related to their degree of investment in the organisation. The lower mean scores of the two lowest statements, including statement 16 (Asks for feedback on how his / her actions affect other people's performance) and statement 6 (Spends time and energy making certain that the people adhere to agreed-upon principles and

standards) are both specific actions that the leaders must take to spend time and effort individually with staff, which they may not have the opportunity to engage in. Statement 16 (Asks for feedback on how his / her actions affect other people's performance) was the leadership practice related to the lowest mean score (mean = 5.71) within this study. This data suggests that within this statement, SEM leaders least often engage in this practice, perhaps due to the fact that the leaders find it difficult to elicit feedback on their own performance. Given this information, one can make an assumption, at least based on this sample population, asking for feedback from staff was not easy for these SEM professionals. Often called 360° reviews, this type of interchange between supervisor and subordinate has been subject to a considerable amount of debate in its effectiveness (e.g., Pfau, Kay, Nowack, & Ghorpade, 2002; Ghorpade, 2000; Aguinis, Joo, & Gottfredson, 2011). Jones and Bearley (1996:10) noted that "providing 360° feedback enables leaders to shift their thinking about themselves and about getting work done through others during a time, in which organisational life is becoming increasingly complex".

When examining the percentages of those who said YES that they engage in this practice, all of the participants (100%) either fairly often, usually, very frequently or almost always engaged in every one of the behaviours with the exception of statement 26, which was related to being clear about their philosophy of leadership (85.7%), and statement 16 connected to how they solicit feedback on how their actions affect other people's performance in the organisation. Conversely, 14.3% of the participants overall noted that they almost never, rarely, seldom or once in a while are clear about their philosophy of leadership and 25% rarely or never ask for feedback from staff in their organisation.

When examining the survey statements by leadership practice (by mean score), three of the top five segments belong to the *Enabling Others to Act* leadership practice, including statements 14, 4 and 9. Table 30 illustrates those top five leadership practice statements along with their mean and corresponding leadership practice.

Table 30

Top 5 Individual Statements Ranked Highest to Lowest Rank Ordered Leadership by Mean and by Senior Level Enrolment Management Leaders (N=7)

LPI Practice Statement	Mean	LPI Practice
14. Treats people with dignity and respect	9.43	EOA
1. Sets a personal example of what is expected of others	9.14	MTW
4. Develops cooperative relationships	8.86	EOA
9. Actively listens to diverse points of view	8.86	EOA
11. Follows through on promises and commitments	8.71	MTW

When scrutinising the top five LPI practice statement results by mean scores, only those associated with the Enabling Others to Act and Modelling the Way leadership practices were represented. While not entirely clear, why these two practices show up repeatedly in the top five as opposed to the other three practices, one reason could be related to how these two practices represent the basic leadership tenets that SEM leaders viewed as essential to their success. Often people prioritise or compartmentalise issues into smaller units to understand better or comprehend a very large issue. Leadership as a concept is fluid and not something that is learned easily. Perhaps the concepts associated with the top 5 (treating people well, setting an example, cooperating with others, listening and following-through) are just those baseline qualities that this population of SEM leaders felt were most critical to them.

There were no statements related to inspiring a *Shared Vision*, *Encouraging the Heart*, or *Challenging the Process* practices, which were indicated in the top five statements. Again, treating people with dignity and respect was perceived as the most important behaviour by all of the SEM

leaders. The second highest mean score (M = 9.14) belongs to statement number 1 (sets a personal example of what is expected of others and was associated with the *Modelling the Way* leadership practice. Developing cooperative relationships with others on their staff (M=8.86) and actively listening to diverse points of view (M=8.86) were both implemented with similar frequency. The fifth most frequently utilised behaviour senior enrolment managers engaged in was following through on promises and commitments (M=8.71).

The next step in the process was to determine, which LPI practices were found to have the highest mean scores, when considering the responses of all of the participants to each of the questions. Table 31 illustrates the mean scored by LPI practice area. This was done by collapsing each of the statements (questions) in Table 29 and grouping these by LPI Practice Area.

Table 31

LPI Practices Sorted by Mean Score by Practice Area

LPI Practice	Mean Score by Practice
Enabling Others to Act	8.5716
Challenge the Process	8.1433
Encouraging the Heart	7.6433
Inspire a Shared Vision	7.6416
Modelling the Way	7.5933

This data demonstrates that the most frequently endorsed leadership practice among SEM leaders was Enabling Others to Act (M = 8.5716), followed by Challenging the Process (M = 8.1433), Encouraging the Heart (M = 7.6433), Inspiring a Shared Vision (M = 7.6416). According to the data, the least endorsed leadership practice among SEM Leaders was Modelling the Way (M = 7.5933). The data suggests that for SEM leaders, enabling others to act and challenging the process are the most frequently utilised practices and that participants most frequently engaged in behaviours associated with each of these practices.

4.4.2 Two-tailed exact binomial test findings sorted by practice area

Statistical data analysis was completed to understand better how specific leadership practices related to the responses the participants gave on the survey for the purpose of determining, whether the positive responses for each practice were significant or not.

Below are each of the K&P leadership practices (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart) sorted by practice, which includes the statement numbers, means and percentages YES or NO respondents selected along with their p-values.

In many instances, the respondents answered in the affirmative in numerous cases to the survey instrument. There may be some possible response bias associated with this survey and the population due to a number of factors that were not part of this study. Response bias refers to the propensity of survey takers to agree with questions on a survey due to some type of sociological or psychological reason. One type of response bias is called acquiescence bias or a “tendency of subjects to agree with statements that are presented to them” (Hurd & Kapteyn, 2000:5; Schuman & Presser, 1981). It is clear that this population of SEM leaders demonstrated some degree of acquiescence bias in this study, and one possible reason for this could be due to these leaders’ beliefs that the answer of yes on the survey was the “right” answer, irrespective of their true feelings. While this study does not delve into the cognitive psychological science of this, perhaps these leaders were responding to their perceptions related to how they had been conditioned to answer these questions through a culture that overtly or covertly demands specific leadership traits in their leaders?

Given the large number of answers in the affirmative by the SEM leaders, it is clear that there was some type of response bias that occurred. SEM leaders typically are very highly motivated individuals and are naturally people pleasers. Higher education culture in America promotes a culture of uniformity and agreement. Many of these questions, which were posed to the SEM leaders (while presented in Likert form), nevertheless instructed them to take an

affirmative or negative position on leadership qualities. Finally, another reason that many of these leaders selected an affirmative response was perhaps due to the psychological predicament of having to reveal their own weaknesses. This is especially difficult for many people to do, and perhaps this contributed to this situation. The final reason for the acquiescence bias in this study could be due to the researcher's insider status. While he did not know any of the SEM leaders well, nevertheless, they all work in a small professional field, where there is an understanding of the role that the individual serves at each school. Perhaps their desire to impress the researcher or demonstrate their strong leadership acumen skewed the results on this study.

Below are the leadership behaviours (statements) grouped by practice area. Narrative associated with the interpretation of the tables is included below.

4.4.2.1 Enabling Others to Act

The leadership practice statements below all relate to K&P's leadership practice of *Enabling Others to Act* (EOA) and were sorted by mean score, percentage YES in scaled steps 7-10, percentage NO in scaled steps 1-3, the p-value and the assigned LPI practice. Table 31, as a group, when statistically analysed, the K&P leadership practice *Enabling Others to Act* had the highest overall mean score of 8.5716 (see Table 31).

Table 32

Senior-Level Enrolment Management Leaders Mean Leadership Practices Inventory® Rating for Statements Related to Enabling Others to Act and Corresponding p-values

LPI Statement Number	Mean	Percentage YES Scale Steps 7-10	Percentage NO Scale Steps 1-3	p
14. Treats people with dignity and respect	9.43	100%	0%	0.0156
4. Develops cooperative relationships	8.86	100%	0%	0.0156
9. Actively listens to Diverse points of view	8.86	100%	0%	0.0156
24. Gives people freedom and choice in how to work	8.43	100%	0%	0.0156
29. Ensures that people grow and develop in their jobs	8.14	100%	0%	0.0312
19. Supports decisions that people make on their own	7.71	100%	0%	0.0312

In Table 32, responses related to *Enabling Others to Act* indicated SEM leaders are most engaged with treating people with dignity and respect (M = 9.43). Among the survey respondents, 100% responded affirmatively. Developing cooperative relationships with others (M = 8.86, p = 0.0156) and the ability to actively listen to diverse points of view (M = 8.86; p = 0.0156) were jointly ranked as the second most prevalent behaviour and were viewed by the SEM leaders of equal importance in terms of their leadership approaches. Reported mean scores were lower in respect to the ways SEM leaders give people freedom and choice in how to work (M = 8.43, p = 0.0156), ensuring their staff grow and develop in their jobs (M = 8.14, p = 0.0312), and the ways they support the decisions their staff make on their own (M = 7.71, p = 0.0312).

Within the enabling others to act leadership practice, all six statements had a two-tailed p value of less than 0.05 and therefore, within each behaviour, the results from the research supported rejecting the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders felt that they were more likely to engage in all six practice behaviours listed in Table 32.

4.4.2.2 Challenging the Process

The leadership practice statements below all relate to K&P's leadership practice of Challenging the Process (CTP) and were sorted by mean score, percentage YES in scaled steps 7-10, percentage NO in scaled steps 1-3, the p-value and the assigned LPI practice. Table 6, as a group, when statistically analysed, the K&P leadership practice Challenging the Process had the second highest overall mean score of 8.1433 (see Table 31).

Table 33

Senior-Level Enrolment Management Leaders Mean Leadership Practices Inventory© Rating for Statements Related to Challenging the Process and Corresponding p-values

LPI Statement Number	Mean	Percentage YES Scale Steps 7-10	Percentage NO Scale Steps 1-3	p
13. Reaches outside the organisation for innovative ways to improve	8.57	100%	0%	0.0156
3. Seeks out challenging opportunities that test skills	8.43	100%	0%	0.0156
8. Challenges people to try out new approaches to their work	8.29	100%	0%	0.0156
23. Makes certain that achievable goals and plans are established	8.29	100%	0%	0.0312
28. Experiences and take risks when there is a chance of failure	7.71	100%	0%	0.0312
18. Asks "What can we learn?" when things do not go as expected	7.57	100%	0%	0.0312

In Table 33, an analysis of the mean scores of SEM leaders associated with the *Challenging the Process* Practice indicated the most frequently utilised behaviour these individuals engaged in was reaching outside the organisation for innovative ways to improve their operation (M = 8.57, p = 0.0156). The next most utilised behaviour for SEM leaders was their intentionally seeking out challenging opportunities, which test their skills (M = 8.43, p = 0.0156). Challenging staff to consider new approaches to their work (M = 8.29, p = 0.0156) and making certain achievable goals and plans are established for their department / division (M = 8.29, p = 0.0312). Experiences and willing to take risks when there was a chance of failure (M = 7.71, p = 0.0312) ranked fifth

within this practice area. The leadership practice SEM leaders reported as least frequently utilised was asking how they themselves can learn (M = 7.57, p = 0.0312)

Within the *Challenging the Practice*, all six statements had a two-tailed p value of less than 0.05 and therefore, within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders felt that they were more likely to engage in all six practice behaviours listed in Table 33.

4.4.2.3 Encouraging the Heart

The leadership practice statements below all relate to K&P's leadership practice of Encouraging the Heart (ETH) and were sorted by mean score, percentage YES in scaled steps 7-10, percentage NO in scaled steps 1-3, the p value and the assigned LPI practice. As a group, when statistically analysed, the K&P leadership practice Encouraging the Heart had the third highest overall mean score of 7.6433 (see Table 31).

Table 34

Senior-Level Enrolment Management Leaders Mean Leadership Practices Inventory© Rating for Statements Related to Encourage the Heart and Corresponding p-values

LPI Statement Number	Mean	Percentage YES Scale Steps 7-10	Percentage NO Scale Steps 1-3	<i>p</i>
5. Praises people for a job well done	8	100%	0%	0.0312
30. Give employees lots of appreciation and support	8	100%	0%	0.0312
10. Expresses confidence in employees abilities	7.57	100%	0%	0.0625
20. Publicly recognises people for commitments to shared values	7.57	100%	0%	0.0312
25. Finds ways to celebrate accomplishments	7.43	100%	0%	0.0312
15. Creatively rewards people for their contributions to the success of projects	7.29	100%	0%	0.0625

In Table 34, an analysis of the mean scores of SEM leaders associated with the *Encouraging the Heart* practice indicates the most frequently utilised behaviour these individuals engaged in was praising people for a job well done (M = 8, $p = 0.0312$) and giving employees lots of appreciation and support (M = 8, $p = 0.0312$). The next most utilised behaviour for SEM leaders was related to expressing confidence in their employees' abilities (M = 7.57, $p = 0.0625$) and publicly recognising their staff for their commitments to a shared organisational vision (M = 7.57, $p = 0.0312$). The last two statements, finding ways to celebrate accomplishments (M = 7.43, $p = 0.0312$) and creatively rewarding staff for their contributions to the success of projects (M = 7.29, $p = 0.0625$) were rated the lowest in this survey.

Within the *Encouraging the Heart* practice, four of the six statements had a two-tailed p-value of less than 0.05 and therefore, within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders felt that they were more likely to engage in all of the leadership practices listed in Table 34 with the exception of statements 10 and 15.

Two statements were found not to be statistically significant (numbers 10 and 15). These statements were related to statement number 10 – expressing confidence in employees' abilities ($p = 0.0625$) and creatively rewarding people for their contributions to the success of projects ($p = 0.0625$). Because the p-values were greater than or equal to .05, the research failed to reject the null hypothesis and the researcher concluded that within these two behaviour statements, senior enrolment management leaders felt that they were neither more likely to engage in or disengage in the leadership practices connected to statement 10 (Expresses confidence in employees' abilities, and statement 15 (Creatively rewards people for their contributions to the success of projects).

4.4.2.4 Inspiring a Shared Vision

The leadership practice statements below all relate to K&P's leadership practice of Inspiring a Shared Vision (ISV) and were sorted by mean score, percentage YES in scaled steps 7-10, percentage NO in scaled steps 1-3, the p-value and the assigned LPI practice. As a group, when statistically analysed, the K&P leadership practice Inspiring a Shared Vision had the fourth highest overall mean score of 7.6416 (see Table 31).

Table 35

Senior-Level Enrolment Management Leaders Mean Leadership Practices Inventory© Rating for Statements Related to Inspiring a Shared Vision and Corresponding p-values

LPI Statement Number	Mean	Percentage YES Scale Steps 7-10	Percentage NO Scale Steps 1-3	<i>p</i>
22. Paints “big picture” of what we aspire to accomplish as a group	8.71	100%	0%	0.0156
2. Talks about trends that influence our work	8.14	100%	0%	0.0312
27. Speaks with conviction about meaning and purpose of work	7.71	100%	0%	0.0625
7. Describes a compelling image of the future	7.43	100%	0%	0.0625
12. Appeals to others to share an exciting dream of the future	7.43	100%	0%	0.0312
17. Shows others how their long-term Interests can be realised by enlisting in a common vision	6.43	100%	0%	0.0125

In Table 35, responses related to *Inspiring a Shared Vision* indicated SEM leaders were most engaged painting a “big picture” of what they and their staff aspire to accomplish as group (M = 8.71, *p* = 0.0156). The next most utilised behaviour for SEM leaders was linked to discussing trends, which influence their work (M = 8.14, *p* = 0.0312). Speaking with conviction about the meaning and purpose of their work was the third most frequently utilised practice (M = 7.71; *p* = 0.0625). Describing a compelling image of the future to staff (M = 7.43, *p* = 0.0625) and appealing to others to share an exciting dream of the future (M = 7.43, *p* = 0.0312) were an equally utilised behaviour. Finally, the way in which the SEM leaders demonstrated to their staff how their long

term interests can be realised by “buying-in” to a common vision was the behaviour least frequently utilised ($M = 6.43$; $p = 0.0125$).

Within the *Inspiring a Shared Vision* four of the six statements had a two-tailed p-value of less than 0.05 and therefore, within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders felt that they were more likely to engage in all six practice behaviours listed in Table 35.

Two statements were found not to be statistically significant (numbers 27 and 7). These statements were related to speaking with conviction about the meaning and purpose of their work ($p = 0.0625$) and describing a compelling image of the future to staff ($p = 0.0625$). Because the p-values are greater than or equal to .05, the results from the research failed to reject the null hypothesis and the researcher concluded that within these two behaviour statements, senior enrolment management leaders were neither more likely to engage in or disengage in the leadership practices connected to statements 27 and 7.

4.4.2.5 Modelling the Way

The leadership practice statements in Table 36 all relate to K&P’s leadership practice of Modelling the Way (MTW) and were sorted by mean score, percentage YES in scaled steps 7-10, percentage NO in scaled steps 1-3, the p-value and the assigned LPI practice. As a group, when statistically analysed, the K&P leadership practice Modelling the Way had the fifth highest overall mean score of 7.5933 (see Table 31).

Table 36

Senior-Level Enrolment Management Leaders Mean Leadership Practices Inventory© Rating for Statements Related to Modelling the Way and Corresponding p-values

LPI Statement Number	Mean	Percentage YES Scale Steps 7-10	Percentage NO Scale Steps 1-3	p
1. Sets a personal example of what is expected of others	9.14	100%	0%	0.0156
11. Follows through on promises and commitments	8.71	100%	0%	0.0312
21. Builds consensus around organisations values	7.71	100%	0%	0.0312
26. Is clear about ones philosophy of leadership	7.29	85.7%	14.3%	0.0250
6. Spends time and energy making certain that the people adhere to agreed-upon principles and standards	7	100%	0%	0.1250
16. Asks for feedback on How his/her actions affect other people's performance	5.71	75%	25%	0.6250

An analysis of the mean scores of SEM leaders associated with the *Modelling the Way* practice suggested that the most frequently utilised behaviour these individuals engage in was setting a personal example of what is expected of others (M = 9.14, p = 0.0156). The next most utilised behaviours for SEM leaders involved the way they follow through on promises and commitments (M = 8.71, p = 0.0312) and building consensus around the organisations' values (M = 7.71, p = 0.0312). Being clear about their philosophy of leadership was the fourth most utilised behaviour by SEM leaders (M = 7.29, p = 0.0250). The fifth most utilised behaviour was related to how senior EM leaders spend time and energy making certain that people adhere to agreed-

upon principles ($M = 7$, $p = 0.1250$). Finally, the sixth most prevalent behaviour exhibited by SEM leaders referred to their ability to ask for feedback on how their actions impact others in the organisation ($M = 5.71$, $p = 0.625$).

Within the *Modelling the Way* practice, four of the six statements had a two-tailed p-value of less than 0.05 and therefore, within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all of the leadership practices listed in Table 36 with the exception of statements 6 and 16.

Because the p-values were greater than or equal to .05, the results from the research failed to reject the null hypothesis and the researcher concluded that within these two behaviour statements, senior enrolment management leaders felt that they were neither more likely to engage in or disengage in the leadership practices related to statements 6 and 16.

The next section of this chapter includes the findings associated with qualitative interviews with the SEM leaders. Themes that emerged after interviewing SEM leaders' perceptions of leadership as expressed through the lens of the Kouzes and Posner Five Practices of Exemplary Leadership are presented below.

4.5 SEM Leaders – Qualitative Data Analysis

4.5.1 Research Question 2

RQ1B: How do senior enrolment managers within the western and central portions of the State of New York describe the relationships between their own perceptions of leadership and the perceptions of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

The researcher conducted seven semi-structured interviews with SEM leaders at seven separate institutions of higher education in the central and

western parts of New York State in the United States of America. Each of the questions asked were designed to understand the leadership styles of senior enrolment management leaders better and how they interpreted their own leadership style. All of the SEM leaders were asked open-ended questions about their leadership styles along with their own personal strategies they utilise within their enrolment management offices.

Below are the profiles of each of the SEM leaders, who participated in this study. All names utilised in the following section are pseudonyms.

4.5.2 Leader backgrounds and leadership perceptions

Each of the leaders who were selected and ultimately participated in this study brought a comprehensive background and passion related to working in higher education and specifically enrolment management. Their backgrounds, while diverse, illustrated seasoned individuals at senior or executive levels of higher education administration, who had very all-inclusive duties and significant impact over many individuals and departments within their organisation. Below is a synopsis of each of the senior enrolment management leaders who were featured in this study along with their individual beliefs related to their leadership style.

Scott

Scott worked at a small private coeducational college in western New York State, serving over 3 000 students and has worked in the field of enrolment management since 1988. From 1988 to 2002, Scott served as the institution's Vice President for Student Affairs when, in 2002, his title was expanded to include enrolment management. As Vice President for Enrolment Management and Student Affairs, Scott had a very broad portfolio of supervision and leadership, which included on the student affairs side: student activities, residence life, health services, athletics, international students and multicultural affairs. On the enrolment management side, he provides leadership to Admissions (graduate and undergraduate, international, and adult students),

Financial Aid, Marketing, and Veterans (military) Affairs. Scott was perhaps the most comfortable SEM leader that the researcher interviewed. He noted this by saying, “You ‘gotta’ relax. If you’re always, you know, if you’re always in a tension, it doesn’t help out. Things happen. This is not a life-and-death decision. Support the decisions.”

It was abundantly clear that he was confident in himself and his abilities and was surrounded by good people that could implement his vision. Scott was also a “no-nonsense” individual, who spoke very candidly about his experiences in his numerous roles throughout his career and at his institution. He openly praised past and current supervisors for giving him opportunities and trusting him to carry out new responsibilities through the years.

Danielle

Danielle has been involved in higher education for over 30 years and currently works at a public 4-year college in western New York State that serves over 5 000 students. Early in his career, he served as a residence hall director, assistant varsity basketball coach, and varsity men’s tennis coach. Since 1986, he has worked in enrolment management, first as a senior financial aid advisor from 1986-1992, when he was named Associate Director of Financial Aid in a role he served until 2000. He was promoted shortly afterwards to Director of Financial Aid. Three years later, Danielle was appointed to leadership role as Interim Director of Admissions and Financial Aid. Two years later in 2005, Danielle was again promoted, this time to Associate Vice President for Enrolment Services in his current role that he has held for nine years. As a result of his long tenure and exemplary service to the profession in the state, he was named as a recipient of an award that recognises the highest honour a state can bestow on an individual for his profession.

Danielle was the most effusive, animated and opinionated of the group of SEM leaders, often speaking vigorously; he spoke with conviction and often worked to give concrete examples that he himself has experienced “on the ground” in his office. He often gave example after example as a way to

somehow validate his thoughts and feelings. If you asked him what he saw in his staff, he quickly listed off in rapid-fire succession the following: “dedication, motivation, you know, creativity, start up, task oriented, you know, that independent thinking, independent problem-solving.” Danielle is a very “hands-on” leader who often rolls up his sleeves and gets in the weeds with his staff. This is confirmed by one of his direct reports. Jessica noted that, “my leader, he definitely models the behaviour that is expected. He sets the bar high. He likes to collaborate, really just kind of shows what is expect[ed].” Jasper, Danielle’s other direct report echoes Jessica’s comments, who remarked that:

My supervisor is very big on professionalism and really being the best that you can be every day. He expects that from everyone on campus and especially the people that he oversees. He sets the bar pretty high. For me, it’s been a good experience being under him because you are forced to be your best every day.

This approach has engendered the trust and following of his direct reports. Danielle, when asked about his perception about leadership, was exceptionally emphatic and animated. He spoke with a genuine conviction related to leadership approaches and you could almost feel his emotions, when asked about this subject. Danielle believed that the organisation is only as strong as the leader that is governing. It is the strong leader that can lead effectively only if you trust and coach others in the organisation as well as selflessly promote empowerment. In his own words:

Strong leaders don’t have an ego...Strong leaders are not threatened by talent. Strong leaders strive to take the lowest person in their area and raise them to the top. They just don’t throw themselves with the best. The last person in, the lowest person is as valuable as the highest. Strong leaders listen, collaborate, trust, empower.

James

James serves as the Vice President for Enrolment Management at his institution in a role that he has held at his school for six months, which includes responsibilities for financial aid, scholarship, admissions, and accelerated adult student programmes. The college that James works at is an independent 4-year private institution of higher education in western New York State and serves approximately 2 000 students. Prior to his current role, he served for 20 years in enrolment related roles in higher education. Earlier in his career, he served in computer programming, part of which was in higher education. He also worked in private business prior to computer programming. James viewed leadership as one that requires a team approach.

Big picture is developing and supporting a team that comes to a successful end and that's—and if you are able to do that, you are going to win every time. So that's really what it comes down to.

James was also someone who authentically believed in the direction of the campus and was eager to share that with others:

Right, so I think a wonderfully done strategic plan, which is what attracted me to [the college], just spot on. This president really is invested in strategic planning and did a great job and then all the way down. Now right now, that's one of the activities that we're all doing, right now is to update everybody's performance programme so that it has a link to the strategic plan.

Terrance

Terrance serves as Vice President for Enrolment Management at a private coeducational independent college of approximately 3 000 students in western New York State, where he assumes leadership of undergraduate and graduate admissions, transfer admissions, financial aid. This is his 20th year in the enrolment management profession. He has worked in enrolment

management in several states and has experience working with business firms that specialise in serving EM professionals in the marketplace. When asked to define what leadership meant to him, he expressed this through having a complete understanding of the environment and landscape around you. Terrance also spoke about the awe-inspiring reality of being a leader: “I think leadership is a privilege rather than kind of a responsibility.” This attitude, along with being authentic, genuine, willing to work with staff, coach them, building confidence and admitting that you do not know everything were his ingredients for success:

It’s about having a good understanding of the current reality. Having a good understanding of kind of the market forces in terms of what you can and can’t do. And then just working in hand-to-hand combat with individuals in terms of getting them to work and coach them through that. I think you have to be a pretty decent presenter to be a decent leader nowadays. That doesn’t mean you are a good leader, but I think that especially in higher Ed, you have to be able to build the kind of confidence amongst a lot of different groups that no idea what you do. And that often times whether you’re good or bad is comes across whether or not you can tell a story or be articulate... I think a genuineness and authenticity to me are really super important as part of this process. And also admitting you just don’t know everything and that’s okay and that’s acceptable.

With responsibility in leadership comes the reality that institutional mission may not always align completely with the rigours of enrolment management. Terrance works for a small liberal arts college, where tuition revenue is paramount on sustainability of the campus. He talked about a “healthy tension” related to the goals of the college versus the reality of what people want versus what the college is willing to provide.

So there is a little bit of constant tension between those things and I do sense that not so much amongst my team, but within the community. But the way that I have to look at it is that it's healthy tension that we can actually still deliver on who we are and not compromise our integrity of being human compromised, the lineage of the place and still deliver on that kind of core instinct element. But we also have to be much more externally centred and grounded so that our decisions are made based on what the paying customers are seeking rather than what we think is good for ourselves or good for the history of the other place.

Along this same vein, Terrance openly worries if his institution can honestly meet the challenges that they were facing in light of a rapidly changing world around them.

It's healthy tension that we can actually still deliver on who we are and not compromise our integrity of being compromised, the lineage of the place and still deliver on that kind of core human instinct element. But we also have to be much more externally centred and grounded so that our decisions are made based on what the paying customers seeking rather than what we think is good for ourselves or good for the history of the other place.

Brady

Brady serves as Director of Undergraduate Admissions at a public 4-year research intensive institution in central New York State serving over 17 000 students. He oversees domestic admissions (students from the USA), international admissions, technology, support staff, and marketing efforts. Brady has remained in his role at his current institution for 18 months, but has worked in higher education for over 15 years. When asked about his perception of leadership, he spoke at length about their needing to be a humanistic approach to how one governs. He offers this:

People have told me I'm bring a human element to leadership because I show that I care, even when I'm pissed off and I want nothing to do with a person or a group or a subject, I will at least make the effort to try to care and I think that goes a long way. I'm serious when I need to be serious. I like to have fun and I think people see me as approachable and I think so that's part of it.

Brady also noted that leadership is about building consensus among team members and making yourself available to others on your staff, when he stated, "I think you have to be approachable....I think you have to be able to create a vision, you have to get people to buy into that vision".

Jeff

Jeff serves as an Executive Vice President for Enrolment, Advancement, and Planning in a role that he has held since 2012. Jeff works at a private liberal arts college in western New York State that has a population of approximately 4000 students. Jeff reports to the president of the college. Prior to 2012, he served as Executive Vice President for Enrolment and Planning from 2008-2012. Prior to this, he was Vice President for Enrolment Management from 1996-2008. Jeff was a very soft-spoken individual, who did not always provide emotive expression. To this, he was the least animated when he spoke. However, when he spoke, it was clear that he is very informed and demonstrates his leadership acumen gained over the 30+ years he has worked in the profession. Jeff gives the impression that he is a very principled leader that – in Jeff's own words – genuinely believed very strongly in the mission and vision of the institution that he serves:

I just try to share with them, what the plans for the institution and what my belief in the institution is... my commitment to it. I work for a guy, who always said and I tell people this...present the college that you know we can be and not the one that you know we are. So, there is everybody's experience who comes to this place as a student. What is the potential of that? How can we help to form

them into the people that they want to become to realise the dreams that they have. So I try to talk, I do not talk a lot of about that probably, but I do talk about the vision of the institution, the mission of the institution. And so I think in those ways just trying to talk about what we can become and then really moving trying the work that I am able to affect move the institution in those directions.

Jean

Jean serves as Associate Vice president for Enrolment Management at her institution and reports to the president of the college. She has worked in higher education since 1978. First as an Admissions Counsellor then as an Assistant Director, Associate Director, Director of Admissions, Director of Admissions and Enrolment before assuming her current position. In her role, she oversees admissions, international admissions, student records and financial services (Financial Aid, Student Accounts, Registrar, Marketing and Communications, and Print and Mail Services).

Jean's approach to leadership is through setting an example and letting others follow. Jean's approach to leadership was closely correlated to the leadership practice of "Setting a personal example of what I expect of others" (statement 6). Statement 6 was related to the *Modelling the Way* LPI Practice. Specifically, she stated that leadership is:

Providing guidance, but leading...I like to lead by example. To inspire, to recognise those, to seek out ways to have people step outside of their comfort zone and keep moving up, having the... and be willing to do the research to have the data in the background to make recommendations, to make decisions, being able to make a decision. Whether it's good or bad, inaction I think is worse than trying and then learning from ... what if it's a mistake then making it better.

4.5.3 Semi-Structured questions

All of the SEM leaders were asked the same series of questions (follow-ups also were included in the discussion). Each of the questions was closely tied to each of the leadership practices: *Modelling the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable Others to Act*, and *Encourage the Heart*. In Table 37, the themes and sub-themes follow that emerged for each of the leadership practices.

4.5.4 Themes and Findings by Practice Area

4.5.4.1 Modelling the Way

Modelling the Way is the first of *The Five Practices for Exemplary Leadership* that Kouzes and Posner (2012) advocated for making extraordinary things happen in an organisation. According to Kouzes and Posner (2012), *Modelling the Way* is all about how a leader develops and promotes values in the organisation. Kouzes and Posner (2007b:37) called *Modelling the Way* the “foundation of leadership”. When the leaders were asked questions about how they model the way, they gave many different responses, which included approximately 20 different codes for this leadership practice. However, the two major themes emerged from the interviews that related to the leadership practice *Model the Way* were:

- Set the Example;
- People Matter.

The most prominent theme that emerged from the interviews related to *Setting the Example* within the organisation. Without a leader setting the example, the organisation most likely will not be successful. The Setting an Example theme was closely related to the LPI leadership practice of “setting a personal example of what is expected of others” (statement 1). This statement was the highest rated practice that the EM leaders scored within the Modelling the Way LPI practice.

The second major theme to emerge related to SEM leaders' belief that *People Matter* in their organisation. This theme related to how people within their organisation truly matter and that for this to be returned by followers in the organisation you must treat people well, invest in your staff and respect many divergent points of view. SEM leaders that acknowledge that people matter engender support from those in the organisation.

Table 37

EM Leaders Themes and Finding by Practice Area – Modelling the Way

Interview Theme	Sub-themes	LPI Statement	Mean	LPI Practice
People Matter	Treat people well and Invest in People			Model the Way
	Respect different points of view			
Set The Example	Lead by Example	Statement 1 – Sets a personal example of what is expected of others	9.14	Model the Way
	Collaboration			
	Model Good Behaviour			
	“Get into the Weeds” themselves:			

4.5.4.2 Set the Example

This theme illustrates how critical it is for SEM leaders to set the example as they model the way in their organisation. SEM leaders know that leading by example demonstrates that you care about the organisation. Three themes emerged out of this major theme, which included: lead by example, model good behaviour and get into the weeds themselves.

Lead by example. SEM leaders know all eyes were always on them and their actions dictate the direction of the office. Danielle stated that:

I think the biggest thing is you live by example and that's what I try to do here. When you bring that commitment to the workplace and you show that you care about, you know, your job, the folks you work with, the mission of the college and I think your staff sort of sees that and follow through.

Brady agreed with this, when he stated, "I kind of try to lead by example. I tried to beat everybody into the office and leave after everybody." Jeff echoed Brady in noting that he "[tries] to model through my own work and action, the way I believe others should work." Similarly, leaders that set the example had to be fully immersed in their organisation and vested in the interests of those, who serve within the organisation. This was well stated by Danielle, "I think you have to be committed to what you believe in, to what the ethics of your institution are, the mission of your institution and then you got to demonstrate that on a daily basis to your, to the folks you work not with." Kouzes and Posner (2010:5) wrote about how leaders lead by example. They noted that "leaders must demonstrate to others how they should feel, think, and act [and] leaders lead by example or they do not lead at all".

Leading by example also meant that you were willing to admit making a mistake and moving forward from that. Kouzes and Posner (2010:5) noted that "It is also essential for leaders to take responsibility, when they make mistakes. Admitting mistakes sets a positive example for others and it makes it easier for others to make and acknowledge their own mistakes". Scott in his reflections on leading by example confirms that making mistakes is part of the process: "If you make a mistake, you make mistake. If things don't go right, then it won't go right. Learn from it and go on. Don't beat yourself up, don't beat your staff up for it or whatever, figure it out. It's just the maturing. That's really what I think it's been."

Model good behaviour. Study participants noted that SEM leaders, who model the way also model good behaviour in their workplaces. Exemplary SEM leaders know that leadership starts at the top and good behaviour there engenders good behaviour down the organisational food chain. Terrance noted

that “I model behaviours that are not only consistent with what’s effective of the mission and the persona of the college but there’s also a very important kind of consumer customer service ‘mind-set’ that has to be exhibited for us to be successful”. Brady was especially aware of his role in the office and how others saw him as evidenced by the following statement he made:

I just make sure people know I’m doing my work because then if, if it’s almost like this reverse psychology that if I have other the stuff going on, but I can still manage to do my work and lead an office you better have a really good excuse as to why you’re not completing your work.

Further, James described his experience this way:

There’s still something to be said for coming to work on time, getting the job done, always being respectful of others, talking to people about what their interest are not only at work, but in their personal lives, and so I try to make sure that I make time to do those things with my staff and not just my staff, but everybody on the campus. I think it’s—I think people go out of their way to then work with you because they see that you’re invested in them. That’s something that I feel that I need to do, be a model of – and hopefully then within the work place that will happen too.

Getting into the weeds. Participating SEM leaders said that they model the way by getting into the weeds with the staff on a daily basis. Getting into the weeds is another way of saying that leaders feel that moving ‘down’ to the level of staff and also demonstrating that they can do their work (and doing that work on occasion) shows others in the organisation their commitment to their subordinates. Terrance stated that,

I do a lot of that type of work also, so I have a small territory on the undergraduate admissions] side. I try to attend as many graduate

events as I can. I take phone calls and try to work with families so I can keep a grasp of what's going on. So I think those activities demonstrate that it is. I mean the term is 'with them'.

Jean talked about her experiences in 'getting into the weeds' with her staff:

I truly believe that you do what you say and you model the behaviour that you expect from everyone. I think that's just a way to live. I would not expect someone to do something I'm not going to do myself. So, if that means pitching in and filing and stuffing envelopes, than that's what we'll do.

These SEM leaders essentially were demonstrating to staff that they too are not above doing others' work and they were more than eager to contribute at any level executive or entry. Another SEM leader, Danielle, spoke effusively on a time, when a staff member was out on leave he simply jumped right into their job which, in turn, engendered staff loyalty and appreciation. In his own words:

Guess, who did her job? Not someone else in the office. I did it! I verified 175 packages in all those eight weeks. I did private loans. My staff would convince him. Can you believe that? That guy has stepped up. He isn't stomping. And so, when you create a culture like that, where you are saying, "I'm in this with you." All right. I don't have time to do all that. I work Saturdays and Sundays, but I did it because that's another message I'm sending my staff, "Hey. I'll take the first hit." My staff knows it. I will always take the first hit, not them!

Collaboration. Closely related to getting into the weeds, but nevertheless an individual theme relates to the work of collaboration at all levels of the organisation. Danielle summed it up well, when he stated: "Well, I always try to do it collaboratively...I mean, that's who I am. But, having said that, there

is no “I” in team. We all have to work together. We, you know, to set up performance objectives or goals that nobody buys into, and we forget it.”

4.5.4.3 People Matter

The next theme demonstrates how important it is for SEM leaders to place trust in the people in their organisation. The people (or followers) were the lifeblood of any organisation and without them, the organisation will most assuredly collapse. Three sub-themes emerged out of this major theme, which included: (a) treat people well; (b) invest in people, and (c) respect different points of view.

Treat people well and invest in them. SEM leaders indicated that they model the way by treating people in the organisation well and investing in each one of them individually. SEM leaders treat people well by understanding that when followers feel valued and leaders take a genuine interest in them and treat them as colleagues and well, then that is often reciprocated. James stated that:

The way I try treat people in general...not only do I learn from it, or...the person learns from it that's going through the exercise, but it makes that person you're dealing with feel that much better about you.

James talked at length about trying to make the environment one that is not antagonistic or unfriendly and that this goes a long way of putting people at ease. His response is revealing:

My goals never have anybody in a pressure situation because not only do you sometimes get people, who just shut down or get in a nervous situation, where they're not thinking straight, but you don't get the most out of the conversation so I think one of the things that I always try to do, whether I'm in a meeting or just a hallway conversation is just try to make the environment friendly. I've

always found that kind of came easy because that's the environment that I like to be in.

SEM leaders also talk about how important it is to invest in your staff. This is much more than simply supervising staff, but taking the extra effort to share in their success and future in the organisation. James stated, "I'm completely invested in them as people and what they feel is right or wrong in life and then what they want to do from an aspirational point of view, what they want to be."

Respecting different points of view. One of the more difficult challenges that any leader has is to be respectful of subordinates, when they have differing opinions. The human inclination is to be defensive and accusatory. However, true leaders seem to take criticism or differing opinions in their stride and actively embrace this situation. Jerry noted, "I think, I do that just by giving them the benefit of my time and by respecting their points of view, even when they are not the same as mine." James spoke about the role of respect and understanding in the process: "Yes, even in that environment I've always found that having a mutual respect, no matter what the conversation, goes a long way in helping to resolve the problem the best way."

4.5.4.4 Inspire a Shared Vision

Table 38

EM Leaders - Themes and Findings by Practice Area – Inspire a Shared Vision

	Sub-themes	LPI Statement	Mean	LPI Practice
Interview Theme				
Moving towards something big	Steering discussion one way We are accomplishing something Invest in People Provide Professional development	Statement 22 - Paints “big picture” of what we aspire to accomplish as a group	8.71	Inspire a Shared Vision
Institutional mission is paramount	Campus strategic plan Departmental strategic plan	Statement 27 - Speaks with conviction about meaning and purpose of work	7.71	Inspire a Shared Vision

Inspiring a Shared Vision is the second of The Five Practices for Exemplary Leadership that Kouzes and Posner (2012) espoused in making extraordinary things happen in an organisation. According to Kouzes and Posner (2012), *Inspiring a Shared Vision* is about how leaders had an eye toward the future and were positive and optimistic about that future for the organisation. Kouzes and Posner (2012) noted that those leaders who *Inspire a Shared Vision* are able to successfully imagine all the possibilities that can occur in the organisation as well as find a common purpose that binds all of those in the organisation together. In the end, “being forward-looking—envisioning exciting possibilities and enlisting others in a shared view of the future—is the attribute that most distinguishes leaders from non-leaders” (Kouzes & Posner, 2009b:21). When the leaders were asked questions about how they *Inspire a Shared Vision*, they too gave many different responses, which generated 26 different codes for this leadership practice.

While K&P spoke in broad brush strokes and in grandiose terms about how leaders inspire others by presenting grand visions of the future and enlist others to “buy-in” to that plan, it is important to note that the leaders the researcher interviewed mentioned this, but in much more nuanced terms. Table 38 illustrates the themes and findings by the practice area *Inspire a Shared Vision*. Two major themes emerged from the interviews that related to the Leadership Practice *Inspire a Shared Vision*:

- Moving towards something big;
- Institutional Mission is paramount.

The most prominent theme that emerged from the interviews related to Inspiring a Shared vision within the organisation, was the institutional mission that drives them. The common consensus was that it is the institutional mission that plays the most pivotal role in determining strategy.

4.5.4.5 Institutional mission is paramount

As high level decisions were made from and by upper levels of administration, these were often synthesised and contextualised within the scope of the college or university mission. Maxwell (2009:12), in his book that reflected on Kouzes and Posner’s theory, noted that “the research is very clear that tremendous energy is generated, when individual, group and institutional values are aligned”. The “Institutional Mission is Paramount” theme was closely related to the LPI leadership practice of *Speaks with Conviction* about meaning and purpose of work (statement 27).

Campus and departmental strategic planning. SEM leaders know that in order to articulate effectively and communicate a shared vision, there must be a comprehensive understanding and awareness of how campus and departmental strategic planning plays a role in the success of the institution. Beyond that awareness, there has to be a buy-in by the senior leader to that mission. Jeff noted that “I think I just try to share with them, what the plans for the institution are and what my belief in the institution is, my commitment to it.”

When asked about how important institutional mission is, Terrance emphatically stated:

I mean this is really critical. I mean I think one thing about this college is that it's been very much operated within a very, very consistent paradigm and mentality. And we've... in the last six or seven months really tried to think about and dream about, who we want to become and there's not a lot of motivating that needs to be done.

Other SEM leaders try to tie in the mission of the college into what the department mission and vision is. Jean noted that “What are our goals, what's our function going to be, what our aspirations are and then just see how they tie in.” Terrance stated that institutional mission and the department can in fact operate symbiotically, but also at the same time helping the cause of the division and the college at the same time.”

4.5.4.6 Moving Towards Something Big

The next major theme that emerged from interviews with SEM participants related to Moving Towards Something Big. This theme generated five sub-themes. The first area discussed by SEM leaders was related to how they steer discussion related to their work in a particular direction. How EM leaders articulate to others on how they were accomplishing something (via motivation of staff) was also frequently mentioned among participants. EM leaders spoke often about how they invest in people as a way to positively impact the organisation and demonstrate leadership. Many of the EM leaders noted how they work diligently to respect all points of view within the organisation. The Moving Towards Something Big theme was closely related to the LPI leadership practice of “paints the big picture of what we aspire to accomplish as a group” (statement 22) and was the highest rated behaviour within the group of statements related to Inspiring a Shared Vision practice and

was the third highest rated behaviour that EM leaders rated that they engage in within the Inspiring a Shared Vision practice.

Accomplishing something meaningful. Part of moving towards something big for the division was related to helping others in the organisation feel as if they were accomplishing something meaningful. James stated: “I believe that people want to feel that they're accomplishing something and that they're not just here to earn a pay cheque, that they actually they've helped somebody in this case earn a degree.” Other leaders like Danielle thought that this feeling like you were accomplishing something big meant that the leader:

Can create an environment, when people don't even realise how hard they are working because you create an environment, where people love what they do.”

James felt that to help people accomplish something meaningful you needed to “try to help everybody understand what role they play” within the organisation. Only then can you truly have a certain degree of buy-in and then you receive extra effort from the staff.

Investing in people. This subtheme emerged through the statements that the leaders all made about their staff. While they did not utter the words investing in people specifically, instead they made statements that all alluded to this same sub-theme. Scott talked about the importance of teachable moments to help staff understand the direction that the department was going. He stated “for staff members is understanding the disconnect and understanding, where they are coming from, what it's like to be on the road as admissions counsellor” (for example). Other leaders like James talked about how they use performance reviews as teachable way that they share with staff to improve. Jeff talked about how he is interested in developing people into institutional leaders and described his experience this way:

And then develops them into more; the secret, I think one of the challenges for us is to get people to move from being departmental thinkers and thinking down to thinking as institutional leaders. And even if you are a director, you do not have to be a vice president to be an institutional leader.

Finally, other leaders like Jeff spoke about the need to invest in others through showing flexibility in the job. This flexibility can be accomplished by having some suppleness with staff:

I work out the flexibility and they don't have to be, you don't have to be here until five every day. If you 'wanna' come in at 7:30 and you 'wanna' leave at 3, we can work around that. I do that with vacation. Flex time. I try to change responsibilities so I keep people fresh. You know, so we have each other's back and yet the many people feel like, "Oh my God. He is forcing and working something new.

4.5.4.7 Challenge the Process

Table 39

EM Leaders - Themes and Findings by Practice Area – Challenge the Process

Interview Theme	Sub-themes	LPI Statement	Mean	LPI Practice
Change the Status Quo	Let's just try new things!	Statement 8 -Challenges people to try out new approaches to their work	8.29	Challenge the Process
	Take Risk			
	Don't be afraid to Fail			
Think outside the Box	Setting Goals	Statement 23 - Makes certain that achievable goals and plans are established	8.29	Challenge the Process
	Motivating others			
	Giving responsibility to others	Statement 28 - Experiences and take risks when there is a chance of failure	7.71	Challenge the Process

Challenge the Process is the third of *The Five Practices for Exemplary Leadership* that Kouzes and Posner (2012) adopted in making extraordinary things happen in an organisation. According to Kouzes and Posner (2012), *Challenging the Process* is all about how leaders search for opportunities within their divisions and seize the initiative by making something tangible happen. Kouzes and Posner (2003:4) also noted that leaders “challenge the process by searching for opportunities and by experimenting, taking risks and learning from mistakes”. Finally, Kouzes and Posner (2012) affirmed that leaders, who *Inspire a Shared Vision* are able to encourage initiative in others successfully as well as experiment and take risks. Often, that risk-taking involves the leader speaking up and encouraging a positive environment. Danielle articulated this by saying that, “I ‘wanna’ say speak up. You ‘gotta’ be able to stand. You just can’t talk and no actions.”

One of the striking factors to have emerged out of this study was the reality that none of the EM leaders was very prepared for questions related to Challenging the Process. They often stumbled on this question and required some re-direction back to the question asked. They asked for the question to be repeated and occasionally got off topic. The themes and findings by the practice area *Challenging the Process* are illustrated in Table 39. Two major themes emerged from the interviews that related to the leadership practice *Challenge the Process*, which were:

- Changing the Status Quo;
- Thinking Outside the Box.

4.5.4.8 Thinking Outside the Box

A major theme to have emerged out of *Challenging the Process* was thinking outside the box. Like changing the status quo, thinking outside the box is often difficult for colleges and universities to implement. The “Thinking outside the box” theme was closely related to the LPI leadership practice statement 23 – “Makes certain that achievable goals and plans are established” and LPI leadership practice statement 28 - “Experiences and take risks, when there is a chance of failure.”

Often, institutions of higher education will give leaders some leeway to take some risk, but not many were truly prepared to do much of this type of activity. Some institutions – like the one that James works at – engaged in some of this thinking outside the box, particularly at meetings and planning sessions. In this case, much of this type of assessment often involved critically assessing the goals that the unit had set the previous year and examining, whether satisfactory progress has occurred to accomplish these. Despite continuous assessment by offices (admissions in particular), James confided his concern with thinking outside the box and achieving goals. “If I don’t make goals, then I’ve done something wrong.” Despite this perceived environment, he still tries to keep staff motivated and excited about the work they do.

What I try to tell them and how I try to keep them inspired to keep going on is to know that's a perfect opportunity for us to say as a planning group, how could we have done this better? These are opportunities to help the whole institution, not just yourself, so I use that as a kind of motivator and a way of measuring and assessing what we're doing and everybody here that I've talked to has thought it was a great idea.

Another way that the EM leaders noted that they engage in *Challenging the Process* involved giving staff genuine responsibility for their area that they manage. As Jean noted:

Hopefully, giving them responsibility for an area that it's up to them, they can seek input, they can get feedback, they can bring it up and get ideas, but I think to give people an opportunity to be responsible, not to micromanage.

4.5.4.9 Changing the Status Quo:

Changing the Status Quo was observed to be the second most prevalent theme that emerged out of the interviews with EM leaders. The “Changing the status quo” theme was closely related to the LPI leadership practice of “Challenges people to try out new approaches to their work” (statement 8).

Changing the status quo was seen by the EM leaders as something that is not easy at all, but manageable. This is especially true of a higher education institution, which is often political and has many different interests represented. Danielle elaborated on this concept by talking about the challenges he faces related to change:

Why would we change something that's working? Why would we upset the faculty? Why would we, you know....” And then, so, I'm not 'gonna' change the agent, but I think we have to be able to think about new place to get from a decision in terms of just, “This is all the way we always work.” And, you know, we have done in

the Admissions. We've done it in the Financial Aid...we're doing it every year.

Jeff noted that change is challenging to initiate because "people sometimes get into some complacency, where they might just not ... you know, organisations that are just kind of stuck."

However, leaders such as Jeff stated that challenging others to think outside of the box is something that their school did well, even if the change that is initiated is not always successful. Jeff provides an example:

I think that one of the things that we have done well. I just ask people that we have to get better every year. So one of the things that we just try to do or try to create an environment, where let's try things does not matter if it does not work. Challenging the status quo is obviously a difficult task, but often the onus of responsibility of making this happen falls on the leader to create a culture of positive success.

Jeff did offer a caveat on this when he noted, "If it does not work, then you know like let's not do it again, but if it does work, it might be something good. So, I have tried to create an environment, where it is not punitive like people are afraid to fail".

Challenging the Status Quo takes work and diligence and often a daily assessment of the issues at hand in the office. One EM leader spoke about their lack of engaging in this activity by noting, "We just do that normally in day-to-day stuff. Probably don't do it enough. We probably should sit down and do some brainstorming session."

4.5.4.10 Enable Others to Act

Table 40

EM Leaders - Themes and Findings by Practice Area – Enable Others to Act

Interview Theme	Sub-themes	LPI Statement	Mean	LPI Practice
Empower Others	Give people responsibility and autonomy	Statement 24 - Gives people freedom and choice in how to work	8.43	Enable Others to Act
	Accountability Be who you are			
Build Trust	Trust is Earned and then I give you freedom and advocate for you	Statement 14 – Treats people with dignity and respect	9.43	Enable Others to Act
	Never any surprises and I'm in this with you			
Help you Grow	Coaching	Statement 29 - Ensures that people grow and develop in their jobs	8.14	Enable Others to Act
	Listen to frustrations			
	Give staff opportunities	Statement 19 – Supports decisions that people make	7.71	Enable Others to Act

Enable Others to Act is the fourth of The Five Practices for Exemplary Leadership that Kouzes and Posner (2012) adopt in making extraordinary things happen in an organisation. According to Kouzes and Posner (2012), *Enabling Others to Act* involved trusting others, building a collaborative environment, and enabling people by enhancing their competence. Brown and Posner (2001:277) stated that leaders who *Enable Others to Act* essentially are able to “develop cooperative relationships among the people [they] work with”. Additionally, leaders who enable others to act were successful in strengthening others. Finally, Kouzes and Posner (2003b:5) explained that enabling others to act really meant “how teamwork, trust, and empowerment were essential to strengthening everyone’s capacity to deliver on promises and, in the process, often exceed their own expectations”.

Danielle said it best that “strong leaders listen, collaborate, trust, [and] empower”. These words would re-occur over and over, when speaking with other EM leaders on how they enable their staff to act. Boulais (2002:58) echoed Danielle’s sentiments and provided symmetry by stated that “Enabling Others to Act, the third category in the Kouzes and Posner model, includes concepts such as teamwork, trust, confidence and empowerment”.

Table 40 illustrates the themes and findings by the practice area Enabling others to Act. Three major themes, which emerged from the interviews that related to the Leadership Practice Enable others to Act were:

- Empower Others;
- Building Trust;
- Helping you Grow.

The most prominent theme that emerged from the interviews related to enabling others to act within the organisation, which was associated with empowering others. The *Empowering Others* theme was closely connected to the LPI leadership practice of “Giving people freedom and choice in how to work” (statement 24). The *Building Trust* theme was closely related to the LPI leadership practice of “Treating people with dignity and respect” (statement 14). The *Helping you Grow* theme was closely connected to the LPI practice of “Ensuring that people grow and develop in their jobs” (statement 29) and “Supporting decisions that people make on their own” (statement 19).

4.5.4.11 Empower Others

No theme emerged more repeatedly than “*Empower*” in speaking with EM leaders. Repeatedly, they utilised the word empower. But empowerment can mean many different things to different people. As a result, the researcher sought to determine, what the EM leaders meant by empowerment and how their interpretations of this action impacted their organisation. All seven EM leaders spoke eloquently and passionately about how critical empowerment was for their organisations. Kouzes and Posner (1992:480) noted that

“empowerment creates the self-confidence and competency necessary for others to become independent of their leaders”. What follows is a narrative related to the sub-themes, which emerged out of the EM leaders’ thoughts related to empowerment and included the following: (a) give people responsibility and autonomy; (b) accountability, and (c) be who you are,.

Give people responsibility and autonomy. Giving people responsibility or, rather, ceding responsibility to others is a challenging task for many, especially EM leaders. Jean mentioned this, when she observed: “I find that hard, as Associate Vice President...I also serve as the Director of Admission and I go back and forth about relinquishing that role.” She goes on to state, “How do I empower other people? By giving them the responsibility and to try new things, to make decisions and some of that is hard.” However, with relinquishment of responsibilities came an added benefit of allowing the staff to grow within their role. Again, Jean expressed her opinion, “I turned over some responsibility and sometimes it's hard letting go, but it's allowing them to grow as well.”

James explained it a slightly differently by calling attention to his avoidance in micro-managing his staff, “Now, people are collaborating and everything is going wrong and to a good end and delegation of that is an easier one to define for me, which is basically I don't micro-manage at all.” Jean concurred with James on the micro-managing point and shared: “Hopefully, giving them responsibility for an area that it's up to them, they can seek input, they can get feedback, they can bring it up and get ideas, but I think to give people an opportunity to be responsible, not to micro-manage.” However, not micro-managing staff comes with added responsibility and James sums up his thoughts and explains how he empowers through imparting autonomy among staff:

If you do something wrong, you are not going to lose your job over it. So don't feel like you are not empowered to do something. Actually, I just said it yesterday to another staff member here. I said ‘You don't need to involve me in all of these, you know you

are in a level, where you can make that decision yourself, now if you make it wrong, we'll talk about it, but it's not something that you have to clear by me every single time you do something'. So that's kind of the way I empower, just it's the kind of the way I give them power by empowering them to do it.

Jeff also spoke about the nexus between empowerment and autonomy in terms of how this is not about direction per say, but rather to provide guidance and support and hope that staff value good management principles. This in turn, develops their own approaches towards leadership. He expressed this perception as follows:

It's great responsibility and so empowering them, then I think it is giving them your autonomy to not always direct them in the ways that I think they are to be doing things. I have an idea you might have an idea, they too have ideas. So when you empower someone, I think you have to let go and have yours being an opinion that you hope they value and that they probably should value. But to let them develop their own thinking, develop their own teams and support them as they do that guide them to the extent that you can, but certainly be available to mentor them too... So to listen back to, so the empowerment to me is both empowering them, but it's then the responsibility of me being their leader is to recognise that in empowering them, there is a proficiency, there is an expertise that they develop and to respect that and to be guided by in my own thinking.

Accountability. EM leaders also talked about the role of accountability, especially when they give their staff increasing responsibilities. James articulated this very well and shared his perspective:

So, I had a situation, when I first started here, where I didn't know the staff, they didn't know me. I knew, what they were doing based

on our interviews and at least for two weeks I'm asking for some reports and some data I'm not getting. I'm not even getting a response. So finally, I call in the person that's supposed to get it and I said to him, "What's up, what gives, it's been two weeks since I actually ever heard from you". "I'm working on it, I'm working on it", but I said "What does that mean you are working on it?" And his response was "I don't know how to do it." and I said to him, I said "Look at X," I said, "I don't mind you not knowing how to do it, but I do mind you not asking for help," I said, "The only place that is going to ever get you into trouble around here is that if you don't ask for help."

To other EM leaders like Scott, empowerment is about instilling independence, "So, what I try and do upfront with them is to instill some independence and not dependence. I'm here. I'll tell, I'll carry water for you, but you are still the director." Other leaders like Terrance express that empowering staff and using "power" is a privilege:

I try and look at it as privilege rather than power. So power to me is not, there's punitive power, then there's kind of power in the ability to have people trust you and have people want to do things that are in alignment with where the institution's going. So that's how I kind of look at it. It's not about I'm the final decision-maker or I have the ability to do this or do that.

Brady experienced a similar feeling and he talked about the role that power plays and expressed that power is only good if you know how to use it:

I think power is important to a certain extent because it's just like power can be bad if you don't know how use it and if you mishandle it and I think you gain power, when you have the trust of the people, who are working for you because it's too much of a positive thing.

Be who you are. Other EM leaders spoke about the need for them to be authentic and genuine, and just be who they are, when working with staff. Jeff declared that being who you are involved a degree of advocating and standing by them:

I try to encourage people to be who they are. I try to empower them to be who they are and when you do that two things happen. People get empowered and they go off and do things occasionally, the things that they do you like, and occasionally they might do something that is not either something that you would have done or it might be something, where they have got themselves into a situation they need help getting out of. So I try to empower and support and if there is a challenge that they face, I try to if it is necessary defend them, but certainly stand by them and help them to understand through whatever the example may have been. How it might be better accomplished the next time.

4.5.4.12 Build Trust

The concept of trust emerged as a major theme associated with the leadership practice: *Enabling Others to Act*. All of the EM leaders spoke eloquently about: (a) how important trust is to the leader, (b) how trust is earned, and (c) how with trust comes more freedom for employees.

Trust is earned and then I give you freedom and advocate for you. The first sub-theme that emerged out of the trust theme related to how trust is earned and not something that happened spontaneously. Terrance spoke about this reality: “I think trust is earned, it's not something that just happens, so it's really based on modelling the behaviours and the attitudes of the level of commonality that the other burns together”. Similarly, Brady articulated how trust equates to more freedom and additional advocacy on his behalf for staff:

I'm someone who, if I trust you, I pretty much give you the freedom to do, what you need to do. But with that said, I think I've made it pretty clear that if I trust you and I think you're doing a good job, I'm certainly going to advocate for you. Right, if I can't trust you on something on that, I'm not going to trust you on bigger things. I'm not going to trust you handle project.

Interestingly, the leaders all spoke in terms of earning their trust rather than how they can actively seek out the trust of their staff. Clearly, trust in this instance is based upon a superior-subordinate hierarchical system rather than bottom up, where leaders work hard to engender trust of their staff towards their approach to leadership.

Never any surprises and I'm in this with you. Another sub-theme that emerged from the leader discussion related to trust, was related to there never being any surprises, assuring staff that there should never be any surprises in the room and that despite everything that is going on at any one specific time, their leader consistently advocates for them. Danielle articulated this situation the following way:

So, you don't respect them or you don't value them, but you don't trust them. And so, it's what you do to make your staff know that, "Hey, I think he's got my back. You know what? He's got my back." And, you know what? There never really any surprises. It's pretty straight right. Whenever we talk about something, there's never really that uncomfortable moment because we all need, we all know what to expect.

4.5.4.13 Help you grow

The next major theme that emerged as associated with the leadership practice: *Enabling Others to Act* was the concept of helping one grow into their role. This concept was addressed by many of the EM leaders and while it took many forms (i.e., coaching, listening to staff frustrations, giving staff

opportunities, and acting as a facilitator), the common theme that bound all of these sentiments was how the leader of an organisation can help their staff mature into each of their individual roles that they serve in the office. Helping staff grow is often related to how the leader creates purpose, unity, and provides opportunities for staff to contribute to the organisation (Daft, 2005). Kouzes and Posner (1998:481) was more specific on this subject and spoke about the need for transformational leaders to “serve and support” their staff. Many of the sub-themes below touch upon what Daft (2005), and Kouzes and Posner (1998) articulated in their research on this subject. The subthemes that emerged out of this theme include: (a) coaching; (b) listening to frustrations and determining solutions; (c) giving staff career opportunities; and (d) being an effective facilitator.

Coaching. EM leader participants shared the importance of actively coaching their staff and capitalising on their strengths to help them understand their roles. Terrance stated “My role as a leader is more of a coach and guider than it is kind of a manager.” Essentially, it is the coach rather than the pre-conceived notion of a manager that makes an impactful difference with staff. Additionally, EM leaders talked about how important it is to get staff out of their roles and teach or coach them in how to be successful, and this exercise may not always be fruitful. Danielle commented by saying the following related to how he coaches staff:

[It's] About finding out what people do well and capitalising on that. And also, making them understand, helping them understand that everyone is so well. We're 'gonna' take you out of your comfort zone. You might fail...

Listen to frustrations and determine solutions. Working in higher education and especially enrolment management is often viewed as a 24-hour job. Often, subordinates were simply searching for a sympathetic ear from their supervisor. This reality is not lost on the EM leaders as several mentioned just how important it is to listen to their staff, let them vent, and then determine

viable solutions to their issues. Jeff articulated this by noting that he seeks to help his staff keep focus on their work and not drift off into accusations and finger-pointing at other offices that they frequently work with.

So, as a leader, it's preventing them from either saying, why do we have this and I don't think we should because they don't. And on the other hand, not allowing them to become so frustrated with other divisional areas that they kind of lose the focus of their work.

Scott spoke about how empowerment starts with how he is continually supportive with and towards staff and listens to them regularly.

In terms of empowerment, be there to be supportive. Listen to them. Hear their ideas. I don't... you know, and just to work with them on that. And then, try and help them figure out the doors they need to go in. So if they are having trouble with X department, again, stay with the admissions...Okay. We'll sit together and try and figure out, "Okay. How are we 'gonna' heighten approaches? What's the solution?" You know, trying to have them or him come up with a solution.

Scott also works hard with staff to bring them together and work together on issues that galvanise them all. "If you need to bring them together, bring them together. Okay? If there's people fighting or whatever, okay? Bring them together and let's get it together. I think that works as far as collaboration at its best."

Give staff career opportunities. In speaking with all of the EM leaders, it became abundantly clear that they were all interested in giving their staff opportunities. This is not surprising, given that there were often limited occasions to engage in increased salary compensation, and bonuses are not part of the prevailing practice at the staff level at higher education institutions in the United States. Therefore, many senior EM leaders tend to try to give career

opportunities to staff through their professional development planning process. Typically, senior EM leaders meet with their followers in June or July to review the work that they had done the previous year and also discuss what their new (or same) job obligations will be the following year. It is at this time that professional development opportunities are often discussed. This approach is typically nuanced and discussed within the scope of their current job specifications. Sometimes, the process is simple and straightforward. Danielle noted, “I do professional development. I put my folks in front of other people and the other professionals, other areas. I am not good with styles.” In speaking with Jeff, who serves in a very senior level position and has much more access to executive staff, he interacts with board members (those individuals who oversee the college and this includes the campus president as an individual that reports to this body). In explaining how he gives staff opportunities he spoke about being visible:

It is an ownership and then if it gets the ability to interact with the board, does two things, gives a board a sense that I have people, who work with me with competencies. And I think it is reassuring to them to see that there is a department in the organisation, but then it also gives him an opportunity to interact with people and become known and so that's a another means of a practical means I think of empowering them.

Jean takes a slightly different approach related to empowerment. She uses the performance evaluations system to identify potential professional development opportunities that could be available to her staff.

Each year during the performance programme, we look for a professional development plan and ask, what is the opportunity the staff member wants. Another goal is to become more involved. Everyone has the opportunity to participate in some type of a

conference, so I try and open that up to everyone, including clerical staff.

In articulating his beliefs related to giving staff opportunities, he revealed that a large part of his energy is spent trying to make sure that staff were satisfied in their roles within the office. He stated:

I spend a good portion of my time and I think actually now in this leadership role probably the majority of my time working on professional development to make sure that the staff are, where they want to be and are happy employees, are great employees.

James understands that not every employee is a great fit for their job, and he works to identify employee strengths and tailor their experiences to the job that they were assigned to do. Sometimes however, in that vetting process, an employee is in fact not a great fit in their role. Providing staff with other career options is certainly empowering. In his own words, James stated:

I've had employees that weren't right for what I needed them to do, respected them as people and understood that I may be naive here, but I think 99% of people are good people and they're just maybe not in the right position. I've gone so far as to work with this one employee I had, it took me two years to find him another job and it wasn't because he wasn't good at what he did, he just couldn't do it the way that I needed it to be done, so we found him a place that was comfortable with where his skills were and that's a win-win, I hate that term because it's used way too much, but that's what I'm thinking when I'm talking about what do I think about employees' set of values or whatever the case may be.

Facilitator. The final sub-theme that emerged from the theme of helping you grow was that of a facilitator. In this case, the term facilitator meant helping the staff get their job accomplished. A more general term for facilitator could be

an expediter or an enabler. Each of the EM leaders spoke in general terms about how they genuinely desire to help their staff be more effective and ultimately successful in their roles. However, the leaders were careful to note that being a facilitator or enabler was very different to being a micro-manager. Scott talked about his role as a leader: "I really do see myself as a facilitator, more than anything else. You know. I have people say, 'You can get things done'". However, while a facilitator, Scott also mentions that he certainly did not equate any type of power or position that he holds to being able to readily influence his ability to be a successful facilitator. In his own words, Scott articulated his thoughts:

What's funny is, you know, because I have this title and other stuff and so on. Sometimes, it comes in handy. People would say, 'You know, I'm not getting a response from this department.' I say 'Do you want me to do it?' Some will say 'Yes' and some will say, 'No'. So, sometimes it comes in handy. I'll contact the director over there and say 'Okay...' and also you get a little response. So, sometimes it's useful in that sense, but I look at myself as a facilitator. I don't look at myself as anything else. My thing is bring people together and get things done. That's really how I'm looking at it in all levels. It doesn't matter if it's the presidential level or if it's student government level. That's it. I'm... At the end of the day, I don't walk off thinking I have a lot of power.

4.5.4.14 Encourage the Heart

Table 41

EM Leaders- Themes and Findings by Practice Area – Encourage the Heart

Interview Theme	Sub-themes	LPI Statement	Mean	LPI Practice
Rewards	Provide opportunities	Statement 15 - Creatively rewards people for their contributions to the success of projects	7.29	Encourage the Heart
	Need to reward more			
Recognition	Personalizing the experience for staff	Statement 5 – Praises people for a job well done	8.00	Encourage the Heart
	Make it meaningful	Statement 30 – Give employees lots of appreciation and support	8.00	Encourage the Heart
	Need to recognise more			
Celebrate	Acknowledge accomplishments	Statement 25 – Finds ways to celebrate accomplishments	7.43	Encourage the Heart
	Don't do enough celebration			

Encourage the Heart is the last of the Five Practices for Exemplary Leadership that Kouzes and Posner (2012) advocated for in making extraordinary things happen in an organisation. According to Kouzes and Posner (1999b:xx), *Encouraging the Heart* is all about how a leader sets high expectations for the staff, shows appreciation for their accomplishments, and “keeps hope alive”. Rudd (2000:85) noted that “leaders who encourage the heart are never afraid to offer thanks or congratulations”. Kouzes and Posner (1999b:xii), when referencing *Encouraging the Heart*, stated that this practice is about the “basic need to be appreciated for what we do and who we are”. When the leaders were asked questions about how they *Encourage the Heart*, they gave many different responses, which included approximately 14 different codes for this leadership practice. Table 41 illustrates the themes and findings by the

practice area *Encourage the Heart*. Three major themes emerged from the interviews that related to the leadership practice *Encourage the Heart*, which included: a) Rewards; b) Recognition; and c) Celebrate.

One of the interesting points that emerged out of this theme was how each of the leaders privately lamented on how they believed that they do not do enough rewarding, recognising and celebrating. The most prominent theme that emerged from the interviews related to encouraging the heart within the organisation, was the premise of how important recognition is to the leaders. Kouzes and Posner wrote an entire book on *Encouragement of the Heart* and dedicated a chapter on recognition. They noted that encouraging the heart implies an imperative to personalise recognition as an essential task of any leader (Kouzes & Posner, 1999b). The recognition theme was closely tied to the LPI leadership practice of *praising people for a job well done* (statement 5) and *giving employees lots of appreciation and support* (statement 30). Both statements 5 and 30 were the highest rated practices that the EM leaders scored within the Encourage the Heart LPI practice.

The second and third major themes emerged related to SEM leaders' connection to encouraging their staff's heart and how this was tied to rewards and celebrations for staff. This theme related to how people within their organisation respond to public or private acknowledgements associated with their successful job performance. EM leaders acknowledged that people who were intrinsically driven to seek out rewards and appreciated celebrations were often also viewed as more empathetic, caring and interested in their well-being.

Celebration as a major theme was closely related to the LPI practice of *Finding ways to celebrate accomplishments* (statement 25), and the theme of rewards was closely connected to the LPI practice statement of *Creatively rewards people for their contributions to the success of projects* (statement 15). Interestingly, statements 25 and 15 were also the lowest scored behaviours that the EM leaders rated on the survey instrument.

4.5.4.15 Recognition

No theme emerged repeatedly more than “*Recognition*” in speaking with EM leaders. Time and again, they utilised the word recognition. Six out of seven EM leaders spoke in detail about how important recognition is for their own well-being along with their staff’s. Years ago, when Kouzes and Posner (1992:91) were studying and researching encouragement of the heart and recognition, they came across a participant in their studies, who told them that recognition is “either one-to-one with me or in front of a group that is significant to me, that is sincere, shows appreciation and is directed to my specific contributions and the effect they had on the project”. What follows is a narrative related to the sub-themes, which emerged out of the EM leaders’ thoughts connected to recognition and include: (a) making it meaningful and personalising the experience; and (b) needing to recognise more.

Making it Meaningful and Personalising the Experience. Jean often referred to recognition in broad terms like, “Personal recognition, sometimes upward mobility, increases in responsibilities along with maybe a commensurate title or a salary increase, when it can be”; much like Jeff, who described recognition as how they, “try to thank people publicly, try to include whoever the appropriate party is in the success”. Each of the leaders had their own way to provide recognition and make it meaningful. Terrance made a phone call or sent an e-mail to the staff member or even patted someone on the back for a job well done; whereas Jean preferred handwritten notes, birthday cards or cake. Danielle stated that he even payed for pizza. However, for some of the leaders, recognition is about personalising the experience. For example, Jeff spoke about a staff member that he knew enjoyed golf, so he was able to purchase a golf round at an exclusive course for his employee to enjoy. This inherently made the recognition much more meaningful for the staff member. James also talked about the personalisation approach related to recognition.

As much as the institution didn't like it because it's always ...
usually have a full approach, but that's one of way of showing

recognition. So I think maybe what I've done in the past is really ... focus more on them as a person, and rewarding them that way, not so much a monetary, but promotions obviously ... usually carry monetary reward with it, but people do, are motivated by more than just money.

Other EM leaders like Terrance preferred to demonstrate recognition and make the experience meaningful by personalising it to an individual specifically:

I think one of the things also is that people just appreciate a phone call or an e-mail or just a pat on the back, a personal handwritten note is also a very powerful feedback loop. So there's a lot of ways, but to me that's the secret to everything. It's just knowing all the great things that people are doing and then just taking the time and carving up the time to look at it.

Danielle spoke about how good it felt to recognise staff for their hard work and contributions:

It feels good, when someone you work with acknowledges. Let me just see, where I put it. Oh, here it is. This is a card I got for {staff member}. You know what? And, this is on the day he left [he said] 'Danielle, just a special thank you for all your support these past seven years. You've helped me grow as a leader and professional. And, thanks to you. All right?

Finally, Scott spoke about an occasion, where they were recognising a staff member in their office for all of their work on computer and information technology assistance they provided for them over the year, he received special acknowledgement on his contributions in the office:

When he got that winning standing ovation, the uproar, when his name was announced, it was like fantastic. I was just so pleased for him. It's a point of recognition and we don't do enough of it.

Need to recognise more: With this theme and others like it within the *Encouraging the Heart* theme, EM leaders like Scott pointed out that more needs to be done to recognise staff:

We need to do more of it. I need... I try and make sure that I do notes to people and complement people and do all other stuff. I don't know what that effect is for sure. I don't know sometimes. I try and sometimes I think... I wonder if it carries enough weight because you know, it would be better if it comes from {the college leader} or whatever, but I try and do it. But I could still be better. I know I could.

Scott went on to reveal one of his largest complaints with the institution that he worked for. He noted that the school he works for values hard work and entrepreneurship, but systematically fails to place a value on people's contributions and achievements. He spoke at length about how there was a merit system, which had been dismantled. He also noted at his school (and most every other college and university in America), bonuses of any kind were frowned upon. This, coupled with the fact that he wishes he could pay his staff more, turned out to be his biggest complaint.

Maybe I can do something extra for you and maybe I can take it or whatever. I don't have a lot of bullets in my holster for that. That's really one of the frustrations I have because I can't.... You know, with what we talked about before we started this, with numbers and sales talk. It's harder than ever. Again, I'll try because all I hear is no and okay, no is the answer, but that's how we do get some things. Yes, what's very frustrating to me is that there's people that I know that are worth more than they are being paid.... And that's probably my biggest frustration here with you. I'm not blaming anybody. It's just reality, it's our physical reality. It's the nature of the beast, but still it's frustrating.

4.5.4.16 Celebrate

Closely connected to recognition, and sometimes intertwined, celebration emerged within its own theme. Within this theme, the subthemes that emerged included: (a) acknowledge accomplishments; and (b) don't do enough celebration. Often, the EM leaders referred to celebration as one of the collective staff's success. Jeff noted that "we try to celebrate successes in a public way". James talked about 'the people' as the reason for celebration:

But there is always a challenge, so for me personally, the minute you finish the one, you've already been on the next one, and the next one. I mean, we are at least three semesters out all the time, but I guess that shouldn't stop us from celebrating with the people who are actually doing the work. I mean, the admissions counsellors need that, kind of a shot to the arm and say 'Good job'.

Acknowledge accomplishments. However, James is quick to note and lament that "I try to do that on a regular basis, point-time celebrations are tough, I haven't really found a good model for that yet." However, just as quickly as he related to the realisation on how challenging it is to celebrate and recognise staff, he noted with a laugh: "That just occurred to me, the finance and management group does not have a celebration every year, but what if they came in the red? They'll say 'Oops, it's your fault.'"

Sometimes, a celebration for something takes a long time to realise. Scott recalled a story about a student who the office had worked with for several years, and all the staff knew this student. Sometimes, this student presented constant challenges to the office. But the day the student graduated and walked across the stage, everyone was united in support for this woman, her accomplishments, her perseverance, and her determination to further her education in graduate school. In Scott's own words:

Okay. We had... I had a file, a huge file in terms of, you know, trying to deal with this person, etc., issues, and things like that.

And, she walks on the stage and I had sent out a note to all these people who work with this kid all year, “You guys should feel really good. Congratulations. You did something super. You got this kid through, who is now ‘gonna’ go to {college name} and go to graduate school.

Don’t do enough celebration. Finally, there was the persistent sub-theme of not doing enough of this type of recognition. As Scott laments:

Again, I think as an institution, we don't do enough of that, that celebrating success. There's a few things that take place. Actually, we have a... service award that was started probably around the time I was starting as the Vice-President. And it's been on its death bed several times because I think some people don't like it, including some {school leadership} doesn't like it. We only give it out twice a year. And I've saved it times and I'm not going to let it die. I coordinated the whole thing, but it's really nice to see, when it's given out.

4.5.4.17 Unexpected or divergent themes that arose with EM leaders

Many of the themes that emerged throughout the study were not unexpected, considering the work that EM leaders engage in on a daily basis. However, there were a few themes that were surprising, when the researcher engaged in the data analysis. These three themes – Scared, Not Life-and-Death, and Complacency within the Organisation were ones that were clearly outliers, when considering the overall sentiment of the EM leaders. What follows is a short narrative associated with the findings related to these divergent themes.

Scared. When asking leaders about how they *Model the Way* in their organisation, the researcher thought that all were supremely confident individuals that exuded an air of conviction. However, one leader spoke about how his superior had such a great deal of confidence in his leadership style that

she promoted him on the spot to a vice presidential level after his predecessor was not working out in the position. He recalled receiving a call from his supervisor's administrative assistant, asking him to come over. Immediately, he knew what the discussion was about and reluctantly at first, went over to speak to his supervisor. While speaking with his supervisor, he asked his supervisor, "Are you sure you want to do this?" and received an affirmative response. He had no experience in the new areas he was to supervise, but committed himself to learn from each of the individuals in the organisation. In his own words, "It was scary and humbling, but it was collaborative too". Another sub-theme that was prominent with this thematic group was related to how important it was for the EM leaders not to take themselves too seriously.

Not life and death. Enrolment Management, recruiting students to a college and the resultant revenue to the university are a very serious business. The livelihoods of many people are dependent on the recruitment of a successful and robust class of students each year. Recruit too few and one may experience a budget shortfall, recruit too many and one may have a campus housing shortage as it could have reached capacity maximum, which may disenfranchise students to leave the campus before graduating. Therefore, many of the leaders in this study are rather staid and professional individuals, who take the work they do every day very seriously. One leader was much more carefree and sought to bring some degree of levity to the work that he did on a regular basis, "You know, what I try and tell them (his subordinates), "What we do here is important, but it's not life and death most of the time." Simultaneously, he also shared his wisdom with prospective students that were visiting and considering his college: "Things happen. This is not a life-and-death decision. There are finances involved. I understand that but, you know, I'm a transfer. I transferred schools. I did well." Another sub-theme that emerged was related to complacency in the organisation.

Complacency within the organisation. Often, enrolment management operations were seen as well-oiled machines that operate seamlessly in tandem with the colleges' or universities' vision, mission and goals. However, while it is

idealistic and in theory this sounds very utopian, it is often slightly different in practice. While very few leaders publically noted this, one leader spoke about the challenges associated with working with employees who were employed with the department for a long time. This leader's challenge was how to effectively fight complacency in the organisation, and he was ultimately very proud of his staff and their achievements and made a point that he must do more to demonstrate and show appreciation, and continually innovate.

And I think people sometimes get into a sense of complacency, where they... are just kind of stuck and there are other people who have been here 18 years in my organisation and yet, we continue to innovate and do things and move forward. So the challenge is...not to kind of sit back if you are in a position of success and say God that was not that great. So, it's to create without creating a sense that you're not appreciative and I was reflecting a little bit on my own style and also you have to take time to thank people to celebrate success and I'm not sure I do that as well as I could, not because I do not want to, but because in the business of life, you sometimes get like you know...

4.6 Followers – Overview of Participant Followers

4.6.1 Research Question 3

RQ1C: How do enrolment management direct reports describe their perception of those leadership practices displayed by their leaders as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?

Sampling criteria for direct reports in the division are established to gain unique insight and perspective about their leader, which could only be gleaned through intensive one-on-one interviews. Specific sampling criteria include:

- Direct reports serving in an office associated with enrolment management;
- Direct reports to the SEM professional reporting line authority that allows the direct report an opportunity to objectively assess the SEM professional (their leader).

For the objective of describing those individuals who participated in this study and who reported to their supervisors (SEM leaders), the researcher used the term “followers”. Occasionally, the term direct report or subordinate may be utilised to refer to these participants. Followers are in a unique position to evaluate their leaders as they work with their leaders often on a daily basis. London and Beatty (1993:360) noted that “subordinates are excellently positioned to view and evaluate leadership behaviours”. Further, Kouzes and Posner (2007a:501) noted that:

...successful leadership depends far more on the follower’s perception of the leader than on the leader’s abilities. Followers, not the leader, determine when someone possesses the qualities of leadership. In other words, leadership is in the eye of the follower.

In the case of this study, subordinates of the leaders were interviewed in order to assess their supervisor’s leadership skill set.

A demographic survey was used to collect data related to the follower’s name, position at their institution, who the follower reported to, how many years the participant had served in the profession, and their gender. The range of job titles is varied, where all of the direct reports or followers of their leaders had extensive experience in higher education and enrolment management. Table 42 provides background and demographics of each of the EM followers. This includes the following information: a) name (pseudonym); b) position; c) who the follower reported to; d) how many years they had served in the profession; and e) gender.

Table 42

Backgrounds and Demographics of EM Followers

Name	Position	Reports to whom?	Years in Profession	Gender
Jane	Director of Financial Aid	Vice President for Enrolment Management	23	F
Shawn	Director of Enrolment Operations	Vice President for Enrolment Management	20	M
Tony-Bill	Assistant Vice President of Student Affairs and Director of Student Activities	Vice President for Enrolment Management and Student Affairs	26	M
Andrew	Director of Undergraduate Admissions	Vice President for Enrolment Management and Student Affairs	13	M
Sara	Director of Financial Aid	Executive Vice President for Enrolment, Advancement and Planning	30	F
John	Director of Admissions	Executive Vice President for Enrolment, Advancement and Planning	18	M
Mary	Executive Director of	Vice President for	23	F

	Financial Aid	Enrolment Management		
Sanford	Director of Admissions (Adults)	Vice President for Enrolment Management	20	F
Gary	Operations Manager	Director of Undergraduate Admissions	10	M
Harold	Associate Director of Admissions	Director of Undergraduate Admissions	26	M
Jessica	Assistant Director – Financial Aid	Associate Vice President for Enrolment Services	10	M
Jasper	Director of Admissions	Associate Vice President for Enrolment Services	13	M
Anne	Senior Director of Student Records and Financial Services	Associate Vice President for Enrolment Management	26	F
Jean	Senior Associate Director of Admissions	Associate Vice President for Enrolment Management	19	F

F= Female; M= Male

4.6.1.1 Descriptive statistics

Like the EM leaders, the followers were asked about their gender, age, and years of service in the profession. Below is a synopsis of this data.

Gender. EM leaders' followers were asked to identify their gender as part of the interview process. Demographic data was collected from the participants and, within this sample of individuals, (N = 14), 57.14% were male (N = 8) and 42.86% proportionally were female (N = 6).

Age. Of the 14 followers, the youngest participant was 32 years old and the oldest was 63 years old. The mean age of all of the SEM leaders was nearly 52 years old (SD = 9.05).

Years in the Profession. Of the 14 followers, the mean years of service in their profession was nearly 20 years. The maximum years any one follower had served in their profession was 30 and the minimum years that any one follower had served in their profession was 10 years. Collectively, they had served 277 years in their profession.

4.6.2 Follower backgrounds and sentiments related to their leaders' leadership styles

Each of the followers who participated in this study, like their leaders, brought with them a comprehensive background in higher education. Whether they worked in Admissions or Financial Aid, each of these followers was exceptionally professional and relished the opportunity to speak with the researcher about their working field of enrolment management. Below is a synopsis of each of the SEM leaders who were featured in this study along with their thoughts related to what characteristics defined strong leadership.

Jane

Jane worked as Financial Aid Director at her college and served under a Vice President for Enrolment Management. She supervised a staff of seven and

managed an institutional aid budget of \$21 million (USD) with an overall financial aid budget of approximately \$75 million (USD). Other roles she was responsible for included: reviewing students' financial aid applications as well as preparing financial aid awards. This included all disbursement and processing of financial aid awards along with all regulatory compliance in accordance with state and federal regulations. Jane also was involved with data analysis and strategic planning in her office as well as awarding of financial aid in full support of her institutions' enrolment goals. In her current capacity, she has served for 5 years. However, in her 23 years in higher education, she was employed at several small colleges within financial aid with a brief break in her work for three years to work for a consulting firm.

One of the first impressions that you get from Jane is that she is a very purposeful individual, who takes pride in her work and the responsibility that came from this. She talked at length about the accountability that comes from managing a financial aid budget in of \$75 million (USD) and how compliance with federal law was so paramount.

Jane's supervisor had only been in his position for approximately six months, which occurred as a result of a leadership change at the vice presidential level. So she felt only comfortable with discussing her current supervisor at our meeting. In the course of our interview, she spoke very positively and heaped accolades on her supervisor for tackling two issues (marketing and communication) that needed to be addressed from the previous leadership team. She noted that her new supervisor had come into her institution at just the right time as, "this campus was hungry for a change in leadership on the enrolment side in an almost kind of desperate way." While praising her new supervisor, there was a genuine amount of concern on her part that the individual could be set up to fail.

Everyone needed this change, this person to come and be a real change agent in a real hurry. Everyone had this expectation that kind of the saviour was coming. So, at the beginning, I'm like:

Gosh. I hope it plays out that well because that's what everyone's expecting and believing it's going to really happen.

However, you could sense a degree of positive hope in her voice and mannerisms, when she stated emphatically that, "I think we found a good leader who's lived VP to all those expectations so far".

Shawn

Shawn worked as Director of Enrolment Operations at his college and served under a Vice President for Enrolment Management. He was employed at his current employer for 20 years and, further, was an alumnus of the college he works for; graduating in 1993 with a Bachelor's degree and in 1999 with a Master's degree. In his role, he was responsible for managing the computer operations in the office and specifically the student information system, where all prospective student information and applications were stored. He was also responsible for managing some communications, publications, website and social media. Additionally, Shawn read and made decisions on admissions applications as well as travelling to high schools throughout the State of New York. Shawn also supervised staff in his office. Shawn, like two of the other followers, had only worked with his supervisor for a short time (approximately 6 months). Shawn talked about having to get used to his supervisor's style simply because they had not worked together previously. However, over time, expectations were beginning to become clear and he now "feel[s] positive because things [were going] well." The way he sees it, Shawn's own personal leadership beliefs are encapsulated in the sentences below:

Some people could be leaders. Some people could be managers. You know, a good manager doesn't always make a good leader, you know, but a good manager is 'gonna' get stuff done that you need to get done.

Given his own philosophy on leadership, it was clear that Shawn was a 'least common denominator' type of individual. In other words, his expectations

were not incredibly high for leadership, but rather he saw effective management in terms of being productive and simply getting things accomplished.

Tony-Bill

Tony-Bill worked as Assistant Vice President of Student Affairs and Director of Student Activities and reported to a Vice President for Enrolment Management and Student Affairs. Tony-Bill has served in his current position for eight years, but previously worked as Director of Student Activities and Director of Athletics. In the past, Tony-Bill had served at two other colleges in residence life (campus housing) for approximately four years. In the late 1980s as an undergraduate student, Tony-Bill worked in residence life and athletics for a public 4-year college. When the researcher met Tony-Bill, he was supervising staff in student residence life (students living on campus), multi-cultural affairs, athletics, college centre (main student gathering location on campus) and event services (including dining and food services). Further, he advised student government related to event management, and worked with student clubs and organisation leaders in jobs related to training staff. Tony-Bill relished his job and the variability that came with his role. In fact, he noted rather emphatically that “every day is different”. Tony-Bill also noted he taught a first-year student seminar class as well as adjudicating any student discipline cases on campus. He noted what was most “incredible” about his job was “the students at [his college]...They are just exceptional.” In the course of a day, it became clear that Tony-Bill’s work is quite varied and never monotonous. To hear him say it, his typical day could,

...go from I’m helping someone design a flyer for an event or I’m reviewing a script for a programme to meeting with a student on a very serious discipline matter to going to a meeting on our new athletics facility...it’s never the same.

Tony-Bill was a talker and took a great amount of time to communicate verbally his thoughts on numerous subjects. It became clear to this researcher that he

has an incredible amount of experience and ideas, and those were often translated into real practice and action at his institution. Two endearing characteristics stood out the most, when Tony-Bill spoke about his leader – providing autonomy and feedback and not being a micro-manager. In Tony-Bill's own words:

He provides autonomy. It is not...you know, your area. You do it. He'll provide feedback. So just that allows you to decide the direction that you're going. What you think you need to do to assist the students meet their needs, to help them reach their goals. He's 'gonna' allow that. He's not a micro-manager. So you know, at times, "Well, what do you think about this?" and he'd give you his fair opinion, but first he'll go, "What do you think about it?" And that just started from day one. This is how I'm 'gonna' do it.

Andrew

Andrew worked as Director of Admissions and reported to a Vice President for Enrolment Management and Student Affairs. He had worked in admissions and the profession for 13 years, including the past six years at his current institution. As Director of Undergraduate Admissions, he supervised 13 staff members (seven professional staff – entry level admissions counsellors) and six support staff (those who process applications and enter data into the computer system). Further, he was responsible for processing of applications, communications and marketing to prospective students interested in the college, and day-to-day supervision of staff, including any human resources related issues. Andrew was a no-nonsense leader and was exceptionally frank, honest, and outspoken in his conversation with the researcher. While he was very willing to heap praise and accolades on his leaders, he was just as comfortable with delineating shortcomings. The researcher's interactions with Andrew led him to believe that he was not an individual who was cautious to express his sentiments. The researcher could imagine that Andrew's own direct reports always knew where they stood with Andrew. However, Andrew was certainly not

the one who ever wished to steal the spotlight. “For me, I’m definitely a behind-the-scenes guy in a public work. I like pushing the buttons. I like the control. I do not always like being out front of it.” He spoke warmly about the factors that get him up every morning to do his job and that includes the “freedom to do the things that we need to do. That’s what I need. That’s what gets me up in the morning, it’s doing cool stuff. And if I don’t feel like I can do cool stuff, then I feel stagnant.”

Some of the characteristics that Andrew pointed about why he especially appreciates his leader’s leadership style include the fact that his supervisor was:

...a very moral person...he is a pragmatic, realistic guy, and that’s not to say that he is not appropriately demanding, but he’s not an in-your-face demanding-type of a guy, and I would say probably one of the better people that I have had the chance to work with. I do consider him a friend, an overall good person to work for.

Sarah

Sarah, who, with pride, noted she was born in Italy, works as and reported to an Executive Vice President for Enrolment, Advancement and Planning. She was employed with her current employer for 20 years. Sarah is first in her family to go to college and as a young girl thought she was going to be a librarian and therefore went to college, earning a Bachelor’s and then a Master’s degree in Library Science. However, after some time, she decided library science was not the path for her and instead turned her attention to working in financial aid at a small college for five years. As a financial aid advisor, she administered aid for the deaf community and, in the process, learned sign language, which she admits was a “real eye-opening experience for me in financial aid, dealing with hearing-impaired students”.

After taking some time off to have a child, she went back into financial aid at the community college level (2-year school), first part-time, and then full-time. Her path eventually took Sarah to her current institution, where she started as

an Assistant Director of Financial Aid (job-shared with Director of Financial Aid). After some searches for a new Financial Aid Director, the college eventually settled on Sarah, who became full-time Director of Financial Aid. She admitted that when she started the job, there was some “trepidation” and it was “scary”. Sarah manages student aid for traditional undergraduate, on-line, masters and doctoral, and distance learning students. She noted in the “ever changing world of financial aid, regulations, increasing number of students...how to work smarter and efficiently...I have a great staff”. Finally, Sarah remarked she has served on numerous strategic planning teams for the college and has worked under three presidents for the school.

Despite all of the challenges that higher education and enrolment management presents:

I think I feel really lucky to have the position because I work in a place, where everybody really is focused on serving the students and we call ourselves the [name of college] family and sometimes families have fights, so it's kind of ... isn't a family without the good and the bad.

Sarah has worked with her current supervisor many years and has learned much from him along the way. She says one point that she has learned from her supervisor was not to get so emotional about issues. She linked her emotions back to her Italian lineage and this is something she is clearly very aware of. Another component she noted was that she and her supervisor were not just colleagues, but someone who she considers a friend.

He knows what is going on with my family and I know a little bit of what is going on with his family and if I did not work for him and he was my neighbour, we could be friends, we would be good friends. We have very much in common, maybe he's first generation, I am first generation. We have got the Irish. We have got the Italian.

John

John served as Director of Admissions and reported to an Executive Vice President for Enrolment, Advancement, and Planning. John has worked at his institution for 18 years and is an alumnus of the school he works for, where he completed a Bachelor's degree in 1995. While going to school, he was an intern in the office of undergraduate admissions, which turned into a full-time job after he graduated. Starting as an Admissions Counsellor, then as Assistant Director and later as an Associate Director, he was eventually named as Director of Admissions. While working at his institution, he also completed a Masters of Business Administration (MBA) at another college. In addition to his current work, he has also served as a freelance consultant. When asked to elaborate on the characteristics, which make for a strong leader, he immediately noted buy-in among staff was most important.

Yes, like getting the campus to buy into what you are envisioning and how you want to move forward, it's sometimes more difficult than actually implementing whatever project you are working on and he is very good at getting the people round the table, whether they agree or not with whatever details to ultimately deploy together on a project.

Another important constant, which John noted was that enabling others to do their jobs as a key component related to strong leadership. "Leadership to me I think, is really enabling the folks in your environment to do their jobs, to work and to do what they're good at". Finally, John spoke about the incredible amount of autonomy that his leader has provided him to be successful. "I run my shop and he allows me to do that without interference if you will, unless if there's something that we really need to do."

Mary

Mary serves as Executive Director of Financial Aid and reported to a Vice President for Enrolment Management. Mary has worked at her current college for 21 years and started in the profession in 1991 as a student. Mary was an alumna of the school she works at. She has only worked at her current school as she was asked two years into her undergraduate work to start in the admissions office full time. All told, Mary ended up working in admissions for five years and then was moved by the Vice President for Enrolment into financial aid as “a newbie with very little experience and had to learn it all from the ground up on my own”.

Sanford

Sanford served as Director of Admissions for adult students and reported to a Vice President for Enrolment Management and had worked in higher education for nearly 20 years, including 10 years at her current employer. She has worked as an Admissions Counsellor, Assistant Director in her previous roles. Typically, adult populations at her institution comprise populations of students from 21 years of age up to those in their 50s or early 60s. These students were typically not seeking to go back to college in a traditional role (i.e., living in campus housing) and these students were often working adults or those with families.

Sanford had only worked with her current supervisor for seven months, so she was reluctant to elaborate about her leader’s leadership style, but she did note she appreciates his ability to create an environment for success

So I'm slowly getting to know him, but what I have seen of [him], he is very much the guy who wants to come in to right the wrongs, put us on the right path for the newcomers to succeed.

Gary

Gary was employed at his college for approximately 10 years and currently serves as Operations Manager in Undergraduate Admissions in a position he has held over the past year and a half. In his role, he refers to himself as “the glue that keeps the office together” and manages applications and test score operations in the computer system. He saw to it that – when a student completes an application – they receive a timely response from their office. In addition to his day-to-day responsibilities, he manages all support staff and the operations centre. Prior to his current role, he served as an Admissions Counsellor for three years and then Assistant Operations Manager. Gary reported to a Director of Undergraduate Admissions.

When asked, what defines exemplary leadership from a supervisor, Gary replied “That is a tough one. I think good leadership means a lot of things that I expressed: respect, trust and loyalty, someone that is not going to throw you under the bus per se”. Gary appreciates his leader for many reasons, but noted the fact that he did not over-managed him and other staff members.

Good leadership is...respect, trust, loyalty, positive awards, job well done...letting someone do their job, not being a micro-manager. But basically having trust in an employee, asking their input, valuing their feedback.”

When asked about, whether his supervisor has all of the characteristics that he seeks in a leader, he quickly noted that his boss has “all of them... [and is] “definitely a good leader”. Finally, he was very complimentary about his leader, which Gary stated had to manage in an environment, where there was exceptionally long tenure of staff, and he noted that “I think from my leader to step into such a big role, where some people have been here for 30+ years and earn their respect is definitely commendable”.

Harold

Harold serves as Associate Director of Admissions, reporting to a Director of Undergraduate Admission and has worked at his current employer for the past 26 years. First hired as an Assistant Director in 1987, originally as an individual tasked with enrolling more diverse students to the school, his position has evolved over the past two and a half decades and he now serves in a leadership role within the office. Previous to his current employer, he worked for two years at a local community college (2-year school). Harold was a very soft spoken individual and took a great deal of time thinking about each question. One could almost sense the great deal of effort he exerted in thinking about each question very deliberately.

Jessica

Jessica serves as Assistant Director – Financial Aid and reports to an Associate Vice President for Enrolment Services. Jessica has worked in higher education for 10 years, all at her current institution. Jessica started as a graduate student in the admissions office and then interned in financial aid, eventually serving as a financial aid counsellor, then transitioning into her current role. She credits her current supervisor with helping her along the path she is on, now going as far to say she “wouldn’t be where I am” without his mentoring and support. Originally, she was on another career trajectory in school psychology, but with her current supervisor’s support and leadership along with his “training me on a majority of my tasks”, she landed in her current role.

Jasper

Jasper serves as Director of Admissions and reports to an Associate Vice President for Enrolment Services. Jasper has worked at his current institution for seven years and prior to this was at another college for six years in the state of New Jersey. His experience includes four years in marketing, advertising and sales. Shortly after our interview, Chris left the college and accepted a role as

Director of Admissions at a public college in the Midwestern part of the United States. However, for Jasper, he felt that in summary, “leadership is more [about] inspiring people, influencing and motivating people. I always felt that you don't have to have a title to be a leader”. Jasper’s own leadership style is summarised by his belief that ... “it's all about the institution” [and] "how can I be better today than I was yesterday?" When he considered his own leader’s leadership style, he spoke at length about the accountability his supervisor instils.

Anne

Anne serves as Senior Director of Student Records and Financial Services and reports to an Associate Vice President for Enrolment management. Under her leadership, she manages the offices of student accounts, financial aid, records and registration. She has worked at her school for six years and prior to her current role, she consulted for a higher education firm for three years. Previous to this work, she was employed at a private college for 17 years in student accounts. When asked what leadership meant to her, Anne stated the following:

To me, leadership is somebody that provides guidance, but also pushes you to go past your boundaries, so that you are not settling for what is, but making yourself what you could be. That’s what leadership is to me.

Ann described her supervisor as a transactional hands-on hands-off leader, who often exerts control, but in a benign way. She described her supervisor as “always the ‘have to have your hand in it in some little bit’ thing.” She noted on a continuum, she would put her supervisor somewhere in the middle between micro-manager and challenge and support, but perhaps leaning more to the micro-manager side as she demonstrated, her thumb pressing against her desk. But Anne really did not see this exertion of power as a malicious thing and noted that “as long as you know who you are working with, you learn to work around those boundaries and make it happen”. Anne admires

much about her current leader, first and foremost her sense of fairness, and that theme came out multiple times throughout the interview.

Ginny Jones

Ginny Jones has worked at her school for 19 years and served as Senior Associate Director of Admissions at her college, serving under an Associate Vice President for Enrolment management. Ginny Jones attended the school she currently works at, but transferred to another school at the time and completed a Bachelor's degree in Psychology and a Master's degree in School Counselling. Originally, Ginny Jones came back to her current institution to fill a one-year temporary leave position and found "admissions was exactly what I wanted to do" in helping students decide, what they wanted to do with their lives. While at her current institution, she rose through the professional ranks, serving as an Admissions Intern, Admissions Advisor, Assistant Director, Associate Director and now in her current role. While as a Senior Associate Director, she also served one year as Interim Director of Admissions. When describing her own personal thoughts related to the type of leadership style her ideal supervisor would need to possess, it came down to the ability of that individual having to be inspirational towards others: "But I'd like it to be somebody who inspires them to want to be a better person and just do a good job. And do more than just their job". She also stated that being passionate and genuine were strong character traits that her ideal supervisor would have. In her own words: "to be passionate about what I do, but at the same time, I want to understand that they could be going through a hard time right now and to be able to be supportive on a personal level for them".

4.6.2.1 Semi-Structured Questions

All of the followers were asked the same series of semi-structured questions. Instead of asking the questions as if the researcher was speaking to the leader, all of the questions for the followers were structured in a way that referenced their supervisor's behaviour and leadership styles (Appendix A

includes these questions). As was the case with the EM leaders, all questions for their followers were closely tied to each of the Kouzes and Posner leadership practices: *Modelling the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart*. Some of the same themes emerged under each of the leadership practices, but unlike the EM leaders, their followers were much more forthright about particular shortcomings of their leaders. They often spoke in very candid ways about certain frustrations with either their supervisor or “the system” or both. Therefore, there were many more divergent themes that emerged throughout this study, and these results are presented in the most accurate way possible. However, despite some of the concerns that the followers had with their leaders, it is clear that they all had a deep respect, understanding, and a sense of awe and praise associated with the work their supervisors did on a daily basis. Reported in Table 43 are the top five behavioural traits considered most important for an EM leader as described by their subordinates, followed by the themes and sub-themes that emerged from the EM Leaders followers for each of the leadership practices.

4.6.3 Follower themes and findings by practice area

Table 43 *Top 5 Behavioural Traits Considered Important for an EM Leader as Described by their Followers*

Behavioural Trait	LPI Practice	Times this trait was described by the follower
Trust	Enable Others to Act	15
Recognition	Encourage the Heart	13
Power/Power Sharing	Enable Others to Act	13
Recognition	Encourage the Heart	13
Supportive and Caring	Enable Others To Act	11
Empowers	Enable Others to Act	11
Advocates- Feels supported	Inspire a Shared Vision	10
Collaboration	Enable Others to Act	9
“Team” Approach/Collegial	Model the Way	7
Rewards	Encourage the Heart	7

Table 43 illustrates those behavioural traits that were most admired by the EM leaders' followers. The most prevalent behavioural trait mentioned by EM followers was trust, followed by recognition and power sharing. Other followers noted that the theme being supportive and caring, followed by empowers, advocates and collaborates were important behaviours that they saw in their leaders. The top ten most prevalent leadership traits that they admired most in their leaders were a team approach or being collegial, followed by rewards for them connected to the recognition and skill set they bring to the team. Related to LPI practice, when the followers discussed, what leadership traits they most admired from their leaders, *Enable Others to Act* emerged as the most prevalent, followed by *Encouraging the Heart*.

4.6.4 Modelling the Way

Table 44

EM followers Themes and Findings by Practice Area – Modelling the Way

Interview	Sub-themes	LPI Practice
Theme		
Interpersonal skill set matters	Appreciative and thoughtful (family) Just one of us – team mentality Role model Fair consistent	Model the Way
Have convictions and communicates that to staff	Models what is expected of us Provides Professional development Mentor	Model the Way

Modelling the Way or often called 'setting the example' is a powerful approach, where leaders strive to improve their organisation and gain respect from those they lead. The followers who were interviewed in this study, provided many accounts and personal stories that brought to life how their leaders sought

to model the way in their own organisations. This section seeks to illuminate and describe those themes that emerged in speaking with all 14 followers.

When the followers were asked questions about how their leaders model the way, they gave many different responses, which included 56 different codes for this leadership practice. Table 44 illustrates themes and findings for each of the followers by the practice area *Modelling the Way*. Two major themes emerged from the interviews that related to the leadership practice *Model the Way*, which included:

- Have convictions and communicate that to staff;
- Interpersonal skill set matters.

The most prominent theme that emerged from the interviews, tied to *Modelling the Way* within the organisation, was the concept that one's interpersonal skill set matters. Nearly all of the followers listed numerous interpersonal skill sets that were exhibited by their supervisor that made them successful. It appeared that the leaders' interpersonal skill set was seen by all of the followers as something that was integrally related to their supervisor's success.

Interpersonal Skill Set Matters - The most prevalent theme that emerged out of this leadership practice related to how much their leaders' interpersonal skill set mattered to their followers and, further, just how critical these skills were to their believing in their leader. The sub-themes that emerged readily from this theme included: (a) appreciative and thoughtful; (b) friendship; (c) listener; (d) treat people well; (e) just one of us – team mentality; (f) fair and consistent; (g) role model; and (h) leads by example.

Appreciative and thoughtful (family). This was a theme that emerged at various points of the interview with the participants. Many of the followers wanted to “story-tell” their reasons for why they felt that their leader was appreciative and thoughtful. Time and again, followers were stuck at the

kindness and empathy that their leaders possessed and how they were able to translate this into incorporating staff. Sarah noted that her supervisor was:

...very appreciative and thoughtful, just to give you an example, my daughter just had a birthday last week, and he sent her a card with a gift card. He remembers my kid's birthdays, and he does. I know I am not the only one he does that for.”

Sarah continued by stating that:

He was so thoughtful then in what he did so and he still remembers the anniversaries and stuff, so it is just as busy as he is that I am not just somebody that reports to him. He recognises the other parts in my life that are important to me, so that's like a big part of wanting to work for a leader like that...he knows what is going on with my family and I know a little bit of what is going on with his family and if I did not work for him and he was my neighbour, we could be friends, we would be good friends. We have very much in common, maybe he is first generation, I am first generation. We have got the Irish. We have got the Italian. He is open in that, whereas there are other people I know around here that I have worked with for 20 years, and I do not know anything about because of we are like you know.

Gary, like Sarah, talked about the role of family that is modelled by his supervisor. He spoke about how his leader has staff over to their home and this act of kindness and appreciation was valued by them:

We have retreats and things like that and holiday get-togethers, and there are even issues, not issue, times, when he will invite the entire staff to his house for things, which is something that never

happened before and I think people really in it, whether if they go or they do not go. I think they kind of, they appreciate that.

Just Like One of Us - One interesting theme that emerged, when speaking with the EM followers, was just how powerful the act of appearing to (genuinely or not) be just like one of the staff. Andrew stated, “with a bunch of guys around the table. He can be one of us, so I think that's kind of it.” Sanford noted that her supervisor “[always makes] himself available, whether it'd be for a meeting, whether it'd be chatting in the hallway.” Gary remarked that his supervisor often has lunch with staff and never is annoyed, when employees wanted to meet with him in his office:

He will pop in, grab lunch...and just surprise us with a visit to ask how things are going...I like the open door policy. I can always pop in...there is never a time, when he seems annoyed that someone is in his office....definitely very inclusive... if he is invited to a meeting and he thinks that we might benefit the group or benefit the group from participating he definitely extend[s] [an] invite us as well.

Role-Model. One of the consistent sub-themes that emerged under this leadership practice related to how the followers' supervisors were great role modellers. What was illuminating was the varied ways that their leaders “role-modelled” to staff. For Tony-Bill it was how his leader got into the trenches or came down to their level of work from time to time. As he observed, “It's supervising. He is getting his hands dirty. He cooks the burgers...as well. And we have a number of those programmes like that”. For Tony-Bill, it was also about how his leader was a staunch student advocate.

First and foremost as a student advocate, I believe through his efforts in regards to his supervising that our staff and the student affairs staff, sharing a vision of...we are here for our students.

That's what we're here for. All our students are different, so their needs may be different. And with that group of students, we need to help them move along on their goal. I see him in that sense working with all our areas.

For Sean, role modelling was all about treating others kindly: "It's really treating people well and that's how you're 'gonna' lead your own". For Jane, it was more related to her supervisor's demeanour that brought some levity to the office: "I'm thankful that his personality is...I don't want to say soft. He's just calm". For others like Gary and Sean, being a role model means leading by example. Gary was very emphatic that he believed that his leader absolutely led by example. Sean articulated this a little differently. "Some people could be leaders. Some people could be managers. You know, a good manager doesn't always make a good leader, you know, but a good manager is 'gonna' get stuff done that you need to get done".

Fair and Consistent. Another significant and consistent theme that arose from the followers, related to *Modelling the Way*, included how leaders personified leadership through their fairness and consistency that they exhibited. Followers noted on numerous occasions that this aspect of their leadership endeared them to their leaders and personified how they all Model the Way in the office. For Ann, fairness meant that her leader applied the same expectations, regardless of the situation:

She is fair. She is always expecting the same thing. Across the board, regardless of who she's working with....[our] leader has regular meetings with everybody that reports to her to go over expectations, see where you are going wrong, that kind of thing. Also, when you interact with her in meetings...she always has the same expectations. It does not change, you always know what you are going to expect from her, and that's how she interacts with other co-workers across campus.

Jane echoed Ann's sentiments in stating that "Yeah, very important. In fairness, it's important. Being fair with your staff and listening". Sarah echoed these same sentiments, "So, firm, fair, friendly sticks in my mind". Like Jane and Ann, John applauded his supervisor for his consistency:

Yeah, I mean, one of the things that I'll say about his leadership really is he's consistent with the way he treats folks, whether you're directly reporting to him, whether it's somebody that he doesn't see frequently, but is part of the organisation or just somebody here at the college that understands his role, his behaviour and the way he treats people is the same, very consistent and respectful and I think genuinely interested in what people's input is.

Has convictions and communicates those to staff - The second major theme to have emerged related to EM followers was connected to having convictions and communicating those to staff. EM followers felt that their leaders who modelled the way were frequently also successful in modelling exactly what was expected of them. Many of the EM followers felt strongly that advocacy on the part of their leaders for professional development or improving their skill set was an authentic and genuine approach, which demonstrated their commitment to Modelling the Way.

Models what is expected of us. Modelling by the leader was seen by followers as something that they often admired. Kouzes and Posner (2012:42) noted this, when they explained that leaders, "show others by their actions that they live by the values they profess. They also ensure that others adhere to the values". Andrew articulated this very well, when he stated this of his leader, "I think that he models what he expects out of us very well by the words that he says....[and he] definitely bring[s] people together". Gary also praised his supervisor: "I've never had a boss that values my input as much as he does". Jessica spoke about high expectations that were demanded by her supervisor: "He has high expectations and he holds himself to those expectations as well as

everyone else in the office, which helps". However, while communication and articulation to employees is critical, it is not always effective and leads to the following divergent theme. Andrew communicated that while his leader models expectations from staff, occasionally there are challenges associated with his supervisor's modelling tendencies, which leads some to see the good, where others see the bad in his boss.

I would like him to fight all my battles, but I have to accept that he does not because I think he realises that despite all the things that we are quick to see as negatives about people, he will see the positives. And say, okay there's good and there's bad with this guy and sometimes you got to take some of the bad to get the good.

Ann, when speaking about her leader, noted that there are occasionally some poor communication issues that arise:

With my leader, other people in the department...It was communication between us, but impacted other people in the area, and other people were more upset about it than I was, and they said, why aren't you so mad? I said I'm not going to make myself miserable to come to work every day. It is what it is.

Professional Development. In learning more about how professional development opportunities impact others, the researcher asked the EM followers directly about their perceptions related to their supervisors providing them with these experiences.

Jane, in speaking about professional development with her supervisor, expressed a genuine relief that she received this type of support and guidance. In her own words:

The other thing he believes in [includes] professional development. Thank God. Because all my other...the last two, who've been here...we didn't go to a conference region meeting, anything last year. Working with our colleagues at the other schools, you just learn so much.

Gary articulated how his leader also encourages professional development: “[he] encourages professional development and conferences. He is receptive to ideas, when we go to conferences and things like that”. Ginny Jones also talked about how critical professional development was on her morale and how her supervisor was:

...very big on professional development. And took the time to create a monthly report for all of the staff that included goals, things that staff aspires to accomplish and professional development.

When Harold assessed his leader, he considered a number of factors that made them successful. In his mind, first and foremost was that they were willing to provide professional development. He stated that professional development is very important and “I know just right away that [my leader is] a strong believer in professional development and getting you out there and getting you involved and wanting you to be involved with others”. When asked how it makes him feel that his leader genuinely cares about professional development. He stated:

That makes you feel like you are a part of a team and that you're an important part of this process. So, I think that's important. Sometimes, you may feel that some leaders may have a special click. A group of people that they tend always to go to and have the projects done, but this person seems like he spreads his wealth.

Mentoring. Kouzes and Posner once noted that you, “need a mentor that will ‘model the way’ because this person will influence the type of leader you become” (Hunt, 2014:213). This theme illustrates how critical it is for EM leaders to mentor staff as they model the way in their organisation. EM leaders know that mentoring staff demonstrates that you care about the organisation and them as individuals. Time and again, EM followers delineated that by providing opportunities and mentoring to them equated to their leaders taking a genuine and vested interest in them as individuals and their future. Hank noted simply that “It’s having someone there that can mentor you. Mentoring is so important, I think”. However, others like John spoke at length about a “special” relationship that he has with his supervisor.

Absolutely. I mean, it's not something. I have a unique relationship I think with him, we're very open and able to discuss things, trust each other, I've said to him on several occasions like my...he's really a mentor and you learn a lot from seeing how he handles either difficult situations, daily operational things, very strategic in his thinking and never dismissive.

Jessica echoed John’s sentiments and talked about her supervisor’s support and training that has made such a difference in her approach to the job that she engages in.

I have been lucky in everything that I do in the office or have done in the office, he has done, so he really has trained me and majority of my tasks, which I think is really good. So he has some great deal of knowledge, so he has been really able to share that and you know with me. So I think I have been lucky with the timing and everything I have taken on in my tasks really coincides with things that he has done, so it really has worked out well.

4.6.5 Inspire a Shared Vision

Table 45

EM followers Themes and Findings by Practice Area – Inspire a Shared Vision

Interview	Sub-themes	LPI Practice
Theme		
Get people excited about the future	Advocates Bring People Together	Inspire a Shared Vision
Just like one of us	Energetic Visibility Tem mentality	Inspire a Shared Vision

Inspiring a Shared Vision spoke to how the leaders within organisations are successful in getting people excited about the future, paint a “big-picture” philosophy of the organisation, and being authentic about the purpose of everyone’s work (Kouzes & Posner, 2003a). Inspiring a shared vision also spoke to how the leader was able to connect people in the organisation into the future vision of where they are going (Kouzes & Posner, 2010b). The followers all provided very illuminating insight upon how their leaders sought to inspire a shared vision in their organisations.

When the followers were asked questions about how their leaders inspire a shared vision, they gave many different responses, which included 24 different codes for this leadership practice. Table 45 illustrates themes and findings for each of the followers by the practice area – Inspire a Shared Vision. Two major themes emerged from the interviews that related to the leadership practice *Inspire a Shared Vision*: (a) get people excited about the future; and (b) just like one of us.

The most prominent theme that emerged from the interviews, tied to *Inspiring a Shared Vision* within the organisation, was the concept of getting people in the organisation excited about the future. Nearly all of the followers listed several sub-themes that were exhibited by their supervisor in their ways to

get people excited about the future, including advocating, bringing people together and being energetic.

Get People Excited about the future - The major theme that emerged out of this leadership practice was that of how their leader gets them excited about their future. This was related to the actions they take that support the idea of support and bringing people together. Sanford remarked about her leader, "Every time I have been with him, I definitely get excited about the future". Sean echoes Sanford in stating, "I think there is definite excitement for [the] future of the college." Subthemes that emerged under this theme include: (a) advocates; (b) brings people together; and (c) energetic.

Advocates. Over and over, staff advocacy by the leader was the major theme that emerged related to people's excitement in the direction the leader was taking the organisation. Jasper claimed that he gets excited about the future by seeing how his supervisor is willing to work with him at his level:

He's really in the trenches, even though he doesn't have to be. He's out there fighting the battles with us, trying to close on students. That keeps you going, when you see your leader working as hard as you are to make it happen.

Bring people together. For some of the followers, how their supervisor brings them all together for a common purpose is most pivotal for how they share an inspired vision:

I think that one of the true strengths of his leadership has been really been... And again, it's been like 6 months and it's amazing how he's brought the campus together. I think he came to a situation that was very, very divided, particularly needed rebuilding of relationship with faculty. And, I wonder, you know, in my past in consulting, I have seen it as well and certainly seen it here, you

know, kind of easy to break the connection between the faculty side and the enrolment side. And, we needed to build that bridge and have the faculty understand what their role, what their appropriate role was in the recruitment of students. And so, what I'm so impressed and inspired by is the way that he's been able to connect all divisions with particularly marketing communications, which reports to another VP and the faculty, who really felt like an us versus them, you know, prior to him coming.

Energetic. Energy from the leader is often very exciting and contagious and one can feel the energy that the leaders impact on their staff in the words that the followers use. Harold noted the response that his leader received after engaging in some professional development with the staff.

It seemed very energetic. He did some great exercises. And I think he really presented to us his feeling of what he wants to have as a team concept. Sometimes, those workshops, even here, go through the process, but you don't get really much out of it. I felt like it really gave the new admissions professionals a good sense of what experienced professionals have been doing and what their responsibilities are, but at the same time, looking at the younger professionals in terms of where they see themselves going by. It's interesting with this generation's admission counsellors that they're ready to move quickly.

Follower Divergent Themes - There were a couple of divergent themes that emerged from this leadership practice including: Not inspiring at all, and don't always feel invigorated. These themes came out, when speaking with the followers and demonstrated that although many leaders do a terrific job at inspiring others, there is another reality, where the leaders are not that effective at all in inspiring others.

Not inspiring at all. This was a divergent theme that emerged with a couple of the followers. In the course of the interviews, they expressed significant frustration related to their supervisor's ability to inspire them and others in their organisation. Jasper was very frank and acknowledged this about his leader: "Nothing inspiring. We have different styles and he tends to focus too much on the accountability and tries to ... I guess I'm blamed a little bit too much. The train is moving, so we need to address it, learn from it." Andrew, in his assessment of his supervisor's inspiration, simply stated, "There are areas, where he cannot inspire us to take risks and make changes because we can't get everybody on the same page". Andrew continued and talked about his experience, when there was a supervisor of his who effectively squashed an idea that he had and its impact on his own morale:

You need to demonstrate X, Y and Z before we could start, before even deciding if we are going to send something to stay. And that got squashed. It still bothers me that it got squashed. It was never taken seriously. It wasn't his doing. He knew...I do not know. I think maybe he felt that it is just a gorilla he cannot tackle. And I got to respect that, but it is those kinds of things that happen sometimes that are deflating.

Don't always feel that we are invigorated. All staff, regardless of their position in the organisation, naturally wish to come to a work environment and be treated fairly, make a meaningful contribution and feel invigorated about the work that they do on a daily basis. Part of the onus for empowering staff to feel invigorated resides with the leader to inspire them. Often, this occurs, but there are also times, when staff do not feel empowered at all. Andrew personified this sentiment, when he spoke about his annoyances:

I do not always feel like right now we are invigorated. I think that's more...something that he expects out of me to do from myself and to generate the ideas and do invigorate my staff, which, I know, is

my responsibility. Sometimes though, like what would really invigorate me, would be him bringing the heads of the five families together and saying this is what we are doing, and I wrestled with whether or not that's my role or his...

Andrew continued by bemoaning the fact that because his supervisor was not the best at politicking, this invariably harms the organisation:

I do worry about him, and I think that it would be good for him to find something that is going to invigorate. To get people excited about the future and I think a lot of it has to do with a plan, but he's only one part of it, and the lobbying, the politicking that has to happen and to take place is something that he is incapable of. It's something that I would be worthy as I have time to do because we try to do things on the cheap. Let us just have somebody do two jobs instead of one.

Can the organisation change as fast as he wants? One of the leaders was especially complimentary on their leader's ability to *Inspire A Shared Vision*, but openly pondered if it was at all possible in an organisation that is often slow to change and rigid:

My biggest concern with him was, would the campus be willing to change at the pace that he's going to win. Who's going to get more frustrated first, [my supervisor] or [the college]? Where are we going to go with this? He's been pretty successful so far. I think there are some other things that he's like, they're not changing quick and affirm, but again, maybe this is the way of higher ed[ucation]. I know the faculty don't want to hear that (change) in particular, that we need to run like a business.

4.6.6 Challenge the Process

Table 46

EM followers Themes and Findings by Practice Area – Challenge the Process

Interview Theme	Sub-themes	LPI Practice
Take Risk	Let's create something!	Challenge the Process
Proposing new ideas for staff to consider	Throw out ideas Ask for feedback	Challenge the Process

According to Kouzes and Posner (2013), *Challenging the Process* is all about the leader taking risks and challenging the status quo. To be successful, leaders must “challenge the process by searching out challenging opportunities to change, grow, innovate, improve and by taking risks” (Sawatzky, Enns, Ashcroft, Davis, & Harder, 2009:263-264). Followers who were interviewed in this study, cited many accounts related to how their leaders *Challenge the Process* within their organisations. This section seeks to describe those themes that emerged in speaking with all 14 followers of the EM leaders.

Table 46 illustrates themes and findings for each of the followers by the practice area – Challenges the Process. Two major themes emerged from the interviews that related to the leadership practice *Challenging the Process*:

- Taking Risks;
- Proposing New Ideas for Staff to Consider.

The most prominent theme that emerged from the interviews, tied to *Challenging the Process* within the organisation, was that of risk taking. Nearly all of the followers listed numerous interpersonal skill sets that were exhibited by their supervisor that made them successful. What follows is a narrative associated with the ways followers expressed how their leaders took risks in the organisation.

Take Risk - The most prevalent theme that emerged out of this leadership practice related to how much risk their leaders were willing to take in leading the office. The sub-theme that emerged involved their staff creating something together. The word “creating” or “create” emerged several times and was associated to this concept of taking risks and challenging the process. Sean spoke of his supervisor’s position on this topic, “He is, right now, it’s, he has ‘kinda’ pushed that down to a couple of other directors and says, “Let’s ‘kinda’ create this as,” you know. I’ve felt it in ways that’s like...” Harold tells of his supervisor’s affinity for change in the organisation, when he states:

[His] primary focus has been our movement or direction, it has been to focus on out of state and international recruitment aiming of course, across the country and establishing that. So, there's been new changes and developments in those areas because I know our international staff has done a lot more travelling because the president's committed to that, to the international component.

John talked about how important it is for EM leaders to take risks and guide their organisation to success.

It's very difficult to come up with a new idea that hasn't either been tried or isn't a bit of a risk. You have to manage your own propensity for risk; you have to manage the appetite for risk of the group of people that are going to be involved, the academics, the stakeholders and all these things. Along the line, we've taken some of those risks, nothing earth-shattering, but we've taken some things that have paid off significantly, we've done some things that have just not worked and we've handled them the same, successes or failures we've handled them the same way.

For the followers, part of their leader taking risks involved being a change agent and essentially trying some new ideas, which have proved beneficial for the organisation. Sean talked about how his leader has taken some risks and made changes in the office culture:

Like, turning to a management as an example, you know, we haven't really ever done it well, but he wants just really kind of ramp that up. And when all of a sudden, you know, you give a list to somebody and say, you know, 'Part of your territory is Florida, Arkansas, Mississippi', it's something that we haven't really thought of in that regard, you know. But, the potential is there to say, 'Hey,' I could be excited. I might have to do some type of travel. I might have to do something with people from areas that we typically don't see people from.

John talked about how his leader motivated others to Challenge the Process by considering the big picture and envisioning how there could be opportunities associated with new ideas and thinking:

Yeah, exactly, that's not helpful, what I mean the discouragement of that it's never been part of what we do and what he's done, but instead something that he's actually said was and I say this sometimes to my staff, when we're in meetings and we're kicking around ideas and we're trying to come up with the next thing, I say we are only limited by our ideas and it's so true. I mean you go through your day, you have projects you're doing, you have all these things you're working on, you have a routine that you're doing, you have a process you're going through and you're churning out work and doing a good job, it doesn't always leave you the time that you need to stop and think about things critically and say let's have a process analysis, let's sit down and retreat on this thing. Let's put aside some of the day.

Proposing new ideas for staff to consider - The next theme to emerge in these interviews with followers related to *Challenging the Process*, was how their supervisor encouraged and proposed new ideas for their staff to consider. Several of the followers spoke about the ways their leaders encouraged free thought and collaboration of ideas. For many of the followers this was very empowering. Two sub-themes, which emerged out of the theme of proposing new ideas for staff to consider were: (a) throw out ideas; and (b) ask for feedback.

Throw out ideas. One of the sub-themes that readily emerged under this theme was that of throwing out ideas. In many cases, the followers told me that it was those leaders who encouraged staff to contribute and throw ideas on the table that were most respected by their staff. Perhaps this was because the followers felt empowered or perhaps this was akin to providing them with freedom or autonomy, but this simple act of inclusiveness paid huge dividends for the leaders in the eyes of their staff or followers. Harold, who has seen his share of leaders come and go in the organisation, simply noted that “We have a new leader; I find that it's a fresh start. It's nice to see some new ideas”. Sarah saw the humour in how her leader encourages ideas: “Oh yeah. He comes up with some wild stuff and they have to like pause first, we laughed about it”. Jessica talked about how staff meetings provide that pivotal moment, where her leader can throw out ideas for consideration:

The weekly staff meetings...that's a good way to foster collaboration, you know because all of us can throw out ideas in the staff meeting, piggyback on one another and really get feedback from everyone. We are a smaller office, so generally, you know my supervisor and then me, three other people, so it's easier for us to collaborate and you know kind of talk and keep in contact constantly, which he encourages.

Mike also spoke at length about how his supervisor permits staff to propose ideas in an environment that is open and encourages collaboration and consensus:

I've encountered that from the communication side, you know, when I've been to some meetings in terms of what we put together for a simple postcard to try to invite somebody up for an open house or what we 'wanna' 'kinda' travel with, you know. It'll be like, I don't like that. And so, it's, you know, you 'gotta' 'kinda' work with someone and say, 'What do you like?' And, he was able to, you know, we're able to sit as a team and allow people to just kind of throw ideas out there like he's, you know, 'Don't worry about, what you threw out because you know, we'll come to consensus on what we do and don't like.

Mike continued by noting how his supervisor is particularly good at Challenging the Process by encouraging others to create new ideas from exercises with all staff that encourage a high level of engagement among all staff:

It's providing the... He hasn't ... understand he is not, you know, he's not 'gonna' strike you down because, you know, you try to do an event and it didn't go well. You know, you can... We're not hanging on each and every decision that somebody may have made to try to build something. You know, create and understand that your primary focus is here, but as you're doing this, you know, here are some things that we need to really... We have never done it before, so, you know, any idea right now could be a good idea. And, just put it out there and then we'll just see where, you know, see where it falls.

Ask for Feedback. The final sub-theme that emerged out of the theme of proposing new ideas for staff to consider was that of feedback. Feedback often overlaps with that of throwing out ideas and encouraging collaboration. However, some of the leaders were very purposeful to point out that feedback is a distinct and separate process that some of their leaders engage in regularly. In fact, two of the leaders pointed out that feedback was both a significant and vital component to their leaders' success. Tony-Bill stated: "He'll provide feedback. So just that allows you to decide the direction that you're going. What you think you need to do to assist the students meet their needs, to help them reach their goals". Like Tony-Bill, Jasper echoed these same types of sentiments, when he observed that his leader, "always ask[s] [staff] for feedback and he's always open to bringing ideas to and obviously that to be supported with data because anything that we ask for is going to be scrutinised because of budget insurance". Gary's supervisor does much of the same soliciting of feedback, but also deliberately asks for their honest opinions on how to solve issues that may arise and how this act has such a profound effect on him:

Yeah. Asks for my input and opinion on certain... I mean a lot, everything. I mean more, I've never had a boss that values my input as much as he does. Like I said, even if it is an e-mail from someone, maybe he is unsure of the answer because he has not been here a very long time, 'How would you respond to this, what's your take on that. If you are going to the meeting and if I'm not invited, how would you react to this?' And it definitely makes me feel... I do not know if importance is the right word, but definitely, like I said, respected, intelligent...

Andrew talked at length about how his supervisor does a tremendous job in bringing people together and solicits feedback through facilitation.

4.6.7 Enable Others to Act

Table 47

EM followers Themes and Findings by Practice Area – Enable others to Act

Interview	Sub-themes	LPI Practice
Theme		
Trusts	Not a Micro-Manager Honest, Caring and Respectful	Enable others to Act
Empowers	Approachability Multiple themes	Enable others to Act
Knows how to use “power”	Power Sharing	Enable others to Act
Collaboration		Enable others to Act

Enabling others to Act or often called ‘setting the example’ is a powerful way that leaders can strive to improve their organisation and gain respect from those they lead simultaneously. This section seeks to illuminate and describe those themes that emerged in speaking with all 14 followers of the EM leaders.

The most prevalent theme that emerged out of this leadership practice related to how powerful trust was to each of the followers as exhibited by their leaders. A major theme that often repeated itself by both leaders and followers was that of trust. Kouzes and Posner (2010b:76) noted that “Trust rules your personal credibility. Trust rules your ability to get things done. Trust rules your team’s cohesiveness...Trust rules just about everything you do”. Given this reality, it was not surprising that many of the followers stated that trust was a major aspect of their leaders’ success and how they *Enable others to Act* within the organisation.

When the followers were asked questions about how they enable others to act, they gave many different responses, which included 30 different codes for this leadership practice. Table 47 illustrates themes and findings for each of

the followers by the practice area – Enable others to act. Four major themes clearly emerged from the interviews that related to the leadership practice

Enable Others to Act:

- Trust;
- Empowers;
- Knows how to use “power”;
- Collaboration.

The most prominent theme that emerged from the interviews was the concept of trust, followed by empowerment. Many of the followers noted that trust and empowerment were the single most important behavioural and leadership characteristics that they observed by their leaders as related to Enabling others to act.

Trust - Boone and Makhani (2012:91) found that “followers...come to believe in their leaders and trust their intentions to help them develop skills that will lead to improvements in their organisational positions as well as their contributions to the organisation’s vision”. Nearly all of the followers noted trust from their supervisor. Other times the concept of trust emerged was, when speaking to participants like Sarah, who defined trust in her current leader versus trust in her past leader by drawing a comparison between the two: “He knows trust and respect are important to me and I told them that ‘if you do anything about that’ because when I worked at another 4-year college, I worked for a manager that was horrendous, I mean to the point that he is now a convicted felon”. Trust for John meant that his supervisor “has his back”.

And that's exactly, why I would go with empowerment, trust, autonomy, right, and the way that works for me is I'm going to go down with the ship, you got my back and I got yours and we're going to do this and trust each other and work as hard as we can

for each other and for our goal because of the trust, because we had that relationship; that's how I feel.

On other occasions, followers provided a more deeply constructed answer, but in nearly every case, trust was mentioned by all of the participants. For John, trust serves a mutual purpose: "I believe he trusts me the same way I trust him and I think that's why the relationship works so well". For Ginny-Jones, trust meant that she can share information privately with her supervisor and not fear that this information will be shared with others: "And...you can take something that's very private to her or like I said before, something you may not agree with. And you know that it's not going to get spread up the chain of command and come back to be reprimanded for it". Within the vein of trust as a theme, numerous sub-themes emerged and were eventually reduced to a few key ones that arose. However, it was also clear that trust between supervisor and subordinate does not occur over night, but rather over a period of time. John articulates this well: "You build that over time, when you've worked together for a long time and I've worked closely with him on all the major things that we do". Under the theme of trust, several sub-themes emerged which included: (a) not a micro-manager; (b) honest, caring and respectful; and (c) approachability.

Not a micro-manager. Micro-management has become synonymous with poor leadership or oppressive or tyrannical leadership that is displayed by a boss in any type of environment. Micro-management is seen as a real "evil" in the office and is often used by people to describe a radical view of leadership and draws the line in differences between their leaders and a micro-manager leader. The follower participants in this study are no exception. They go to great lengths to extrapolate the differences between their leader and a micro-manager leader. Often, it was a subtle mention, such as the one by Gary, who stated, "I think that he is very trusting of his staff, very respectful, and he lets us do our job, definitely not a micro-manager". John talked at length about how his

supervisor was not a micro-manager and this style was simply not compatible with his perceptions about leadership:

The micromanagement piece, I don't think I would last long with... I mean it's a... maybe earlier on, when I was here, you're in a different role, I think there was some of that and the trust associated with being giving someone the autonomy they need to do their job is so empowering, more empowering than any recognition, gift card of appreciation.

Honest, caring and respectful. Many of the interviewed followers equated trust with honesty, care and respect. They felt that if the leader trusts them, then realistically this is connected with a sense of care (my boss appreciates me and my work) and respect (we all work in the same profession together as administrators). Ginny-Jones typified this line of thinking:

You see that he cares about you and I think that the trust part builds from that when you go and you know you've done a good job and she will tell you you've done a great job and she'll recognise you in front of the whole staff. I think that starts to build kind of the relationship and the trust as well.

Gary continued this line of thought in observing that, in the case of his supervisor, "It's not like I am the boss, I am in charge, this is how it is going to be. He definitely respects and trusts that people reporting to him have an expertise in whatever role they are in". Gary echoed these same sentiments, when he observed, "I really feel like he respects me and trusts that I am doing a job". Jane also spoke about how her supervisor had an air of authenticity: "I feel that no matter who he's talking to, whether it's our president or the parent of an incoming student or a support staff in the division or director in the division, he just is really honest and caring". Some followers who also lead their

departments, felt the trust that they were afforded by their leaders rubbed off on them and, as a result, they tried to emulate the behaviours that their supervisors imparted. John stated this, when he observed: “Helping them because you see the potentials they have, you want them to trust themselves, you want them to be okay with making mistakes, so that they can free up their thoughts and their creative thinking, as you said to make a bigger impact.”

Approachability. Faith in the work that the subordinate does along with an approachable demeanour were two additional sub-themes that emerged from this study. In fact, approachability has frequently been linked to *Enabling others to Act* (Heuston & Wolf, 2011). Gary noted that his supervisor was:

Approachable, respectful...nice guy. I mean, if I ever need anything, the answer is 99.9% always yes about a day off, or time like that if I have issues with [employee] down here, he backs me up, which is definitely important with different union issues, things like that, and he trusts that. Say it's trust and loyalty that I am doing a good job and I know what I am doing.

Jane spoke at length about her supervisor's approachability and stressed that direct access was a character trait that her leader possessed: “I think he's accessible... everyone has his direct line. He communicates well and is direct access and just really, really has a way to bring people kind of together and feeling good about their work”.

Gary framed approachability within the scope of having things in common with each other. In his own words,

Yeah, approachable. I think close in age, so we have a lot in common. I have met his family and see how he interacts with his wife and kids, and he is definitely nice. But it definitely helps, when

you have a connection with someone and you truly like them as a person.

One divergent theme occurred, when Sanford, who had worked with her supervisor for under a year remarked that, “yes, though I know that I have every faith and the confidence on his radar and he will foster it. It just has not met him. It just hasn't happened.”

Empowerment - The concept of empowerment by a leader is well documented in research to be a very strong contributing success for an organisation (e.g., Jung, Chow, & Wu, 2003; Wellins, 1991; Ahearne, Mathieu, & Rapp, 2005). Abu-Tineh, Khasawneh, and Omary (2009:269) stated that *Enabling others to act* “fosters collaboration and empowerment”. However, in speaking with the followers, empowerment was a theme that was communicated many times, but the actual process of what empowerment means to them was not clearly articulated. Two subthemes emerged under the theme of empowerment which included: (a) knows how to use power; and (b) power-sharing.

What follows below is a discussion related to follower sentiments associated with empowerment as a main theme. Kouzes and Posner (1992:480) stated that empowerment “creates the self-confidence and competency necessary for others to become independent of their leaders”. When asked about how their leader enables others to act, almost immediately, several of the followers pointed to empowerment as the main factor that was associated with this leadership practice. Some were very straight-forward in their responses, like John who stated that “I feel completely empowered to make the decisions and to go to him to say these are the things that we need to do and I know that we'll move them forward, if I feel strongly about”. Gary simply stated, “Empowered, competent, which I think a lot of managers definitely, they don't give their employees that kind of recognition”.

Often, the role of empowerment was blended with trust and both were seen as factors for their leaders' success. John, for example, spoke about the role of trust and empowerment: "What's empowering is knowing that the person trusts you to do your job, to do it well and that they have your back, that they support your decisions". Other followers, like Jane, spoke about how empowerment is linked to the college mission: "More with the new empowering excellent discussion that we have going on, in the vision of the campus and whatnot". Mike interpreted empowerment through the lens of how his leaders support staff. As Mike stated in his own words:

I think he's got everybody's interest at heart, really just trying to make sure the people are doing worthwhile work. He is making sure that you know, we're 'kinda answering a point right now this summer to 'kinda' really study various job descriptions and making sure that job descriptions match up with what people are actually doing.... He wants to make sure that we're setting ourselves up, that we're not doing mundane tasks that you know, that everyone has a role in really trying to shape and figure out the roles within the operation that, you know, he doesn't want us as a director doing so much in a day-to-day stuff in the weeds because he wants us to be able to coach and mentor the people that report to us. So, he wants us to be managers to the people that report to us and he's 'kinda' pushing that down...

John also talked about how his supervisor empowers everyone to be on the same page through involvement and a genuine interest in their subordinates input. John stated:

He's humble in his approach in that way, which you want to work for a guy like this, you want to work for somebody that trusts you, respects you, then you're going to follow their vision, their goals as

opposed to being told, what we're going to do and then watch actions that contradict the vision, very consistent. In the meetings, in the discussions, 100% involved, your input is valuable, let's get to work.

Knows how to Use Power - When asked about how their leader uses power, many stated that they use it appropriately. Where many of the leaders were very uncomfortable with the word power, especially in an institution of higher education, many of the followers felt that their supervisors utilised power very fittingly. Ann, for example, stated that: "Yes, I think she effectively uses and shares power". Sean explained that his supervisor does not use power as a motivator: "You know, he 'kinda' puts himself out there. It's like, 'I'm no more important than the rest of you'". Sean continues by noting that: "I think, I think he understands the power he has. He uses it. So far, he's used it in the right capacities, from our standpoint, the right capacity is built to get more resources". And instead of power, Sean's supervisor uses a completely different approach that negates power completely. In his words:

He is not, you know, and you can settle things like, if he picks up, you know, when you leave a voicemail, it's not what his name is and what his title is. It's being from {college name}. It's...He's kind...To me, he disarms people on those... There's ways to 'kinda' show power and there's ways to kind of know you have power, but you don't have to express it every time.

Power Sharing. One subtheme that rang true for subordinates was their leaders' ability to completely turn the concept of power on its head and instead elect to lead by the most unpowerful way – through power sharing.

John noted that his supervisor has numerous opportunities to utilise power, but more often opts for collaboration instead:

It's broad, I realise, but what you just said being able to trust and empower and for him to work collaboratively, every time there is a

big initiative going on and you know it could create controversy or discourse, he always goes with collaboration. He never goes with power, he never says this is my decision to the campus, or to you, this is my decision, this is what we're going to do, even if that's the way he is feeling strongly on as position or a topic.

Like John, Sarah stated that her supervisor could use power, but instead engages in relationship building and collaboration to effectively lead the organisation.

I think the relationships he has with his peers benefit us, if I need something, whether it's more money or something in budget, he has a great relationship with our CFO, so he handles that for me. We're very big on chain of command, like I wouldn't ask a CFO for money, I would go to him. I kind of explain to him, support, why I need like the software we have to get, to buy the software he was very supportive of that. It's kind of a quiet way, it's a quiet way, he has the power, but power is built on relationships.

Collaboration - The final major theme within the *Enable Others to Act* leadership practice was collaboration. The subtheme of working together emerged under this theme. Like their leaders, followers mentioned the concept of collaboration on numerous occasions. For the followers, collaboration meant working together and open lines of communication. For some subordinates, like Harold, it was about how his leader works with younger staff in the office. "It's good to collaborate. I'm pretty impressed with him. I think he has a lot of talent. I think he's going to do a great job for the university. I think he has a great knack of relating to the staff, the younger staff".

For John, collaboration meant that his supervisor was humble and everyone is 100% involved. John's recollections about his supervisor is that he is:

Collaborative and he's humble in that way, he's humble in his approach in that way, which you want to work for a guy like this, you want to work for somebody that trusts you, respects you, then you're going to follow their vision, their goals as opposed to being told what we're going to do and then, which actions that contradict the vision, very consistent. In the meetings, in the discussions, 100% involved...[and] your input is valuable.

John also stated that his leader always defers to collaboration, when there is a major issue in the office: "It's broad, I realise, but what you just said being able to trust and empower and for him to work collaboratively, every time there is a big initiative going on and you know it could create controversy or discourse, he always goes with collaboration". Like John, Jessica's leader makes a point to work together on pressing issues in the office: "He definitely tries to work with us and really on anything in order to get things accomplished. Kind of how I know like he is like on my side".

Working together internally in the office or across campus was a sub-theme that emerged in speaking with participants. Jane spoke about how collaboration and trust go together for her in collaboration and trust.

Well, just creating trust is being open and he's been very open about everything. Even being the 'newbie in here', I can go over to his office. I don't feel uncomfortable bringing up a situation. I don't feel he's going to judge me based on it.

Jasper talked more about how collaboration and a team approach was integral to a leader's success:

His collaboration, he has taken a team approach to the areas that he oversees. Just letting everyone know how important they are to the whole process. How we need to work together to make it happen. Every office he oversees, there's a lot of inner office

collaboration between the office and so it's very important that he sets the tone with that to let everyone know that admissions can't do their job without financial aid.

Jessica concurred with Jasper as she observed that her leader, “definitely urges collaboration among the office and he lets us all work independently, well at the same time, you know, working as a team and keeping him in the loop, so it’s really a nice style that he has and in terms of that's how he works and so we see that and kind of take, follow his lead”. Jessica continues by noting that:

I think he effectively uses power in terms of, you know, he is our supervisor as well and admissions...So we kind of get all offices to collaborate, gets the whole enrolment management panel on the same page and then within our office...kind of lets us to do a little bit more as well in terms of, you know, making decisions at work, taking a leave and a lot of things because definitely, he has a ton going on, so we can all kind of meet the assistant director and him.

4.6.8 Encourage the Heart

Table 48

EM followers Themes and Findings by Practice Area – Encourage the Heart

Interview	Sub-themes	LPI Practice
Theme		
Recognition and Reward	Congratulations	Encourage the Heart
Supportive and Caring	Team Mentality	Encourage the heart

Encouraging the Heart relates to leaders “rewarding good performance, providing positive feedback, recognising individual contributions, and celebrating team accomplishments” among their subordinates (Brown & Fields, 2011:279). The followers who were interviewed in this study, provided many accounts and

personal stories that brought to life how their leaders sought to encourage the heart in their own organisations. This section seeks to illuminate and describe those themes that emerged in speaking with all 14 followers related to the LPI practice of *Encouraging the Heart*.

When the followers were asked questions about how their leaders *Encourage the Heart*, they gave many different responses for this leadership practice. Table 48 illustrates themes and findings for each of the followers by the practice area – Encourage the Heart. Two major themes emerged from the interviews that related to the leadership practice Encourage the Heart:

- Reward & Recognition;
- Supportive and Caring.

The most prominent theme that emerged from the interviews tied to *Encouraging the Heart* was rewards and recognition. This theme would be repeated numerous times as the followers reiterated just how important this was to them and how they also see how their leaders struggle to provide this to them.

Rewards and Recognition - A major theme to emerge out of the *Encourage the Heart* leadership practice was that of recognition and rewards. Many, if not all of the followers were keenly aware that higher education in general does a poor job at providing rewards to their staff. This is due to many reasons such as budget limitations, institutional culture and other traditions that do not encourage a great deal of celebration and recognition. Despite this, all of the followers were especially pleased that their leaders took the time to provide recognition and rewards for each of them individually or as part of organisational recognition. Rewards were communicated in many different ways by the leaders, but all had the same positive impact on the followers.

Sanford especially appreciated his supervisor's recognition of their efforts through taking them all to lunch: "[my leader] has put an initiative in place, where – when enrolment is met – we have a celebratory lunch. He definitely is

modelling the benefits of enrolment and that he wants to reward those that are putting forth the effort". Andrew's leader does the same type of activity, "He is good in that he allows us to have our fun. He allows us to do...we will do like a mid-day barbecue lunch or something like that". Ginny Jones spoke about the monetary compensation that comes with the efforts that they exert within the organisation:

So from a monetary standpoint, I think the promotions...are how she helps...I think that's why it's even more important that she does those thank you's and you just know that you're appreciated even though she can't always throw you some money.

Sean's leader gives out gift certificates and this type of recognition does have a positive impact on the organisational culture.

And so, he's been able to give some recognition and, you know, give a certificate or something like that to the folks that have deserved that. So, that to me, it was kind of immediate. You know, he... Probably, to a degree, he's 'kinda' changing campus culture.

For others, like Harold, it was about being rewarded for one's hard work and efforts that they individually did within the organisation:

I think that the people that have deserved it have been duly rewarded for their effort, their work efforts because a lot of people put a lot of time in to the areas, their arenas. You can see it. One of our senior staff...works very hard with the travel coordinator and the athletics, that's a tough job. So, I'm sure he's been rewarded well for that, for that effort, but it's a tough job.

For one follower, Andrew offered a divergent approach and spoke at length about the difficulties his leader had in rewarding staff. However, interestingly, Andrew appeared to be compassionate about his supervisor and talked about understanding his leader in very personal terms.

It does not happen. And it's not by his doing. What I will say is that it is clear to me as the day, as long...is that he does appreciate me. In that he wishes he could do more. He knows it. The things that I wish he would do, I kind of mentioned already. Cut loose with us every now and then. He's got his own life too and I get that. But come to our holiday party that we do in the office. You know, those are a few things and I don't know. Maybe I'm being down in that respect, too. I'm kind of like lowered my expectations as to what he can do. I would like to see him do more. As I mentioned earlier, I worry for his own personal well-being, much less my own. And so on and so forth with his other people with the college. The guy has incredible pressure placed on him. So, I do wish for more in that area for him, for us, but it's hard to say.

Congratulations. For some followers, simply offering some type of congratulations is enough for them to feel that reward and recognition. For Gary, this is certainly the case with his leader. Gary stated:

If anyone has an achievement, in meetings or whatever, he definitely will address that, like, "Congratulations to Gary for doing a good job on whatever". If there is any milestone or things people finishing degrees, or things like that, definitely shows that he cares about what we are actually doing, not just our professional life, but personal life as well.

Gary also spoke about the positive affirmation that comes with recognition and congratulations: "Definitely, I think positive affirmation, 'Good job on x, y and z'. I mean, I feel like that is all that he can really do is tell his boss that it is a good job, well done!" Finally, Jane was impressed with her leader's recognition for staff internally, but also how her supervisor was able to involve the entire campus in thanking them for their help for recruiting a class to the college:

And, I think for him, it's like he is not understanding what the big deal is because it's just his nature. But, people walked away from the town hall in those e-mail saying, 'Well, he not only brought everyone together to give an honest update, but thanked everyone'. And, he thanked...everyone for their help in the recruitment process, but he also called out specifically, you know, some key individuals on campus, faculty member or music, where it's just enrolment is just booming and the interaction and connection is so strong, some folks in athletics, you know, that have had a key role in helping with enrolment and partnering with our division. And, people just were like feeling so good about being thanked and communicated with. It's like not that we've done anything tremendously different, we just communicated in a collegial way that didn't feel, that felt really two-way. We felt really appreciated.

Supportive and Caring - The second major theme that emerged out of the *Encouraging the Heart* leadership practice involved how genuine and authentic (or supportive and caring) the leader was. Subordinates can see right through facades and pretences. Time and again, the EM followers noted that having a supportive supervisor was absolutely critical for both them and the organisation. One participant stated that this aspect of her leader's leadership style is, "wonderful. It's fantastic. It's very refreshing again. It is refreshing and that is validating. It's very much validating and supportive". A major sub-theme that emerged out of the *Encourage the Heart* LPI practice of being supportive and caring, which included having a team mentality.

Team mentality: The premise that everyone is in this together and how their supervisor articulated this was very important to the followers. Gary articulated this very well, when he stated, "So, the whole team mentality and the amount of time that he spends with, not just our office and our mission, but the outside organisation as well, which is all highly related definitely supports a team mentality". For Sean, it is about how the concept of team is promoted as a

culture by his supervisor: “He really ‘kinda’ built quickly a culture within the division of us being in a team. So, everybody helps each other out at, where it gets things done and really taking, you know, the idea of change in making it kind of fun to integrate, ‘kinda’ recharge some people’s batteries”. Andrew talked about how, with his supervisor, it is about “we” versus “I”. “I think that he's quick to recognise the accomplishments of others or at least not to say...he says, ‘we’ or he says ‘others did this’. He is not an ‘I’ type of a person”.

Divergent Themes - Within this leadership practice, there were a few divergent themes that emerged as well, including: Lack of Rewards and a “system” that let me down.

Lack of Rewards. While the general theme among followers was that their supervisors want to give out raises, but sometimes are unable to because of institutional issues, some participants were more vocal about their frustrations associated with lack of rewards. Andrew expressed his displeasure with the lack of rewards in his own words: “And that's what sucks. That's what really sucks for me. You cannot reward financially, so again, I try to emulate a lot of what he does with my staff. I have to do it differently with them, but I have to give them the latitude now that I have a pretty experienced staff to do what they see is good and to be right”. He goes on to bemoan the lack of a significant raise:

There was a... they will do like two percent a year, which is not even keeping up with inflation. And that sucks. That really stinks. It was even worse, when they were doing bonuses instead of salary increases because it was not affecting your benefits. These are just little things. I'm in a different position. Coming from the student system, I started with less than three weeks to vacation.

For Andrew, the way that he reconciled the fact that monetary raises are not available is by re-focusing on other intangible reasons, why he does the job:

“The intangibles are very, very strong in my area, whereas the tangibles could certainly improve”.

“System” lets me down. Another follower described her frustrations with not just the lack of rewards that her supervisor provided, but the fact that the entire system had failed to recognise her. Ann remarked:

I think if you put yourself in for the discretionary salary, it happens. I have experienced that. My issue is not with my leader, it is with the system in that I have to recognise myself, not have my leader recognise me. If there was something I would like to see changed, that would be it. If I take the steps, it happens, and that is okay. Yeah, it would be better if I did not have to recognise myself.

4.7 Summary and Conclusions

The data in this chapter highlighted the results and findings from this study and included discussion and narrative from both SEM leaders and their followers. Through a mixed methods approach, employing both quantitative and qualitative data assessment, the researcher sought to understand better these participants’ sentiments associated with leadership by the leader and their subordinates. This was accomplished by both constructivist (interviews) and positivist (surveys) methodologies. Senior level enrolment management leaders’ responses to the LPI survey instrument questions as reported on a Likert scale along with interview responses were presented in this chapter and linked directly to the research questions. Further, all qualitative data collection and reporting were also connected directly to the *Kouzes and Posner Five Practices of Exemplary Leadership*. All findings were presented in table and narrative form. What follows is a summary of those components associated with this chapter, including findings from all three research questions.

The first research question sought to answer how senior enrolment management leaders rated themselves in relation to the Kouzes and Posner

Leadership Practices Inventory. Senior level EM leaders' responses to Likert scale survey questions were tabulated and evaluated. The data suggested that SEM leaders utilised all five leadership practices of the LPI; however, the LPI leadership practice *Enable Others to Act* was perceived by the leaders as the most frequently implemented leadership practice. This was followed by (in ranking order) Challenge the Process, Inspire a Shared Vision, Encourage the Heart, and Model the Way. As related to specific LPI practice statements, and as perceived by the SEM leaders, treating people with dignity and respect (associated with *Enabling others to Act*), setting a personal example of what is expected of others (associated with *Modelling the Way*), actively listening to diverse points of view (associated with *Enabling others to Act*), and developing cooperative relationships (associated with *Enabling Others to Act*) were cited as the most frequently employed behaviours that they practiced. Further statistical analysis was implemented within this study to understand better, whether the positive responses for each LPI practice as reported by the SEM leaders were significant. This was accomplished by utilising a two-tailed binomial test. By examining p-values along with hypothesis testing, the researcher was able to ascertain, whether to reject the null hypothesis and make a conclusion that the SEM leaders were likely to engage in the six leadership behaviours within each practice. Finally, all frequency distributions for each of the LPI statements (as related to the Likert scale of 1-10) were reported to understand better how the scaled scores were distributed.

The second research question was qualitative in nature and sought to make meaning of how SEM leaders provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership. All seven SEM leaders were interviewed, and themes and sub-themes were derived out of the semi-structured questions that were asked of them. All of the questions that were asked related directly to the *Kouzes and Posner Five Practices of Exemplary Leadership* practice areas. As a result of the coding and thematic analysis, numerous themes emerged that illuminated these leaders' leadership styles. By leadership practice these include:

- *Modelling the Way*: People Matter and Setting the Example;
- *Inspire a Shared Vision*: Moving towards Something Big and Institutional Mission being paramount;
- *Challenge the Process*: Changing the Status Quo and Thinking Outside the Box;
- *Enable others to Act*: Empowering Others, Building Trust, and Helping Staff Grow;
- *Encourage the Heart*: Rewards, Recognition, and Celebration.

The third research question was qualitative and sought to make meaning of how the followers (or subordinates) of SEM leaders describe their perceptions of their leaders' leadership style as expressed through the framework of the *Kouzes and Posner Five Practices of Exemplary Leadership*. All 14 followers were interviewed and themes and sub-themes were derived out of the semi-structured questions that were asked of them. All of the questions that were asked related directly to the Kouzes and Posner Five Practices of Exemplary Leadership practice areas. As a result of the coding and thematic analysis, numerous themes emerged that illuminated these leaders' leadership styles. By leadership practice, these include:

- *Modelling the Way*: Interpersonal Skill Set Matters and Having Convictions and Communicating that with Staff;
- *Inspire a Shared Vision*: Getting People Excited about the Future and The Idea that their Leader was Just Like One Of Them;
- *Challenge the Process*: A Leader Who Takes Risks and A Leader that Proposes New Ideas for Staff to Consider;
- *Enable others to Act*: A Leader Who Trusts, Empowers, Knows How to Use Power and Collaborates;

- *Encourage the Heart: A leader Who Was Supportive and Caring, and Values Recognition and Reward.*

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Pressing issues in American higher education related to administrative, political, societal and economic change demonstrate the need for genuine and authentic leadership at all levels of the institutions. From shrinking state support for higher education, issues related to how students pay for college and how the university is to receive revenue, have resulted in the rapid ascent of EM leaders to senior roles in higher education governance. Enrolment management leaders, therefore reside at the intersection, where all of these issues come together. Today's enrolment management leader is in a unique position to affect change and demonstrate leadership at their level like at no other time in history. With this scenario comes huge responsibility. How should they lead? What impact does their leadership have on their subordinates?

5.2 Purpose of the Study

The purpose of this research was to explore the leadership practices of enrolment management leaders and how their leadership impacts their subordinates or followers. The researcher utilised a mixed methods approach to collect data through a survey instrument (quantitative) and collected interview data from seven senior EM leaders (qualitative) that serve in senior roles at their respective institutions of higher education. Through this conceptual framework, K&P's work served to guide how leadership was to be disseminated and interpreted within the organisation.

5.3 Design and Procedures

The quantitative portion of this study was carried out by use of a survey instrument (Kouzes & Posner's Leadership Practices Inventory-Self – LPI-Self, 3rd ed.) and measured leadership proclivities through the lens of five leadership

dimensions. The purpose of this survey tool was to assess SEM leaders' self-perceptions of their own leadership style.

The qualitative portion of this study was carried out through the use of semi-structured interviews. Seven SEM leaders were asked in one-on-one interviews about their leadership styles as interpreted through the *Kouzes and Posner Five Practices of Exemplary Leadership*. These questions focused on how the SEM leaders interpreted their leaders' leadership approaches to leading through modelling their own behaviour, their ability to inspire others in the organisation, how they encourage others to not accept a transactional environment, how they build trust, and finally, how they encourage collaboration and lead from the heart. The purpose of the interviews was to allow the SEM leaders to answer the questions and provide additional context in a non-threatening environment, where they felt comfortable to share their "stories".

5.4 Major Findings

The summary of findings was predicated on the data and analysis presented in Chapter 4. Through both quantitative and qualitative assessment, SEM leaders from all seven institutions of higher education all utilised all of the five practices that Kouzes and Posner noted in their LPI survey tool as well as the Five Practices for Exemplary Leadership. A description of the major findings follows below that were discovered quantitatively or qualitatively within this study of SEM leaders and their followers. All findings are organised and presented within the context of the three research questions.

5.4.1 Research Question 1

The first research question that I sought to answer was, "*How do senior enrolment management leaders within the western and central portions of the State of New York rate themselves, using the Kouzes and Posner Leadership Practices Inventory Self (LPI-Self) in the areas of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable others to Act, and Encourage the Heart?*"

Finding 1. Analysis of survey research findings support the Kouzes and Posner Leadership Practice model and revealed that all seven SEM leaders demonstrated all five practices of the Kouzes and Posner Five Practices of Exemplary Leaders, *Enabling Others to Act* and *Challenging the Process* were viewed as the top leadership practices that the leaders engaged in with their staff, followed by *Encouraging the Heart* and *Inspiring a Shared Vision*. The least practiced leadership behaviour that EM leaders demonstrated was *Modelling the Way*, which suggests that senior EM leaders engage in this practice less frequently than other LPI practices.

Finding 2. When examining those LPI practice statements (or behaviours) with which the senior EM leaders most engaged in, treating people with dignity and respect, which corresponded to the LPI practice *Enabling Others to Act* and setting a personal example of what is expected of others, which corresponded to the LPI Practice of *Modelling the Way*, were the most frequently utilised leadership skills that the SEM leaders engaged in.

Finding 3. Leadership practices employed by EM leaders differ from what K&P discovered in their research. As mentioned previously, Kouzes and Posner (2012) found that the most frequently used practices used by managers were *Enabling Others to Act*, followed by *Modelling the Way*. *Challenging The Process* and *Encouraging the Heart* yielded similar average scores, while *Inspiring a Shared Vision* was the least frequently engaged in practice (Kouzes & Posner, 2012). This study differs slightly from the findings of the research by Kouzes and Posner and what this study population selected as their LPI practices they engage in.

This study determined that, like the Kouzes and Posner study, *Enabling Others to Act* was perceived by the participants as the leadership practice they most frequently exhibited. This was followed by *Challenging the Process*. *Challenging the Process* in the K&P study was situated in the third position, whereas in this study, it was situated in the second position of most frequently utilised leadership practice. *Encourage the Heart* and *Inspire a Shared Vision* ended up statistically similar and in third position of most frequently utilised

leadership practices. Like in this study, K&P found that Encourage the Heart was a leadership practice that was statistically equivalent to Encouraging the Heart and was in the third position. A significant difference with the K&P study and this study emerged in relation to how the leaders perceived themselves as Modelling the Way. In this research, Modelling the Way was perceived by the EM leaders as their least frequently practiced leadership behaviour (although they believed it to be an important practice), whereas in the K&P study, Modelling the Way was found to be the second most frequently practiced leadership behaviour. The reasons for these differences are not entirely clear, but perhaps it has something to do with the profession of enrolment management as a profession that is very humanistic, caring, and supportive towards others.

Finding 4. A two-tailed Exact Binomial test was employed for all of the practice statements related the purpose of determining, whether the positive responses for each practice were significant or not. Hypothesis testing (at a significance level of .05) was employed to determine if, within each of the LPI practices, SEM leaders were more likely or less likely to engage in that particular practice. Specific results from the Binomial test related to each of the K&P leadership practices follows below.

Modelling the Way. Within the Modelling the Way practice, four of the six statements had a two-tailed p-value of less than .05 and therefore within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all of the leadership practices listed in Table 10 with the exception of statements 6 and 16.

Because the p-values were greater than or equal to .05, the results from the research failed to reject the null hypothesis and the researcher concluded that within these two behaviour statements, senior enrolment management leaders were neither more likely to engage in or disengage in the leadership practices related to statement 6 and 16.

Enabling Others to Act. Within the Enabling Others to Act leadership practice, all six statements had a two-tailed p-value of less than .05 and therefore within each behaviour, the results from the research supported rejecting the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all six practice behaviours.

Challenging the Process. Within Challenging the Practice, all six statements had a two-tailed p-value of less than .05 and therefore within each behaviour, the results from the research supported a rejection the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all six practice behaviours listed in Table 7.

Inspiring a Shared Vision. Within Inspiring a Shared Vision, four of the six statements had a two-tailed p-value of less than .05 and therefore within each behaviour, the results from the research supported a rejection of the null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all six practice behaviours listed in Table 7.

Two statements were found not to be statistically significant (numbers 27 and 7). These statements were related to speaking with conviction about the meaning and purpose of their work ($p = 0.0625$) and describing a compelling image of the future to staff ($p = 0.0625$). Because the p-values are greater than or equal to .05, the results from the research failed to reject the null hypothesis and the researcher concluded that within these two behaviour statements, senior enrolment management leaders were neither more likely to engage in or disengage in the leadership practices connected to statement 27 and 7.

Encouraging the Heart. Within the Encouraging the Heart practice, four of the six statements had a two-tailed p-value of less than .05 and therefore within each behaviour, the results from the research supported a rejection of the

null hypothesis because the proportion of affirmative responses were significantly greater than 50%. Therefore, senior enrolment management leaders were more likely to engage in all of the leadership practices listed in Table 9, with the exception of statements 10 and 15.

Two statements were found not to be statistically significant (numbers 10 and 15). These statements were related to statement number 10 - expressing confidence in employees' abilities ($p = .0625$) and creatively rewarding people for their contributions to the success of projects ($p = .0625$). Because the p -values were greater than or equal to .05, the research failed to reject the null hypothesis and the research concluded that within these two behaviour statements, senior enrolment management leaders were neither more likely to engage in or disengage in the leadership practices connected to statement 10 (Expresses confidence in employees' abilities, and statement 15 (Creatively rewards people for their contributions to the success of projects).

5.4.1.1 Recommendation

Enrolment management leaders need to be acutely aware of the fact that EM managers who are perceived as leaders in the profession are those who possess many of the characteristics outlined by Kouzes and Posner. It is recommended that all aspiring EM leaders learn about those characteristics associated with the K&P Leadership practice model and how they can best be implemented in the workplace. Quantitative analysis demonstrated that many of the practices as well as statements within each of the practices were seen by leaders as something that they readily engage in on a daily basis. While some of the statements that the leaders responded to were perceived to be practiced more, nevertheless, a leader must be able to clearly articulate, what the big picture is within the organisation. This research has established that if the office is without a leader, who is essentially showing them the way and guiding them, much like a rudderless ship, the organisation will invariably falter and organisational effectiveness will suffer. Followers were clear that for their own growth in the organisation, it was essential for their leader to challenge them

through proposing new ideas, taking some measured risks and asking for feedback. These are all activities that challenge the status quo in the organisation and stop the team from essentially getting stale or regressing into an environment, where status quo mentalities or group-think prevails.

The next section of this chapter includes the findings associated with qualitative interviews with the SEM leaders. Themes that emerged after interviewing SEM leaders' perceptions of leadership as expressed through the lens of the Kouzes and Posner Five Practices of Exemplary Leadership, are presented below.

5.4.2 Research Question 2

The second research question was constructivist and the researcher sought to answer: *“How do senior enrolment managers describe the relationships between their own perceptions of leadership and the perceptions of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?”* Seven SEM leaders were interviewed and asked a series of semi-structured open-ended questions that were designed to answer how SEM leaders describe the relationships between their own style of leadership and the styles of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership. Themes that emerged were closely related to the LPI statements and were presented in narrative form. SEM leader backgrounds and personal leadership styles were presented along with themes that emerged, when speaking with each of the leaders. Numerous themes emerged as connected to each of the Kouzes and Posner leadership practices. Major themes are italicised below along with their corresponding sub-themes that emerged under each leadership practice.

- *Modelling the Way* – People Matter and Setting the Example;
- *Inspiring A Shared Vision* – Moving Towards Something Big and Institutional Mission is Paramount;

- *Challenging the Process* – Changing the Status Quo and Thinking Outside the Box;
- *Enabling Others to Act* – Empower Others, Build Trust, and Help You Grow);
- *Encourage the Heart* – Rewards, Recognition, and Celebration.

There were three unexpected or divergent themes that arose with the EM leaders, which included: (a) scared; (b) not life and death; and (c) complacency within the organisation.

5.4.2.1 Recommendation

This study sought to understand better how senior enrolment management leaders perceive their leadership approaches and how the leaders' subordinates perceived their own leaders' leadership style. The research established that leadership actions by SEM leaders engender support from their followers. When the followers can trust their leaders, feel that they are receiving adequate recognition, there is a genuine and authentic power-sharing (shared governance) philosophy at the office. If they have a supervisor who is supportive, caring, advocates for them and empowers everyone in the organisation, this often equates to success and an absence of dysfunction in the organisation. The researcher believes that for today's higher education leaders to be effective in their roles, while simultaneously working in a frenetic and hurried work environment, they need to be especially attuned to subordinates. It is the leader who can operate in an environment that treats everyone as a member of a team or family as well as being a role model to others, and mentor staff along the way. Further, followers want to be motivated or inspired to be the best that they can be. Therefore, SEM leaders need to determine approaches to bring staff together and advocate for them upward within the chain of command. Staff feel empowered, when their boss is actively and genuinely advocating for them at a higher level.

5.4.3 Research Question 3

The third research question was also constructivist and the researcher sought to answer, “*How do enrolment management’s direct reports describe their perception of those leadership practices displayed by their leaders as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership?*” Fourteen followers of the SEM leaders were interviewed and asked a series of semi-structured open-ended questions that were designed to answer how SEM leaders describe the relationships between their own style of leadership and the styles of those to whom they provide leadership as expressed through the framework of the Kouzes and Posner Five Practices of Exemplary Leadership. Themes that emerged were closely related to the LPI statements and were presented in narrative form. Again, numerous themes emerged as related to each of the leadership practices. Major themes are italicised below along with their corresponding sub-themes, which emerged under each leadership practice.

- *Modelling the Way* – Interpersonal Skill Set Matters and Have Convictions and Communicates that to staff;
- *Inspiring A Shared Vision* – Get People Excited about the Future and Just Like One of Us;
- *Challenging the Process* – Taking Risk and Proposing New Ideas for Staff to Consider;
- *Enabling Others to Act* – Trusts, Empowers, Knows How to Use ‘Power, and Collaboration;
- *Encourage the Heart* – Reward and Recognition and Supportive and Caring.

There were four unexpected or divergent themes that arose with the EM leaders, which included: (a) poor communication; (b) not inspiring at all; (c) don’t

always feel that we are invigorated; and (d) can the organisation change as fast as he wants?

5.4.3.1 Recommendation

Time and again, followers sought to have leaders who truly trusted them. A combative or micro-manager style was seen as a way to stunt the growth and positive interactions within the organisation. Therefore, SEM leaders who are seen as honest, caring, collaborative, and showing humility in the way they use power are likely to be much more effective in their jobs. The theme of “caring about me” also emerged as a central concept as followers responded much more positively to their leaders who had their interests at heart. Rather than simply going through the transactional actions of an apathetic manager, a transformational SEM leader was seen as dynamic, engaging and spending time with staff celebrating together much like a family does, when they achieve some significant milestone.

When the followers can trust their leaders, feel that they are receiving adequate recognition, there is a genuine and authentic power-sharing (shared governance) philosophy at the office. If they have a supervisor who is supportive, caring, advocates for them and empowers everyone in the organisation, this often equates to success and an absence of dysfunction in the organisation. The researcher believes that for today’s higher education leaders to be effective in their roles, while simultaneously working in a frenetic and hurried work environment, they need to be especially attuned to subordinates. It is the leader who can operate in an environment that treats everyone as a member of a team or family as well as being a role model to others and mentor staff along the way. Further, followers want to be motivated or inspired to be the best that they can be. Therefore, SEM leaders need to determine approaches to bring staff together and advocate for them upward within the chain of command. Staff feel empowered, when their boss is actively and genuinely advocating for them at a higher level.

5.5 Limitations of the Research

The main limitation of this research was the fact that the sample population was drawn from a relatively small section of the State of New York in the United States, which encompasses a geographical radius of approximately 482 km and encompasses: western parts of New York State; The City of Buffalo, New York; the City of Rochester, New York; the Central New York region; and the counties (called district municipalities in South Africa) of the Southern Tier (those counties in New York State that border the State of Pennsylvania). Therefore, the generalisability of this study is limited to those geographic areas and schools that are being studied. Because of the fact that the leaders being studied are all from the same geographic region, there could be some characteristics associated with leadership that may or may not be present in other geographic regions.

The researcher's insider status also leads to certain biases and limitations, which, as a researcher studying participants in his field, need to be addressed. By openly addressing bias, the researcher fosters trust, integrity, and fairness that was paramount in making this study valid and reliable (Pope & Mays, 1995). The researcher brought several viewpoints to the research of which he needed to be aware. From a positive perspective, as he approaches the 21st year of working in enrolment management, he truly enjoys the work that he does. While this is a helpful aspect in his professional occupation, it also presents the occasion, where he may approach this study in a manner that views the environment in a much more positive way than it may be perceived by others.

Enrolment management in the State of New York is a very collegial profession and as such, the researcher strove to maintain distance from the study participants. Therefore, he worked very diligently to separate his work world and profession with the participants. The researcher focused on asking questions and learning more about the SEM leaders' leadership styles and how their followers interpreted their leaders' leadership styles. As such, he tried to be

as balanced as possible and present both the positive and negative aspects associated with SEM leadership as interpreted directly from the participants. Still, the researcher would be remiss not to acknowledge that his insider experience provides a different perspective than from someone who has never worked in this profession.

5.6 Study Benefits

There are many benefits that this study provided for both senior enrolment management leaders and their followers. These benefits are sometimes nuanced and other times much more pronounced, but through this study, it is the hope of this researcher that future EM leaders and their subordinates can glean some important information and share this with their colleagues and friends. Below are some of the benefits that can help individuals or EM organisations.

The benefits to an organisation from this study include the following:

- A sense of worth and empowerment championed by the leader and embraced by employees (Bass & Steidlmeier, 1999);
- Imposing a structure on employees through a clear vision and identifying individual roles helps the leader set the overall direction (Quinn & Spreitzer, 1997:39);
- By promoting follower success by the leader, they contribute to positive morale and self-worth and reduce employee withdrawal of all organisational members (Hunter, Neubert, Perry, Witt, Penney, & Weinberger, 2013);
- Ability of the leader to serve as a role model to others leads to a “sense of purpose and a feeling of family” (Bass & Avolio, 1993b:116);

- By promoting shared values and modelling the way in the organisation outcomes include effectiveness, productivity and stability (Posner, Kouzes, & Schmidt, 1985);
- By “enlisting others” and inspiring a “shared vision within the organisation by envisioning exciting possibilities for the future and creating a common vision among employees by appealing to shared aspirations; thus, creating buy-in” (Kouzes & Posner, 2002a:141; Venters, Green, & Lopez, 2012:491);
- By encouraging the heart, leaders have the ability to praise employees, and communicate positive change (Venters, Green, & Lopez, 2012);
- By challenging the process, the leader is in a position to seize the initiative, make things happen, and encourage initiative in others, which, in turn, has a positive effect on the entire organisation as a whole (Kouzes & Posner, 2002a);
- By enabling others to act, the leader can foster collaboration, create a climate of trust, and support others, which translates into competence, confidence, and accountability by others in the organisation (Kouzes & Posner, 2002).

5.7 Recommendations for Future Research

From the results that were determined from this study, the following recommendations for further research are included below.

Self-reported LPI and Observer LPI . Additional research is needed in the field of enrolment management to assess not only leader practices, but quantitatively how their subordinates rate the leaders. While this study examined senior enrolment management leaders’ perceptions of their own leadership approaches and how their followers interpreted their leaders’ leadership styles, there are many ways that this study could be extended. This study did not consider the merits of 360-degree evaluations by followers to their superiors. Herold and

Fields (2004:687) noted that “in most organisations, managers receive feedback from superiors as a matter of course. However, it is less common for managers to regularly receive feedback from subordinates”. In speaking with all of the leaders prior to commencing this study, all were very comfortable with their subordinates providing feedback on their leadership approaches. However, as Herold and Fields (2004:687) stated, most feedback is obtained via survey instrument. A qualitative study that examines the role of 360-degree evaluations within a constructivist framework may be beneficial to more clearly appreciate the dynamics between superior and subordinate.

Expansion of the Survey and larger sample. Future studies on this topic could readily be expanded to include much larger populations of enrolment management leaders and their followers, which would allow for additional quantitative assessment and statistical analysis. This study’s population was simply not large enough to incorporate statistical assessment (i.e. ANOVA, MANOVA, and Regression). A future study with a much larger N would complement and extend the body of knowledge by utilising the LPI in this manner.

Different types and sizes of institutions. This study included public and private institutions of higher education in the USA. Perhaps a study of private or public colleges exclusively would yield a different result than the ones that were discovered in this study. This study did not control for the population of the institution. Another study on EM leaders through the K&P lens either quantitatively or qualitatively could focus on small, medium or large population institutions exclusively.

Gender and Personality. This study did not differentiate leadership styles or approaches by gender or personality. Perhaps a future 360-degree study could look at the role of gender and leadership as interpreted through the K&P Five Leadership Practices lens. A study was conducted in 2013 by Brandt and Laiho that examined the role of gender and personality between leader and subordinate, but it was quantitative in nature and utilised the Myers-Briggs Type Indicator (MBTI) for personality and the LPI for leadership. This is a fascinating way to extend this

study and perhaps future researchers could utilise these two instruments alone as a quantitative study or in conjunction with qualitative methodology (interviews) as a mixed methods approach to derive a better understanding of leadership dynamics within the enrolment management field. SEM leaders are typically Type A and highly motivated individuals. This study did not address the personality component associated with leadership, but a fascinating future study could include surveying or interviewing SEM leaders along both the LPI and a personality inventory to understand the behavioural types of individuals better, who are engaged in senior enrolment management positions.

Enrolment Management within a larger scope. EM is one of many divisions that serves to operate a college campus. Comparisons of SEM leaders' LPI results with other senior level positions on a college campus would provide a much more comprehensive understanding about how EM works in relation to other units. Additionally, a future study related to the relationships between EM and the academic units could be beneficial.

5.8 Concluding Remarks

This research has attempted to delve deep into the lived experiences of senior enrolment management leaders and their subordinates. Effective leadership by those entrusted SEM leaders at colleges and universities throughout the United States is essential for these schools to navigate unpredictable times in higher education. There are key practices and behaviours that exemplify leadership. Numerous factors contribute to the success or failure of a leader in an organisation and their ability to *Model the Way*, *Inspire a Shared Vision*, *Challenge the Process*, *Enable others to Act*, and *Encourage the Heart*. This study has attempted to learn more about SEM leaders' approaches to leadership, the ways they go about promoting leadership and how their followers interpreted and reacted to their initiatives.

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APPENDIX A

Semi Structured Opening Interview Questions for Leaders and Followers Interview Questions

1. Please share a pseudonym you would like to use for this research
2. Biographic info:
 - a. Please share your job title
 - b. Please share a thumbnail sketch of your current job
 - c. How long have you been in this position?
3. What does the term “leadership” mean to you?

APPENDIX B: EM LEADERS' INTERVIEW QUESTIONS

Leadership practice concept	Definition	Interview questions
Model the Way (Kouzes & Posner, 2002a)	Leaders model the behaviour they expect of others, lead from what they themselves believe and must clearly and distinctively give voice to their values (Kouzes & Posner, 2002a, p.14)	<ol style="list-style-type: none"> 1. In what ways are you deeply committed to employees beliefs and model behaviour expected by others? 2. How do you go about spending time with others, modelling individual involvement and action and respecting others?
Inspire a Shared Vision (Kouzes & Posner, 2002a)	Leaders draw strength from others and inspire people to understand their needs and have their interests at heart. (Kouzes & Posner, 2002a, p.15) Leaders are able to galvanise support and translate that into action.	<ol style="list-style-type: none"> 1. In what ways do you have your employees interests at heart and get them excited about possibilities that the future holds within your organization? 2. In what ways do you inspire your direct reports vision and direction on where the organisation is to go forward?
Challenge the Process (Kouzes & Posner, 2002a)	Leaders encourage others to challenge the status quo and exceed their own expectations by encouraging others to take risks, and keep their organization and movements alive (Kouzes & Posner, 2002a, pp. 18-19)	<ol style="list-style-type: none"> 1. In what ways do you challenge others to think outside the box, take risks, and make changes?
Enable Others to Act (Kouzes & Posner, 2002a)	Leaders foster collaboration by promoting cooperative goals and building trust (Kouzes & Posner, 2002a, p.22). Leaders strengthen others by sharing power (Kouzes & Posner, 2002a, p.22).	<ol style="list-style-type: none"> 1. How do you foster collaboration and trust within your workplace? 2. How do you as a leader use power, share power with others, and what does this "power" mean to you?
Encourage the Heart (Kouzes & Posner, 2002a)	Leaders show appreciation for people's contributions and create a culture of celebration (Kouzes & Posner, 2002a, p.19).	<ol style="list-style-type: none"> 1. How do you create a vibrant culture and show appreciation for employee's contributions as well as celebrate that success? 2. How do you link rewards with performance?

APPENDIX C – FOLLOWERS’ INTERVIEW QUESTIONS

Leadership practice concept	Definition	Interview questions
Model the Way (Kouzes & Posner, 2002a)	Leaders model the behaviour they expect of others, lead from what they themselves believe and must clearly and distinctively give voice to their values (Kouzes & Posner, 2002a, p.14)	<ol style="list-style-type: none"> 1. In what ways do you perceive your leader to be deeply committed to their beliefs and model behaviour expected by others? 2. How does your leader go about spending time with others, modelling individual involvement and action and respecting others?
Inspire a Shared Vision (Kouzes & Posner, 2002a)	Leaders draw strength from others and inspire people to understand their needs and have their interests at heart. (Kouzes & Posner, 2002a, p.15) Leaders are able to galvanise support and translate that into action.	<ol style="list-style-type: none"> 1. In what ways does your manager have your interests at heart and get you excited about possibilities that the future holds? 2. In what ways does your leader inspire you their vision and direction on where the organisation is to go forward?
Challenge the Process (Kouzes & Posner, 2002a)	Leaders encourage others to challenge the status quo and exceed their own expectations by encouraging others to take risks, and keep their organisation and movements alive (Kouzes & Posner, 2002a, pp. 18-19)	<ol style="list-style-type: none"> 1. In what ways does your leader challenge others to think outside the box, take risks, and make changes?
Enable Others to Act (Kouzes & Posner, 2002a)	Leaders foster collaboration by promoting cooperative goals and building trust (Kouzes & Posner, 2002a, p.22). Leaders strengthen others by sharing power (p.22).	<ol style="list-style-type: none"> 1. How does your leader foster collaboration and trust within your workplace? 2. Does your leader effectively use power or share power with others and what does this mean to you?

Encourage the Heart (Kouzes & Posner, 2002a)

Leaders foster collaboration by promoting cooperative goals and building trust (Kouzes & Posner, 2002a, p.22).
Leaders strengthen others by sharing power (p.22).

1. How does your leader create a vibrant culture and show appreciation for employee's contributions and celebrate that success?
 2. How does the leader in your organization link rewards with performance?
-

APPENDIX D: SURVEY QUESTIONS BY ITEM BY LEADERSHIP PRACTICE

Item No.	Survey Questions by Leadership Practice
<i>Modelling the Way</i>	
1	I set a personal example of what he/she expects of others
6	I spend time and energy making certain that the people he/she works and adhere to the principles and standards that we have agreed on
11	I follow through on promises and commitments he/she makes
16	I ask for feedback on how his/her actions affect other people's performance
21	I build consensus around a common set of values for running our organization
26	I am clear about my philosophy of leadership
<i>Inspire a Shared Vision</i>	
2	I talk about trends that will influence how my work gets done
7	I describe a compelling image of what our future could be like
12	I appeal to others to share an exciting dream of the future
17	I show others how their long-term Interests can be realized by enlisting in a common vision
22	I paint the "big picture" of what we aspire to accomplish
27	I speak with true conviction about the higher meaning and purpose of our work
<i>Challenge the Process</i>	
3	I seek out challenging opportunities that test my own skills and abilities
8	I challenge people to try out new and innovative approaches to their work
13	I reach outside the formal boundaries of my organization for innovative ways to improve what we do
18	I ask "What can we learn?" when things don't go as expected
23	I make certain that we set achievable goals, make concrete plans & establish measurable milestones for the projects and programs that we work on
28	I experience and take risks even when there is a chance of failure
<i>Enables Others to Act</i>	
4	I develop cooperative relationships among the people I work with
9	I actively listen to diverse points of view
14	I treat others with dignity and respect
19	I support the decision that people make on their own
24	I give people a great deal of freedom and choice in deciding how to work
29	I ensure that people grow in their roles by learning new skills and developing themselves
<i>Encourage the Heart</i>	
5	I praise people for a job well done
10	I make it a point to let people know about my confidence in their abilities
15	I creatively reward people for their contributions to the success of projects
20	I publicly recognize people who exemplify a commitment to shared values
25	I find ways to celebrate accomplishments
30	I give my co-workers lots of appreciation and support for their contribution

APPENDIX E - PERMISSION TO USE LPI®: LEADERSHIP PRACTICES INVENTORY®

April 29, 2014

Randall Langston
Pittsford, NY 14534

Dear Mr. Langston:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may **reproduce** the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Marisa Kelley (mkelley@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

Permission to use either the written or electronic versions is contingent upon the following:

- (1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
- (2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s); "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
- (3) One (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent **promptly** to my attention at the address below; and,
- (4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license

is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Cordially,

A handwritten signature in black ink, appearing to read "Ellen Peterson", with a long horizontal flourish extending to the right.

Ellen Peterson
Permissions Editor
Epeter4@gmail.com

APPENDIX F: E-MAIL INVITATION TO PARTICIPATE IN STUDY

Hi <potential participant>,

My name is Randall Langston and I serve as the Assistant Vice President for Enrolment Management here at The College at Brockport - SUNY. Your name was recommended to me by <individual> and I wanted to reach out to you to get your thoughts on a project that I am working on.

The purpose of my email to you is to request a short 30 min telephone chat with you regarding a project that I am working on in my capacity as a doctoral graduate student. I am working on completing a dissertation that examines leadership styles of senior enrollment management leaders and their subordinates and would like to spend some time to discuss with you about possibly participating in this study. The time commitment for study participants is very minimal (90 min + 15 min). If this is something that you would be interested in assisting me, would you have some time <insert date> to speak on the telephone? Thanks have a great week, and I look forward to speaking with you!

Randall

APPENDIX G: TELEPHONE DISCUSSION SCRIPT WHEN SPEAKING WITH POSSIBLE STUDY PARTICIPANTS

Hi <gatekeeper>

My name is Randall J. Langston and I serve as the Assistant Vice President for Enrolment Management at SUNY – Brockport. In addition to my professional role, I am also a doctoral grad student studying specific behaviours of Senior Enrolment Management leaders.

The purpose of my study is to examine seven senior enrolment management leaders and the direct reports with whom the leaders supervise. The motivation behind this study is to contribute to the body of literature by advancing a deeper understanding of how experienced leaders in enrolment management describe their leadership style and how their direct reports interpret and describe their leader's leadership style.

Your background and experience in enrolment management within the State of New York, makes you an ideal individual to perhaps recommend others in the profession that I could speak with. Specific criteria that I am seeking for candidates for this study include:

1. The potential participant has a great deal of leadership experience in the field of enrolment management and is seen as a leader not only at their institution but within the world of enrolment management.
2. The leaders actions have demonstrated success for the organization via improved admissions rates, best practices in enrolment management, or through meeting or exceed all outcomes expected of the leader.
3. The enrolment management leader's experiences within the organization demonstrate that the individual is one that works well with direct reports and is seen as a collaborating force in the division.

I thank you for your feedback and comments and should I wish to speak with you further, are you amenable to consider this? Thanks again!

APPENDIX H: UPDATE EMAIL TO PARTICIPANT LEADERS

Hi <participant>,

Just an update, my dissertation research titled “*Understanding Leadership Among Senior Enrolment Management Leaders and their Followers: A Multiple Case Study*” has been approved and I am now cleared to begin interviews with you and your staff. I am planning to do the interviews in <date>.

In the time between now and the time I visit, I will be working to receive IRB approval from your school (permission to do research on your campus). ***Can you please send to me the names of the two individuals (along with their email addresses) that will join you in interviewing with me? Also, can you please send some possible days and times that would work well in your schedules to complete these interviews?*** I am doing research at 7 total colleges and universities in Buffalo, the Rochester area, Albany, and in the Southern Tier so I will need to try to coordinate all of them the best I can.

I will also be sending along a form titled “Informed Consent” in the next week or so. The form is to be filled out by both the EM leader and your reports (the forms look similar, but one is for the EM leader and one for the subordinate and will be clearly marked). This form explains to all participants the following:

- 1) Title of the research dissertation
- 2) Synopsis of what the research is about
- 3) Asking for their participation
- 4) Why I am asking for their participation
- 5) Reason why I am doing this research
- 6) Explaining steps taken to protect their identity (i.e. pseudonym, not sharing any information, all data secured)
- 7) Name of my research faculty advisor
- 8) Form to be completed by all participants that includes their name, age, contact information, affirmation statement giving permission to have them as participants, signature and date.

Finally, once you identify your reports, I will send them (including you) complete information about the study along with their obligations. As a reminder the total obligation for EM leaders is a 15 min survey and 90 min interview and reports include a 60 min interview. Depending on the data that I receive there may be a need for a short follow-up which would either be via phone or SKYPE and, only if needed, would last no more than 15-30 min.

I think that is all for now. Thanks again for your willingness to participate and I hope to hear from you shortly. Thanks!

Randall

APPENDIX I - PRE-VISIT TO PARTICIPANT CAMPUS EMAIL

Hi,

I look forward to visiting your campus and meeting with you on <date>. I have attached two documents to this email. The first one is an informed consent that I am required to send to all those participating in the research (Kandi and Jane will receive an informed consent form as well, with some verbiage slightly altered to reflect their standing as direct reports to you). Please take a moment to answer a few questions and sign this form. You can simply hand this to me on the day that I visit.

Next, since my research is completely focused on the conceptual framework done by Kouzes and Posner (Leadership theory), I have attached a background document that explains their theory. All questions will come from the five practices that they note as part of their research: **challenging the process, inspiring a shared vision, enable others to act, modelling the way, and encouraging others to act.**

I realize that you are exceptionally busy and this means a great deal that you are taking time out of your schedule to meet with me. Thanks and see you on <date>!

Randall

APPENDIX J: BACKGROUND DOCUMENT ASSOCIATED WITH K&P MODEL SHARED WITH PARTICIPANTS TO ORIENT THEM TO THE STUDY

Why Kouzes and Posner and the role of followers?

When Kouzes and Posner conceptualized their leadership model they felt strongly that by simply asking leaders about their own behaviour was only half the story, where true leadership is a relationship between leaders and followers (Kouzes and Posner, 2012, p. 5). Taking this one step further, Kouzes and Posner believe that to understand true leadership one must ask followers what they admire in their leaders. The Kouzes & Posner leadership model was chosen for this study because Kouzes and Posner (1987, 1995) examined leadership style and found that successful leaders exhibit and engage in five fundamental practices that included: **challenging the process, inspiring a shared vision, enable others to act, modelling the way, and encouraging others to act.**

Challenging the Process

Challenging the process as envisioned by Kouzes and Posner (2002) implicates the leader engaging in such activities as searching for opportunities and experimenting and taking risks. By searching out challenging opportunities, the leader can effectively change, grow, innovate, and improve (Ricketts & Rudd, 2002). Kouzes and Posner maintained that leaders who effectively challenge the process. Sessoms (2003) summarizes these leaders as follows:

(a) they treat every job as an adventure, (b) they treat every assignment as a new assignment, (c) they question the status quo, (d) they send people shopping for ideas, (e) they put idea gathering on their agenda, (f) they find something that needs to be fixed, (g) they assign people to new opportunities, (h) they renew their teams, (i) they add adventure and fun to everyone's work, and (j) they learn new skills. (p. 48)

Inspiring a Shared Vision

Inspiring a shared vision is to engage followers in visions and dreams of what can be accomplished when working together in concert. Inspiring others is to connect with others in a way that stirs their imagination and motivates followers to see the inherent benefits. Exemplary leaders are successful in envisioning the future and enlisting the support of others in the organization (Kouzes & Posner, 1995). Leaders

“see pictures in their mind’s eye of what the results will look like even before they’ve started their project, much as an architect draws a blueprint or an engineer builds a model” (Kouzes & Posner, 1995, p. 15). Tichy and Sherman (1994) noted that “in the new culture, the role of a leader is to express a vision, get buy-in, and implement it. This approach calls for open, caring relations with employees, and face-to-face communication” (p. 248). Kouzes and Posner proposed that leaders who effectively inspire a shared vision do so by envisioning an uplifting and ennobling future in eight potential ways: (a) They start by pondering their past, (b) they determine what they want, (c) they articulate how they want to make a difference, (d) they create a vision statement, (e) they act on their intuition, (f) they regularly test their assumptions, (g) they think in the future tense, and (h) they rehearse the vision with followers through visualization and affirmation (Sessoms, 2003, p. 49).

Enable Others to Act

Leaders enable others by ceding some power. In an effort to enable others to act, exemplary leaders foster collaboration and strengthen others within the organization. Day, Harris, and Hadfield (2001) described this as maximizing staff potential by motivating and intervening frequently to promote capacity and growth among staff. DePree (2004) concurred in noting that leadership effectiveness comes about first and foremost through the ability to enable others to reach their full potential. When a leader helps others to feel they are capable, worthwhile, and matter in an organization, often followers feel compelled to reach higher and achieve more of what was originally expected of them. In today’s collaborative, collegial work environment, empowering teams by leaders to reach higher is an effective tool to get more out of individuals within the organization. Kouzes and Posner proposed that leaders enable others to act effectively by promoting cooperative goals and building trust in seven potential ways: (a) They use inclusive language with direct reports; (b) they engage in frequent interaction with followers; (c) they focus on gains, not losses; (d) they become expert negotiators; (e) they form planning and problem-solving partnerships; (f) they stress collaboration; and (g) they risk being vulnerable in relations (Sessoms, 2003, p. 50).

Model the Way

Modelling the way is accomplished by the leader setting the bar high and motivating others to act in the same high ethical way as he or she. By setting the example and planning small wins, the exemplary leader is in a much better position to influence change in the organization and motivate others to follow him/her. Day et al. (2001) noted that modelling serves to develop high expectations of behaviour and achievement. Kouzes and Posner proposed that leaders who effectively model the way set an example in eight potential ways: (a) They pursue self-awareness, (b) they identify their leadership values, (c) they identify their personal values, (d) they provide opportunity for dialogue about shared values with co-workers, (e) they consistently audit their own behaviour, (f) they empathize with their direct reports' position, (g) they command the attention of followers regarding fundamental values, and (h) they anticipate teachable moments (Sessoms, 2003, p. 51).

Encourage the Heart

Often forgotten in the hectic frenetic world, exemplary transformational leaders recognize contributions by others and celebrate accomplishments. Kouzes and Posner found that leaders effectively encourage followers by recognizing individual contributions to the success of every project in seven potential ways: (a) They creatively and personally dispense rewards and recognition, (b) they make recognition public, (c) they design reward and recognition systems in collaboration with team members, (d) they provide regular feedback to followers, (e) they create high performance by expecting high performance, (f) they identify people who are functioning effectively, and (g) they look for opportunities to coach others toward success. (Sessoms, 2003, p. 52)

APPENDIX K: 15-30 Min Telephone discussion request

Hi Participant,

My name is Randall Langston and I serve as the Assistant Vice President for Enrollment Management here at The College at Brockport - SUNY. While we have never met, in doing a search of EM leaders in Western NY, your name came up.

The purpose of my email to you is to request a short 15-30 min telephone chat with you regarding a project that I am working on in my capacity as a Doctoral (Ph.D) student. I am working towards completing a qualitative dissertation that examines leadership styles of senior enrollment management leaders and perceptions by subordinates of their leaders leadership style.

The time commitment for study participants is exceptionally minimal (60 min + 15 min) for leaders like yourself and just 45 min for 2 subordinates (who you select). If this is something that you would be interested in assisting me, would you have some time this Tuesday, July 15 anytime between 2-4pm OR Wednesday, July 16 anytime between 3:30-5pm OR Thursday (July 17); from 8-9am, 10-11am, 1-2pm, 3-3:30pm OR Friday (July 18) from 11-12 to speak on the telephone? If none of those times work, Monday, July 21 between 11-1pm is also a possibility. Thanks and I look forward to chatting with you!

Randall

APPENDIX L: FREQUENCY DISTRIBUTIONS BY SURVEY QUESTION

LPISub1_Q1	Frequency	Percent	Cumulative Percent
8 = Usually	2	28.57	28.57
9 = Very Frequently	2	28.57	57.14
10 = Almost Always	3	42.86	100

LPISub2_Q2	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
8 = Usually	4	57.14	71.43
9 = Very Frequently	1	14.29	85.71
10 = Almost Always	1	14.29	100

LPISub3_Q3	Frequency	Percent	Cumulative Percent
8 = Usually	4	57.14	57.14
9 = Very Frequently	3	42.86	100

LPISub4_Q4	Frequency	Percent	Cumulative Percent
7 = Fairly Often	1	14.29	14.29
8 = Usually	1	14.29	28.57
9 = Very Frequently	3	42.86	71.43
10 = Almost Always	2	28.57	100

LPISub5_Q5	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
9 = Very Frequently	3	42.86	85.71
10 = Almost Always	1	14.29	100

LPISub1_Q6	Frequency	Percent	Cumulative Percent
5 = Occasionally	2	28.57	28.57
6 = Sometimes	1	14.29	42.86
7 = Fairly Often	1	14.29	57.14
8 = Usually	2	28.57	85.71
10 = Almost Always	1	14.29	100

LPISub2_Q7	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
6 = Sometimes	1	14.29	28.57
7 = Fairly Often	1	14.29	42.86
8 = Usually	2	28.57	71.43
9 = Very Frequently	2	28.57	100

LPISub3_Q8	Frequency	Percent	Cumulative Percent
7 = Fairly Often	2	28.57	28.57
8 = Usually	1	14.29	42.86
9 = Very Frequently	4	57.14	100

LPISub4_Q9	Frequency	Percent	Cumulative Percent
7 = Fairly Often	1	14.29	14.29
9 = Very Frequently	5	71.43	85.71
10 = Almost Always	1	14.29	100

LPISub5_Q10	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
6 = Sometimes	1	14.29	28.57
7 = Fairly Often	1	14.29	42.86
8 = Usually	1	14.29	57.14
9 = Very Frequently	3	42.86	100

LPISub1_Q11	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
7 = Fairly Often	1	14.29	28.57
9 = Very Frequently	1	14.29	42.86
10 = Almost Always	4	57.14	100

LPISub2_Q12	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
8 = Usually	4	57.14	100

LPISub3_Q13	Frequency	Percent	Cumulative Percent
7 = Fairly Often	1	14.29	14.29
8 = Usually	2	28.57	42.86
9 = Very Frequently	3	42.86	85.71
10 = Almost Always	1	14.29	100

LPISub4_Q14	Frequency	Percent	Cumulative Percent
9 = Very Frequently	4	57.14	57.14
10 = Almost Always	3	42.86	100

LPISub5_Q15	Frequency	Percent	Cumulative Percent
4 = Once in a While	1	14.29	14.29
6 = Sometimes	1	14.29	28.57
7 = Fairly Often	1	14.29	42.86
8 = Usually	2	28.57	71.43
9 = Very Frequently	2	28.57	100

LPISub1_Q16	Frequency	Percent	Cumulative Percent
2 = Rarely	1	14.29	14.29
5 = Occasionally	3	42.86	57.14
7 = Fairly Often	2	28.57	85.71
9 = Very Frequently	1	14.29	100

LPISub2_Q17	Frequency	Percent	Cumulative Percent
4 = Once in a While	1	14.29	14.29
5 = Occasionally	1	14.29	28.57
6 = Sometimes	1	14.29	42.86
7 = Fairly Often	3	42.86	85.71
9 = Very Frequently	1	14.29	100

LPISub3_Q18	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
8 = Usually	2	28.57	71.43
9 = Very Frequently	2	28.57	100

LPISub4_Q19	Frequency	Percent	Cumulative Percent
4 = Once in a While	1	14.29	14.29
8 = Usually	4	57.14	71.43
9 = Very Frequently	2	28.57	100

LPISub5_Q20	Frequency	Percent	Cumulative Percent
4 = Once in a While	1	14.29	14.29
7 = Fairly Often	1	14.29	28.57
8 = Usually	3	42.86	71.43
9 = Very Frequently	2	28.57	100

LPISub1_Q21	Frequency	Percent	Cumulative Percent
4 = Once in a While	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
8 = Usually	1	14.29	57.14
9 = Very Frequently	2	28.57	85.71
10 = Almost Always	1	14.29	100

LPISub2_Q22	Frequency	Percent	Cumulative Percent
7 = Fairly Often	2	28.57	28.57
8 = Usually	1	14.29	42.86
9 = Very Frequently	1	14.29	57.14
10 = Almost Always	3	42.86	100

LPISub3_Q23	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
9 = Very Frequently	1	14.29	57.14
10 = Almost Always	3	42.86	100

LPISub4_Q24	Frequency	Percent	Cumulative Percent
7 = Fairly Often	1	14.29	14.29
8 = Usually	2	28.57	42.86
9 = Very Frequently	4	57.14	100

LPISub5_Q25	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
7 = Fairly Often	3	42.86	57.14
8 = Usually	2	28.57	85.71
9 = Very Frequently	1	14.29	100

LPISub1_Q26	Frequency	Percent	Cumulative Percent
3 = Seldom	1	14.29	14.29
7 = Fairly Often	2	28.57	42.86
8 = Usually	2	28.57	71.43
9 = Very Frequently	2	28.57	100

LPISub2_Q27	Frequency	Percent	Cumulative Percent
5 = Occasionally	1	14.29	14.29
6 = Sometimes	1	14.29	28.57
8 = Usually	3	42.86	71.43
9 = Very Frequently	1	14.29	85.71
10 = Almost Always	1	14.29	100

LPISub3_Q28	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
7 = Fairly Often	3	42.86	57.14
9 = Very Frequently	3	42.86	100

LPISub4_Q29	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
7 = Fairly Often	1	14.29	28.57
8 = Usually	1	14.29	42.86
9 = Very Frequently	4	57.14	100

LPISub5_Q30	Frequency	Percent	Cumulative Percent
6 = Sometimes	1	14.29	14.29
7 = Fairly Often	1	14.29	28.57
8 = Usually	2	28.57	57.14
9 = Very Frequently	3	42.86	100

**APPENDIX M: LPI STATEMENTS SORTED BY PRACTICE AREA
AND BY STATISTICAL MEAN**

Variable	Mean	LPI Practice
LPISub3_Q13	8.57	CTP
LPISub3_Q3	8.43	CTP
LPISub3_Q8	8.29	CTP
LPISub3_Q23	8.29	CTP
LPISub3_Q28	7.71	CTP
LPISub3_Q18	7.57	CTP
LPISub4_Q14	9.43	EOA
LPISub4_Q4	8.86	EOA
LPISub4_Q9	8.86	EOA
LPISub4_Q24	8.43	EOA
LPISub4_Q29	8.14	EOA
LPISub4_Q19	7.71	EOA
LPISub5_Q5	8	ETH
LPISub5_Q30	8	ETH
LPISub5_Q10	7.57	ETH
LPISub5_Q20	7.57	ETH
LPISub5_Q25	7.43	ETH
LPISub5_Q15	7.29	ETH
LPISub2_Q22	8.71	ISV
LPISub2_Q2	8.14	ISV
LPISub2_Q27	7.71	ISV
LPISub2_Q7	7.43	ISV
LPISub2_Q12	7.43	ISV
LPISub2_Q17	6.43	ISV
LPISub1_Q1	9.14	MTW
LPISub1_Q11	8.71	MTW
LPISub1_Q21	7.71	MTW
LPISub1_Q26	7.29	MTW
LPISub1_Q6	7	MTW
LPISub1_Q16	5.71	MTW

APPENDIX N – ETHICAL CLEARANCE APPROVAL



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14 April 2014

ETHICAL CLEARANCE APPLICATION:

*UNDERSTANDING LEADERSHIP AMONG SENIOR ENROLMENT MANAGEMENT LEADERS AND THEIR FOLLOWERS:
A MULTIPLE CASE STUDY*

Dear Mr Langston

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research with the following stipulation (comments by reviewers):

- Listing the conceptual framework of the Kouzes and Posner 'Five Practices of Exemplary Leadership', even just in bullet-point form, will be helpful in judging the scope and focus of the study. This can be submitted as an amendment to the reviewers.

Your ethical clearance number, to be used in all correspondence, is:

UFS-EDU-2014-010

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

Andrew Barclay
Faculty Ethics Officer

APPENDIX O – LPI- SELF SURVEY INSTRUMENT

LPI^{SELF}

Leadership Practices Inventory

by JAMES M. KOUZES
& BARRY Z. POSNER

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.

“How frequently do I engage in the behavior described?”

- Be realistic about the extent to which you *actually* engage in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave
- DO answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

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

When you have completed the LPI-Self, please return it to:

Thank you.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

Your Name: _____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.
2. I talk about future trends that will influence how our work gets done.
3. I seek out challenging opportunities that test my own skills and abilities.
4. I develop cooperative relationships among the people I work with.
5. I praise people for a job well done.
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.
7. I describe a compelling image of what our future could be like.
8. I challenge people to try out new and innovative ways to do their work.
9. I actively listen to diverse points of view.
10. I make it a point to let people know about my confidence in their abilities.
11. I follow through on the promises and commitments that I make.
12. I appeal to others to share an exciting dream of the future.
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
14. I treat others with dignity and respect.
15. I make sure that people are creatively rewarded for their contributions to the success of our projects.
16. I ask for feedback on how my actions affect other people's performance.
17. I show others how their long-term interests can be realized by enlisting in a common vision.
18. I ask "What can we learn?" when things don't go as expected.
19. I support the decisions that people make on their own.
20. I publicly recognize people who exemplify commitment to shared values.
21. I build consensus around a common set of values for running our organization.
22. I paint the "big picture" of what we aspire to accomplish.
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
24. I give people a great deal of freedom and choice in deciding how to do their work.
25. I find ways to celebrate accomplishments.
26. I am clear about my philosophy of leadership.
27. I speak with genuine conviction about the higher meaning and purpose of our work.
28. I experiment and take risks, even when there is a chance of failure.
29. I ensure that people grow in their jobs by learning new skills and developing themselves.
30. I give the members of the team lots of appreciation and support for their contributions.

APPENDIX P – INFORMED CONSENT – EM LEADERS

Researcher:
Randall Langston

United States of America

Study Leader:
Dr. Marianne Viljoen

University of the Free State
Internal Box 25
Nelson Mandela Avenue, 339,
Bloemfontein Republic of South Africa
T: +27(0)51 401 9742
F: +27(0)51 4019919

March 17, 2014

INFORMED CONSENT FOR ENROLMENT MANAGEMENT LEADERS

Dear Participant,

I would like to invite you to take part in this research project: UNDERSTANDING LEADERSHIP AMONG SENIOR ENROLMENT MANAGEMENT LEADERS AND THEIR FOLLOWERS: A MULTIPLE CASE STUDY. This study is about advancing a deeper understanding of how experienced leaders in enrolment management inspire and motivate direct reports to perform above and beyond their job expectations. I would like to ask you to participate in this research because you are seen by your peers as an individual who has a great deal of leadership experience in the field of enrolment management and is viewed as an authority both at your institution and within the enrolment management community as well. Additionally, your success in recruitment and enrolment makes you an ideal candidate for participation in this important study. The reason I am doing this study is to understand and describe what senior enrolment management professionals along with their direct reports have to say about their experiences with leadership and what factors influence successful leaders. The possible risks to you in taking part in this study are very minimal and could, while exceptional remote, expose you to a breach on confidentiality. However, I have taken numerous steps to protect you from these risks. This includes: providing pseudonyms for all participants, never sharing any information with other senior enrollment managers in the profession or sharing the names of the outcomes with your direct reports. Additionally, all data and audio files will be password protected and secured in a locked cabinet in the researcher's office. Once data and audio files have been processed, they will be secured remotely at a bank safety deposit box.

I am sure you will benefit from this study by having a unique opportunity to contribute to the field of higher education research and body of knowledge within enrolment management. While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor, Dr. Marianne Viljoen at Viljoenmc@ufs.ac.za . Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

Randall J. Langston

Please fill in and return this page. Keep the letter above for future reference

Study: *A Multiple Case Study: Understanding Leadership Among Senior Enrolment Management Leaders and their Followers*

Researcher: *Randall J. Langston*

Name and Surname: _____

Age: _____

(Enter inclusion criteria type here): _____

Contact number: _____

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: _____ Date: _____

APPENDIX Q – INFORMED CONSENT - FOLLOWERS

Researcher:
Randall Langston

United States of America

Study Leader:
Dr. Marianne Viljoen

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Internal Box 25
Nelson Mandela Avenue, 339,
Bloemfontein Republic of South Africa
T: +27(0)51 401 9742
F: +27(0)51 4019919
March 17, 2014

INFORMED CONSENT FOR ENROLMENT MANAGEMENT DIRECT REPORTS

Dear Participant,

I would like to invite you to take part in this research project titled UNDERSTANDING LEADERSHIP AMONG SENIOR ENROLMENT MANAGEMENT LEADERS AND THEIR FOLLOWERS: A MULTIPLE CASE STUDY. This study is about advancing a deeper understanding of how experienced leaders in enrolment management inspire and motivate direct reports to perform above and beyond their job expectations. I would like to ask you to participate in this research because your insight and perception of your enrollment management leader can help assess their particular leadership style. Additionally, your experience working in recruitment and enrolment makes you an ideal candidate for participation in this important study. The reason I am doing this study is to understand and describe what senior enrolment management professionals along with their direct reports have to say about their experiences with leadership and what factors influence successful leaders. The possible risks to you in taking part in this study are very minimal and could, while exceptionally remote, expose you to a breach on confidentiality. However, I have taken numerous steps to protect you from these risks. This includes: providing pseudonyms for all participants, never sharing any information with other senior enrollment managers in the profession or sharing the names of the outcomes with the senior enrollment management's direct reports. Additionally, all data and audio files will be password protected and secured in a locked cabinet in the researcher's office. Once data and audio files have been processed, they will be secured remotely at a bank safety deposit box.

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Randall J. Langston

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- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: _____ Date: _____