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Mentoring As A Professional Development Tool In Preparing The Next Generation Of Leaders In The North Carolina Community College System

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Mentoring as a Professional Development Tool in Preparing
the Next Generation of Leaders in the North
Carolina Community College System
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North Carolina A&T State University

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Department: Leadership Studies

Major: Leadership Studies

Major Professor: Dr. Daniel Miller

Greensboro, North Carolina

2011

School of Graduate Studies
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Greensboro, North Carolina
2011

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2011

DEDICATION

This study is dedicated to the mentors in higher education who give of their time to prepare the next generation of community college leaders. Thank you for exhibiting servant leadership to transform the landscape of higher education in our country.

BIBLIOGRAPHY

MANUEL C. DUDLEY was born in Brooklyn, NY on August 12, 1972. He graduated from Goldsboro High School in Goldsboro, NC in 1990 and received a Bachelor of Science degree in Human Development and Family Studies with a minor in Psychology from The University of North Carolina at Greensboro in 1994. He also received a Master of Science in Counseling and Educational Development and Specialist in Education in Gerontology degrees from the same university in 1997. Manuel currently works at Guilford Technical Community College in Jamestown, NC as the Dean of the Greensboro Campus. Prior to this position, he was the Division Chair of Natural and Social Sciences, Mathematics, Human Services Technology, Criminal Justice Technology and Cooperative Education curriculum programs at Mitchell Community College in Statesville, NC and Department Chair of Human Services Technology at Wayne Community College in Goldsboro, NC. Manuel worked as the Assistant Director, Youth Mental Health Consultant and Staff Trainer with All Arts and Sciences Camp of UNC-Greensboro for five years and Recreational and Behavioral Therapist for Charter Behavioral Health Systems for two years before joining the North Carolina Community College System in 1997.

His work in the North Carolina Community College System includes various leadership roles and student centered initiatives. He has served as the treasurer and vice president for the North Carolina Association of Community College Instructional Administrators (NCACCIA), and an integral part of the System wide Minority Male Mentoring Initiative through the coordination of a grant received through the Governor's Crime Commission.

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The encouragement and support I have received from my family, colleagues, friends, Leadership Studies program faculty and staff, and fellow graduate students in the Leadership Studies program at NCA&TSU has been priceless and immeasurable. My gratitude can only be expressed by vowing to guide and assist others on their journey toward success. Mentors who have shaped my career and life decisions are too many to name, but all have contributed to my ongoing interest and belief that giving of oneself in the form of mentoring can transform not only the life of the protégé, but positively impact the life of everyone within the periphery of that person's life.

"A life is only important as the impact it has on the lives of others."

- Jackie Robinson, Integrated Major League Baseball (1947)

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Abstract

The North Carolina community college is approaching 50 years of existence in 2013. It is a community college system that is respected both nationally and internationally. The economic downturn of the United States has created a period of record enrollment in the community college, as individuals seek upgrades in training, work skills, and educational attainment. This period of record enrollment is not without challenges. Budgetary constraints, a consumer demand for easier access to classes through online and distance learning, and an increase in the racial, ethnic, and cultural diversity of the student population has created a proverbial perfect storm. Many experienced community college administrators are expected to retire without having an experienced group of leaders poised to take the helm in leadership.

This study seeks to understand how the next generation of mid-level and senior-level community college leaders will be trained and developed and how mentoring can be used as a vehicle to prepare and support underrepresented groups, particularly African-American males, to attain the office of community college president. Five participants were interviewed using a semi-structured narrative inquiry questionnaire design.

CHAPTER 1

Introduction

The North Carolina Community College System (NCCCS) was founded in 1963 and is approaching its 50th anniversary in 2013. The recent national and international economic downturn has ironically had a positive impact on student enrollment in community colleges with enrollment in the NCCCS at just over one million curriculum, continuing education, and basic skills students a year (NCCCS Factbook, 2010). With federal, state, and industry sponsored programs investing in education and training programs for displaced workers and building a labor force for new and emerging industries, the NCCCS is the third largest community college system in the country. As the demographics of community college students evolve, there is the need for these institutions to adapt to the change in the student population. Increasingly, the student population represents more first generation students, first generation citizens, and a student population that is more diverse in educational preparedness, socioeconomic status, race, and age than perhaps any time in recent history. Consequentially, due to the increase of diversity on these campuses, having effective leadership in these institutions is more critical (Ebbers, Gallisath, Rockel, Conyan, & Noreen, 2002). According to Bernstein and Edwards (2008), minorities will comprise close to one-third to over 50% of the U.S. population and will reach 54% by 2050. This calculation represents 235.7 million, out of 439 million, of the U.S. population. White non-Hispanics are the only group expected to experience a negative population growth from 2008 to 2050 to only 46% of the total U.S. population (Betts, Urias, Chavez, & Betts, 2009). The Hispanic population, however, is expected to reach 132.8 million by 2050 (Bernstein & Edwards, 2008). The American Council for Education (ACE) American

College President Report (2007) stated that perhaps the most telling development on college campuses over the past two decades has been the change in diversity, conduct, and mindset of students (p. 1). The report also revealed that the demographic makeup of presidents of four year institutions has been slow to change over the past 20 years. A Chronicle of Higher Education article entitled, *Presidents: Same look, Different Decade* stated that the remarkable thing about the profile of the typical college president—a married, graying white man with a doctoral degree—is how little it has changed (June, 2007, p. A33). Transformational and adaptive leaders who are diverse in terms of cultural, racial, ethnic and professional expertise, and experience will be needed to guide the growth and shifting roles that community colleges play in preparing the workforce in a complex and dynamic labor market (Vaughan, 1986).

Neff adds in Vaughan's (1992) *Dilemmas of Leadership* that one of the most important tasks of any community college is to select and evaluate its leaders (p. 171). He goes on to explain that a presidential search process is ethical if:

1. The design of the search process is consistent with the public mission of the institution.
2. The implementation of the search process is consistent with the public mission of the institution.
3. All groups affected by the outcome of the process have some influence on the search process.

Traditional indicators such as one's training, education, career experience, and background can no longer be expected to wholly prepare aspiring community college leaders to take the helm of leadership of these institutions (Wallin, 2002). Sound advice givers, trusted allies, and more specifically career and life mentors are now being discussed as a critical element

to the success or failure of not only a community college president, but any group, organization, community or social leader.

ACE (2008) recommended that recruiting and retaining senior administrators will become increasingly important as students, faculty, and staff become racially and ethnically diverse. Finding qualified candidates who are prepared to take the helm of these intuitions is an issue (Fain, 2008; Leubsdorf, 2006; Selingo, 2006). According to the ACE, the shortage is attributed to three factors: an aging professoriate, rising numbers of part-time and non-tenure-line faculty, and students completing doctoral education and entering the professoriate later in life. Apparently, the traditional path toward the presidency no longer works and needs to be reevaluated. Davis (2008) and Selingo (2006) recommended using methods practiced in the corporate sector.

Purpose of the Study

This study examined the role of mentoring, both formal and informal, in the process of professional development and preparation in the careers of current and former community college African-American male presidents in the North Carolina Community College System. The participants in the study include five current, former, or retired African-American male community college presidents from North Carolina.

The purpose of this study was to understand the significance of mentoring in the career development of emerging community college leaders and in the lives of African-American male community college presidents. A general focus of the study was to capture the unique story of their career experiences by conducting semi-formal interviews with these individuals. Using the qualitative research design and the narrative inquiry method was the most appropriate means of

documenting the career vignettes of the participants' life story and experiences in the North Carolina Community College System.

Statement of the Problem

This study examined the intrapersonal and interpersonal dynamics of mentoring relationships and their impact on the professional careers and personal lives of current, former, and retired African-American male community college presidents in the North Carolina Community College System. The role of mentoring in the professional development of community college leaders merits more in-depth research and analysis, particularly as it relates to the mentoring of emerging and current senior administrative leaders. Formal and informal mentoring of senior African-American academic leaders may also play a significant role in increasing the low percentage of African-American male community college presidents nationwide, which is statistically a group that is underrepresented when compared to the increasing minority student enrollment in community colleges nationwide.

The national community college system serves as a potential solution for students and families who have become disenchanted with low performing secondary schools; adult students continuing their education; and professionals in need of skill training or remedial education. Meeting the diverse demands of these constituencies require community college leaders to update their personal knowledge and skills if they are to satisfy the general outcomes of student retention, academic achievement, and personal success for the people who rely on the community college system (Romero, 2004).

Research suggested that there will be a leadership shortfall in community colleges in the next 10 to 15 years due to the rate of community college mid-level and senior-level

administrators reaching retirement age (Sullivan, 2001). In response, community colleges should invest in training the next wave of leaders that will sustain the success and social relevance of two-year and technical colleges. Formally or informally mentoring the next wave of leaders is becoming a standard of practice to respond to this impending crisis (Hopkins, 2005). Although community colleges have recognized the value of formal mentoring and training programs, little research exists on the types of mentoring and training programs that work best (League for Innovation in the Community College, 2000). Extant research indicates those who participate in mentoring gain both psychologically and professionally from the experience (Van Ast & Linduska, 1995). Research reveals that there is a disparity between the anticipated percentage of minority student enrollment versus the current demographics for administrators and faculty (Betts, Urias, Chavez, & Betts, 2009). Student enrollment projections by the U.S. Department of Education suggest an increase in minority student enrollment through 2016, while the enrollment of White non-Hispanic students is expected to decrease.

Research Questions

The research questions that guided this study were: Is mentoring beneficial to aspiring community college presidents? Is mentoring of African-American male emerging community college leaders important to the future and success of the North Carolina Community College System? How has African-American male community college presidents benefited from mentoring throughout their career?

Definition of Terms

Formal Mentoring Relationship—A mentoring relationship that is encouraged, arranged, or sustained by an institution, organization, or professional development program for the specific purpose of leadership development and decision making assistance. Participants must meet

certain criteria such as a being identified or recognized as emerging leaders within the institution or hold a position of leadership within the educational institution, society, organization or group. They usually must agree to participate in or attend most of the leadership program activities and events throughout the academic year or communicate regularly with the mentor (Forret, Turban, & Dougherty, 1996).

Informal Mentoring Relationship—A mentoring relationship that is not necessarily arranged, supported, or sustained by a program or organization and is identified by one or both parties involved. The relationship is not supported or maintained by an institutional entity, but perceived as important to the protégé and/or the mentor (Forret, Turban, & Dougherty, 1996).

Mentor – a relationship between an older, more experienced person and a younger less experienced protégé for the purpose of helping and developing the protégé’s career (Kram, 1985; Levinson, 1978).

Protégé – a person who is active in receiving guidance, support, nurturing or advice from a person who is more knowledgeable or experienced.

Significance of Study

Formal and informal mentoring of talented mid-level administrative community college leaders will address this issue. Campbell and Tison (2005) and Watts and Hammons (2002) suggest that there will be a gap between the need for qualified leaders and the numbers of people who are prepared to assume community college leadership positions. According to Herron and Major (2004), we have approximately three years before the pinch is really felt. Contributing to the gap between vacancies and well-qualified leaders is the expected high retirement rate. One way to offset this shortfall in leadership is to focus on training and mentoring the next generation community college administrators and faculty. Ebbers et al. (2002); Lovell, Crittenden, Davis,

and Stump (2003); and Amey, Vanderlinden, and Brown (2002) suggest that appealing to groups once marginalized for upper level leadership positions, like minority groups of color and women, is an initiative that is long overdue. These researchers additionally infer that leadership within the community college should reflect the demographic trends of the institution.

A closer look at the enrollment percentages reveal that gender enrollment favored women incrementally over the past ten years (NCCCS Fact Book, 2004). However, the enrollment of African-American males has continued to decline. Duvall (2003) and Brahney (1981) suggest that new century issues require a new century mindset and institutional leader. Mentoring African-American male community college faculty and staff who attain greater leadership roles and positions in the institution can serve as a motivator to help retain minority students, particularly minority males, and persist academically.

A potential solution for most of the dilemmas above support the utilization of comprehensive, forward thinking, and formal and informal mentoring development programs that will address the difficult institutional challenges of student retention, diversity, and gender disparities. The open door admissions standard of community and technical colleges is too vital a resource for suburban and urban communities to outpace leader preparation. Addressing training and development is one solution that will cement the security of the community college mission for generations to come.

This study has the potential to contribute significantly to future research, practice, and policy in the preparation of community college leaders, especially those who represent underrepresented groups in the leadership ranks of the community college. This research also has the potential to help emerging community college leaders recognize the importance of formal and informal mentoring. For example, grow-your-own leadership programs, although critical and

helpful to emerging leaders, more commonly emphasize traditional leadership development topics such as communication skills and conflict management and are often latent with the subjective biases of the organization's institutional culture (Kezar & Reille, 2010). Mentoring emerging leaders one-on-one or within a cohort is the next logical step in modernizing leadership development in the community college.

Training and Development in the Community College

The next generation of the American community college is in need of leaders who possess the broad, yet defined skills that are transactional and transformational. However, training and development programs are just the beginning. Training programs and initiatives supported by the AACC such as the Lakin Institute for Mentored Leadership and the LEAD Program at Guilford Technical Community College in North Carolina are examples of a development process that is more intimate, individualized, and interpersonal. In other words, training and development programs commonly cover core leadership and knowledge asset competencies, while formal and informal mentoring programs enhance the relational and personal life management competencies necessary to lead an institution. Grow-your-own leadership development initiatives and succession planning programs are also enveloped within the mentoring framework.

According to McCauley (1986), leadership development and training programs in higher education focus on learning on-the-job, learning through mentoring, and learning through formal training opportunities. In more recent research, Piland and Wolf (2003) indicate that unfortunately, a narrow professional development model is still utilized in the American community college and has not successfully distanced itself from the types of leadership development programs practiced in the secondary school environment. The university leadership

development model is more suited for career academics and scholars. As a result, the community college has had a difficult time defining the most appropriate and reasonable method of training its leadership. Piland and Wolf (2003) assert that a new leadership development paradigm must accompany the new century leadership that is needed to manage the challenges facing today's community college.

For example, the AACC supports the following minority affiliate councils for the purpose of professional development of emerging, mid-level and senior-level administrators: The National Council on Black American Affairs; the National Community College Hispanic Council; and the National Council of Instructional Administrators sponsor annual leadership learning opportunities annually (Boggs, 2003). The President's Roundtable, which was established in 1983 by African-American community college leaders and presidents, established the Lakin Institute for Mentored Leadership in 1994. Held annually in October, the institute is designed to develop minority community college administrators through workshops and to establish mentoring relationships with current and former community college presidents (www.ncbaa.org).

The NCCCS established the North Carolina Community College Leadership Development Program to prepare mid-level community college administrators. Participants must apply and attend retreat meetings over a 6-month period and cover four core competencies which include the North Carolina Community College's mission, communication skills, and general leadership best practices. However, this program does not address the statewide concern that a defined development program for senior-level management positions does not exist.

Overview of the Introduction

This section included a review of the literature that explores three specific bodies of research that are relevant to this study: (a) the general history and current demographic trends of the community college system nationally and in North Carolina; (b) the need to train and prepare the next generation of community college leaders, particularly minorities in senior leadership roles; and (c) the need to focus on underrepresented emerging leaders in the community college.

CHAPTER 2

Review of the Related Literature

The introduction section of this paper explained the need for the community college to prepare the next wave of leaders. This section will give a chronological review of the American community college over the last forty years. The conceptual framework of leader member exchange theory, transformational theory and transactional analysis theory that guided this study will be explained.

The Community College: From 1970-Present

The American community college system was established approximately 100 years ago in an effort to educate the nation's citizenry regardless of wealth, heritage, or previous academic experience (Cohen & Brawer, 2003; Geller, 2001). Currently, the United States has just over 1,100 two-year educational institutions. As of 2007, 6.8 million for-credit students and five million noncredit students were enrolled in the United States community college educational system (AACC, 2008).

North Carolina recognized the national economic shift from an agricultural to an industrial driven labor force about 60 years ago. State leaders authorized the idea to investigate creating a tax supported community college system in 1950. Led by Dr. Allan S. Hurlburt and published in 1952, a report proposed a plan to develop state supported community colleges and the North Carolina General Assembly adopted the first Community College Act which provided funding for community colleges in 1957 (Wiggs, 1989).

Since that time, the North Carolina Community College System has grown to 58 institutions providing comprehensive work skills training, community service and continuing education classes, and curriculum certificates and degrees for close to 900,000 individuals

annually statewide (NCCCS Fact Book, 2008). This fast-paced and trend setting growth in the NCCCS is a two edged sword. As the student population and training needs become more diverse, the administrative leadership must become better prepared and able to lead their institutions toward efficiency and progress.

Tillery and Deegan (1985) characterize the community college period from 1970-1985 as the fourth generation of the comprehensive community college. This period of massive growth and expansion preceded the current community college generation known as the learning community, which is student-centered and directed in practice (Geller, 2001). Terry O'Bannion uses the following six distinct principles to describe the learning community college: (a) creating substantive change in the individual learner; (b) engaging learners as full partners in the learning process; (c) creating and offering as many options for the learning as possible; (d) assisting learners in forming and participating in collaborative learning projects; (e) defining the roles of learning facilitators by the needs of the learners; and (f) documenting improved and expanded learning for its learners.

The American Council on Education reports that between 1986 and 1995 the percentage of African-American community college presidents of public institutions dropped from 11% to 8% (ACE Report 2005). The fact that minority students constituted more than 25% of community college enrollment presented a particular challenge to the higher levels of leadership in these institutions that still exists today (Vaughan, 1989).

Rouche (1996) and Baker (1992) emphasize that community college administration as a practice is transforming and will not mimic the skill profile of the administrative leadership of the first twenty years of the community college. The 60's and 70's was a unique growth period where the top tier of administration was a patchwork of structures led by "faculty types"

managing small enrollments, budgets, and facilities in loosely defined environments. They explain that the explosion of enrollments, as well as the development of the comprehensive community college mission, has necessitated the creation of a distinct professional niche for administrators who lead community colleges. Baker (1992) has comparatively catalogued the challenges of today over those of 25 years ago. In his view, the American community college is characterized by volatile enrollments, alarming attrition rates, shrinking economic resources, increasing controls by state governments, rising pressures placed on curricula by expanding and changing technologies, new challenges related to increased diversity in the workforce and among students, and the challenges of under prepared students (p. 1).

Three themes that emerged from a review of the literature that support a closer examination of the role of mentoring in the preparation of community college leaders include: (a) mentoring enhances institutional sustainability; (b) mentoring is a critical component of the professional development of emerging community college leaders; and (c) mentoring particular underrepresented groups, such as African-American male community college faculty and staff, will benefit the student population.

The following section will explain the conceptual framework of the study by examining leader member exchange theory and transformational theory. An overview of mentoring theory, an examination of mentoring and coaching in the workplace, and mentoring in the workplace will be explored.

Community College Leadership Development

The Commission on the Future of Community Colleges report concluded that community college presidents have the most awesome responsibility in America (Roe & Baker, 1989).

Current and emerging community college leaders must be prepared to manage issues such as

diminishing financial resources, aging faculty, and a decrease in student skills and academic preparation while the country's labor market is demanding a better prepared and educated worker. Roe and Baker (1989) also list the following issues with which community college leaders must contend with:

1. Academic organizational goals that are ambiguous and highly contested;
2. The entire network of teaching and support tasks (technology) that is not well defined in most institutions;
3. Decision making authority is highly diffused;
4. Colleges and universities are becoming more vulnerable to influences from their environments, i.e., the increase of local, state, and federal control;
5. The third-party system of funding adds a dimension of external control of the decision making process not found in the private sector; and
6. Clienteles have more control and influence over outcomes than in other organizational settings.

Training and mentoring the next wave of leaders in the community college is vital and demands the leader who understands the leader-follower relationship dynamic and possesses a transformational management style. The community college must itself become transformational to produce a transformational leader moving forward. Leader development for the challenges ahead is critical as presented in the literature review above. Conceptually, leader-member exchange theory and transformational theory support the study framework in which the literature can be understood.

Leader Member Exchange Theory

Burns (1978) describes leadership of human beings as persons with specific motives and purposes mobilize others so as to arouse, engage, and satisfy their motives. Burns adds that the leader-follower relationship is the interaction of individuals who function with common purposes and goals in mind, but operate with varying degrees of motivation and power potential.

Ultimately, he views this interaction in two alternate paths: transactional leadership and transformational leadership (Burns, 1978). However, Russell and Adams (1997) argue that there seems to be a focus on correlation analyses versus casual explanatory analyses. Bozeman and Feeney argue that upon in-depth review, mentoring theory is useful, but lacks fundamental, conceptual, and theoretical breadth. Therefore limited mentoring conceptual theories have been included in the literature review of this study.

Leader-member exchange theory (LMX) may be a useful way to characterize and analyze mentoring relationships, but has some inherent clear differences. Given LMX's focus on the relationship between two individuals, it may yield a method for studying and interpreting the dynamics of mentoring relationships. However, Liden, Wayne, and Stilwell (1983) suggest that the relationships that are operationalized in the LMX literature are different than mentoring relationships. According to Liden et al., the difference is in the duration of these forms of relationships. Scandura and Schriesheim (1994) identify another distinction between leader-member exchange and mentoring relationships. They find that exchange relationships mostly focus on positional resources for short-term career outcomes, while mentoring relationships develop over time and focus on long-term career goals. Simply stated, leader member exchange is transactional and classical mentoring is transformational.

Transformational Leadership Theory

Transformational theory, as originally developed by Burns (1978) in his seminal book aptly titled *Leadership*, has evolved through each decade and is commonly used respectfully to describe one with a unique and inviting style of working with people. To be labeled a transformational leader, one must subscribe to a broad set of management and leadership skills which ideally “transform” the environment from which one operates and includes five critical elements: change agent, relationship oriented, mutual gain, goal centered, and developmental in practice (Burns, 1978).

The transformational leader as change agent requires that the person embody the needs of the environment and translate these needs to the work or social community in which they are leading. The relationship between the transformational leader and the follower(s) is optimally relational in that the leader considers the growth and needs of the follower as much, and in some cases even more than his own (Bass & Avolio, 1994). Mutual gain is important to the transformational leader as he is willing to delay or even deny his own needs for the needs of the group, while simultaneously remaining goal centered. Finally, the transformational leader does not see the achievement of the follower or group as time limited and is patient and supportive throughout the development of the follower(s) and change process.

The chronology of Transformational Theory is as follows:

1. Burns’s (1978) Charismatic leadership theory
2. Bass’s (1981) Transformational theory further defined
3. Avolio and Bass’s (1987) Transformational theory and Charismatic leader theory defined and differentiated

4. Tichy and Devanno (1986), in the late 1980's with Transformational and Transactional theory further defined and differentiated.

The major contributors cited above have all played a significant role in the way Transformational theory is understood and practiced today. Burns (1978) introduced the term Charismatic leadership which initially described the leader as possessing a unique set of skills that appeal to the emotions and desires of followers, motivating them to become affectionately attached to the leader and the goal, at times to their own detriment. Bass (1981), however, was able to fortify the more desirable aspects of Transformational theory in his research by locating the more selfless attributes of this type of leader who possesses charisma, but uses it toward the betterment of the follower and the goal of the group. Bass and Avolio (1994) continued along this path by distinguishing Transformational leadership as more positive and Charismatic leadership as having more detrimental ends if the leader does not use this “power” over people wisely. Finally, Tichy and DeVanna (1986) distinguished transformational theory from transactional leadership that is practiced primarily in the business culture.

Transformational leadership theory continues to influence leadership practice and knowledge in the twenty-first century workplace environment and society at large and sets the theoretical platform by which mentoring and its probable impact on the individual and institution can be initially understood.

A Review of Mentoring Theory

Mentoring is multidisciplinary, contextual, multifaceted, internally and externally organic, and dynamic (Connaughton, 2003; Conner & Pokora, 2007). Research suggests that formal and informal mentoring and employee coaching in the workplace is beneficial in defining the personal, professional and social development of emerging professionals and can improve the

overall work relationships operating within the organization (Astin, 1993; Ragins & Cotton, 1999).

Most of the early research on mentoring points to the seminal work of Levinson (1978), which profiled the impressions on the career lives of 40 male participants. Levinson's work not only provided a standard definition of a mentor as guide, teacher, counselor, but also describes their role as career coach. Kanter (1977) supports the fact that most of the country's successful executives and top earners in their respective professions attributed their career sustainability to that of having a mentor or one who helped them make decisions related to career and personal life.

The act of mentoring is commonly understood and defined as a relationship an older individual has with a younger individual, usually experiencing a circumstance of hardship or attempting to correct the error of their ways (Megginson, 1995). Not only does mentoring date back to ancient Greece (Scandura & Pelligrini, 2003), but also has cherished roots in African culture, where young men would be nurtured by same sex elders of the village (Akbar, 1991). A more contemporary definition of mentoring can be understood as a "one-to-one relationship between a pair of unrelated individuals, usually of different ages, which is developmental in nature" (Freedman, 1993, p. 31).

Within the past two decades, research on mentoring in the workplace has become more prominent particularly in the work of Levinson, Darrow, Klein, Levinson, and McKee (1978) and Kram (1983, 1985). Moreover, the research of Kram (1985), Roche (1979), and Vertz (1985) suggests that mentoring has a significantly positive impact on career development.

Early definitions of mentoring focused on the power dynamics between the mentor and the protégé, the emotional intensity of the relationship, the hierarchical distance between the

mentor and protégé, and the type of support given to the protégé by the mentor (Wanberg, Welsh, & Hezlett, 2003). Emerging theories on mentoring however have moved away from one-on-one mentoring and have explored team, network, and virtual models where the protégé has multiple and simultaneous relationships at one time (Baugh & Scandura, 1999; Hamilton & Scandura, 2003; Higgins & Kram, 2001; Williams, 2000). Ensher and Murphy (1997) supported Kram's two-dimensional conceptual framework (career and psychological construct) in their research. McFarlin (1990) proposed distinct mentor roles which included counseling, friendship, social and parent role, role modeling, acceptance and confirmation, protection, sponsorship, challenging assignments, exposure, and visibility. However, this framework has not been widely researched and tested.

Most of the early research on mentoring focused on the duration, interpersonal dynamics between the protégé and the mentor, and relationship characteristics. Kram (1983) calls the beginning of the mentoring relationship the initiation phase where the protégé and mentor establish relationship boundaries, learn each other's interests and personal work styles which can last from six months to a year. The cultivation stage, which may last from two to five years, is the period where the mentor teaches, guides, and advises the protégé to advance their career (Chao, 1997). The separation phase, which is a gradual physical and psychological disconnection, may last between six months and two years (Kram, 1985). The final redefinition phase is the period where a new relationship dynamic is established, terminated, or may move into a collegial type relationship (Chao, 1997).

Mentoring and Coaching in the Corporate Sector

The current financial crisis impacting the U.S. introduces some unique challenges for individuals working in organizations, which creates the ideal environment to provide

nontraditional professional development education for educational administrators outside of the traditional company such as, in-service programs and conferences designed to increase worker self-awareness and practical work knowledge. Most educational institutions not only have to streamline the general budget, but also have to make critical professional development decisions that will move the company forward, while being fiscally sensitive to the college's bottom line. According to Duvall (2003), mentoring and coaching can aid in this difficult transition.

Coaching and mentoring are terms that are sometimes used interchangeably, but the process, goals, and benefits of implementing each are distinctive and should be executed with a plan and comprehensive purpose for the growth and future of the company's interest in human improvement (Megginson & Clutterbuck, 1995). Coaching and mentoring initiatives have established a reputation for improving mentor and protégé morale, and overall work satisfaction (Auerbach, 2005).

Some of the country's most successful companies report that they support some type of formal coaching program (Auerbach, 2005). However, corporate mentoring programs on the other hand, are a less utilized employee development tool, but are growing in popularity (Wanberg et al., 2003). For-profit companies such as, IBM, T. Rowe Price, and Nike all employ mentoring and coaching programs for employees. The Society of Human Resource Management report found that 55% of the 248 American companies surveyed use coaching as a professional development tool (Auerbach, 2005).

Management consulting is usually broad in focus and includes initiatives such as general company strategic planning and supply chain consultation. While employee coaching and formal mentoring, on the other hand, is individualized and aids the worker in finding their identity

within the company through a one-on-one supportive and professional relationship (Conner & Pokora, 2007).

A 2004 study conducted by the Chartered Institute of Personnel Development outlined the reasons more companies are investing in coaching programs and mentoring programs. The reasons were, it:

1. Improves employee critical thinking abilities.
2. Aids in handling the fast paced work environment.
3. Minimizes costly mistakes of employees
4. Creates a work environment of support

The benefits of mentoring for the mentor and protégé have also been an area of focus in recent literature. An examination of the dual benefits and outcomes reveals the following:

Protégé Benefits:

- Increased employee satisfaction
- Increased income over career tenure
- General self-worth and company loyalty
- Promotions and elevated status and respect within the company

Mentor Benefits:

- Work satisfaction
- Revitalized career commitment
- Improved respect within the organization
- Improved leadership skills
- Increased knowledge of company trends

- Improved job performance

According to research, coaching and mentoring is a good way to develop new talent and groups who are sometimes marginalized or become lost within the organizational culture.

Thomas (2002) argues that minorities traditionally experience the professional pinch and may benefit from the experience and guidance of a career coach or formal mentor.

Mentoring in Higher Education

Mentoring is not only effective in youth-to-adult and peer-to-peer pairings, but is also effective in educational settings as a professional development tool for mid-level to top-level executives (Connor & Pokora, 2007). Educational institutions, and most recently the community college, are investing, formalizing, and expecting mid to high-level administrators to become involved in mentoring relationships for leadership sustainability and a means of succession planning (Hopkins & Grigoriu, 2005).

Leadership development of faculty and staff is becoming imperative due to the high percentage of retiring individuals with an average of 20 years of experience and valuable knowledge dissipating from the community college nationwide (Sullivan, 2001).

The profile of the community college student is typically older than 25, a person of color, less academically prepared, gainfully employed and has to simultaneously manage family responsibilities while pursuing a degree on a part-time enrollment status (Dougherty, 1992). As a population of interest, African-American community college students have been identified as one of the most high-risk student groups. While the October 2003 edition of *Community College Times* reported that African-American students are completing high school and attending college in greater numbers than before, the increase from 1992 to 1997 was only 1.2%. Additionally, the educational achievement of this group continues to widen because of the residual consequence of

poor elementary and high school academic preparation and the lack of social support. Recent high school African-American graduates are attending college at only an 11% rate as compared to a 31% rate of recent Caucasian high school graduates (National Profile of Community Colleges: Trends & Statistics 3rd Edition, 2000).

Unfortunately, the racial and gender diversity of the mid to high-level leadership of our nations community colleges is not keeping pace with the student trends. Non-whites occupying the office of community college president was reported at 14% in 1996, an increase of only 3% from 1991. Black, non-Hispanic faculty of two year public institutions was 5.8% in 1998, which was a 0.4% decrease from 1992 (National Profile of Community Colleges: Trends & Statistics 3rd Edition, 2000).

Roe and Baker (1989) reported the benefits of leadership and followership and leader-follower interchange and suggested that planned and intentional mentoring is a critical component of professional development. The amount of research that details the benefits of mentoring for African-American youth is sizable, while research on the mentoring of African-American professionals in education is limited. Even more limited is the research on African-American male academicians.

Most of the literature on disadvantaged groups in education focuses on females in higher education. However, the findings can be desegregated to include the African-American male socio-cultural and work environment experience and benefits, which makes it seemingly more difficult in their career pursuit toward the presidency. The studies by Vaughan (1986, 1992) translate into some interesting aspects that may be considered for African-American men which support the benefits of mentoring in the workplace are mounting.

Summary

This chapter has outlined how mentoring and coaching can add value to an organization's most treasured assets: human capital. Although the benefits of mentoring for both the protégé and mentor are still emerging in the literature, recent research has quantified its overall implementation effects on the workplace through improved employee relations, work satisfaction, and company loyalty (Baugh & Scandura, 1999). The value of the assets mentioned above may seem intangible, but carry substantive weight when the psychosocial and socio-environmental factors are considered.

Retaining professional advice on how to effectively implement a mentoring or executive coaching program can actually save money by reducing employee burnout for the mentor and protégé (Allen, Poteet, & Russell, 2000), reducing work related stress often experienced by new employees and underrepresented groups within the organization (Mobley, Jaret, Marsh, & Lim, 1994). This process, in turn, becomes a leadership development tool.

CHAPTER 3

Research Methodology

Contemporary narrative inquiry grounds the methodological approach of this study.

Narrative research is a qualitative strategy in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. The information is retold and restoried by the researcher into a narrative chronology (Creswell, 2009).

Data collection for this study employed an interview research design to explore and understand the phenomenon of mentoring as experienced by African-American male community college presidents. This research provides insight and new knowledge regarding the particular and unique aspects of mentoring in the career and development of African-American college presidents as a professional development tool. This study sought to better understand the nature, dynamics, and benefits of the mentoring relationship in the careers of current, former, and retired African-American community college presidents. According to King (2004), the interview is still the most common method of data gathering in qualitative research. Central in the dynamic is the relationship that is established between the interviewer and interviewee. However, this relationship should not become a distraction to, or the primary focus of, the information gathering process (King, 2004).

Several types of interview frameworks can be applied such as the phenomenological interview, which seeks to uncover new and emerging life truths; or the social constructionist interview, where the interviewer allows for the freedom and flexibility of open and wide interpretation. The contemporary narrative inquiry approach, per my research focus, permits me to explore the personal experiences of the community college presidents from their perspective

not only as leaders within their institutions, but from the standpoint of an African-American male operating within this structure.

Participants

The study included African-American male community college presidents from a single state system. Six presidents were identified to participate in the interviews who met the three criteria of inclusion: (a) at least two years of experience as a community college president, (b) gender (male), and (c) race (African-American).

Participants for the study were identified by utilizing the Leaders Roundtable Directory 2008-2009 and the professional network of NCCCS professional contacts with personal knowledge of former or retired individuals who met the criteria for the study.

Participants were contacted through USPS mail correspondence. The letter explained the purpose of the research and requested a one-on-one interview that would be tape-recorded and later transcribed and analyzed for relevant information pertinent to the study.

Each participant was given a pseudonym to maintain confidentiality. The choice to interview African-American male community college presidents who had worked for the NCCCS was made because of information uncovered in the literature which revealed that this group is of significant interest due to national and international prominence of the NCCCS and the small number of African-American male community college presidents despite the size, success and fifty year history of the North Carolina system. Speaking with such a group having the unique experience of working in the third largest community college system in the country is of high personal interest and relevant to the body of research on the impact of informal and formal mentoring as a professional development tool.

Interview Protocol

The interview guide is a questionnaire that can be found in Appendix C. The interview guide for this study is based on the findings of a study conducted by Merriam and Thomas (1986). In their study, they used a 14-item questionnaire, which was revised and adapted for the current study. The interview guide used in the current study was developed using relevant information from the literature review and by using the key finding categories in the research of Merriam and Thomas to frame the questions and find themes in the interview transcriptions. The interview prompt and follow-up questions were designed to encourage the informants to contemplate and talk about their personal mentoring experiences and capture the story of the participants.

The question prompt was as follows; As the need for new leadership emerges within the community college system nationally and in North Carolina due to, 1) changing demographics and increasing minority student enrollment trends, 2) aging professoriate, 3) changing demands for service emerging workforce demands and 4) no dramatic change in leadership, e.g. faculty and staff not reflective of student population, what will community colleges need to do to prepare the next generation of community college leaders?

The follow-up questions included: (a) Tell me about your level of preparedness to be a community college president; (b) What role does formal and/or informal mentoring of community college presidents play, if any, in the training and development of these emerging leaders?; and (c) Has mentoring been instrumental in your career leading toward or in the role of community college president as an African-American male? If so, could you share your story about being mentored? The additional questions list included the choices below:

1. Define what mentoring is and how it is carried out in your own words.

2. How many mentors can you recall having throughout your community college career prior to becoming a college president?
3. In thinking about each significant mentor throughout your community college career, what tangible and intangible learnings significant to your career and personal life can you identify?
4. What traits, characteristics, or qualities of a protégé to mentor make it successful or less successful?
5. How has/has not being mentored been critical to your training and preparedness toward becoming a community college president, as compared to your educational training and years of experience?
6. Are there any personal anecdotes related to mentoring throughout your community college career that you would like to share?
7. Have you personally mentored someone within the community college throughout your career?
8. What is the gender, approximate age, career, economic status, and race of your most significant community college career mentor?
9. Has this relationship changed in any way since you assumed the office of Academic CEO?
10. Do you think being mentored has been just as critical to your training and preparedness toward becoming a community college president as your education and years of experience?

Data Collection

In-depth, semi-structured interviews were used to collect data for the study which Kvale (1996) describes as a process that “seeks to describe and understand the meaning of central themes in the life-world of the interviewee” in an effort to capture “nuanced” perceptions and descriptions of the participant’s experiences (pp. 174-175). Additionally, Merriam (2001) details three ways to conduct the qualitative interview: highly-structured, semi-structured, and open-ended formats. The semi-structured format was used to permit the interviewee to address the preselected questions, yet allowed the freedom to capture additional anecdotes of information regarding their experiences in mentoring that may be beneficial to the study.

A question prompt was read to each interviewee, each interviewee was allowed to elaborate, and the question prompt was followed by three optional questions from a set of ten questions for which the researcher could select as it related to the natural progression of the interview. To allow the participants time to reflect on key events before the actual face-to-face interview, the interview prompt and the core interview questions were sent to the participants electronically once their participation in the study was confirmed and consent forms were received. The researcher had exclusive access to the data. The interviews were transcribed and the interview participants had the opportunity to review their statements for accuracy and clarity. All collected data are electronically stored in a password protected file for three years as required by the Graduate School of North Carolina Agricultural and Technical University.

Data Analysis

Merriam (2001) utilized a data analysis process that involves two phases; in-depth individualized analysis and in-depth cross case comparative analysis of the information collected, transcribed, and coded from interviews. Miles and Huberman (1994) describe three

critical components of the data analysis process as data reduction, data display, and conclusion drawing and verification. The data collected in my study was recorded, transcribed, and fed into NVivo software that located and sorted the information into a themed box matrix table according to the common themes uncovered by the participant interviews. The text was reviewed for relevant themes, coded using the tags listed below as well as for other themes that emerged from the transcriptions, and categorized to formulate a basis for understanding the information shared by the study participants as employed in the Axial Coding process (Charmaz, 2006; Strauss & Corbin, 1998). The relevant and repetitive themes that fall under Mentoring Characteristics, Mentoring Cycle, and Mentoring Impact were categorized to reveal emergent themes. Secondly, upon data reduction, the information maintained was organized and distilled in a manner such that the third stage of conclusion drawing could take place. Meaning was assigned to the inferences, patterns, and salient assumptions from the researcher who had the benefit of the broad perspective of all the interviews, information, and current literature.

Limitations of the Study

Finding the time to conduct face-to-face interviews with these institution leaders was a challenge. The time availability of the presidents was very limited. Ideally, each participant would have at least two hours to commit to the process of addressing each question and sharing personal stories and information that would enhance and enrich the data. A second limitation was the small sample size of the study. The decision to focus my interviews within a single state system presented the best logistical opportunity to conduct face-to-face interviews with three current and two retired African-American male community college presidents.

CHAPTER 4

Research Findings

Narrative inquiry rests on the epistemological assumption that we as human beings make sense of random experience by the imposition of story structures (Bell, 2002). Conducting one-on-one semi-structured interviews with the study participants was the ideal method of capturing the subtle nuances of their professional and personal experiences, understanding if formal or informal mentoring was influential in their ascension toward community college president, and capturing the hallmarks of their career life. Understanding the assumptions held by learners from their perspective requires the listener to define, develop, and code rhetorical themes from the story uncovering insights and assumptions that illuminates the narrative (Conle, 1992, Golombek, 1998).

The intent of my research was to gain insight and understanding of the mentoring experience and the professional development and training of African-American male community college presidents of a single state system. The fact that only six African-American males have served as president of only six of the 58 North Carolina Community colleges is of significant interest. The North Carolina Community College System was founded in 1963 and installed its first African-American male president in 1980. This chapter will summarize the narrative story and present the findings of one-on-one interviews of the experiences of five African-American male community college presidents who agreed to participate in the study. Each participant will be identified by a pseudonym, as to conceal the identity of the participant and all were given an opportunity to review the transcript of their own interview to check for information accuracy and delete any information that may compromise his identity. Participants of the study were asked to respond to an interview question prompt and a series of follow-up questions from the battery.

Some follow-up questions that were asked were not a part of the question battery and asked for clarification of certain points as deemed relevant to the focus of the research. Although research on the impact of formal and informal mentoring on the career of community college presidents has been conducted as early as 1986 and as late as 2009, an in-depth exploration of the experience of African-American males from a single state system has not been done, hence my interest in the study topic.

Interview Overview

President Alpha (*The Lone Ranger*). President Alpha is one of two presidents in my study with extensive experience in Student Affairs and was the only African-American in most of the places he worked. He indicated that the experience of being the only African-American helped prepare him for the presidency by making him more resilient and confident. He also thought this paved the way for informal mentoring relationships which prepared him to be the premier administrative leader of an institution. He recalled one incident when he was hired for a job where he was asked directly if he could work with White students because that was the predominant makeup of the student population. He said that he was personally offended by the question, but understood the senior administrator's concern as he was the first African-American senior-level administrator the college had ever hired. President Alpha used this opportunity to broaden his skills in budgeting, SACS accreditation, and grant management.

President Alpha recounted the time he applied for the position of Vice President of Student Affairs at a college with a majority Caucasian student population. The search committee did not select him as a final candidate until after the president of the college twice rejected the list of candidates for the position that the search committee recommended. He later found out that the president had reviewed his application and thought, unlike the committee, that he was

the best person not only for the job, but for the college and had challenged the search committee to be more open-minded and inclusive in their selection process. President Alpha said that this taught him the valuable lesson that the president of a college is in a unique and powerful position to know and do the right thing for an institution. He noted, *“Sometimes you have to do the right thing and people won’t like it.”*

President Alpha reflected on the moment when he decided he wanted to seriously pursue becoming a community college president. He was working on his doctorate and taking a course from a professor he was not particularly fond of. The professor, in a personal dialog exchange after a class, asked what he wanted to do upon completing his degree. President Alpha replied that he wanted to be a president of a Historically Black College or University. The professor responded, “Why not a community college?” President Alpha replied, *“They wouldn’t hire somebody like me.”* President Alpha explained that at the time, he did not think a community college would be open to hiring an African-American president based on his personal and professional experiences at the time. He added that in reality, becoming the president of a community college was something he had always aspired to become and that in an ironic twist of fate, the comment from the professor he liked the least, reaffirmed his desire to work toward achieving this goal. He also reflected on the time when he was asked to interview for president of a college. He recalls:

“When I interviewed at (deleted) I knew I had the qualifications, but the other things they were looking for I just wasn’t sure. When you interview, everybody in the room knows you can run this place. It is just a matter of fit for you and fit for the college at that point.”

President Alpha thinks that having presidential interview experiences and attending exclusive training academies sponsored by Carnegie Mellon and the American Association of State Colleges and Universities (AASCU) gives one the high level of exposure and knowledge necessary to do well in the presidential interview. The program at the AASCU even assigned him a mentor throughout the training, which he thought was particularly critical to learning the finer aspects of institutional leadership such as, managing a large college budget, developing relationships with local business and industry, and working with the Board of Trustees. President Alpha concluded the interview by stating that mentoring can come from trusted personal associates, as well as educators in the field.

Overall, he feels that mentoring has been instrumental in his career as an African-American male community college president. However, he regretted that the rigors and time demands of the work prohibited him from serving as a formal mentor for more administrators with high potential like he has had throughout his career. He shared that his career mentors were particularly instrumental in teaching him the value of enrollment management, and securing independent funds and donations which is crucial to institutional growth and sustainability. He also learned the value of always maintaining a level head, despite the circumstance and holding people accountable to the mission and vision the president has for the college from being mentored.

President Beta (*The Accidental Leader*). President Beta did not begin his career in education with aspirations of becoming a community college president. President Beta attributed this to the fact that community colleges did not exist when he graduated from college, only junior colleges and vocational schools. Teaching in the public school system was the natural choice if someone wanted to teach when he was selecting a career. After teaching in the public

school system for eleven years, he decided to give higher education a try and taught mathematics and the sciences for 16 years. President Beta also served as a mid-level academic administrator during this period.

In sharing his thoughts about his career path, President Beta stated, *“To tell you the truth, I really wasn’t that hot on administration. I’ve always had a love for teaching the sciences and mathematics and I was content to stay there, except that I saw friends of mine[and] colleagues, advancing into administration and of course there was a salary differential. And so I chose to apply for the position of President primarily for that reason. The monetary gain. But once I got into administration I found that I liked it just as well as I liked teaching.”*

President Beta took courses in community college administration as he worked toward a doctorate from a state university and became a community college president about six years later. He stated the more he associated with other community college administrators in the system, the more he enjoyed the duties of college president.

President Beta stated that he did not recall having formal or informal mentors before and during his time as president and that he really did not know other community college presidents in the system on a personal level. He attributed this mainly to the fact the he did not envision being a community college president as a career goal. He said that the state of North Carolina just did not have people of color in high positions, especially as president that could mentor him. He also shared that any person of color in the position of president, at that time, was either new to the role of president or had similar experience and knowledge as he did. However, he did feel accepted by the Caucasian presidents and they all worked together to support their colleges. He was the first African-American president of his college and in that region of the state, so he felt

like a trailblazer and there were not many people he could call on for mentorship. He thinks that having a mentor would have been helpful during his tenure as president, but never saw not having a mentor as a disadvantage. Having the time to mentor and be mentored during the 80's was not easy to do, according to President Beta.

He noted, "I don't know that there was much mentoring going on. Because who would have time to mentor or be mentored when you have a job that you've got to do and you can't be away but so often from your work. Now a person like you...I'm not so sure how much time you would have to even be mentored by someone. I guess if it was a requirement, you would find the time and a way. But a person who is working or with a family and responsibilities and all that kind of thing...is not likely that he's going to have a whole lot of time to be mentored or to mentor someone. I really didn't have anyone identified for that role. I may have called another President on occasion to ask a question. I would not even consider them as an informal mentor. If I had a question about what I needed to do, I called the office in Raleigh."

President Gamma (*The Rebel with a Cause*). President Gamma took the more traditional path in becoming a community college president. He served as Vice President for Instruction for a total of six years at two different institutions and had twenty-two years of teaching and administrative experience at a total of four different community colleges all within the NCCCS when he became president. He also had the most to share regarding leadership development and contemporary issues facing the community college specifically in North Carolina.

He shared, "So I think the first thing is that we're going to have to identify individuals who have the ability and competence to work within our system. I think the second thing

is that we're going to have to identify the major points and issues that we're going to be forced to deal with through the next 10-20 years . . . the System has not dealt with the Hispanic issue and it's the largest growing minority group in the county as well as North Carolina."

President Gamma also commented that he thinks his strongest asset is that he came up through the ranks and received the proper experience and preparation necessary to be an effective Chief Executive Officer.

He remarked, "And what I've found in my day-to-day job as President is that you have to know a little bit about everything and I think that has particularly served me well. But I think it's a combination of academics, which you can't do without. That's the foundation. The big thing is giving people the experience that they need to deal with the various issues that they're going to face in leadership."

President Gamma stated that he thinks any person of color, especially an African-American male, could not have achieved the role of president without some form of mentorship. He also said that he could easily identify three people who have been instrumental in his journey to president and senior leadership in the North Carolina system. Formal forums such as, leadership institutes are the best way to identify and groom potential leaders, according to President Gamma. The statement below is a particularly informative and an insightful perspective based on his experience over the years.

"But the most important element of it is the informal mentorship because it's the informal leadership or mentorship that someone who has some authority or power or influence is going to get on the phone and call Person A or Person B and say, hey, this is a good person. I would really give this person an opportunity. And I think it's so important

because frankly, as I look at most people who've risen to the level of president, the majority of those people have had somebody batting in their corner for them. Everybody can go on an interview and the people doing the hiring, in this case don't know one candidate from the other. But it's the informal connections that sort of guarantee the position for people."

To the question if he feels mentoring has been instrumental in his career as an African-American male community college president, President Gamma replied;

"Yes. Most definitely. What I tend to do is . . . when I think of mentoring, I think about it in its classic sense where you are having constant contact with a person. And I also see another form of mentoring when you may be put forward by somebody for greater responsibility. It can be informal and sometimes it can be inadvertent mentorship. There are people in my life who have been formal mentors whom I could call and identify. And there've been people in my life who've been informal mentors who I wouldn't necessarily identify but who would make a call for me. And then the third group is the people who have been unintentional mentors. So again I break it down in three forms but for me as an African-American President in North Carolina, there's absolutely no way that I, or any other African-American President, would be in a position that they're in had it not been for one of those three or a combination of those three forms of mentorship."

The participant also identified three formal mentors who directly told President Gamma they would take him under their wing and show him some stuff. He identified at least one informal mentor whom he stated, *"gave me credibility and introduced me to an individual who would be a formal mentor because of the informal influence this person exercised."* He also gave this person credit for single handedly helping him transition from a mid-level management

to a senior-level management position. Out of the seven total formal and informal mentors President Gamma identified, all but two were Caucasian men and two of the six served or currently serve as a community college president. The surprising low number of persons with experience as a president inspired me to ask a question not included in my question battery. The additional question was: Why did he see them as beneficial as a mentor since they did not have presidential experience? President Gamma replied:

“They had, in most of the cases, some discretionary authority on a certain level in my development and they are the ones who sort of identified me. In probably two cases, they had a wide range of discretionary authority and since they sort of pulled me along and gave me tasks . . . answered questions, sought opportunities for me. And not just opportunities where I was in their presence, but even after I left them if something were to happen or come up, they’d say, “You know, I was talking to so and so and this might be a good job for you. And I could put in a good word for you if you are interested.” So most of them, I think, in their own rights were real power brokers. They had discretionary authority, they had senior-level managerial titles but their power was positional, but it was also informal.”

President Gamma recalled a time when he felt he was overlooked for a campus related duty that he thought he was entitled to as a core duty of his role as vice president for instruction. He was very frank with his direct report in stating the policy which stipulated that he should serve as chief officer in the absence of the president. The president replied that he didn’t think President Gamma wanted the hassle that accompanied the role. President Gamma’s response to the person was, *“Well, I have aspirations just like you do, and other people. And I’m letting you know right now that I do want the challenge.”* The person still didn’t give President Gamma the

opportunity to be in charge of the institution in his absence. He considered this person a reluctant, but important mentor in that it made him more resilient and observant of individuals who really supported him on his plight toward president. This relationship also helped him realize that equity and fairness is not necessarily part of the experience and one still has to remain passionate about their goals and belief in oneself.

In the final minutes of the interview, President Gamma focused his comments on the influence the Board of Trustees, organizations like the Lakin Institute, and the problems the state of North Carolina may face in leadership if diversity is not made a System wide priority over the next ten years. On the question of training and development of aspiring African-American community college presidents, President Gamma stated the following;

“It has not changed . . . and you also have never had more than three African-American Presidents sitting at the same time. It’s usually at least two. And my sense is that, compared to the rest of the nation, since the state is not willing to look at the office and is not willing to intervene in that role and I think there have been some very viable and good candidates that have come through here . . . through the system from outside that carry all the credentials and experience, but North Carolina has refused to point them in the [direction of the] Presidency. And the big problem that we have is that it’s not with the community college system as much as it is with the local board decision-making and hiring new Presidents. And then another thing I look at...if you look at people who are now sitting Presidents who have come from Presidencies in North Carolina . . . it’s a telling fact too. Because even people who’ve never had that type of administrative experience and background are getting Presidencies whereas African-Americans who may be coming in from a Presidency . . . they often get sort of shunned. And I think at

some point there's going to be a suit or an action that is going to take place in North Carolina sort of similar to Alabama. I think the Lakin Institute is really a good organization and I think it's outstanding as a networking organization. But I think it's been more beneficial towards African-Americans moving into the Presidency outside of North Carolina. And I know that that's a very close nit group of African-American CEOs, but again, you're talking about power brokers. I see the Lakin Institute more so as a networking, sort of fraternal social kind of group, which is not bad compared to the American Community College Trustees Association."

Finally, President Gamma shared his opinions about the impact the Board of Trustees has in selecting the President of an institution.

He noted, "The only thing I would like to introduce, and I'm trying to work with some people to do it is that one research area that we've got to hit in the North Carolina Community College System is we've got to start looking at these Trustee Boards. These Trustee Boards are sort of the traditional arbitrators of power in terms of these Presidencies and true change is not going to be effective until we deal with these Trustee Boards. And I don't even know about the number of African-American, Latino trustees that you have on Trustee Boards across the system, but that's the place you've got to start. And I find it unusually odd that today I'm here on my campus because of my Convocation, but yesterday I was supposed to be in Raleigh and today and tomorrow for a Trustees Retreat and tomorrow I'm supposed to join a panel but, these issues aren't being dealt with. They're not even being talked about. And we've had in this state, at least one person of color who was Chairman of the Trustees and someone asked that person...well, this is a big problem we have in North Carolina and the person sort of

pushed that particular individual off. But my thing is, and I'll say it finally, is that you won't see any appreciable difference in African-Americans in our system on a Presidents' level and even Chief Academic Officers' level until we begin using some trustees that have an appreciation for diversity.

Trustees are appointed by 3 appointing agencies by law—the local school board (or LEA), the local County Commissioner, and the Governor. And the only requirement is that you don't miss 3 meetings without an excused absence. Those are the only requirements and there's been an emphasis on trustee education because a couple of Presidents in the last administration were fired or let go by their boards and the board's review as being bad, but there is no requirement. You don't have to have a high school degree, you don't to have any knowledge about education, you don't need to have any knowledge about business. There's absolutely no qualification other than the fact that you're appointed.

Right, that's exactly how it goes. It's a place of networking and familiarity. The two weakest appointments, and the state will probably not admit this, but the weakest appointment of trustees is always from the local school board because you immediately have a conflict there. There's the strongest in administrative code . . . the 115 B (or D – UNCLEAR) state law that governs community colleges. There are more stringent requirements put on what the school board appointment can and cannot do, and not on the other two because the school board and the community college vie for money from sometimes the same sources. But what we've found in the state is that the Presidents talk informally – the weakest appointments have always come out of the school board. And the next one is probably from the County Commission. And the stronger appointees are

usually Governors' appointees. Most of those people have either some business dealings or they have some level of notoriety or prominence compared to appointees from the other two areas. And you really get to the point that it can really cripple a community college because there are issues as to whether the trustees not knowing that their role is governance as opposed to administration and for little schools like mine, it's a significant issue."

President Delta (*The Visionary*). President Delta was president of a community college that had a student population that represented more than 100 countries. He sees the high enrollment and ethnic and cultural diversity of students as one of the community colleges' critical challenges. He thinks the fact that the faculty and senior leadership are not reflective of this shift is a problem that the community college must take decisive and swift action. He notes, *"So we see significant numbers of ethnic diversity and gender diversity, which means that there needs to be comparable diversity in the leadership. And it has to be planned for as early as possible."*

He thinks that middle to senior administrative leadership tracks should be established in a formal fashion, so emerging leaders can be identified and developed from the academic and student development ranks. President Delta believes that the Board of Trustees play a significant role in moving this agenda forward because the Board of Trustees is the primary body with the level of influence to make the selection process of presidents more progressive and inclusive. Any steps toward this direction will make the college stronger within the NCCCS as he thinks the System on a whole has the talent that is unfortunately not being developed and lost to other community college systems, the university and private sector.

President Delta reflected on his own experience of being recruited from outside the state of North Carolina into a lucrative fellowship program by the General Assembly created to identify leaders specifically outside the state for upcoming positions within the NCCCS. This rare opportunity granted President Delta an experience to work closely with faculty, staff and college senior leadership to develop an understanding of the NC System and decide on where he could best utilize his talent and leadership abilities within the System. The fellowship also included a six week internship at five different community colleges across the state of North Carolina.

He explains, *“My concern is that there needs to be a concerted effort lead by the State Board and brought to the Trustees so that every college is providing identified opportunities to assert potential administrators and presidents to be mentored and have an opportunity to advance and prepare to be a president.”*

President Delta stated that we are far removed from the early years of the community college when most of the presidents came from the public school system and were vocational educators. The challenges discussed in the question prompt, according to President Delta are complex, multifaceted and are time sensitive. The leadership preparation model needs to match the complexity of problem in decisive and deliberate leadership preparation and mentoring programs, much like the military and professional athletics.

As a former military officer, President Delta described the imbedded mentorship given to West Point graduates. He explained that distinguished ROTC military graduates are offered a regular army commission, which is the same as West Point graduates. However, West Point graduates have the advantage of being mentored by other West Point graduates to show them the ropes and get their careers started on the right track.

President Delta stated, *“The community college should follow this design and pair talented emerging leaders with experienced administrators early so the knowledge and expertise can be retained as those reaching retirement age leave the system. The Lakin Institute was designed to address the issue of giving emerging leaders within the community college a chance to be mentored over time and to grow within the community college with a high degree of support and guidance. So when we got together it was sort of like a support group...But then we sort of grew and got stabilized and said we need to figure out a way to get more African-Americans into these positions. We need to start mentoring them. There were two goals of the Lakin Institute...To provide a way so we could get some of the promising, young administrators and instructors together to provide professional development. To help them identify opportunities on their campuses and to help them understand what it takes to be a president and to start serving as mentors. The other good part about us getting together was to share information about key positions at our own colleges. Some of the presidents that sort of needed talent could see these aspiring folks in action.*

A more aggressive action taken by the community college could be designed similar to what is known as the Rooney Rule in the National Football League. The Rooney Rule, was started by the late Art Rooney who was the owner of the Pittsburg Steelers to address the low percentage of National Football League African-American coaches as opposed to the high percentage of African-American players and lower level staff members.

Explicitly, the NFL developed a rule that a team had to interview at least one minority candidate before the final selection for the team coach could be made. So the irony of the Rooney Rule was I guess four years ago after Bill Coward retired, Pittsburg was looking

for a head coach where the Rooney Rule originated. They had two internal candidates that they wanted to pick. One was Russ Grimm the offensive line coach and Ken Whizenhunt who was their offensive coordinator. And so Pittsburg was trying to decide which one of those there were going to choose. Well because they had to abide by the Rooney Rule that had to invite one Black candidate in and they invited Mike Tomlin in.” Mike Tomlin, who was brought in just to fulfill the Rooney Rule blew them away in the interview. As I said, they were trying to decide between the two internal candidates. So Tomlin blew them away and only because they had to interview him and what does he do? He wins the Super Bowl his second year and he takes them to the Super Bowl this past year. So sponsorship is important. But if you can get candidates in the position they can themselves make a case for their credentials. Tomlin never would have gotten that job if it wasn't for the Rooney Rule because they never would have interviewed him. They were going to select from within. But I think that is the best example I know this whole sponsorship. Essentially, the Rooney Rule was his sponsorship. And by the way they called Tony Dungy to give them the name of a promising Black coach to interview. And every one of the Tony Dungy Black coaches is a Dungy protégé. Dungy was the head coach and he was the one who sponsored them. To Tomlin. To Lovie Smith in Chicago. They all were sponsored by Tony Dungy. He is the best example of sponsorship. And responsible sponsorship I know. And I respect the man for it. He didn't quit. He got to the Super Bowl and did the job. But he sponsored others. That analogy works well for the way it should work in the community college. So there should be a Rooney Rule for Boards. If they are selecting a president they should be forced to interview a minority candidate for a Dean's position or Vice President. Because until if they won't voluntarily

open it up to look for good talent, they will have to be forced to interview promising candidates of color. Many of these Boards won't reach out to see what's out there.”

In review, President Delta thinks the measures taken by the community college to ensure minority candidates have the opportunity to interview for the position of president should be supported and mandated by the Board of Trustees.

President Epsilon (*The Protégé*). President Epsilon believes the strategies employed by the NCCCS to enhance the professional development of emerging community college leader needs to be targeted, outlined and intentional. He started his community college career in student services, but believes the unique experiences in being mentored, developed, and guided opportunities have played a significant role in becoming a college president.

President Epsilon was granted a doctoral fellowship that not only paid for his doctoral education, but also gave him access to a cohort of other emerging leaders within the state of North Carolina who have all acquired senior level positions across the state and around the country. Since completed his doctoral fellowship, he has been a featured speaker for the Future Leaders Institute through the American Association of Community Colleges, the Hockaday and Hunter Leaders Institute through the North Carolina Community College System, and has presented for the Lakin Institute which is a minority leaders training and development institute through the National Council of Black American Affairs, a subcommittee of the American Association of Community Colleges.

He recalled the time early in his career when a Caucasian male community college president was direct in letting him know that he intended to mentor him toward attaining a college presidency. The president put him in situations where he could learn the nuances of the role and gave him day-to-day career and personal advice that prepared him to lead an institution.

This level of intentional behavior helped him development a presidential leadership mindset and increased his confidence and working knowledge. The open relationship of trust, confidence and ongoing support is what made the relationship with the mentor so valuable. This dynamic relationship was part of the reason he developed a leadership development program at his current institution that is open to college and community leaders.

Mentoring future leaders within the community college is important to President Epsilon, as he tries to communicate or meet with 13 protégés on a regular basis. He gives insight as to how an interaction takes place.

He states, "I may get a call and they'd say, What do you think about this? There are even a couple [of people] on my campus that I have put under my wing. They say they don't want to move up and I tell them [that] I see potential in them and encourage them to go to a workshop and sit down and talk, just to see how things are going. This begins the process of mentoring."

Summary of Findings

Although the experiences of each of the African-American male community college presidents is unique, some of their opinions and perspectives of what the NCCCS need to do to prepare the next generation of leaders reveal some clear similarities. Gaining perspectives of their experiences which expanded over three decades from the 1980's though 2000 illustrated some unfortunate training, preparation, and development points of stagnation. In essence, not much has changed in these areas from then to now for an African-American male to become president within the NCCCS. The need for the mentoring of potential leaders is a consistent opinion from each of the participants. Moreover, career sponsorship, as a more involved and intentional professional development tool which should be utilized more as a practice, was

mentioned by three of the five participants as critical in their being prepared for and ascending to the office of college president and as an area in need of more focus and study in the future.

The salient points of the President Alpha interview can be separated into three areas. Informal mentors can be as influential as formal mentors in the life and careers of college presidents. President Alpha highlighted a verbal exchange with a former college professor who indirectly solidified his decision to work toward becoming a community college president. This individual, as described by President Alpha, was not highly thought of by the President Alpha. Moreover, their relationship was seen as antagonistic at best. Nevertheless, this person contributed to President Alpha's growth and development as a community college leader and is still influencing his decision making process today as a community college president in that he is sensitive to even the subtle nuances in the relationship one has with potential leaders. The power this carries cannot be understated.

President Alpha mentioned the high level of importance and decision making power that is held by the Board of Trustees of a community college. The Board of Trustees, in his opinion, is perhaps the group who needs to be trained to be open-minded and inviting to the prospect of their colleges being lead by underrepresented groups such as women and diverse ethnic and racial groups. This same opinion was strongly stated by four of the five presidents I interviewed. Four out of five of the presidents shared that the Board of Trustees is the gateway to change at the presidential level and holds the power to move a college forward, or move the college backward in racial diversity in the upper levels or leadership.

The final point raised by President Alpha is the importance of leadership development organizations such as the National Council of Black American Affairs who co-sponsors the Lakin Institute. The opportunity for leaders in training to learn about emerging leadership issues

and having a space of time to work with current and former community college presidents is critical for emerging leaders. Becoming aware of and learning how to lead the institution through these issues is a skill, according to President Alpha, that is developed over a long period of time and requires having a trustworthy bank of formal and informal mentoring relationships to hone this skill. One of the best ways he thinks these relationships can be developed is through organizations that are designed to mentor and train emerging and current leaders. The benefits of training and development organization and academies were shared by all five of the participants who participated in the interview.

President Beta had the unique experience of becoming a community college president without the benefit of formal or informal mentoring. Nevertheless, he feels that mentoring is important to the development of emerging leaders and can be of great benefit to community college presidents, particularly those of underrepresented groups. He attributes this situation primarily to the fact that for one, community colleges were just becoming popular when he went to college. Secondly, there were not many, if any African-Americans in senior-level positions in the state of North Carolina when he started his community college career. He added that he always felt comfortable with his professional peers who were mostly Caucasian and supported by the North Carolina Community College System Office, but he did not know of or was directed toward organizations, academies, or institutes that could develop and mentor him as a community college president of color.

The second major point discussed by President Beta is that any current or aspiring community college president need to realize that the social and academic landscape of secondary education has changed forever and is in a state of crisis. This situation demands that the college leaders, particularly the president, need to be well versed and trained to lead the institution

through this evolution. Doing this, President Beta added that it would be better if the person is mentored either formally or informally.

President Gamma described his plight toward community college president as intentional and traditional, as opposed to President Beta. He stated that he has what one would consider the expected slate of career experience, degree attainment, career experience on the curriculum side of the college which progressed gradually in title and responsibility over a 20 year period in the community college system of North Carolina. President Gamma thinks that the North Carolina community college system should focus on the talent and critical issue identification if it is to be a success educational enterprise for the challenges and students over the next fifteen years. The community college president, he described, “*needs to be more of a generalist who knows a respectable amount about a broad range of issues and trends.*”

Furthermore, President Gamma defined a third level of mentor that was not revealed in the literature review. The unintentional mentor, in addition to the formal and informal mentor is just as important and can aid underrepresented groups toward attaining the office of college president. The unintentional mentor can deliver key advice, information, career direction and support that are considered beneficial by the mentee either at the time of reference or upon reflection many years later. In this respect, the unintentional mentor is not even aware of his or her significant contribution to the decision making process and career life of the aspirant, but is given credit nonetheless.

Informal mentoring is just as powerful to President Gamma. The informal mentor can have the power to “put forward” the mentee as it relates to promotions and opportunities. Although the relationship between the mentor and mentee is not defined, the mentee can benefit from a casual phone call, positive word, or advice the informal mentor gives at just the right

time. He described such a relationship he still has with an individual who has been extremely beneficial to his career becoming a community college president. The two rarely talked, do not consider each other close friends, but he always felt he could call the person for good advice when he needed it most. The mutual respect for one another is all they had and all they needed to create the perfect situation of mentor/mentee benefit.

In conclusion, President Gamma views organizations like the Lakin Institute as extremely beneficial to preparing leaders of color, but needs to be utilized more. He added that although the institute is well known and embraces the general goal of mentoring community college administrators of color, the program needs to not only work with potential and current senior administrative leaders, but should take the message of inclusion to the group who has the ultimate power in selecting college presidents. This group, as was aforementioned, is the Board of Trustees for a community college and the United States Association of Community College Trustees. For the NCCCS to remain competitive, it can no longer lag behind other premier community college systems who can legitimately claim more gender, racial, and ethnic diversity among the mid-level and senior-level administrative ranks in states like California, Texas, Florida, and Ohio. North Carolina's growing Hispanic population and increase in African-American student enrollment is evidence that the leadership must respectively reflect change and diversity.

President Delta is an advocate of establishing system sponsored training and talent identification initiatives. Creating a pipeline of leaders who have a proven track record of work, commitment, and leadership within the North Carolina community college system is the best way to address the critical issues of increased enrollment, decreased funding, student population and the need of relevant educational programs that can translate into employment.

President Delta recognized the importance of educating the Board of Trustees and the State Board on identifying talented community college administrators and retaining the talent within the state of North Carolina. He feels that the state of North Carolina has not established precise means of training and developing leaders. He states that fellowships, internship programs, and formal mentoring relationships should be an automatic and intentional investment of the NCCCS if the state is to transcend forward. The opportunity to receive valuable feedback from established and experienced leaders within the system and from organizations such as the Lakin Institute should be a standard component of leadership preparation.

Finally, the most compelling and aggressive concept President Delta proposed is establishing a mandatory rule that a candidate of color or underrepresented group be interviewed for all presidential positions. He says that unfortunately, this is the only way credible and experience candidates for color will have the opportunity to be interviewed. The Board of Trustees holds the principle power in deciding who has an opportunity to interview for president. He states that getting on the radar of the Board of Trustees is the first critical step that many potential leaders of color will not have.

President Epsilon provided the most substantive information on how he has benefited from formal mentoring. He shared personal examples of how the concept of sponsorship, in conjunction with mentorship, is beneficial and what he is doing personally within his institution to prepare emerging leaders who work within his institution and live in his community. He declared that although he did not have career aspirations of becoming a community college president, however when he began his career on the student development side of higher education, having a mentor who identified and developed him early in his career paved the way toward becoming a president.

President Epsilon does not think that a mentor has to be the same race or gender as the protégé. He used himself as an example by pointing out that out of the seven individuals who have served as either formal or informal mentors throughout his career, four were female, four were Caucasian males, one is a Caucasian female, two were at least fifteen years of age older, and all worked in higher education.

A second major point from President Epsilon's interview that is significant is that he was selected for a doctoral degree fellowship which not only provided financial assistance toward attaining a terminal degree, but was created for the sole purpose of identifying and developing promising leaders from underrepresented groups under a community college specific curriculum at a UNC system college. The fact that three of the five participants in my study were a part of similar fellowships and that almost all of the students in his fellowship cohort currently are or have served as a community college president in North Carolina or across the country is significant. Fellowships to identify, educate, and develop the leaders desired by a community college system is an initiative four out of the five participants mentioned and stated was necessary during their interview.

On a final point, President Epsilon has directed his institution to develop leaders from within. His college sponsors a leadership development academy that brings college faculty, staff, and community representatives together to learn leadership theories and skills. The participants have to enroll in two courses to qualify in the program which has a twelve student maximum for each cohort class. The twelve month programs expose the participants to leadership practitioners from within and outside the community and state of North Carolina who speak on topics such as, budgeting, annual planning, institution goal setting and the everyday practice of leadership. His institution initially received a Kellogg grant to fund the program, but has sought, received and

continues to receive ongoing financial and resource support from local business and industry contributors.

Understanding the socio-cultural factors that exist which prepare and train underrepresented groups is important in preparing the next generation of community college leaders. The anticipated retirement increase of community college faculty and administrative staff is creating a leadership gap which leaves the community college vulnerable to the multidimensional issues of increased enrollment, decreases in state and federal funding, and the variety of pressures students face.

CHAPTER 5

Discussion and Implications for Research

Practice Implications

The goal of the study was to examine the impact of mentoring on the career and life of African-American male former and current community college presidents of a single state system. The findings of the study revealed that the participants each had very unique experiences on the road to the presidency, however certain aspects of their experiences were also similar. Although all but one of the participants identified a significant formal or informal mentor throughout his community college career, all agreed that establishing a formal and informal mentoring relationship is important to one's professional development and success as a community college change agent and institutional leader. All of the participants expressed that the increase in the racial and ethnic student population of community colleges warrant a serious attempt to mirror this growing demographic in the instructional and administrative positions of the community college.

Leadership development programs often focus on competencies like communication skills, resource management, collaboration, and organizational strategy, but the study has revealed that this is just the first step in preparation. Academic and experience credentials make one qualified to apply for presidential positions, but actually preparing, competing for, and attaining the office requires the additional factor of mentor-sponsor which was expressed by four of the five subjects of this study. Having a sponsor, which is a more intimate and intentional relationship than that of a mentor, transcends what the literature defines as informal and formal mentoring. A sponsor, as discussed in the narrative interviews, is one who selects the individual, commits to guiding the protégé towards the presidency, and makes a personal mission to this

effect. The sponsor not only advises the protégé on professional and personal matters, but in some cases verbally pledges that they will guide the person towards the office by helping them select the most beneficial career and educational opportunities, training programs, prestigious community and social organizational positions, and daily career decisions that will make their resume more attractive and comprehensively sound.

Professional development academies and leadership institutes are a popular forum for identifying and training talented minorities in the community college, but do not seem to have an establish pathway and standard of practice that is organized and practiced by these forums. Further research needs to be conducted on how these organizations can capitalize on almost thirty years of minorities serving as college presidents across the country and helping emerging leaders prepare for the challenges ahead within the community college. Aggressively engaging emerging minority leaders within the community college, particularly in the state of North Carolina as a focus of this study, needs to take place before the leaders with the most experience and knowledge retire and take valuable experience and information with them.

This study can also be replicated with other groups of interests within the community college who are underrepresented in mid-level to high-level administrative offices to larger sample groups deemed of significant interest to the researcher. More in depth questions can be explored in relation to mentoring such as the unique aspects and relationship dynamics of the mentoring relationship between the protégé and the mentor and even exploring the benefits of the mentoring relationship for the mentor or how the mentee specifically practices and perceives mentoring relationships with others.

This study revealed a desperate call to action for the North Carolina Community College System to make decisive investments in emerging leaders, especially in individuals from

underrepresented populations. The state of North Carolina at one time secured the funding and relationship with a university to train and develop leaders within the system. This project yielded two community college presidents for the state of North Carolina and a vice president for instruction according to one of the participants. Such bold initiative would address three key areas of concern discussed by the participants: 1) talent identification and a cohort support group for the participants; 2) doctoral preparation and learning the history and standards of the North Carolina Community College System challenges and issues and; 3) provided a mentoring network that two of the presidents who participated in the study state they still utilize today.

CHAPTER 6

Conclusion

Professional development is more than leadership development programs and skill mastery seminars. It is learned over time through surrounding oneself with individuals who are willing to advocate, promote, and spend time with a person teaching them the things that cannot be found in a textbook or short course. The study has documented the benefits of mentoring through the personal life experience stories of community college presidents who have been trailblazing leaders in a system that has been a successful educational model, but is still working through questions of diversity and inclusion in the highest position levels.

The participants in the study have used their real experiences as educational leaders to make valuable recommendations they think will benefit an institution that they have come to respect and admire. It was apparent to me from conducting the interviews and reviewing the transcripts that they think the time has come for the community college system of North Carolina to use its power and resources to embrace and develop a broader pool of leaders from various backgrounds who are waiting for an opportunity to help solve the crises facing the institution.

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*Appendix A***American Association of Community Colleges Fact Book 2009****CEO Characteristics****Gender**

- Male....72%
- Female...28%

Ethnicity

- American Indian/Alaskan Native....1%
- Asian/Pacific Islander.....1%
- Black, non Hispanic....8%
- Hispanic.....6%
- Other....3%
- White, non Hispanic....81%

Full-Time Staff Employment Distribution by Ethnicity

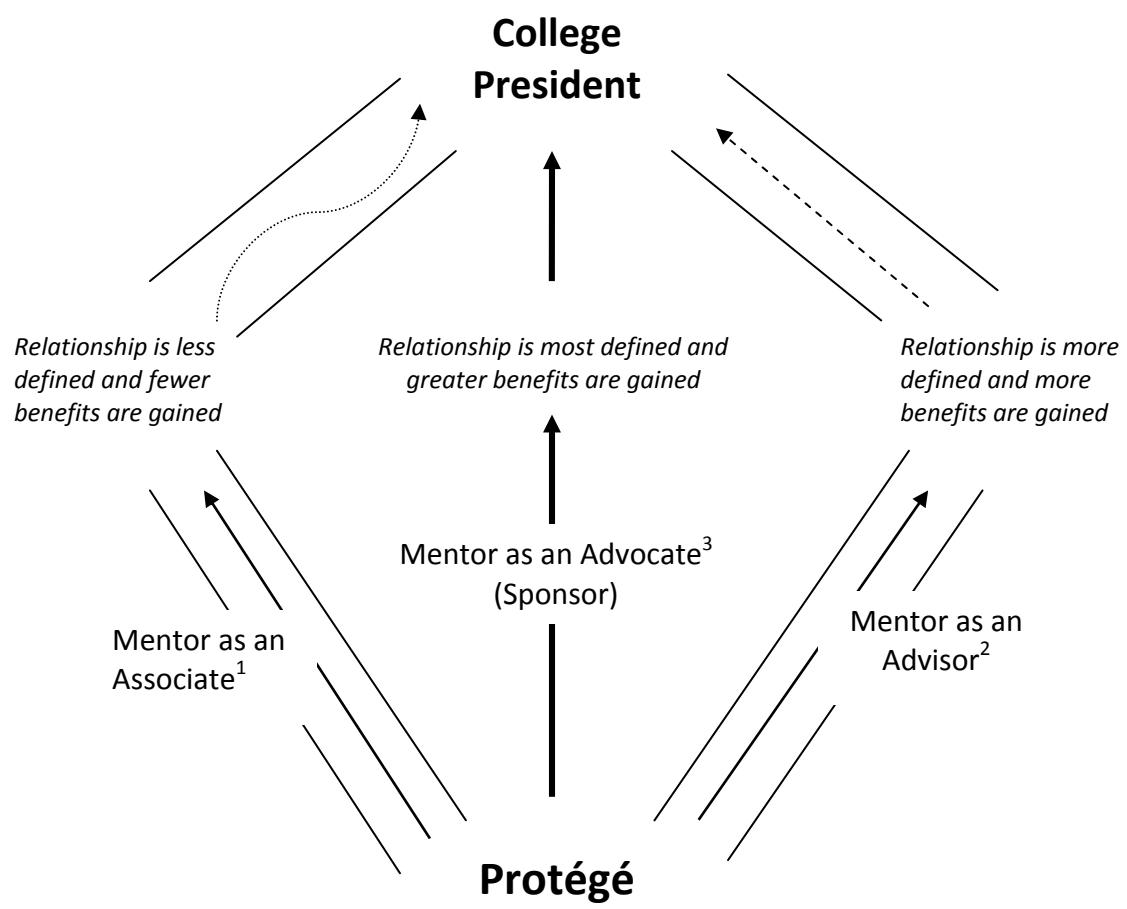
- American Indian/Alaskan Native....1%
- Asian/Pacific Islander...4%
- Black, non Hispanic...11%
- Hispanic.....8%
- White, non Hispanic....76%

Full-Time Staff Employment Distribution by Ethnicity for Faculty

- American Indian/Alaskan Native....1%
- Asian/Pacific Islander.....4%
- Black, non Hispanic....7%
- Hispanic.....5%
- White, non Hispanic....83%

Appendix B

Mentor – Protégé Relationship Pathways



¹ **Mentor as Associate:** Relationship is less defined and more informal
² **Mentor as Advisor:** Relationship is more defined with tangible benefits
³ **Mentor as Advocate Sponsor:** Relationship defined is most beneficial to protégé

*Appendix C***Participation Letter**

January 2011

Dear _____:

I am a doctoral student at North Carolina Agricultural & Technical State University conducting dissertation research on the impact mentoring has had on the life and career of African-American male community college presidents, as well as the choices you have and currently make as an Academic CEO.

Your personal story and plight towards becoming a college president within the North Carolina Community College System, particularly as an African-American male, is the focal point of my research. I would like the opportunity to interview you and capture this information to better understand how mentoring may be a critical preparation component, along with the educational and experiential qualifications necessary to be successful in your life and career.

If you agree to be interviewed for approximately one hour during a time and location that is convenient for you, I will ask a series of questions that will be recorded, transcribed and coded. However, your identity will not be revealed in the study. You will also be given an opportunity to review the transcription for possible identifiable pieces of information that will be omitted from the published version of the dissertation.

Sincerely,

Manuel Dudley,
North Carolina Agricultural & Technical State University (NCATSU) Doctoral Student

Appendix D

Interview Protocol

Project: Mentoring as a Professional Development Tool in Preparing the Next Generation of Leaders in the North Carolina Community College System

Interview Location:

Time:

Date:

Interviewer:

Interviewee:

Description of the study: An analysis of the mentoring experience and impact of mentoring on the career and lives of African-American male community college presidents.

Prompt Question: As the need for new leadership emerges within the community college system nationally and in North Carolina due to changing demographics and increasing minority student enrollment trends, 2) aging professoriate, 3) changing demands for service emerging workforce demands and 4) no dramatic change in leadership, e.g. faculty and staff not reflective of student population, what will community colleges need to do to prepare the next generation of community college leaders?

Follow-up Questions: 1) Tell me about your level of preparedness to be a community college president. 2) What role does formal and/or informal mentoring of community college presidents play, if any, in the training and development of these emerging leaders? 3) Has mentoring been instrumental in your career leading toward or in the role of community college president as an African-American male? If so, could you share your story about being mentored?

Additional Questions List:

- 1) Define what mentoring is and how it is carried out in your own words
- 2) How many mentors can you recall having throughout your community college career prior to becoming a college president?

- 3) In thinking about each significant mentor throughout your community college career what tangible and intangible learnings significant to your career and personal life, can you identify?
- 4) What traits, characteristics, or qualities of a protégé to mentor make it successful or less successful?
- 5) How has/has not being mentored been critical to your training and preparedness toward becoming a community college president, as compared to your educational training and years of experience?
- 6) Are there any personal anecdotes related to mentoring throughout your community college career that you would like to share?
- 7) Have you personally mentored someone within the community college throughout your career?
- 8) What is the gender, approximate age, career, economic status, and race of your most significant community college career mentor?
- 9) Has this relationship changed in any way since you assumed the office of Academic CEO?
- 10) Do you think being mentored has been just as critical to your training and preparedness toward becoming a community college president as your education and years of experience?

*Appendix E***Consent Form**

The purpose of this interview is to understand the phenomenon of mentoring as experienced by African-American male community college presidents. This will ideally detail and unearth particular and unique aspects of this relationship that can be further examined to understand the benefits, nature, and dynamics of these mentoring relationships.

You will be asked to participate in a one-on-one interview that will last approximately 90 minutes. The interview will be recorded and transcribed. However, your identity will be kept confidential by using a pseudonym.

There are no foreseeable risks involved in this data collection. The opportunity to reflect on your experience in being mentored throughout your career will be of great benefit to the academic community and mid level and upper level professional development training programs.

You may refuse to answer any question, complete the interview session or withdraw from participating in the study at anytime. The Institutional Review Board can also be contacted should you have any further questions or concerns regarding your participation in the study, or how the information will be used, documented or published through North Carolina Agricultural & Technical State University.

Principal Investigator (Researcher):

Manuel Dudley

3505 Hobbs Road

Greensboro, NC 27410

Mobile: 252-266-1906

Email: manueldudley@hotmail.com

I comply with and understand the information detailed above and agree to participate in this research study.

Name: _____

Title: _____

Date: _____

Signature: _____