Managerial Roles of Ontario College Presidents

by

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Declaration of Original Authorship

Declaration

I confirm that this is my own work and the use of material from other sources has been properly and fully acknowledged.

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ABSTRACT

This study examined the managerial roles of presidents at the tertiary level within the province of Ontario, Canada in an effort to understand the importance of their position at the apex of their educational institutions, as well as, reveal and substantiate the challenges faced by them within the context of the twenty-first century. In particular, the study aimed to identify the extent to which the new public management ideologies, that impacted over the past decade the area of higher education, influenced their managerial roles. Determining how college Presidents understand their role, particularly how they act in that role, is extremely important since there is evidence that they contribute significantly to the achievement of strategic goals of the colleges. Moreover, there are reasons to believe that the findings of this study will help the Board of Governors in making hiring decisions in the future, as well as, determine if particular training is required for the candidates chosen for such position. Central to this study was the Role Theory. The research model used was based on Mintzberg's taxonomy of managerial roles. The study used a mixed research methodology for providing answers to the proposed research questions. According to the findings of this study, it can be concluded that the job of postsecondary college presidents has changed in the past two decades or so, to become more managerial in nature.

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1.1 Chapter Synopsi

This introductory chapter identifies the study objective and outlines the problem statement. It then identifies the research questions, which pertain to the roles and activities of Ontario community college presidents, and the conceptual framework of the thesis, which builds from Mintzberg's taxonomy of managerial roles. The chapter then outlines the major contextual factors of the Ontario community college system and the internal structures of colleges within the province. Finally, the chapter provides some remarks about the significance of the study, an overview of the structure of the research, and a set of key definitions.

1.2 Study Objective

This thesis examines the roles of presidents in Ontario community colleges. The main objective of this study is to improve the understandings of how community colleges are run by examining the roles and responsibilities of community college presidents, as they have changed in the past two decades. A crucial aspect of this is examination of the challenges faced by presidents within the new context of the twenty-first century since there have been massive shifts in higher education, both in Ontario and across the globe.

Despite a variety of research that explores leadership and management, there is very little that looks at this from the context of higher education and, where it does, it tends to do so from the perspective of more traditional institutions. The paucity of research on the president's role in community colleges, the importance of their role in understanding how community colleges are run, and knowledge of how decisions are

made and implemented, are all significant reasons why this study needed to be conducted, especially at a time when the paradigms of governance are changing around the globe as a result of multiple fast paced changes in the external and internal social, political and economic environments. From another perspective, Gioia et al. (1991) argue that:

> ...although the president was a major player in the initiation of strategic change, his influence depended heavily on the ways in which others symbolized and interpreted his efforts. The outcome of the president's influence ultimately rested with others' interpretations and the effect these interpretations had on cultural assumptions and expectations. In this light, it is worthwhile questioning whether the president was central to the initiation effort, or the organizational culture, as he first appeared to be. (p 13.)

Given the large-scale shifts which have occurred in the past two decades, it is again worth exploring how central the role of the president is within community colleges. From a personal perspective the researcher got interested in the topic because of the personal interest in leadership theories, as well as for a number of additional reasons, such as: a. the desire to fill out the existing gap in the literature on higher education about college presidents, b. professional interest in understanding better the underlying governance structures of community colleges, c. personal interest in the community college president position, d. the need to prepare for such position, in terms of understanding the requirements, expectations and challenges associated with it. Getting a better understanding of college president position requirements prior to applying for such position, will offer, besides a good motivation, a strong competitive advantage.

The thesis relies on the existing literature and on original data obtained from a number of participants. It aims at revealing the community colleges presidents' responsibilities, challenges, and leadership executive styles as system and environmental changes have impacted their academic and administrative activities. The research delves into the different tasks and roles that community college presidents are committed to, thus disclosing valuable information about who they are and how they act in order to be successful in their positions.

1.3   Problem Statement

While there has been some research on the role of presidents in post-secondary institutions, there is a gap in the research regarding the role of presidents in community colleges in general and community colleges in Canada in particular. This research is crucial due to recent and continued shifts in the inner workings and general functions of community colleges. Determining how community colleges presidents understand their role, particularly how they act in that role, is extremely important since it is evident that they contribute significantly to the achievement of strategic goals of community colleges. It is reasonable, therefore, to assume that finding out more about the role of the community college presidents will increase our understandings of the ways that community colleges are run, as well as provide useful insights to both policy and decision makers currently involved in the Canadian post-secondary education system regarding how to best support and develop professionals in these roles.

1.4   Research Aims and Questions

This study examines the current role, duties and responsibilities of Ontario college presidents, thereby adding to the overall understanding of the skills, challenges, knowledge and support required of people in these positions. Since the executive style of college presidents consist of a number of combinations of different roles, it is crucial to determine what roles they see as important and how these roles are relevant to their career success.

In this respect, in order to answer these concerns, a number of research questions have been formulated. The main research questions that this study addresses are the following:

1. What managerial roles do Ontario community college presidents emphasize the most?

2. What are the main challenges that Ontario college presidents face as a result of the new public management changes in the field of higher education for the last two decades?

3. What leadership executive styles do college presidents embrace the most in order to deal with existing and emerging challenges?

1.5   Conceptual and Theoretical Framework

For the purpose of this study, in order to answer the first research question specifically, Mintzberg's taxonomy of managerial roles has been chosen to support and partially explain the Ontario college presidents' managerial behaviour for the following reasons:

a. Ontario community college presidents are considered Canadian executives since they are part of the upper level management within their institutions;

b. Mintzberg's taxonomy could be considered as pertaining to the managerial roles of Canadian business executives;

c. Mintzberg's taxonomy has been shown in many studies as appropriate for studying the behaviours of business executives around the world (see Shapira et al. 1980, Kanter 1982, Konrad et al. 1997, Hall et al. 2009, Lunenburg et al. 2012, for examples).

The taxonomy used in this study theorizes management in terms of different roles that managers assume in order to be successful at their workplace. The different tasks that managers, in this case college presidents, need to perform in order to answer the different challenges they are exposed to suggest that they have to perform a large number of roles. According to Mintzberg (1975) these roles can be grouped into three distinct categories, namely, interpersonal, informational and decisional. In the first category, that of interpersonal roles, three roles are identified: figurehead, leader and liaison. In the second category, that of informational roles, another three roles are distinguished:

monitor, disseminator and spokesperson. In the third and last category, four roles are recognized: entrepreneur, disturbance handler, resource allocator and negotiator. According to Mintzberg these ten roles provide a more adequate and thorough description of what managers do, in general, than any of the various schools of thought or theories of management. Even though they function within and lead not-for-institutions, Ontario college presidents may be considered executives whose work and challenges resemble those of managers in for-profit organizations. They work in a changing business environment and have to constantly deal, internally and externally, with different factors that impact on their institutions. Internally, the political climate requires careful attention in order to deal with the constituency, diplomacy in handling their problems, and wisdom to handle issues in such a way that they can maintain their authority and leadership. Externally, they have to understand the nature of outside challenges and find the proper way to react in a professional, fashionable manner while providing a vision and measures/directions to the internal constituency, and provide convincing arguments and assurances to external agencies.

Answering the second and third research questions of this thesis, the emphasis is placed on defining and filing the gaps in research and points of interest as they have surfaced while analyzing the existing literature on upper level management in higher education. The existing research and its gaps are explored at length in Chapter Two of the present work.

1.6   The Thesis in Context

To better understand the role of community college presidents it is important to understand the context in which they conduct their work. As a result, an introduction to the existing Ontario higher education system is presented below, along with the impacting factors that partially determine the different type of external challenges that

college presidents face, namely, the environmental and system changes factors. Understanding the impact of these factors, as well as their importance for the higher education sector, helps with comprehending the context of the subject matter of this thesis. It is also important to explain the role of the community colleges within the Ontario higher education system and to present their reporting structures. In this respect, sequentially and in decreasing level of power and authority, each of the colleges' upper level management agencies are presented starting with the College Employee Council, continuing with the College Board of Governs and finishing with Community College presidents.

1.6.1   Introduction to Ontario higher education system

The Ontario higher education system is the largest in Canada, consisting of, at the time of writing, 18 universities and 24 colleges of applied arts and technology. These figures do not take into consideration the private sector which consists of 500 career colleges, according to the Ontario Ministry of Colleges and Universities (2015). While universities offer programs leading to undergraduate and graduate degrees, the Ontario's Colleges of Applied Arts and Technology (CAATs) provide a wide range of post-secondary education and training programs which complement universities' educational offerings, contributing significantly to the economic and social development of the province. Private career colleges add to the above abundance of instructional possibilities a wide range of training opportunities, focusing mostly on business and computer technology programming, aesthetics and hairstyling, trucking, and welding programs.

According to the Canadian Constitution, higher education is treated as a matter of local (provincial or territorial) interest (Constitution Act, 1982, s 93). As a result, an exclusive jurisdiction has been granted to provincial governments to develop, control and monitor the higher education legislation, policy development and regulation. Notwithstanding this, the federal government still plays an important role by being

actively involved in the areas of provincial funding transfers, student financial assistance, support for research, tax measures and support for individuals' saving for education. This study examines these dynamics and their impacts on the roles of presidents in Ontario community colleges. This information is useful for policy makers and leaders within educational institutions and government in understanding and adjusting for the changing nature of higher education. The major factors impacting higher education, namely environmental and system changes factors are explored next.

1.6.2   Environmental factors

The main challenges presently facing the Canadian higher education system are clustered around a number of factors such as globalization, technology, the advent of the knowledge-based society, a continuous change of missions and expectations, and student-centered education.

Globalization (Currie and Newson, 1988) is the result of growing integration of the world's economies which allows for a lowering of barriers to communication, a growing connection between all segments of society, and an increase in the speed at which ideas, products and people move around thanks to new technologies of communication and information. In the past two decades, the level of mobility of persons, goods, capital and information has increased dramatically. The effects on the higher education system have been quite obvious, particularly when discussing the internationalization of education, cross-border education, and transnational education. As Levin (2002) notes:

> community colleges in both Canada and the United States exhibited educational and work behaviors in the 1990s consistent with the globalization process. Education was oriented to the marketplace, and the needs of business and industry received high priority in educational programming. Work within these institutions was valued for and carried out with economic ends: to realize productivity and efficiency. (p. 62)

In conjunction with the globalization factor, the development of technology (Hamza and Alhalabi, 1999) has been playing an important role, particularly in the

delivery of academic courses. New standards and protocols have been developed and appropriate infrastructure offering sufficient capacity was made available in order to keep up with the sophistication of students' needs and expectations. Innovations in the electronics and communications sectors profoundly transformed the capacity to store and transmit information.

According to Duderstadt (2000) the advent of the knowledge-based society is another important factor that impacts the global higher education system. According to the World Health Organization (2012) the quantity of new knowledge doubles every five years, while the product life cycle of almost any knowledge has decreased by half. Moreover, the intellectual capital of the society – the brain power – is slowly but continuously replacing physical and financial capital as the key to the wealth and prosperity of the nation.

Jenski and Lees (2003) posit that continuously changing missions and expectations are the result of educational providers coping for survival. Mission statements, goals and objectives of education providers are all shaped, among other factors, as a measure of adaptability by the fast-paced developments in the external environments, the creation of new techniques and methods of instruction delivery, the decreasing of governmental financing, and the promotion of new governance models.

According to Bond (2009), student–centered education is also a very important factor that needs to be addressed since more than 75% of Canadians will engage in post-secondary studies within two years of graduating from secondary school. As enrolments are growing larger and becoming more diverse than ever, community colleges and universities will have to accommodate not only more students, but also a great spread of mounting pressure resulting from the sophistication of student needs, in addition to the usage of traditional models of financing and delivering higher education. To meet these challenges, it is imperative that academics and policy makers fully understand the

leadership structures of post-secondary institutions. For this reason, it is crucial that academic work be done to gain an understanding of community college presidents' role and impact.

1.6.3 System changes factors

In terms of system changes factors that have dramatically influenced the education landscape in the province of Ontario in the past few decades, three of them need to be mentioned specifically. The first one is a dramatic cut in provincial funding that took place in 1995. The second one is the announcement by the provincial government of its plans for secondary school reform, while the third factor is the establishment of a new charter for the community colleges. These factors released a veritable bureaucratic tsunami with large and profound implications for the post-secondary institutions and their stakeholders.

Addressing the first factor, it is worth remembering that in 1995, Premier Rae's New Democrat Party government aimed at tackling governmental debt by any possible means. The measures that were taken directly affected the post-secondary educational system. As his government became unpopular, Mike Harris' Conservative Party moved in very quickly. The Harris government's goals were similar to the ousted Rae's government, but different tactical and operational approaches were used. His policies abruptly impacted the post-secondary sector by promoting a policy that supported a decrease of the government allocations by 15 percent, an increase in student tuition fees, and a deregulation of foreign student fees among other retrenchment measures. The financial reality of the economic scene in Ontario caused turmoil and shifts which rippled throughout the entire educational system.

Addressing the second factor, Mike Harris's fiscally conservative government announced in 1997 its intention and plans for a secondary school reform. These plans

included the replacement of the Ontario five-year high school programs with a four-year program, among other changes. The immediate result of this government experiment in education was the double-cohort of high school students entering post-secondary education at the same time. The decision produced an unprecedented strain on students, on parents, as well as on higher education providers. Cash-strapped, the post-secondary institutions in Ontario expected some relief through the Super Build Project. The Super Build Project aimed at promoting public and private partnerships in infrastructure projects for health, education, transportation and utilities. Some of the funds that were funneled to these institutions came with a demand for a matching in fundraising activities from the college side. This aspect of duty, particularly the increased responsibilities regarding funding and operational costs of their institutions, had an important impact in the role played by the presidents in both sectors – community colleges and universities – since they were not prepared to meet this kind of challenge given the fact that the changes were introduced very quickly.

Addressing the third factor, it is important to note that in March of 1999, the Ontario Jobs and Investment Board, a provincial government agency, recommended a new charter for colleges in the twenty-first century. It became clear that the Harris government believed in the community college's potential as a significant contributor to the economy. The new charter addressed some other issues such as the creation of private sector partnerships, the increased level of cooperation in terms of transfer and mobility between colleges and universities, and the development of new applied degrees.

By December of 2000, the provincial government passed the "Post-secondary Choice and Excellence Act" which enabled all community colleges across the province of Ontario to award degrees. The legislation was passed and the colleges' requests for increased student access and choice were sealed. The act prescribed that a Post-Secondary Education Quality Assessment Board (PEQAB) should be constituted and in

charge of reviewing all community college applications for baccalaureate programs.

Finally, another new charter for community colleges was approved and in February 2003 by the provincial government. The new charter approved the right for four colleges to seek greater diversification in their program offerings. As part of this move, the Minister of Training Community Colleges and Universities reported that three of the colleges would be known as Institutes of Technology and Advanced Learning (ITALs) and could offer up to 15 percent of their course offerings as Advanced Bachelor Degrees (ABDs). The other colleges would be held to 5 percent maximum of their offerings, for an average of four ABDs each (Laden, 2004). Due to the lack of a nearby university, a fourth college was designated an Institute of University Partnerships and Advanced Studies, with the right to expand its existing college-university partnerships to "bring degree-level learning to the local community" (Ministry of Training, Colleges and Universities, February 10, 2003a). This third factor, the new charter, brought up renewed challenges for community college presidents. They were supposed to make pertinent decisions related to degree programs that colleges had never ran before as well as oversee applied research activities.

1.6.4 Implications for higher education

All these factors have contributed to the radical changes in training needs, the recrudescence of new forms of competition, as well as the development of new configurations and modes of operation for higher education institutions. On one hand, the technological advancement across the globe led to the rising need for workers and employees with higher skill levels. On the other hand, globalization led to the growing importance of the continuing education sector of education. Changes in student access to education decreased proximity as a barrier which, in turn, led to an increase in the number of institutions offering long-distance online learning. The Government of Ontario, for example, recently launched a new portal for digital education and learning

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called Ontario Learn. The development of these new forms of competition will definitely change the nature of quality assurance and control mechanisms in higher education. In light of these changes and challenges, colleges will need to undertake radical transformations in terms of governance arrangements and modes of operation. Since college presidents are at the apex of power, a great deal of effort, understanding, and ability is necessary from their side in terms of strategic planning, vision, and implementation avenues. In the words of the Cambridge mathematician Alfred Whitehead (1929) "the tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without experience. Pedants act on knowledge without imagination." (p. 140). Within the context of the contemporary challenges changes outlined above, college presidents need to bring together their imagination and experience.

1.6.5   Community colleges in the province of Ontario

Community college presidents are expected to ensure that the post-secondary institution they lead can appropriately meet the institutional stakeholders' expectations. Describing the presidents' working habitat will help with understanding the managerial roles they emphasize the most, as well as the value of change, if any, in their roles over the past two decades. As a result, a brief description of the college system in Ontario is necessary.

CAATs were created in the mid-sixties in order to respond to a number of societal and economic needs. Diversified demographics, demands for universal access to education, economic growth, and overall expansion were some of the factors that led the provincial government of Ontario to create CAATs on May 21, 1965 through a Statement in the Legislature that was presented by then Minister of Education, Bill Davis.

According to Dennison (1996) community colleges' main characteristics revolve around the following aspects: open door access; community orientation; comprehensiveness; responsiveness to societal needs; and emphasis on teaching. The

major responsibilities of the CAATs were, according to the Statement in the Legislature, to provide courses that, in their type and level, were not suited to the secondary school setting, to meet the educational needs of the adults and out-of-school youth irrespective of whether or not they were secondary school graduates, as well as meet the educational needs of graduates from any secondary school program apart from those who wish to attend university.

Over the past five decades a lot of changes have occurred in this sector of higher education. External environment factors – demographic trends, government policies on post-secondary education at both provincial and federal levels, scarcity of resources, and internal environment factors such as labour relations (strikes in 1979, 1986 and 1989), and quest for excellence, have shaped the way in which community colleges have tailored their strategic options.

Over the years, new models of governance have been developed, and different types of hierarchical structures gradually accompanied this parade of management retrenchment initiatives. There have been many reviews (Wright in 1970, Skolnik in 1984, Pitman in 1986 and 1993, Gandz in 1987, Pascal in 1990, Smith in 1996, Rae in 2004) in the field of higher education in Ontario aiming at promoting changes on the existing governance arrangements. These reviews address issues related to the reconciling quality and accessibility within funding constraints as well as the relationships between teaching and research, community colleges and universities, and the public and private sectors. As a result, the government reacted by passing legislation so that colleges could meet their quantitative and qualitative expectations. The provincial government also provided for the increasingly diverse roles that colleges needed to play and allowed colleges to partner with private businesses and industry to engage in entrepreneurial opportunities.

In spite of all the changes and challenges that have emerged over the years to all the stakeholders of this particular sector of higher education, today the benefits brought

by the colleges to their communities are enormous. According to Christophersen and Robinson (2004), the benefits can be tracked as regional economic benefits, higher earnings captured by existing students, a broad collection of social benefits (improved health, reduced crime, lower welfare, and unemployment), and a return on investment to taxpayers for their support of Ontario's 24 community colleges.

Nowadays, Ontario community colleges enable potential students to earn degrees, diplomas , certificates and apprenticeships in different area of study such as engineering, nursing, business, information technology, heating and ventilation to name a few. In general anybody can apply to these colleges if they have an Ontario high school diploma. Individuals who are also 19 or over, can also apply for eligibility to college programs. Usually the duration of studies differ depending on the academic circumstances. Certificates can range from 8 - 12 months in lengths, while degree and diploma programs from 3 to 4 years. Given these facts it can be assumed that students' accessibility to community college education is quite large in Ontario.

1.6.6 The reporting structure of community colleges

According to Dennison (1996), the size and centralization of the college system in Ontario has led to "... the emergence of powerful stakeholder groups which, while seeking and exercising power, at the same time tend to provide an interesting set of checks and balances" (p. 43). Moreover, Dennison (1996) further suggests that community colleges in Ontario are publicly supported and publicly accountable.

All community colleges in the province of Ontario have adopted the unicameral approach as a form of governance. It was the provincial government that insisted from the inception of the colleges that final authority should be centralized and within its reach. The unicameral approach proved, over the years, to be a very good opportunity for effective contributions and concurrent participation, in addition to the fact that it offers an interesting chance for the development of a forum in which thoughtful, experienced

members of the public, both alumni and government appointed individuals, can be influential and helpful.

The reporting structure for college governance generally moves down through the Ministry of Education and Training (formerly Ministry of Colleges and Universities), the College Employer Council (formerly Council of Regents), the Board of Governors, and Community College Presidents, each of which is explained below.

1.6.6.1 The College Employer Council

The government, through the Ministry of Education and Training, has the overall responsibility for the maintenance, conduct and governance of the community college system. The Ministry of Education and Training appoints members to the College Employer Council (CEC), which is directly responsible and accountable to the Minister of Education and Training. The CEC's mandate is to consider the community college sector as a whole. In particular, the CEC is in charge of conducting negotiations on behalf of the community colleges with both academic and support staff. As well, the CEC is responsible for making recommendations to the Minister of Education regarding salaries and terms and conditions of employment for administrative staff. Moreover, the CEC advises the Minister of Education on policy issues and on the mandate and strategic direction for the community college system. When necessary and at the Minister's request, the CEC guides the implementation of policy initiatives and is responsible for appointing the members of the College Board of Governors (Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), 1997).

1.6.6.2 The College Board of Governors

The College Board of Governors consists of seventeen members which primarily includes representatives from the community, augmented by a few faculty members and students from the community college. The president of the college is a member of this Board by virtue of the office. In order to reflect the constituential diversity of the

communities that they serve, the members of the board are chosen from different gender, ethnic, racial, religious and linguistic backgrounds. The role of the Board of Governors is to establish the college mission statement, goals and objectives and to maintain the trust of the institution. The role of the Board of Governors is also to appoint the president of the college, to support him/her and hold him/her accountable in carrying out the Board's direction. The Board also recommends the appointment/reappointment of governors, as well as approving institutional policy and long-range plans in order to ensure the college's financial solvency. It is quite obvious that the connection between the college and the government is a very linear one. Community colleges are important instruments of government policy and part of their mandate is to respond quickly to the changing priorities of the government (PSE Volume 2, 1996). Direct government intervention extends to admission policy, curricula, institutional planning and working conditions. In light of this, it is important for the government to maintain a direct line of accountability. However, according to Dennison (1996) it is not entirely clear to whom the Board is "...primarily accountable...the ministers who appointed them, the college, the wider community, or to themselves" (p. 235). This ambiguity causes some issues in fully assessing the president's roles as a Board member since it is not entirely clear what their institutional constraints are.

1.6.6.3 Community college presidents

In this study, the emphasis is on community college presidents. The community college president is perceived as one of the most powerful and influential individuals within their institution. Internally, the president is expected to inspire, provide vision, and empower their subordinates, while directing and controlling the complex institution and all of its branches. Externally, the president represents the institution, its values, and leads the institution in its contributions to the community. The interaction that exists at the interface of college president and the Board of Governors is quite interesting. According

to Polanski (2004), some presidents see the increased activity level of their Boards as a threat and will resist it to keep them in control. However, some presidents are quite happy to have the Board as an inactive partner in managing the business. Polonsky (2003) suggests that the right stance for community college presidents is likely to see this situation as a chance to capture the resources and talent that are available on the Board and help its members to do a better job of executing strategy, aligning the organization, and achieving results for all stakeholders, whoever should they may be.

1.7   Outcomes and Significance of the Study

In terms of outcomes, the present thesis is, at the time of writing, the first study about the role, responsibilities, challenges and executive managerial styles of the presidents in Ontario community colleges as far as the author knows. The study aims at completing an important part of the body of knowledge regarding the Canadian higher education sector where notable contributions include the work of Boyko and Jones (2009), who attempt to identify the roles and responsibilities of the associate deans in Canadian universities, and David (2011) who explores the most emphasized managerial roles by academic deans in Canadian universities, as well as the main factors impacting their executive behaviour.

The results of the study reveal the extent to which the new public management ideologies have impacted the role of the college presidents. Understanding the role of college Presidents will be:

a. beneficial in understanding why they act in a particular way to different challenges whether internal or external;

b. beneficial to the other college presidents who could learn from the findings of the study, as well as to determine if their leadership executive style needs a retrenchment or adjustment;

c. beneficial to government agencies and hiring committees when selecting and interviewing candidates for the college president position;

d. other researchers in the field of education who are looking to challenge, support or further the findings of this study.

1.8   Overview of the Thesis

The first chapter of the thesis explains the study objective, problem statement, and research questions followed by conceptual framework, methodology, as well as the significance of the study within the present context of higher education. In the second chapter, the existing literature is reviewed on leadership and management in higher education institutions. This chapter additionally explores related theories and previous research findings, which provide the background and the reasons for the research questions explored in this work. The third chapter presents an in depth explanation of the methodology used, the paradigm rationale and the justification of chosen methodology which incorporates both quantitative and qualitative methods. The chapter also discusses the reliability, validity and quality criteria used in the study while examining how this is tackled differently in case of quantitative and qualitative research. Ethical issues pertaining to the ethics approval process, information sheets and consent forms followed by the limitations close the chapter. The fourth chapter presents the findings of the study, summarizes the analysis procedures and outlines the summary of findings and how they relate to the research questions analyzed. The fifth chapter provides an understanding of and determines the extent to which the study findings relate to the existing literature. The whole discussion is tailored around each of the three research questions analyzed. The final chapter provides a brief summary of the study before presenting a conclusive analysis of the work as a whole. In this chapter the original contributions of this study are related directly to the existing literature. The study

concludes with a final discussion regarding the implications of the present work while offering recommendations for future research.

1.9   Conclusions

There is evidence that the field of higher education has been impacted worldwide by the new public management ideologies. In order to determine the impact on Canadian tertiary institutions the study proposes to analyze the roles, responsibilities, challenges and executive styles of the upper management, in particular those of the college presidents. Studying the roles faced by the college presidents is not an easy task since it seems that they are routinely confronted with different challenges of diverse nature and gravity. It is important, therefore, before making any attempt at determine how to study their managerial roles to first understand what it is known about them to date. Chapter Two aims at providing the necessary information in this respect.

1.10   Glossary of terms

The present study focuses solely on *community colleges* which are, in legal terms, public institutions owned and governed by the province, particularly, they are crown corporations under an Act of the Ontario provincial parliament (Jones, 2002). Their mission has been to offer a comprehensive range of technical and vocational programs that address the needs of various industries. The terms *community colleges* and *colleges* are used interchangeably in this thesis. This is extremely important to note since in the literature the term "colleges" may also refer to some schools within a university, or some association of professionals (i.e. College of Surgeons, College of Nurses etc.). The colleges selected for the study cover a large breath of institutions that differ in terms of institutional size, type, location and language of instruction. Built around the American community colleges model, initially, Ontario community colleges have offered one, two,

and three year programs leading to either a certificate or diploma. Recently, the provisions in the Degree Granting Act of 1983 has been altered by the Post-secondary Education Choice and Excellence Act of 2000. As a result, community colleges are now allowed to offer baccalaureate degrees as well as designated university transfer courses. Notwithstanding this, unlike other jurisdictions, such as provinces of comparable size and economic development, Ontario relies for the delivery of baccalaureate programs, almost entirely, on research based universities (Clark, 2009). In terms of the availability of college-university transfers, Ontario lags behind other provinces though the efforts are commendable (Skolnik, 2012).

The term *new public management* or NPM is used to describe those ideologies or set of techniques used by management that focus on a cost-effective and efficient way of delivering public services (Meek, 2003). According to Meek (2010), "Known as either 'soft' or 'hard' 'managerialism' or 'new public management' this new narrative has irrespective of moniker, permeated the institutions of higher education almost everywhere" (p. 3). Within the context of higher education, the term is used to reflect the very essence of the not-for-profit educational institutions management trends that increasingly resemble for-profit organizations in the sense that they use metrics such as productivity, customer retention etc. as well as practices aimed at increasing the efficiency and effectiveness of these institutions. According to Amaral et al (2007) NPM is a "management narrative in both rhetoric and practice" and "has penetrated higher education systems and institutions nearly everywhere" (p. 1).

Academic leadership as used in the thesis pertains to the effectiveness of academic leaders when it comes to achieving high-quality outcomes, successful implementation of new initiatives, establishing a collegial working environment and delivering agreed to tasks on time and to expectation.

The official role of Ontario community college *president* is as the administrative

leader of a community college. The president is hired by and reports to the Board of Governors. Succinctly, the college president is in charge of developing an international strategic plan for growth and expansion with respect to international students, partnerships, as well as, development of corporate training and business development opportunities. Also, the college president is expected to provide leadership for the internationalization of the college, developing, monitoring and directing the budget activities for all departments, as well as, liaising with different external organizations by actively pursuing development opportunities.

In this thesis, the term *administration* pertains to that part of an organization that deals with the management of business operations, decision making, planning of activities and resources in order to meet specific goals and objectives of an enterprise. The effective administration of a business organization implicitly leads to its financial success, growth and stability.

The term *management* is used to describe activities associated with conducting activities of a business enterprise from the perspective of planning, forecasting leading, organizing, staffing and controlling functions. According to Fayol (1949), who is considered the father of modern management, the effectiveness of an organization's management rests on the fourteen principles of management which refers, in essence, to the division of work, authority, the level of discipline and determination, the unity of command, the unity of direction, the subordination of individual interests to the general interest, the remuneration, the centralization, the scalar chain, the order, the equity, the stability of tenure of personnel, the initiative, and the "esprit des corps". In terms of defining the difference between "administration" and "management" it can be asserted that management is considered a system that oversees the administration level of a business.

The term *managerial role* refers to the roles that a leader might embrace, at a time,

depending on the necessity to properly manage a situation. Each role requires certain critical managerial skill sets that leaders in a work setting need to adopt. Theoretically, in order to increase their leadership effectiveness, managers, in the present context of college presidents, are expected to exhibit equally different managerial roles. In practice, there is a high likeliness that they are emphasizing some roles to the detriment of others.

Chapter Two: Literature Review

2.1   Chapter Synopsis

The role of community college presidents is very important to the successful functioning of the post-secondary institution since they are involved in activities that are situated at the upper levels of decisions making. Determining how community college presidents understand their role, particularly how they act in that role, is therefore extremely important since there is evidence that they contribute to the achievement of strategic goals of community colleges. Anecdotally, Cook (1998) describes the way college presidents' behaviour and view of daily challenges through the following fable:

> Three dogs are sitting on the corner outside a restaurant when a meat truck pulls up. As the driver steps out to deliver the meat, the dogs begin strategizing about how to get some for themselves. One dog says, "I used to be a lawyer. Let me negotiate with the driver and talk him into giving us the meat." The second dog says, "I used to be an architect. I know a secret passageway to the kitchen. I can lead us to the meat." The third dog says, "I used to be a college president. I'm sure they will give us all the meat we want if we just sit here on the corner and whine and beg." (p. xi)

The chapter begins with a review of the existing studies on academic leadership in higher education in order to determine what is already known about both mid and upper level management around the world and in North America. To fully understand the roles, responsibilities and challenges of college presidents it is necessary to situate the present study within existing literature while addressing the limitations to existing studies. The chapter continues by presenting the concepts of leadership and academic leadership within the context of the bureaucratic structures of higher educational institutions. The chapter concludes with an introduction to role theory, which is a central part of the conceptual and theoretical platform of the thesis, before providing a brief explanation of the link between role performance and academic leadership effectiveness.

2.2   The impact of different factors on the field of Higher Education

There has been a lack of scholarly attention paid to the role of the president, particularly in community colleges, in the past few decades or so. It is very hard to provide a reasonable explanation for the lack of scholarship on this topic. One plausible explanation is the lack of access to presidents, or perhaps their unwillingness to participate or share information about their work. Whatever the case, this lack of information about the role of college presidents and the challenges they face in the twenty-first century, particularly in the light of the new public management ideologies that has impacted the field of higher education around the globe, has left a significant gap in the literature and constitutes one of the reasons this thesis was written.

Notwithstanding that, some efforts have been made to shed light on the roles, duties, responsibilities, and challenges faced by the mid and upper level management in universities and colleges around the world. In this respect, Segall et al. (2007) observes that in the last decade or so all education leaders seem to understand the importance of a more market-oriented, student-centred and businesslike management/accountability strategies, while preserving their academic mission, focus, and values. Adding to this, there are new world players – India and China – that have emerged as education provider powerhouses (Group of Eight, 2007).

Gourley (2007) acknowledges, also, that there has been a seismic shift in higher education as a result of it embracing the unprecedented opportunities offered by the global technology-fuelled society. One of the major impacting factors enabled by advances in communications and information technology is that of globalization through the mobility of ideas, capital, and people. In this new context, in her opinion, new roles for higher education providers are emerging, such as fundraising and industry liaison, among others. Mortenson (2012) predicts that in the United States, for example, the funding for higher education will disappear by the year 2059. The explanation for such

an outcome, according to McLendon, Hearn and Mokher (2009) rests with the "partisanship, legislative professionalism, term limits, interest groups and gubernatorial power influence appropriations levels" (p.705).

With the downsizing in government funding and increased scrutiny over the institutional spending and accountability, a new wave of philosophies called new public management (NPM) ideologies have strongly impacted the field of higher education, altering the educational governance centres of gravity. In this sense, Meek et al. (2010) remark that at mid-level management:

> … 'managerialist' pressure has resulted in changes in the way academic performance is measured. There has been a shift in criteria away from research reputation, teaching and scholarship to the measurement of performance based upon management capacities. This has given middle-level academic managers a pivotal role halfway between the predilections of high-level decision makers and the maintenance of academic values and control. The enhanced expectations and more defined functions of middle-level academic managers are in clear contrast to earlier times, when the position was considered a public-spirited rite of passage for career-minded academics. Despite this, it is believed that the middle-level managers are neither corporate lackeys nor champions of academe. It is becoming increasingly clear that the ability of organisations to achieve their aims is largely dependent on the skill and dedication of middle managers. (p. 16)

As is demonstrated below, college presidents in Ontario are no exception to these managerialist pressures.

Around the world, noticeable studies have been conducted by a number of scholars from the so-called Duoro Seminar supporting Meek's findings. In a study conducted in Austria, Pechar (2010) explores the deregulation of university organizational structures in Austria in an effort to determine the extent to which the role of mid-level managers has been altered by the higher education reforms. His study emphasizes the transference to internal institutional relationships of external conflicts that actually take place between the state and higher education institutions. Verhoven (2010), in Belgium, studied the different aspects of managerialism in Flemish policy and higher education. His study provides answers to four distinct questions: a) What is managerialism and what are its characteristics?; b) How did the national policy makers

make way for managerialism in institutions of higher education?; c) Are these indicators of managerialism in higher education research of the 1990's?; d) Do deans, heads of departments, and heads of research units perceive the current management of institutions of higher education as having characteristics of managerialism? Based on an extensive literature review and a survey of deans and department heads, Verhoven concludes that some characteristics of managerialism – those associated with decision making processes that tend to be more individual rather than the old traditional collegial style, as well as the shifts in the type of institutions and their missions – can be clearly identified in both universities and university colleges.

In Italy, Boffo (2010) explored the level of changes in the role of Italian mid-level university management in the light of the new managerialist paradigm that has seemingly impacted the field of higher education around the world. After performing a brief comparison with France's system of higher education, Boffo finds the existence of an increase in the dean's role as a result of a recent wave of reforms. According to him, academic deans in Italy are pushed to acquire and exert some management capabilities.

Mignot-Gerrard (2010), in France, delved into conducting an analysis of the leadership style of both presidents and academic deans in France. The findings of her study suggest the fact that academic leadership styles may vary intuitively across institutions. In fact, the study purports that each managerial style is consistent with the position of power held by the leader within three lines of authority: academic, deliberative and administrative.

During the same period, in Norway, Larsen (2010) conducted a study on the impact of NPM ideologies on the Norwegian higher education system. The study's conceptual framework was based on a construct that draws from political science and interpretative concepts of representative and participative democracy. The main crux of the study was to answer the following questions: a) In what direction has the leadership

structure in Norwegian higher education moved?; b) Are we witnessing a development towards a less democratic structure with a subsequent change towards a more management –oriented structure; c) Is there another picture emerging? The conclusion of the study is that deliberative democracy has strong roots in the leadership style in the Norwegian system of higher education, despite the general global trend toward NPM.

Carvalho and Santiago (2010) study the impact of reforms on the higher education sector in Portugal. Their qualitative study involves twenty-six interviews of academic deans and department heads. According to them "the corporate principles of 'hard managerialism', thrust forward from outside seem to have mutated internally into 'soft' forms." Carvalho et al. (p. 187).

Trowler (2010) analyzes the changes in the mid-level management in the United Kingdom. Using two, large, mixed–method, research and evaluation projects at Lancaster University, Trowler concludes that the U.K. higher education sector has not been affected by new public management ideologies, despite its prevalence around the world.

Schuster (2010) explores shifts in academics leadership in the context of the United States, describing the continuous transformation of universities while comparing the traits of mid-level managers among different universities aggressively impacted by NPM ideologies. His conclusion is that a better understanding of the context in which mid-level managers operate can facilitate identification of the impact of NPM on the complex roles of academic deans.

In North America, particularly in Canada, there are two notable recent studies, though they did not focus on community college governance platforms. Both studies examine the roles and responsibilities of deans in Canadian universities (Boyko et al., 2010, David, 2011), in an effort to ascertain whether these functions have changed in rhetoric or in fact as a result of the new managerialist paradigm that has penetrated both the higher education systems and public institutions worldwide. Both studies confirm the

expectations and suggest that the Canadian post-secondary education system has been affected, slightly, by new public management ideologies.

The evidence presented in the literature reveals the lack of scholarly attention paid to the upper management level of the college governance structure, both around the world and in Ontario. The present study fills this gap in the research by exploring the changes that have occurred within the Canadian higher education context, as a result of the factors previously mentioned, in particular the NPM philosophies, and outlines the extent to which these new ideologies have impacted the college presidents' roles, as well as the new challenges they are facing.

2.2.1   Leadership

In order to determine the impact of NPM ideologies on the managerial roles of college presidents, it is important to understand the role concept within the context of leadership, in particular, academic leadership. A great deal of academic literature addresses the topic of leadership, in general, and what makes a leader an effective manager, in particular. The literature is replete with articles, academic papers, and books which vary from simple to serious analyses trying to provide insight into what constitutes the main difference between leadership and management. Middlehurst (1993), for example, defines leadership as:

> …the development of a vision which dictates the framework within which one seeks to move. Without vision you can't continue. A leader has to maintain momentum and keep morale high. This involves getting people together, talking to them and listening to their views. A leader also has to see possibilities... (p. 138)

This aligns well with Ramsden's (1998) perception about the difference between management and leadership:

> Management is a way of imposing regulation on the incipient chaos of a large institution…it is a way of keeping the organization on time and on budget. Managers plan, organize, staff and solve problems in current operations. Management is about 'doing things right', about looking at present activities and ensuring they work consistently and well…Leadership is about change, about looking forward and outward, about ensuring the enterprise stays in alignment with a constantly changing environment. It is about establishing direction, about 'doing the right thing'; it enables people to adapt to, work with rather than resist it. (108)

Similarly, the distinct, though complimentary, nature of the two concepts is explored in Kotter's (1990) work which suggests that the:

> ...two systems – management and leadership – are complementary and equally necessary to a work unit or organization's success. Excessive management produces compliance, passivity, and order for order's sake; it discourages risk-taking and stifles creativity and long term vision. But excessive leadership without the compensating force of strong management produces inconsistent, delayed and off budget results, while emphasizing change for change's sake. (p. 82)

Oss-Assare et al. (2005) ascertain that leaders do the right things whereas managers do things right. While the "the first part relates to leadership effectiveness and the second part relates to management efficiency" (p. 16), suggesting in this way the existence of a link between effectiveness and efficiency. Understanding leadership is not easy. In fact, there are many theories about leadership. Table 1 exemplifies the complexity of theorizing leadership in a suggestive and structured manner. The early theories of leadership, particularly the Great Man, Trait, and Behaviourist theories are focused on describing, explaining and revealing the successful leaders' main characteristics of behaviours. If the Trait theory tends to focus on the specific personal characteristics that contribute to being a successful leader, the behaviourist theories explore more what leaders do in order to become effective in their roles.

Table 1   Leadership Theories

Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories
Trait Theories	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life
Behaviourist Theories	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorized as 'styles of leadership'. This area has probably attracted the most attention from practising managers
Situational	This approach sees leadership as specific to the situation in

Leadership	which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization
Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances
Transactional Theory	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers
Transformational Theory	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organisational performance

Note: Reprinted from Bolden et al. (2003, p. 6).

It is important to note that the later theories such as the Situational, Contingency, Transactional and Transformational theories are focused on considering the role of followers and contextual nature of leadership. The present work focuses on determining the managerial role of college presidents as opposed to seeking to determine their personal or social characteristics. Therefore, the best choice for explaining college presidents' managerial roles is the behavioural theories, particularly role theory within the context of academic leadership.

2.2.2   Academic leadership

Even though the existing research sheds a small light on the distinctions between academic leadership and leadership in other contexts, certain studies suggest that the differences are much greater than they might first appear. Sathye (2004), for example, notes that:

> Academic leadership poses problems that are distinctly different from leadership in business or government agencies…Private organisations are guided solely by considerations of maximising shareholder value… [while] Academic leaders need to stay close to teaching, learning, research and scholarship to bring out the best among academics. Issues of academic freedom are of great importance and relevance in context. (p. 5)

Moreover, according to Scott et al. (2009) the three main differences are the following:

(1) the higher education field operates under the timetable and political pressures associated with being funded by the government; (2) the outcomes of higher education such as the development of educated citizens and creative professionals are harder to measure than bottom line metrics like profitability; (3) the academic value of collegiality is different than in a normal business where positional authority has weight. In this sense, the higher education system possesses an explicitly political dimension which most businesses do not. This complicates the analysis of college presidents' roles, especially as their institutions are increasingly taking on more explicitly managerial characteristics, as noted, in response to NPM policies.

Birnbaum (1998) argues that academic leadership is culturally defined, socially constructed, and situationally dependent. The basic function of providing academic leadership entails helping others to clarify and to commit themselves to the essential purposes of their organization. Additionally, Birnbaum (1998) notes that leaders – in our case college presidents – who are able to deliver the different managerial roles required by each of the different stakeholders such as trustees and senior administrators are usually perceived to be more effective. Moreover, the more a president's leadership style matches with the existing faculty culture, the more effective the dean's leadership will be. Table 2 provides a list of leadership behaviour associated with leadership effectiveness. These behaviours are to be incorporated in the theoretical framework proposed for this thesis.

Table 2   **Main Leadership Behaviour Associated with Leadership Effectiveness at an Institutional Level**

Leader Behavior	Main Literature Items Demonstrating Effectiveness of Leader Behavior
Clear sense of direction/ strategic vision	Benoit & Graham (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005) Clott & Fjortoft (2000); Creswell et al. (1990);Harris et al. (2004); Lorange (1988); Mitchell (1987); Moses & Roe (1990); Stark et al. (2002); Trocchia & Andrus (2003)
Preparing department arrangements to facilitate the direction set	Bland, Weber-Main et al. (2005); Creswell & Brown (1992); Creswell et al. (1990); Knight & Holen (1985); Lindholm (2003); Lorange (1988); Stark et al. (2002)

Being considerate	Ambrose et al. (2005); Brown & Moshavi (2002); Fernandez & Vecchio (1997); Gomes & Knowles (1999); Knight & Holen (1985); Mitchell (1987); Moses & Roe (1990)
Fostering a supportive environment for staff to engage in their research and teaching	Ambrose et al. (2005); Benoit & Graham (2005); Bland, Center et al. (2005); Bland, WeberMain et al. (2005); Creswell et al. (1990); Harris et al. (2004);Moses & Roe (1990); Ramsden (1998a)
Treating academic staff fairly and with integrity	Ambrose et al. (2005); Bareham (2004); Gomes & Knowles (1999); Harris et al. (2004); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Trocchia & Andrus (2003)
Allowing the opportunity to participate in key decisions/encouraging open communication	Barge & Musambira (1992); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Copur (1990); Creswell et al. (1990); Harris et al. (2004); Lorange (1988); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Ramsden (1998a)
Communicating well about the direction the department is going	Ambrose et al. (2005); Bland, Center et al. (2005); Creswell et al. (1990); Gordon et al. (1991); Harris et al. (2004)
Acting as a role model/having credibility	Bareham (2004); Benoit & Graham (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Brown & Moshavi (2002); Creswell & Brown (1992); Creswell et al. (1990); Gordon et al. (1991;) Harris et al. (2004); Stark et al. (2002)
Creating a positive/collegial work atmosphere in the department	Ambrose et al. (2005); Benoit & Graham (2005); Bland, Weber-Main et al. (2005); Clott & Fjortoft (2000); Gomes & Knowles (1999); Johnsrud & Rosser (2002); Lindholm (2003); Mitchell (1987); Moses & Roe (1990); Trocchia & Andrus (2003)
Advancing the department's cause with respect to constituencies internal and external to the university and being proactive in doing so	Bland, Weber-Main et al. (2005); Benoit & Graham (2005); Creswell & Brown (1992); Creswell et al. (1990); Harris et al. (2004); Mitchell (1987); Moses & Roe (1990); Murry & Stauffacher (2001); Stark et al. (2002); Trocchia & Andrus (2003)
Providing feedback on performance	Ambrose et al. (2005); Bland, Center et al. (2005); Creswell et al. (1990); Harris et al. (2004); Trocchia & Andrus (2003)
Providing resources for and adjusting workloads to stimulate scholarship and research	Ambrose et al. (2005); Bland, Center et al. (2005); Bland, Weber-Main et al. (2005); Creswell & Brown (1992); Creswell et al. (1990); Lindholm (2003); Moses & Roe (1990)
Making academic appointments that enhance department's reputation	Bland, Weber-Main et al. (2005); Bolton (1996); Snyder et al. (1991)

Note: Reprinted from Bryman, A. (2007, p. 13).

According to Law and Glover (2000) leadership, management and administration

require different but overlapping skills, knowledge and abilities. One of the main duties

associated with providing academic leadership refers, mainly, to developing and managing the delivery of occupationally relevant programs of a high quality. The skills and competencies required, in this respect, revolve around possessing a recognized academic record, knowledge, relevant experience in key disciplines, and very good communications skills.

However, at the operative level, like in the case of college presidents, they are poorly differentiated. In addition, leaders, in the present case college presidents, have limited control over how their decisions are interpreted by others. It is important, as a result, to keep in mind that concentrating on what leaders do and what they say is bound to be limiting and unlikely to offer a full picture of leadership effectiveness (Bryman, 2007). Hatch (1993) also draws attention to this complication, noting that:

> Although the president is a major player in the initiation of strategic changes, his influence depended heavily on the ways in which others symbolized and interpreted his efforts. The outcome of the president's influence ultimately rested with others' interpretations and the effect these interpretations had on cultural assumptions and expectations. In this light, it is worthwhile questioning whether the president was central to the initiation effort, or the organizational culture, as he first appeared to be. (p. 681)

Role confusion as well as the overlap between these roles and that of administrators may give rise to conflict of interest, inequalities in workload, and inappropriately applied expertise, all of which might limit the level of effectiveness. Inevitably, this contributes to inefficiencies, diminished job satisfaction, and reduced quality of overall management. In addition to these factors, the bureaucratic context in which academic leadership is delivered must also be considered.

2.2.3 Higher education institutions as bureaucratic structures

Human personality has been virtually excluded from traditional organization theory. This is clearly manifested in Weber's (1946, 1947) theory of bureaucracy in which he portrays the bureaucratic organization as a monolithic edifice where norms are clearly defined and consistently applied. The agencies of role socialization succeed in inducing acceptance of

organizational requirements and the sanctions of the system provide constraints and incentives needed to maintain behavioural conformity. Every individual is given a clearly defined role and readily fills it in. There is little room for more complex choice, individual creativity or social change (Weber, 1946, 1947).

For Weber, bureaucracy as an ideal type is administered by 'experts' in a spirit of impersonal rationality and is operated on a principle of discipline according to which each member performs his or her required duties or roles as efficiently as possible. Rationality in decision making and obedience in performance are the pivots on which the entire system operates. Emotion, in this case, is regarded as a hindrance to efficiency and has to be excluded from the bureaucratic process (Weber, 1946, Allison, 1969, and Janis, 1972).

Weber notes the existence of three types of authority: traditional, charismatic and rational-legal. The rational-legal administrator is the pillar of modern bureaucracy as he receives his legitimacy impersonally from the system by virtue of his technical competence within the constraints of the legitimating system of rules and procedures. In Weber's ideal, there is no real place for affection aside from the charismatic leader, who becomes emotionally important to his or her followers and must personally validate his or her right to lead (Weber, 1946).

It is worth recognizing that unlike Weber's ideals, personality may be a determinant of occupational choice and also that a given type of structure may, in time, modify the personalities of its members. Personality can also have an impact on the social structure. Weber portrays the organization as an organism that either selects congenial personalities or makes over the recalcitrant ones to suit its own needs. Thus when social structure and personality fail to mesh, it is assumed that it is personality alone that gives way (Merton, 1957).

Since the present thesis examines the managerial roles of college presidents it is

important to look at both managerial aspects of college presidents' work, as well as at the roles they adopt based on the requirements of their work. In order to understand the managerial aspect of college presidents' work it is important to understand the context in which they conduct their daily activities, namely higher education. The specificity of the context can be attributed to a number of factors. These factors are: the duality of organizational structure – the simultaneous existence of an administrative and academic hierarchy (Maassen and Vught, 1994); the existence of professionalism and specialization – existence of dual allegiance i.e. first to the discipline and second to the institution (File, 2000); existence of blurred levels of organizational responsibility and control – having knowledge intensive production processes that require decentralization and fragmentation of decision-making power (Clark, 1983); and the existence of goal ambiguity – post-secondary institutions try to be all things to all people (File, 2000).

In order to understand the roles adopted by college presidents it is important to further examine the role concept within the context of role theory (next section). The term role, per se, has a fascinating history. The term 'role' was first recorded in English in 1606. The etymology of the word comes from the Old French and it meant a 'roll, as of parchment', particularly to the reference of a manuscript roll according to the Oxford Dictionary Thesaurus. In this vein can be argued that during Shakespearean era the theatrical performances were recorded in writing by the authors on such types of parchments. Furthermore, it was the actors' duty to perform their part according to the roll.

Within the present context, community college presidents are actors in a managerial role that has to meet the expectations of a plurality of stakeholders. Defining managerial roles is rooted in Barnard's (1938) theory of cooperative behaviour and his interest in executive behaviours. Three distinct schools of thought have emerged as a result of Barnard's contribution: the institutional school represented by Selznick (1957),

the decision-making school represented by Simon (1947) and the human relations school represented by Mayo. Even though Carlson (1951) is credited with the first classical work about executives' behaviour, the first modern study of executive behaviour is attributed to Mintzberg (1973) who analysed , in a small scale correlational study, the activities of five Chief Executive Officers (CEOs) before it produced his taxonomy of managerial roles.

Describing the life of a CEO, Mintzberg claims that on daily basis: a) managers are processing large, open-ended workloads under stringent time pressure; b) managerial activities are relatively short in duration and fragmented; c) managers are preferring action and action-driven activities disliking monitoring and paperwork related activities; d) managers use verbal communication widely and frequently; e) managers are maintaining close relationships with their immediate subordinates and sometimes external parties; f) managers' involvement in work execution is rather limited.

Mintzberg, also, analyzes individual manager's use and mix of the ten roles according to the six work related characteristics. He identifies four clusters of independent variables: external, function related, individual, and situational. He concludes that eight role combinations were 'natural' configurations of the job: 1. contact manager – figurehead and liaison; 2. political manager – spokesperson and disseminator; 3. entrepreneur – entrepreneur and negotiator; 4. insider – resource allocator; 5. real-time manager – disturbance handler; 6. team manager – leader; 7. expert manager – monitor and spokesperson; 8. new manager – liaison and monitor. Mintzberg's study on the 'nature of managerial work' unmasks many managerial myths requiring reconsideration, such as replacing the 'aura of reflective strategists carefully planning their firm's next move' with one of 'fallible humans who are continuously interrupted'.

For the purpose of this study, role theory offers a good middle ground between rigid structuralism and ambiguous constructivist or postmodern approaches.

Furthermore, looking at role theory from an organizations point of view provides a singularly useful arena for the development and application of role theory.

2.3   Role Theory

Role theory posits that human behaviour is guided by expectations held both by the individual and by others in his/her proximity. The expectations correspond to different roles individuals perform or enact in their daily lives. Most people hold preconceived notions of the expectations of different roles. Individuals generally have and manage many roles which consist of a set of rules or norms that function as plans or blueprints to guide their behaviour. Roles and expectations specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation (Merton, 1957).

Role theory holds that a substantial portion of observable, day-to-day social behaviour is similar to the activities that are carried out by individuals in their roles, the same way as actors carry out their roles on the stage or ballplayers theirs on the playing field. In other words, an individual is literally seen or perceived as an 'actor', 'actress' or 'performer' who has to keep to a script where improvisation is limited if not impossible and generally not permitted. Such roles may be seen as part of a social system, whose elements are assigned certain functions in the maintenance of the whole. From this holistic perspective, the functionality of roles becomes the key to understanding patterns of behaviour (Emmet, 1958 in Hollis, 1988). This provides the platform of the current study. Because roles create regular patterns of behaviour and thus a measure of predictability, which allows individuals to function effectively since they know what to expect of others, they provide a groundwork for the researcher to make generalisations about upper level management through their roles.

Roles, in the functionalist perspective, are relatively inflexible and are more-or-

less universally agreed upon. Although it is recognized that different roles interact (teacher and student, for example), and that roles are usually defined in relation to other roles (Associate Dean and Faculty, or President and Deans, for example), the functionalist approach has great difficulty in accounting for variability and flexibility of roles and makes it difficult to account for the vast differences in the way that individuals conceive different roles.

Before continuing the debate and explaining the concept of role in more detail, it is important to emphasize the fact that the concept of role is related to but must be distinguished from the concept of social position. While a position is an element of organizational autonomy, a location in a social space and a category of organization membership, a role is an aspect of organizational physiology that involves function, adaptation, and processes (Mead, 1934). In the literature, the term 'role' has also been used to mean the following:

a. Structurally given demands associated with a given social position.

b. The member's orientation or conception of the part he/she is to play in the organization.

c. The actions of the individual members, seen in terms of their relevance to the social structure.

Depending on the circumstances, an actor can embrace one or more roles at a time. These roles can range from cultural mandates to social differentiation and from situation specific to bio-sociological characteristics and gender. The main assumptions of this theory are that the actors' behaviours are predictable and context specific. This means that role behaviour can be influenced by factors such as existing norms, internal and external expectations associated with the role, and by different social sanctions and rewards (Talcott, 1951).

In the same vein, Eddy (2004) purports that the role concept consists of three

distinct components, namely, role demands, role conception, and role performance. The relationship among these components is suggestively presented in Figure 1, next.
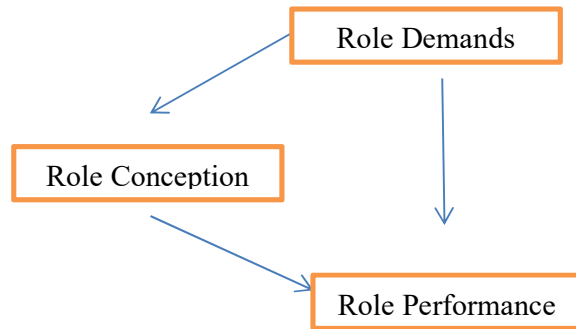
Figure 1   **Correlation between Role Demands, Role Conception and Role Performance**

As it can be seen, role demands, which are set by socio-institutional factors and existing practices, determine role conceptions, which is the way the role is perceived and understood by those interacting with it. The activities that emerge in the performance of the role are informed by both the role conception and the demands of the role. Moreover, the role conception and performance of the role do not causally effect the demands of the role. Each of these aspects of role theory are treated individually in more detail below.

The most unitary definition of role is by Linton (1954), which suggests that roles include the attitudes, values, and behaviours ascribed by the society to any and all persons occupying the roles. Roles thus present ways of carrying out the functions for which positions exist. Newcomb (1950), in this respect, recognizes that even though social perception and individual adaptation may not match, social identity mediates between risk perception and adaptation through its influence on motivation.

Overall, in essence, the unitary conception of "role" assumes that there is a high degree of congruence among the three role aspects noted above (role demands, role conception, and role performance). As such, in bureaucracies, people will know and will

want to do what is expected of them. The agencies of role socialization will succeed except with a deviant minority. Thus, structural norms, individual role-conceptions, and individual role performance are isomorphic reflections of a single entity Linton (1954). Role theory is, in fact, predictive because if we have information about the role expectations for a specified position a significant portion of the behaviour of the persons occupying that position can be predicted (Pfeffer and Salancik, 1975).

2.3.1 Role demands

Role demands are always external to the individual whose role is being examined and address the structural requirements of a position (Eddy, 2004). The structural requirements of any position are, as a rule, defined with a high degree of explicitness, clarity, and consensus among all the parties involved. That being said, role requirements in organizations may at times not be unified or logically coherent. There may be major differences and even contradictions between 'official' norms and the 'informal' norms held by various groupings within the organization. There could also be several conflicting viewpoints within a given status group concerning long-range goals, current policies, and specific role requirements. Thus, structural demands themselves are often multiple and non-unified. It is therefore important to consider the narrowness or specificity with which the normative requirements are defined (Levinson, 1959).

Along with role demands, consideration must be taken of the techniques, resources and conditions of work that enable the actor fulfil his or her organizational functions i.e. role facilities. Even with clearly defined role demands and adequate role facilities, organizations still have role dilemmas stemming from the fact that every human situation has its contradictions and its problematic features. Where such dilemmas exist, there is no 'optimal' mode of adaptation; each mode has its advantages and costs. Such dilemmas originate from both organization structure and individual personality. Every social structure confronts its members with adaptive dilemmas (Levinson, 1959).

2.3.2 Role conception

Within a work setting, each individual member is confronted with a complex system of requirements, facilities, and conditions of work which affect their own mode of adaptation. This is referred to as 'personal role definition', which is essentially the individual's adaptation within the organization which may have varying degrees of fit with role requirements and is aligned with the individual role conceptions that delineate the specific functions, values, and manner of functioning appropriate to one position within it (Selznick, 1957).

The degree of uniformity or variability in individual role-conception within a given position will presumably vary from one organization to another. There is usually great uniformity in role-conception among members of a given social position. Thus, for every position there is a dominant, modal role conception corresponding to the structural demands, and there is little individual deviation from the modal pattern. However, to some extent, we know that members of a given social position often have quite diverse conceptions of their proper roles (Levinson, 1959). While the term responsibilities, as a noun, refers to the social force that binds presidents to their obligations, the term duties refers to the work that the president is obliged to perform for moral or legal reasons. Within this context it can be claimed that the responsibility of a community college president is to provide academic leadership, which the present study explores in more detail further on.

Semantically, there is a clear demarcation between the concepts of roles, responsibilities and duties. Cohen and Brawer (1972) state that the conceptualization of a role:

> …is based on the assumptions that (1) interpersonal/environmental contexts determine role – that is other people's anticipations of how a person playing a certain role will act are, in fact, the determinants of "proper" role behavior; (2) each individual plays a number of roles; (3) the role expectations held by individuals or defined by other members of a group are related to the individual's position in a given social system; (4) the individual's position in the social system affects the nature of his social relationship

as well as his role expectations; and (5) role expectations emanate both from the broader society – that is, from the individual's reference group – and from his own perception of the situation. (p. 72)

Additionally, according to Blocker (1972) "the role of the president is shaped by his own personality and by the expectations of the group or groups in which his role is performed" (p. 254). He further asserts that the president "performs a multitude of roles and within each of these, depending upon the social context, he will behave in a particular individualistic style" (p. 255) that mostly depends on his personality. In these ways, role conception is multifaceted and somewhat contextually dynamic.

2.3.3 Role performance

Individual role performance refers to the overt behavioural aspect of role definition i.e. the characteristic ways in which the individual acts as the occupant of a social position (Eddy, 2004). It involves immediately observable behaviour and concerns those aspects of the total stream of behaviours that are structurally relevant. In a broader view, it is recognized that an organization has both a 'latent' and 'manifest' structure and tends to demand varied forms of interpersonal allegiance, friendship, and deference (Eddy, 2004). These have to be included in the characterization of role performance. The relative contribution of various forms of influence to individual or modal role-performance can be determined only if each set of variables is defined and measured independently of the others. This requires a sharpening of the differences between role performance, role conception, and role demands (Levinson, 1959).

Role definition is an aspect of personality which represents the individual's attempt to structure his or her social reality, define his or her place within it, utilize existing opportunities, create new ones and find some balance in the complex environment. The formation of role-definition is an 'external function' of the ego which, to varying degrees, is related to and embedded within other aspects of personality (Eddy, 2004). It is not entirely determined by social structure, but by intra-personal and structural

environmental contexts as well. Thus, we must be concerned with the meaning of role definition both for the individual personality and for the social system (Levinson, 1959).

Theory and research on organizational roles must then consider relationships among the following set of characteristics: structurally given role-demands and role-opportunities, personal role definition and personality in its role-related aspects. Many forms of relationships may exist among them. For instance, role requirements may be so narrowly defined and the mechanism of social control so powerful, that only one form of role performance can be sustained for any given position. An organization of such a type may be able to selectively recruit and retain only individuals who, by virtue of personality, find the system meaningful and gratifying (Levinson, 1959)

It is important to bear in mind that both personality structure and social structure have their internal contradictions i.e. individuals and organizations have their limitations. The multiple purposes of the organization cannot all be optimally achieved. It faces current dilemmas over conflicting requirements which demands continuing organizational adjustment. Thus, every individual and every socio-cultural form contains within itself the seeds of destruction or reconstruction.

From another perspective, it can be argued that actors or individuals always have a certain degree of autonomy. They are not always circumscribed by norms but have a certain degree of maneuverability or autonomy. As Marx notes, "men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves" (Marx in Heap et al.1992, p. 20). An actor is therefore a social being and belongs to social structures but these do not completely deny them some degree of autonomy. As Popper (1961) argues:

> The personalities of its [an organization or society] members may have a great influence on the history and structure of the group, but this fact does not prevent the group from having a history and a structure of its own. Nor does it prevent this group from strongly influencing the personalities of its members (pp.17-18).

Apart from significantly influencing behaviour, roles influence beliefs and attitudes;

individuals will change their beliefs and attitudes to correspond with their roles. Roles, which are in part dictated by social structure and in part by social interactions, guide the behaviour of the individual. The individual, in turn, influences the norms, expectations, and behaviours associated with roles. The main propositions of this theory are that people spend much of their lives participating as members of groups and organizations where they occupy distinct positions which entail roles. Role theory is viewed as one of the most compelling theories bridging individual behaviour and social structure. Role theory further suggests that in order to change behaviour it is necessary to change roles since roles correspond to behaviours (Biddle, 1986).

As such, groups often formalize role expectations as norms or even codified rules, which include what rewards will result when roles are successfully performed and what punishments will result when roles are not successfully performed. Individuals in role positions usually carry out their roles and perform in accordance with prevailing norms. In other words, role theory assumes that people are primarily conformists who try to live up to the norms that accompany their roles. Group members check each individual's performance to determine whether it conforms to the norms and the anticipation that others will apply sanctions ensures role performance (Levinson, 1959).

2.3.4   Role performance and academic leadership effectiveness

Walker et. al. (2000) posit that successful presidents "assume leadership responsibility, curriculum planning and development, staffing, evaluation, and budgetary administration" (p. 132) besides being committed to fulfilling other listed duties such as program assessment, development of partnerships among internal and external constituents, and deploying conflict management skills. Bragg (2002) answers the "good president" challenges by proposing six core knowledge areas that are, in his opinion, sine qua non conditions to success. They include the following: (1) knowledge of the mission, philosophy, and history of the institution, (2) learner-centred orientation, (3) instructional

leadership, (4) information and educational technologies, (5) assessment and accountability, and (6) administrative preparation. All of these knowledge areas are not expected to remain constant over time, but continue to evolve. Bragg (2002) also states that presidents are expected to "possess democratic leadership, creative management, and finely tuned human relation skills" (p. 75). It is evident that presidents need to be multi-skilled as well as possess a plethora of knowledge in many areas. Robillard (2000) provides a few insights into the responsibilities facing those managing academic affairs. Exploring the duties of the community college president outlined in Vaughan's 1986 study, Robillard describes how the nature of these duties vary due to the wide scope of activities, resource constraints, and the differing responsibilities within each institution. According to Vaughan (1986), in order to deal with such role and goal ambiguity, managers of academic affairs should have experience in dealing with administrative and supervisory activities when they come into the role of the president.

Despite the importance of the president's position, very little preparation is usually given to newly appoint upper level managers in the context of higher education provider settings (Person, 1985). One of the most plausible reasons for this lack of preparation is the fact that the managerial roles within the community college system have not been studied much in recent years. As a result, the role ambiguity factor sometimes leads to poor managerial performance, inefficiencies in the system, and wasted institutional resources.

According to Singh and Rhoads (1991) there are four forms of role ambiguity: (1) ambiguity about the scope of one's responsibilities, (2) ambiguity about the behaviours necessary to fulfil one's responsibilities, (3) ambiguity about role senders' expectations, and (4) ambiguity about the effect of one's actions on the attainment of one's goals, the role set and the organization. Organizational theorists claim that upper level managers' behaviour is very important to the health of the institution. With little or

no information about their position, some newly appointed presidents can easily become victims of the systems. According to the College and University Personnel Association (1991) it is reasonable to believe that job dissatisfaction could explain at least some of the early resignations or poor work performances.

In terms of personal skills, the leadership aspect is a critical component, especially for those involved in managing academic affairs. According to Bragg (2002):

> [the president as a leader] creates the stage for future operations while managing day-to-day activities. [Furthermore] the role of the President is not one that is easily definable. Presidents of today have a much wider range of responsibilities than in the past. The focus of their position has tended to shift away from the student and move more towards administrative obligations with a focus on the faculty. The skills needed to effectively perform the various duties assigned to a college President are not exhaustive and continue to change as the academic environment evolves. (p. 19)

In the future presidents must be prepared to deal with these situations as well as the changes that will continue to occur across campuses both within the institutional structure, as well as with the faculty, staff, and students.

Examination of college presidents' role performance within the context of academic leadership sheds some light on their executive styles and how they manage to deal successfully with daily challenges caused by the many factors impacting the field of higher education.

2.3.5   Factors impacting academic leadership

Academic leadership is impacted, according to the existent literature, by a number of factors. One of them is gender. Gender differences in leadership style has been of great interest to researchers in the fields of psychology, management, and sociology, especially in recent years. For the past two decades, gender differences in leadership styles have been among the most intensely studied topics in the field of leadership. Denmark (1977) speculates that sex role stereotypes accounted for the lack of women in leadership positions. Burns (1967) suggests that women had traditionally been excluded from leadership roles due to centuries of sexism and the "male bias", but that

this will change as the understanding of leadership roles change to include a more robust understanding of the centrality of "human needs" in good leadership (p. 50). Similarly, Douglas McGregor (1967), long an advocate for the human element in organizations, suggests that:

> The model of the successful manager in our culture is a masculine one. The good manager is aggressive, competitive, firm, just. He is not feminine, he is not soft or yielding or dependent or intuitive in the womanly sense. The very expression of emotion is widely viewed as a feminine weakness that would interfere with effective business processes. Yet the fact is that all of these emotions are part of the human nature of men and women alike. Cultural forces have shaped not their existence but their acceptability; they are repressed, but this does not render them inactive. They continue to influence attitudes, opinions, and decisions. (p. 34)

Moreover, according to Eisler (1991) and Pritchard and Deem (1999) the modern workplace is patterned to conform to the requirements of the dominator model, hence its hierarchic and authoritarian characteristics and its top-down chain of command. In this type of organization, women are under tremendous internal and external pressures to behave like men if they want to succeed. However, as Loden (1985) notes:

> In some respects, it seems that women managers may be better prepared to cope with the challenges of the future than many traditional male leaders who succeeded in the past. For many of the characteristics being touted as critical for future success-concern for people, interpersonal skills, intuitive management and creative problem solving-are qualities that women as a group are encouraged to develop and rely on throughout their lives. (p. 18)

Within the context of Ontario colleges, it is important to determine whether or not some differences in leadership styles exist among college presidents in terms of gender and sex since that partially explains their executive behaviour within the context of constructed gender differences and institutional bias based on sex.

Another factor that impacts college presidents' leadership style is age. According to Greaves (2011), who studies the relationship between age and wisdom of aged-leaders, there is a correlation between wisdom and effective leadership. Similarly, Zacher and al. (2008) examine the relationship between age and different types of leadership (transformational, transactional and passive-avoidant). The study suggests that while

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younger leaders are motivated by career ambition, older leaders are motivated by their inner-desire to leave a meaningful legacy. The study also found that female leaders were much more likely to believe that they could leave a positive legacy behind than their male counterparts. In the same vein, Barbuto and al. (2007) suggest that female leaders tend to become more effective in their jobs since they tend to use the transformational style of leadership as they become older.

According to Eagly and Karan (2002), women who are leaders are perceived in a less positive manner than the males' counterparts. In their view, from a social behavior perspective, these stereotypes allow for a greater prediction of gender differences between males and females. In the same cue, Billing (2011) noted that there are more sophisticated ways of appreciating the contribution and performance of women in managerial positions. As a matter of fact, bringing the discussion into the context of the thesis, in the feminist research and theory, the social exclusion of women and other marginalized groups in higher education has been subject of interest and discussion for the past two decades, or so. (Savigny, 2014) The main focus of these discussions was centered around two main aspects: a. lack of women voices from the academic agenda; and b. a lack of attention to women experiences and achievements in educational settings. Whilst gender was not a focus for this thesis it is worth noting the importance of the topic.

Given the existing evidence, it is important to determine if the findings of the present thesis validate the present literature on this topic.

Besides gender and age factors, formal schooling is a hard to neglect impact factor on the leadership role. The question is: Does education matter for competence? The literature on this topic supports the fact that additional schooling increases leadership ability, according to Dee (2004), in terms of the quality of civic awareness, in the first place, and that of quality of leadership in the second. Besley and al. (2011), in their study

about the importance of education on high quality leadership, assert that educational attainment is important and that the growth of educational institutions is enhanced by having leaders who are more highly educated. That said, the authors further suggest that individuals with a higher education level are over-represented in leadership roles since the characteristics of those who end up in these roles also tend to drive them towards higher education (p. 4).

Besley and Reynal-Querol (2011) explore the positive impact of education on in general employment as understood through various theoretical frameworks, noting that:

> There is a vast literature in economics that demonstrates a robust positive return to education in private market settings. Human capital theory sees this as reflecting how education increases skills, thereby increasing productivity… It is reasonable to posit a link between educational attainment and public spiritedness. There is empirical evidence that more educated individuals are also more civic-minded. A human interpretation of this finding would suggest that part of the skill set learned in education is an appreciation of the needs of others. Moreover, education would have a central role in the production of social capital. (p. 53)

Based on the arguments provided, the present study partially aims at demonstrating how educational attainment in a leader, particularly college presidents, can be considered an indicator of good, effective, and efficient, leadership.

Another factor impacting academic leadership is the size of the institution. There is evidence suggesting that group size has a significant impact on leadership effectiveness. According to Nahum (2007) and Akdemir and al. (2009), small organizations place the leader's action under the close scrutiny of team members, forcing them to work better, thereby raising the standards of leadership. Studies point to the effectiveness of small organizations with respect to interactions, problem solving, stability, communication and personal involvement. The most notable advantages of big organizations over small organizations include the availability of diverse skill-sets to solve problems and reduced stress for followers. Even though the impact of organizations size is obvious and substantiated by research, most of the research aims at highlighting the superiority of the small organizations over big organizations and vice-versa, without identifying or setting

the ground for an optimal size organization.

Finally, the type of institution (urban or rural) factor will be discussed. There is a large amount of research on rural leadership as rural areas are becoming as complex as urban areas. There is a great demand for leaders in rural areas, given the deficit caused by their geographical location with regards to access to formal resources (Daley and Pierce, 2011). Based on the existing literature the issue of leadership is critical to rural communities in the twenty-first century (Northouse, 2007). Moreover, according to Avant (2013),

> ...in the future, if helping professionals and others are to be effective in working with rural communities, the framework of transformational leadership has the potential of breathing new vitality into rural communities, and improving the lives of the individuals who reside in them. (p.11)

As outlined above, the roles of academic leadership are multifaceted and are impacted by numerous factors. The author of the present study seeks to consider each of these factors and the impacts they might have on the role of community college president. In this way it is possible to understand the general roles of the community college president in Ontario, as well as the roles which only emerge contextually based on the factors that impact academic leadership based on 'local' variables.

2.3.6 Leadership development and academic leadership

It is evident that the making of a leader, particularly within the context of academic leadership, has its own idiosyncrasy. However, there is a "...scarcity of sound research on the training and development of leaders" (p. 16), as noted by Conger and Benjamin (1999).

Being or becoming a good leader is what every individual occupying or aspiring to occupy a position in the upper level management of an organization attempts to actualize. According to Bolden (2005), it has been long assumed that individuals become leaders by virtue of their inner personal traits such as self-confidence, level of energy and

activity, intelligence, and dominance. More recently, a new concept was brought to life, namely the practice of leadership. This concept is supported, in practice, by the tools of leadership development such as internal skills programs, external courses, seminars and conferences, mentoring, coaching, formal qualifications, in-company job-rotation, e-learning, to name a few. According to Bolden (2005)

> ...from an employer perspective, the imperative to enhance management and leadership capabilities arises from the changing nature of work, especially the need to cope with increased competition and more or less continuous upheavals in their organizations, demanding increased intellectual flexibility and alertness as well as relevant skills, abilities, knowledge and self-awareness. (p. 8)

Developing people to become good leaders enables them to think beyond the apparent restrictions of their role, to understand their position's requirements better, and allows them to comprehend the bigger picture. In this respect, according to Gossling (2004), "leadership development within management education should develop the character, integrity, skills, and discursive intelligence necessary for the responsible exercise of power" (p. 16). Leadership development, therefore, could be considered a panacea to any academic risk an institution might take when choosing its upper level management representatives. There are many ways in which this aspect of leadership can be looked at since, as Bolden notes the:

> ...process of leadership development serves many purposes beyond simply developing talent. Executive education can be an effective retention strategy that helps drive the motivation, enthusiasm and commitment of participants; it can serve as a reward; and can also help in teambuilding and engendering a sense of shared purpose. On the flipside, singling out certain individuals over others for involvement in leadership development can lead to unintended consequences such as disappointment, alienation and resistance. (2005, p. 15)

Setting out the tenets of leadership development, Gosling and Mintzberg (2004) conclude that: a) leadership development is of great value for people who have current leadership responsibilities; b) individuals who participate in learning development should be able to bring in their own experience into the process; c) leadership development should leverage work and life experience as fully as possible; d) the key to learning is

meaningful and deep reflection; e) if properly done, the development of leaders and leadership improvement should have a visible impact on the organization; leadership development should be perceived as a process of interactive learning; g) for meaningful results, leadership development should be highly facilitated.

There are many approaches to leadership development, from mentoring/coaching, professional development which can include internal skills programs, external courses, seminars and conferences, as well as experiential learning. Burgoyne and al. (2004) argue in favour of using a mix of these approaches, noting that:

> ...the evidence on how management and leadership works is that it works in different ways in different situations. The practical implication of this is that to get the benefit of management and leadership development requires the design of appropriate approaches for specific situations rather than the adoption of a universal model of best practice… All indications are that multiple methods will produce the most effective management learning. No one method has the sole answer. (p. 49)

Mentoring has been described as "the relationship between a senior and more junior member of an organization directed towards the advancement and support of the junior member" (Fowler and Gorman, 2004, p.27). Though initially used for providing support to inexperienced managers, this tool for leadership development has become increasingly common for CEO's, directors, and other members of the upper level of management. Choosing a proper mentor is not an easy task, particularly when it comes to placing trust to an external 'friendly ear'. Fowler and Gorman (2005) have identified eight areas that mentorship can provide help with: a) personal and emotional guidance; b) coaching; c) advocacy; d) career development facilitation; e) role modelling; f) strategies and systems advice; g) learning facilitation; and h) friendship. It is not uncommon that some leaders can have more than one mentor while have others none.

Experiential learning is another type of leadership development tool. Kolb defines experiential learning as "a process linking education, work, and personal development" (cited in Stedman, Rutherford, and Roberts, 2006, p. 13). Kolb (1984) further asserts that there are four steps to the process; step one – Concrete Experience -

the learning process often begins with a person carrying out an action and seeing the effects of the action; step two – Reflective Observation - is about understanding the effects of the action by reflecting upon it ; step three – Abstract Conceptualisation - is to understand the action in an abstract form; and the step four – Active Experimentation - is about modifying the action for dealing with a new situation. Numerous corporations including tertiary education providers are considering experiential learning in order to fit the weaknesses, as well as the needs, of their employees.

Professional development is another leadership development tool. It can consist of a number of alternatives such as internal skills programs, external courses, seminars and conferences.

Gardner (1987) contends that the main focus on leadership development should not be the quality of tools used, but rather on the conditions that are essential to develop academic leaders: a) conceptual understanding of the unique roles and responsibilities encompassed in academic leadership; b) the skills necessary to achieve the results through working internal stakeholders, and c) the capacity for reflective practice from past experiences. Irrespective of these differences, professional development is and will remain a key option for academic leadership development. According to Conger and Benjamin (1999), one of the most glaring shortcomings in the leadership area is the lack of sound research on the training and development of leaders.

In this sense, it can be asserted that developing good leaders in academia requires time and a number of specific steps in order to acquire, develop, and refine leadership skills. This process requires a good conceptualization of the role to be played, skills development, and reflection, which can be achieved through experiential learning, mentorship, and professional development. Developing academic leaders has seemingly been left to chance in the past. The increasing demands and challenges currently placed on the college presidents as a result of new public management policies require a more

planned and dedicated development effort. In this respect, there are expectations that tertiary education providers should implement focused, structured and systematic processes for developing professionally seasoned future academic leaders.

2.4   Role Mapping

According to Mintzberg (1973), a manager's job can be described within three different categories of roles, namely, informational, interpersonal, and decisional. In terms of informational roles, the manager is expected to act as a monitor, disseminator, and spokesman.

As a monitor, the manager is constantly scrutinizing the external environment for more information and data with respect to the latest developments. Internally, the manager is constantly in contact with their subordinates looking to obtain both solicited and unsolicited information that is helpful in the managerial context. As a disseminator, the manager is expected to circulate the gathered information, passing it on to the responsible parties within its control unit. As a spokesperson, the manager is expected to release information to other parties outside of their control unit.

In terms of interpersonal roles, the manager is expected to act as a figurehead, a leader and a liaison. As a figurehead, the president is expected to perform some ceremonial duties that may include graduation ceremonies, academic appointments and other work-related festivities. As a leader, the manager is supposed to assume responsibility for the work exerted by the people under its command. While there are presidents of all ranks in many different areas of education and in many types of collegiate institutions, most people see the president as having a single trait: the ability to be a leader. Within the leadership role, the college president needs to "perform service, be accountable, fulfil a moral role, act as a steward, build diverse communities with trust and collaboration, and promote excellence" (AACTC). Moreover, as a liaison, the president

should build and maintain contact outside the vertical chain of command.

With respect to the decisional roles, the president can act as an entrepreneur, disturbance handler, resource allocator, and negotiator. As entrepreneurs, the president should seek to improve their control unit from all perspectives – financial, teaching, and human resources – by providing a clear vision and articulate advice to its employees. As disturbance handlers, the presidents are expected to react promptly and offer solutions to problems resulting from situational pressures. As resource allocators, the presidents are supposed to properly decide how to fairly and equitably allocate all the resources among the members of its control unit. As negotiators, the presidents are expected to commit organizational resources in a real time.

These roles are continuously changing as the environment in which the presidents conduct their daily activities does. To fully understand these roles it is necessary to, finally, analyze the responsibilities presidents are expected to fulfil. Responsibilities are the specific tasks or duties that actors, college presidents in our case, are expected to complete as a function of their roles.

Analyzing a number of recent job postings for the position of college president from major job search websites where community colleges place career ads such as www.monster.ca , www.eluta.ca, ca.indeed.com, it is evident that Mintzberg's taxonomy is useful as a framework for the present study since community college presidents seem to be responsible for activities that are usually credited to high level executives in business organizations such as: a) developing, implementing, effective, progressive, and community responsive college philosophies, and providing leadership that align with the college mission, vision and strategic outcomes; b) represent the college in all official functions to communicate with ministry and serving community; c) pursue areas of funding that will help maintain the financial stability of the institution; d) approve all important business transactions of the college to ensure the integrity of the system and

provide accountability reports to the Board of Governors; e) hire and recommend for termination personnel of the college; f) maintain academic integrity of the university by providing direct oversight of policies, procedures, personnel and admission standards; g) review, evaluate and approve special admission and life experience application materials; h) maintain communication with students, faculty, and the community through public speaking engagements, publications, presentations and seminars; i) provide opportunities for professional development activities for faculty, staff and students; j) develop and implement operational strategies and procedures; k) review and evaluate operational procedures and establish procedures and guidelines for information technology acquisition and supervise staff.

These responsibilities for college presidents seem to tie in very well with Mintzberg's taxonomy of managerial roles. College presidents should not only be considered business executives, they should also consider themselves as such. It must be noted that the majority of college presidents have adopted the title of Chief Executive Officer, a fact that clearly demonstrates their inner beliefs regarding what their job requires of them. CEOs, in the general sense of business, face many challenges. Externally, CEOs by nature of their position need to attend many shareholders meetings, get in contact with investment industry analysts, and keep close contact with company board members, industry groups, regulators, and politicians. Internally, CEOs need to stay in contact with their internal constituencies to ensure that the business continues to run smoothly because ultimately, they are responsible for company results and achievements. CEOs need to communicate relentlessly, listen and gather valuable information. Effective CEOs use their presence ubiquitously to actively communicate and shape how all constituencies think about their organization. CEOs are expected to pay great attention to the relationship with the Board of Directors since it is the only constituency that can fire the CEOs and is the final arbiter of whether the CEOs are

balancing, as well as, meeting the vast array of expectations placed on them.

The present study deploys Mintzberg's taxonomy of managerial roles for determining community college presidents' academic leadership effectiveness. Mintzberg's taxonomy has been proven appropriate for studying the behaviours of business executives around the world, over the years, in many studies. See, for example, Shapira et al. 1980, Kanter 1982, Konrad et al. 1997, Hall et al. 2009, and Lunenburg et al. 2012 mentioned in Chapter 1.

2.5   Chapter Summary

The above chapter outlines the existing literature on academic leadership and management in order to determine the best framework for the present study as well as to identify gaps in the body of knowledge that may need to be addressed. The analysis of the existing literature has revealed the fact that in order to understand whether or not the NPM ideologies have impacted the Canadian field of higher education, it is important to determine what the most emphasized managerial roles by the community college presidents are (first research question), what the main challenges influencing their executive behaviour are (second research question), and how college presidents have managed to deal with existing challenges (third research question) in order to achieve high level of efficiency and effectiveness in their position.

Determining these aspects significantly contributes to the existing body of knowledge pertaining to upper level management executives' behaviour, particularly in the field of higher education, while also serving to fill in some of the existing gaps in the research literature. With this goal in mind, this thesis sets out to answer the following research questions:

1.   What managerial roles do Ontario community college presidents emphasize the most?

2. What are the main challenges that Ontario college presidents face as a result of the new public management changes in the field of higher education for the last two decades?

3. What leadership executive styles do college presidents embrace the most in order to deal with the existing challenges?

Having detailed the theoretical framework and gaps in the literature pertaining to the present work, before directly answering the research questions listed above regarding the roles, special challenges and changes related to community college presidents in Ontario, it is useful to set out the research methodology and corresponding research methods deployed in this study. The next chapter addresses these aspects of the current project in detail.

Chapter Three: Methodology

3.1   Chapter Synopsis

As noted in Chapter One, this thesis seeks to answer questions which provide a better understanding of the changing roles of and special challenges related to Ontario community college presidents. The main research questions are as follows:

1. What managerial roles do Ontario community college presidents emphasize the most?

2. What are the main challenges that Ontario college presidents face as a result of the new public management changes in the field of higher education for the last two decades?

3. What leadership executive styles do college presidents embrace the most in order to deal with the existing challenges?

In order to answer the proposed research questions, as well as develop a rich and comprehensive understanding of the presidents' changing roles and responsibilities, a mixed methodology and set of methods of data collection were used, namely, quantitative ones for answering the first research question via an online survey and qualitative ones for answering the second and third research question via telephone interviews. The topics that are covered in this chapter are presented in sequential order as follows. After a brief introduction, the chapter presents the paradigm rationale of the thesis by providing a justification of the chosen methodology linked to the research questions and a logical explanation for the research design approach adopted. Next, a description of the Ontario college president population is presented in terms of size and other demographic information as well as information regarding how and why the participants in this

research were chosen. This is followed by a description of the data collection and data analysis processes, which provides information about how data was gathered, processed and then analyzed. The chapter continues by discussing the reliability, validity, and quality criteria used in an effort to explain how the rigour in the study was ensured. Following this, the chapter explores how potential ethical issues were avoided by providing explicit links to the ethics approval process, information sheets and consent forms in the appendices. Finally a discussion of the study limitations is presented followed by concise conclusion summarizing the chapter.

3.2   Paradigm Rationale

Providing pertinent answers to the present thesis's research questions required the use of an adequate research design and methodology. For developing a rich and comprehensive understanding of the presidents' changing roles and responsibilities, the research design adopted was a mixed methodology; quantitative for answering the first research question and qualitative for answering the second and third research questions. For the quantitative part of the research, an online survey has been used to gather data. The online survey has been structured and developed around the Mintzberg taxonomy of managerial roles framework. Determining the most emphasized roles adopted by the Ontario college presidents required the use of descriptive statistical measures as part of the data analysis.

To answer the second and third research questions, as well as to provide a better understanding of who the college presidents are, what challenges they face and what leadership executive styles they undertake for being successful in their work setting, the study used a qualitative approach. The qualitative part of this research thesis was developed using the case study research method.

Choosing the proper methodology required a lot of debate and careful

investigation. Theoretically, in search of an interpretation of reality social scientists and researchers agree that by being very objective their work might reach the level of recognition expected from a scientific perspective (Ratner, 2002). This raises questions about the level of subjectivity that should be allowed in a social scientific study, if any. Thinking of the duality of quantitative-qualitative research methodologies, concerns are usually fuelled by our perception of our human limitations in understanding reality. According to Gergen (2001):

> ...to tell the truth, on this account, is not to furnish an accurate picture of what actually happened but to participate in a set of social conventions…To be objective is to play by the rules within a given tradition of social practices…To do science is not to hold a mirror to nature but to participate actively in the interpretive conventions and practices of a particular culture. The major question that must be asked of scientific accounts, then, is not whether they are true to nature but what these accounts…offer to the culture more generally. (p. 806)

Commenting on this statement, it can be argued that before engaging in any research activities researchers are first of all individuals who, like everybody else, are coming from their past; a past that moulded and shaped their set of beliefs and norms about life, about what knowledge is and about how they should discern reality. That means that totally removing subjectivity from their research is not necessarily desired because by doing so a universe of past experiences will be completely cancelled, leaving no room for further multidimensional personal interpretations of the research findings.

In this respect, there are two main factors that can impact research on human behaviour, in the present case that of community college presidents: a) personal factors and b) institutional factors. Personal factors consists of factors such as academic formation, field of research, research experience, personal motivation, personal norms and values, and preference of investigative research methods (Molas-Gallart and Tang, 2007, Ryan and Garret, 2003, Coe et al., 2002). These factors, though not innate, define the idiosyncratic nature of each researcher per se, particularly personal ethics. The institutional factors refer to aspects such as level of insiderness (Floyd and Arthur, 2012,

Sikes, 2008, Smyth and Holian, 2008), importance of research to the organization conducting the research, and norms and values of the organization conducting research. (Neilson, 2001, Sumner and Harpham, 2007). According to Tolich insider research is like an iceberg with the tip above the water when relating to traditional confidentiality (which he terms external confidentiality) – ensuring that the participant remains anonymous. Regardless of this anonymity, Tolich (2004) suggests that "below the surface lies internal confidentiality – the risk that people involved in research may be able to recognize each other" (p. 101) which he argues goes "unacknowledged" in ethical codes. These factors are related to the ethics of the organization conducting research. Whether personal or organizational these factors can impact the level of subjectivity brought into research activities.

Personal and institutional factors are directly impacted by the context in which the research is conducted. The context impacts the moral aspects of research. If ethics in research is about what is good and what is bad at both personal and organizational levels, morals in research is about what is an acceptable behaviour or not when conducting research. This acceptance has to be anchored into the context in which research takes place. The context elements could be the place, the time, the research topic, the methodology, the money, timing, and/or duration of the research project (Ryan and Garett, 2003, Molas-Gallart and Tang, 2007). These context elements can directly influence more or less personal and institutional factors. Notwithstanding this, each researcher has his or her own view of approaching a particular paradigm that is mostly influenced by personal factors rather than the institutional ones.

According to Guba and Lincoln (1994) a paradigm is "the basic belief system or worldview that guides an investigator" (p.105). The subjectivity imbedded in a paradigm is more or less present depending on the researchers' approach regarding the nature of reality and their assumptions about the relationship between them and what is already

known. This means that when communicating their opinions, researchers make a choice in adopting a paradigm which can range from an ontological and epistemological criterion according to Guba and Lincoln (1994) and Creswell (2009) from positivism, which is rarely involved in qualitative research, through constructivism, through critical theory, to pragmatism. From the positivist perspective, subjectivity is at a minimum level since the expectations are that the researchers should try to make all possible efforts to avoid biases, as well as refrain from influencing the final outcomes. According to critical theory, subjectivity is more present when it comes to the reflective mediation of the researcher who understands reality as a historical construct that is related to power.

From the constructivist perspective reality is anchored within the social context in which the dialogue takes place. Subjectivity, in this case, is present mostly due to the existence of an interpretative dialogue that exists between the researcher and study participants, a dialogue that in the end allows for multiple ways to interpret the same collected data. According to the pragmatist paradigm, reality is subdued to whatever solution best fits the real problem being investigated. In this case, researchers employ multiple methods of investigation, for in the end to reconcile their views in terms of interpretation of data collected with the definite scope of producing a valid and widely accepted solution. Subjectivity, in this particular case, is built in during the reconciliation process.

Given the context of the research that needs to be conducted, meaning for example topic and/or methodology, scholars have the choice of employing any of these paradigms. In other words, researchers willingly make an informed choice about the type of research they get into knowing in advance that the subjectivity factor might be more or less present in their studies.

Ratner (2002) argues that:

…subjectivism is often regarded as the sine qua non of qualitative methodology.

> However, this is untrue. Qualitative methodology has an objectivist strand as well. Objectivism states that the researcher's subjectivity can enable her to accurately comprehend the world as it exists in itself. Of course, subjectivity can bias the researcher and preclude objectively understanding a subject's psychological reality. However, this is not inevitable. In fact, one of the advantages of recognizing subjectivity is to reflect on whether it facilitates or impede objective comprehension. Distorting values can then be replaced by values that enhance objectivity. (p. 1)

Ultimately, this means that objectivity does not necessarily exclude subjectivity, but rather allows it.

Finally, and in summary, on the one hand it has been argued that it is impossible to completely exclude subjectivity from any type or kind of research, while on the other, the importance of reflexivity and efforts to ensure the validity and reliability of the research design, data collection and analysis is important. This is discussed more explicitly later in the chapter.

In the present study, the results of the quantitative data analysis are improved by the findings of the qualitative data analysis which, in general, are known to generate rich and detailed data. The expectation has been that while the quantitative methodology will provide an adequate behavioural picture of the college presidents with respect to the most emphasized managerial roles, the qualitative methodology and corresponding research methods and data analysis adds important information to their profile with respect to their attitudes, challenges and executive styles.

3.3   Research Design

As noted, providing answers to the proposed research questions drove the research design into the use of a mixed methodology. The reasons for choosing such methodology are multiple. Using simply a quantitative approach for this study would not provide the opportunity to understand all the underlying aspects of college presidents' behaviour, particularly, the subtle details of their leadership executive styles. According to Creswell and Brown (1992) a mixed-approach design uses the strengths of both methodologies to

offer a broader picture and understanding of the overall issue. Another reason is the fact that the mixed-method design expands the research in a way that a single method would not be able to. (Creswell, 2009) While a quantitative analysis would offer only an answer, the qualitative one will possibly offer many answers that eventually will complement. In terms of what type of research design was employed, this thesis used a sequential exploratory design. Further details about the rationale for the mixed methods approach is detailed in the sections below.

3.3.1 Quantitative methodology

In the case of college presidents, since the first research question tries to establish what the most emphasized managerial roles are, the method considered to be most suitable to collect this descriptive data is the quantitative approach. Given the geographical dispersion of Ontario community colleges, the most suitable data collection method was determined to be the survey method, in particular the online survey. One of the major benefits of the online surveys is the automation and real-time access to a large population of potential participants, design flexibility, together with the pecuniary-related aspects, as well as the efficiency and effectiveness associated with the collection of data. The main disadvantage of this method is that the respondents cannot be probed further regarding their answers.

While the survey is suitable for exploring the most emphasized managerial roles of Ontario college presidents, the use of it alone was not likely to provide a deep understanding of college presidents' professional behaviours and the changes and challenges they face, hence the decision to also use qualitative methods.

3.3.2 Qualitative methodology

As the above literature review reveals, in general, managers and leaders behave or choose to behave in a particular way, a rational one, because they try to be successful when facing the multiple challenges posed by the internal and external institutional environment in

which they operate. Determining only the managerial roles that college presidents emphasize the most without understanding the drivers of their executive behaviour would not provide the big picture and expected thorough understanding of the upper level management comportment. Therefore, it is out of genuine academic common sense that the adoption and inclusion of a qualitative methodology segment will help provide the necessary answers that complement the quantitative part of research. After careful consideration of the qualitative methodology, gathering the data was the next challenge. As noted, the research method for data collection was the telephone interview.

Using a mixed methods design was therefore valuable for exploring the topics of interest to this thesis, due to their differing strengths as data collection tools.

3.4   Methods of Data Collection

3.4.1   The online survey

The online survey is another method for data gathering with one of the major benefits of such approach being the real-time access to a large population of potential participants, design flexibility, together with the pecuniary-related aspects, as well as the efficiency and effectiveness associated with the collection of data. The main disadvantage of this method however, is that the respondents cannot be probed. In this thesis, this method was used for gathering background information about the study participants, as well as for establishing what the most emphasized managerial roles by the Ontario college presidents are.

Each potential participant received an email explaining who the researcher is, what the project is about and why the researcher is interested in the answers to the research questions. The email contained a web link to the online survey (See Appendix A). The introductory email was followed by three reminders. The questionnaire was posted online using a web application software instrument for data collection called the

Survey Monkey.

The online survey used was entitled "Participant Questionnaire" (See Appendix A) and was structured into two parts. The first part – Part A – addressed issues related to the presidents' personal and professional background that were defined by twelve variables. Four of the variables were dichotomous, namely, 'gender' (male/female), 'language of instruction' (English/French), 'type of institution' (urban/regional) and 'kind of institution' (CAAT/ITAL). One of the variable was an interval variable, 'age', while two other variables were nominal, particularly 'position held prior to the president position', and 'highest degree obtained'. The rest of the variables were numerical and they addressed issues such as 'years of managerial experience', 'number of years in the present position', 'number of full time students in the present institution', 'number of staff reporting "directly" and "indirectly" to them'. It was important to gather such data because it needed to be established if any of these factors are related to the way in which college presidents conduct their managerial work. 'The number of years in the present position' variable, for example, looked at determining whether or not the college presidents did have enough time to develop managerial habits so their opinion can be taken into consideration later on during the data analysis process.

The second part of the online survey – Part B – was developed around Mintzberg's taxonomy of managerial roles and addressed issues related to the college presidents' managerial emphasized roles as they conduct their work. Each latent variable or managerial role was defined by Mintzberg in a particular. 'Figurehead' describes an executive as a "symbolic head, obliged to perform a number of routine duties of a legal or social nature". (Mintzberg, 1973, p. 92). 'Leader' is considered an executive person "responsible for the motivation and activation of subordinates; responsible for staffing, training, and associated duties" (p. 92). 'Liaison' describes an executive as a person who "maintains self-developed network of outside contacts and informers who provide favors

and information". (p. 92). 'Monitor' looks at an executive as a person who "seeks and receives a variety of special information to develop a thorough understanding of the organization and environment; emerges as nerve center of internal and external information of the organization." (p. 92). 'Negotiator' defines an executive who "is responsible for representing the organization at major negotiations" (p. 93). 'Disseminator' labels an executive who "transmits information received from outsiders or from other subordinates to members of the organization; some information factual, some involving interpretation and integration of diverse value positions of organizational influences." (p. 92). 'Disturbance Handler' designates an executive who is "responsible for corrective action when organization faces important, unexpected disturbances." (p. 93). 'Entrepreneur' defines an executive who "searches organization and its environment for opportunities and initiates 'improvement projects' to bring about change; supervises design of certain projects as well." (p. 93). 'Resource Allocator' designates an executive who is "responsible for the allocation of organizational resources of all kinds – in effect the making or approval of all significant organizational decisions." (p. 93). 'Spokesperson' refers to an executive who "transmits information to outsiders on organization's plans, policies, actions, results etc.; serves as expert on organization's industry." (p. 92).

Each of the ten managerial roles (latent variables) was measured by three distinct statements (indicator variables). This resulted in a 30 scaled behavioural statements that were structurally scrambled at a difference of 10 units from each other, as Table 3, below, indicates. Using a four-point Likert-type scale where: 1. Not At All; 2. A Little; 3. Some; and 4. A Lot, all participants were asked to indicate the extent to which each managerial role is used in their daily routine. To conclude, the online survey consisted of two parts; Part A which measured personal and environmental characteristics and entailed variable items 1-12 and Part B which measured the managerial roles and covered variable items 13 – 42.

Table 3   Key Roles Indicators for Mintzberg's Taxonomy of Managerial Roles

Managerial Roles (latent Variables)	Statement No. in the Questionnaire	Statements (indicator variables)
Figurehead	1	Participate in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets
	11	Feel obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests
	21	Participate in a variety of symbolic, social, and ceremonial activities such as speaking at convocations or banquets
Leader	2	Create a milieu in which faculty and staff will work effectively
	13	Interact with subordinates to develop professional activities and duties
	22	Encouraging teamwork among your staff
Liaison	3	Maintain a network of contacts and information sources outside the College
	14	Develop good interpersonal relations with personnel outside the College
	23	Pass information between your Office and outside departments
Monitor	4	Seek and receive information so that you can improve or maintain your understanding of the institution and its environment
	15	Develop your own contact to establish a personal and informal information network
	24	Monitor the internal and external environments to make sure operations are running smoothly
Disseminator	5	Share pertinent information received from outsiders or faculty and staff with the appropriate internal individuals
	16	Share accumulated relevant

		information with other administrators, faculty and staff
	25	Ensure staff and faculty are updated with information relevant to them
Spokesperson	6	Disseminate information to people outside the College
	17	Represent the College to outside groups
	26	Speak to individuals outside your College about information within the College
Entrepreneur	7	Search the institution and its environment to identify opportunities and situations that may require organizational change
	12	Initiate and design much of the change that occurs within the College
	27	Scan the internal and external environment looking for new innovations to be implemented
Disturbance Handler	8	Take corrective action when you face important, unexpected problems or crises
	18	Take corrective action because unexpected pressure from either within or outside your institution is too great to ignore
	28	Put a stop to misbehavior within or outside the College
Resource Allocator	9	Allocate institutional resources
	19	Schedule your own time and approving various authorizations within academic affairs
	29	Spend time on resource allocation for personnel in the College
Negotiator	10	Represent the College at various non-routine discussions or negotiations
	20	Resolve problems that develop with other institutional units
	30	Work with subordinates in order to reach agreements

3.4.2   Telephone Interviews

The "in person" phone interview aimed at providing answers to the second and third research question of the study. In interviews, there are three fundamental types of

research interviews, particularly: structured, unstructured and semi-structured. The advantage of structured interviews is that they are very easy to be conducted because the structure and sequencing of answering is rigid, firm and focused. The main disadvantage of such a method for research data collection stems in the lack of flexibility which does not allow, at all, for 'impromptu' questions. As a result, this type of interview lacks detail and tends to generate mostly quantitative data. At the other end, the unstructured interviews are very flexible and their strength stems from the fact that questions can be adapted or changed depending on the answers of the interviewees, in addition to the richness of qualitative data generated. The main disadvantage of these interviews is that they consume a lot of time. The semi-structured interviews thus reconcile the advantages and disadvantages of the previously discussed methods (Meriam, 1998) and is what was used in the interviews conducted for this research.

Telephone interviews allow for greater accessibility to audiences. The main advantage is the fast data collection processing, particularly when considering CATI – computer assisted telephone interviewing – systems. The main disadvantages of this particular method are the lack of visual materials, wariness and inattentiveness of the audience during surveys. Even though, initially, the intent was to carry out face-to-face interviews, because of cost efficiency as well as time effectiveness, the method was switched to telephone survey.

From a geographical perspective, the province of Ontario spreads over an area of around 1,076,399.06 square kilometers, which is the equivalent of both France and Spain put together. Travelling to different locations in such vast area proved to be a serious challenge to overcome. The other circumstantial impediment was the allocation of free-time for interviews that college presidents needed to schedule for answering the questions listed on the interview sheet. It was much easier and convenient for them to do the interview outside of their office, in their own spare time, under no pressure.

The telephone phone interview was developed by the researcher as a semi-structured interview containing a set of eighteen open – ended questions. In this thesis, questions were designed to gather data, opinions and information about college presidents' working philosophy, mentorship, relationship with different stakeholders, future plans, management executive styles, as well as challenges and changes that they have observed during their term(s). The interviews lasted between 30-45 minutes. The interviews were carried out over the phone by the researcher and all the answers were recorded on a voice recorder and then later transcribed.

The choice for semi-structured over structured interviews was based on the fact that the researcher wanted to obtain rich, detailed answers about the Ontario college presidents whereabouts and executive managerial styles. Each of the 24 Ontario college presidents received a package containing an introductory letter and the list of question that were intended for discussion, in both English and French.

3.5   Participants and sampling

In statistics literature, there are five different types of sampling, namely: random, systematic, cluster, stratified and convenience. Random sampling, as the name infers, grants an equal chance to any potential participant to be chosen. In the case of our study, random sampling would have meant that any president out of the maximum possible of 24 could have been chosen irrespective of their age, gender, size or type of institution etc. Systematic sampling is the type of sampling that involves some sort of structure in choosing the study participants. In the case of this study, systematic sampling would have required a list of the Ontario college presidents and number them sequentially for example from 1 to 4. When numbering was completed, the study would use only those college presidents that corresponded to number 3 on the list.

Cluster sampling is the type of sampling that can be accomplished by dividing the population into groups or clusters. In the case of our study, cluster sampling would have

meant to divide the whole population of Ontario college presidents by geographical location for example and in the end choose at random one cluster to investigate. Stratified sampling is similar to cluster sampling in the sense that it divides the population into groups called strata. In the case of this study, stratified sampling would have meant to divide the whole population of Ontario college presidents by a particular characteristic such gender, age, years of managerial experience and in the end choose at random one strata to investigate. Finally, convenience sampling refers to that type of sampling that allows for the data to be easily extracted.

In the case of the present thesis, sampling was not necessary. The main reason is the fact that the population of Ontario college presidents consisted of only 24 potential participants and the sample size was equal to the population. Notwithstanding this, some criteria have been used to differentiate each of the colleges based on their mandate, type of institution and language of instruction. With respect to the college mandate, Ontario's post-secondary colleges are classified as urban and regional. Given the fact that there are different catchment areas, in terms of geographic location and size, different student population makeup it is reasonable to believe that the presidents' managerial roles and responsibilities may differ from one category to another.

Regarding the type of organization, in Ontario the taxonomy consisted of two different institutional entities, Colleges of Applied Arts and Technology (C.A.A.T.) and Institutes of Technology and Advanced Learning (I.T.A.L.). It is extremely important to determine the extent to which the new (in the light of the new charter mentioned previously) institutional spin-offs have altered their reporting and/or hierarchical structure, as well as the administrative positions titles. In terms of language of communication and instruction, in Ontario there are two types of colleges: English, or French speaking. It is important to determine if in the French speaking institutions the role of the president is different than in the English-speaking colleges, and if so, to

ascertain the reasons for that.

Summing up, the population size, accounting for the factors listed above, consisted of twenty-four presidents across Ontario. Table 4, below, provides in a descriptive and suggestive way the structure of the sample study participants.

Table 4   Population of Study Participants

Gender		H.E.I. Language of Instruction		Kind of Institution		Type of Institution	
Male	*Female*	*English*	*French*	*ITAL*	*CAAT*	*Urban*	*Regional*
17	7	22	2	3	21	14	10

The actual response rate, the same size, for both the online survey was 9 out of 24 and over-the-phone interviews was 6 out of 24 which were considered acceptable according to Allen Reese, manager of the Graduate Research Institute of Hull University in the United Kingdom (Biersdorff, 2009).

3.6   Data Analysis

3.6.1   Quantitative analysis

Data collected from the online questionnaire was analyzed using quantitative based statistical software specifically tailored to social sciences field called SPSS version 21. In order to obtain valuable and meaningful results from the data gathered, measures of descriptive statistics such as median, mean, mode, range and cross tabulation, as well as inferential measures were used to provide answers to the first research question of the study. In order to determine the most emphasized managerial roles that Ontario college presidents adopt it was important to determine which activities they emphasize the most in general (mean), as well as, in particular (mode). The difference in opinions (range) was important to be determined because it provided information about how strong the college presidents' opinion was on performing certain activities. In order to have a good understanding about the multivariate frequency distribution of the activities most often

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performed by the presidents, cross tabulation has been used.

Inferential statistics have been used for determining if any of the background factors such as gender, age, highest degree obtained, the number of years in the present position, number of full time students in the present institution, number of staff reporting and years of managerial experience impacted on the most emphasized roles adopted by the college presidents. Given the relatively small sample gather, as well as the fact that a majority of the variables were ordinal non-parametrical measures such Mann–Whitney U and Kruskal-Wallis tests have been used to determine possible correlations among different variables. A Mann–Whitney U test was used instead of a T-test because it does not require the assumption of a normal distribution. For the same reason instead of using ANOVA, Kruskall-Wallis was the right statistical choice.

3.6.2   Qualitative analysis

Data collected from the phone survey was analyzed using a particular software specific to qualitative research data analysis called NVivo in order to provide a better and much more in-depth understanding of the college presidents' role in higher education institutions, in general, as well as to provide answers to the second and third research questions of the study. NVivo is a well-known text analysis application software tool that helps with analyzing unstructured set of data like the ones collected in this study.

Instead of attempting to graft a theory on to a data set, the data took command and inspired the selection of themes and codes leading, in this way, to a more grounded approach. The existing literature was used as a useful frame of reference. According to Saldana (2008) coding is a heuristic exploratory problem-solving technique and is considered the initial step toward a rigorous analysis and interpretation of transcripts. The majority of qualitative researchers code their data both during and after collection as an analytic tactic, because coding is analysis (Miles & Huberman, 1994, p.56). According to Charmaz (2006), acceptation codes are essence-capturing and essential elements of the

research story that, when clustered together based on regularity and similarity, facilitate the development of categories. In his own words coding "generates the bones of an analysis…(I)ntegration will assemble those bones into a working skeleton" (p. 45). A thematic analysis was considered the best fit for the data analysis. Table 5 indicates the steps in thematic analysis deployed in the present work.

Table 5   Main Steps in Thematic Analysis

No.	Step	Description
1	Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas
2	Generating initial codes	Creating interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4	Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis
5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme
6	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

Note: reprinted from Braun, V. and Clarke, V. (2006)

Deciding on the name of the themes and codes was one of the main challenges. Instead of interpreting data using a numerical analysis, it was decided to use a thematic approach where codes where generated from the interpretation of the data. The process of data analysis was undertaken on a line by line basis and as the codes emerged it became possible to proceed to analysis of paragraphs and questions. This was a crucial development since the study participants interviewed were not always able to articulate their ideas, thoughts, and feelings in one line. As it was iteratively refined the content analysis revealed number of emerging themes. Figure 2, below, presents a list of the emergent themes. Coding is not only about simply labelling all the transcripts. Rather, it

is to bring them all together so they can be reviewed and a better understanding about a particular topic developed. The data analysis of the transcripts revealed several different themes such as: background, being president, changes, future of colleges, future plans, learning to be a president, personal management style and working philosophy. All these themes together with the corresponding sub-themes are suggestively represented below.
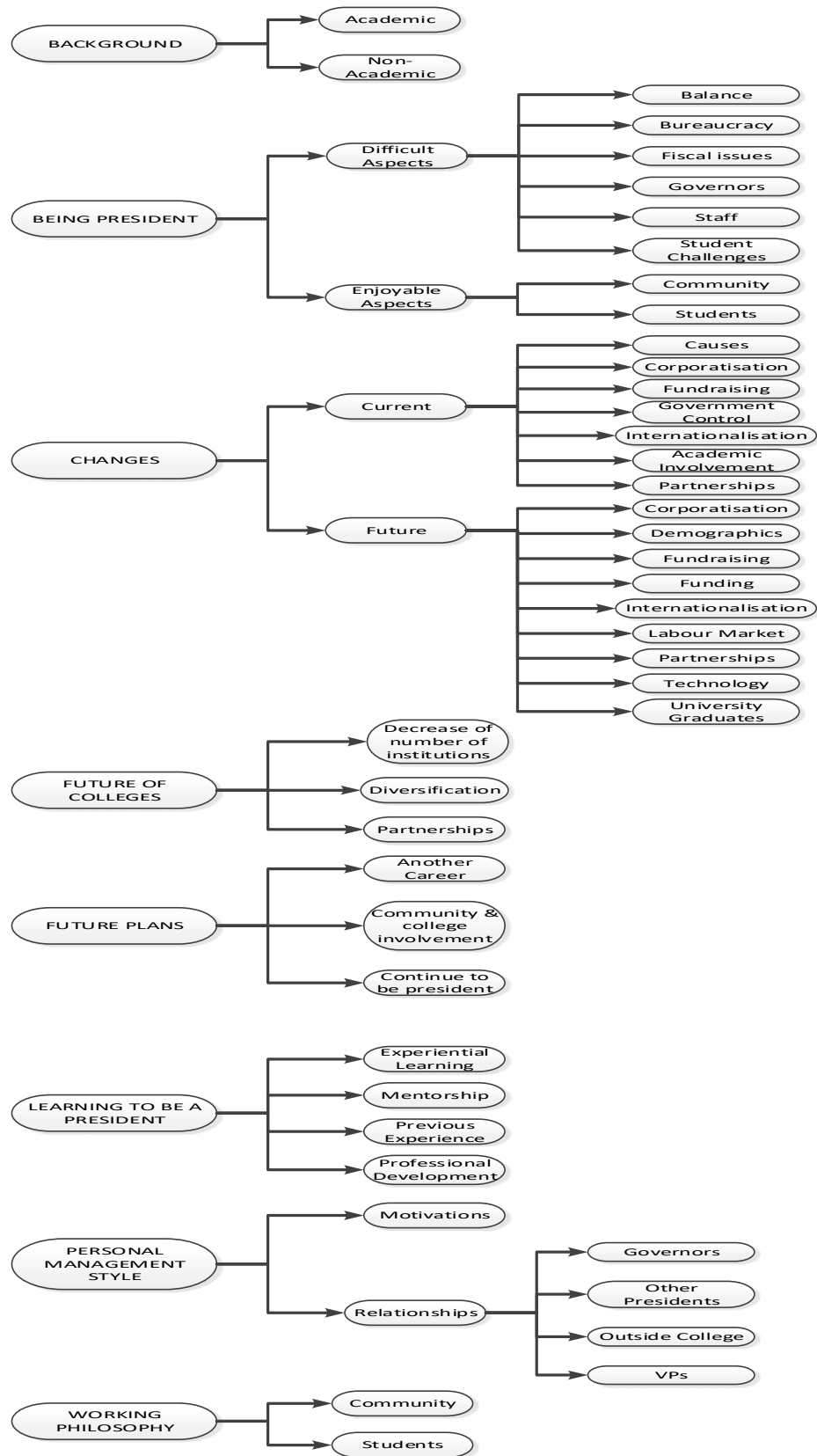
Figure 2   **List of Emergent Nodes and Themes in Telephone Interviews with Ontario Community College Presidents**

The results of the qualitative data analysis together with those from the quantitative data analysis combine to enrich our understanding about the college presidents' managerial roles, challenges and executive styles. All the findings of these analyses are presented in the next chapter.

3.7   Reliability, Validity, and Quality Criteria

Surveys, irrespective of their kind or type, are instruments of measure. In order to provide accurate information during the data gathering process they need to be both reliable and valid. Reliability of a survey is the property or characteristic that ensures that the same results will be yielded on repeated trials. Without reliable instrument of measure, it is not possible to draw proper conclusions or make viable future suggestions. The survey used in this thesis is relatively similar to that designed by Judson (1981) and later on modified by Mech (1997). For that survey the split-half method was performed. The method assesses the internal consistency of a test such as psychometric tests and questionnaires. In fact, the method measures the extent to which all parts of a test contribute to what is being measured. A Pearson product-moment correlation was computed along with a correction for underestimate using the Spearman-Brown formula. The Pearson product-moment is a measure of linear dependency strength between two variables of which one is dependent and the other one independent, usually. The Spearman-Brown formula also known as the Spearman-Brown Prophecy formula relates the psychometric reliability to test length while predicting a test after its changing in length occurred (Dietz and Kalof, 2009). The correlation coefficient computed was 0.83, which for educational research is within the acceptable value range.

In the present survey there are three indicator variables (questions/statements) for each latent variable (managerial role). This aspect is very important because according to Hatcher (1994) "technically, a latent factor may be assessed with just two indicators

under certain conditions. However, models with only two indicator variables per factor often exhibit problems with identification and convergence, so it is recommended that each latent variable be assessed with at least three indicators." (p. 260). The internal consistency of the survey was measured using Cronbach's alpha and exploratory factor analysis and deemed acceptable. Cronbach's alpha measures the internal consistency of a test by determining how closely related a set of items are as a group and is considered a coefficient of reliability rather than a statistical test. A high value of alpha does not imply that the measure is unidimensional and additional analysis such as factor analysis should be performed. Factor analysis, is a method of checking dimensionality that is reducing a set of measured variables to a smaller number of variables by combining those variables that are moderately or highly correlated with each other (Gall, Borg and Gall, 1996).

Validity of a survey refers to the extent to which the instrument used in the study or thesis measure what it says it measures. The literature on statistics research reveals the existence of two distinct categories of validity, namely: construct and content. The construct validity "is a type of measurement based on the correspondence between the theory about the construct we are attempting to measure and results obtained using the measurement instrument being validated" (Vierra et al., 1998, p. 365). Judson (1981) and Mech (1997) assert that the content and construct validity of the instrument is acceptable. They use factor analysis to prove so and sent the test to a number of 200 randomly selected respondents. Factor analysis is a method that helps simplify large descriptions of data into smaller homogenized factors that are moderately or highly correlated to each other (Dietz and Kalof, 2009).

Content validity "is a type of measurement based on analysis (usually by people thought to be experts in the field in question) of the content of the instrument being validated" (Vierra et al., 1998, p. 365) The survey used was only slightly altered from that positively tested, accepted, and used by Mech (1997). Some awkward or misleading

wording was corrected, giving the researcher the confidence that the survey measured what it claimed to measure, in the present case the managerial roles as defined by Mintzberg (1973).

3.8   Ethical Issues

Before conducting this research study, written permission was obtained from the University of Reading Ethics Committee (see Appendix H). Notwithstanding this, before using any questionnaire an implicit consent was obtained from participants. Each participant was informed about the purpose of the study and an explanation note was distributed along with the questionnaires. None of the participants was exposed to physical or psychological risks or discomforts, coercion, or deception as a result of this study. Nobody, other than the researcher would have access to the data gathered in the process. The data gathered from the interviews over the phone was recorded on audio tapes that were transcribed into word documents. For the audio recording a written consent from each participant was needed. The data obtained have been stored in a locked cabinet in order to protect individual privacy. No identity is used anywhere in this study. Benefits to the subjects include knowing that their participation in the study would provide important and relevant feedback to their own agency, who can later adjust its hiring and training practices in the area of human resource management. Subjects may also benefit from knowing that their participation will add to furthering upper management research and practices, and ultimately enhance their role as customers' advocates. A summary copy of the study findings will be mailed to each participant if they request a copy. In order to address the aspects of confidentiality the researcher informed all participants in advance that no identifying information would be published or viewed/listened to by anyone but the researcher.

3.9   Limitations

One of the biggest limitations of this thesis is the low response rate of study participants. This aspect in particular could impact on the overall applicability of the study's findings to the field of policy, governance and human resources in higher education. Another limitation is the lack of control over establishing the identity of the respondents for the online survey, a fact that can impact the validity of overall findings of this thesis. Also, an important limitation is the lack of control over establishing how truthful and sincere versus rhetorical or politically-correct the depositions of the participants were.

3.10   Conclusions

This chapter analyzed the application of different theoretical methods of investigation and conceptual framework to the proposed study. A mixed method of investigation consisting of both quantitative and qualitative approaches was deemed a very good fit for meeting the goals and objectives of the study.

The quantitative part of the study data analysis adopted a deductive approach and it used Mintzberg taxonomy of managerial roles in order to answer the first research question of this thesis. Data collected from an online survey was subjected to measures of descriptive and inferential statistics in order to determine the most emphasized roles adopted by the Ontario college presidents.

The thesis used a qualitative approach for answering the second and third research question in order to provide a better understanding of the college presidents in terms of who they are, what challenges they face and what executives managerial styles they undertake. In order to collect the data for the qualitative part of this research thesis the case study research method was used.

The step-by-step research methodology used to gather and analyse the data is suggestively presented in the Figure 3, below.
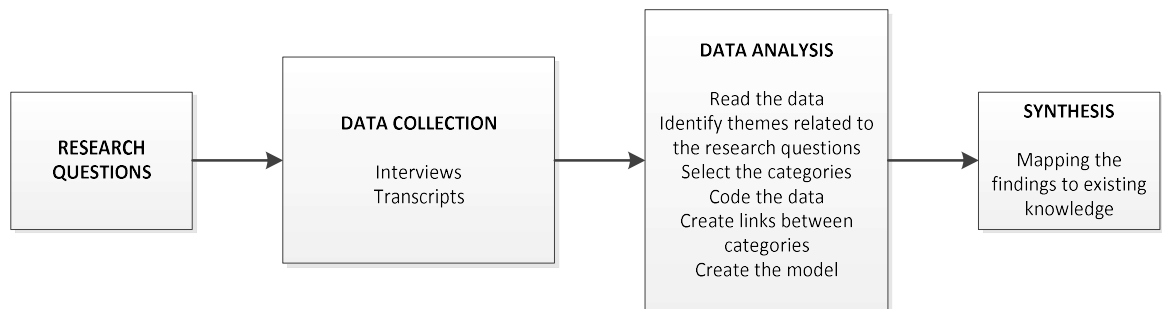
Figure 3   **Qualitative Research Process of Data Collection and Analysis**

The results of both data collection and data analysis is presented in the next chapter.

Chapter Four: Findings

4.1   CHAPTER SYNOPSIS

This chapter presents the findings of the data analysis process. The chapter is organized by research methodologies, in two parts: quantitative and qualitative methodology, respectively. The chapter starts by presenting the findings to the first research question of the thesis, which used a quantitative research methodology for providing the required answers. The chapter continues, by presenting the findings to the second and third research questions of the thesis which used a qualitative research methodology. The chapter concludes with a summary that highlights the most important aspects of the thesis findings.

4.2   Quantitative Research Methods

As described above, an on-line survey was used to explore the following research question:

RQ1: What managerial roles do Ontario community college presidents emphasize the most?

The results of the survey are presented in what follows.

4.2.1   Background factors

In order to answer the first research question of this thesis, as previously mentioned in Chapter Three, data was gathered in two parts. The first part of the online questionnaire collected important information about participants' background in terms of who the presidents are with respect to gender, age, previous position held, highest degree of education held, number of years of managerial experience and workplace characteristics.

The data gathered from the first part of the questionnaire was subjected to statistical descriptive measures, particularly, rate of frequency and percentages. A concise summary of the findings is revealed in the Table 6, below.

Table 6   Table of Frequencies for Background Variables

Description	Category/Group	Frequency	Percent
Gender	*Male*	7	77.78
	Female	2	22.22
Age	*30 - 39*	0	0
	40 - 49	0	0
	50 - 59	6	66.67
	60 and over	3	33.33
Previous position held	*Vice President*	6	66.67
	President	1	11.11
	Other	2	22.22
Highest Degree held	*PhD*	2	22.22
	EdD	0	0
	Master	6	66.67
	Bachelor	1	11.11
Number of years of managerial experience	*0 - 10*	1	11.11
	11 - 20	6	66.67
	21 - 30	2	22.22
Language of instruction	*English*	8	88.89
	French	1	11.11
Type of institution by location	*Urban*	5	55.56
	Regional	4	44.44
Type of	*CAAT*	8	88.89

institution by location		1	11.11
	ITAL		

Based on the information captured in the table above it can be concluded that:

a) the majority of the presidents (67%, n=7) who participated in the study were males,

b) the age of the majority of the participants (67%, n=6) was between 50 – 59 years old,

c) the majority of the participants (67%, n=6) held a Vice-President position prior to their presidency term

d) with small exceptions, the majority of them have a master's degree (67%, n=6)

e) the majority of presidents have had at the time of interview over 11 years of managerial experience (67%, n=6 between 11-20 years of managerial experience while 22% , n=2, over 21 years),

f) with one exception, all the presidents worked in English speaking post-secondary institutions,

g) half of the participants worked in urban colleges (56%, n=5) while the rest in regional ones,

h) with one exception, all participants worked in CAAT's.

The findings reveal the fact that prior experience in a leadership role, as well as, a higher education academic formation is important for the presidency role.

4.2.2 Managerial roles

The second part of the online questionnaire aimed at determining the most emphasized activities in the day-to-day working lives of the presidents. Table 7, below, presents the frequencies, median, mode, and range for each of the activities based on the information provided by the study participants. The reason for presenting the sum of frequencies and

the median rather than the average (mean) frequency is because the average cannot be used given the limited sample of participants. For understanding the perception of college presidents about their work activities, the mode was used since this statistical measure reveals the intensity of how each participant considered each corresponding activity as important in their daily routine. The range statistical measure was used for providing information about how different the opinions of study participants about each activity were.

Table 7   Table of Frequencies, Median, Mode and Range for each activity performed by the Presidents (n=9)

Activity Description	Frequency Sum	Median	Mode	Range
Participate in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets	34	4	4	1
Create a milieu in which faculty and staff will work effectively	31	3	3	1
Maintain a network of contacts and information sources outside the School	36	4	4	0
Seek and receive information so that you can improve or maintain your understanding of the institution and its environment	33	4	4	1
Share pertinent information received from outsiders or faculty and staff with the appropriate internal office or individuals	32	4	4	1
Disseminating information to people outside the College	32	4	4	1
Search the institution and its environment to identify opportunities and situations that may require organizational change	34	4	4	1
Take corrective action when you face important, unexpected problems or crises	29	3	4	2
Allocate institutional resources	30	3	3	1
Represent the College at various non-routine discussions or negotiations	28	3.5	3	1
Feel obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional	34	4	4	1

guests				
Initiate and design much of the change that occurs within the College	30	3	3	1
Interact with subordinates to develop professional activities and duties	28	3	3	2
Develop good interpersonal relations with personnel outside the College	35	4	4	1
Develop your own contact to establish a personal and informal information network	30	3	3	1
Share accumulated relevant information with faculty and staff	27	3	3	2
Represent the College to outside groups	35	4	4	1
Take corrective action because unexpected pressure from either within or outside your institution is too great to ignore	25	3	3	3
Schedule your own time and approve various authorizations within academic affairs	22	3	3	2
Resolving problems that develop with other institutional units	20	2	2	2
Participate in a variety of symbolic, social, and ceremonial activities such as speaking at convocations or banquets	35	4	4	1
Encourage teamwork among your staff	32	4	4	2
Pass information between your Office and outside departments	27	3	3	2
Monitor the internal and external environments to make sure operations are running smoothly	29	3	3	2
Ensure staff and faculty are updated with information relevant to them	26	3	3	2
Speak to individuals outside the College about information within the College	31	4	4	2
Scan the internal and external environment looking for new innovations to be implemented	33	4	4	1
Put a stop to misbehavior within or outside the College	21	3	3	2
Spend time on resource allocation for personnel in the College	25	3	3	2
Work with subordinates in order to reach agreements	28	3	4	2

The table reveals the fact that the most emphasized activities (highest frequency rates) by the college presidents were the following: "maintain a network of contacts and

information sources outside the School", "develop good interpersonal relations with personnel outside the College", "represent the college to outside groups", "participate in a variety of symbolic, social, and ceremonial activities such as speaking at convocation or banquets", "participate in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets", as well as, "feel obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests".

At the same time, the table uncovers the fact that the least emphasized activities (lowest frequency rates) by the college presidents were "resolving problems that develop with other institutional units", "put a stop to misbehavior within or outside the College", as well as "schedule your own time and approve various authorizations within academic affairs".

After summarizing and tallying up of all the results gathered pertaining to activities performed by the college presidents, a list in decreasing order of percentage was presented in Table 8. The table reveals the fact that the most emphasized managerial roles were the figurehead, liaison, spokesperson and entrepreneur, while the least emphasized managerial roles were the resource allocator, negotiator and disturbance handler.

Table 8   Percentages for each Emphasized Managerial Role

No.	Managerial Role	Percentage	Category of Managerial Roles
1.	Figurehead	85.83	Interpersonal
2.	Liaison	81.66	Interpersonal
3.	Spokesperson	81.66	Informational
4.	Entrepreneur	80.83	Decisional
5.	Leader	77.5	Interpersonal
6.	Monitor	76.66	Informational
7.	Disseminator	70.83	Informational

8.	Resource Allocator	64.16	Decisional
9.	Negotiator	63.33	Decisional
10.	Disturbance Handler	62.5	Decisional

Based on these results within the present context of higher education it can be asserted that the role of college presidents – at least for those included - has become multifarious, requiring a lot of interpersonal skills and abilities. The results above highlight the fact that part of the post-secondary college presidents' success rests with their capacity to develop and maintain a large work-related network of relationships that eventually can be deemed helpful when the situations require and particularly when they are required to act as figureheads or liaison representatives for their institution. Moreover, as educational leaders, post-secondary college presidents seem to understand the importance of the market-oriented, student-centered and businesslike management and accountability and to act accordingly.

Figure 4, below, suggestively presents the overall display of the most emphasized roles adopted by Ontario college presidents in their position. If the presidents would have equally emphasized all ten managerial roles, the blue line would have created a perfect decagon. A perfect decagon represents the highest possible level of efficiency and effectiveness in the presidency role that one could achieve across all categories.
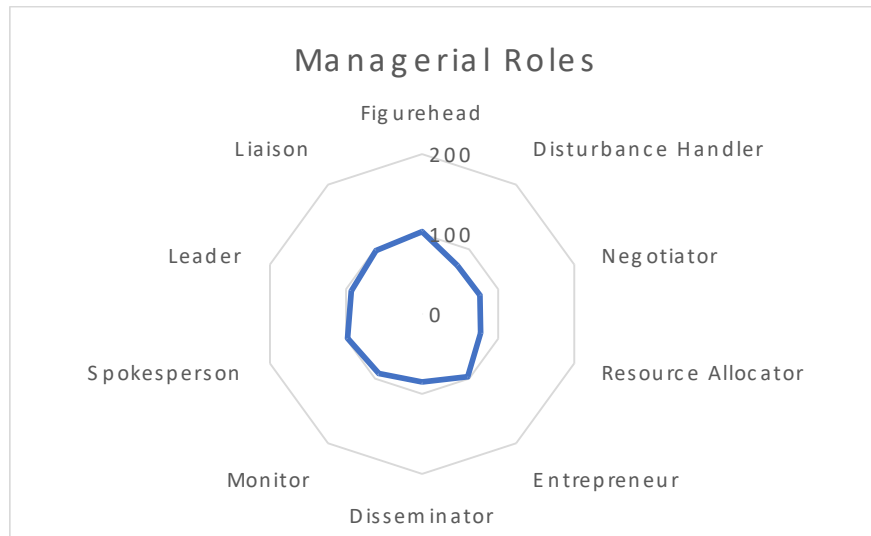
Figure 4   **Radar Chart Representation of Managerial Roles**

Based on the results presented above, in addition to the interpersonal aptitudes, it seems that college presidents need to possess informational skills rather than decisional ones. In this respect, acting like a spokesperson when sharing the academic mission, institutional focus and values with the external audiences in order to spread the academic sentiment, or when looking for external support whether pecuniary or not, post-secondary college presidents, through their personal take on their work, acknowledge that their job has become very complex and demanding in terms of skills, knowledge and abilities.

4.2.3 Relationship between background factors and managerial roles

In spite of the fact the amount of data gathered does not allow for reliable correlational tests, determining the most emphasized managerial roles by the college presidents without exploring what factors might impact their decision making could have been deemed as not sufficient to explain their executive behaviour at all. Since the possible association between the background factors which in their majority were of nominal (scale) value – with two exceptions being gender and age – and, as the managerial roles were all of ordinal value, meaning I could not use Pearson's coefficient, Kendall's Tau –

as a non-parametric test – was considered the most appropriate for such an analysis.

4.2.3.1 Gender and managerial roles

The results of the analysis revealed the fact that possible correlations exists between gender and the managerial roles. In this respect, it was observed that male college presidents emphasize more the Leader (τ=0.75), Monitor (τ=0.60) and Liaison (τ=0.53) roles than their female counterparts. On the other hand, it was observed that female college presidents emphasize more the Resource Allocation (τ=-0.70), Distribution Handler (τ=-0.59) and Spokesperson (τ=-0.51) roles. These findings can be explained by the differences that exist in terms of role perception between both categories of participants. While, overall, the male participants emphasized the Figurehead and Liaison roles the most and the Disturbance Handler role the least, the female participants tended to emphasize the Spokesperson role the most and the Leader and Monitor and Disseminator roles the least. The main difference between the two categories of participants can be observed in that female participants did not define themselves as leaders, rather they defined themselves as representatives of the educational institution that they lead whilst men did the opposite.

4.2.3.2 Age and managerial roles

The results revealed no statistically significant correlations between Age and the Managerial Roles variable. Notwithstanding this it is worth mentioning that some correlations exists between Age and Prior Position Held (τ=-0.50), and Highest Degree Held (τ=0.69). With respect to the first correlation, between Age and Prior Position Held it can be observed that the majority of college presidents aged '50 – 59', as well as, '60 and over' have held a vice-president position prior to becoming presidents. This finding suggests that, in general, in order to become a college president, one needs to follow a set academic leadership path that allows for a continuous and sequential gathering of knowledge and experience. With respect to the second correlation, between Age and

Highest Degree Held it can be observed that the majority of college presidents held a master's degree by the age of 50. This finding aligns with the expectations of the college presidents' job requirements in terms of complexity and knowledge demanded for addressing the different challenges that are to be faced.

4.2.3.3 Prior position held and managerial roles

There is only one statistically significant correlation between Prior Position Held and Managerial Roles variables. In particular, a possible direct correlation exists between the Prior Position Held and Figurehead variables (τ=0.59). Cross tabulating the data it can be observed that all participants emphasized the Figurehead managerial role the most. This finding aligns with the previous results displayed in Table 7.

4.2.3.4 Size of the institution and managerial roles

The results of the analysis indicate that statistically significant indirect correlations exist between Size of the Institution factor and Disturbance Handler (τ=-0.54), as well as, Resource Allocator role variables (τ=-0.55). After cross tabulating the data, it was determined that the larger the size of educational institution, the lower the emphasis on roles such Disturbance Handler or Resource Allocator was. This finding aligns with the expectations of the position; college presidents who are in large institutions tend to address the aspects of leadership and entrepreneurship rather than dealing with issues that are not directly related to their role.

4.2.3.5 Language of instruction and managerial roles

Based on the data analysis, a direct statistically significant correlation exists between the Language of Instruction and Managerial Roles variables. In particular, there is a strong correlation between the Language of Instruction and the Disseminator (τ=0.73), as well as, Monitor role (τ=0.53) variables. College presidents where the language of instruction is English tend to emphasize less the Disseminator and Monitor role and emphasize other roles such as Figurehead, Spokesperson and Entrepreneur. Notwithstanding this, since

the sample size was extremely small consisting of one participant, the finding might be misleading and the applicability of it would require further caution.

4.2.3.6 Type of institution and managerial roles

A direct statistically significant correlation exists between the Type of Institution and Managerial Roles variables. In particular, there is a strong correlation between the Type of Institution and the Monitor role ($\tau=0.62$), as well as the Disseminator ($\tau=0.58$) variables. The results of cross tabulation reveal the fact that presidents from regional colleges emphasize the Monitor and Disseminator roles more than their counterparts from urban colleges. This finding may be the result of a more paternalistic academic environmental factor that may lead to a more details oriented management style, though further enquiry is needed to draw any such conclusions.

4.2.3.7 Leadership effectiveness

For a further understanding of the complexity of the college presidents' job, as well as their perceptions of the rate of their effectiveness as institutional leaders, a table presenting the "percentage of activities that are performed 'A Lot' by the presidents" is presented in Table 9, below. The main reason for constructing the table was to determine the extent to which the college presidents can be considered effective leaders. The expectation is that the effective leaders will perform equally high all the activities associated with the different managerial roles (Cameron and Quinn, 2006). Effective leaders have the Janusian capacity to cope with conflicting values, ideas, pressures and expectations, and the expectation is that the more a leader can play the managerial roles, the more effective his or her leadership will be. In other words, more effective leaders display a more complex and varied set of executive behaviours. (deBoer, 2007)

Table 9   Table of Percentage of activities that are performed "A Lot" by college Presidents

Percentage of the 30 most emphasized activities by the post-secondary college presidents	Percentage of post-secondary college presidents
Less than 25% (up to a max of 7 activities)	50
Between 25-50% (8 – 15 activities)	25
Between 51-75% (16 - 22 activities)	25
76% and over (23 – 30 activities)	0

Table 9 reveals the fact that the college presidents' job demands a lot of activities to ensue in order to guarantee an efficient and effective running of a higher education institution. In this respect, 25% of the presidents emphasized between 8 and 15 activities and another 25% of them, between 16 and 22 activities while the remaining 50% of the college presidents emphasized only a maximum of 7 activities. As a result, it can be concluded that on a daily basis, college presidents are confronting numerous and different challenges that require them to perform many different activities in order to ensure success in their job. Notwithstanding this, the results reveal the fact that in terms of leadership effectiveness, college presidents leave room for improvement. It is unclear why they act in this particular way. Whether the main causes are some circumstantial factors or the type of challenges they are facing, further research is needed.

4.3   Qualitative Research Methodology

As noted, the second and third research questions, regarding challenges faced as a result of NPM ideologies and most used executive styles, relied on qualitative data gathered through telephone interviews. This data is analyzed in the remainder of the chapter.

After completing the data collection part of the thesis and transcribing the interviews with the Ontario college presidents, the interview data gathered was processed using a statistical software called NVivo, which is a well-known text analysis tool that helps with analyzing sets of data like the ones collected in this study. As the results of the

over the phone interviews were processed and analyzed and a number of themes and codes were identified. A list of them is presented in the Table 10, below.

Table 10   List of emergent nodes and themes

Name	Number of interviews	Number of quotes
Background	0	0
Academic	5	5
Non-academic	4	4
Being president	0	0
Difficult aspects	2	3
Balance	4	5
Bureaucracy	2	3
Fiscal issues	3	3
Governors	3	4
Other	3	3
Staff	2	2
Student challenges	2	2
Enjoyable aspects	1	1
Community	2	2
Other	5	5
Students	6	6
Changes	0	0
Current changes	0	0
Causes	0	0
Corporatization (CEO)	6	10
Fundraising	4	7
Government control	5	10
Internationalization	5	8
Less academic involvement	3	4
Partnerships	3	4
Future changes	0	0
Corporatization	4	5
Demographics	2	2
Fundraising	1	2
Funding	4	5
Internationalization	4	5
Labour market	3	4
Other	1	3
Partnerships	3	3
Technology (online learning)	3	3

University graduates	3	3
Future of colleges	0	0
Decrease of number of institutions	2	5
Diversification	3	4
Partnerships	3	6
Future plans	0	0
'Another' career	3	3
Community & college involvement	3	3
Continue to be a president	1	1
Learning to be a president	0	0
Experiential learning	4	6
Mentorship	6	8
Other	3	3
Previous experience	7	12
Professional development	2	2
Personal management style	6	8
Motivations	6	16
Relationships	0	0
Governors	6	8
Other presidents	6	10
Outside college	6	10
VPs	6	7
Working philosophy	6	9
Community	3	4
Students	3	3

The results of the qualitative data analysis align with the previous findings from the quantitative data analysis in the sense that they not only support, but enrich the understanding about college presidents' background. In this respect, it can be observed that "being president" is described by the study participants as quite challenging; maintaining a proper balance of work within a bureaucratic, constantly demanding, environment where fiscal issues, dealing with different constituencies such as staff, faculty, and the Board of Governors, for example, and at last but not least, dealing with student challenges, demands a lot of efforts, aptitudes, capabilities and skills.

According to college presidents, "Learning to be a President" requires meaningful

experiential learning, proper mentorship, previous experience in the field, as well as, good professional development and working philosophy, particularly when the working environment is dominated by constant changes caused by numerous factors such as corporatization, fundraising, government control, internationalization and institutional partnerships. In terms of personal working philosophy, college presidents confessed that their working style is tailored around the community and students.

Referring to the future of Ontario community colleges, respondents considered that their number will decrease in the future, as diversification and institutional partnerships will fill out the gap created. College presidents also share their thoughts on their personal future plans once their term in the office come to an end. Some of them were willing to embrace another career, others mentioned continuing to be active in the higher education field either by seeking another term or getting into something related to general community or some other means of college involvement.

4.3.1 Background

One of the first emergent themes was Background. As Table 10, above, reveals, the 'Background' node contains two sub-nodes – Academic and Non-Academic – which reflect the occupations of the presidents interviewed prior to current position. In this respect, the results revealed the fact that even though the interviewed presidents were of different professional backgrounds (higher education, army, politics, and private business) they have a something in common, in particular the fact that the majority of them occupied executive positions in administration such as vice-president in the past. Excerpts from the background nodes are as follows:

<u>Higher Education Background</u>

IRMA. I've come to the current role at Institution B from being a Vice-President in XXXXXX. I've enjoyed that role as Vice-President Academic. I have a friend who talks about seeing the world from the next-highest rock. By that, she means that each time you climb up the pile of rocks, you go higher, you can see a bit of a different vision, a different horizon there. Potentially, you can see other things that you could do. I think that, as a VPA, it was certainly more than I could do as a dean, and I felt that, as a

president, I could do more than I could as a VPA. It also helped me in terms of some of the community work that I currently do and am quite involved with.

Military Background

JOSE. I'm a retired military guy. I spent 35 years in the military as an infantry officer. I retired commanding the Canadian Army, still reasonably young; we pack it in around 35 years of service. Still reasonably young and still wanting to make a contribution and feel personally fulfilled. And while this College and the college sector was not a master plan, it is just good fortune that I ended up here. I do think that it's an amazing place.

Politics

HARVEY. I'd been a politician for many years, and in opposition for many years. I therefore had an influence but no power. I had no capacity to deliver on the ideas and concepts that were important to me. I could just argue for them. When I left politics, one of the things that was attractive to me was to actually get back and do something where I could see end results. After leaving politics, I had a plan of leaving the city and coming back out to rural Ontario and finding some work there, probably in education and probably at the university or college level.

Private business

KATRINA. I had a private business that I was running at the time, but I knew that this business was not something that I wanted to continue to do for the rest of my life. I was looking for new opportunities.

The findings reveal the fact that college presidents have, whether academic or not, different backgrounds. In spite of these differences, they all have few things in common: 1. the desire to look for an opportunity that will enable them to give back to community; 2. a vision how achieve their goals; 3. managerial experience.

4.3.2 Being president

The "Being president" node contained responses to the following two questions: "What are the three most difficult aspects to being president", as well as, "What are the most three enjoyable aspects of being president?" The answers to these questions were further divided into two sub – nodes; "difficult aspects" and, respectively, "enjoyable aspects".

4.3.2.1 Difficult aspects

The answers received varied. One president stated that:

JOSE: The three most difficult aspects of being a president are the bureaucracy – the crushing bureaucracy – of the provincial government. Second would be HR aspects – so that would be staffing challenges. The third would be student challenges, where there

are individual, unique needs of students that need to be fulfilled.

Other presidents hint in other directions such as:

> **KATRINA**: It's difficult to seek counsel sometimes from your own staff, because there are decisions that you may be contemplating that would be premature. In fact, it could be detrimental to be talking with some of your staff, even my VPs, about some of these things until the ideas have been well thought through and there's a solid foundation. So, my sounding board is other college presidents in Ontario and across Canada…

> **IRMA**: ...balance and life balance. Making certain that one doesn't wear oneself down. As you can tell, I suspect I'm not terribly good at any of those three. There are days now where I'll be looking outside at a beautiful environment I'd rather be canoeing in than looking at.

> **MATTHEW**. ...I don't know if there's any huge difficulties that are unique to being president. Human nature is that we don't particularly embrace change easily, and we live in a time of huge change. My mandate in this organization has been to change it, and it will continue to be so, because that's the way you thrive. Do I meet huge resistance? No. Is it always fun? No. But we're making good progress. I don't know if I've got a long list of things that are particularly difficult.

Being the president of a college requires a lot of responsibilities. In order to face and address these responsibilities in a professional and fashionable manner, college presidents need to put a lot efforts and dedication into their work. For some of them the main difficulties rest in establishing a good balance between personal life and work, for others the ubiquitous bureaucracy, the under staffing, the resistance to changes of internal constituency, as well as, student challenges represent the most difficult aspects of the position.

4.3.2.2 Enjoyable aspects

Even though the answers varied, they show a common trend since the majority of responses referred to the pleasure of having students graduating. The answers reveal the interest of the presidents helping students make a change for themselves, a change that would distinctly impact their life and personal welfare since there is a connection between obtaining academic credentials and securing a job or a career in the field of personal interest.

HARVEY.   The parts of the system that I liked a lot included the interaction with students. Institution A has changed dramatically, even since the day I was first elected, to now being majority visible minority, reflecting the [inaudible] demographics of Toronto. It had been really quite wonderful being at a place where there were 75 or 80 languages spoken, and interacting with students from time to time.

JOSE: The most enjoyable aspects … I think that one of the challenges is student success, but how one touches student lives is probably the most fulfilling thing about working at a college – when you learn the stories of how your institution and the people there have so positively touched the lives of students, particularly when someone who was struggling is now on a much stronger road. I think that the ability to select and point the college in a strategic direction aimed at the future is another great reward

MATTHEW: The most enjoyable thing is the interaction with students. That's what we're here for and that's what we do. Times of great happiness are obviously things like convocation and recognition events. But there's lots in between. The excitement of start-up, seeing all those new students come in and welcoming back the faculty.

KATRINA: Commencement, first day of school, graduation, the last formal activity, and everything that happens in between.

HUGO: …it's working with people and seeing them grow.

According to college presidents, there are some rewarding aspects in their job, as well as moments of satisfaction. As demonstrated in the above excerpts, these rewarding aspects are related to college presidents' motivations for performing the job; college presidents are satisfied, in this respect, with contributing to changing people's lives through education, as well as giving back to the community. The first day of classes and graduation days are some of the milestones that peak their satisfaction with the job they are doing.

4.3.3   Changes

As noted in the introduction, there are many changes that have recently or are currently occurring in the field of higher education in general and in Ontario within the community college sector, in particular. Among these are the implementation of NPM policies, the new Charter, and shifts in technology. Participants were invited to reflect on current and future challenges, the results of which are presented in what follows.

4.3.3.1 Current changes

It seems that increasing fundraising and corporatization are some of the most significant factors impacting the college presidents' role. The aspect of corporatization, specifically, reaches deeply on the subject of new public management ideologies, confirming not only its existence but the extent of it. Based on their opinion, this aspect can be traced, in part, to the current changes in government funding for higher education. Therefore, the majority of college presidents believe that becoming more entrepreneurial seems to be the right way to find new paths in leadership effectiveness.

> *HARVEY*: …a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the programs. I know that in the six of seven year tenure that I had, I was increasingly required to do more and more fundraising. And to find creative ways to raise money as well, and I enjoyed finding different ways to move things forward with the lack of funding that we often had.

> **HARVEY**: ...find creative ways to raise money as well, and I enjoyed finding different ways to move things forward with the lack of funding that we often had. I didn't like the fact that I was continuously having to glad-hand and try to raise funds. I'd much preferred playing a more active role in some of the kinds of academic change we were trying to bring in to the college

> **MATTHEW**: So we have that challenge of having to work in that environment while having to be quite entrepreneurial and international in our focus to continue to do the work that we do. The phraseology of being "public" has changed, so we've now moved from being publicly-funded to publicly-assisted.
> We are much more entrepreneurial than we had to be in the good old days. We work in a more competitive environment …I think we're going to have to spend more time on fundraising to supplement what we do.

Furthermore, it can be asserted that college presidents believe that these changes in their role are related to corporatization of their institutions and as a result their role/position should be changed to that of a Chief Executive Officer since it fits to a great extent the requirements for such a change.

> **HARVEY**: Well, in the past, the president was a community leader, both inside the college and externally. With the knowledge, hopefully, of governance and a capacity to influence government, and a commitment to these principles of applied learning. I think that role has evolved to be much more on the intergovernmental relations side of things, more fundraising than was done in the past. And it's become a much more corporatized role than it ever was in the past, and I think that role will continue

HARVEY: I've got a feeling that more and more of the position will not just be simply that of an administrative officer, as it has been, but will increasingly become that of a Chief Executive Officer.

KATRINA: The role of the college president is very much becoming that of the CEO of a corporation; it just happens to be coincidental that you happen to be an academic institution. Many of the things the college president is involved in are far removed from what happens in the classroom

There has been a lot of debate about the college presidents' claim for adopting the CEO title, but lately even more about their self-proposed hike in salaries which at one point infuriated the Ontario Deputy Minister, Deb Matthews. Irrespective of these claims, the main point here is about college presidents' perception of their working environment and challenges they face. The impact of new public management ideologies is quite evident in these testimonies, since the Ontario college presidents consider that their job is similar to that of a CEO of for-profit corporations.

4.3.3.2 Future changes

When discussing future changes, the interviewed presidents pointed out to a number of factors such as the digital world, and the increase and growth of current processes, in particular, internationalisation, fundraising, and institutional partnerships.

HUGO: ..the digital world… because of the digital change is being able to drive teaching methodologies to where they need to be. We did a lot of "Sage on the Stage" and not "Guide on the Side" or active learning strategies. That certainly was part of our world, and I've been in the system for over thirty years, so I can tell you that was the truth. But because of the technology moving our world, we are now able to drive that change and I think that's significant and important.

HUGO: .. I think the technological world is going to create interesting things for presidents, and I think presidents are going to have to be on top of it much more than they were before. I also think that money is going to shrink the demographics -- maybe not so much in the GTA, though we're seeing a decline in enrolment in some of the major colleges in the GTA. As well, the universities' numbers are shrinking. I think paying attention to that is incredibly important and so the president's role is going to be figuring how do we open doors to new opportunities that will enhance revenues if our numbers are not going to be there from the domestic enrolment.

MATTHEW: …the challenge of having to work in that environment while having to be quite entrepreneurial and international in our focus to continue to do the work that we do. I think that's probably the biggest change.

MATTHEW: I think we're going to have to spend more time on fundraising to

> supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.
>
> **KATRINA**: ...about becoming more entrepreneurial and creating partnerships with industry and community organizations will help us..

It comes to no surprise the keen interest of the college presidents on harnessing, understanding and using the latest technological advancements, particularly in the area of information systems and information technology. There is evidence, that technology is playing a crucial role in the delivery of courses and assessment of students' performance. With increased access to postsecondary education, also, the scale of educational institutions and processes associated with these organizations will require further attention and efforts.

These findings can be related back to the new public management ideologies, which generally seek to implement private sector leadership models in publicly funded institutions. Seeking financial viability, higher education institutions of tomorrow, at least according to presidents of Ontario colleges, will need to attract and retain more students, capital, a well-trained workforce and rely less on government support and pecuniary interventions.

4.3.4 Future of colleges

Another topic for discussion pertained to the future of the colleges. Based on the coding for the "Future of Colleges" node it can be observed that three areas of concern were determined, namely: a. decrease of number of institutions, b. diversification, and c. partnerships. With respect to the decrease of number of higher education institutions in Ontario, one president firmly affirmed that:

> **MATTHEW**: I would foresee fewer numbers of institutions. I'd see different combinations of existing institutions that create stronger continuums. An announcement was made the other day about the XXXXX campus in XXXXX in partnership with XXXXX. I think part of the attractiveness of that to government was that we were talking about a more innovative way of working together, where recognizing that we have the biggest traffic between our two post-secondary institutions than any other two institutions in Ontario, probably in Canada.

The same college president stated also that:

> …. the model of much more collaboration and cooperation, much less preciousness over who does what and whose territory is what. More understanding that there is not necessarily a hierarchy in education, but different types of education that students need at different times in their lives.

Even though the majority of comments from the study participants support this view, other factors such as continuous development of information systems and information technology, as well as, the increase in use of the online learning were considered important factors that can change the shape of the college system in Ontario in the future.

> **KATRINA**: …becoming more entrepreneurial and creating partnerships with industry and community organizations to help us to continue to do what we do, which is so vitally important in terms of what they do, that's the flavor of the future. …the emerging market of opportunity, when we look at the post-secondary participation rates in Northern Ontario, there's a very large segment of the population—and I mean very large—that chooses to go into neither college nor university. … these people will have to present themselves for upgrading or credentialing, eventually. … In the last three years there has been an increasing and growing market for our college to take our programs and services literally into people's homes via online learning.

Notwithstanding this, one of the presidents expressed some reticence regarding the limits in the use of online learning systems and their potential recrudescence. In his opinion:

> **MATTHEW**: …. the vast majority of our students would absolutely bomb in a completely online environment. But the pendulum has come back; people are seeing it as a useful supplement, a useful tool, and a useful part of education—but not the be all and end all that's going to disrupt education like we've never seen anything disrupt it before.

Overall, the impression left by the Ontario college presidents based on their comments on the future of colleges is that, colleges in one form or another will continue to survive the impact of changes while delivering to the expectations of the stakeholders. This was clearly articulated in the following comments:

> **HUGO**: I think that over the almost 50 years since colleges were born, that the business and industry needs are a bit different too. So, the credentials in the traditional trades are still there, they're still looking for folks. But the service industry in particular has added a bunch of other professions and qualifications that I think colleges have marvellously filled. Whether that be in the IT or business world, in the health services world, I think that there has been a lot of growth in those areas in colleges. I think that the apprenticeship area is one area where there could be better growth with more understanding from the province.

> **HARVEY**: I think they [the colleges] will continue to be a strong part of the economic and social structure of the province, as long as they continue to become really flexible

and creative players in the ever-changing economy that we have.

4.3.5 Future plans

This node contained responses to the following question: "What do you intend to do after your tenure as president?" All responses in this node were coded. The node was thereafter divided into three sub-nodes that reflect common themes across the responses provided. a. embrace another career, b. continue with community and college involvement and c. continue to be a college president. Indicative responses are as follows:

Embrace another career

> **MATTHEW**. I worked in international development, and I think sometimes that I'd love to go back to that world, maybe with a little more credibility and skill to do something in education. That would appeal to me.

Continue with community and college involvement

> **IRMA**. What do I want to do after ten years as president? I think, as I told my wife, I'd like to put my feet up for a while and figure that out. I have, at different points of my life, done different types of consulting opportunities. I'm always intrigued, I'm curious as to how I might be able to help the college system and individual colleges. When I was in Alberta, I did a fair bit of contract work for a variety of colleges for a period of time, which I also did in Ontario. I'm a person who enjoys contributing, so I see one way or another contributing to other colleges or institutions. I'd leave it there.

Continue to be president

> **JOSE**. So, I would intend to actually retire when I'm done as president, and, if I'm fortunate, I would do two five-year terms and then move on. I think ten years is very appropriate, and that those who stay on longer than that risk becoming stale. Status quo approaches don't allow the institution to be as vibrant, alive, and poised for change as I believe colleges should be.

> **KATRINA**. I have two years remaining in my contract. I'm not quite sure yet that I'm ready to call it quits. Beyond my tenure, I should steal some time out, I suspect, at this particular point in time, my health continuing to be good. If my board were to continue to have me—and I believe that they would—I'm still very much committed to the mission of our institution.

As the interviews reveal, three presidents mentioned that they are considering pursuing a second career upon the completion of their tenure, some stated that they would like to continue to contribute to the college and local community in a different capacity while one openly said that he does not mind being elected for another term. Overall, it can be concluded that college presidents seem to enjoy their position very much since upon completion of their term, they tend to orient their future endeavours in the same field,

namely higher education.

4.3.6 Learning to be a president

In the interview there were two questions particularly that pertain to how presidents develop their skills: a. How did you learn to be a president? and b. Did you or do you have a mentor? The participants' responses to these two questions were divided into four main codes, reflecting their pathway to leadership effectiveness, namely: experiential learning (learned by doing), mentorship (had mentors who provided pieces of advice), previous experience (past experience that was used in the current position), and professional development (attended courses geared towards educational leadership). Referring to experiential learning some of the comments were:

> **HARVEY**: In terms of how I learned to be a president, most of it was quite frankly from observation of others and through hands-on experience.

> **IRMA**. I think that starts on day one; everything, from those things that one's not overly impressed by, to those things that one does want to do.

> **KATRINA**: People pretend that there are academies and week-long sessions on leadership and so on, but you learn on the job. It's the ultimate experiential learning.

Some presidents mentioned that mentorship helped them to succeed in their position. Whether continuously active or non-active assistance was sought by those presidents from one of many mentors, all of those who had mentorship agreed on the beneficial aspect of it.

> **IRMA**: I had several mentors. Many of them have contributed to how I learn and continue to learn how to be a president. It's a continuous learning curve, which is one of the reasons why I enjoy it. …Do I have a mentor? Nothing formal, but certainly people that I've worked with. The president at Red Deer has certainly been a strong mentor and continues to provide advice. Also, the president during my first 17 years of teaching has remained a very strong advisor and mentor. We often meet and talk about current issues.

> **KATRINA**: Not one particular person, no. I've worked with a lot of people who had great skill sets. I sort of gravitated to many people with respect to whatever particular need that I had, helping to clarify various approaches that might be taken in a given instant. So, no single mentor, but I appreciate the skill sets that everybody has.

HARVEY: I worked in the college system without the active assistance of a mentor, I'm afraid to say, other than a wonderful man who had been the second president of the college and who was head of collective bargaining for Council of Regents. I picked up an awful lot of knowledge from him. Other than that, in my active role, I found that because I had come from outside the system, as a politician, many of my colleague presidents were a little suspicious of my motivations. Especially because I'd been head of the council regions and had given some of them a really rough time about how they were handling interactions with their boards. So, I really didn't have any benefit from that, I really had to learn from my colleagues who as Vice-Presidents had played significant roles in the college system, and from my own knowledge of colleges.

On the other side of the spectrum, there were presidents that did not use or appreciate the value of mentorship for various reasons.

HARVEY: No, I don't have a mentor. I have people I admire. I have people whose leadership style I admire, which I freely borrow from when it's appropriate. But I don't really have a mentor in that way, and I didn't either. Some people offered to sell me their mentorship, believe it or not, when I joined the system. I've discovered since I've made a habit of taking on roles for which I'm completely unqualified, that people love to give you advice on how to do your job, and what not to do in your job in particular, and in some cases even what areas of the job you shouldn't even touch because you're unqualified and haven't done all that they have. So I tend to freely ignore all that advice and plunge in.

Some presidents considered that they had learned their role due to their past involvement in administration, as well as previous experience.

IRMA: I've only been in this role for four years, and as I look back from year four to year one, I've certainly learned a lot during that time period. I would approach some of the issues differently now than I would even four years ago. I think it's starting by experience and spending time in the system. I taught and became a leader of a program; from there, I became the equivalent of a dean. From there, I became a VPA and from there, into the current role. That journey has taken me about 30 years. A lot of that was direct experience within the college system at two other colleges, but I also worked at the National Association of Colleges here as well, and had the opportunity to visit around 30 colleges across Canada, which provided me with perspective as well.

JOSE: I think that my military experience very much prepared me to be a president in the post-secondary sector at a Canadian college. I think the combination of leadership, motivating and inspiring people, managing a significant budget, dealing with infrastructure, dealing with alumni, dealing with fundraising, dealing with unions -- all of those things happen inside the Canadian Army.

It is worth mentioning that only two presidents stated that they attended professional development programs and seminars geared to their current role. In their assertions they mentioned the following:

HUGO: I went to the Executive Leadership Institute with the League of Innovation in

Arizona. That was an incredibly good institute. It's American, which has its drawbacks, but it's highly acclaimed and you have to apply to get into it. The people who are there are very focused on becoming presidents. The mentors are very strong. It provided a lot of background.

KATRINA: I also looked at professional development opportunities. I completed my Masters in Business Administration, which I'd been procrastinating, because after all, before I came to the college I was in business, I was doing it, why did I need to further education to the effect? But in a learning environment, it's the proper thing to do, and I don't like to leave things unfinished. So I did complete that and then went on to work on a PhD as well. I've also attended various presidents' leadership institutes that are organized and sponsored by a national organization for colleges in Canada – it's called Colleges and Institutes Canada.

Given the existing increase in complexity and academic sophistication of the student needs, there is an increase pressure on the upper level management to deliver to expectation. As a result, besides the required managerial experience in the field, a very important role is played by the academic formation of the leaders which according to college presidents can include also other activities such as mentorship, professional development and experiential learning.

These findings, on one hand validate the importance of mentorship, experiential learning and professional development, but on the other hand suggest that previous experience in the field or position, as well as, managerial work can constitute a good substitute for being successful.

4.3.7   Personal management style

One of the most important parts of the whole interview process and data analysis was to determine the managerial roles of the college presidents and changes to those roles as a result of the past, present and future challenges determined by both internal and external business environment. With respect to their managerial roles, college presidents' opinions varied to a certain extent, but had some common ground, in the sense that they agreed that they are expected to act as leaders and provide a strategic, rather tactical or operational view when dealing with changes. Being part of the change process, in this

respect, influencing changes seems to be part of their acumen.

> **MATTHEW**: I'm sort of an influencer as opposed to a field general. Although these days the field generals will tell you that they have to work to influence, too. My one thought, that people like to say—give people lots of rope and persuade and influence, try to lead by example. People in most organizations actually want a leader. They don't want Joseph Stalin, but they want someone with direction and a vision, someone who is decisive. They want somebody who actually keeps the trains not just running, but running on time. … want someone who's going to listen and be open to change and new ideas ….

> **IRMA**: Four years is how long I've been president. I've seen a change in role. What's intriguing to me is that the previous president was an extremely operation president. I'm not. I'm a much more strategic president. Because of that, the organization wants me to be more like the previous president, and I've said no. The decisions we make throughout the organization -- I need to understand why these decisions are being made. But I'm not going to make a number of these decisions that are operational or, if I can say, managerial. I'm in a leadership role, there's a leadership element. I'll coach others; I'll work with them in a number of contexts. So, from that viewpoint, I think the change of role from the previous president to my role was more a question of personality and approach to leadership, rather than the institution demanding….

> **JOSE**: … the president's role is very much tied to the vision and strategic direction that he or she points his or her college. It's that direction; it's the strength of the reputation and the brand that is being reinforced by the leadership demonstrated by the president. His or her relationship with the community also reinforces the brand, the opportunity of the directions and the support that the college gets from the region that it serves.

4.3.7.1 Motivations

Irrespective of their background, it was considered of interest to determine when and

why the study participants decided to apply for the college presidents' position. One of

the college presidents mentioned, for example, that in fact he:

> **HARVEY**:….was enticed to come out the XXXXX area, because there was an XXXX post-secondary institution XXXXXXXX, and they wanted a new president to help them with some of their economic issues. So that's how I became a president, but not directly in the college system. College-level and university-level courses were taught at this institute. Then that job fell apart, and I was approached to consider applying to another college, which was in the area where my constituency had been.

Another president mentioned that:

> **KATRINA**: When I came to the college as a part-time faculty member, I then realized that this was really an environment in which I truly excelled. It was really not unlike many other experiences that I began to take on.

> **IRMA**.Well, I think the issue I have is I have enough ego to think that I can make a difference. I could make a difference in an institution, and I could make a difference in the community. I think that was one of the interesting drivers to me. I think it's important in the organization or the college to make a difference, but it's also important

to contribute on top of that to the community that I am in. That was the primary motivator.

JOSE. I was motivated to become president because I was looking to be challenged, and was looking for the tremendous awards that come from working in the post-secondary sector. And an opportunity to lead. I only decided that I wanted to become a president of a college when I was retiring; as I said, there was no master plan and it was really just good fortune that I ended up here.

HUGO.   It's also, and probably what drives me, is being able to effect change. It's being able to envision what's happening and what's coming, being on the cutting edge -- not the bleeding edge but the cutting edge -- and driving towards that goal

The results of the interviews reveal the fact that college presidents are motivated by social factors; they feel the urge and willingly want to make a difference in the lives of others when accepting the position. Based on the testimony provided above, it can be concluded that college presidents seem to be intrinsically motivated in and for their job.

4.3.7.2 Relationships

Besides determining the managerial roles or executive management style of college presidents, the study also aimed at providing an understanding of the interactions between college presidents and other stakeholders such as Board of Governors. One president described his relationship with the Board of Governors as dynamic and stressful at the same time, when asked the question: "How would you describe your relationship with the Board of Governors?" Later in the interview the same president, when asked about what aspects he finds difficult about his job stated the following:

IRMA: I think that managing the Board – that dynamic interaction between individual and the Board – and some of the expectations that are there within this changing context, is a pretty major one.

Other college presidents felt similarly:

HUGO: …it's a very positive one. I think we work very collegially, I think it's mutually respectful. It took me a while to figure out that role, because I was very used to having people reporting to me. Of course, reporting to a President and reporting to a Board of Governors are very different things. That took some time to learn, but I think it's very positive.

The majority of presidents spoke positively about their relationships with other presidents. They stated that they did exchange ideas and seek pieces of advice from each

other.

> **JOSE**: I do share ideas and thoughts with other college presidents, both provincially and nationally. That's one of things; I have to tell you, that is a big surprise. While I thought that there would be fierce competition between colleges—there certainly is competition—but the relationship amongst the presidents is very open, and certainly one centered on sharing info and good ideas. It's a fairly remarkable thing. Ideas are shared, I think, when you have a good personal relationship that also aids in that sharing.

Notwithstanding this, one president felt differently:

> **MATTHEW**: Do I share ideas and opinions with other community college presidents? Yes. For one thing, I'm head of Colleges Ontario. I'm a big believer in associations and that kind of stuff. I have to say I don't find our system particularly as collegial as I thought it would be, at the presidential level. I think it's actually better at the chair and dean level. In those circumstances at various meetings and conferences when we can put our faculty and staff together, it works well. There seems to be more openness. I think part of the reason we're hired is that we've got competitive genes running through our system, so I think we play our cards a bit close to the vest. But I try.

In terms of time and effort, the relationships created with stakeholders outside of the college appeared to be very important:

> **JOSE**: I spend a huge amount of time with contacts outside the college. Whether that be at the ministry level and regionally, with industry and business partners.

> **HUGO**: In terms of outside the college, we are and have been for six years looking for a health building. That is part of my drive, but I would have done this otherwise: I am constantly at Queen's Park, I am constantly working with industry because we have a huge petrochemical industry base here and they fund our college in great amounts. Of course, they are great partners. So, I work a lot with them, on many boards within the community. I value their input. Schools, politicians—honestly it's a constant thing. I think most of my work is done outside rather than inside the college.

> **KATRINA**: We pay a lot of attention to the relationships and the partnerships that we establish in the community. For want of that investment of staff time, it really is paying huge dividends back to the college. When we have needs, when we mount various campaigns—whether it's fundraising for bursaries or we have equipment needs—because of costs, we have to reach out to industry for assistance to back us. So I think it's an important role that not only I play, but indeed many of my staff play as well.
> I sit on numerous community boards, and other members of my team are on community boards as well—from the chamber of commerce to the economic development department, to the foundation at the hospital and service clubs.

These testimonies reveal the extent to which college presidents get involved in extra-college work in order to positively impact their role effectiveness and betterment of their educational institutions.

When exploring the interactions with the VPs, college presidents described them

in general terms as open, supportive and mutually respectful. The comments below illustrate the type of relationship, as well as the mechanism of collaboration.

> **JOSE**: I think I have an excellent relationship with my Vice-Presidents. I adjusted some of their portfolios when I did a little bit of reorganization inside the college. I think it's effectual because I ask a lot of questions and learn from them; I challenge, too. I think we have a great, wonderful relationship.

> **KATRINA**: It's in the making. By that I mean that our organizational structure had three VPs: one for academics, one for finance/admin, and one for corporate training. All three VPs retired on June 30th of last year. I spent much of last summer recruiting a new senior management team. I took the opportunity to reorganize a little bit, and went to a model where I have two VPs now, one for finance and one for academics. I created a position that was formerly that of a VP that became an executive director role. So, over the past year we've been developing a new sense of team. Our relationship is both professional and very cordial. They appreciate—both of them have come to our institution, they were not internal candidates—so they appreciate that they have historical and cultural context to acquire, and they're doing a great job of that. I'm careful not to stymie what really attracted me to them: their fresh perspectives and the experience they acquired at other institutions. You don't want to stymie that, you want to integrate and implement that into who we are today as well. We're finding our way forward. I think the team is coming together very nicely. I'm very confident, as I'm doing their first year-end performance review, that we found the right people in these particular positions.

Maintaining a large network of contacts and relationships seem to be of great interest to college presidents. Equally important to them, internally, is to keep a strong relationship with the members of the Board of Governors and vice-presidents. Externally, it can be noted that college presidents have created an association for themselves, a truly "academic leadership cartel". This fact, per se, speaks about the type and kind of relationships that exist among themselves. Last but not least, the partnerships with other institutions, as well as the community, play an important role.

4.3.8 Working philosophy

When asked about their working philosophy, college presidents seem to concur on a number of issues. In their opinion, as the excerpts below reveal, their working philosophy revolves around giving back to the community, providing good educations for students and creating a sense of accountability towards all stakeholders.

> **KATRINA**: My philosophy is try to give more and more, and it's so that we're not short-changing the institution or the students with respect to growth and other types of future opportunities to be transformational.

HUGO: First and foremost, I think respect of people and respecting our students. That focus on customer service, being friendly, being open, being honest -- all of those things are part of who we are.

JOSE: I work tremendously hard. I'm much busier than I imagined I would be. Weekends and evenings are mostly tied to community relationships. The college is just greatly involved in a ton of community things around the region.

MATTHEW: We need to get things done, we need to be responsible for the money that we take in both from government and, perhaps more importantly, from our students. I guess that's my working philosophy.

The findings reveal the fact that Ontario college presidents are very much aware of the correlation between their working philosophy and success in their job. Their answers reflect overall keenness, enthusiasm, strong work ethics, self-awareness and mature experience.

In what remains of this section, the third research question, regarding which leadership executive styles presidents use to deal with existing challenges, is explicitly addressed. When asked to describe their managerial style, college presidents mentioned similar approaches, though in essence some were very different. The following excerpt offer examples of each of the varying styles:

Collegial

HARVEY: I'd always wanted to surround myself with people who were self-motivated and didn't need a lot of supervision, encouragement and validation. I tried to surround myself (with Vice-Presidents in particular) who had the same kind of approach and liked to work collegially with each other

Collaborative

IRMA: I have an expectation of openness at the VP's table. The senior team that meets, we will actively engage in problems and we will collectively solve them to the institution and our students' best outcomes. It's a values-based approach. I could probably speak for about an hour on that one, because I actually teach a fair bit of values-based leadership. Again, the values that one has when you walk into the room, of integrity, truth, and focus on students—those being primary drivers in terms of decision-making. I often find we make poor decisions. We've lost sight of our students, lost sight of learning, lost sight of the primary element that we need to do. So, values are a critical piece around the management leadership style.

Distributive

MATTHEW: I try to delegate decisions as far as I can to the front line, to my team.

I'm always accountable, ultimately. As I've said to the senior leadership team, which includes the deans: I don't have to make the same decision that you're making, but I have to be able to support what you're doing. So, I delegate some of the responsibility for making decisions, but accountability ultimately is mine.

I like to think that I'm empowering, in the sense that I give my VPs lots of room and we agree on objectives and check-in regularly and course-correct as necessary. But I also like very much to be in touch. I walk the halls, I look at the details, I notice things. I'm extremely sensitive about customer service issues in the operation. I'll say slightly defensively that I'm not a micromanager, but I like to know the details. I'll decide what to read and what not to read.

Consultative

JOSE: I include everyone in decision-making. I think that leaders make decisions, too. Sometimes they're difficult; at the strategic level, they're deliberate decisions. That would be that.

Diplomatic

HUGO: It's a very consensus-building style. To describe my style would be -- if I'm in a room and working through a problem, I would open up by talking about the problem and the issues, and then I would ask each person in the room to talk to me about where they are with each problem and issue and whether they had solutions. At the end of that, I would sum it up and then put together and suggest that we are either at consensus or not. That's kind of what I am.

Inclusive

KATRINA: I recognize and appreciate the skills and strengths that other people have, and I see those skills and strengths as complementary to mine and mine to theirs. I try to utilize them as best I can, and I share what I have as well. There's no monopoly on good ideas; I learned that a very long time ago. The worst ideas are those that you bake in your office and then try to implement in the organization without consultation, understanding, and buy-in. So I understand the need to engage people continuously in not only the daily work of the college, but the challenges, to be honest with people about the challenges we face, and also to share with them the opportunities we see and to hopefully bring them onside. My style is also one of wanting to keep my fingers on the pulse. It makes my job really very difficult because, as I've commented already, a lot of my work is externally focused, in relationship-building. But I don't think I can represent my college well, and the needs for our college, if I don't truly understand the work of our college as well. So I try to keep in touch with as many people as I can. I try to meet with students—not frequently enough—in order to maintain a pulse of what we're doing, what we're doing well, what's challenging us.

As it can be observed, college presidents characterized their management styles as: a.) Diplomatic, b.) Inclusive, c.) Consultative, d.) Distributive, e.) Collaborative, and f.) Collegial. The summary of the above findings is suggestively captured and presented in Figure 5 below, in a bi-dimensional perspective. In this respect, on the Y-axis, or the ordinate, the "Level of Delegation" (LD) is presented from a low to high value, and

correspondingly, on the X-axis, or the abscissa, the level of "Degree of Consensual Decision Making" (DCDM) is displayed from low to high values.

Level of
Delegation

Degree of
Consensual
Decision

| Diplomatic | Collegial | Distributive |
| Consultative | Collaborative | Inclusive |

Degree of Consensual
Decision Making
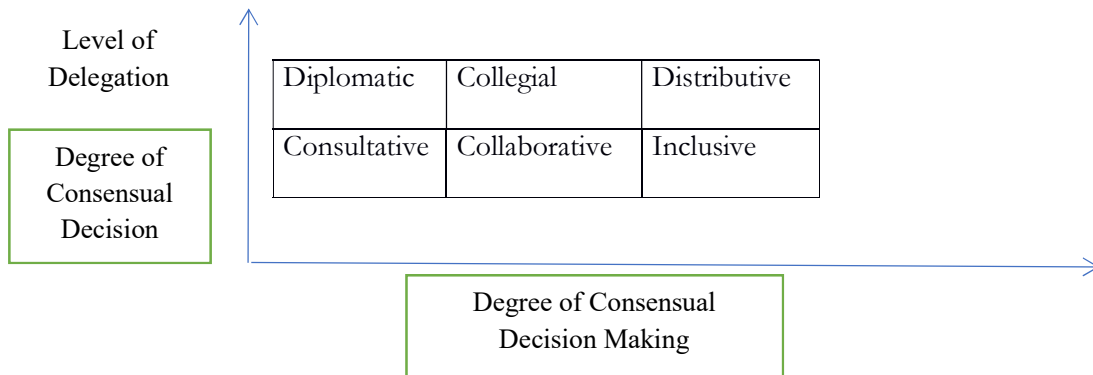
Figure 5   **Executive styles by level of managerialism and degree of consensual decision making**

The Level of Delegation can be divided in a number of degrees. According to Guido and Clements (2012) there are six degrees of delegation. Ranging from low to high they are: 1. "Investigate the problem. Give me the facts, and I will decide what to do and who will do it"; 2. "Investigate the problem. Let me know the possible alternatives, and recommend one. I will evaluate and decide"; 3. "Investigate the problem. Let me know what action you would like to take. Wait for my approval"; 4. "Investigate the problem. Let me know what action you will take. Do it unless I say no"; 5. "Investigate the problem and take action. Let me know what you did"; 6. "Investigate the problem and take action. You decide if you need to tell me".

Exploring Figure 5 it can be observed that the college presidents who described, for example, their managerial style as consultative (low LD, low DCDM) rely less on the opinion of significant others, routinely making personal pre-emptive decisions. At the same time, at other side of the spectrum, the college president who described their managerial style as distributive (high LD, high DCDM) tended to rely a lot on the opinion of significant others, in a way motivating the outcomes of their decisions on the advices received.

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The taxonomy presented is idiosyncratic and suggestive, providing a very organized and structured model of executive behaviour. The only shortcoming might be the small sample size of participants in the study which makes this classification look somehow prescriptive.

4.4 Conclusions

In the last analysis, while college presidents seem to deploy different management styles, the present research suggests a number of things. First and foremost, it is evident that college presidents tend to be males above fifty years of age with graduate degrees and previous experience in management. They also tend to agree that their jobs require a diverse skill-sets, though they emphasize their roles as figureheads, liaisons, spokespersons and entrepreneurs over their roles as resource allocators, negotiators and disturbance handlers. This is consistent with their self-perception that their general position is shifting towards, or ought to shift towards, the role played by Chief Executive Officers in the private sector. This suggests that in relation to emergent changes, not least of which is the shift towards NPM policies, is one in which Ontario college presidents are increasingly emphasizing business leadership behaviours. That being said, the qualitative research, while it demonstrates some variety with regards to leadership style, also indicates that presidents of Ontario colleges are satisfied with their positions and display a sense of dedication to the community as well as a certain passion for higher education. In this sense, while they are responding to current and emerging changes by taking up a more corporate style of management, it is likely that they are motivated by the success of their institution insofar as it provides a genuinely useful and meaningful service to the students. This is discussed in some detail in the next chapter.

Chapter Five:

Discussion of the Findings

5.1   Chapter Synopsis

The findings of this study are very important for understanding who the college
presidents are and what are the most emphasized managerial roles they displayed as part
of their executive behaviour. In spite of the fact that the sample size was limited, some
valid and valuable conclusions can be drawn. The conclusions drawn offer a good
understanding of the college presidents' managerial roles. This chapter begins with a
discussion of the results for the first research question and relates these results to the
existing literature in the field. The chapter continues with the same structure and in the
same manner to discuss the second and third research questions. Finally, the chapter
closes with an invitation to further explore and elaborate on the arguments presented to
provide a larger and better picture about the overall scope, objective, and significance of
the research conducted here.

5.2   Research Question One: Managerial Roles of Ontario College Presidents

The first research question aims at determining what managerial roles Ontario college
presidents currently emphasize the most. The method used for data collection was the
two part online survey where Part A seeks to determine the relevant background
information regarding the presidents while Part B more directly dealt with the
managerial roles of the participants.

The discussion of the findings to the first research question, therefore, is divided
in what follows into two subsections: Background Factors and Managerial Roles.

5.2.1 Background factors

Academic leadership can be affected, according to the existing literature, by a number of factors such as gender, age, previous managerial experience, academic formation, size, as well as type and kind of institution. According to the research detailed above, background factors analysis indicates that the majority of study respondents were males, 50-59 years of age, who held a vice-president position prior to their presidency term. A large majority of them have had between 11 and 20 years of managerial experience in the field of higher education and hold a master's degree. Whether urban or regional, a majority of Ontario college presidents who participated in the study were employed by CAATs.

These findings suggest that for occupying an upper level management position, particularly in the field of higher education, managerial experience, together with a seasoned academic formation are very important credentials.

5.2.2 Most emphasized managerial roles

Based on the results of the data analysis, it can be observed that Ontario college presidents seem to place more emphasis on the interpersonal category of their roles - Figurehead, and Liaison in particular. This finding aligns with the existing studies, in particular with Neumann and Bensimon (1990), Smart et al. (1997), Boyko and Jones (2009) and David (2011). Each of these authors suggest that the roles of managers in higher education in North America have become more managerial in nature, requiring a lot of efforts on the part of presidents in order to foster relationships with external constituencies for the purpose of responding to the existing challenges posed by new public management ideologies that have impacted the field of higher education in the last few decades.

The results additionally reveal that the least emphasized category of roles is the decisional one, where the Negotiator and Disturbance Handler roles have scored the lowest. This finding does not align with the majority of existing literature. In the

literature, according to Kezar and Eckle (2002), Neumann and Bensimon (1990) and Tierney (1987), upper level management representatives are internally focused since such an approach is similar to being properly connected to the institution from within, ensuring their longevity in the position. The reasons for such a discrepancy could be the limited sample size of the study, namely the small number of respondents as well as the level of subjectivity involved in the personal assessment process of participants who, on one hand needed to be truthful about their job while on the hand needed to maintain a certain level of decorum as a result of their position within their institutions.

Furthermore, the results of the present study reveal that the upper level management roles have changed recently in the sense that they have become more entrepreneurial. It can be asserted, therefore, that successful presidents are not only experienced leaders capable of providing, processing and using information efficiently and effectively, but are also individuals that are capable of inspiring, representing and managing their institutions. These aspects are supported in the other studies, such as those conducted by Rice et al. (1988), Gioia et. al. (1996), Birnbaum (1992), and Neumann et al. (1999).

5.3   Research Question Two: Main Challenges and New Public Management
The current changes in the relationship between the provincial/federal governments and post-secondary education providers has placed a lot of emphasis on the issue of academic leadership. Recent economic downturns have led to economic austerity measures and national and global competition has put additional pressure on higher education leaders to perform competitively against high standards (Marginson, 2006).

Within this context, the present thesis provides an accurate picture of the current challenges faced by the Ontario college presidents given the increasing emphasis on marketization, managerialism and performativity, partially as a result of reforms initiated

by the provincial government. Many higher education leaders, including Ontario college presidents, seem to be puzzled with finding proper ways to strike a good balance between centralized control and institutional autonomy.

The findings from the qualitative part of the study are complementary, to a certain extent, to the existing information gathered and processed about college presidents. Moreover, new findings of interest have been revealed through the current study. According to the research participants, being a president is quite challenging. Some of the difficult aspects of presidency mentioned by them pertained to dealing with issues such as: a) maintaining a balance between work and family; b) increased level of bureaucracy; c) fiscal matters; d) dealing with the Board of Governs; e) staff and personnel matters; f) student disputes; and g) fundraising concerns.

This finding supports Pfeffer and Selznick's (1978) theory of resource dependence in the sense that as the Ontario government's funding for education started to dwindle continuously from year to year in the last two decades, in order to maintain their financial viability, Ontario higher education institutions started to seek external resources. This aspect forced the tertiary education providers into being subjected to the demands of the organizations providing the resources. As a result, it is obvious that Ontario college presidents need to spend a great deal of time on securing the necessary external resources. This dependence of colleges on donors for resources adds a lot of stress to presidents' managerial roles since it indirectly impacts their managerial power and authority.

With respect to the current changes and the challenges that affect the role of the college presidents, the most relevant are: a) the increased levels of corporatization; b) the increased emphasis on fundraising; c) the tight government control; d) the increased level of internationalization; e) the relentless formation of partnerships; f) the continuously changing labour market; and g) the development and government supported online

learning. These findings align with the previously mentioned and stated arguments about the existing challenges of being a president.

As the literature review reveals that being a college president requires a variety of leadership skills and managerial knowledge, a fact that supports our earlier findings that presidents have a lot of managerial experience and are very well educated.

In the same vein, it can be argued based on the evidence gathered in the study that learning to be a president is not easy. Though a great number of college presidents interviewed claimed that they have learned a majority of what they know due to experiential learning, previous experience, and professional development, almost all of them revealed the fact that they had used some kind of mentorship in the beginning and some of them even after that. This finding aligns with the growing body of literature on leadership development. In this respect, according to Bolden (2005)

> ...although typically used for the support of inexperienced managers new to a job or organization it is now increasingly common for CEO's and directors to have their mentors. A trusted external mentor or coach can be an invaluable support in problem solving and acting as a 'friendly ear' with whom to share sensitive issues that would be difficult to share with colleagues or more junior members of staff. (p. 22)

In spite of these findings, there are some elements of leadership development that the study participants either did not use or omitted to acknowledge in their testimonies; the use of reflective writing and personal journals, for example. Successful leadership requires, according to Pedler et al. (2001), Reason and Rowan, (1991), and Senge, (1990), among other things and given the focus on self-awareness, behavioural sensitivity, and interpersonal skills, the use of reflective writing. Bolden (2005) acknowledges this, noting that "...the encouragement of reflective writing through the use of some form of personal journal or personal development portfolio can be extremely helpful in turning everyday work experience into 'data' that participants can learn from." (p. 24).

Being a successful manager or leader also requires some combination of 'soft skills' and a strong working philosophy. According to the results of this study, the

working philosophy of college presidents revolves around the community and students. This aspect reveals both the altruistic and goal–oriented nature of the college presidents, a fact that aligns with the managerial roles emphasized the most as revealed through this study.

Discussing their future plans, the college presidents interviewed embraced three options: a.) contemplating another career, b.) working in a job within the community that requires some college involvement and c.) continue to be presidents. Even though some of the presidents claimed that they would be interested in another career, the fact of the matter is that the envisioned career would be related to the field of education where their core competencies are. These findings correspond to the existing research literature, such as Birnbaum (1992) and Rantz (2002), in the sense that the college presidents chose their position, in the first place, because they felt important, capable to make a change, and had a vision about the future of their institution. From there, consequently, they appear to possess a feeling that they are still capable of contributing to the field of education, sometimes even more after the presidency term given the newly acquired skills and knowledge.

Addressing the future of community colleges, the presidents purported that colleges as providers of post-secondary education will survive in one form or another despite any change that might come. In North America, particularly in Canada, the tertiary sector of education which includes community colleges and the recent institutional spinoff – the institutes of advanced learning and technology – have always adapted their services to the educational needs of the times by trying to meet the increasing demand for access to education through expanded programs in vocational, technical, and adult training. See Adelman (2009) and Dennison (1986), for example.

Community colleges and their educational niche are critical to the economic health and social welfare of a nation, and as a result it is hard to accept that they will one

day disappear. According to Walker (1997), education and income are deeply connected and a lack of education is directly correlated to a number of social problems (p. 4). Community colleges and those that lead them are crucial components of maintaining an educated population and thereby helping to deal with societal problems ranging from unemployment to crime.

According to the interviewed participants, as long as the demand for college education exits, the colleges will continue their activities. Moreover, colleges are closely connected to local business community needs since they offer a range of practical training programs. The only challenge is the increase in the number of international students over the domestic intake. Notwithstanding this, this trend seems not to affect the regional colleges too extensively, particularly the ones located in remote areas which still base their enrolments on domestic students.

5.4   Research Question Three: Presidents' Leadership Executive Styles

The literature on leadership supports the idea that a major factor in executive success is style. In the literature there are similar models, though a majority of them are encapsulated in four quadrants and with small variations in nomenclature: Autocratic (Dominator, Authoritative), Univolved (Avoider, Delegator), Sociable (Accommodator, Democratic) and Collaborative (Collaborator, Persuasive) (see Beatty and Buzzotta, 2007). There is evidence that a relationship between leadership executive styles and success at work, in terms of efficiency and effectiveness, exists.(Deciman, Mackey and Pitcher, 2006) Furthermore, the efficiency and effectiveness impact of leadership on institutional climate, employees satisfaction and students achievements has been documented by a number of studies. (Norton, 2012, Louis and Wahlstrom, 2008, Bowles and Bowles, 2000)

The present thesis expands on these ideas and sketches a new taxonomy of

leadership executive styles based on the answers provided by the study respondents. All categories were structured around two behavioural factors, support behaviour (degree of consensual decision making) and directive behaviour (degree of delegation) in six quadrants. The new taxonomy includes six distinct categories of styles, namely, consultative, collaborative, inclusive, diplomatic, collegial and distributive. This finding aligns with the existing literature on leadership, and extends further the horizons of knowledge through the present investigation and modelling.

5.5   Conclusions

This chapter is structured around the answers to the three proposed research questions of the thesis. For each of the questions, the findings are analyzed and connected to the existing body of literature. Some of the findings validated the literature while some of them did not. In the latter cases, a set of plausible explanations have been provided. Finally, some conclusions about the college presidents' most emphasized managerial roles, main changes faced on the job, and personal executive styles were explored. Taken together, these conclusions are further explored in the final chapter of this work, Chapter Six.

Chapter Six:

Final Conclusions

6.1   Chapter Synopsis

Understanding how Ontario post-secondary institutions are governed, particularly community colleges, can help in understanding the importance of this sector in higher education, as well as help to forecast their future in the digital age by exploring the past and the present changes faced by leaders of these institutions over the years.

As colleges move through the second decade of the twenty first century and, continue to serve as engines for achieving social equity, as well as economic and technological advancement, college presidents are expected, among other challenges such as the continuous decrease in government funding and increase of fundraising activities, to reconcile the potentially contradictory imperatives of domestically–based mass higher education and the internationally–oriented and traded educational services. In this concluding chapter, the findings of the present research are explored within this context. To accomplish this, each of the research questions is concisely revisited. Next the author explores the contributions of the present work, its limitations, generalizability and implications for practice before concluding with some suggestions for future research projects on this topic.

6.2   Conclusions on Managerial Roles of College Presidents

Based on the analysis of the managerial roles of college presidents it can be concluded that, overall, the findings of the study align with the existing literature on higher education in the sense that it confirms that the role of the post-secondary college presidents reflects

the changes that have impacted the field of higher education in the past few decades, in particular the new public management ideologies. According to the results of this study the job of post-secondary college presidents has become more managerial in nature in the light of the most frequent activities and roles emphasized by presidents in Ontario. In this respect it can be concluded that the role of the college president has also become more complex, requiring a lot of skills and abilities that are needed to deal with daily challenging situations within their work setting.

Moreover, the study suggests that part of the post-secondary college presidents' success rests with their capacity to develop and maintain a large work-related network of relationships that eventually can be deemed helpful when the situation requires. As educational leaders, post-secondary contemporary college presidents in Ontario understand the importance of the market-oriented, student-centred, business-like management and accountability tactics. Acting like figureheads when sharing the academic mission, institutional focus, and values with external audiences or when looking for external support, whether pecuniary or not, college presidents of today acknowledge that their job has become very complex and demanding in terms of skills, knowledge, and abilities.

In stark contrast, college presidents tend not to act as disturbance handlers or negotiators since they consider these roles as not important or relevant to what they consider is expected of the position they occupy. To them, the activities associated with these roles are at the bottom of their managerial concerns, as they feel more like embracing the mantra of "college Chief Executive Officers".

It is very hard, almost impossible, to judge college presidents' performances in the office since there is not much material and evidence in the research literature about academic leadership effectiveness to support or substantiate an educated opinion. The reason for this lack of information can be traced to the fact that the literature on higher

education it is rather self-contained, making little cross-references to the leadership theory. The present work serves as an attempt to bridge this gap in knowledge.

6.3   Conclusions on Challenges Faced by Ontario College Presidents

The qualitative analysis part of the study aims at providing a good cross-section of Ontario college presidents' managerial profile. In this respect, a nuanced and in-depth picture has been developed. The position that college presidents hold, as suggested by the research, is very complex and demanding. Reaching high levels of efficiency and effectiveness in this position is an on-going process that entails a lot experiential learning, good mentorship, adequate professional development, as well as previous pertinent managerial experience.

Being a president is not easy and irrespective of their backgrounds, whether academic or not, college presidents face similar difficulties in their job with respect to bureaucracy, staffing, students needs and requirements, dealing with the Board of Governors, and internal resistance to change. Discussing their relationships with the Board, college presidents confessed that in spite of the fact that in majority of cases the relationship is a positive one, there were circumstances where the relationship was dynamic and stressful.

On the other hand, the most enjoyable aspects of being a president revolved around interacting with students, participating in the first day of school and graduation ceremonies, as well as everything dealing with being capable of making a positive change in students' lives.

Making these kinds of changes comes at a price and college presidents seem to be aware of that especially when they get ready to conform to the new challenges such as corporatization, fundraising, entrepreneurship, institutional partnerships with industry, community, and private organizations, and intergovernmental relations posed by the

changes in the system, as well as challenges stemming from the external environment. College presidents believe in the future of community colleges in Ontario, though they foresee a couple changes that are going to cause difficulties sometimes in the near future. Those changes consist of diversification and partnership, a shift that may lead to a decrease in the number of colleges. Regarding their personal future, college presidents are focused on either embracing another career or continuing to work with community and colleges in different roles/positions. Based on the findings of this thesis, it is evident that college president do really enjoy their work, overall. In order to explain this, it was important to delve deeper into the soft aspect of their managerial make-up. In this respect, it was ascertained that college presidents are very much motivated by social factors, by the daily challenges, willingness to make institutional changes as a result of external environmental factors, and system changes, as well as the urge and will to make a positive difference in others' lives. This kind of drive is supported by their working philosophy that, in general, involves aspects related to giving back to the community, providing high quality education to students, and creating a great sense of accountability for all stakeholders.

Overall, based on the existing data and results, it can be claimed that the findings of the present study generally align with the existing literature research in the field of higher education.

6.4   Conclusions on the Leadership Executive Styles of Ontario College Presidents

The findings of the present study reveal the fact that college presidents approach both internal and external environmental changes and challenges in a different way. Six distinct executive styles have been determined: diplomatic, collegial, distributive, consultative, collaborative and inclusive. The executive styles have been classified based on two

criteria: level of managerialism and degree of consensual decision making. Here a couple of conclusions can be drawn. Firstly, there is not one prescribed way of dealing with demanding situations in terms of college presidents in Ontario. Rather, presidents have personal ways of approaching them. Secondly, the approaches taken by college presidents are possibly the results of a mix of different factors such as personality, personal beliefs and convictions, academic education, and other background elements (age, gender, education level etc.). The Theory of Planned Behaviour (TPB) is reflective of such managerial approaches. According to TPB, which is a theory in psychology that links beliefs and behaviour, one's attitude, subjective norms, and perceived behavioural control can lead to the adoption of a particular behaviour. This is likely to be the case regarding college presidents. Thirdly, circumstantial factors can be considered another influential and determining elements in college presidents' attitude and executive behaviour. Whatever the case, it is worth noting again that although the presidents' attitudes and behaviours do vary, they are all responding to the increased managerialism and corporatization within their institutions and generally speaking they all tend towards a general belief that their position is akin to a CEO in the private sector.

Overall, it can be concluded that college presidents behave differently, and the reason for that is simply the fact that when doing it so, they adopt whatever style fits or comes rational, natural and simple to them, though as noted, there are certain patterns to their behaviours.

6.5 Thesis Contribution to the Existing Body of Knowledge

The contribution of this thesis to the existing body of knowledge about the upper level management is important for a number of reasons. First and foremost, the present thesis contributes to filling the existing gaps in the literature outlined above and provides a nuanced view regarding the managerial roles, executive behaviour, and challenges that

currently confront, Ontario college presidents. Secondly, the thesis establishes the fact that the managerial roles of upper level management in Ontario community colleges have been significantly impacted by the new public management ideologies, which seems to be correlated with a rise in the self-perception of the presidents' role within their institutions. Thirdly, the thesis reveals the fact that the existence of new public management ideologies is reflected in the challenges that college president are routinely facing in their work setting. Answering these challenges in a professional and adequate manner may require different executive styles to be adopted. Fourthly, the thesis has produced a new taxonomy of leadership executive styles based on the level of managerialism and the degree of consensual decision-making parameters. Even though this new taxonomy needs to be validated by further studies in the field, it aligns with the findings of the study and existing literature.

Overall, this thesis establishes, for the first time in the Canadian higher education literature, that not only the mid-level management in tertiary educational institutions are affected by corporatization, but also the upper level management. This confirms that maintaining both financial viability and academic vitality within the setting of new public management and corporatization is a top to bottom approach. This fact aligns with the existing management science body of knowledge, which considers the previously mentioned approach as the expected one.

6.6   Limitations and generalisability

One of the biggest limitations of the present thesis, as previously mentioned, is the low response rate of study participants. This aspect in particular could impact on the overall applicability and generalisability of the findings of this work to the field of policy, governance, and human resources in higher education. Another limitation is the lack of control over establishing the identity of the respondents for the online survey. The

assumption made is that the opinions reflected on the online survey were those of the participants and not those of the staff who might have been directed to complete the survey on behalf of the president for whom the survey was intended. Also, an important limitation is the lack of control over establishing how truthful and sincere versus rhetorical or politically-correct the depositions of the participants were. In spite of all these limitations, the present thesis does not aim solely to provide a perfect 'truth', but rather provide an insight and better understanding about Ontario college presidents. Moreover, the subject matter of the thesis is explicitly focused on a very specific sector of the post-secondary industry within a specific location: community college presidents in Ontario. Any prudent generalization beyond this would require additional research for which this study may provide a basis for comparison.

6.7   Implications for Practice

The findings of this thesis result in a number of implications for practice, particularly for the college presidents, hiring committees, and scholars, especially those in Ontario. The study seems to suggest that in order to achieve an increased level of efficiency and effectiveness in their work, college presidents should pay close attention to those activities that, in general, are neglected. In particular those activities related to monitoring and disturbance handler managerial roles and practices related to reflexive journaling should be incorporated more fully into the practices of presidents, as these are aspects of good leadership that are currently neglected.

The present study additionally provides a good managerial picture to all college presidents about the strengths, possible weaknesses, and existing challenges they routinely face. Within this scope, presidents may retrench and positively adjust their managerial behaviours for achieving a higher work performance. Regarding aspiring college presidents, the present work provides a seasoned inside look into the future

regarding what their prospective job might entail before committing to or considering applying for it.

For the hiring committees, the present study offers a better understanding of what makes a good college president and about the job requirements, skills, level of managerial experience, and academic formation needed when posting an ad for such a job. Moreover, the study offers hiring committees, when setting interviews, the opportunity to create very thorough, well–balanced, pragmatic and structured interviews, that will allow only a selection of the best participants to be chosen for the this type of job.

Last, but not least, the present thesis aims at filling out the existing gaps in the literature about the role of community college presidents and the challenges they face in the twenty-first century in the light of the new public management ideologies that have impacted the field of higher education around the globe. Based on the existing evidence, college presidents are very important for the successful functioning of any post-secondary institution since they are involved in activities that are situated at the upper levels of decisions making.

6.8   Recommendations for Future Research

Future research should address some of the limitations of this study. More pertinent information needs to be gathered, in this respect, about the opinions of the Board of Governors members, Vice-Presidents, Deans and Associate Deans with respect to the roles of Ontario college presidents. For improving our understanding about college presidents' managerial role in community colleges, it is important to determine if there is a statistically significant difference between the opinions of significant tertiary education stakeholders and college presidents. Such a finding will either validate the findings of this present work or not.

For future research it is also extremely important to factor in both the college presidents' claims for a change or addition to their title, that of CEO. Future research should also address their recently denied requests for a substantial pay increase. Future studies should try to increase the sample size of participants, as well as delve deeper into determining the root base of Ontario community college presidents pay claims and compare them to the college presidents from other Canadian provinces.

Also of benefit would be research that elucidates whether or not the Ontario college presidents request for the CEO title in a not-for-profit, government controlled environment, is, in fact, well-deserved based on responsibilities, attribution and type work conducted, and how their work differs from that of university presidents who are not claiming such title.

In the past two decades, slowly but gradually, the ratio of domestic to international students has changed dramatically to the point where in some institutions the balance favours the international contingent. In light of this change, it would be important to determine more fully how this change has impacted Ontario college presidents' roles since no contribution from the provincial government, or any other pecuniary provincial help, has been or is likely to be provided for the international students' enrolment.

Future research should also address the recent changes in Ontario legislation since there is evidence that they have had some impact on both student enrolment, particularly the international segment, as well as the future of Ontario community colleges. Some Ontario community colleges, in this respect, have developed a new structure to obtain undisclosed revenue from private colleges in light of a revenue curriculum licensing agreement with for-profit private institutions. The biggest worry is that despite the veneer, the delivery of publicly–funded curriculum by for-profit private colleges is detrimental to students' education, as well as, to community colleges, overall.

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APPENDIX A

Invitation Letter

English Version

LETTER OF INVITATION

Dear Mr. /Mrs. President,

I am presently conducting a research study about the managerial roles of the Presidents in Ontario community colleges. The project's main objective is to improve the understandings about how community colleges are run by examining the role of the community college Presidents, their roles and responsibilities as they have changed in the past two decades, as well as, the challenges faced by them within the new context of the twenty-first century since there have been massive shifts in higher education in Ontario and across the globe.

The project is part of the University of Reading, UK program requirements where I am completing my doctoral degree under the direct supervision of Dr. Carol Fuller – Associate Professor University of Reading c.l.fuller@reading.ac.uk and Dr. Alan Floyd Associate Professor of Educational Leadership and Management alan.floyd@reading.ac.uk .

The data will be gathered through both an online survey supported by Survey Monkey http://www.surveymonkey.com/s/ZTGWY79 which is expected to take not more than 15 minutes of your time and an interview that will last no more than 20 minutes. Your private access code to the online questionnaire is: XXXXXX
A list of the interview questions is attached to this letter. I would like to assure you that your privacy is secured since I cannot personally identify any of the participants.
The data gathered will be destroyed by December 31, 2015.

This project has been reviewed following the procedures of the University Research Ethics committee and has been given a favourable ethical opinion of conduct.
Please note that this is a voluntary exercise and you can stop participating in the study at any time without any consequences if you experience any kind of implicit or explicit discomfort in sharing your personal information and opinions. *Please be informed, that the University has the appropriate insurances in place. Full details are available on request.*

I do hope you will consider taking part in this study and thank you in advance for taking the time to complete this survey. I do hope to meet with you in person, at your convenience, in order to complete the interview part of the project data collection. On completion of the project a summary of the results will be shared with you, if you would like to have a copy.

Sincerely,

Blair McMurchy Ed D(c)

APPENDIX B

Invitation Letter

French Version

LETTRE D'INVITATION

A l'attention de:

Chere Madame President,

Actuellement j'effectue une étude de recherche sur les rôles de gestion des présidents de collèges communautaires en Ontario. L'objectif principal du mon projet est d'améliorer les compréhensions sur la façon dont les collèges communautaires sont gérés par l'examination du rôle des présidents des collèges communautaires et leurs responsabilités comme ils l'ont changé au cours des deux dernières décennies, ainsi que les défis auxquels ils sont confrontés dans le nouveau contexte du XXIe siècle car il y a eu des changements massifs dans l'enseignement supérieur en Ontario et partout dans le monde.

Le projet est conduit par l'Université de Reading et est un partie de les exigences du programme doctorale du Royaume-Uni où je complete mon doctorat sous la supervision directe de Dr. Carol Fuller - professeur associée de gestion en haute education de l'Université de Reading -clfuller@reading.ac.uk et du Dr. Alan Floyd professeur associé de gestion en haute education de l'Université de Reading - alan.floyd@reading.ac.uk.

Les données du projet seront recueillies initiallment par un sondage en ligne soutenu par Survey Monkey http://www.surveymonkey.com/s/ZTGWY79 qui devrait prendre pas plus de 15 minutes de votre temps et un autre interview que durera pas plus de 20 minutes. Une liste des questions de l'entrevue est jointe à cette lettre. Je tiens à vous assurer que votre anonimite est garanti et les données recueillies seront détruits par le 31 Décembre 2015.

Ce projet a été examiné en suivant les procédures du comité éthique de la recherche de l'Université de Reading et a été donné un avis favorable de conduite éthique. S'il vous plaît noter que la participation dans le projet c'est un exercice volontaire et vous pouvez cesser de participer à l'étude à tout moment sans aucune conséquence si vous ressentez pas confortable avec le partage de vos informations personnelles et les opinions. S'il vous plaît être informé, que l'Université de Reading a toutes les assurances appropriées en place. Tous les détails sont disponibles sur demande.

Sincerement,

Blair A. McMurchy Ed D (c)

APPENDIX C

INDICATIVE - PARTICIPANT QUESTIONNAIRE

PART A *Please fill in the answers to the following statements:*

Sex: Male [ ]   Female [ ]

Age: 30-39 [ ]   40-49 [ ]   50-59 [ ]   60 and over [ ]

Position held prior to this current President position:

Other President position [ ]   Vice President [ ]   Dean [ ]

Chair/ Associate Dean [ ]   Other [ ]

Highest degree held: Bachelor [ ]   Master [ ]   PhD [ ]

EdD [ ]   Other [ ]

Number of years in present position _____

Number of years of senior managerial experience _____

Size of your institution (full time and part time students) _____

Approximately, how many staff report directly to you: _____

Approximately, how many staff report indirectly to you: _____

Language of Instruction: English [ ] French [ ]

Type of institution based on location(s): Urban [ ] Regional [ ]

Kind of Institution: CAAT [ ]   ITAL [ ] Other [ ]

PART B *Please read carefully each of the following statements describing the main managerial activities that are representative of most Presidents and indicate by* <u>*checking only one answer per each statement*</u> *the extent to which each activity mentioned is pursued throughout the year in your position as President.*

ACTIVITY	Not at All 1	A Little 2	Some 3	A Lot 4
1. Participate in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets				
2. Create a milieu in which faculty and staff will work effectively				
3. Maintain a network of contacts and information sources outside the School				
4. Seek and receive information so that you can improve or maintain your understanding of the institution and its environment				
5. Share pertinent information received from outsiders or faculty and staff with the appropriate internal office or individuals				
6. Disseminating information to people outside the College				
7. Search the institution and its environment to identify opportunities and situations that may require organizational change				
8. Take corrective action when you face important, . unexpected problems or crises				
9. Allocate institutional resources				
10. Represent the College at various non-routine discussions or negotiations				
11. Feel obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests				
12. Initiate and design much of the change that occurs within the College				

13. Interact with subordinates to develop professional activities and duties				
14. Develop good interpersonal relations with personnel outside the College				
15. Develop your own contact to establish a personal and informal information network				
16. Share accumulated relevant information with faculty and staff				
17. Represent the College to outside groups				
18. Take corrective action because unexpected pressure from either within or outside your institution is too great to ignore				
19. Schedule your own time and approve various authorizations within academic affairs				
20. Resolving problems that develop with other institutional units				
21. Participate in a variety of symbolic, social, and ceremonial activities such as speaking at convocations or banquets				
22. Encourage teamwork among your staff				
23. Pass information between your Office and outside departments				
24. Monitor the internal and external environments to make sure operations are running smoothly				
25. Ensure staff and faculty are updated with information relevant to them				
26. Speak to individuals outside the College about information within the College				
27. Scan the internal and external environment looking for new innovations to be implemented				
28. Put a stop to misbehavior within or outside the College				
29. Spend time on resource allocation for personnel in the College				
30. Work with subordinates in order to reach agreements				

APPENDIX D

OPEN END INTERVIEW QUESTIONS

List of questions

1. Could you please tell me about your career and how you have arrived at your current role?
2. How did you learn to be a president?
3. When did you decide that you wanted to become President?
4. Did you or do you have a mentor?
5. How do you describe your management style?
6. What is your working philosophy?
7. Did you work before in this institution?
8. How important is in your opinion the role of the Board of Governors and the relationship between the President of the college and the Board of Governors?
9. How important is in your opinion the role of the Vice-Presidents and the relationship between the President of the college and the Vice-Presidents?
10. Are contacts outside of the college (networking) important and if so why? (industry, ministries, advisory bodies, local authorities, schools, politicians etc.)
11. How important are the fundraising activities for your institution and what is your role in this sense?
12. Do you share ideas and opinions with other community college presidents?
13. Have you observed any changes in the President's role over the past decade or since you have become President? Where exactly and how much change?
14. If any change, what do you think has caused the change(s)? Could you please list some of the factors?
15. What do you foresee to happen in the next decade or so, related to President's role?
16. What are the three most enjoyable aspects of being President?
17. What are the three most difficult aspects of being President?
18. What do you intend to do after your tenure as President?

Thank you!

APPENDIX E

ROLE KEY LIST

ROLE KEY LIST

No.	Item
1.	**FIGUREHEAD**
	Participating in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets
	Feeling obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests
	Participating in a variety of symbolic, social, and ceremonial activities such as speaking at convocations or banquets
2.	**LEADER**
	Creating a milieu in which faculty and staff will work effectively
	Interacting with colleagues within School to develop professional activities and duties
	Encouraging teamwork among your staff
3.	**LIAISON**
	Maintaining a network of contacts and information sources outside the School
	Developing good interpersonal relations with personnel outside the School
	Passing information between your department and outside departments
4.	**MONITOR**
	Seeking and receiving information so that you can improve or maintain your understanding of the institution and its environment
	Developing your own contact to establish a personal and informal information network
	Monitoring the internal and external environments to make sure operations are running smoothly
5.	**DISSEMINATOR**
	Sharing pertinent information received from outsiders or faculty and staff with the appropriate internal office or individuals
	Sharing accumulated relevant information with faculty and staff
	Ensuring staff and faculty are updated with information relevant to them
6.	**SPOKESPERSON**
	Disseminating information to people outside the School or the institution
	Representing the School or your institution to outside groups
	Speaking to individuals outside your School about information within the College
7.	**ENTREPRENEUR**
	Searching the institution and its environment to identify opportunities and situations that may require organizational change
	Initiating and designing much of the change that occurs within the School
	Scanning the internal and external environment looking for new innovations to be implemented
8.	**DISTURBANCE HANDLER**
	Taking corrective action when you face important, unexpected problems or crises

	Taking corrective action because unexpected pressure from either within or outside your institution is too great to ignore
	Putting a stop to misbehavior within or outside the School
9.	**RESOURCE ALLOCATOR**
	Allocating institutional or School resources
	Scheduling your own time and approving various authorizations within academic affairs
	Spending time on resource allocation for personnel in the School
10.	**NEGOTIATOR**
	Representing the School or institution at various non-routine discussions or negotiations
	Resolving problems that develop with other institutional units
	Working with two parties to come to an agreement

APPENDIX F

Ethical Review Form

University of Reading
Institute of Education
Ethical Approval Form A (version September 2013)

Tick one:

      Staff project: ___   PhD __X__

Name of applicant (s):   Blair A. McMurchy

Title of project: The Role of the President in Ontario Community Colleges

    Name of supervisor (for student projects):   Dr. Carol Fuller and Dr. Alan Floyd

Please complete the form below including relevant sections overleaf.

	YES	NO	
Have you prepared an Information Sheet for participants and/or their parents/carers that:			
a) explains the purpose(s) of the project	X		
b) explains how they have been selected as potential participants	X		
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	X		
d) makes clear that participation in the project is voluntary	X		
e) explains the arrangements to allow participants to withdraw at any stage if they wish	X		
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	X		
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	X		
h) explains the arrangements for providing participants with the research results if they wish to have them	X		
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students at the IoE, then this information must be included and their name provided	X		
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	X		
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	X		
k) includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	X		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	X		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	X		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		X	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	X		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	X		
6) Does your research comply with the University's Code of Good Practice in Research?			
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?			X
8) Has the data collector obtained satisfactory DBS clearance?			X

9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			X
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	X		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?	X		
12a) Does your research involve data collection outside the UK?	X		
12b) If the answer to question 11a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?	X		
13a. Does the proposed research involve children under the age of 5?		X	
13b. If the answer to question 12a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			
If you have answered YES to Question 3, please complete Section B below			

PLEASE COMPLETE **EITHER SECTION A OR B** AND PROVIDE THE DETAILS REQUIRED IN
SUPPORT OF YOUR APPLICATION, THEN SIGN THE FORM (SECTION C)

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has **no** significant ethical implications.	X
Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. Attach any consent form, information sheet and research instruments to be used in the project (e.g. tests, questionnaires, interview schedules). Please state how many participants will be involved in the project: *This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.*	
The main objective of this study is to improve our understandings about how community colleges are run by examining the role of the Ontario community college Presidents, their roles and responsibilities as they have changed in the past two decades. The study also aims at examining the challenges faced by them within the new context of the twenty-first century since there have been massive shifts in higher education in Ontario and across the globe. This information will help policy makers and leaders within educational institutions in understanding and adjusting for the changing nature of higher education. The data collection part of the study consists of an online questionnaire and an "in person" semi structured interview. All Ontario community college Presidents are considered potential participants which mean that the maximum number of study participants is 24 for survey and 5 for interview. Data collected from the online questionnaire will be analyzed using quantitative based statistical software specifically tailored to social sciences field called SPSS version 20. Measures of descriptive statistics such as percentages and cross tabulation, as well as inferential measures (ANOVA) will be used to analyze the data gathered from the online survey. Data collected from the "in person" interview	

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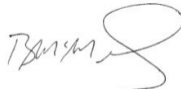
[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

will be analyzed using a particular software specific to qualitative data analysis called NVivo.
(Please find attached a copy of the online interview survey "Participant Questionnaire", a copy of the semi-structured interview questions "Open End Interview Questions" and a sample letter of invitation – "Letter of Invitation".)

B.	
Please provide all the further information listed below in a separate attachment.	

1. title of project
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.
7. estimated start date and duration of project

This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

C: SIGNATURE OF APPLICANT:

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: Print Name: Blair A. McMurchy   Date: April 8, 2104

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: …   … Print Name…Daisy Powell.   Date: 10th April 2014
(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

APPENDIX G

SAMPLE TRANSCRIBED INTERVIEW

INSTITUTION C

(Preliminary conversation)

B: I'll do exactly as you recommend, Blair. If I could just take a second, to let you know that I'm a new president. I've been president of INSTITUTION C for 20 months, so almost two years now. I absolutely love it to death; it's an amazing place to be and the college sector in Canada -- particularly in Ontario -- is vibrant and alive. I think it's time for college schooling in the post-secondary world to advance and be recognized for the wonderful benefit that it provides learners.

I'm a retired military guy. I spent 35 years in the military as an infantry officer. I retired commanding the Canadian Army, still reasonably young; we pack it in around 35 years of service. Still reasonably young and still wanting to make a contribution and feel personally fulfilled.[i] And while INSTITUTION C and the college sector was not a master plan, it is just good fortune that I ended up here. I do think that it's an amazing place. Those are my comments as far as an intro goes. Do you have any questions on that, Blair?

A: No, that's fascinating, coming from the military and going into education.

B: There are more similarities than differences. I spent my career training Canadian soldiers. I could easily have used the word "educate" Canadian soldiers, but we use the word training. It's very much an applied learning environment in the military, in the Army. The Canadian Army alone has nine colleges and schools, doing everything from trades work to leadership training, to training for specific combat-oriented traits. It's a very diverse organization with a young Canadian soldier at the centre of it who needs to be schooled, educated, and trained. So, more similarities than differences.

I was motivated to become president because I was looking to be challenged, and was looking for the tremendous awards that come from working in the post-secondary sector. And an opportunity to lead. I only decided that I wanted to become a president of a college when I was retiring; as I said, there was no master plan and it was really just good fortune that I ended up here. My biggest challenge getting out of the military was trying to translate military skills into language and understanding that would be understood by non-military folks. In that process, the opportunity of a position at Institution C was presented, and although I have a biased view, I think I'm a pretty good fit. I think that my military experience very much prepared me to be a president in the post-secondary sector at a Canadian college. I think the combination of leadership, motivating and inspiring people, managing a significant budget, dealing with infrastructure, dealing with alumni, dealing with fundraising, dealing with unions -- all of those things happen inside the Canadian Army. So, as I've mentioned, more similarities than differences.

As far as a mentor goes, I certainly spend a lot of time looking and learning from other presidents within the Canadian sector, particularly the Ontario sector. I talk to others during visits to many of the college presidents inside the province. The fellow that I took over from, Dr. XXXXXXXXX -- we've developed a great friendship. He provides advice when I ask as well.

I didn't work before at INSTITUTION C. So, brand new, and awesome strength in being brand new. Being new, both to the sector and to the institution, I can ask all kinds of questions in a non-threatening way. Just unbelievable power from that, because it was

non-threatening. It allowed me to listen for the better part of a year, before I thought it appropriate that we make some structural changes to be in a better position for the future.

I think I have a good, respectful relationship with my Board of Governors. They are appropriately challenging to college initiatives and are tremendously focused on budgets and dollars. I think they would benefit more from paying more attention to the academic side of operating a college, but the current interests and strengths of many of the board members are dollars [inaudible] so there is a natural tendency to ask more questions tied to budget -- tied to major systems or major capital projects, as an example.

I think I have an excellent relationship with my Vice-Presidents. I adjusted some of their portfolios when I did a little bit of a reorganization inside the college. I think it's effectual because I ask a lot of questions and learn from them; I challenge, too. I think we have a great, wonderful relationship.

I spend a huge amount of time with contacts outside the college. Whether that be at the ministry level and regionally, with industry and business partners. I think that provincial organization of colleges in Ontario is a very strong organization, so there's great value in not only being a part of that organization but participating on different boards or taskforces that are provincially run. We're also a member of Colleges and Institutes Canada, and likewise I think that there is a benefit of INSTITUTION C being a large college, but not one with the Greater Toronto Area's interests and challenges. So we benefit from working at the national level. So, a reasonable amount of time is spent on relationships outside of the college.

I do share ideas and thoughts with other college presidents, both provincially and nationally. That's one of things, I have to tell you, that is a big surprise.[ii] While I thought that there would be fierce competition between colleges—there certainly is competition—but the relationship amongst the presidents is very open, and certainly one centred on sharing info and good ideas. It's a fairly remarkable thing. Ideas are shared, I think, when you have a good personal relationship that also aids in that sharing. Again, being a newbie, being a new guy to the sector, has pretty tremendous opportunities and advantages.

It's tough for me to comment on changes to the president's role over the past decade.

A: I thought so.

B: So, it would be unfair of me to comment, and that would be for the next question as well.

As I look to the future, the president's role is very much tied to the vision and strategic direction that he or she points his or her college. It's that direction, it's the strength of the reputation and the brand that is being reinforced by the leadership demonstrated by the president. His or her relationship with the community also reinforces the brand, the opportunity of the directions and the support that the college gets from the region that it serves. I find it interesting -- and this is throughout this sector -- that they use the word "management style." I'm not overly fond of the word management and I think that a much better word is leadership, because colleges are in the people business. They inspire students to come to their particular schools, and not just that, but the whole team. Learning is an individual, personal thing; it's a unique thing and a people thing. Folks that work in colleges are people, and colleges are just so people-oriented that I think how you

lead and motivate is a really critical thing. My style would be one of being consultative. I include everyone in decision-making. I think that leaders make decisions, too. Sometimes they're difficult; at the strategic level, they're deliberate decisions.[iii] That would be that.

My working philosophy? I don't know what to say there. I work tremendously hard. I'm much busier than I imagined I would be. Weekends and evenings are mostly tied to community relationships. The college is just greatly involved in a ton of community things around the region.[1] So, while we have a main campus centred in XXXXX, Ontario, we also have regional campuses, too. There's plenty of opportunity to be involved. I work hard, but I also believe that I delegate where appropriate.

The three most difficult aspects of being a president are the bureaucracy -- the crushing bureaucracy -- of the provincial government. Second would be HR aspects -- so that would be staffing challenges. The third would be student challenges, where there are individual, unique needs of students that need to be fulfilled.

The most enjoyable aspects … I think that one of the challenges is student success, but how one touches student *I include everyone in decision-making.* working at a college -- when you learn the stories of how your institution and the people there have so positively touched the lives of students, particularly when someone who was struggling is now on a much stronger road. I think that the ability to select and point the college in a strategic direction aimed at the future is another great reward. As are our relationships with industry and business partners who seek the advice and the wisdom that is present inside INSTITUTION C. So, I would intend to actually retire when I'm done as president, and, if I'm fortunate, I would do two five-year terms and then move on. I think ten years is very appropriate, and that those who stay on longer than that risk becoming stale. Status quo approaches don't allow the institution to be as vibrant, alive, and poised for change as I believe colleges should be. And that brings me to the end of the questions, Blair.

A: What do you think is the future of the colleges in Ontario, looking forward?

B: Blair, I think that there is a natural competition between colleges and universities, as well as private career colleges. I think that colleges -- because we do certificates, diplomas, stand-alone degrees, as well as one-year post-grad programs -- that we're a really threatening sector for the universities. Our single largest feeder school is our local university. I say it with great pride because I'm actually an alumni from that university -- but kids coming out of university who have a wonderful piece of paper that won't let them access a job the way they're looking for a job in a particular field that turns them on -- they need to come to college for probably a year, do some type of post-grad thing which is very focussed and accesses a job for them. I think the applied learning and research built into every single one of our programs here, and the relationship with industry and business partners, coupled with real people skills, is why colleges are poised to excel. What has to happen is that the provincial government has to lessen the crushing, brutal, unnecessary bureaucracy that they impose on colleges. The legislative rules that colleges fall under -- whereas universities have much more freedom -- are because of their structure -- neither fast nor nimble. Colleges *are* nimble, but the government does their best to destroy any initiative in nimbleness by all the bureaucracy crap that they use to—[inaudible].

A: I do hear you on that. I'd just say that colleges are a Crown corporation, whereas the universities came from church, which forbid the government from touching what they do;

they have the ability to take advantage of opportunities in a timely manner. Now, you mentioned that Western is a feeder school to you, and students are finding out that they need "applied" because "theoretical" is not enough today. In the '60s, a B.A. got you a job, whereas today you need a diploma *and* a degree. Would you agree with that?

B: There's no way that you need one, but it certainly puts you in a better position.

A: Do you think the colleges in 1967, when Bill Davis created them to meet the need for industries who were not moving into Ontario because we did not have an educated workforce -- and I don't mean Ph.D. education, but applied trades -- it just wasn't there, the skilled labour was not there because students were dropping out of high school. These students just didn't have the drive at that time and regretted flipping hamburgers for life. Universities, they just couldn't get into. So, colleges were created to open doors. Do you feel that colleges are erring away from that mandate now, and not providing that education?

B: No, I think it's still there. I think that over the almost 50 years since colleges were born, that the business and industry needs are a bit different too. So, the credentials in the traditional trades are still there, they're still looking for folks. But the service industry in particular has added a bunch of other professions and qualifications that I think colleges have marvelously filled. Whether that be in the IT or business world, in the health services world, I think that there has been a lot of growth in those areas in colleges. I think that they've done a good job of that. I think that Ontario colleges would benefit from more attention being paid to the apprenticeship programs; we kind of suck compared to other provinces. Often, people compare what we're doing to what's happening in Europe, and that's wrong. We're just two different cultures, two different societies. We have been born and brought up differently, so we won't have a German apprenticeship set-up, ever. We don't want to. But we need to have one that's a little bit more responsive and grounded in the strengths of the associations. I'm talking about the traditional trades, here. Their unions don't allow as many people to go through that type of skills training. So, whether there's a skills mismatch or gap, there's tons of debate on that. I think that the apprenticeship area is one area where there could be better growth with more understanding from the province.

A: OK, that's all my questions relating to the thesis…

Annotations

[1] I also coded this segment in the sub-code 'balance' under 'difficult aspects of being a president.'

See Also Links

[i] Memos\\President motivations

[ii] Memos\\Relations with other presidents (positive)

[iii] Memos\\Management style (decision making)

APPENDIX H

QUANTITATIVE DATA ANALYSIS

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories defined by Gender = Male and Female occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
2	The categories defined by Age = 50-59 and 60 and over occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
3	The categories defined by Prior Postion Held = Vice-President and Other occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
4	The categories of Highest degree held occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
5	The categories defined by Language of instruction = English and French occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Reject the null hypothesis.
6	The categories defined by Type of institution based on location(s) = Regional and Urban occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
7	The categories defined by Kind of institution = CAAT and ITAL occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Reject the null hypothesis.
8	The categories defined by Participate in a variety of symbolic, social, and ceremonial activities such as attending convocations and banquets = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
9	The categories defined by Create a milieu in which faculty and staff can work effectively = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
10	The categories defined by Seek and receive information so that you can improve or maintain your understanding of the institution and its environment = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
11	The categories defined by Share pertinent information received from outsiders or faculty and staff with the appropriate internal office or individuals = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
12	The categories defined by Disseminate information to people outside the College = Some and A Lot occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
13	The categories defined by Search your institution and its environment to identify opportunities and situations that may require organizational change = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
14	The categories of Take corrective action when you face important, unexpected problems or crises occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
15	The categories defined by Allocate institutional resources = Some and A Lot occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
16	The categories of Represent the College at various non-routine discussions or negotiations occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
17	The categories defined by Required to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
18	The categories defined by Initiate and design much of the change that occurs within the College = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
19	The categories of Interact with your closest subordinates to develop professional activities and duties occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
20	The categories defined by Develop good interpersonal relations with personnel outside the College = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	**Reject the null hypothesis.**
21	The categories defined by Develop your own contacts to establish a personal and informal information network = Some and A Lot occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
22	The categories of Share accumulated relevant information with faculty and staff occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	**Reject the null hypothesis.**
23	The categories defined by Represent the College to outside groups = Some and A Lot occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	**Reject the null hypothesis.**

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

176

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
24	The categories of Take corrective action because unexpected pressure from either within or outside your institution is too great to ignore occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
25	The categories of Schedule your own time and approving various authorizations within academic affairs occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
26	The categories of Resolve problems that develop with other institutional units occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
27	The categories defined by Participate in a variety of symbolic, social, and ceremonial activities such as speaking at convocations or banquets = A Lot and Some occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Reject the null hypothesis.
28	The categories of Encourage teamwork among your staff occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
29	The categories of Pass information between your Office and outside departments occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
30	The categories of Monitor the internal and external environments to make sure operations are running smoothly occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
31	The categories of Ensure staff and faculty are updated with information relevant to them occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
32	The categories of Speak to individuals outside the College about information within the College occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
33	The categories defined by Scrutinize the internal and external environment looking for new innovations to be implemented = Some and A Lot occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Retain the null hypothesis.
34	The categories of Put a stop to misconduct within or outside the College occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
35	The categories defined by Spend time on resource allocation for personnel in the College = Some and Not At All occur with probabilities 0.5 and 0.5.	One-Sample Binomial Test	.200[2,3,1]	Reject the null hypothesis.
36	The categories of Work with staff reporting to you in order to reach agreements occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
37	The categories of Figurehead Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
38	The categories of Leader Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

178

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
39	The categories of Monitor Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
40	The categories of Liaison Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
41	The categories of Disseminator Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Reject the null hypothesis.
42	The categories of Spokeperson Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
43	The categories of Entrepreneur Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Reject the null hypothesis.
44	The categories of Disturbance Handler Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
45	The categories of Resource Allocator Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
46	The categories of Negotiator Role occur with equal probabilities.	One-Sample Chi-Square Test	.200[2,3]	Retain the null hypothesis.
47	The distribution of Identification Number is normal with mean 5.000 and standard deviation 2.74.	One-Sample Kolmogorov-Smirnov Test	.200[2,3]	Retain the null hypothesis.
48	The distribution of Number of years in present position is normal with mean 5.083 and standard deviation 2.87.	One-Sample Kolmogorov-Smirnov Test	.200[2,3]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
49	The distribution of Number of years of senior managerial experience is normal with mean 15.389 and standard deviation 7.71.	One-Sample Kolmogorov-Smirnov Test	$.200^{2,3}$	Retain the null hypothesis.
50	The distribution of Approximately what is the size of your institution (full time and part time students) is normal with mean 15,922.222 and standard deviation 32,991.73.	One-Sample Kolmogorov-Smirnov Test	$.200^{2,3}$	**Reject the null hypothesis.**
51	The distribution of Approximately, how many staff report directly to you? is normal with mean 6.778 and standard deviation 2.77.	One-Sample Kolmogorov-Smirnov Test	$.200^{2,3}$	Retain the null hypothesis.
52	The distribution of Approximately, how many staff report indirectly to you? is normal with mean 612.667 and standard deviation 1,473.18.	One-Sample Kolmogorov-Smirnov Test	$.200^{2,3}$	**Reject the null hypothesis.**

Asymptotic significances are displayed. The significance level is .05.

[1] Exact significance is displayed for this test.

[2] Lilliefors Corrected

[3] This is a lower bound of the true significance.

Table 1 Non Parametrical tests

Figurehead Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	1	11.1	11.1	11.1
	11.00	3	33.3	33.3	44.4
	12.00	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 2 Frequency Table Figurehead Role

Leader Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	2	22.2	22.2	22.2
	10.00	5	55.6	55.6	77.8
	11.00	1	11.1	11.1	88.9
	12.00	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Table 3 Frequency Table Leader Role

Monitor Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	3	33.3	33.3	33.3
	10.00	2	22.2	22.2	55.6
	11.00	3	33.3	33.3	88.9
	12.00	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Table 4 Frequency Table Monitor Role

Liaison Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10.00	4	44.4	44.4	44.4
	11.00	2	22.2	22.2	66.7
	12.00	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 5 Frequency Table Liaison Role

Disseminator Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	7	77.8	77.8	77.8
	10.00	1	11.1	11.1	88.9
	12.00	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Table 6 Frequency Table Disseminator Role

Spokesperson Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	2	22.2	22.2	22.2
	10.00	1	11.1	11.1	33.3
	11.00	2	22.2	22.2	55.6
	12.00	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Table 7 Frequency Table Spokesperson Role

Entrepreneur Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	1	11.1	11.1	11.1
	10.00	1	11.1	11.1	22.2
	11.00	6	66.7	66.7	88.9
	12.00	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Table 8 Frequency Table Entrepreneur Role

Disturbance Handler Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Lot	2	22.2	22.2	22.2
	8.00	2	22.2	22.2	44.4
	9.00	2	22.2	22.2	66.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	11.00	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Table 9 Frequency Disturbance Handler Role

Resource Allocator Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.00	1	11.1	11.1	11.1
	7.00	1	11.1	11.1	22.2
	8.00	1	11.1	11.1	33.3
	9.00	4	44.4	44.4	77.8
	10.00	2	22.2	22.2	100.0
	Total	9	100.0	100.0	

Table 10   Frequency Table Resource Allocator Role

Negotiator Role

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Lot	1	11.1	11.1	11.1
	7.00	2	22.2	22.2	33.3
	9.00	1	11.1	11.1	44.4
	10.00	5	55.6	55.6	100.0
	Total	9	100.0	100.0	

Table 11   Frequency Table Negotiator Role

APPENDIX I

QUALITATIVE DATA ANALYSIS REPORT

Coding Summary By Node

NViVo Coding

	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials

Node

Nodes\\Background\Academic

Document

Internals\\Institution A

No		0.0349	1		
				1	BAM

I was enticed to come out to XXXXXXX, or the XXXXX area, because there is an aboriginal post-secondary institution called XXXXXXXXXX run by the XXXXXXXXX, and they wanted a new president to help them with some of their economic issues. So that's how I became a president, but not directly in the college system. College-level and university-level courses were taught at this institute. Then that job fell apart, and I was approached to consider applying to Institution A in Scarborough, which was the area where my constituency had been.

Internals\\ Institution B

No		0.0381	1		
				1	BAM

During the time that I was a Vice-President Academic. I've come to the current role at Institution B from being a Vice-President Academic in XXXXXXX   I've enjoyed that role as Vice-President Academic. I have a friend who talks about seeing the world from the next-highest rock. By that, she means that each time you climb up the pile of rocks, you go higher, you can see a bit of a different vision, a different horizon there. Potentially, you can see other things that you could do. I think that, as a VPA, it was certainly more than I could do as a dean, and I felt that, as a president, I could do more than I could as a VPA. It also helped me in terms of some of the community work that I currently do and am quite involved with

Internals\\ Institution D

No		0.0038	1		
				1	BAM

I had done the VPA position for 10 years

Internals\\Institution E

No			0.0088	1		
					1	BAM

When I came to Institution E as a part-time faculty member, I then realized that this was really an environment in which I truly excelled. It was really not unlike many other experiences that I began to take on

Nodes\\Background\Non-academic

Document

Internals\\Institution A

No			0.0042	1		
					1	BAM

I'd been a politician for many years, and in opposition for many years.

Internals\\Institution C

No			0.0360	1		
					1	BAM

I'm a retired military guy. I spent 35 years in the military as an infantry officer. I retired commanding the Canadian Army, still reasonably young; we pack it in around 35 years of service. Still reasonably young and still wanting to make a contribution and feel personally fulfilled. And while Institution C and the college sector was not a master plan, it is just good fortune that I ended up here. I do think that it's an amazing place. Those are my comments as far as an intro goes

Internals\\Institution F

No			0.0179	1		
					1	BAM

I guess I'm different than some of the lifers that you've been talking to, who sort of rose through the ranks of the colleges. Because I came in from the outside, I may be a slightly different bird than the rest. I came from a variety of leadership roles in other organizations, starting in 1989, when I was head of an office. I've been variously titled, but I've been a president in lots of other places.

Nodes\\Being president\Difficult aspects

Document

Internals\\Institution A

No		0.0701	2	
			1	BAM

Another thing was that, during that period, and it's even worse now, a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the programs. [Inaudible] I know that in the six of seven year tenure that I had, I was increasingly required to do more and more fundraising. And to find creative ways to raise money as well, and I enjoyed finding different ways to move things forward with the lack of funding that we often had. I didn't like the fact that I was continuously having to glad-hand and try to raise funds. I'd much preferred playing a more active role in some of the kinds of academic change we were trying to bring in to the college [inaudible].

			2	BAM

Must just be the link out here in the country. The challenge was that you would spend so much time out of the college trying to raise money that you were not as in touch with what was going on in the school itself. I still managed to do a number of things that I really enjoyed in that area, but it was one of the aspects I liked the least, I have to say. Why don't you ask me something based on the questions?

Nodes\\Being president\Difficult aspects\Balance

Document

Internals\\Institution B

No		0.0135	1	
			1	BAM

balance and life balance. Making certain that one doesn't wear oneself down. As you can tell, I suspect I'm not terribly good at any of those three. There are days now where I'll be looking outside at a beautiful environment I'd rather be canoeing in than looking at.

Internals\\Institution C

No	0.0185	1	
		1	BAM

I don't know what to say there. I work tremendously hard. I'm much busier than I imagined I would be. Weekends and evenings are mostly tied to community relationships. The college is just greatly involved in a ton of community things around the region.

Internals\\Institution E

No	0.0230	2	
		1	BAM

I'm not quite sure what kind of leadership style that would describe, beyond one of inclusion. But it certainly makes the job a lot more demanding, because you're working a 40 or 50 hour week, minimally, just in the role of president, and the external relations aspect. But the internal relations, which are equally important—the pulse I've been referring to—only increases the amount of time one has to invest. And I don't begrudge that, I think it's all part of being able to do your job well, and representing your institution well in the community

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		2	BAM

But it certainly makes the job a lot more demanding, because you're working a 40 or 50 hour week, minimally, just in the role of president, and the external relations aspect. But the internal relations, which are equally important—the pulse I've been referring to—only increases the amount of time one has to invest. And I don't begrudge that, I think it's all part of being able to do your job well, and representing your institution well in the community.

Nodes\\Being president\Difficult aspects\Bureaucracy

Document

Internals\\Institution C

No	0.0432	2	
		1	BAM

The three most difficult aspects of being a president are the bureaucracy -- the crushing bureaucracy -- of the provincial government.

		2	BAM

What has to happen is that the provincial government has to lessen the crushing, brutal, unnecessary bureaucracy that they impose on colleges. The legislative rules that colleges fall under -- whereas universities have much more freedom -- are because of their structure -- neither fast nor nimble. Colleges are nimble, but the government does their best to destroy any initiative in nimbleness by all the bureaucracy crap that they use to—[inaudible].

Internals\\Institution E

No		0.0126	1		
				1	BAM

What's really frustrating are the barriers that get in the way of being able to do a good job. Government interference in the affairs of our college would be one of the most difficult aspects to deal with. It goes with the turf, you learn how to handle it, but if you had your druthers you'd rather not.

Nodes\\Being president\Difficult aspects\Fiscal issues

Document

Internals\\Institution A

No		0.0455	1		
				1	BAM

Another thing was that, during that period, and it's even worse now, a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the programs. [Inaudible] I know that in the six of seven year tenure that I had, I was increasingly required to do more and more fundraising. And to find creative ways to raise money as well, and I enjoyed finding different ways to move things forward with the lack of funding that we often had. I didn't like the fact that I was continuously having to glad-hand and try to raise funds. I'd much preferred playing a more active role in some of the kinds of academic change we were trying to bring in to the college [inaudible].

Internals\\Institution D

No		0.0776	1		
				1	BAM

One of the most difficult things for me initially was the fact that the buck stopped here. It took me a while to figure out that it's on my shoulders. I'm there now, but it certainly was difficult figuring out how to handle that at first, both personally and in the workplace. I think because the financial situations are always there, and I guess you'll probably hear this more from me this year than you would've last year or for the other ten years. Our enrolment dipped significantly this and last year. We'll balance our budget and all the rest of it, but we have some budget issues, and financial issues are very difficult because, as I said before, the buck does stop here. It's up to me to manage that, not only for this year but for upcoming years and being able to envision what's coming in the future

No	0.0140	1		
			1	BAM

The ever-present challenge of having sufficient fiscal resources to do everything you would like to do. That's a difficult aspect, and something we look in the eye just about every day, unfortunately. We have some great aspirations as an institution, and also to help our communities realize their aspirations as well. It all takes money

Nodes\\Being president\Difficult aspects\Governors

Document

Internals\\Institution B

No	0.0100	1		
			1	BAM

I think that managing the board -- that dynamic interaction between the individual and the board -- and some of the expectations that are there within this changing context, is a pretty major one.

Internals\\Institution D

No	0.0387	1		
			1	BAM

I think it's not difficult, but it is complex working with the board, making sure that you are being clear with them and setting boundaries, and also asking for help. That was hard for me and, just in the last year, I've started to ask not for help but advice, because I have some incredibly important and impressive board members that I could ask for help, but I think it took me a while to get there.

Memo

Memos\\Relations with the BOG

No	0.4309	2		
			1	BAM

I think that managing the board -- that dynamic interaction between the individual and the board -- and some of the expectations that are there within this changing context, is a pretty major one

			2	BAM

I think it's not difficult, but it is complex working with the board, making sure that you are being clear with them and setting boundaries, and also asking for help".

Nodes\\Being president\Difficult aspects\Other

Document

Internals\\Institution A

No		0.0391	1		
				1	BAM

It's also one of the saddest parts for me about the college system. I'd done some teaching about Ontario politics at the university level and had really wanted to do some Gen. Ed. kind of courses, and the colleges don't really allow for the President to play that kind of academic role. I think this sometimes adds to the lack of cohesion between the faculty in colleges (and the desire to strike from time to time because they considered they were not being heard) and the university system, wherein presidents invariably come out of academia and often continue to play a minor role in academia. I felt that was one of the things that was unfortunate

Internals\\Institution B

No		0.0245	1		
				1	BAM

Sometimes you know too much. Beyond what other people know, in terms of what can and will influence the institution. And having to hold it back, because you can't share. It's a singular position. I think that's one of the advantages of getting together with the other presidents, either the six Institution E or the other 24 college institutions. You can share things there that you can't share with anyone else in your organization, so you often note things which can't be shared widely

Internals\\Institution F

No		0.0209	1		
				1	BAM

I don't know if there's any huge difficulties that are unique to being president. Human nature is that we don't particularly embrace change easily, and we live in a time of huge change. My mandate in this organization has been to change it, and it will continue to be so, because that's the way you thrive. Do I meet huge resistance? No. Is it always fun? No. But we're making good progress. I don't know if I've got a long list of things that are particularly difficult.

Nodes\\Being president\Difficult aspects\Staff

Internals\\Institution C

No		0.0049	1	
				1

1　　　BAM

Second would be HR aspects -- so that would be staffing challenges.

Internals\\Institution E

No		0.0238	1	
				1

1　　　BAM

I guess the last difficult aspect right now is the demographics of our staff. We have a lot of turnover with respect to retirements. We see a lot of institutional memory leaving us through retirement. That's a little unsettling, but it's a fact of life. It's a matter of not looking at the glass as being half-empty. It's also an opportunity to bring in some other great talent and try infuse the same kind of passion in them that the people who are retiring are taking with them as well. Those, I think, would be the three difficult aspects that are top of mind right now.

Nodes\\Being president\Difficult aspects\Student challenges

Document

Internals\\Institution C

No		0.0087	1	
				1

1　　　BAM

The third would be student challenges, where there are individual, unique needs of students that need to be fulfilled.

Internals\\Institution F

No		0.0118	1	
				1

1　　　BAM

Student learning styles, higher incidences of mental health issues amongst our students, higher evidence of learning disabilities and so on. So, the challenges of actually delivering what we want and need to deliver -- those are challenges that face all of us as well

Nodes\\Being president\Enjoyable aspects\Community

Document

Internals\\Institution B

No		0.0495	1	
				1 BAM

Secondly, being recognized by the community, in terms of what we do both with students and our contribution to students who often seem to be marginalized. Those students who were not expected to be terribly good at what they do; to make sure that they are out there and have employment opportunities. Seeing that their self-esteem has grown so that they're far greater people than when they walked in the front door. The recognition by the individual students and their family; the second was recognition by the community and the role that we have. The third part, I'll come back to it, is providing community leadership. I'm currently leading the United Way for Thunder Bay. I have a number of elements that I do in terms of volunteer work. Having the platform of the president's position increases recognition; it increases my ability to open doors. I hope that by the end of this year [inaudible] our support of the United Way's campaign will have been quite effective.

Internals\\Institution C

No		0.0100	1	
				1 BAM

As are our relationships with industry and business partners who seek the advice and the wisdom that is present inside Institution C.

Nodes\\Being president\Enjoyable aspects\Other

Document

Internals\\Institution C

No		0.0092	1	
				1 BAM

I think that the ability to select and point the college in a strategic direction aimed at the future is another great reward

Internals\\Institution D

No		0.0490	1		
				1	BAM

It's working with people and seeing them grow. It's being able to mentor them and seeing them shine. It's also, and probably what drives me, is being able to effect change. It's being able to envision what's happening and what's coming, being on the cutting edge -- not the bleeding edge but the cutting edge -- and driving towards that goal. It's tremendously exciting to see opportunities and knowing that you have some opportunity not just for control in a bad way but control in order to reach certain goals.

Internals\\Institution E

No		0.0128	1		
				1	BAM

But truly, I look forward to coming to work each and every day. Every day is enjoyable, notwithstanding the challenging aspects and things like that. If it were any different, if I didn't feel that way, I wouldn't be having this conversation with you because I wouldn't be the President of Institution E.

Internals\\Institution F

No		0.0391	1		
				1	BAM

The excitement of start-up, seeing all those new students come in and welcoming back the faculty. All that good stuff, there's lots that's enjoyable. If you don't like people, I don't know why you'd be in this job, because that's ultimately what it's all about. I suppose the other enjoyable aspect is that I could pretty much guarantee that no two days, no matter how long I stayed in this job, would be the same. You get a privileged view of the world from this job. You get to meet all sorts of interesting people, you get to hear great stories and witness great things happening on your campus. You get exposure –given who we are and what we do—to an international agenda. You get to sit down with the Premier to discuss post-secondary education, you get to greet the Prime Minister at your front door when he comes to visit. I mean, holy smokes, it's pretty darn privileged.

Nodes\\Being president\Enjoyable aspects\Students

Document

Internals\\Institution A

No		0.0243	1

		1	BAM

The parts of the system that I liked a lot included the interaction with students. Institution A has changed dramatically, even since the day I was first elected, to now being majority visible-minority, reflecting the [inaudible] demographics of Toronto. It had been really quite wonderful being at a place where there were 75 or 80 languages spoken, and interacting with students from time to time.

Internals\\Institution B

No	0.0224	1	
		1	BAM

Making a difference in students' lives. Positive outcomes; having students come back and having their eyes just light up with what they've done. Convocation; seeing a similar response in parents or family members who never thought their son or daughter or brother or sister -- or sometimes mom or dad -- would ever complete studies and be successful. Seeing their accomplishments is probably the most important part of what we end up doing.

Internals\\Institution C

No	0.0261	1	
		1	BAM

I think that one of the challenges is student success, but how one touches student lives is probably the most fulfilling thing about working at a college -- when you learn the stories of how your institution and the people there have so positively touched the lives of students, particularly when someone who was struggling is now on a much stronger road.

Internals\\Institution D

No	0.0219	1	
		1	BAM

This should be one of the most important ones: to be able to see students, and particularly those students who are highly at-risk, succeed and change their lives and become productive citizens. There is nothing better than that.

Internals\\Institution E

No	0.0151	1	
		1	BAM

Commencement, first day of school, graduation, the last formal activity, and everything that happens in between. We're an eight-month post-secondary operation, but on the corporate training side—the training that we do for business and industry—it's a twelve month operation. Those are two markers, the beginning of the traditional post-secondary year and its end.

Internals\\Institution F

No		0.0086	1	
			1	BAM

The most enjoyable thing is the interaction with students. That's what we're here for and that's what we do. Times of great happiness are obviously things like convocation and recognition events.

Nodes\\Changes

Document

Internals\\Institution B

No		0.0077	1	
			1	BAM

Is it changing? I don't know. I think if you asked me four years ago what were my four primary priorities compared to now, they would still be the same.

Internals\\Institution C

No		0.0062	1	
			1	BAM

It's tough for me to comment on changes to the president's role over the past decade.

Nodes\\Changes\Current changes\Causes\Competition

Document

Internals\\Institution C

No		0.0228	1

Blair, I think that there is a natural competition between colleges and universities, as well as private career colleges. I think that colleges -- because we do certificates, diplomas, stand-alone degrees, as well as one-year post-grad programs -- that we're a really threatening sector for the universities.

Internals\\Institution F

No		0.0177	1	
			1	BAM

We work in a more competitive environment. Whether we're more competitive or not is other people's judgment. Right now in Ontario the demographics are such that across the province we are flat and in some areas in decline in domestic demand. That will uptick in the GTA, but in other parts of the province it's in, for the foreseeable future, stasis or worse. That's going to present real challenges

Nodes\\Changes\Current changes\Causes\Demographics

Document

Internals\\Institution B

No		0.0275	2	
			1	BAM

The demographics of the North, and actually the demographics throughout Ontario -- with the exception of Toronto -- all show a decline in the number of people coming out of high school. That puts pressure on any small or medium-sized institution to either have more people come out of high school and transition to college or be more efficient in terms of attracting students.

			2	BAM

feeling that demographic change even more intensely at the same time as funding has been frozen for smaller institutions, has caused that drive and that direction.

Internals\\Institution D

No		0.0050	1	
			1	BAM

Our enrolment dipped significantly this and last year

Internals\\Institution E

No		0.0740	1	
			1	BAM

We have four campuses, and in this region of Ontario, which is where our four campuses are located, the demographics are such that there's a general out-migration. I think that's not just the region, but the rural municipalities and geographic regions. There's an out-migration to larger urban centres. In this region, therefore, the population is diminishing. It's about demographics. Many of our elementary schools have consolidated; some have closed. The small elementary school population has now become the small secondary school population. We see secondary schools consolidating and closing. So we continue to watch what happens with the elementary and secondary school problem, which sooner or later becomes the same problem in the college and university system. That's particularly acute in Institution E. That doesn't diminish the need for our graduates, it just means that there are fewer of them. On one hand, we've got growth in industry; our industries in Institution E Ontario are predominantly mining and forestry, so there's continuing growth on that front, but fewer students to fuel the workforce requirements of industry. That forces us to respond differently. We can't be solely reliant on direct-entry students from our high schools. We're looking at new markets of opportunity for students. We're much more aggressively marketing Institution E and recruiting for Institution E in the large metropolitan areas of Ontario -- in Toronto, Ottawa, Kitchener, London. Those are things we didn't do before, and it's a sort of predatory practice because there are large colleges there. It's also where the lion's share of population resides in Ontario. We've become much more aggressive and strategic in the pursuit of international students.

Internals\\Institution F

No		0.0177	1	
			1	BAM

We work in a more competitive environment. Whether we're more competitive or not is other people's judgment. Right now in Ontario the demographics are such that across the province we are flat and in some areas in decline in domestic demand. That will uptick in the GTA, but in other parts of the province it's in, for the foreseeable future, stasis or worse. That's going to present real challenges

Nodes\\Changes\Current changes\Causes\Fiscal

Document

Internals\\Institution B

No		0.0218	2	
			1	BAM

I think the intensity of what's going on -- we're continuously being eroded in terms of operational funding. Today, the organization is under stress because I'm letting people go, because we can't afford to have as many as we had because of the operational funding.

			2	BAM

feeling that demographic change even more intensely at the same time as funding has been frozen for smaller institutions, has caused that drive and that direction.

Internals\\Institution E

No		0.0042	1	
			1	BAM

We've had to become much more self-reliant, and unfortunately, less dependent upon government funding.

Internals\\Institution F

No		0.0455	4	
			1	BAM

I had the good fortune of joining the system the moment the government decided to stop increasing our funding and start decreasing it. We're dealing with diminishing government support -- we're not talking down to zero -- but at the moment, if you're heading up a big college, your revenue is now south of 35% from public sources. The rest of it's coming from tuition and ancillary revenue

			2	BAM

The phraseology of being "public" has changed, so we've now moved from being publicly-funded to publicly-assisted

			3	BAM

And some, of course, of the stresses and strains, as you well know, having been faculty, are around what happens when the money dries up and your biggest cost is people.

			4	BAM

we're all dealing with those kinds of Rubik's Cubes of challenges: maintaining high-quality programs, dealing with resource challenges, dealing with big organizations – that, while we can fairly say we're more nimble than universities by and large, we still have our own traditions and history and bureaucracy and rules, and our own kind of inflexibility

Nodes\\Changes\Current changes\Causes\Technology

Document

Internals\\Institution B

No		0.0228	1	
			1	BAM

Diversity drives me into a whole different world of synchronous, technology-enabled learning. Other colleges are wondering why on earth I'm doing that, but I need to reach into those small communities, because I can't deliver synchronously through either Skype or videoconferencing or other mechanisms. Those students will not be successful here. So again, that's another element of diversity that's more peculiar to the XXXXX than other locations.

Internals\\Institution D

No		0.0750	1	

In terms of a change, for everybody, the digital world has created change. One of the neatest and most important things that has occurred because of the digital change is being able to drive teaching methodologies to where they need to be. We did a lot of "Sage on the Stage" and not "Guide on the Side" or active learning strategies. That certainly was part of our world, and I've been in the system for over thirty years, so I can tell you that was the truth. But because of the technology moving our world, we are now able to drive that change and I think that's significant and important. At our college, for example, by 2016 our college will be fully mobile. That really means that every class and every program will have a class plus experience enhanced by digital technology.

Internals\\Institution F

No		0.0041	1	

				1	BAM

Well, I shouldn't ignore what's happening in pedagogy, the influence of technology, and so on

Nodes\\Changes\Current changes\Corporatization (CEO)

Document

Internals\\Institution A

No		0.0562	3	

				1	BAM

Another thing was that, during that period, and it's even worse now, a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the

				2	BAM

I've got a feeling that more and more of the position will not just be simply that of an administrative officer, as it has been, but will increasingly become that of a chief executive officer.

				3	BAM

Well, in the past, the president was a community leader, both inside the college and externally. With the knowledge, hopefully, of governance and a capacity to influence government, and a commitment to these [inaudible] principles of applied learning. I think that role has evolved to be much more on the intergovernmental relations side of things, more fundraising than was done in the past. And it's become a much more corporatized role than it ever was in the past, and I think that role will continue

Internals\\Institution B

No		0.0470	1	

				1	BAM

What's intriguing to me is that the previous president was an extremely operation president. I'm not. I'm a much more strategic president. Because of that, the organization wants me to be more like the previous president, and I've said no. The decisions we make throughout the organization -- I need to understand why these decisions are being made. But I'm not going to make a number of these decisions that are operational or, if I can say, managerial. I'm in a leadership role, there's a leadership element. I'll coach others, I'll work with them in a number of contexts. So, from that viewpoint, I think the change of role from the previous president to my role was more a question of personality and approach to leadership, rather than the institution demanding I do this. Having said that, the BOG did know they were hiring a strategic president. I think that departed noticeably from the previous president's approach

Internals\\Institution C

No	0.0340	1	
		1	BAM

As I look to the future, the president's role is very much tied to the vision and strategic direction that he or she points his or her college. It's that direction, it's the strength of the reputation and the brand that is being reinforced by the leadership demonstrated by the president. His or her relationship with the community also reinforces the brand, the opportunity of the directions and the support that the college gets from the region that it serves.

Internals\\Institution D

No	0.0272	1	
		1	BAM

I think that the role of the president is to manage change probably much more than in the past. It's also to be able to look to the future that is not so far away, to be able to be on top of that and ensure that your college is getting to where it needs to be. So -- the pace of change

Internals\\Institution E

No	0.0306	2	
		1	BAM

The role of the college president is very much becoming that of the CEO of a corporation; it just happens to be coincidental that you happen to be an academic institution. Many of the things the college president is involved in are far removed from what happens in the classroom

		2	BAM

Although governments are fiscally challenged these days -- I know the provincial government in Ontario is investing much less money than it did ten, even six years ago -- our budgets haven't shrunk, so we've had to become more entrepreneurial and look for business opportunities. That's part of what I do and, to some degree, part of what my senior management team does as well -- to continuously take the pulse of the environment and seek out opportunities

Internals\\Institution F

No		0.0096	1
		1	BAM

So we have that challenge of having to work in that environment while having to be quite entrepreneurial and international in our focus to continue to do the work that we do. I think that's probably the biggest change

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Nodes\\Changes\Current changes\Fundraising

Document

Internals\\Institution A

No		0.0925	4
		1	BAM

Another thing was that, during that period, and it's even worse now, a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the programs.

| | | 2 | BAM |

I know that in the six of seven year tenure that I had, I was increasingly required to do more and more fundraising. And to find creative ways to raise money as well, and I enjoyed finding different ways to move things forward with the lack of funding that we often had. I didn't like the fact that I was continuously having to glad-hand and try to raise funds. I'd much preferred playing a more active role in some of the kinds of academic change we were trying to bring in to the college

| | | 3 | BAM |

The challenge was that you would spend so much time out of the college trying to raise money that you were not as in touch with what was going on in the school itself. I still managed to do a number of things that I really enjoyed in that area, but it was one of the aspects I liked the least, I have to say

| | | 4 | BAM |

Well, in the past, the president was a community leader, both inside the college and externally. With the knowledge, hopefully, of governance and a capacity to influence government, and a commitment to these [inaudible] principles of applied learning. I think that role has evolved to be much more on the intergovernmental relations side of things, more fundraising than was done in the past. And it's become a much more corporatized role than it ever was in the past, and I think that role will continue

Internals\\Institution B

No		0.0158	1
		1	BAM

The final one is around finances. That comes back to enrolment, enrolment, enrolment. The financial sustainability is critical. I have to admit, I don't think there's a day that -- back then or now -- when they didn't have finances in mind. All the elements come into sustainability in terms of those finances.

Internals\\Institution E

No		0.0190	1		
				1	BAM

It's more with community leaders, politicians, and bureaucrats of the various ministries that provide funding to us. It's with industry seeking funds for projects, for capital expansions and buildings and equipment, it's for building relationships with the local hospital so that placements will continue for our nursing students. There's a lot of government and community relations work that the president is involved in, and a lot of fundraising as well.

Internals\\Institution F

No		0.0255	1		
				1	BAM

I think you can trace it back to a changing fiscal relationship with government -- we're all spending a lot more time fundraising. We're not like they are in the States where probably 75% of a president's time at a big, Harvard-type university is spent on fundraising. And nor are we where the university presidents are, at U of T, Western, and so on. But we're spending more time because we have to. That's how we're raising money for our students, through scholarships and bursaries, and for our capital projects. Because more and more of that is falling on our shoulders.

Nodes\\Changes\Current changes\Government control

Document

Internals\\Institution C

No		0.0333	1		
				1	BAM

What has to happen is that the provincial government has to lessen the crushing, brutal, unnecessary bureaucracy that they impose on colleges. The legislative rules that colleges fall under -- whereas universities have much more freedom -- are because of their structure -- neither fast nor nimble. Colleges are nimble, but the government does their best to destroy any initiative in nimbleness by all the bureaucracy crap that they use to—[inaudible].

Internals\\Institution D

No		0.0360	1		
				1	BAM

I also think that the oversight by the government has escalated, and the whole focus on accountability and risk, because of the trouble the government has gotten into over time, it all trickles down to public institutions and we are not exempt from that. That does create issues—it creates a great deal of accountability and administrative work that was not happening before.

Internals\\Institution E

No		0.0126	1		
				1	BAM

What's really frustrating are the barriers that get in the way of being able to do a good job. Government interference in the affairs of our college would be one of the most difficult aspects to deal with. It goes with the turf, you learn how to handle it, but if you had your druthers you'd rather not.

Internals\\Institution F

No		0.0083	1		
				1	BAM

despite the fact that the funds are diminishing, the controls and the accountability measures and the transparency demands, the legislative hooks into our flesh increase virtually weekly.

	2	BAM

When I got into the Ontario government -- when I arrived in Ontario first, in 1997 -- there was real sort of feel around government ministries in Ontario that their role was to facilitate and enable Ontario institutions in scooping as much research dollars as they could from the federal government, and they supported that. And facilitate and enable program development and delivery in an unfettered way, in its institutions. That zeitgeist, that sense of role, has very much turned into command and control.

	3	BAM

That zeitgeist, that sense of role, has very much turned into command and control.

	4	BAM

 more control from government, less evidence-based decision-making, more intense concern about the management of the message, and a disconnect and the distrust that's occurred as a result of that.

	5	BAM

because we're being managed from afar, because we have fewer degrees of freedom to manage our own affairs, you're getting a dynamic within institutions now where faculty and management are at each other's throats to a lot larger degree than they have historically been.

	6	BAM

And administration as well, because austerity measures are in place and there are fewer benefits to go around. If you have less power in your dynamic with your governing body, you tend to fight for whatever factional power you have inside to maintain some degree of freedom. So, there really is, I think, a difficult and a challenging period happening with institutions as funding tightens up, as external management occurs, that will change the role of the president hugely in the next little while, to be essentially an internal consensus-builder/peacekeeper in a way in which the role has never been traditionally.

Nodes\\Changes\Current changes\Internationalization

Document

Internals\\Institution A

No		0.0358	1		
				1	BAM

I think the attraction of international clients and students is going to be increasingly important, and we've seen that change in the colleges. It happened during my tenure at Institution A, when we moved from about 600 or 700 foreign students to about 3000; it's a much larger number now. It's partially done for reasons of finance and bringing in extra dollars, but it's also part of the reality of preparing students for a world where they may end up in countries they never expected to, where their transportable skills and connections are going to be increasingly important. I see that as vital

Internals\\Institution B

No		0.0294	1		
				1	BAM

One of the interesting pieces when I came here -- I've got a science background, so I recognize demographics -- was growing into markets other than what we have in XXXXXXX Ontario. And if other institutions hadn't realized that, they're realizing it quickly. So, growing a market overseas, from what had been 35 international students to what will be 370 students this coming year; growing the market within in a program called XXXXX to attract people from Toronto, specifically in programs which are oversubscribed there into our empty seats.

Internals\\Institution D

No		0.0446	2		
				1	BAM

I think paying attention to that is incredibly important and so the president's role is going to be figuring how do we open doors to new opportunities that will enhance revenues if our numbers are not going to be there from the domestic enrolment

				2	BAM

certainly I think the president's role will involve much more opening up of the international world in order to draw in international students even more. Even though we're very, very much dependent on them right now.

Internals\\Institution E

No		0.0037	1	
			1	BAM

We've become much more aggressive and strategic in the pursuit of international students.

Internals\\Institution F

No		0.0206	3	
			1	BAM

You've got a reliance on international revenue. The world of international is not simply recruiting students, but doing things overseas and selling services in different ways. We are much more entrepreneurial than we had to be in the

			2	BAM

You've got a reliance on international revenue. The world of international is not simply recruiting students, but doing things overseas and selling services in different ways.

			3	BAM

So we have that challenge of having to work in that environment while having to be quite entrepreneurial and international in our focus to continue to do the work that we do. I think that's probably the biggest change

Nodes\\Changes\Current changes\Less academic involvement

Document

Internals\\Institution A

No		0.0260	2	
			1	BAM

I'd much preferred playing a more active role in some of the kinds of academic change we were trying to bring in to the college

			2	BAM

The challenge was that you would spend so much time out of the college trying to raise money that you were not as in touch with what was going on in the school itself. I still managed to do a number of things that I really enjoyed in that area, but it was one of the aspects I liked the least, I have to say

Internals\\Institution C

No		0.0326	1	
			1	BAM

They are appropriately challenging to college initiatives and are tremendously focused on budgets and dollars. I think they would benefit more from paying more attention to the academic side of operating a college, but the current interests and strengths of many of the board members are dollars [inaudible] so there is a natural tendency to ask more questions tied to budget -- tied to major systems or major capital projects, as an example

Internals\\Institution E

No		0.0085	1		
				1	BAM

Have I observed changes in the president's role over the last decade? Absolutely. I think the role of college president today -- the responsibility of academic oversight -- rests very clearly with the VPA.

Nodes\\Changes\Current changes\Partnerships

Document

Internals\\Institution A

No		0.0143	1		
				1	BAM

Another thing was that, during that period, and it's even worse now, a president's role became much more one of fundraising and maintaining corporate connections for that purpose, rather than just for ensuring the validity of the programs.

Internals\\Institution C

No		0.0113	1		
				1	BAM

I spend a huge amount of time with contacts outside the college. Whether that be at the ministry level and regionally, with industry and business partners

Internals\\Institution E

No		0.0396	2		
				1	BAM

We pay a lot of attention to the relationships and the partnerships that we establish in the community. For want of that investment of staff time, it really is paying huge dividends back to the college. When we have needs, when we mount various campaigns—whether it's fundraising for bursaries or we have equipment needs—because of costs, we have to reach out to industry for assistance to back us. So I think it's an important role that not only I play, but indeed many of my staff play as well.

				2	BAM

It's more with community leaders, politicians, and bureaucrats of the various ministries that provide funding to us. It's with industry seeking funds for projects, for capital expansions and buildings and equipment, it's for building relationships with the local hospital so that placements will continue for our nursing students. There's a lot of government and community relations work that the president is involved in, and a lot of fundraising as well.

Nodes\\Changes\Future changes\Corporatization

Document

Internals\\Institution A

No		0.0115	1		
				1	BAM

I've got a feeling that more and more of the position will not just be simply that of an administrative officer, as it has been, but will increasingly become that of a chief executive officer.

Internals\\Institution D

No		0.0237	1		
				1	BAM

I think paying attention to that is incredibly important and so the president's role is going to be figuring how do we open doors to new opportunities that will enhance revenues if our numbers are not going to be there from the domestic enrolment.

Internals\\Institution E

No		0.0113	1		
				1	A

So, the things that I said about becoming more entrepreneurial and creating partnerships with industry and community organizations to help us to continue to do what we do, which is so vitally important in terms of what they do, that's the flavour of the future, I believe.

Internals\\Institution F

No		0.0091	2		
				1	A

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

				2	BAM

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

Nodes\\Changes\Future changes\Demographics

Document

Internals\\Institution D

No		0.0216	1		
				1	BAM

I also think that money is going to shrink the demographics -- maybe not so much in the GTA, though we're seeing a decline in enrolment in some of the major colleges in the GTA. As well, the universities' numbers are shrinking

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Internals\\Institution E

No		0.0075	1		
				1	BAM

The student population occupying our physical classes and campuses will continue to get a little smaller, despite our best efforts to recruit students from afar and internationally

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Nodes\\Changes\Future changes\Fundraising

Document

Internals\\Institution F

No		0.0091	2		
				1	BAM

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

				2	BAM

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

Nodes\\Changes\Future changes\Funding

Document

Internals\\Institution A

No		0.0128	1	
			1	BAM

I see government funding challenges as continuing, especially during the demographic dip that we're seeing in the next little while, in terms of who is of age to go to university or other forms of post-secondary.

Internals\\Institution E

No		0.0155	1	
			1	BAM

We will continue to be fiscally challenged. Even when government—our provincial government, for example—does get its own house in order and balance its own books, there's a huge accumulated debt in needs to begin to address. Not just today's deficit, but the accumulated debt. So, I don't see the prospect of enhanced funding increasing in the near term, not by a long shot

Internals\\Institution F

No		0.0179	2	
			1	BAM

I don't see government waking up any time soon and writing us bigger cheques. At this college alone, we have more than $100 000 000 in critical deferred maintenance that is unfunded, let alone the demand for new spaces that we will have because we're lucky enough to be in a growth area. We need to continue to meet the challenge of funding more and more of our operations out of non-government revenue.

			2	BAM

I don't see government waking up any time soon and writing us bigger cheques. At this college alone, we have more than $100 000 000 in critical deferred maintenance that is unfunded, let alone the demand for new spaces that we will have because we're lucky enough to be in a growth area. We need to continue to meet the challenge of funding more and more of our operations out of non-government revenue

Internals\\

No		0.0075	1		
			1	BAM	PM

And I think demographics, the draw on the provincial budget, and the inexorable rise in costs -- from energy through to salary costs -- will require some sort of rationalization over time.

Nodes\\Changes\Future changes\Internationalization

Internals\\Institution A

No 0.0345 1

1 BAM

I think the attraction of international clients and students is going to be increasingly important, and we've seen that change in the colleges. It happened during my tenure at Institution A, when we moved from about 600 or 700 foreign students to about 3000; it's a much larger number now. It's partially done for reasons of finance and bringing in extra dollars, but it's also part of the reality of preparing students for a world where they may end up in countries they never expected to, where their transportable skills and connections are going to be increasingly important

Internals\\Institution D

No 0.0210 1

1 BAM

 certainly I think the president's role will involve much more opening up of the international world in order to draw in international students even more. Even though we're very, very much dependent on them right now.

Internals\\Institution E

No 0.0075 1

1 BAM

The student population occupying our physical classes and campuses will continue to get a little smaller, despite our best efforts to recruit students from afar and internationally

Internals\\Institution F

No 0.0091 2

1 BAM

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

2 BAM

I think we're going to have to spend more time on fundraising to supplement what we do, as well as be very entrepreneurial in terms of the way that we package our services both locally and internationally.

Document

Internals\\Institution A

No		0.0328	1	
			1	BAM

The college will benefit from the fact that there will be continuing displacement of adult workers in our system, and the need for them to be retooled and re-prepared for things. Government will want those kinds of specific-skill programs to become shorter and shorter. Colleges, hopefully, will always want this to be done in a context where it's not just for specific training purposes—doing something with just one particular widget or concept—but rather where you're dealing with more generic skills in a general application context as well.

Internals\\Institution E

No		0.0308	1	
			1	BAM

there's a large segment that go directly to the workforce. But, in time, as industry responds to its own internal pressures and the dynamics in which that industry operates, people are laid off and have to make life choices. We know that, sooner or later, these people will have to present themselves for upgrading or credentialing, eventually. Even for the purposes of career advancement, you may first get a job without a college diploma or university degree, but ultimately if you want to stay with the company for any length of time and progress to supervisory and managerial positions, etc., or even more technology-oriented positions, you are going to need formal education. So, I think we'll have a second opportunity with these folks

Internals\\Institution F

No		0.0114	2	
			1	BAM

We continue to face a dynamic labour market that I think in the long run is good news for young people in terms of what's happening out there.

			2	BAM

We continue to face a dynamic labour market that I think in the long run is good news for young people in terms of what's happening out there. Talent management is a big issue for us; lots of retirements happening and lots more to happen given the Baby Boom

Nodes\\Changes\Future changes\Other

			2	BAM

I think what we're doing represents a sort of a thinking pattern that's probably more prevalent than I'm aware of across the province, that will lead to a smaller number of institutions but not necessarily a smaller number of campuses. Interestingly, when I was in BC last week that was the view in BC as well.

		3	BAM

I think Humber/Guelph is a really good example of a partnership. If you look at Institution F/York and Institution A/UTSC, there's less to those partnerships than meets the eye. It's co-location but not necessarily integration of programming at this stage. I say that, respectful of Institution F and York. But co-location is a good thing, in terms of supporting pathways between colleges and universities. I think you'll see a lot more pathways work, I think you'll see a lot more credit transfer arrangements. You'll have a more seamless system as a whole. But I think there's a distinction between academic collaboration -- research now is being funded more and more in terms of collaboration; your probability of getting research funding increases if you have collaborations across a number of institutions; it increases exponentially if you have national collaborations. So, I think there will be a drive, academically, that will occur as a natural evolution

Nodes\\Changes\Future changes\Partnerships

Document

Internals\\Institution B

No		0.0194	1	
			1	BAM

More and more about partnerships -- again, the six institutions working together. Ultimately sharing services and programs. The demographic change isn't going to stop any time soon, and that's right across the North. So, we have to figure out how to be more efficient, and I see that through partnerships with other post-secondary institutions and particularly other colleges.

Internals\\Institution E

No		0.0113	1	
			1	BAM

So, the things that I said about becoming more entrepreneurial and creating partnerships with industry and community organizations to help us to continue to do what we do, which is so vitally important in terms of what they do, that's the flavour of the future, I believe.

Nodes\\Changes\Future changes\Technology (online learning)

Document

Internals\\Institution D

No		0.0170	1	
			1	BAM

I think the technological world is going to create interesting things for presidents, and I think presidents are going to have to be on top of it much more than they were before.

Internals\\Institution E

No		0.0237	1	
			1	BAM

What will be different, though, is that many of these people do not reside in our four campus communities. And the prospect of lifting up roots and leaving their employer to go away to school is a non-starter, so we've got to find ways to make our education and program services much more portable and mobile, and cater to more and more distance learners. That's a trajectory we've been on for the last three years, and it's an increasing and growing market for Institution E, as we take our programs and services literally into people's homes via online learning.

Internals\\Institution F

No		0.0289	1	
			1	BAM

We've seen the pendulum on MOOCs as the best example. This caught the eye of ministers at Queen's Park a couple of years ago, and they were dazzled by this marvelous phenomenon, forgetting the fact that most of us had been in the online business for many years. The internet wasn't exactly invented yesterday, and—probably—the vast majority of our students would absolutely bomb in a completely online environment. But the pendulum has come back; people are seeing it as a useful supplement, a useful tool, and a useful part of education—but not the be all and end all that's going to disrupt education like we've never seen anything disrupt it before

Nodes\\Changes\Future changes\University graduates

Document

Internals\\Institution A

No		0.0093	1	
			1	BAM

I think that the dynamic in the colleges around designing more and more programs around university graduates is a phenomenon that will continue [inaudible]

Internals\\Institution B

No		0.0153	1	
			1	BAM

Students who are transferring from other institutions, particularly students from universities who want a practical, pragmatic top-up on some of their degrees to make them more employable in the areas that are there. So, that partnership piece will be important with other post-secondary institutions.

Internals\\Institution C

No	0.0634	1		
			1	BAM

I think that colleges -- because we do certificates, diplomas, stand-alone degrees, as well as one-year post-grad programs -- that we're a really threatening sector for the universities. Our single largest feeder school is our local university. I say it with great pride because I'm actually an alumni from that university -- but kids coming out of university who have a wonderful piece of paper that won't let them access a job the way they're looking for a job in a particular field that turns them on -- they need to come to college for probably a year, do some type of post-grad thing which is very focused and accesses a job for them. I think the applied learning and research built into every single one of our programs here, and the relationship with industry and business partners, coupled with real people skills, is why colleges are poised to excel.

Nodes\\Future of colleges

Document

Internals\\Institution B

No	0.1282	1		
			1	BAM

I think that what has occurred and was perhaps unexpected is the diversity of colleges. As we grew up over that almost 50 year period, colleges did diversify a great deal. And I think that's the strength of the community -- they diversified on the basis of what the community needed. So, to start off, we can say that they were all community colleges. Well, sure, but I don't think XXXXXXXX can be described as a community college anymore. At least according to that initial vision. They're certainly more. They're called different names, in terms of the nature of what they're doing and the degree granting. The types of areas that they're addressing, that's what their community needs and what their community is telling them. An institution like mine, I would say that it's a grassroots community college. We're providing access for students who otherwise wouldn't get access due to geography or simply not having numeracy and literacy skills. Access, because they need a great deal of support to make that happen. The aboriginal or indigenous studies is not particular to us, but we have one of the highest percentages of aboriginal students. If I had all the different types of things that we do -- we're approaching 50% of my students having aboriginal heritage -- when you're in downtown Toronto there's a zillion different ethnic backgrounds, and I think it's wonderful what they're doing, but it's different from the work that I do. Diversity drives me into a whole different world of synchronous, technology-enabled learning. Other colleges are wondering why on earth I'm doing that, but I need to reach into those small communities, because I can't deliver synchronously through either Skype or videoconferencing or other mechanisms. Those students will not be successful here. So again, that's another element of diversity that's more peculiar to the North than other locations. Diversity, continued diversification, specialization -- I can't argue with that. Our ministry wants us to specialize, and I think that's reasonable, but all of us want to provide and not lose access. It's a bit of a leap of faith for presidents to say that I'm going to get out of a certain business while another college will stay in it. That's what I'm working on with the six Institution E institutions; trying to figure how to actually make this work, because we all recognize that we won't be able to sustain all of our programming. So, figuring out how we can share that across the North is a critical piece of work.

Internals\\Institution C

No		0.1150	1	
			1	BAM

Do you feel that colleges are erring away from that mandate now, and not providing that education?

B: No, I think it's still there. I think that over the almost 50 years since colleges were born, that the business and industry needs are a bit different too. So, the credentials in the traditional trades are still there, they're still looking for folks. But the service industry in particular has added a bunch of other professions and qualifications that I think colleges have marvelously filled. Whether that be in the IT or business world, in the health services world, I think that there has been a lot of growth in those areas in colleges. I think that they've done a good job of that. I think that Ontario colleges would benefit from more attention being paid to the apprenticeship programs; we kind of suck compared to other provinces. Often, people compare what we're doing to what's happening in Europe, and that's wrong. We're just two different cultures, two different societies. We have been born and brought up differently, so we won't have a German apprenticeship set-up, ever. We don't want to. But we need to have one that's a little bit more responsive and grounded in the strengths of the associations. I'm talking about the traditional trades, here. Their unions don't allow as many people to go through that type of skills training. So, whether there's a skills mismatch or gap, there's tons of debate on that. I think that the apprenticeship area is one area where there could be better growth with more understanding from the province.

Internals\\Institution F

No		0.1454	1	
			1	BAM

We have a number of smaller colleges that are financially challenged more directly, that are not sustainable. The university side has the same challenge. There's lots of ways that that can change; we can bleed it to death and deal with crises. I know there's a whole strategy about dealing with problems that way, because then you have to. The public needs to understand that there's a house on fire before you send in the fire trucks and all that. But I do think that we're missing an opportunity to plan. I know that there's lots of suspicion about big central planning, but I think we're missing an opportunity to really have the discussions about what the system should look like. And not just in ephemeral terms around technology and distance learning, "nano" this and so on. Let's really talk about the 46 publicly-assisted institutions. The space is increasingly gray in the middle. You've got aspirations from one college in Ontario to be a university, you've got aspirations from another to offer masters degrees; aspirations from what seems like all 24 to offer three-year degrees. Virtually every university program that's been approved the last 3-5 years has been applied learning of one form or another. So we're like a bunch of little kids playing soccer, all congregating around the same ball, to some extent. We have to have a conversation about what's the right structure to most effectively deliver post-secondary education in this province. It is not going to be the current structure. There's a whole bunch of work to be done if we're going to have that conversation productively, and we're not there yet. So, maybe the change has to come from the system up. I would foresee fewer numbers of institutions. I'd see different combinations of existing institutions that create stronger continuums. An announcement was made the other day about the York University campus in Markham in partnership with Institution F. I think part of the attractiveness of that to government was that we were talking about a more innovative way of working together, where recognizing that we have the biggest traffic between our two post-secondary institutions than any other two institutions in Ontario, probably in Canada. And it's not all one-way. Now we have an established trail of university students coming to colleges because we can actually give them a useful, career-based education at a very sophisticated level, through our graduate certificates. Why are we causing them to wander through the arid desert of opportunity that they're finding, rather than creating a solid pathway for them as we try to do for our own students to go to university. That's what we've been talking about with York. There are some exciting joint programs where we're jointly teaching all four years of degrees. I think that's the model of much more collaboration and cooperation, much less preciousness over who does what and whose territory is what. More understanding that there is not necessarily a hierarchy in education, but different types of education that students need at different times in their lives. We can all add value to that student's journey, but not if we're both looking suspiciously from across the parapet at each other and worrying about who's stealing whose students.

I know government is driving differentiation as a policy. It has a really weak sense of what differentiation is all about. They really want to go, you're the person who does Psych 100 and somebody else is the person who does Philosophy 100, and you can do credit transfer. That's a more extreme example of it, but they want to change an ecosystem that has lots of overlap and interplay into a monoculture. That being said, I think there are dynamics within the university system in Ontario that will differentiate the universities. We will have a natural divide between the research-intensive universities that will play on a national and a global stage, and the smaller, regional universities that may have some spars of excellence that will work nationally and internationally, but will essentially be regional teaching universities. We'll tend to be farm teams for the bigger universities, for the more obsessive-compulsive and brighter researchers, as they develop their careers. And I think we'll have consolidation. We've got to have consolidation. The finances aren't there to support separate institutions. Politicians don't want to bite off the issue, but we have had informal discussions at the board and senior administration levels with a sister institution just to the east of us about some form of more integrated operations. It serves a strategic interest. It would take us from being a STEM-focus university vulnerable to the ups and downs of enrolment, and our own set of disciplines, to being a part of a comprehensive university, that would be attractive to a wider range of students but would give us some -- if we worked in some sort of an alliance -- some sort of stability for funding, an efficiency within administration over time. The government is interested in what we're doing; it won't declare its interest in what we're doing. I think what we're doing represents a sort of a thinking pattern that's probably more prevalent than I'm aware of across the province, that will lead to a smaller number of institutions but not necessarily a smaller number of campuses. Interestingly, when I was in BC last week that was the view in BC as well.

A: I see the colleges and universities doing partnerships -- Institution F/York, Humber/Guelph, etc.

B: I think Humber/Guelph is a really good example of a partnership. If you look at Institution F/York and Institution A/UTSC, there's less to those partnerships than meets the eye. It's co-location but not necessarily integration of programming at this stage. I say that, respectful of Institution F and York. But co-location is a good thing, in terms of supporting pathways between colleges and universities. I think you'll see a lot more pathways work, I think you'll see a lot more credit transfer arrangements. You'll have a more seamless system as a whole. But I think there's a distinction between academic collaboration -- research now is being funded more and more in terms of collaboration; your probability of getting research funding increases if you have collaborations across a number of institutions; it increases exponentially if you have national collaborations. So, I think there will be a drive, academically, that will occur as a natural evolution

		3	BAM

And I think demographics, the draw on the provincial budget, and the inexorable rise in costs -- from energy through to salary costs -- will require some sort of rationalization over time.

Nodes\\Future of colleges\Decrease of number of institutions

Document

Internals\\Institution F

No		0.0374	3	
			1	BAM

We have a number of smaller colleges that are financially challenged more directly, that are not sustainable

		2	BAM

You've got aspirations from one college in Ontario to be a university, you've got aspirations from another to offer masters degrees; aspirations from what seems like all 24 to offer three-year degrees

		3	BAM

I would foresee fewer numbers of institutions. I'd see different combinations of existing institutions that create stronger continuums. An announcement was made the other day about the XXXXXXXX in partnership with Institution F. I think part of the attractiveness of that to government was that we were talking about a more innovative way of working together, where recognizing that we have the biggest traffic between our two post-secondary institutions than any other two institutions in Ontario, probably in Canada

Nodes\\Future of colleges\Diversification

Document

Internals\\Institution B

No	0.0144	1		
			1	BAM

I think that what has occurred and was perhaps unexpected is the diversity of colleges. As we grew up over that almost 50 year period, colleges did diversify a great deal. And I think that's the strength of the community -- they diversified on the basis of what the community needed.

Internals\\Institution F

No	0.0131	2		
			1	BAM

I would foresee fewer numbers of institutions. I'd see different combinations of existing institutions that create stronger continuums.

	2	BAM

More understanding that there is not necessarily a hierarchy in education, but different types of education that students need at different times in their lives.

Nodes\\Future of colleges\Partnerships

Document

Internals\\Institution B

No	0.0168	1		
			1	BAM

It's a bit of a leap of faith for presidents to say that I'm going to get out of a certain business while another college will stay in it. That's what I'm working on with the XXXXXX institutions; trying to figure how to actually make this work, because we all recognize that we won't be able to sustain all of our programming

Internals\\Institution F

No	0.0353	2		
			1	BAM

I'd see different combinations of existing institutions that create stronger continuums. An announcement was made the other day about the York University campus in Markham in partnership with Institution F. I think part of the attractiveness of that to government was that we were talking about a more innovative way of working together, where recognizing that we have the biggest traffic between our two post-secondary institutions than any other two institutions in Ontario, probably in Canada. And it's not all one-way

			2	BAM

That's what we've been talking about with York. There are some exciting joint programs where we're jointly teaching all four years of degrees. I think that's the model of much more collaboration and cooperation, much less preciousness over who does what and whose territory is what.

			2	BAM

our own set of disciplines, to being a part of a comprehensive university, that would be attractive to a wider range of students but would give us some -- if we worked in some sort of an alliance -- some sort of stability for funding, an efficiency within administration over time. The government is interested in what we're doing; it won't declare its interest in what we're doing. I think what we're doing represents a sort of a thinking pattern that's probably more prevalent than I'm aware of across the province, that will lead to a smaller number of institutions but not necessarily a smaller number of campuses. Interestingly, when I was in BC last week that was the view in BC as well.

			3	BAM

I think Humber/Guelph is a really good example of a partnership. If you look at Institution F/York and Institution A/UTSC, there's less to those partnerships than meets the eye. It's co-location but not necessarily integration of programming at this stage. I say that, respectful of Institution F and York. But co-location is a good thing, in terms of supporting pathways between colleges and universities. I think you'll see a lot more pathways work, I think you'll see a lot more credit transfer arrangements. You'll have a more seamless system as a whole. But I think there's a distinction between academic collaboration -- research now is being funded more and more in terms of collaboration; your probability of getting research funding increases if you have collaborations across a number of institutions; it increases exponentially if you have national collaborations. So, I think there will be a drive, academically, that will occur as a natural evolution

Nodes\\Future plans

Document

Internals\\Institution B

No		0.0309	1		
				1	BAM

What do I want to do after ten years as president? I think, as I told my wife, I'd like to put my feet up for a while and figure that out. I have, at different points of my life, done different types of consulting opportunities. I'm always intrigued, I'm curious as to how I might be able to help the college system and individual colleges. When I was in Alberta, I did a fair bit of contract work for a variety of colleges for a period of time, which I also did in Ontario. I'm a person who enjoys contributing, so I see one way or another contributing to other colleges or institutions. I'd leave it there.

Internals\\Institution C

No		0.0273	1	
			1	BAM

So, I would intend to actually retire when I'm done as president, and, if I'm fortunate, I would do two five-year terms and then move on. I think ten years is very appropriate, and that those who stay on longer than that risk becoming stale. Status quo approaches don't allow the institution to be as vibrant, alive, and poised for change as I believe colleges should be.

Internals\\Institution D

No		0.0339	1	
			1	BAM

After my tenure as president … I don't know. I may do some things in the system, if ask. It's not my intention to do them necessarily. I would like rather to work in my community; it's a great community. I would like to give back in any way that I can in terms of charity work, perhaps work in a women's interval home. Those kinds of things. That is it

Internals\\Institution E

No		0.0545	1	
			1	BAM

I don't mind telling you that I turn 63 next week; I have two years remaining in my contract. I'm not quite sure yet that I'm ready to call it quits. Beyond my tenure, I should steal some time out, I suspect, at this particular point in time, my health continuing to be good. If my board were to continue to have me—and I believe that they would—I'm still very much committed to the mission of our institution. Eventually everybody has to hang up their hat. I'm looking forward to doing a bit of travel with my wife. I'm looking at capturing my memoirs, wherever that might lead. I don't know that it would necessarily result in writing a book, but I want to capture my experience, to share. Also, to try to be around our campus communities and to participate in some of the milestone events that happen over the course of the year -- Staff Appreciation Day and Student Awards Night, for example. I don't think that I absolutely want to sever my relationship. It's going to be a very different relationship when I leave, but my future would still involve the college in some degree. Whether it's continuing to be involved in a different capacity and doing some fundraising for the college, there will be some relationship in the future. But it's also going to be a time for family, and not a second career.

Internals\\Institution F

No		0.0185	1

What do I intend to do after my ten years as president? No idea. I worked in international development, and I think sometimes that I'd love to go back to that world, maybe with a little more credibility and skill to do something in education. That would appeal to me. But I don't think much about after. I've discovered that life doesn't work through great plans; it's opportunistic. It's been much more fun that way.

Nodes\\Future plans\'Another' career

Document

Internals\\Institution B

No	0.0125	1
		1	BAM

When I was in Alberta, I did a fair bit of contract work for a variety of colleges for a period of time, which I also did in Ontario. I'm a person who enjoys contributing, so I see one way or another contributing to other colleges or institutions.

Internals\\Institution F

No	0.0090	1
		1	BAM

I worked in international development, and I think sometimes that I'd love to go back to that world, maybe with a little more credibility and skill to do something in education. That would appeal to me.

Nodes\\Future plans\Community & college involvement

Document

Internals\\Institution B

No	0.0135	1
		1	BAM

When I was in Alberta, I did a fair bit of contract work for a variety of colleges for a period of time, which I also did in Ontario. I'm a person who enjoys contributing, so I see one way or another contributing to other colleges or institutions. I'd leave it there.

Internals\\Institution D

	No		0.0196	1		
					1	BAM

I would like rather to work in my community; it's a great community. I would like to give back in any way that I can in terms of charity work, perhaps work in a women's interval home. Those kinds of things

Internals\\Institution E

	No		0.0226	1		
					1	BAM

Also, to try to be around our campus communities and to participate in some of the milestone events that happen over the course of the year -- Staff Appreciation Day and Student Awards Night, for example. I don't think that I absolutely want to sever my relationship. It's going to be a very different relationship when I leave, but my future would still involve the college in some degree. Whether it's continuing to be involved in a different capacity and doing some fundraising for the college, there will be some relationship in the future.

Nodes\\Future plans\Continue to be a president

Document

Internals\\Institution E

	No		0.0055	1		
					1	BAM

If my board were to continue to have me—and I believe that they would—I'm still very much committed to the mission of our institution.

Nodes\\Learning\Experiential learning

Document

Internals\\Institution A

	No		0.0079	1		
					1	BAM

In terms of how I learned to be a president, most of it was quite frankly from observation of others and through hands-on experience.

Internals\\Institution B

	No		0.0243	2	

How did I learn to be a president? I think that starts on day one. Everything, from those things that one's not overly impressed by, to those things that one does want to do.

I've also only been in this role for four years, and as I look back from year four to year one, I've certainly learned a lot during that time period. I would approach some of the issues differently now than I would even four years ago. I think it's starting by experience and spending time in the system.

Internals\\Institution C

No	0.0520	2

I didn't work before at Institution C. So, brand new, and awesome strength in being brand new. Being new, both to the sector and to the institution, I can ask all kinds of questions in a non-threatening way. Just unbelievable power from that, because it was non-threatening. It allowed me to listen for the better part of a year, before I thought it appropriate that we make some structural changes to be in a better position for the future.

I think I have an excellent relationship with my Vice-Presidents. I adjusted some of their portfolios when I did a little bit of a reorganization inside the college. I think it's effectual because I ask a lot of questions and learn from them; I challenge, too.

Internals\\Institution F

No	0.0071	1

People pretend that there are, and academies and weeklong sessions on leadership and so on, but you learn on the job. It's the ultimate experiential learning.

Nodes\\Learning\Mentorship

Document

Internals\\Institution A

No	0.0513	1

I worked in the college system without the active assistance of a mentor, I'm afraid to say, other than a wonderful man who had been the second president of Institution A and who was head of collective bargaining for [inaudible] Council of Regents. I picked up an awful lot of knowledge from him. Other than that, in my active role, I found that because I had come from outside the system, as a politician, many of my colleague presidents were a little suspicious of my motivations. Especially because I'd been head of the council regions and had given some of them a really rough time about how they were handling interactions with their boards. So, I really didn't have any benefit from that, I really had to learn from my colleagues who as Vice-Presidents had played significant roles in the college system, and from my own knowledge of colleges.

Internals\\Institution B

No		0.0660	1		
				1	BAM

Have I had a mentor? Yes, several. Many of them have contributed to how I learn and continue to learn how to be a president. It's a continuous learning curve, which is one of the reasons why I enjoy it. I've also only been in this role for four years, and as I look back from year four to year one, I've certainly learned a lot during that time period. I would approach some of the issues differently now than I would even four years ago. I think it's starting by experience and spending time in the system. I taught and became a leader of a program; from there, I became the equivalent of a dean. From there, I became a VPA and from there, into the current role. That journey has taken me about 30 years. A lot of that was direct experience within the college system at two other colleges, but I also worked at the National Association of Colleges here as well, and had the opportunity to visit around 30 colleges across Canada, which provided me with perspective as well. Do I have a mentor? Nothing formal, but certainly people that I've worked with. The president at Red Deer has certainly been a strong mentor and continues to provide advice. Also, the president during my first 17 years of teaching has remained a very strong advisor and mentor. We often meet and talk about current issues.

Internals\\Institution C

No		0.0278	1		
				1	BAM

As far as a mentor goes, I certainly spend a lot of time looking and learning from other presidents within the Canadian sector, particularly the Ontario sector. I talk to others during visits to many of the college presidents inside the province. The fellow that I took over from, XXXXXX -- we've developed a great friendship. He provides advice when I ask as well.

Internals\\Institution D

No		0.0577	2		
				1	BAM

Obviously, the president who was here provided huge mentorship for me, and gave me lots of opportunities to show what I could do, and projects that I could hopefully shine in and show people what I could do. I think that was all part of it.

				2	BAM

That obviously would be the past president, and he remains a mentor to this day. Actually, the past president of Georgian is also a great mentor to me too, and I call him to talk to him about various things. I obviously worked in this institution; I've worked at Institution D for thirteen and a half years. Before that, I worked at XXXXXX

Internals\\Institution E

No	0.0137	1		
			1	BAM

Not one particular person, no. I've worked with a lot of people who had great skill sets. I sort of gravitated to many people with respect to whatever particular need that I had, helping to clarify various approaches that might be taken in a given instant. So, no single mentor, but I appreciate the skill sets that everybody has.

Internals\\Institution F

No	0.0306	1		
			1	BAM

No, I don't. I have people I admire. I have people whose leadership style I admire, which I freely borrow from when it's appropriate. But I don't really have a mentor in that way, and I didn't either. Some people offered to sell me their mentorship, believe it or not, when I joined the system. I've discovered since I've made a habit of taking on roles for which I'm completely unqualified, that people love to give you advice on how to do your job, and what not to do in your job in particular, and in some cases even what areas of the job you shouldn't even touch because you're unqualified and haven't done all that they have. So I tend to freely ignore all that advice and plunge in.

Nodes\\Learning\Other

Document

Internals\\Institution A

No	0.0373	1		
			1	BAM

The other thing is that I understood distinctly was the theoretical role between the college's President and the Board of Governors. Because of my role in the Council of Regents, I had actually seen a number of Presidents who, rather than seeing themselves as the servants of the community board, saw themselves as heading a board that they wanted to manipulate and actually try to organize the appointment of yes-men. They were not really interested in some of the principles of diverse membership on Boards of Governors and the kinds of things that were very important in terms of governance as seen in the early 1990s.

Internals\\Institution B

No	0.0090	1		
			1	BAM

I also worked at the National Association of Colleges here as well, and had the opportunity to visit around 30 colleges across Canada, which provided me with perspective as well

Internals\\Institution E

No	0.0079	1	

I've done the same thing at the provincial level, and developed a network of college presidents across the country who have continued to inspire me and be my sounding board from time to time

Nodes\\Learning\Previous experience

Document

Internals\\Institution A

No	0.0209	1

	1	BAM

I was enticed to come out to XXXXXXX, or the XXXXXXX area, because there is an aboriginal post-secondary institution called XXXXXX run by the XXXXXX, and they wanted a new president to help them with some of their economic issues. So that's how I became a president, but not directly in the college system

Internals\\Institution B

No	0.0042	1

	1	BAM

 A lot of that was direct experience within the college system at two other colleges

Internals\\Institution C

No	0.0281	1

	1	BAM

I think that my military experience very much prepared me to be a president in the post-secondary sector at a Canadian college. I think the combination of leadership, motivating and inspiring people, managing a significant budget, dealing with infrastructure, dealing with alumni, dealing with fundraising, dealing with unions -- all of those things happen inside the Canadian Army.

Internals\\Institution D

No	0.0038	1

	1	BAM

I had done the VPA position for 10 years

Internals\\Institution E

No		0.0411	1	
			1	BAM

As I said, my career path probably saw me hold eight or nine different positions. From that of a part-time faculty, and as a full-time faculty. My first job at Institution E was that of registrar. As a registrar at a college or university you have tremendous insight into the back office, the finance and administrative side that supports the college. But you also look forward to the academic responsibilities that you also share with the academic team. And it's a [inaudible] great perspective I had in that particular role. While as a part-time faculty member I felt that was the kind of environment that I really thrive in, it was in that first full-time role—quite divorced from teaching—that I really cemented my belief that I'd found where I belong. From that particular entry position in the college, I've held several increasing positions of senior responsibility. In 1997, I became part of the president's senior management team. My role had changed a couple of times by 1997

Internals\\Institution F

No		0.0433	2	
			1	BAM

I guess I'm different than some of the lifers that you've been talking to, who sort of rose through the ranks of the colleges. Because I came in from the outside, I may be a slightly different bird than the rest. I came from a variety of leadership roles in other organizations, starting in 1989, when I was head of an office. I've been variously titled, but I've been a president in lots of other places.

			2	BAM

How would you describe your management style? I have no idea how to describe my management style. I like to think that I'm empowering, in the sense that I give my VPs lots of room and we agree on objectives and check-in regularly and course-correct as necessary. But I also like very much to be in touch. I walk the halls, I look at the details, I notice things. I'm extremely sensitive about customer service issues in the operation. I'll say slightly defensively that I'm not a micromanager, but I like to know the details. I'll decide what to read and what not to read.

Nodes\\Learning\Professional development

Document

Internals\\Institution D

No		0.0341	1	
			1	BAM

I went to the Executive Leadership Institute with the League of Innovation in Arizona. That was an incredibly good institute. It's American, which has its drawbacks, but it's highly acclaimed and you have to apply to get into it. The people who are there are very focused on becoming presidents. The mentors are very strong. It provided a lot of background

Internals\\Institution E

No	0.0264	1	
			1 BAM

I also looked at professional development opportunities. I completed my Masters in Business Administration, which I'd been procrastinating, because after all, before I came to the college I was in business, I was doing it, why did I need to further education to the effect? But in a learning environment, it's the proper thing to do, and I don't like to leave things unfinished. So I did complete that and then went on to work on a PhD as well. I've also attended various president's leadership institutes that are organized and sponsored by a national organization for colleges in Canada -- it's called Colleges and Institutes Canada

Nodes\\Management style

Document

Internals\\Institution A

No	0.0601	1	
			1 BAM

I'd always wanted as a politician to surround myself with people who were self-motivated and didn't need a lot of supervision, encouragement and validation. I tried to surround myself (with Vice-Presidents in particular) who had the same kind of approach and liked to work collegially with each other. When I went to Institution A, the challenge was that one of the Vice-Presidents had been Acting President, and wished that the job had been offered to him. Another fellow I'd known for many years in a different context [inaudible] had also hoped that he would be approached for it, so there was a kind of awkward dynamic coming in. But, actually, the three of us (the other Vice-Presidents) worked together pretty well for those first couple of years, and then during that first year one of them left the board and I helped set him up in doing so. Then I brought in some people who I thought were the kind of people who could really run under their own lead, who were very understanding of [inaudible]…

Internals\\Institution B

No	0.0640	2	
			1 BAM

How do I describe my management style? Collaborative. I have an expectation of openness at the VP's table. The senior team that meets, we will actively engage in problems and we will collectively solve them to the institution and our students' best outcomes. It's a values-based approach. I could probably speak for about an hour on that one, because I actually teach a fair bit of values-based leadership. Again, the values that one has when you walk into the room, of integrity, truth, and focus on students—those being primary drivers in terms of decision-making. I often find we make poor decisions. We've lost sight of our students, lost sight of learning, lost sight of the primary element that we need to do. So, values are a critical piece around the management leadership style.

		2	BAM

Perhaps I've answered that in the last couple of elements that are here. I try to delegate decisions as far as I can to the front line, to my team. I'm always accountable, ultimately. As I've said to the senior leadership team, which includes the deans: I don't have to make the same decision that you're making, but I have to be able to support what you're doing. So, I delegate some of the responsibility for making decisions, but accountability ultimately is mine.

Internals\\Institution C

No			0.0168	1		
					1	BAM

My style would be one of being consultative. I include everyone in decision-making. I think that leaders make decisions, too. Sometimes they're difficult; at the strategic level, they're deliberate decisions. That would be that.

Internals\\Institution D

No			0.0477	1		
					1	BAM

My management style is very diplomatic. It's a very consensus-building style. To describe my style would be -- if I'm in a room and working through a problem, I would open up by talking about the problem and the issues, and then I would ask each person in the room to talk to me about where they are with each problem and issue and whether they had solutions. At the end of that, I would sum it up and then put together and suggest that we are either at consensus or not. That's kind of what I am.

Internals\\Institution E

No			0.0569	1		
					1	BAM

My management style is an inclusive kind of management style. I commented earlier in the interview that I recognize and appreciate the skills and strengths that other people have, and I see those skills and strengths as complementary to mine and mine to theirs. I try to utilize them as best I can, and I share what I have as well. There's no monopoly on good ideas; I learned that a very long time ago. The worst ideas are those that you bake in your office and then try to implement in the organization without consultation, understanding, and buy-in. So I understand the need to engage people continuously in not only the daily work of the college, but the challenges, to be honest with people about the challenges we face, and also to share with them the opportunities we see and to hopefully bring them onside. My style is also one of wanting to keep my fingers on the pulse. It makes my job really very difficult because, as I've commented already, a lot of my work is externally focused, in relationship-building. But I don't think I can represent my college well, and the needs for our college, if I don't truly understand the work of our college as well. So I try to keep in touch with as many people as I can. I try to meet with students—not frequently enough—in order to maintain a pulse of what we're doing, what we're doing well, what's challenging us.

Internals\\Institution F

No	0.0254	1

		1	BAM

How would you describe your management style? I have no idea how to describe my management style. I like to think that I'm empowering, in the sense that I give my VPs lots of room and we agree on objectives and check-in regularly and course-correct as necessary. But I also like very much to be in touch. I walk the halls, I look at the details, I notice things. I'm extremely sensitive about customer service issues in the operation. I'll say slightly defensively that I'm not a micromanager, but I like to know the details. I'll decide what to read and what not to read.

Nodes\\Motivations

Document

Internals\\Institution A

No	0.1518	3

		1	BAM

Motivation to become a president is kind of bizarre. I didn't have a great motivation to be one. I think part of it was I'd been a politician for many years, and in opposition for many years. I therefore had an influence but no power. I had no capacity to deliver on the ideas and concepts that were important to me. I could just argue for them. When I left politics, one of the things that was attractive to me was to actually get back and do something where I could see end results. After leaving politics, I had a plan of leaving the city and coming back out to rural Ontario and finding some work there, probably in education and probably at the university or college level.

		2	BAM

So, it was a great time to actually take some ideas and try to engage them with the system, and it also brought me in touch with an awful lot of the presidents and members of the board, because the Council of Regents (of which there is [inaudible]) are responsible for appointing the boards of governors and are responsible for collective bargaining. So, I got to see elements of the college system that I had not really had much interaction with while I was elected.

		3	BAM

there is an aboriginal post-secondary institution called XXXXXXX run by the XXXXX, and they wanted a new president to help them with some of their economic issues. So that's how I became a president, but not directly in the college system. College-level and university-level courses were taught at this institute. Then that job fell apart, and I was approached to consider applying to Institution A, which was the area where my constituency had been. And I reluctantly applied for that; I really did not want to come back to the city much. I'd loved being president of XXXXXXXX because they had only had 400 students, and they were incredibly innovative in their introduction of PLAR, whereas the colleges had really fought the introduction of PLAR [inaudible]. So, I'd enjoyed the immediate impact of that and was concerned that in a college of about 40,000, when you combine part-time and full-time, whether I'd have that kind of impact or would be a bit too distant from it. I went through the hiring process reluctantly, and the board offered me the job. By the time the interview process was over, I was getting quite excited about some of the prospects of being a president and leading the administration of that kind of institution. By the time the offer came through, I was quite enthusiastic about it

Internals\\Institution B

No		0.0603	2

	1	BAM

Well, I think the issue I have is I have enough ego to think that I can make a difference. I could make a difference in an institution, and I could make a difference in the community. I think that was one of the interesting drivers to me. I think it's important in the organization or the college to make a difference, but it's also important to contribute on top of that to the community that I am in. That was the primary motivator.

	2	BAM

During the time that I was a Vice-President Academic. I've come to the current role at Institution B from being a Vice-President Academic XXXXXXXX I've enjoyed that role as Vice-President Academic. I have a friend who talks about seeing the world from the next-highest rock. By that, she means that each time you climb up the pile of rocks, you go higher, you can see a bit of a different vision, a different horizon there. Potentially, you can see other things that you could do. I think that, as a VPA, it was certainly more than I could do as a dean, and I felt that, as a president, I could do more than I could as a VPA. It also helped me in terms of some of the community work that I currently do and am quite involved with

Internals\\Institution C

No		0.0872	3

	1	BAM

If I could just take a second, to let you know that I'm a new president. I've been president of Institution C for 20 months, so almost two years now. I absolutely love it to death; it's an amazing place to be and the college sector in Canada -- particularly in Ontario -- is vibrant and alive. I think it's time for college schooling in the post-secondary world to advance and be recognized for the wonderful benefit that it provides learners.

	2	BAM

I retired commanding the Canadian Army, still reasonably young; we pack it in around 35 years of service. Still reasonably young and still wanting to make a contribution and feel personally fulfilled. And while Institution C and the college sector was not a master plan, it is just good fortune that I ended up here. I do think that it's an amazing place.

	3	BAM

I was motivated to become president because I was looking to be challenged, and was looking for the tremendous awards that come from working in the post-secondary sector. And an opportunity to lead. I only decided that I wanted to become a president of a college when I was retiring; as I said, there was no master plan and it was really just good fortune that I ended up here.

Internals\\Institution D

No		0.1061	3

	1	BAM

In terms of motivating me to become president, it's funny how things go. I don't think that my goals ever were to become a president. I have always liked a challenge; I reach goals and then I get, not bored necessarily, but I like another challenge. That's been my progression, going from one position to the next. It probably just seemed -- I don't mean this to sound elitist or anything -- it just seemed like an obvious next step for me. I had done the VPA position for 10 years, and the President's position came up.

	2	BAM

When did I decide I wanted to become president? It was probably 6 years ago, when I started to actually prepare for that. I've been in the position I'm at now for three and a half years. I'm in my fourth year, so it was probably two years before that I started to prepare by attending various PD sessions and doing a number of different things.

	3	BAM

It's also, and probably what drives me, is being able to effect change. It's being able to envision what's happening and what's coming, being on the cutting edge -- not the bleeding edge but the cutting edge -- and driving towards that goal

Internals\\Institution E

No	0.0378	3

	1	BAM

Throughout my entire working life, whatever organization either I worked for or wherever I've volunteered my time, I've gravitated to a position of leadership naturally and with interest

	2	BAM

then when the position of president came open, it was very much something that I knew I wanted to take on, with respect to a large corporation, large staff, large budget, and a tremendous opportunity to influence the lives of the students and in turn the communities that those students reside in. That's how I have been motivated to take on the role that I have, and what continues to motivate me today. We're transforming lives and we're transforming communities.

	3	BAM

It's really from that moment in time that I knew ultimately I wanted to occupy that particular role and have that kind of impact upon all of the staff, making them feel like they were integral to the organization, part of the fabric, part of the team.

Internals\\Institution F

No	0.0176	1

	1	BAM

Well, someone encouraged me to apply for this position. Someone who had been on the board, who I knew from another life. I looked into it, and it looked like an interesting challenge. Of course, education is an absolutely superb mission, and if you can actually make a living out of it that's even better. So I was fascinated by the challenge and took it up, and they were crazy enough to hire me.

Nodes\\Relationships\Governors

Document

Internals\\Institution A

No		0.0608	1		
				1	BAM

The other thing is that I understood distinctly was the theoretical role between the college's President and the Board of Governors. Because of my role in the Council of Regents, I had actually seen a number of Presidents who, rather than seeing themselves as the servants of the community board, saw themselves as heading a board that they wanted to manipulate and actually try to organize the appointment of yes-men. They were not really interested in some of the principles of diverse membership on Boards of Governors and the kinds of things that were very important in terms of governance as seen in the early 1990s. So, I had a pretty good board when I got there, and I like to think that by the time, I left I had a really excellent board that understood their relationship with me and worked really collaboratively together in terms of our distinctive roles. So, I think that gave me a real advantage in terms of understanding the roles of governors [inaudible] and others in the decision-making process.

Internals\\Institution B

No		0.0636	1		
				1	BAM

How would you describe your relationship with the Board of Governors? Dynamic. It does change, and there are times where I think I can honestly say it's stressed. It is stressed because of things I need to do in order to maintain effective organization, which they see as causing change. That change, in some ways they say, change as fast as you need to -- in fact, you need to change faster -- but don't cause any stress on the organization. Those two elements

are mutually exclusive. Even today, as we're speaking, I've had to do some Human Resources work and some people have been let go. We're reorganizing the approach we're taking to some activities. I shared that with the board at our last meeting, and you could hear and see concerns that were raised by some of the people around the table. Having said that, they did support the direction of what I'm doing. So, dynamic and stressful. Again, the intriguing part about board governance is I don't know if there's anything better than board governance. It's certainly been defined in different ways. Policy, strategic, operational -- each has positive and negative elements to it. I don't know if there's anything other than a BOG for our type of organization that I've seen being effective.

Internals\\Institution C

No		0.0382	1	
				1	BAM

I think I have a good, respectful relationship with my Board of Governors. They are appropriately challenging to college initiatives and are tremendously focused on budgets and dollars. I think they would benefit more from paying more attention to the academic side of operating a college, but the current interests and strengths of many of the board members are dollars [inaudible] so there is a natural tendency to ask more questions tied to budget -- tied to major systems or major capital projects, as an example.

Internals\\Institution D

No		0.0352	1	
				1	BAM

You know, it's a very positive one. I think we work very collegially, I think it's mutually respectful. It took me a while to figure out that role, because I was very used to having people reporting to me. Of course, reporting to a President and reporting to a Board of Governors are very different things. That took some time to learn, but I think it's very positive.

Internals\\Institution E

No		0.0353	1	
				1	BAM

We've had a lot of natural turnover on our BOG. With every successive board, I think that over time we've developed—I'm going to use the word team again—the BOG is really part of the Institution E team. They have a governance responsibility, not an operational responsibility, and the two fuse together really well. My personal relationship with my board members I think is really quite strong. I'm [inaudible] for my efforts, but I also use my board members with respect to the skills and community assets that they bring to the table. I try to infuse that into the college as well as I can. I'm very pleased with the professionalism of our board, and the fact that they don't meddle in our affairs. They certainly have an interest in what's going on, that's part of their fiduciary responsibility, but I'd say it's an excellent relationship.

Internals\\Institution F

No		0.0146	2	
			1	BAM

How would you describe your relationship with the board of governors? I think excellent. I've served under three chairs now, and I will be six years in July.

| | | | 2 | BAM |

I think I've managed to maintain an excellent relationship with the board. It's not the subject of your thesis, but of course we have the system of having internal governors

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Nodes\\Relationships\Other presidents

Document

Internals\\Institution B

No		0.0843	2	
			1	BAM

Do I share ideas or opinions with other community college presidents? Yes, absolutely. The six Institution E presidents do meet; we often meet before the COP (Council of Presidents) that meets on a provincial basis. For example, we're meeting next Monday, and the six Institution E presidents will meet before that. We normally meet the evening before and talk through the common issues we have, and whether we can do a common approach to some of the issues. We're all facing similar demographic changes, similar changes in terms of increasing percentages of aboriginal students. So, many opportunities that are there, through to a collective approach as to how we might deal with mental health issues. We do multiple institutional applications for funding for some of these issues. We also are in the process of a three-year grant to work on how we best share curricula and deal with low demographic numbers in a number of different areas. Particularly with the North, in institutions with greater commonality, we meet and we talk. But also other smaller institutions. I'm sure you're aware of the dramatic differences in the 24 different colleges of downtown Toronto?

| | | | 2 | BAM |

Sometimes you know too much. Beyond what other people know, in terms of what can and will influence the institution. And having to hold it back, because you can't share. It's a singular position. I think that's one of the advantages of getting together with the other presidents, either the six Institution E or the other 24 college institutions. You can share things there that you can't share with anyone else in your organization, so you often note things which can't be shared widely

Internals\\Institution C

No		0.0456	1	
			1	BAM

I do share ideas and thoughts with other college presidents, both provincially and nationally. That's one of things, I have to tell you, that is a big surprise. While I thought that there would be fierce competition between colleges—there certainly is competition—but the relationship amongst the presidents is very open, and certainly one centred on sharing info and good ideas. It's a fairly remarkable thing. Ideas are shared, I think, when you have a good personal relationship that also aids in that sharing. Again, being a newbie, being a new guy to the sector, has pretty tremendous opportunities and advantages

Internals\\Institution D

No		0.0181	1	
			1	BAM

They probably think so, maybe too much. I certainly do with our community of presidents. We all share and exchange ideas and opinions in a fairly respectful way, and I enjoy that very much.

Internals\\Institution E

No		0.0373	3	
			1	BAM

I've done the same thing at the provincial level, and developed a network of college presidents across the country who have continued to inspire me and be my sounding board from time to time

	2	BAM

I've got a good network in Ontario and across Canada. I feel very comfortable picking up the phone, and similarly many of my colleagues do as well. We're exchanging ideas, we're checking the pulse of other provinces and government policies, to see how they compare. It's really very well

	3	BAM

It's difficult to seek counsel sometimes from your own staff, because there are decisions that you may be contemplating that would be premature. In fact, it could be detrimental to be talking with some of your staff, even my VPs, about some of these things until the ideas have been well thought-through and there's a solid foundation. So, my sounding board is other college presidents in Ontario and across Canada.

Internals\\Institution F

No		0.0300	1	
			1	BAM

Do I share ideas and opinions with other community college presidents? Yes. For one thing, I'm head of Colleges Ontario. I'm a big believer in associations and that kind of stuff. I have to say I don't find our system particularly as collegial as I thought it would be, at the presidential level. I think it's actually better at the chair and dean level. In those circumstances at various meetings and conferences when we can put our faculty and staff together, it works well. There seems to be more openness. I think part of the reason we're hired is that we've got competitive genes running through our system, so I think we play our cards a bit close to the vest. But I try.

Memo

Memos\\Relations with other presidents (caution)

No		0.7232	1		
				1	BAM

Nodes\\Relationships\Outside college

Document

Internals\\Institution B

No		0.0460	1		
				1	BAM

How much attention do you pay to context outside the college? Not quite certain what the word "attention" is. But I absolutely do think it's the president's view to have a 3-5 year vision at least, be able to be constantly doing what we call an "environmental scan," what is going on in the environment around us. Institution B is a little bit unique. We serve a quarter million people; 120 000 are here locally in Thunder Bay. But, another 120 000 are spread over an area that's larger than France. So the density is very low, and all those smaller communities are communities that I serve. I think it's a critical part of the work of the president to keep connected with all of the elements you've

Internals\\Institution C

No   0.0115   1

                                                                      1   BAM

I spend a huge amount of time with contacts outside the college. Whether that be at the ministry level and regionally, with industry and business partners.

Internals\\Institution D

No   0.0556   1

                                                                      1   BAM

In terms of outside the college, we are and have been for six years looking for a health building. That is part of my drive, but I would have done this otherwise: I am constantly at Queen's Park, I am constantly working with industry because we have a huge petrochemical industry base here and they fund our college in great amounts. Of course, they are great partners. So, I work a lot with them, on many boards within the community. I value their input. Schools, politicians—honestly it's a constant thing. I think most of my work is done outside rather than inside the college.

Internals\\Institution E

No   0.0351   3

                                                                      1   BAM

One of the mottos that our college has is "XXXXXXXXXXX." We believe we're very much part of the community fabric.

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                                                                      2   BAM

I sit on numerous community boards, and other members of my team are on community boards as well—from the chamber of commerce to the economic development department, to the foundation at the hospital and service clubs.

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                                                                      3   BAM

We pay a lot of attention to the relationships and the partnerships that we establish in the community. For want of that investment of staff time, it really is paying huge dividends back to the college. When we have needs, when we mount various campaigns—whether it's fundraising for bursaries or we have equipment needs—because of costs, we have to reach out to industry for assistance to back us. So I think it's an important role that not only I play, but indeed many of my staff play as well

Internals\\Institution F

No		0.0456	3	
			1	BAM

How much attention do I pay to contacts outside the college? A lot, and for different reasons. Depending on which ones of that list you've listed -- and there's lots of others as well -- that's how you keep yourself attuned to others' realities.

			2	BAM

In this job, you need to be very attuned to what's happening at Queen's Park and in the political realm. That's important for a college of our size and geographic reach. There are many individual administrations that matter to us -- Toronto, Markham, Vaughan, Richmond Hill, Peterborough, King, York Region -- each of those areas has mayors and administrative officials. Each has both an MP and an MPP.

			3	BAM

We interact with literally hundreds and thousands of employers in the course of a year. So you pick you shots, but we engage in particular with industry associations as well as big employers. I have relationships with big employers at places like IBM and Siemens, with the Chamber of Commerce and the Board of Trade and so on and so forth. These are all important relationships.

Nodes\\Relationships\VPs

Document

Internals\\Institution A

No		0.0414	1	
			1	BAM

I tried to surround myself (with Vice-Presidents in particular) who had the same kind of approach and liked to work collegially with each other. When I went to Institution A, the challenge was that one of the Vice-Presidents had been Acting President, and wished that the job had been offered to him. Another fellow I'd known for many years in a different context [inaudible] had also hoped that he would be approached for it, so there was a kind of awkward dynamic coming in. But, actually, the three of us (the other Vice-Presidents) worked together pretty well for those first couple of years, and then during that first year one of them left the board and I helped set him up in doing so.

Internals\\Institution B

No		0.0214	1		
				1	BAM

Describe my relationship with VPs … Open, supportive, respectful. Mutually respectful. I think those are critical words, mutually respectful. The openness that we have -- if we're going to disagree with an element, we bring it forward and indicate why. I think that understanding other people's views are critical to those relationships. That's the relationship that I have with the VPs, but also the VPs with each other.

Internals\\Institution C

No		0.0228	1		
				1	BAM

I think I have an excellent relationship with my Vice-Presidents. I adjusted some of their portfolios when I did a little bit of a reorganization inside the college. I think it's effectual because I ask a lot of questions and learn from them; I challenge, too. I think we have a great, wonderful relationship.

Internals\\Institution D

No		0.0240	1		
				1	BAM

 I can tell you that I just have the strongest senior team ever. We work as a team constantly, and while I make the final decisions, I certainly have input from their brilliant minds and we wouldn't be able to go to the places that we do without them.

Internals\\Institution E

No		0.0552	1		
				1	BAM

My relationship with my VPs? It's in the making. By that I mean that our organizational structure had three VPs: one for academics, one for finance/admin, and one for corporate training. All three VPs retired on June 30th of last year. I spent much of last summer recruiting a new senior management team. I took the opportunity to reorganize a little bit, and went to a model where I have two VPs now, one for finance and one for academics. I created a position that

was formerly that of a VP that became an executive director role. So, over the past year we've been developing a new sense of team. Our relationship is both professional and very cordial. They appreciate—both of them have come to our institution, they were not internal candidates—so they appreciate that they have historical and cultural context to acquire, and they're doing a great job of that. I'm careful not to stymie what really attracted me to them: their fresh perspectives and the experience they acquired at other institutions. You don't want to stymie that, you want to integrate and implement that into who we are today as well. We're finding our way forward. I think the team is coming together very nicely. I'm very confident, as I'm doing their first year-end performance review, that we found the right people in these particular positions.

Internals\\Institution F

No		0.0184	1		
				1	BAM

I don't know what to say -- it's excellent. I have three; every college that I've run into has a slightly different management structure. It's certainly different from the one I inherited, because I believe in lean administrations and structures. I have three VPs responsible for relatively large areas of the college, I think relatively logically divided. We get along, we're close, we talk a lot, we meet a lot.

Relationship with VPs … Intense, in that we try to work as a team. We have a variety of personality styles and expertise around the table. It's a balanced team in terms of the range of experience and talents they bring to the table. It's a constant conversation to maintain cohesion -- I won't say "consensus" because there's always a dynamic tension among different interests -- but cohesion and a common focus on the issues. But it's a constructive relationship.

Nodes\\Working philosophy

Document

Internals\\Institution A

No		0.1232	4		
				1	BAM

Well, it depends on which angle you're looking at it from. Academically, I wanted all of our programs to be true to the original concepts of the colleges -- that is to say, anchored in the realities of the needs of business and employment. They needed to have greater interaction with their communities. I think the definition of "community" changed from being one's local catchment, although that's still vitally important, to a much broader context of community. At Institution A, for instance, we had a very large XXXXXX local community in XXXXX. That should have been a trigger for us to develop more of an interaction with the XXXXXXXX diaspora, as well as the XXXXXX home countries, in terms of the kind of work we were doing, with respect to the vertical integration of those kinds of things.

				2	BAM

Academically I had always believed in transparency and accountability, so when we set up the Standards Council through the council regions, although it never really got the legs it needed to, I was strongly in favour of us trying to define more carefully what we meant by generic skills -- what we mean by general and professional education, how we understood these things in readily applicable terms.

	3	BAM

I was very much in favour of saying that, if there was learning, there should be a way of recognizing it, and integrating it into your respect of the student. That was probably one of the frustrations I had, that the college system was not capable of turning it into the transformative tool that the aboriginal institute I'd been involved with had been able to do

	4	BAM

In terms of my working philosophy, with the faculty, etc., I really do see the college as an academic community attached to other communities. Within that there has to be [inaudible] respect at all levels, and not so much of the "we" and "they" kind of environment that we so often run into, partially because of the unionized environment, of course, but partially because of the silos that do develop within the system. And I love breaking down those silos.

Internals\\Institution B

No	0.0215	1
	1	BAM

The third part, I'll come back to it, is providing community leadership. I'm currently leading the XXXXXXXXXX. I have a number of elements that I do in terms of volunteer work. Having the platform of the president's position increases recognition; it increases my ability to open doors. I hope that by the end of this year [inaudible] our support of the United Way's campaign will have been quite effective.

Internals\\Institution C

No	0.0358	1
	1	BAM

My working philosophy? I don't know what to say there. I work tremendously hard. I'm much busier than I imagined I would be. Weekends and evenings are mostly tied to community relationships. The college is just greatly involved in a ton of community things around the region. So, while we have a main campus centred in XXXXXXX, Ontario, we also have regional campuses, too. There's plenty of opportunity to be involved. I work hard, but I also believe that I delegate where appropriate.

Internals\\Institution D

No	0.0888	1
	1	BAM

unfortunately I think I'm a bit of a workaholic. I think in terms of morals and values and, working, I try to role model what I believe in. I don't think that my work ethic, because it's too full-on, is the right role model for the college, frankly. I've actually tried to tone that down a little bit, and in some ways soften the email numbers on the weekends and things like that, and a bunch of things like that in order to try and get a little bit of balance in people's lives. But, first and foremost, I think respect of people and respecting our students. That focus on customer service, being friendly, being open, being honest -- all of those things are part of who we are. We are really the highest-driven college. We develop partnerships with people we value. If people show values we don't agree with -- if there is deception or things like that -- then we get out of those relationships. And it's very strong for us.

Internals\\Institution E

No		0.0435	1	
			1	BAM

 a good question. My wife and I have this discussion sometimes, because she quite often reminds me that I'm trying to support two families. The family that she and I created, but also the family here that I spend nine or ten hours a day with at the college as well. I appreciate that if you want to do your job well, the organization will continue to aBAM more and more of you. My philosophy is try to give more and more, and it's so that we're not short-changing the institution or the students with respect to growth and other types of future opportunities to be transformational. Not just to be status quo, or to keep our heads above water, or just to see yourself through to the end of the year. That's a terrible existence; we want to be transformational. I've commented already, I think I've used the expression that we believe we transform students' lives and in turn we transform our communities as well. That's a philosophy that I think most of our staff carry with them. We're absolutely committed to the mission of our institution.

Internals\\Institution F

No		0.0616	1	
			1	BAM

I'm sort of an influencer as opposed to a field general. Although these days the field generals will tell you that they have to work to influence, too. My one thought, that people like to say—give people lots of rope and persuade and influence, try to lead by example. People in most organizations actually want a leader. They don't want Joseph Stalin, but they want someone with direction and a vision, someone who is decisive. They want somebody who actually keeps the trains not just running, but running on time. People appreciate that. That's part of what makes their lives easier, when they know where they're supposed to go. You also want someone who's going to listen and be open to change and new ideas and so on. I don't buy the kind of communitarian approach to being president because I actually don't think it's very effective. There are hierarchies for reasons, because you need to have clear accountabilities. Particularly in an organization that has both our responsibilities, in terms of what our mission is, but also our structure, including the fact that by legislation we're a Crown agency. This can't be some kind of chat club that every so often decides to make a decision. We need to get things done, we need to be responsible for the money that we take in both from government and, perhaps more importantly, from our students. I guess that's my working philosophy.

Nodes\\Working philosophy\Community

Document

Internals\\Institution A

No   0.0232   2

                                                                    1   BAM

Academically, I wanted all of our programs to be true to the original concepts of the colleges -- that is to say, anchored in the realities of the needs of business and employment. They needed to have greater interaction with their communities.

                                                                    2   BAM

In terms of my working philosophy, with the faculty, etc., I really do see the college as an academic community attached to other communities.

Internals\\Institution B

No   0.0036   1

                                                                    1   BAM

The third part, I'll come back to it, is providing community leadership

Internals\\Institution C

No   0.0185   1

                                                                    1   BAM

I don't know what to say there. I work tremendously hard. I'm much busier than I imagined I would be. Weekends and evenings are mostly tied to community relationships. The college is just greatly involved in a ton of community things around the region

Nodes\\Working philosophy\Students

Document

Internals\\Institution A

No		0.0218	1
			1	BAM

 I was very much in favour of saying that, if there was learning, there should be a way of recognizing it, and integrating it into your respect of the student. That was probably one of the frustrations I had, that the college system was not capable of turning it into the transformative tool that the aboriginal institute I'd been involved with had been able to do

Internals\\Institution D

No		0.0190	1
			1	BAM

But, first and foremost, I think respect of people and respecting our students. That focus on customer service, being friendly, being open, being honest -- all of those things are part of who we are.

Internals\\Institution E

No		0.0085	1
			1	BAM

My philosophy is try to give more and more, and it's so that we're not short-changing the institution or the students with respect to growth and other types of future opportunities to be transformational.