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TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS OF DISTANCE
EDUCATION DIRECTORS AT INTERMOUNTAIN WEST UNIVERSITIES

by

Ryan J Faulkner

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

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Sincerely,

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DEDICATION

I dedicate this dissertation to my parents, Rae Lee and Mont Faulkner. Without your support and push to drive me to believe in myself and be a better person, this would never have been accomplished. I am grateful for your love and support and all you have provided me over the years. Thank you!

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ABSTRACT

The need for institutions of higher education to increase enrollments and provide more access to students, especially in rural areas, makes distance education very important to nearly all institutions of higher education. Yet few studies have been conducted on the leadership characteristics of the directors of distance education programs even though technology is changing higher education so rapidly. The purpose of this mixed method research study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education. This study utilized The Leadership Practices Inventory-Self (LPI-S) survey by Kouzes and Posner (2013) and leadership experiences from the leaders of distance education programs that utilize both video and online technologies to reach students in rural states in the Intermountain West. Study participants were distance education directors and managers from 17 institutions in Colorado, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, and Wyoming.

The quantitative data from the surveys were combined with interview responses from 15 directors to provide an understanding of leadership styles utilized by this group and their understanding of transformational leadership. Results from this study revealed that distance education leaders perceive that they utilize leadership characteristics considered to be transformational. Both the directors and managers reported that they utilize the Five Characteristics of Leadership in their daily duties with Model the Way and Enable Others to Act being the most common. When paired by institution, the 15 directors and managers were found to have very similar LPI-S mean scores even though

the directors talked in their interviews about the value of having different leadership styles in their departments. The distance education directors placed a high value on their employees and in training them to become future leaders. They had clear perceptions of their leadership styles and the influence of institutional culture on leadership styles. The directors expressed interest in studying leadership characteristics and how to become better leaders, especially in light of the rapid changes in the higher education distance education environment.

CHAPTER I

INTRODUCTION

Distance education in higher education has existed in a number of forms for over a century. Lustik (2008) wrote that as early as the 1870s, correspondence courses using the postal systems, both inside and outside the United States, were available to students for gaining and sharing knowledge away from the university campus. Over the last century, distance education has seen the invention and increased use of technology and a boom in a globalized education system. Due to an increase in the desire for adult and continuing education, the need for qualified workers in a growing industrialized society, and the explosion of the Internet and the technologies associated with computers, distance education and information technology have resulted in recognition of the importance of these departments within a university or college campus (Nworie, Haughton, and Oprandi, 2012).

According to Gaytan (2007), American distance education began with correspondence courses first developed at the University of Chicago under the direction of its president, William Rainey Harper. Harper is called the father of American higher education correspondence or “learning by correspondence” (para. 11). Students could take up to 30% of their coursework via the postal system, which allowed “. . . the institution to reach a large number of individuals regardless of age, gender, geographic location, and other demographic and socioeconomic characteristics” (Gaytan, para. 11).

McFarlane (2011) noted that distance education in its early stages utilized the postal service to deliver books and instructional materials to students off campus, paving the way for the technological gold rush that is electronic distance education today (para.

6). McFarlane defined distance education as “. . . an educational situation where the instructor and the students are separated by time, location, or both,” either synchronous (teaching and learning happening at the same time) or asynchronous (teaching and learning happening with time delay or at different times) (para. 5). From the humble beginnings of materials mailed to students’ homes, distance education presently consists of video teleconference courses using satellite and fiber optic network connections, Internet and learning management systems for hybrid (part online and part face-to-face) courses, and fully online courses for students unable to commute to or live on the college/university campus. Education “anywhere, any time” has become a popular motto on many American higher education campuses.

Irlbeck and Pucel (2000) wrote that over the years educators have used distance education technologies to target lifelong learners, the physically disabled, and those in need of workforce training (p. 63). Phillips, Shaw, Sullivan, and Johnson (2010) added that there are a number of forces today driving the need for “new media” to assist in student education and content delivery. They wrote that colleges continue to provide students “cost-effective education and support; attracting students from wide geographic areas to increase enrollment, particularly for specialized degrees; and enhancing educational access for working adults” (p.132). Although distance education and educational technologies are expensive, it would be difficult for higher education to meet the needs of today’s students without them.

As distance education and related technologies have become departments on college campuses, managers, directors, or coordinators have been hired to lead those departments and be in charge of distance education. Although there are arguably many

leadership styles identified with leaders in distance education, many researchers studying this topic over the last 15 years believe transformational leadership meets the needs of today's distance education leader. Bainbridge (2011) stated:

The current trends and realities in education with the expansion of distance education on a global scale, lends itself well to transformation and change, and is setting the stage for transformational leaders/change agents to embrace a new vision and revolutionize tertiary education through the legitimization of DE [distance education]. (para. 6)

Bainbridge (2011) noted that transformational leadership was first proposed by James MacGregor Burns in his book *Leadership* (1978). Transformational leadership was defined as leaders and followers working together in a manner that raises each other to greater levels of achievement, motivation, and moral standing (Burns, para. 1). Burns (1978) stated that transformational leadership exists when the purposes of the leader and follower, which started out separate, become fused in a mutual support for a common moral purpose, raising the level of conduct and aspiration “. . . of both leader and led, and thus it has a transforming effect on both” (p. 20). Expanding on this concept by Burns and others, Kouzes and Posner (2012a) viewed leadership as a “. . . relationship between leaders and followers,” where leaders energize followers (p. 5). They stated that this relationship occurs when leaders empower followers, embrace the constant of change, and engage in exemplary leadership practices that challenge leaders to “transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards” (p. 2). Transformational leadership creates a climate that can lead to change and turn challenges into successes (p. 2).

Distance education is a rapidly evolving environment where leaders need the leadership agility to meet present as well as future challenges (Brigance, 2011). Every leader in any industry must at one time or another face change. Thompson (2011) wrote that higher education leadership and institutional policies are shaped by technological innovations and the industrialization of higher education and that leaders will need to stay proactive and influence transformative potential within the institution. Bainbridge (2011) stated that distance education leaders will need to embrace change to succeed; she wrote that it is the transformational leader who is most qualified to motivate and facilitate the constantly changing nature of distance education (para. 8). According to Tipple (2010), distance education is less about enhancing technology or improving pedagogy and more about managing change. Furthermore, Tipple (2010) stated that “transformational leadership is particularly effective in a distance education environment from the perspective of both leading virtual teams and leading knowledge workers” who require a “high degree of trust, empathy, empowerment, and mentorship” (para. 17).

As the research into the topic of distance education leadership illustrates, distance education in higher education is a rapidly changing environment. Transformational leadership may promote an environment of continual learning and growth, along with mutual respect, communication, and trust. This environment may confirm Burns’ (1978) view of leadership as a way by which a manager and employees work together, raising the achievement, motivation, and moral standards of the institution. Distance education managers are placed in a position of keeping up to date with new technologies and training employees to teach and support faculty and students with these new

technologies. Finally, the distance education leader must answer to the upper institutional administration on costs and timing of technology change.

When thinking about distance education leadership in this fashion, it is easy to understand why Kouzes and Posner (2012a) wrote of the importance of believing a leader can make difference when creating a positive work environment:

. . . before you can lead others, you have to believe that you can have a positive impact on others. You have to believe that what you do counts. You have to believe that your words can inspire and that your actions can move others. (p. 330)

Kouzes and Posner have over three decades of research providing evidence to support their definition of leadership and what characteristics and traits make a quality leader. They argue that leadership is a relationship and that leaders utilize an identifiable set of skills and abilities that are available to one and all or at least to those who choose to transform the traditional roles of leadership and help to accomplish extraordinary things (p. 30).

Statement of the Problem

Burns (1978) wrote, “Leadership is one of the most observed and least understood phenomena on earth” (p. 2). Nworie (2012) stated that currently there is a scarcity of literature on distance education leadership, as many authors and researchers have focused solely on the comparison of teaching and learning using distance education technology with traditional bricks-and-mortar face-to-face education (para. 4). Leadership in higher education distance education has not been studied to any extent. Marcus (2004) reviewed the literature on this topic and found that very little research had been conducted or

published about the leadership and management of distance education. His review of the literature discovered that the few researchers studying this topic argue for the examination of the role of leadership because distance education is becoming an essential part of the future of higher education.

Considered one of the foremost researchers in the field of distance education leadership, Beaudoin (2003) wrote, “. . . largely absent throughout this period of research and writing in this emerging field was any focused consideration of the dimension of leadership and its impact on the obvious growth and apparent success of distance education at literally hundreds of institutions worldwide” (p. 9). After a number of years researching distance education leadership, Beaudoin (2003) discovered that research studies of leadership traits have been “conspicuously thin” with much of the literature focusing on general distance education management practices (technology, best practices, etc.) and very little on the characteristics of leadership (paras. 14-18). A more recent review of the literature by Nworie, Haughton, and Oprandi (2012) indicated that the call for more research has not been heeded. They discovered that leadership in higher education distance education “lags behind other organizations and businesses in distance education leadership-related issue” (p. 182). Distance education is one of the fastest growing areas of higher education; yet it appears to be lacking the leadership development programs or benchmarks that will provide distance education leaders with tools for success (Beaudoin, 2003; Nworie et al., 2012).

Researchers in the field of distance education leadership suggest that transformational leadership holds many of the keys for distance education leaders who work with rapid technology changes, financial decisions, and various educational

stakeholders within the educational model (Beaudoin, 2003; Harrison, 2011; Irlbeck, 2002; Nworie, 2012; Tipple, 2010). Nworie, Haughton, and Oprandi (2012) stated that distance education leaders hold a “key position” to the success of a distance learning program and that they “. . . are in a position that oversees practices and is evolutionary, particularly at a time that digital technologies and changing pedagogy affect instructional practices and delivery systems” (p. 182). They also wrote that this is a “new type of leadership in old environment”; a new type of leadership will be needed to keep up with the rapid changes in technology for today’s higher education institutions (p. 183). Irlbeck (2002) described the significance of distance education leadership when she wrote: “Technology-based education is the most recent event to trigger dramatic demographic, economic, and social changes, which is clearly altering teaching and learning relationships in the US [United States]” (para. 3).

Purpose of the Study

The purpose of this descriptive study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education.

Research Questions

The study was guided by the following research questions:

1. To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?

2. What are the perceptions of distance education directors of exemplary leadership practices?
3. How do distance education directors in the Intermountain West describe their leadership styles?

Conceptual Framework

From the beginning of their research in 1982 on the topic of organizational leadership, Kouzes and Posner (2012a) have collected stories about and researched behaviors of male and female leaders of all ages, who represented “about every type of organization there is, at all levels, in all functions, from many different places around the world” (p. 2). From the rich collection of data gathered and analyzed, a set of core leadership competencies emerged, which they called the Five Practices of Exemplary Leadership: a) model the way, b) inspire a shared vision, c) challenge the process, d) enable others to act, and e) encourage the heart. Kouzes and Posner stated that the research and empirical evidence make the case that these five practices explain how leaders get extraordinary things done and that people use these leadership practices when they are at their personal best as leaders (pp. 24-25).

Model the Way. By modeling the way, a leader earns respect because of his or her behavior. Kouzes and Posner (2012a) wrote, “Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others” (p.16). One suggestion for modeling behavior and building a credible foundation is for a leader to Do What You Say You Will Do (DWYSYWD). Modeling the way is about clarifying one’s values and creating a culture

for others to follow based on those values. When a leader consistently lives these values, a culture of honesty and trustworthiness can develop (p. 40).

Inspire a Shared Vision. Leaders who have visions or dreams of “what could be” have a force that creates the future of an organization (Kouzes & Posner, 2012a, pp. 17-18). Transformational leaders utilize these visions and dreams of the future by imagining the possibilities and finding a common purpose in a way that inspires people “to want to make that vision a reality” (p. 104). Kouzes and Posner (2012a) asserted that a leader cannot command commitment; a leader must inspire commitment from followers (p.18).

Challenge the Process. Kouzes and Posner (2012a) wrote, “Challenge is the crucible for greatness” (p. 19) and “Change is the work of leaders” (p. 158). Every leader will face challenge and change during his or her time in charge. Kouzes and Posner (2012a) contended that leaders must be willing to step into the unknown because change and innovation involve taking risks and experimentation (p. 20). With any risk, failures and mistakes are inevitable, but a good leader searches for opportunities to improve, constantly generates small wins by the employees, and encourages growth and learning from the experience (p. 20).

Enable Others to Act. Kouzes and Posner (2012a) wrote, “A grand team doesn’t become a significant reality through the actions of a single person” (p. 21). A leader believes in the effort of the team, builds relationships, and empowers those around them. Kouzes and Posner (2012a) argued that everyone within an organization has a voice and that leaders need to foster collaboration to build relationships. By focusing on the needs of the organization, a leader can meet the needs of his or her followers and strengthen those followers by increasing self-determination and developing competence (p. 22). In

essence, a leader builds an organization of respect and builds up his or her followers by providing opportunities for teamwork and the empowerment of those within the organization to find their personal best (p. 21).

Encourage the Heart. Leaders encourage their followers by recognizing the individual contributions of those within the organization and showing appreciation for organizational excellence. Leaders also create a sense of community and spirit within an organization and make time to celebrate organizational victories and to promote the values needed to continue positive progress (Kouzes and Posner, 2012a). Authentic celebrations without phony pomp and circumstance can unite an organization and encourage a strong sense of identity that can help team members pull together during the difficult times.

Definitions

For the purpose of this study, the key terms are defined as follows:

Asynchronous distance education: Teaching and learning that happen with time delay or at different times, where the students participate in the course from locations different from that of the instructor. Instruction is offered, and students can access this instruction when convenient. Asynchronous distance education may utilize video recordings, e-mail, or traditional mail correspondence technologies (Schlosser and Simonson, 2006; University of Texas School of Public Health, 2014).

Correspondence courses: Courses provided to off-campus students in which the instructional materials, assignments, and examinations are provided by the institution through mail or electronic means. Correspondence courses are primarily initiated by the student and are considered “self-paced” educational experiences in which there is little or

only irregular interaction between the students and instructor (National Center for Education Statistics, 2014).

Distance education/learning: A form of education in which time, location, or both separate students from the instructor. Educational technology methods include Internet-based and interactive videoconference courses (McFarlane, 2011).

Distance education director: The person responsible for leading and managing the distance education department as a whole at each institution. For this study, there will be 19 directors.

Distance education leader: “A person in a higher education institution who has the responsibility for overseeing or directing all institutional DE [distance education] programs and activities, including managing courses and/or degree programs, providing vision and motivating others under his/her supervision to achieve the desired results within his/her sphere of authority” (Nworie, 2012).

Distance education manager: The person(s) responsible for managing and overseeing the videoconference or online learning areas of the distance education department and who reports directly to the director of distance education. For this study, there were 38 managers.

Hybrid/blended courses: Courses using a combination of traditional face-to-face teaching and online learning management system technologies to teach and provide course materials for 50% to 85% of the course, depending on the institution. The technology components allow for a teaching and learning environment that reduces the face-to-face, brick-and-mortar class time (Western Cooperative for Educational Telecommunications, 2012).

Interactive videoconference/teleconference: A method for delivering educational information to one or more remote or distance locations by the use of two-way video and audio communication technology. The videoconference information is transmitted to the remote locations by compressed digital video technology via telephone or data network lines. The compressed audio/video signal reduces the amount of data transmitted over the network, thereby reducing the cost of transmitting the video from one location to another (Brady, 2006).

Intermountain West: “That portion of the Western U.S. extending from roughly the eastern side of the Sierra Nevada Range and Mojave Desert in eastern California, and the eastern side of the Cascade Range in Oregon and Washington, to the eastern margin of the Rocky Mountains in central Montana, Wyoming, Colorado, and southward through New Mexico and west Texas” (United States Geological Survey, 2012). The states referenced in this area for the purpose of this study are Colorado, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, and Wyoming.

Learning management system (LMS)/content management system (CMS): Software that provides an integrated suite of online resources and communications capabilities in support of traditional courses and can also serve as a platform for fully online courses. A typical LMS provides a range of activity modules, such as forums, databases, and wikis; facilitates student assignments and quizzes; and enables monitoring of student engagement and reporting of grades. Many LMS implementations are integrated with student information systems (Lang & Pirani, p. 2, 2014).

Online/e-learning courses: “An environment in which the learner’s interactions with learning materials (readings, assignments, exercises, etc.), peers and/or instructors

are mediated through advanced information technologies” (Kahai, Jestire, & Huang, 2013, p. 969). E-learning uses electronic technologies to deliver, facilitate, and enhance both formal and informal learning and knowledge sharing at any time, at any place, and at any pace. Such tools include the computer, Internet, and computer applications, including CD-ROM, e-mail, websites, and multimedia (World Bank Institute, para. 1, 2011).

Rural: A remote area with sparse population and distant from any urban center.

The National Center for Education Statistics refers to rural areas as territories:

“Territories” are described by the terms “fringe,” “distant,” and “remote.” “Fringe” refers to an area that is 2.5 miles or less from an urban cluster. “Distant” refers to an area that is more than 2.5 miles but less than 10 miles from an urban cluster. “Remote” refers to an area that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster (National Center for Education Statistics, 2006, para. 3).

Synchronous distance education: Teaching and learning that happen at the same time with all participants present but not necessarily in the same location. Synchronous distance education utilizes face-to-face, videoconference, web conference, and Internet (Schlosser and Simonson, 2006; University of Texas School of Public Health, 2014).

Telecommunications: Electronic media, including television, telephone, and the Internet. However, the term “telecommunications” is not limited to only electronic media. “Telecommunications is defined as ‘communicating at a distance.’ This definition includes communication with the postal system, as in correspondence study, and other nonelectronic methods for communication” (Schlosser and Simonson, 2006).

Transformational leader: A person who seeks to satisfy higher needs by encouraging the greatest potential from followers and entering into a relationship of “mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Burns, 1978, p. 4).

Transformational leadership: A style of leadership that raises the level of awareness and consciousness about the importance of desired outcomes in a manner that allows others to “transcend our own self-interest for the sake of the team, organization, or larger polity,” and allows employees to address higher level needs (Bass, 1985, p. 20).

Assumptions, Limitations, Delimitations

The assumptions, limitations, and delimitations of the current study are outlined below:

Assumptions. The following assumptions provided a foundation for this study:

1. It was assumed that distance education leaders would be interested in better understanding of their leadership characteristics.
2. It was assumed that every distance education leader contacted for this study had similar leadership responsibilities within his or her department.
3. It was assumed that transformational leadership would be a preferred leadership style among distance education leaders.
4. It was assumed that the participating distance education departments were using similar distance education technologies, including videoconference and online course delivery technologies.
5. It was assumed that the participants of this study understood the survey and interview questions and provided honest answers.

6. It was assumed that the participants possessed the skills and equipment for participating in a videoconference interview.

Limitations. Limitations identify possible weaknesses of the study or areas that are potentially beyond the researcher's control. The following limitations apply to this study:

1. Some distance education leaders may have been unwilling to participate in the study due to lack of time, lack of interest in the topic, or other considerations.
2. Participation in the study was voluntary, which may have limited the number of responses.
3. The participants were located in universities with different administration hierarchies and distance education practices and processes. The different institutions had different missions regarding distance education, different stakeholders, and different approaches to the management and utilization of technology for distance education programs.
4. The use of self-reported data on the survey may have affected the validity of the results. Participants may not have viewed their transformational leadership characteristics as their followers did.
5. The use of email addresses, phone calls, and videoconference technology may have hindered the survey and interview processes. Wrong email addresses, wrong directory listings for phone numbers, or poor Internet bandwidth for videoconference meetings made data gathering difficult in a few instances.

6. The researcher analyzed, interpreted, and coded the data from the interviews.

Other readers of the interview data may interpret and encode the data differently.

7. Researcher bias may have limited the validity of the study because he worked in a university distance education department.

Delimitations. The following delimitations impacted the generalizability of these study findings:

1. This study sample was delimited to distance education leaders at public four-year colleges located in the Intermountain West.
2. This study was delimited to universities located in Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.
3. This study was delimited to universities that provide distance education to rural areas within their state through online and interactive videoconference course technologies.
4. Only the Kouzes and Posner (2012a) transformational leadership model was used to identify leadership characteristics of distance education leaders.

Significance of the Study

Distance education is having an enormous impact on the higher education community, and technology is playing a major role in how higher education institutions operate (Irlbeck & Pucel, 2000; Nworie, 2012; Portugal, 2006). Higher education is in need of distance education leaders to make informed decisions on technology strategies and the use of distance education for the globalized education market. As universities invest more money in educational technologies and distance education, it is important for

these institutions to invest in leaders who can manage the fast-paced change of these technologies. Kouzes and Posner (2012a) described this type of leader as one who knows how to mobilize others to make extraordinary things happen or as one who knows how to practice the traits of leadership to transform the values and visions of the organization into a successful reality of rewards and solidarity (p. 2).

Beaudoin (2003) suggested that higher education needs distance education leaders who can motivate, not direct, to facilitate the development, stewardship, and implementation of a shared community vision of education (para. 39). Beaudoin also suggested that the success of these new leaders would be based on how they handle the fundamental questions regarding today's higher education: "How many faculty will be needed in ten years? Will the notion of classrooms survive? Is the present structure of the institution viable? Will teachers and students need to meet on campus anymore?" (para. 4).

The importance of this study for distance education leaders was in gathering information that may lead to a better understanding of positive leadership traits that will help this burgeoning field of higher education leadership move forward. Nworie, Haughton, and Oprandi (2012) discussed the rapid growth in distance education programs throughout America along with a more general acceptance of distance education for higher education (pp. 180-181). However, they cautioned that there is a need for capable leaders with the readiness and traits to navigate the complex, rapidly changing technologies involved in leading such a department. Furthermore, they, along with other researchers such as Beaudoin (2003) and Portugal (2006), stated that over the last 10-15 years there has been a growing awareness of the need for distance education leadership;

yet “. . . the necessary competencies, qualities, and qualifications are not clearly defined” (p. 181). Along with furthering the knowledge base for this leadership position, an increased awareness of the importance of having qualified leaders in these positions will benefit higher education administration and faculty.

Higher education is increasingly in a position of having to do more with less. Although distance education technology can be an expensive investment, educational institutions are finding it a necessity for educating students in a fast-paced global society. With increased facility costs, personnel costs, and enrollments of both traditional and non-traditional students, distance education can be an effective method of course delivery. McBride (2010) explained that institutional leaders need the ability to continuously acquire new knowledge and skills, while struggling through the constant campaign of establishing relevance, attracting attention, and mobilizing resources in a highly competitive market (para. 2). Marcus (2004) stated that higher education administrators should spend more time investing in a strategic plan for distance education but do so in a manner that benefits the institution as a whole (para. 4). When administrators create distance education programs but lack qualified program leaders, the planning may focus solely on finances or distance education technologies that do not fit their target student base. Mereba (2003) illustrated:

. . . the critical issue facing many institutions of higher education today is not the need for allocation of funds for the procurement of technological hardware as much as it is their inability to properly align their technology initiatives with their strategic plans and mission in order to achieve their goals and move forward in their development. (p. 43).

By investing in a competent and transformational leader for distance education, administrators can begin strategic planning with the knowledge that the institution, employees, faculty, and students will all be accounted for in the long run. Faculty will be the biggest winners or losers with the arrival of any new distance education technology, specifically technology that is meant for the delivering of lecture and course materials to students. They are expected to use the technology to provide distance courses to students. It is important for them to have a trusting and engaging relationship with the distance education leader. As Kouzes and Posner (2012a) stated, high quality relationships at work allow for positive regard for others, a sense of mutuality and trust, and an atmosphere of patience and understanding through communication (p. 204). Transformational leaders in higher education have the opportunity to create these relationships and be honest, forward-looking, competent, and inspiring in their leadership practices (p. 36).

The following chapters present a review of the literature related to the purpose of the study (Chapter II); the research study's methodology, including design, population and participants, instrumentation, procedures, and analysis (Chapter III); the study's results (Chapter IV); and overall analysis and discussion of the results, including conclusions and recommendations for practice and future research (Chapter V).

CHAPTER II

LITERATURE REVIEW

The purpose of this descriptive study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education. This chapter reviews the literature related to the following areas: (a) historical review of distance education; (b) leadership; (c) leadership and change management; (d) transformational leadership; and (e) the current state of the research. The literature presented summarizes and describes the impact transformational leadership has had on distance education programs in the Intermountain West.

Historical Review of Distance Education

Distance education has taken a number of forms spanning many years. Sumner (2000) wrote that some historians believe that the beginnings of distance education can be traced back as far as the epistles of St. Paul and his followers, who preached from town to town by word of mouth (p. 273). Daniel (2005) wrote of the historical significance of St. Paul recording the teachings and lectures of Jesus Christ. He wrote:

His letters, or epistles, to the young churches around the Mediterranean in the first century AD, were a powerful form of distance teaching. They were also a good example of flexible learning because there were few copies of each letter so most people heard them read out when their local church assembled. (para. 25).

In modern history, one of the earliest documented pioneers of distance education through correspondence lessons was Caleb Phillips. On March 20, 1728, Phillips placed an advertisement in the Boston *Gazette*, offering weekly shorthand lessons utilizing the

postal service (Harting & Erthal, 2005, p. 35; Phillips, Shaw, Sullivan & Johnson, 2010, p. 132). Sumner (2000) stated that the Industrial Revolution was a major factor in the birth and rise of distance education in the modern civilization. Sumner explained:

The beginnings of correspondence study depended on the emergence of the same factors that contributed to the birth of adult education: adult literacy, the printing press, a publishing industry, mass produced, low cost pens ... and need—brought on by the demands of the Industrial Revolution for an educated workforce. (p. 273).

Sumner added that the introduction of a cheap and reliable postal service, an efficient transportation system, and the increasingly but sparsely populated areas gave rise to the increased use of correspondence education in America. Correspondence education aided in providing an educational experience to students in rural areas of the United States.

Although there is evidence that Phillips was one of the first American distance educators, researchers believe that European educators also developed early forms of correspondence courses in shorthand, modern languages, and preparation for university entrance exams (Adams & Cross, 1999; Gaytan, 2007; Sumner, 2000). Adams and Cross (1999) wrote, “Distance learning actually has its roots in Europe in the 1830s when one could study composition through correspondence in Sweden and shorthand through correspondence in England” (para. 2). Sumner wrote that Isaac Pitman in England offered correspondence shorthand courses to business administrators around 1840. Harting and Erthal (2005) added that along with Pitman, the Foulkes Lynch Correspondence Tuition Service in Great Britain provided courses in accountancy (p. 35). However, it would be the “cheap and reliable postal service” that would pave the way for educational

opportunities of a population of students never served before. Casey (2008) wrote, “The correspondence course became the earliest instructional delivery system within the rubric of distance education” (p. 46) that would help transform European and American education. In addition to providing England with shorthand correspondence courses, Pitman expanded and exported his shorthand courses to the United States in 1852, providing “cutting edge stenographic practices” to Americans (Casey, 2008, p. 46).

Arguably, the most influential American distance educator was Anna Eliot Ticknor in the 1870s (Adams & Cross, 1999; Sumner, 2000). Anna was the daughter of George Ticknor, a Harvard professor and a founder of the Boston Public Library, as well as the niece of Charles William Eliot, the president of Harvard University and higher education reformer (Caruth & Caruth, 2013, p. 142). Using her education connections, Anna organized a Boston-based correspondence school known as the “Society to Encourage Studies at Home” in 1873. This school served more than 10,000 students in over 20 subjects, including history, science, art, literature, French, and German (Adams & Cross, 1999; Harting & Erthal, 2005). Harting and Erthal (2005) wrote, “Many of her (Anna’s) students were young women, kept at home by the conventions of their time” (p. 35). Not only was early distance education an opportunity to share the wealth of knowledge with students unable to attend a school or university, but it was also an opportunity to level the playing field for women. Caruth and Caruth (2013) wrote, “The Society to Encourage Studies at Home was one of the first significant examples of distance education. Elizabeth Cary Agassiz, the co-founder and first president of Radcliffe College, referred to the society as the ‘silent university’” (p. 142).

During the 1890s, increased access to distance higher education was needed. Banas and Emory (1998) explained that in the late 19th century, rural populations in isolated areas far from any institutions of higher education limited higher education in America, resulting in the introduction of correspondence programs at institutions such as Pennsylvania State University. However, William Rainey Harper and the University of Chicago expanded distance higher education in a more modern America (Olszewski-Kubilius & Corwith, 2010). In 1892, Harper, sometimes referred to as the “founder of university correspondence education” (Caruth & Caruth, 2013), helped develop one of the first academically recognized college-level distance learning programs (Casey, 2008, p. 46). Caruth and Caruth (2013) added that Harper developed a Department of Home-Study as one of the five foundational departments at the University of Chicago; this department allowed students to take up to 30% of their courses via the United States Postal System (p. 144). Harper’s correspondence program in Chicago became a central part of the University, allowing it to “reach a large number of individuals regardless of age, gender, geographic location, and other demographic and socioeconomic characteristics” (Gaytan, 2007, para. 11). Following the example of Harper and the University of Chicago, the University of Wisconsin and University of Kansas soon after created “learning by correspondence” programs as well (para. 12).

Distance education in higher education was beginning to advance quickly at the turn of the 20th century. A number of factors in the new century helped distance education expand, including federal legislation and the invention and progression of American technologies. For instance, Harting and Erthal (2005) wrote that “university extension and correspondence work in the U.S. was advanced by the enactment of the

Co-operative Agricultural Extension Act (Smith-Lever Act) in 1914” (p. 36). Franklin, Humphrey, Roth, and Jackson (2010) wrote of the importance of the Extension Act in rural America. They explained that, at the turn of the 20th century, agriculture dominated the country’s economy and that the extension service was a way to link the nation’s land-grant institutions to the rural areas within the states. An agriculture extension office was set up in every county in rural states to provide workshops and short courses taught by university professors to the local farmers and ranchers. Harting and Erthal (2005) wrote that over the years the Extension Act has become viewed as a model of “brokering a two-way partnership between communities and higher education in an effort to find and implement solutions to complex problems” (p. 18).

Sumner (2000) wrote that during World War I, the United States Armed Forces “demanded” correspondence education for soldiers and sailors. After World War II when the service men and women returned, higher education, including correspondence education, was seen “as a way to change society after the horrors of the two World Wars and the Depression” (Sumner, pp. 274-275). From the 1940s to now, the United States Armed Forces have embraced technology to meet the needs of educating students in the military all around the world. The United States Army has dealt with budget constraints by using distance learning methods and technology to do more with fewer resources (Banas and Emory, 1998). Banas and Emory wrote, “The Army is overhauling its educational delivery system of over 1000 courses and programs to include a significant portion of distance learning delivery techniques” (p. 371). Military leaders believe that distance education delivery techniques can be an effective method for teaching the cognitive aspects of military training (p. 370).

Olszewski-Kubilius & Corwith (2010) wrote, “Distance education has a long history, but its popularity and use have risen exponentially as more advanced technology has become available” (p. 17). The development of radio and television broadcasting during the early to mid-20th century helped popularize the distance education boom in America (Casey, 2008; Phillips et al., 2010). Casey asserted that in the 1920s, radio provided educators a technology that allowed them to teach with no need to rely on the United States Postal Service to deliver educational lectures. She also discovered that by 1923, educational institutions owned over 10% of American radio stations. This new era of distance education allowed for the delivery of live educational radio shows that “reduced instructional delivery time and increased classroom immediacy by allowing distance students to hear their instructor” (p. 46). Now higher education institutions could deliver educational content to the masses economically and quickly.

The University of Iowa was broadcasting educational content using television as early as 1934 (Casey, 2008, p. 46). As television became more popular in the 1950s, it provided more avenues for colleges and universities to provide education away from the traditional bricks-and-mortar classroom. Casey explained that the federal government believed in education through television when it established the Public Broadcasting Act in 1967, allowing colleges and universities within the state of California to provide education throughout the state (p. 47). Harting and Erthal (2005) stated, “The number of educational television stations grew more rapidly in the 1960s, and by 1972 there were 233 educational stations” (p. 37).

In reflection of distance education over the years, Prewitt (1998) wrote that historically there have been two forces fueling the growth and success of distance

education: “the need for increased and more democratic access to learning and the availability of successive new technologies of delivery” (p. 187). He continued that the primary design of distance education has been to reach students in remote areas with delivery systems “consisting at first of correspondence materials, evolved to include broadcast radio and broadcast and pre-recorded television/video materials. Then came computer conferencing, electronic mail, interactive video, and satellite telecommunications” (p. 187). Over the years, distance education has reduced the use of radio and television and increased the acceptance and use of computer-aided distance education.

Olszewski-Kubilius and Corwith (2010) stated, “With the advent of the computer in the 1970s came electronic bulletin boards, then e-mail correspondence and the Internet, and, eventually, all of the electronic forums we have today” (p. 17). A distance education milestone came in 1971 when London’s Open University admitted more than 24,000 students to the world’s first fully distance education university. University students utilize(d) “specially-produced textbooks, TV and radio programs, audio and video tapes, computer software, and home experiment kits” to complete course work and degrees (Harting & Erthal, 2005, p. 36).

With the development of the World Wide Web from 1989 to 1991 by Tim Berners-Lee of Conseil Européen pour la Recherche Nucléaire (CERN) and the birth of the “information superhighway” for public usage, the Internet has increased the possibilities for distance education and knowledge sharing through interactive and virtual classrooms (Casey, 2008; Phillips et al., 2010). Founded in 1984, the National Technological University was the first accredited virtual university (Harting & Erthal,

2005). The university was supported by IBM, Motorola, and Hewlett-Packard and provided graduate degree programs in technical skills areas (Harting & Erthal, p. 39). In 1995, 13 western states founded the Western Governors University (WGU) and pledged funds for its support. Western Governors University was one of the biggest and most ambitious public distance education institutions to be developed. It took six years for its instructors and staff to develop the quality distance courses needed for WGU to attain national accreditation by the Accrediting Commission of the Distance Education and Training Council (DETC). It took two more years for WGU to become the first university to receive regional accreditation from four regional accrediting commissions (p. 40).

In 1998, Congress addressed “e-learning” in Title VIII of the Higher Education Amendments with the Web-Based Education Commission Act (Harting & Erthal, 2005). This act was a “call to action” for the country to “embrace an e-learning agenda” (p. 39). Through this Act, Congress showed support for the use of distance learning technologies in the nation’s educational system. A Web-Based Education Commission was created to study and promote online distance education by recommending the establishment of initiatives and models to support educators (p. 39). Harting and Erthal stated that, due to this Act, federal student aid policies regarding the 12-hour rule (“student’s hours must be classroom-based to receive Federal Aid”) and the 50% rule (“the institution cannot offer more than 50% of total classes online”) have been modified and that colleges and universities have expanded student enrollments and provided education to an “underserved populace,” including adult education programs (pp. 39-40).

During the late 1990’s and early 2000’s, many higher education institutions experimented with different forms of “e-learning” and online education. Website courses,

e-mail correspondence, and the use of learning management systems (LMS), such as *WebCT* and *BlackBoard*, to manage the delivery and collection of educational materials and assignments expanded the reach of higher education. Bower and Hardy (2004) stated that the Internet has led to the creation of a variety of asynchronous and synchronous educational activities, allowing learners and teachers to share course materials, communicate, and engage each other much more conveniently (p. 8). Olszewski-Kubilius and Corwith (2010) observed that most distance education courses delivered today utilize Internet technologies (p. 18). The rapid advancement of Internet and computing technologies has allowed for numerous distance education opportunities for higher education institutions around the country (Olszewski-Kubilius & Corwith, p. 18, 2010). Scarlett-Ferguson (2011) best described distance education as a relatively cost effective means of delivering education with the main advantages including accessibility, flexibility, convenience, and self-paced learning (para. 13).

In summary, McFarlane (2011) asserted that “despite the numerous and volatile changes we have undergone as a society and civilization, education still remains the most powerful force for individual and collective transformation” (para. 2). Today’s need for anytime and anywhere education fueled by the rapid growth in electronic technologies has led to the growth of and need for strong distance education programs and great leaders to direct and develop the distance education programs of the future that build on the delivery methods of the past.

Leadership

Leadership is a topic that can be thoroughly argued, researched, applauded, and abused. Leadership is a major force in society and will always be the goal of many. Burns

(1978) suggested that compelling and creative leadership is one of the most universal cravings of our time. However, he argued that there is also a major crisis with leadership. He wrote, “The crisis of leadership today is the mediocrity or irresponsibility of so many of the men and women in power, but leadership rarely rises to the full need for it” (p. 1).

Leadership may take many forms, faces, and styles. From business to government to education, there are a number of styles and traits of leadership that researchers believe may be best suited for leading various forms of organizations. There have been many books written about leadership, studies conducted about leadership, and styles of leadership defined. Yet, as the literature suggests, there are more definitions of leadership than those attempting to define it.

During his extensive studies of leadership, Stogdill (1974) determined that leadership is a “sophisticated concept” as well as “a live and challenging field for research” (p. 429). As he reviewed the earliest literature on leadership, Stogdill discovered many definitions and examples of leadership, but the first cited appearance of the term “leadership” was not until 1800. After eight years of research, Stogdill defined leadership as “the initiation and maintenance of structure in expectation and interaction” (p. 411). He explained:

Recent theoretical developments seek to explain leadership in terms of the reinforcement of intermember expectations. Such expectations, accepted in common by the group members, define the role that each individual is permitted to play on behalf of the group. Although each member may play an important role, the leader is expected to maintain role structure and goal direction. (p. 411)

Burns (1978) stated that his definition of leadership is that of leaders “inducing followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations--*of both leaders and followers*” (p. 19) [Emphasis in original].

Bennis and Nanus (1985) wrote that defining leadership could be likened to defining love; everyone knows it exists, but nobody can define it (p. 5). In a later work, Bennis (1989) wrote that leadership is like beauty: “It’s hard to define, but you know it when you see it” (p. 1). With these analogies in mind, Bennis and Nanus explained:

Through the years, our view of what leadership is and who can exercise it has changed considerably. Leadership competencies have remained constant, but our understanding of what it is, how it works, and the ways in which people learn to apply it has shifted. (p. 3)

Likewise, Northouse (1997) noted that the term “leadership” is teeming with definitions that are difficult to interpret. He explained:

It is much like the words democracy, love, and peace. Although each of us intuitively knows what he or she means by such words, the words can have different meanings for different people. As soon as we try to define “leadership,” we immediately discover that leadership has many different meanings. (p. 2)

That being said, Northouse (1997) suggested that there are a number of components that can identify the central phenomenon of leadership: (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs within a group context, and (d) leadership involves goal attainment (p. 3).

Useem (1998) also wrote of the numerous definitions or numerous “incarnations” of the term “leadership” but ultimately decided that leadership is simply the “act of making a difference” (p. 4). He continued, “Leadership entails changing a failed strategy or revamping a languishing organization. It requires us to make an active choice among plausible alternatives, and it depends on bringing others along, on mobilizing them to get the job done” (p. 2).

In their book *Reinventing Leadership*, Bennis and Townsend (2005) queried:

Who personifies the leader of today? Being in charge doesn’t necessarily have the same connotations of “absolute power” that it used to have. In fact, today’s leaders find themselves benefiting from a more collaborative approach to management. By checking their egos at the door, so to speak, leaders will find that they can tap into endless sources of potential from the people they lead. (p. 1)

As has been noted in the literature, leadership has many definitions, which in turn creates difficulty when attempting research of leadership. Some, such as Useem, infer that leadership can be as uncomplicated as simply making a difference. On the other hand, a definition of this concept can be as difficult as Bennis and Nanus expressed: how does one define a concept as complex as leadership?

Bennis and Nanus (1985) explained that constantly changing and shifting strategies make the process of leading others difficult. Sample (2002) stated that leadership can be elusive and tricky; yet, it may also be the most rare and precious kind of human capital (p. 2). He wrote of the importance of society producing great leaders but, in contrast to Burns’ optimism, wrote about how societies can also lose this ability:

As Americans, we tend to believe that the larger society of which we are a part is steadily improving with each passing decade. But the fact is, the twentieth century was far more barbaric than the preceding four centuries, and as such represented a severe backsliding in terms of man's inhumanity to man. Part of this backsliding was attributable to a dramatic improvement in the technologies of death and coercion, but much of it was the result of our inability to produce leaders who could persuasively articulate a human moral philosophy in an age dominated by technological change. (p. 2)

Senge (1990) discussed the traditional leader who was viewed as a "special" or "mythical" person setting direction, making key decisions, and energizing the troops while being viewed as a "hero" who "rises to the fore" during crisis (p. 340). He added:

So long as such myths prevail, they reinforce a focus on short-term events and charismatic heroes rather than on systemic forces and collective learning. At its heart, the traditional view of leadership is based on assumptions of people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders. (p. 340)

Burns (2003) stated, "Leadership is an expanding field of study that some day may join the traditional disciplines of history, philosophy, and the social sciences in scholarly recognition" (p. 2). Burns also stated that although future generations may revere leadership, the task of leadership today is being summoned by society to accomplish "some change" in the world and "its actions and achievements are measured by the supreme public values that themselves are the profoundest expressions of human wants: liberty and equality, justice and opportunity, the pursuit of happiness" (p. 2).

Senge (1990) and others have researched, studied, and written about “new” styles of leadership. Within these new views of leadership, a transformation or, as Senge would state, a “shift” has taken place and a new way to view leadership in organizations has been discovered. Instead of leadership being confined to the select or chosen few, Kouzes and Posner (2012a) discovered in over 30 years of global leadership research that “leaders reside in every city and every country, in every function and every organization. We find exemplary leadership everywhere we look” (p. 14).

Useem (1998) wrote of the importance of leadership at any and all times. He wrote, “Leadership decisions and the development of good leaders are important in any age, but the changing face of business and government makes both more important today than perhaps they have ever been” (p. 7). Useem continued that leadership is about effectively preparing for challenges and crises by examining leadership experiences of others, such as leaders during extreme circumstances, and asking oneself what that leader did and what he or she could have done, while also asking what one would have done differently. To Useem, when leaders ask questions such as what was done right, what was the biggest mistake, and what could have been prepared better, they may be better prepared for “those moments when our leadership is on the line and the fate and fortune of others depends on what we do” (p. 3). In other words, leaders must practice the art of preparation and leadership growth to seize the opportunity for making a positive difference for and connection with those who follow.

Bennis (1989) defined quality leaders as those who are responsible for the effectiveness of organizations, are anchors with a guiding purpose in the sea of change, and are concerned with the integrity of their institutions (p. 15). Bennis asserted that

society today could not function without quality leaders. He explained: “One person can live on a desert island without leadership. Two people, if they’re totally compatible, could probably get along and even progress. If there are three or more, someone has to take the lead. Otherwise, chaos erupts” (p. 15). He concluded that quality leadership integrates the guiding vision, passion, integrity, self-knowledge, trust, and curiosity traits needed for institutional success and society needs people to utilize these traits and “step up” and do the job (pp. 39-41).

Morrill (2007) viewed leadership as a phenomenon whereby contemporary America has become “captivated by the possibilities and mysteries of leadership.” People want to “understand the meaning of effective leadership and how to practice it” (p. 3). Morrill continued that there really is no mystery to leadership today. He stated that many of the contemporary theorists share the belief that leadership is primarily a relationship between leaders and followers (p. 6).

It is clear that leadership is an important function of society. Whether leading a nation, an army, or an educational institution, a strong leader should lead with the willingness to take on any task or face change by “embracing a moral, even passionate, dimension” (Burns, 2003, p. 2). Bass (1985) described how leaders such as Dwight D. Eisenhower and Harry Truman led the United States through very difficult times. He declared, “It is leadership that is transformational that can bring about the big differences and big changes in groups, organizations, and societies” (p. 17).

Phillips (1992) wrote that the concept of leadership could be an elusive concept that is at times ambiguous and vague with no set rules or formulas for leaders to follow. He continued, “This is why the art of leading people is so difficult to master and reach,

and why there is such a great need for role models” (p. 3). Phillips based these concepts on the leadership values of Abraham Lincoln during his presidency. He wrote that one of Lincoln’s strengths and keys to success in leading a war-torn nation was his ability to persuade others by sharing universal goals and representing his own personal values, morals, and motivations. He also aspired to be a greater leader and stepped up to his challenges in an extremely difficult time in America’s history. Phillips wrote that Lincoln’s “essence” of leadership was that he understood true communication and respected all people, even his detractors. He was open, civil, and fair. When elected, Lincoln chose some of his harshest critics and political rivals for his cabinet positions as a checks and balances of his leadership. Finally, Lincoln was very successful at obtaining extraordinary results from ordinary people (p. 173).

Kouzes and Posner (2012a) declared that leaders get people moving, energize and mobilize them, and take people and organizations to places they have never been before (p. 1). They continued, “Times change, problems change, technologies change, and people change;” yet, leadership endures (p. 1). Much like Burns, Kouzes and Posner (2012a) provided very bold views of leadership in the world today. However, Kouzes and Posner added that change influences leadership. They wrote, “Change is the province of leaders. It is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward a misty image of a better future” (p. 1).

In summary, the literature indicates that leadership can be as difficult or as easy to define as one makes it. Some (Bennis, 1989) likened defining leadership to defining beauty and the fact that one’s definition of leadership may not be the same as another’s definition. Bennis and Nanus (1985) also perceived leadership to be difficult in that

leaders must contend with constant change and shifting strategies, while Sample (2002) used terms such as “elusive” and “tricky” to define leadership. On a more positive note, Morrill (2007) wrote of leadership not as a mystery but as a concept as simple as the development of interactive and collaborative relationships between leaders and followers (p. 6). No matter how one defines leadership, the literature is clear on the fact that it is an important concept in society, and many people are researching the characteristics and traits that make a great leader great.

Leadership and Change Management

Change occurs every day. Lives change, the world changes, and higher education changes. Kotter (1996) wrote that change is relevant to all. He stated that only leaders can motivate actions and alter behavior significantly to make a lasting change stick and anchor this change to the culture of an organization. Fullan (2007) wrote of change as a process, not an event. He asserted that leaders would do well to think through their decisions, looking at the long-term effects before implementing them (p. 68).

Kouzes and Posner (2012a) wrote of the many types of change that face the organization and the importance of leadership and the people who “step up and take charge” (p. 1). They explained that sometimes challenges find leaders and that other times leaders find challenges (p. 158). They proclaimed that change is the work of leaders and that exemplary leaders will shed the “business as usual” attitude. Good leaders move past good intentions and understand that people, processes, systems, and strategies all have to change. They wrote that an essential piece to the change puzzle for leaders to grasp is that “. . . all change requires that leaders actively seek ways to make things better—to grow, innovate, and improve” (p. 159). Furthermore, Kouzes and Posner

(2012a) noted that people want to stand behind and follow a leader who can see past today's problems and is constantly envisioning a brighter tomorrow. They added, "Simply put, to become a leader, you must be able to envision the future. The speed of change doesn't alter this fundamental truth" (p. 124).

Kotter (2012) wrote of the change process from the view of the corporate world. In his research, he discovered that in the early years of American industry and corporate leadership, the popular belief of change management was "If it ain't broke, don't fix it" (p. 20). He wrote that people of his generation and older were leaders in a time that was less enveloped in the fast-paced global market that surrounds business today. Change happened infrequently and incrementally. However, Kotter contemplated that it would be great if change in the business environment would slow down but that the evidence suggests that the rate of change in the business world will continue to increase, warranting competent change agents.

As noted in the literature, change is a constant, and leaders need to keep up with the times, especially in higher education. Christo-Baker (2004) wrote that a challenge for distance education leaders will be to "formulate policies that allow for the integration of information technology and enable flexibility in response to a constantly changing environment" (p. 251). Brigance (2011) added that for changes to occur in higher education, especially the "rapidly evolving market" of distance education, higher education institutions need to understand the future challenges that will arise and have the agility to recognize, adapt, and meet those challenges (p. 48). She also stated that the vision for higher education is as simple as embracing the oncoming change. She

expressed that change “requires a vision and a collaborative effort to make that vision a reality” (p. 46).

Sample (2002) discovered through his years of leadership service in higher education that leadership is an art. He wrote, “The art of leadership, as well as individual practitioners of that art, are always works in progress. They are never finished and complete; rather they are always evolving, always changing, never static” (p. 5). Cleveland-Innes (2012) added that change in education must embody new ways of thinking about access, economics, accountability, technology, and, most important, leadership of educational institutions (p. 232).

Marshall (2010) discovered that a significant challenge facing higher education today is the best practical use of technology to best educate students. He stated, “Key is the execution of the change; the need for the organization to rapidly evolve to sustain the execution of change at the same increasing pace at which new technologies are developed” (p. 24). McKee (2010) wrote of her 30 years of distance education teaching experiences. She stated that during her personal journey, starting with correspondence distance education and culminating with Internet-based education, the “evolutionary process has left me dizzy by the pace of change” (p. 107). Her advice as a veteran teacher of distance education was that “the process of change management in innovation is more important than tools, technologies, and systems” (p. 107). There are many challenges facing higher education leaders, and it is clear that technology will be one of the greatest challenges facing any college or university. However, as McKee inferred, a leader cannot view only the change of technology but also must understand why change, or non-change, is important in the institution at that specific time.

For over ten years, Michael Beaudoin has been the voice of leadership in higher education distance education. In 2003 Beaudoin criticized higher education for its lackadaisical approach to change and the evolution of distance education. He stated, “Despite its seemingly inherent resistance to change, and an historical unwillingness to keep pace with the larger society, higher education has itself entered an industrialized phase, and the resulting changes in structure and systems will demand compatible leadership styles” (para. 10). Beaudoin’s views of distance education leadership and the reluctance of higher education to change or to adapt to a changing world resulted from his research of the literature in the educational technology leadership field. He discovered that Dunning had undertaken an in-depth review of the literature on distance education leadership in 1990 and found minimal information on the subject. For over 20 years, it appears distance education leadership has been studied very little, and Beaudoin’s views on the slow pace of change of higher education in this field are possibly justified.

Kezar (2009) wrote that the notion of higher education having little interest in change is a myth that “prevents needed progress.” She stated, “I argue that it is not a lack of interest in change but the large number of stakeholders and multiple initiatives that are constantly being introduced into higher education that destroy the capacity to implement meaningful change” (p. 19). Countering Beaudoin’s views of the slow pace of change, Kezar (2009) argued that with trustees and presidents insisting on better education for less money, federal and state policymakers pushing new learning standards, faculty resisting new types of teaching, students being disappointed in services, and the public being concerned over accountability, higher education is faced with obstacles in forging ahead with new changes. However, Kezar (2009) discovered that there is research

showing that a number of higher education administrators lack leadership skills necessary to confidently manage change. Some of the traits include resistance to change, lack of vision, ineffective communication, and weak leadership (p. 19). Marshall (2010) agreed with this perceived sluggishness in change in higher education but went one step further when he wrote, “An obvious question to ask is whether universities need to and should change in response to external forces, including technology” (p. 24). These are areas of real concern for higher education administrators and a reason to fill important institutional leadership positions with persons ready for the ever-changing challenge of educational technology.

The administrative roles in educational technology and distance education have been slowly evolving from faculty with technology teaching experiences toward leaders with more leadership and management skills as well as technology experience. Nworie (2009) wrote that effective leadership is crucial to the authorizing, managing, and sustaining of change in any enterprise. In his review of the literature, Nworie (2009) discovered that distance education leaders face constant changes but that the successful leaders are those who “keep abreast of trends to identify the emerging roles and responsibilities” and remain flexible within their positions (p. 29). In later research, Nworie, Haughton, and Oprandi (2012) noted that distance education leaders play instrumental roles in higher education:

[They] are in a position that oversees practices and is evolutionary, particularly at a time that digital technologies and changing pedagogy affect instructional practices and delivery systems. These trends demand new sets of skills for the leader to be successful as opposed to relying on the administrative systems that

were applied for years in the single-mode, traditional face-to-face learning environments. (p. 182)

Brigance (2011) wrote that universities must have the “learning agility to supply quality education” in the growing higher education market and also “respond to adaptive challenge” (p. 44). Therefore, with change and the evolution of educational technology occurring everywhere, leaders must transform themselves and their employees to keep up with new events, trends, and technologies. Kouzes and Posner (2012a) stated that all change requires active leaders who promote growth, innovation, and improvement in search of making things better (p. 159).

Transformational Leadership

Northouse (1997) described transformational leadership as being part of “the New Leadership paradigm” and regarded it as a process that is concerned with values, ethics, standards, and long-term goals (p. 130). He discovered that the term “transformational leadership” was coined in 1973 by James Downton and later escalated to a level of importance in the leadership world by James MacGregor Burns in 1978. Burns (1978) asserted that leadership is a reciprocal process that mobilizes people with certain motives and values, utilizing political, economic, and other resources in order to realize goals that are mutually held by both the leader and followers (p. 425). He proposed that leaders can “shape and alter and elevate the motives and values and goals of followers through the vital *teaching* role of leadership” (p. 425). [Emphasis in original]

Although Downton technically was the first to discuss “transformational leadership,” James MacGregor Burns is commonly regarded as the father of transformational leadership. Burns had studied the subject of leadership for many years,

researching the leadership roles and styles of people such as Franklin D. Roosevelt, Woodrow Wilson, Mahatma Ghandi, and Adolf Hitler. In search of a form of moral leadership, Burns (1978) first wrote in his book *Leadership* of two types of leadership: transactional and transformational. He was contemplating his deep concern for the leadership of the time and was in search of leadership in which leaders have relationships not based solely on power but on the mutual needs, aspirations, and values of those around him or her (p. 4).

Burns (1978) clarified his views of the uniting of interests between leader and followers in the pursuit of higher goals. It is this unification of interests that allows leaders and followers to engage in the common enterprise of the greater organization where they are dependent on each other for success or failure. Burns emphasized that “Woodrow Wilson called for leaders who, by boldly interpreting the nation’s conscience, could lift a people out of their everyday selves. That people can be lifted *into* their better selves is the secret of transforming leadership and the moral and practical theme of this work” (p. 462). [Emphasis in original] Burns left his readers with simple advice: treat people with respect and create an atmosphere of communication, and allow people the ability to develop their personal momentum, direction, and possibilities (p. 462).

In later works, Burns (2003) more clearly defined the differences between transactional and transformational leadership, which at that point he had studied for over two decades. He stated that a transactional leader functions as a broker or someone who primarily deals with the “daily stuff of politics” in a minor role of leadership within an organization (p. 24). He stated that to show the decisive difference between transactional

and transformational leadership styles, one needs to understand the exact definitions of “change” and “transform.” He wrote:

To change is to substitute one thing for another, to give and take, to exchange places, to pass from one place to another. These are the kinds of changes I attribute to transactional leadership. But to transform something cuts much more profoundly. It is to cause a metamorphosis in form or structure, a change in the very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character . . . it is a change of this breadth and depth that is fostered by transforming leadership. (p. 24).

With an interest in Burns’ research from 1978, Bass (1985) began to study the differences between transactional and transformational leadership. He wrote, “The transactional leader pursues a cost-benefit, economic exchange to meet subordinates’ current material and psychic needs in return for ‘contracted’ services rendered by the subordinate” (p. 14). On the other hand, “the transformational leader also recognizes these existing needs in potential followers but tends to go further, seeking to arouse and satisfy higher needs, to engage the full person of the follower” (p. 14). During his investigations, Bass discovered that transformational leadership would contribute to more effective and satisfied followers than would transactional leadership (p. 229).

Investigating the claims of Bass in 1985, Dumdum, Lowe, and Avolio (2002) conducted a meta-analysis of the research conducted of transformational and transactional leadership and discovered that from over 15 years worth of research, transformational leadership was found to be “highly and positively correlated with the effectiveness/satisfaction criteria” (p. 44).

Bennis and Nanus (1985) explained that “transformational leadership achieves significant change that reflects the community of interests of both leaders and followers; indeed, it frees up and pools the collective energies in pursuit of a common goal” (p. 217). In essence, transformational leadership connects the leader and the follower in a partnership linked by motivation, morals, respect, and a shared vision. Morse, Buss, and Kinghorn (2007) expanded this view of transformational leadership as they reported on the intimate and personal relationship between the leader and followers. They wrote, “This leadership is at its heart inspirational because it deals with the spirit of the people involved; it is moral because values at play are central to living life in relation to others in the hopes of raising each other to higher levels of morality” (p. 112).

While there may be detractors or critics of transformational leadership, Bennis and Nanus (1985), among others, discovered that many organizations have benefited from transformational leadership. Most notably, they wrote that transformational leadership is capable of moving organizations, creating visions of opportunities, and instilling commitment to change in cultures for the greater good of the organization (p. 18). They concluded, “These leaders are not born. They emerge when organizations face new problems and complexities that cannot be solved by unguided evolution” (p. 18).

Kotter (1996) wrote, “Transformation requires sacrifice, dedication, and creativity, none of which usually comes with coercion” (p. 30). Transformative change may be most effectively executed by leaders thinking deeply about culture, issues surrounding the organizational environment, employees, and their moral beliefs about the direction of change the organization chooses as necessary to move forward.

Northouse (1997) stated that there are criticisms of transformational leadership: that it lacks conceptual clarity, that it is an elitist personality trait or predisposition rather than a learned behavior, and that the data supporting it have been based on qualitative resources collected only from top performing organizations (p. 146). Northouse (1997) added that a final criticism of transformational leadership is its potential for a leader to abuse his or her power (p. 146). Bainbridge (2011) added that there is also a concern that transformational leadership can lead to controlling and despotic behavior. Workman and Cleveland-Innes (2012) found that because transformational leadership utilizes collaboration and shared meaning of purpose for motivation and positive change, a transformational leader would have difficulty in an environment resistant to change (pp. 320-321). Nevertheless, one may argue that with any form of leadership, a potential to abuse one's power exists, specifically during times of turmoil and organizational change.

Northouse (1997) listed the strengths of transformational leadership: a) transformational leadership has been widely researched, b) transformational leadership is appealing to people who want a leader who advocates for change and provides a future vision, c) transformational leadership incorporates an environment of leading by appealing to both the followers' and leader's needs, d) transformational leaders nurture their followers by attending to their needs and growth, and e) transformational leadership places a strong emphasis on followers' needs, values, and morals (p. 143-144). Morse, Buss, and Kinghorn (2007) wrote, "Transforming leadership changes people, and then those changed people are able to change the things of the organization. It creates a cadre of self-led leaders who constantly strive to re-form themselves to achieve their highest potential" (p. 119). From their research of transformational leadership in public

institutions, Wright and Pandey (2010) concluded, “Research has not only validated the existence of transformational leadership but also has consistently linked the practice of these transformational leadership behaviors with employee performance and satisfaction” (p. 77).

Avolio, Zhu, Koh, and Bhatia (2004) reported that there is cumulative evidence that transformational leadership has a positive impact on organizational employee attitudes and behaviors (p. 951). They discovered from their research of 520 staff nurses at a large public hospital that transformational leadership led to the nurses feeling more empowered and feeling that their leaders trusted them more, leading to higher levels of personal identification and commitment to the organization (p. 963).

Servais (2006) wrote, “Leadership is about transformation. It is the opportunity to transform people, places, and possibilities” (p. 5). In 2005, Miner conducted a meta-analysis of literature on transformational leadership and found it to be not only one of the most widely researched and discussed leadership theories but also one of the most important of the theories discovered in his research (p. 381). However, Miner did caution that even though transformational leadership has “proven a valuable asset in management and development,” transformational leadership still needs research into long-term reliability (p. 381). Northouse (2010) added that transformational leadership has been the focus of much research since the 1980’s. He discovered that one-third of leadership research was about transformational or charismatic leadership (p. 171). Northouse (2010) stated that “clearly, many scholars are studying transformational leadership, and it occupies a central place in leadership research” (p. 171).

Using Burns' work from the late 1970s, Stevens (2011) studied the differences between transformational and transactional leadership. He viewed transactional leadership as being based on the quid-pro-quo exchange: The employee has labor skills to give the organization, and the boss has money for the employee. Stevens (2011) stated that "although there is nothing inherently wrong with it, the transactional approach is always susceptible, at some level, to the greed-is-good mentality, simply because it is leadership based on mechanistic, impersonal procedure" (p. 37). Arya (2012) viewed the concept of change by use of both transformational leadership and transactional leadership and discovered that "to become a transformational leader, there is often need to rise above transactional considerations, take a position that rejects the current imperatives and position the organization for the future" (p. 13).

Kouzes and Posner (2012a) argued that a leader's behavior sets the tone for organizational workplace engagement and that his or her actions "contribute more to such factors as commitment, loyalty, motivation, pride, and productivity than does any other single variable" (p. 25). For over 30 years, Kouzes and Posner (2012a) investigated the characteristics that make a leader a "good" leader or a leader one would be more willing to follow. They began by surveying thousands of business and government executives and then identifying several hundred different values, traits, and characteristics. They incorporated the services of independent judges to reduce the list to 20 characteristics. Over three decades, over 100,000 people have participated in a survey developed to have them select the top seven characteristics from the initial 20. Kouzes and Posner (2012a) reported that four traits have never dropped out of the top five: a) honest, b) forward-looking, c) competent, and d) inspiring (pp. 33-35). Using these data, Kouzes and Posner

developed the Five Leadership Characteristics that they contend define a transformational leader today. Kouzes and Posner (2012a) wrote that the leader who demonstrates the five leadership practices of a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart makes a “*profoundly positive difference* [emphasis in the original] in people’s commitment and performance” and is a much more effective leader (p. 4).

In conclusion, there has been significant research into transformational leadership as an effective method of leading an organization. From the research by Burns (1978) to that of Kouzes and Posner (2012a), a need for leaders willing to be in touch with their emotions as well as with the emotions of their followers is seen. Kouzes and Posner wrote that an exemplary leader’s behavior makes a “profoundly positive difference in people’s commitment and performance” and that “statistical analyses revealed that a leader’s behavior explains the vast majority of constituents workplace engagement. A leader’s actions contribute more to such factors as commitment, loyalty, motivation, pride, and productivity than does any other single variable” (p. 25).

Current State of Research

Although there has been significant research in transformational leadership in general, one area that is lacking is the current literature on transformational leadership for higher education distance education leaders. Beaudoin (2003) wrote of the Bennis and Nanus (1985) research advocating the use of transformational leadership. Beaudoin (2003) wrote that this model was a “particularly compelling model” for distance education leaders today as the transformational leaders are able to adapt to environmental

changes, better help the institutions' stakeholders, and recognize there are benefits to adopting new ways of doing business (para. 34).

Although the literature on leadership in distance education is lacking, Nworie, Haughton, and Oprandi (2012) added to the discussion when they conducted an investigation into the qualifications that colleges and universities are seeking when leaders of distance education programs are hired. They stated the rationale for their study was the “absence of literature or other information to describe distance education leadership positions, affiliations, titles, or salaries” (p. 184). In an attempt to see how the distance education leadership position has evolved, they reviewed 191 job announcements for leaders of distance education programs from a number of sources from 1997 to 2010 (pp.184-185). They wrote, “One of the important findings of this study is the growing interest of higher education institutions in hiring leaders to head their distance education programs” (p. 192). Furthermore, they discovered that the majority of job announcements required a master’s degree and that some required or “preferred” the applicant to hold a doctoral degree (193). Overall, they discovered the requirement of leadership experience was a prominent theme in the majority of the job announcements. They noted that leadership skills as a requirement for these job announcements should not be found as odd. However, they discovered that “considering the rapid changes taking place in technology, delivery methods, and instructional approaches, it was noted that ability to manage change did not feature prominently in the qualifications and responsibilities” (pp. 194-195).

As higher education moves towards the future, technology and its management should be high on the list of priorities for institutional leaders. There appears to be a

small number of people heeding Michael F. Beaudoin's call for more research into the leadership qualities and behaviors of distance education leaders. This study will add to the literature on leaders of distance education in higher education.

CHAPTER III

METHODOLOGY

The purpose of this descriptive study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education. The study was guided by the following research questions:

1. To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?
2. What are the perceptions of distance education directors of exemplary leadership practices?
3. How do distance education directors in the Intermountain West describe their leadership styles?

This chapter includes descriptions of the (a) participants and sampling, (b) instrumentation, (c) procedures, and (d) design and analysis.

Participants

This study examined distance education leaders in nine Intermountain West states. The researcher selected distance education directors and managers located at 19 public 4-year universities that utilize both online and videoconference distance education programs.

States and Institutions. Criterion sampling was used to limit the number of universities in the study to institutions that offer both online learning and

videoconference distance education programs to rural areas. The 19 universities selected for this study are located in nine Intermountain West states. All 19 universities serve large rural areas within their states, are similar in purpose and educational infrastructure, and have significant geographical (deserts and mountains) or population density (as few as 5.8 persons per square mile) barriers to educating rural students. The lack of bandwidth for Internet access has also been a problem in these states. These states have large rural areas where colleges and universities are attempting to meet the needs of students by utilizing online and interactive videoconference teaching and learning.

Along with these similarities, the 19 public four-year universities in the states of Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming were selected for this study because they advertise on their websites the academic use of online and videoconference technologies to educate students, including students living in rural areas. Only institutions offering both online courses and videoconference courses were selected because these institutions have traditionally been the first in their states attempting to reach the rural student. The 19 universities selected for this study are listed in Table 1.

Table 1

Participant Institutions and 2013 Enrollment Numbers

Institution	Enrollment ^a
Colorado	
Colorado Mesa University	9,676
Idaho	
Boise State University	21,981
Idaho State University	13,326
University of Idaho	12,024
Montana	
Montana State University, Billings	4,969
Montana State University, Bozeman	14,853
University of Montana	14,525
Nevada	
University of Nevada, Las Vegas	27,848
University of Nevada, Reno	18,776
New Mexico	
New Mexico State University	16,765
University of New Mexico	28,592
Western New Mexico University	3,560
Oregon	
Eastern Oregon University	4,157
Utah	
Dixie State University	8,350
Southern Utah University	7,745
Utah State University	27,812
Weber State University	25,155
Washington	
Washington State University	27,642
Wyoming	
University of Wyoming	12,778

^aNational Center for Education Statistics, (2014). *College navigator*. Retrieved from <http://nces.ed.gov/collegenavigator/>

As shown on Table 1, the enrollments of the 19 institutions varied from 3,560 to 28,592. The nine states in which the 19 universities are located along with geographical

barriers, state population, state land mass size, and population density are described in Table 2.

Table 2

<i>Participant States, Geographical Barriers, Population, Size, and Population Density</i>				
State	Geographical Barriers	State Population ^a	State Size in Sq. Mi.	Persons per Sq. Mi. ^b
Colorado	Mountains, great plains	5,268,367	103,641	48.5
Idaho	Mountains, forest, desert	1,612,136	82,643	19
Montana	Mountains, forest, great plains	1,015,165	145,545	6.8
Nevada	Desert, mountains	2,790,136	109,781	24.6
New Mexico	Desert	2,085,287	121,298	17
Oregon	Mountains	3,930,065	95,988	39.9
Utah	Mountains, desert	2,900,872	82,169	33.6
Washington	Mountains	6,971,406	66,455	101.2
Wyoming	Mountains, desert	582,658	97,093	5.8

Note. United States Census Bureau, (2014). *State & county quickfacts*. Retrieved from <http://quickfacts.census.gov/qfd/index.html> ^aState population from the 2013 census estimate. ^bNational average for persons per square mile (sq. mi.) is 87.4

According to Fischer-Baum (2013), some of the poorest Internet connections in the country are located in the Intermountain West states: western Colorado, Idaho, Montana, Nevada, New Mexico, eastern Oregon, southern Utah, eastern Washington, and Wyoming. Sparse populations and geographical barriers are among the reasons that Internet connectivity is poor. Due to poor Internet connectivity in some rural areas of the Intermountain West and a population of rural students in search of higher education, some universities continue to use distance education technologies, such as videoconference technology, because online technologies do not consistently provide quality access to courses for rural students.

Many institutions in these states have created outreach centers or have partnered with rural high schools or other higher education institutions to develop videoconference programming to utilize the Internet bandwidth on a scale not available to most rural citizens in their homes. The videoconference technologies are being used to educate rural students at these outreach extension campuses and providing learning opportunities to rural students that they may not have available otherwise. These states were selected for this study as they are attempting to meet the needs of all students, including rural students, in creative ways in a vast region of sometimes less than adequate Internet connectivity and, in some cases, challenging geographical boundaries.

Participants. There were two types of participants for this research study: the distance education technology directors of the university programs and the videoconference and online managers who report to the directors. The first group consisted of the 19 directors of the selected universities' distance education programs who were in charge of both the online and videoconference departments. The second group consisted of 20 managers of video, online, or both. Therefore, the total number of participants in the study was 39. The researcher contacted each program director and verified the organizational structure of the online and videoconference departments in order to find the correct managers.

The individual participants of this research study were selected using a purposeful criterion sampling technique. Criterion sampling is used to narrow the range of samples for a study when it is essential that all of the participants have experienced the phenomenon being studied (Creswell, 2007, p. 128). This technique for sampling allowed the researcher to select distance education directors and managers at institutions located

in rural states within the Intermountain West. Distance education directors and managers of online/videoconference distance education programs in these rural states may utilize their leadership roles and styles differently than do leaders in universities located in states with better statewide Internet connections because they must think creatively to reach the rural student.

Human Subjects Approval

This study and the proposed survey instrument, consent form, and introduction letter were reviewed and approved by the Chair of the Idaho State University Human Subjects Committee (HSC) on September 24, 2014. Because the researcher did not deliberately engage vulnerable persons or organizations and because study findings preserved individual anonymity, the researcher received an exempt HSC approval under the guidelines for anonymous surveys and interviews.

Instrumentation

The researcher employed the survey instrument *Leadership Practices Inventory–Self* (LPI-S) developed by Kouzes and Posner (2013) in this study of 39 distance education directors and managers. (See permission to use survey in Appendix A and survey in Appendix B.) Kouzes and Posner have dedicated the last 30 years to studying and writing about leadership practices. They developed this survey as a “30-item assessment that provides a way for individual leaders to measure the frequency of their own leadership behaviors on a 10-point frequency scale” (Kouzes and Posner, 2012b, para. 6). The LPI-S survey is an evidence-based and *t* tested instrument that has been completed by over three million people in research studies or by individuals as a personal step toward “reaching their personal leadership best” (para. 1). Permission was granted

by the publisher of the LPI-S survey to use the survey for this specific study. (See Letter in Appendix A.)

In a report on the theory and evidence behind the LPI-S survey, Kouzes and Posner (2002) wrote that the Learning Practices Inventory was “developed through a triangulation of qualitative and quantitative research methods and studies” (p. 1). They discovered that the internal reliability or measurement error within the survey instruments to be consistently above .60 and the reliability coefficients from the LPI-Self to be between .75 and .87 (p. 6). They also reported consistent test-retest reliability at .90 and above (p. 8). They addressed the validity of this instrument by concluding from their factor analysis of common or different content areas that the LPI contains five factors with “the items within each factor corresponding more among themselves than they do with the other factors” (p. 14). Kouzes and Posner (2002) also conducted several meta-reviews of leadership development instruments and discovered that the LPI “is consistently rated among the best, regardless of the criteria” (p. 16). They concluded that the LPI is “quite powerful in assessing individuals’ leadership capabilities and demonstrating that the five practices of exemplary leaders do make a difference at the personal, interpersonal, small group, and organizational level” (p. 18).

Posner (2010) wrote of his psychometric analysis of the LPI, utilizing survey data collected from 1.3 million respondents from 2005 to 2009. Using the analysis of internal reliability, Posner discovered that all five leadership practices continued to have a consistently strong internal reliability coefficient. The LPI survey tool has a reliability coefficient range of .85 to .92 (p. 5).

A second instrument was used to collect data for the qualitative part of the study. The researcher developed a set of semi-structured interview questions that were asked of the participating distance education directors. Each interview consisted of eight semi-structured interview questions and took approximately 30-40 minutes. (See interview questions in Appendix C.) As the overall number of research participants was small, the researcher found it important to corroborate the quantitative survey data and provide more specific evidence of the participants' experiences as leaders of educational technology departments in the university distance education field. The qualitative data were used to increase the validity and reliability of the quantitative survey data "by mixing methods in ways that minimize weaknesses or ensure that the weaknesses of one approach do not overlap significantly with the weaknesses of another" (Ary, Jacobs, and Sorensen, 2010, p. 559). The qualitative data were necessary to strengthen the survey responses in an attempt to create a clear description of the participants' experiences as distance education leaders.

Pilot Test

Gall, Borg, and Gall (1996) recommended the use of a pilot test of the interview procedures and questions when a researcher develops an original set of interview questions. They indicated that the pilot test may aid the researcher in developing a consistent method for interviewing, identifying "threatening questions," and helping reduce the researcher bias that is possible in qualitative interview data collection (p. 317). In addition, Ary, Jacobs, and Sorensen (2010) wrote that a pilot study may show the researcher unanticipated problems that may appear during the study and may save time in the long run by resolving problems before the actual study (p. 95).

The semi-structured interview questions along with the interview protocol were pilot tested with two current leaders working in higher education with professional knowledge of online and videoconference higher education distance education. One leader was a former director of a distance education program and at the time of the research study was a university Chief Information Officer (CIO) of Information Technology Services. The other leader was a former manager of a distance education videoconferencing program, who at the time was still working in the videoconference education field.

After the initial pilot test, the questions and protocol were refined (Creswell, 2007, pp. 61-62). The pilot test participants suggested that one question be clarified and one more added, taking the original number of questions from seven to eight. The changes to the interview were minimal in that it was suggested that the researcher email the questions to the participants before the interview to keep the time closer to the 30-40 minute limit. It was further suggested that researcher include in that email the working definition of “transformational leadership” as used in the study.

Procedures

After permission to conduct the study was obtained from the Human Subjects Committee at Idaho State University and the pilot test completed, the researcher contacted the university director for the educational technology/distance education program at each university selected for this study to request his or her participation in the study. During this initial telephone contact, the researcher explained the research study and requested permission to include the online and videoconference managers in only the survey portion of the study. It was explained that the researcher would survey and

interview the director and only survey the managers. If permission was granted, the researcher asked for names of the managers so that surveys, self-addressed envelopes, and consent forms could be sent to them.

Once permission was granted, the researcher mailed the LPI-S survey and an introduction letter to the study and consent form (see Appendix D) to each participant. Included in the consent letter were a confidentiality statement and an explanation that this study was to be voluntary and that each participant could opt out at any time. Although there was very little sensitive information asked of the participants, the researcher believed it was beneficial for the participants to understand that their identities and their relationships to specific universities would not be published in the final document. Finally, the consent letter indicated that each participant could request a copy of the survey results or finished paper once the research study was concluded. Participants were to sign the letters of consent and complete the paper copy of the survey and return both to researcher within three weeks. A pre-addressed stamped envelope was included for the return of the paper survey and consent letter.

Follow-up e-mails or phone calls (see Appendix E for the follow up e-mail template) were made to those individuals who did not complete the LPI-S survey within three weeks of the initial mailing of the survey. The tracking of the survey replies was completed by the researcher checking the return package addresses of those who returned the survey as well as the consent forms. (Participants were not asked to identify themselves on the survey itself.) Once all of the completed surveys were returned, the researcher input the data into a spreadsheet for statistical data analysis.

Once the surveys were returned, the researcher contacted those of the 19 distance education technology directors who had completed the survey via e-mail (see Appendix F for e-mail) and requested a date and time to conduct a web conference interview at the participant's convenience. Interviews were conducted to gather qualitative data and allow each director an opportunity to voice his or her own views on educational technology leadership. Through the interviews, the researcher sought the elaboration, illustration, enhancement, and clarification of the quantitative data findings (Ary et al., 2010, p. 562).

The researcher interviewed each participant with *BlackBoard Collaborate* web conferencing software in an attempt to create a consistent interview process for all participants. As the participants were located in nine different states and had an understanding of the technology, web conferencing allowed the researcher a consistent and effective means for interviewing and recording the participants' responses. With consent of the participant being interviewed, the session was audio recorded, allowing the researcher an opportunity to focus on the conversation and take short notes. Within two to three days of the interview, the web conference audio file recordings were transcribed by the researcher. The interview and transcription process took approximately two months.

Once the interviews had been conducted, the recordings were transcribed, the transcripts were read and re-read, and the data were analyzed. For confidentiality purposes, the names of the participants interviewed and interview transcripts were not published in the findings. The interview recordings will be deleted once the researcher successfully defends his research to his dissertation committee and the committee has approved the final research. The paper-based surveys will be kept in the researcher's

possession in a locked file drawer and the interview transcripts on a password protected computer in the researcher's possession for three years.

Design and Analysis

This study employed a convergent parallel, mixed method design. Creswell and Plano Clark (2011) wrote that the purpose of this design is “to obtain different but complementary data on the same topic” (p. 77). They added, “This design is used when the researcher wants to triangulate the methods by directly comparing and contrasting quantitative statistical results with qualitative finds for corroboration and validation purposes” (p. 77). In the case of this study, the researcher mailed the surveys first, and when a majority of the responses had been returned, the researcher contacted the directors and conducted interviews.

Gall, Borg, and Gall (1996) wrote that research in the most basic form involves description of the phenomena being studied. They also wrote that descriptive research is important as it involves “making careful descriptions of educational phenomena,” allowing for a study “simple in design and execution” that can result in important knowledge (pp. 374-376).

Ary et al. (2010) explained that the strength of a study utilizing a mixed methods research design is that the use of words and narratives can add depth and breadth to the quantitative data (p. 567). They defined mixed methods research as a combining of quantitative and qualitative methods to look at a phenomenon in different ways with “each approach adding something to the understanding of the phenomenon” (p. 559). This study was investigating a small and specific sample of distance education leaders in higher education. Combining quantitative and qualitative research allowed the researcher

a way to provide “stronger evidence for a conclusion through the corroboration of findings,” where the researcher “may have insights that could have been missed with only a single method” (p. 567).

As the sample population for this study was very small, the interview data allowed for a method of summarizing the distance education managers’ experience in this field in a manner that allowed the researcher to “grasp the very nature of the thing,” providing a more accurate description of participant views of higher education leadership (Ary et al., 2010, p. 58). The use of survey and interview data for this study aided in the examination of the “convergence of evidence” and “corroborate[d] findings from one method by examining the findings using a different method” (p. 561). Once the survey data were gathered and analyzed, the researcher discovered that due to the small sample size, statistical analysis of the survey data was difficult to conduct in order to reach reliable conclusions for some of the data. Therefore, he utilized the interview data as the basis for answering a majority of the research questions. The researcher used the findings from both research instruments to establish a convergence of major themes in the data from different sources in an attempt to add to the credibility of the study.

For this study, the survey data were analyzed using descriptive statistics. The descriptive statistics were meant to describe and summarize the leaders’ views of their personal transformational leadership traits and qualities based on the LPI-S survey. However, some of the statistical results of testing were found to be non-significant, making credible conclusions difficult due to the small sample size of the study.

The qualitative interview data were analyzed using the general inductive approach, as described by Thomas (2006). The purpose of the general inductive approach

is to (a) to condense and summarize varied raw text data, (b) to establish links between the research objectives and summary findings in a transferable and defensible manner, and (c) to develop a theory for the underlying structure of the participant's experiences (p. 238). The general inductive approach to data analysis included the reading and rereading of the interview narrative data to note emergent themes and patterns. The researcher transcribed the interview data within two days of each interview.

For the analysis of the transcriptions, Bogdan and Biklen (2007, pp. 184-187) suggested the following steps. First, the researcher utilized long, uninterrupted periods of time to read and re-read the data a minimum of two times. Next, the researcher made a preliminary identification of themes and codes. The researcher looked for words and phrases that were unfamiliar to him and defined those terms for importance. This step was not meant to be the final coding of data but a step in the development of a coding system that limited the number of codes to a more manageable and refined number. Next, utilizing the qualitative analysis software package *QDA Miner Lite*, the researcher condensed themes and codes into sub codes for analyzing the three research questions within the study. As the final steps of this process, the researcher assigned each coding category a number and assigned those numbers to the corresponding data, consisting of comments from the interview transcripts. The researcher added to this list of steps by reading and re-reading the review of literature and the research questions in between each reading of the transcripts and coding process, keeping that information fresh in mind during the data analysis process. The end goal was to attain a listed of coded quotes that resulted from the combination of the participants' responses, comments, perspectives, and stories to use for the conclusions of the research.

Best and Kahn (1998) stressed that during the concluding steps of the coding process of the final qualitative data analysis, the researcher must keep in mind internal and external validity. They wrote that internal validity is how accurately the information matches reality. Many researchers attempt to enhance qualitative data validity through triangulation (p. 259). In order to contribute to the triangulation analysis of qualitative data, Creswell and Plano Clark (2011) suggested using more than one procedure of validity assurance measures (p. 211). For this study, the researcher utilized data from two sources, the LPI-S survey and interview transcripts (p. 211). The researcher also enlisted the service of a peer to code a random sample of five of the 15 interviews (p. 212). This individual has held numerous administrative leadership positions within higher education institutions, holds a doctorate degree in higher education administration, and is knowledgeable about the Kouzes and Posner leadership model.

For this study, the quantitative data from the LPI-S survey results were mostly inconsequential due to the small sample size. Therefore, this study was supported by the qualitative interview data. To support the quantitative findings, Creswell and Plano Clark (2011) wrote that the researcher needs to be concerned with two levels of validity: the quality of the survey instrument and the conclusions drawn from the quantitative analysis (p. 210). For this study, the researcher utilized the documented LPI-S survey and enlisted the help of a professional statistician in analyzing the survey results. Finally, Best and Kahn (1998) added that “the issue of external validity means that the researcher needs to discuss the limited generalizability of the findings and the need, if possible, to replicate the study and its findings” (p. 259).

Research Question 1: To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)? This research question was answered with a combination of descriptive statistics derived from the survey data, including means, standard deviations, and minimum and maximum response ranges. The researcher also employed paired *t* tests to compare mean subscale scores of managers and directors on the five subscales. Since performing multiple *t* tests can impact the experiment-wise error rate, a Bonferroni correction was to be applied to each of the five observed significance levels (*p* values) if necessary. As the sample size for the survey was small (*n*=14 pairs), and the differences may not have been normally distributed, a Wilcoxon Signed-Ranks test was to be performed if necessary (Gravetter & Wallnau, 2007, p. 649).

Research Question 2: What are the perceptions of distance education directors of exemplary leadership practices? This question was answered by interviewing the directors of distance education and by a qualitative data analysis of the interview data. The researcher transcribed, read, and re-read the transcribed interview data and then coded the emergent themes. The researcher, aided by the *QDA Miner* computer software for organizing and analyzing qualitative data, determined the frequency of occurrence of each characteristic within the data.

Research Question 3: How do distance education directors in the Intermountain West describe their leadership styles? The researcher answered this question by analyzing the transcript data from the interviews of the directors and deducing patterns and themes within the data. Using these codes, the researcher continued to review the data and

reduced and combined the categorical information into two major themes used for writing the narrative of the data analysis and findings (p. 152). One theme related to the literature on leadership. The other theme related to general leadership topics important to the higher education distance education directors.

Methods Summary

The procedures outlined in this study of distance education leaders were the key to successfully examining the transformational leadership styles of distance education directors in 19 universities of higher education in the Intermountain West. The researcher used a convergent parallel design, mixed method descriptive study methodology to gather data and describe the level of transformational leadership used by college/university distance education leaders in the Intermountain West. The survey data attempted to gauge each participant's level of transformational leadership traits and characteristics, as defined by Kouzes and Posner (2012a). The interview data complemented the credible survey data and enhanced and clarified the study results. By using these data collection techniques, the researcher gained information that will add to the under-represented and little researched field of distance education leadership in higher education institutions. The findings are reported in Chapter 4.

CHAPTER IV

RESULTS

The purpose of this descriptive study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education. The study was guided by the following research questions:

1. To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?
2. What are the perceptions of distance education directors of exemplary leadership practices?
3. How do distance education directors in the Intermountain West describe their leadership styles?

Before addressing the findings related to each of the research questions, demographics of the directors who participated in the study will be reported.

Respondent Demographics

The Leadership Practices Inventory-Self (LPI-S) survey (Kouzes & Posner, 2013) was sent to 19 distance education directors and 30 managers of 19 public universities in the Intermountain West that utilize both videoconference and online technologies for educational instruction. A total of 17 distance education directors and 20 managers responded to the LPI-S survey for an overall response rate of 76%. Fifteen of the distance

education directors also participated in the director's interview. Not every director asked to participate in this study had managers who reported to him or her.

Table 3 displays the characteristics of the distance education director respondents. The data were collected from the initial phone calls and interviews of the directors.

Table 3

<i>Characteristics of the Distance Education Directors</i>		
Characteristic	Frequency n = 15	Percentage
Gender		
Female	8	53%
Male	7	47%
Highest Level of Education Achieved		
Master's Degree	8	53%
Doctorate Degree	6	40%
Doctorate in Process	1	07%
Length of Time in Current Position		
0-less than 2 Years	3	20%
2-5 Years	3	20%
6-10 Years	6	40%
11-30 Years	3	20%
Background Experience		
Educational	11	73%
Other Professional	4	27%
Teaching Experience		
Yes	9	60%
No	1	07%
Not mentioned	5	33%
View of self as a Transformational Leader		
Yes	6	40%
No	9	60%
Belief that leadership style differed from that of managers		
Yes	8	53%
No	1	07%
No managers/No answer	6	40%

As shown on Table 3, the distribution of female (53%) to male (47%) directors who participated in this study was very close. However, of the 19 directors who initially agreed to participate in the study, 11 were females (58%) and 8 were males (42%).

All of the 15 respondents interviewed had graduate degrees. Eight (53%) respondents held at least one master's degree, six (40%) respondents held doctoral degrees, and one respondent was in the dissertation phase of a doctoral degree. Six (40%)

respondents had been in their current positions for 5 years or less, and six (40%) respondents had been in their current positions for 6-10 years. Three (20%) of the respondents had worked for over ten years in their current positions.

Eleven (73%) respondents reported having worked only in education (various positions) prior to attaining their current position of director, and four (27%) respondents reported having had previous experiences in other professional careers before attaining their current position of director. Nine (60%) respondents reported having past or current teaching experience, one respondent (07%) reported no teaching experience, and five (33%) respondents did not mention teaching experience during their interviews.

Nine (60%) respondents indicated that they did not view themselves as transformational leaders, and six (40%) respondents indicated that they did view themselves as transformational leaders. When asked if they believed their leadership styles differed from that of their managers, eight (53%) respondents reported that they believed their leadership style differed from that of the managers. Six (40%) respondents did not have managers reporting to them or did not answer the question.

Table 4 displays the gender of the distance education manager respondents. The directors reported these data to the researcher during the initial contact or during the interview process. The managers were not asked to indicate gender on their surveys.

Table 4

Gender of the Managers Who Participated in the LPI-S

Characteristic	Frequency n = 20	Percentage
Gender		
Female	5	25%
Male	12	60%
Unknown	3	15%

As shown on Table 4, 5 (25%) of the respondents were female, 12 (60%) were male, and the gender of 3 (15%) was unknown.

Research Questions

Results related to the research questions that guided this study are provided below. The research question is stated, followed by a presentation of the related findings.

Research Question 1: To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?

To determine the extent to which distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership, the survey results were analyzed using descriptive statistics, which include the means, standard deviations, and minimum and maximum responses, as well as paired *t* tests to compare mean subscale scores of managers and directors on the five subscales. (See Appendix G for a table of the raw data for the directors and Appendix H for a table of the raw data for the managers.) Since performing multiple *t* tests can impact the experiment-wise error rate, a Bonferroni correction was to be applied to each of the five observed significance levels (*p* values). However, in this case it was not necessary to apply a Bonferroni correction to the *p*-values since all the *p*-values were already large enough to be non-significant. Applying the Bonferroni correction would just make the *p*-values even more insignificant, and thus would not change the findings. As the sample size for the survey was small (*n*=14 pairs), the researcher analyzed the data using the

Wilcoxon Signed-Ranks. This non-parametric test was calculated, but it did not change any of the findings.

The *Learning Practices Inventory – Self* survey contains 30 questions related to the Five Characteristics of Exemplary Leadership: a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart. Respondents' choices were on a ten-point scale: 1 = Almost Never, 2 = Rarely, 3 = Seldom, 4 = Once in a While, 5 = Occasionally, 6 = Sometimes, 7 = Fairly Often, 8 = Usually, 9 = Very Frequently, 10 = Almost Always.

According to Posner (2010), the LPI survey tool has a reliability coefficient range of .85 to .92. Gall, Gall and Borg (2007) stated that the “Cronbach’s alpha is a widely used method for computing test score reliability” (p. 203). Table 5 displays the reliability statistics using Cronbach’s alpha for the responses of distance education directors and managers on the LPI-S survey.

Table 5

Results from the Cronbach’s Alpha for Directors and Managers

Pairs	Number of questions	M
Model the Way	6	
Director		0.7
Manager		0.7
Inspire a Shared Vision	6	
Director		0.8
Manager		0.9
Challenge the Process	6	
Director		0.7
Manager		0.7
Enable Others to Act	6	
Director		0.7
Manager		0.6
Encourage the Heart	6	
Director		0.9
Manager		0.9

As shown on Table 5, the reliability for responses of distance education directors and managers on the survey questions was generally lower than Posner reported in his findings. However, showing internal consistency, the response mean of the directors and managers were the same on three of the five characteristics and deviated by only 0.1 on the other two. The highest Cronbach's alpha level, or the highest level of reliability, was for Encourage the Heart ($M = 0.9$) and Inspire a Shared Vision (Directors $M = 0.8$ and Managers $M = 0.9$). Both groups scored acceptable alpha levels of 0.7 for Model the Way and Challenge the Process. Managers scored lower than an acceptable alpha level (0.6) for Enable Others to Act, while the directors scored 0.7.

Table 6 displays the comparison of the levels to which higher education distance education directors and managers in the Intermountain West perceive that they engage in each of the Five Characteristics of Exemplary Leadership (Kouzes and Posner, 2013) on a scale ranging from 1 = Almost Never to 10 = Almost Always. Means, standard deviations, and the minimum and maximum response distribution of distance education directors' perceptions of the extent they engage in the Five Characteristics of Exemplary Leadership as scored on the LPI-S survey are shown.

Table 6

Extent to Which Higher Education Distance Education Directors and Managers Engage in the Five Characteristics of Exemplary Leadership (Directors $n = 17$, Managers $n = 20$)

Characteristic	M	SD	Range	
			Low	High
Model the Way				
Directors	7.5	1.0	5.2	9.8
Managers	7.6	1.1	5.5	9.2
Inspire a Shared Vision				
Directors	6.5	1.3	4.2	8.3
Managers	6.8	1.9	2.7	9.2
Challenge the Process				
Directors	7.0	1.1	4.7	8.3
Managers	7.3	1.1	5.5	9.3
Enable Others to Act				
Directors	8.5	0.9	6.2	9.7
Managers	8.5	0.8	6.2	9.7
Encourage the Heart				
Directors	7.9	1.2	5.7	10
Managers	7.4	1.6	4.5	9.2

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

While noting the small sample size, the data in Table 6 indicate that directors and managers in this study had very similar perceptions of their use of the Five Characteristics of Exemplary Leadership. Both groups indicated they “usually” or “very frequently” utilize the characteristic of Enable Others to Act (both groups scored $M = 8.5$). Two other characteristics were also closely matched: Model the Way (Directors $M = 7.5$, Managers $M = 7.6$) and Encourage the Heart (Directors $M = 7.9$, Managers $M = 7.4$). These scores indicate that both groups utilize these two characteristics “fairly often” or “usually” in their leadership roles. Directors and managers were closely matched with mean scores in the “fairly often” level for Challenge the Process (Directors $M = 7.0$, Managers $M = 7.3$). The lowest scoring characteristic by both the directors and managers was Inspire a Shared Vision (Directors $M = 6.5$, Managers $M = 6.8$), although the mean

scores were in the “sometimes” to “fairly often” range. The standard deviations for each of the five characteristics for both groups were small.

Table 7 displays the paired t test results for the 14 pairs of directors and managers from institutions that had both a director and at least one manager participating in the LPI-S survey.

Table 7

Paired t tests Comparing Differences in Leadership Characteristics Between Directors and Managers ($n = 14$)

Pairs	M	SD	SEM
Model the Way			
Director	7.4	1.1	0.3
Manager	7.6	1.1	0.3
Inspire a Shared Vision			
Director	6.4	0.4	0.4
Manager	6.8	1.6	0.4
Challenge the Process			
Director	7.0	1.1	0.3
Manager	7.3	1.1	0.3
Enable Others to Act			
Director	8.4	0.7	0.2
Manager	8.7	0.7	0.2
Encourage the Heart			
Director	7.8	1.3	0.4
Manager	7.6	1.6	0.4

While making note of the small sample size ($n = 14$ director/manager pairs), the data on Table 7 indicate that the 14 paired directors and managers in distance education institutions in the Intermountain West had very similar mean scores, based on the survey results of their self-views of their use of the Five Characteristics of Exemplary Leadership. The means for directors and managers were very similar on all five characteristics; the highest mean scores were for Enable Others to Act, Encourage the

Heart, and Model the Way. Challenge the Process and Inspire a Shared Vision had the lowest mean scores.

Table 8 displays the paired samples test results for the 14 pairs of managers and directors from institutions that had both a director and at least one manager participating in the LPI-S survey.

Table 8

Paired Sample Test Results for Mean Difference (n = 14)

Pairs	<i>M</i>	<i>SD</i>	<i>Sig. (2-tailed)</i>
Model the Way Director Manager	0.2	1.7	.734
Inspire a Shared Vision Director Manager	0.4	2.6	.587
Challenge the Process Director Manager	0.3	1.9	.496
Enable Others to Act Director Manager	0.3	1.0	.240
Encourage the Heart Director Manager	0.2	2.5	.770

Data in Table 8 show how closely the directors and managers scored on the LPI-S survey, with the smallest difference being 0.2 and the largest difference being 0.4. The standard deviations for Inspire a Shared Vision and Encourage the Heart were slightly high at 2.6 and 2.5, respectively. However close the mean scores, the p values were much higher than the alpha 0.05, indicating no significant difference; yet one must keep in mind the small sample size and the effects that has on these values.

In summary, the Cronbach alpha levels were lower for three of the five

characteristics than Posner (2010) reported in his findings on the LPI-S survey. However, with such a small sample, many of the descriptive statistics were not significant, leaving the researcher with large standard deviation ranges and very little concrete data from which to derive conclusions. Although the sample size was very small, there were areas of the statistical analysis worth noting. The LPI-S survey results indicate that both groups perceived themselves as engaging in the Five Characteristics of Exemplary Leadership in a range of “sometimes” to “usually” with the highest mean for both groups for Enable Others to Act and the lowest mean level for Inspire a Shared Vision. Directors and managers matched scores on four of the five characteristics.

Also, keeping in mind the small sample size, the paired *t* tests matched a director and one manager, and their LPI-S mean values were compared. A very close relationship was found between the two groups and their self-perceptions of their use of the Five Characteristics of Exemplary Leadership.

Research Question 2: What are the perceptions of distance education directors of exemplary leadership practices?

To determine the director’s perceptions of their use of the Five Characteristics of Exemplary Leadership, the researcher interviewed the directors using a set of eight semi-structured interview questions and analyzed the interview transcripts using the general inductive approach (Thomas, 2006). Due to the small sample size, the researcher utilized a mixed-method approach to strengthen and clarify the survey data results. After reading and re-reading the transcripts from the interviews of the 15 distance education directors who participated, the researcher coded the responses, using the Five Characteristics of Exemplary Leadership by Kouzes and Posner (2013). The Five Characteristics are a)

Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d), Enable Others to Act, and e) Encourage the Heart.

Table 9 displays the frequencies of the most commonly stated leadership characteristics as determined by the researcher. The researcher utilized the Kouzes and Posner definitions of the five themes when reading and re-reading the interview transcripts to determine the frequency of responses for each characteristic. In reporting the qualitative analysis for Research Questions 1, the researcher did not select responses that mentioned multiple themes.

Table 9

Number of Qualitative Responses from the Directors of Their Perceived Use of the Five Characteristics of Exemplary Leadership

Qualitative Theme (Leadership Characteristic)	Frequency of Responses
Model the Way	145
Inspire a Shared Vision	71
Challenge the Process	131
Enable Others to Act	120
Encourage the Heart	43

As shown in Table 9, the most frequent responses were for Model the Way (145), followed by Challenge the Process (131) and Enable Others to Act (120). Inspire a Shared Vision (71) and Encourage the Heart (43) had fewer responses.

To add depth and breadth to this study, excerpts from interviews of directors that were related to the five characteristics of the LPI-S are provided below.

Model the Way. The researcher identified the largest number (145) of responses for the characteristic Model the Way. The following excerpts describe how directors of distance education in the Intermountain West perceived that they model appropriate behavior for those they lead:

- I really believe that a good leader models what he or she expects . . . and that's the primary way I lead; I model what I want as a leader.
- I think that I try to work in the style I would like everybody to work. I think I have very high standards for myself. I have high standards for the people who work around me.
- I took on this role of mentoring my team and developing them and getting them also to grasp what [the University]'s about.

Two respondents shared how their supervisors had modeled behavior:

- She [former supervisor] modeled the behavior she wanted us to do. So I think I learned [a lot] from her. She was a great mentor, so I worked very hard. I'm very positive and encouraging because that's how I, as a worker, have also wanted to be treated.
- My [Supervisor] is somebody whom I would like to emulate . . . One of the things he'll say to me is "people are more important than paper," and so I really work on that. If somebody walks into my office, everything just closes down . . . so I think that for me as a younger manager, I love having somebody like the [Supervisor] who is quite a bit like me but has a lot more experience.

Two respondents also shared the more negative feelings they had about their modeling the way:

- I provide direction, but I don't think I provide inspiration.
- I think sometimes that's my fault; where my leadership breaks down is I am so inundated . . . all the time, and I wonder if sometimes I'm not as good a

leader. It's because I am on auto mode. I just have to get all this stuff done. I feel super pressured.

Challenge the Process. The researcher identified the second largest number (131) of responses for Challenge the Process. The following excerpts describe how directors of distance education in the Intermountain West perceived that they seize initiative, find innovative ways to improve, and experiment with new ideas and learning:

- We have a lot of complexity that we have to deal with . . . We have to convince people to participate. We still have to meet targets and goals that we're being held accountable for . . . Unlike a lot of places, we're growing, and so we're moving up to having more staff than we have now . . . Online education at our institution is moving [from] a side stream to a center thing, and we have to be able to find a way to do that successfully within the entire public institution with all of its history, with all its people's expectations, all the policies, all the regulations, and we have to (or get to) make that happen anyway.
- My main charge in this year is to develop a strategic plan or an action plan for online learning. [New leadership is] very interested in expanding our online presence . . . There hasn't been any centralized coordination; the departments have been left to their own to market and do recruiting, and that's not their skill set. So, one of the things I'll be proposing is some more centralization around recruitment, marketing, and then also program development because our quality or pedagogy is spread across the board in terms of what's offered online.

- I remember back ten years ago, it was like pulling teeth to get faculty to agree to develop and deliver [a course] online . . . As faculty retire, the old guard leaves and new faculty come in, and they're younger, and they're more tech savvy, and they're more informed . . . Now online education has become, in my view, the preferred option. It's what students want; it's the first choice they'll make.
- Higher ed is changing in terms of thinking about what students we serve, what kind of access we provide, figuring out where our priorities are. We're an institution that's grown a lot in the last five years . . . I still find myself trying to champion any kind of distance learning . . . I'm surprised today that I still have as much resistance from faculty as I do.

One specific area in which the respondents shared thoughts of having to change the status quo and push for innovative ways to improve educational technology was quality of online education:

- I do think that somebody from a central and university-wide perspective does need to be the catalyst. And I do think that in our institution, we have been the catalyst as an organization to promote more quality and been the driver on that . . . because faculty are focused just on teaching and the whole quality question is not one that most faculty address specifically . . . I do think that [the] distance education organization needs to be that catalyst in most cultures [in a] public 4-year university.
- We've had to place a greater emphasis on the quality of our product because back in the olden days nobody really cared . . . Well, now with sophisticated

tools that are available and LMS products that are specific toward higher education, we've really had to become better at delivering that product because the standards are higher, the expectations are higher, and the students expect more.

- The other challenge goes back to quality. In the online and distance education offering and getting people to change, or actually look at what they're doing through the online, be it 100% face-to-face, online, or through some blended format so it actually meets some criteria . . . There's push back because they [faculty] feel like this is being shoved down [their] throats . . . Because for us, this is like a no brainer, because this teaching is good teaching . . . So the challenge of the push back from faculty and administrators thinking "well if it ain't broke, don't fix it," it's like well, you don't know what you don't know.

Enable Others to Act. The researcher identified the third largest number (120) of responses for Enable Others to Act. The following excerpts describe how the directors explained their perceptions of fostering collaboration, building trust, and strengthening the competence of their managers and employees:

- Hire good people, and then get out of the way, and let them do what they do and try to help them do that any ways I can . . . My style is to help other people get the things done that they need to get done. That's what my major objective is; that's the kind of leadership that I am trying to provide is to trust these people that work for me, that have the skills and knowledge to use those skills and do what I can to help them use those skills.

- I try to involve a lot of people and rely on a lot of different people's skills. I recognize that everybody has something to contribute . . . I let everybody bring their skills to the table and collaborate.
- I like to challenge people to look at what they want to do. I try to make sure that they are excited about the work they're involved in. [I] try to get their ideas, and it's just not mine . . . but I allow my team to tell me that idea really sucks. It's a way of inspiring others.
- I think they are creative enough on their own that they don't need me to be a cheerleader and be this ideal that they aspire to be. We work together, and it's much less of supervisor/subordinate relationship . . . I refer to them as the team. We're a team, so we try to work together that way.
- I learn from the people I work with who should be leaders in whatever they're doing . . . I encourage other people that I work with to pick their passions and actually build them into their professional goals.

The respondents also focused on ways they keep their employees passionate about their work:

- Because for me, it's [motivation of being a leader] not necessarily about distance ed, as much as it's about me meeting people where they are now and allowing them to be successful, whatever and however they define success. And that means . . . I prepare all my employees to take over my job. Any one of them should be fully equipped to take over my job by the time I'm gone. There is no reason they shouldn't be, and shame on me if I leave and they're not prepared.

- Well, I think developing people or vision is very important, and seeing changes they're hoping for in themselves is very important. It's hard to know with certainty what the impact of your efforts are, but you can know the intent certainly. And you know my intent is to develop people and help them.

One respondent spoke critically of certain employees:

- There's nothing I hate worse than to see somebody who has a lot of potential who's not using it, who's choosing not to kind of step up and take themselves to the next level.

Inspire a Shared Vision. The researcher identified the fourth largest number (71) of responses for Inspire a Shared Vision. The following excerpts describe how the directors envision the future, imagine exciting possibilities for their departments, and enlist managers and employees to share in these future visions:

- I'm a big picture person, so I'm always looking at a 30,000 foot view . . . looking at the big picture and figuring out how our units fit into that . . . [Inspiring the employees to] take the unit in the direction that we've all agreed that we're going to go towards strategic goals and meeting the strategic goals and efforts of the institution.
- I also want to set the vision of where we want to go and make sure that we do our best and ensure quality in whatever we do.
- I'm thinking more about the bigger picture of institutional priorities. How we're helping to meet those, what we're doing to add value to our faculty and our students, our clientele.

- You need a leader the campus really respects, who knows how to use positive things as leverage, is good at telling their story. This is how we help the campus; this is how we help students.

Upon self-reflection during the interview, four of the respondents conceded a lack of ability to inspire others:

- I don't know if I'm an inspirer; that's not a word I would place upon myself.
- I am not so much inspiring.
- Honestly, I wouldn't say that I inspire my team. I provide directions, but I don't think I provide inspiration.
- We talk a lot about students as part of the vision, but I'm not sure if I paint the big picture.

Encourage the Heart. The researcher identified the smallest number (43) of responses for Encourage the Heart. The following excerpts describe how the directors discussed their views of celebrating the victories as achieved by their managers and employees and showing recognition for individual excellence:

- I try to keep things fresh. I try to always focus on the notion that I'm in a profession and a position in this profession where I can positively influence people's lives and make people's lives better. That's why I like being involved in education. I do think it's a great equalizer.
- Really, it's the human stories. I think of people who have overcome challenges to get an education that we've helped with. Knowing these and understanding the nature of the challenges they face is really motivating.

- Where I am able to keep going is I have a lot of people that I work with that can tell me their stories about the differences they're making and recognizing people who do extraordinary work. [It] validates that we're not failing; we're not unrecognized.
- And you know, when I see my folks happy and enjoying their work, it kind of makes me inspired to do my work differently as well, so it's not just top down really; it's a way of making a whole team feel whole.
- I do like to make sure that the people I'm working with feel satisfied and happy.
- I have great people. I have the best staff in the world right now. I almost have to pinch myself, because that's not always been true in all my different jobs, so it's great. Sometimes if I'm tired I just remember that I'm doing this to help somebody else at work.

Another respondent was deeply encouraged when an employee leaving for a distance education director position at another university said to her: "[Employee name] left, he actually gave me a huge compliment. He said, 'my goal is to be the leader I've seen you be here,' and so those kind of things are really important to me, it feels good."

One respondent stated that his leadership styles might not be as encouraging to his employees:

- I'm not very good at praising the employees a ton. I will reward them with things like lunches and different things. My weakness . . . is I'm not very good at praising the employees a ton . . . I just have [expectations] for them and [then they do] not have to hear me get on them is kind of my style.

In summary, the researcher developed the interview questions based on the literature and professional experience from working in the field for over 15 years. The interview questions were not meant to regurgitate the LPI-S survey questions but to allow each director a semi-structured but very open way to discuss his or her personal and professional experiences with leadership in public higher education when directing an educational technology program consisting of video and online technologies and meeting the needs of rural students. While conducting the analysis of the interview transcripts, the researcher discovered the emergent themes by the directors indicated a high response rate on the leadership characteristics of Model the Way and Challenge the Process, followed closely in third place by Enable Others to Act. The least frequent responses were regarding Inspire a Shared Vision and Encourage the Heart.

Research Question 3: How do distance education directors in the Intermountain West describe their leadership styles?

During the interview process, the researcher asked the directors if they believed they were transformational leaders after taking the LPI-S survey. If the answer was “no,” the researcher followed up by asking what leadership style they perceived would best describe them. When asked if the directors believed they are transformational leaders, the responses were as follows:

- Yes (5 responses)
- No (2 responses)
- In the process/Would like to do better (8 responses)

When asked to describe their leadership style, the responses were as follows:

- Collaborative (6 responses)

- Situational (2 responses)
- Mentor and Coach (2 responses)
- Participatory (1 response)
- Service Leadership (1 response)
- Structured Governance (1 response)
- No Response (2 responses)

Using the information gained from the review of the literature and then reading and re-reading the interview transcripts, the researcher discovered two patterns that helped answer Research Question 3. The first pattern consisted of four themes that elaborated on the directors' perceptions of their leadership style. The four themes were 1) Self-views of Leadership, 2) Influence of Culture, 3) Differences in Leadership Styles, and 4) Pathway to the Director's Position. The second pattern consisted of five themes that elaborated on the directors' motivating factors for their leadership. The five themes were 1) Change, 2) Shaping and Elevating Employees, 3) Motivation, 4) Collaboration, and 5) Trust.

Pattern One: Directors' Perceptions of Leadership Styles

Table 10 displays the frequencies of the first pattern of theme responses for the director's self-views on distance education leadership in their current position, as determined by the researcher.

Table 10

Numbers of Qualitative Responses from Directors on Their Perceptions of Leadership Styles

Qualitative Theme	Frequency of Responses
Self-Views of Leadership	144
Influence of Culture	126
Differences in Leadership Styles	94
Pathway to the Director's Position	42

As shown in Table 10, the most frequent responses were for the Self-views of Leadership (144), Influence of Culture (126), and Differences in Leadership Styles (94). With markedly fewer responses (42) was Pathway to the Director's Position. To add depth and breadth to this mixed-method study, the four themes and respondent excerpts derived from the qualitative portion of this study for Research Question 3 are listed below.

Based on the analysis of the interview transcripts, distance education directors in the Intermountain West public 4-year universities have very set views on their personal leadership styles and explained in very candid detail their personal views of strengths and weaknesses regarding their leadership styles. The themes discovered in the analysis of the interview transcripts clearly show that culture and differences in leadership styles are a large part of being a distance education director at these institutions. The directors also had interesting views and experiences leading to their current positions as directors of distance education.

Self-View of Leadership. The researcher identified the largest number (144) of responses for Self-view of Leadership. The following excerpts describe how directors of distance education viewed their leadership skills and abilities, strengths, and weaknesses:

- I think my strengths in my leadership lie in strategy and planning . . . picking a direction and moving the organization in one way or another. My weaknesses are in day-to-day details, or not even day-to-day details, but project details . . . That's where I think my strengths are, and so in that respect, yes, I was strong in every dimension that they listed in the [LPI-S survey].
- I think I would describe [my leadership style] as collaborative. I'm not looking to force a particular direction on members of my team. I'm looking to see what they have to say, and I want to value their perspectives and the knowledge that comes from their specific work that they do. But I also want to set the vision of where we want to go and make sure that we do our best and ensure quality in whatever we do. I would be working closely with individuals on those areas where we can improve and discussing that as a team, rather than a kind of heavy-handed dictorial [sic] kind of approach.
- I'm very much a situational leader. I really see leadership as an educational process. So, with that respect, I'm also very much a transformational leader. I have encapsulated what I do in that framework. Over the years, I have supervised people who have a bit of a broad diversity in terms of both their skills and their comfort levels of their job. So my supervisory leadership style differs depending on where they are on the confidence and competence scale.
- I think my leadership style is a combination; primarily it's service leadership and, because I'm very much into mentoring people, I work with the way I was mentored by my supervisors over the years . . . I would say I have some of the

transformational leadership qualities, per the criteria, but not intentionally so much as by default.

- There's probably a difference between what I imagine it to be and what it really is. But, I think it's my intent to be kind of collaborative and work with people where they're at and try to grow out where they're headed and what their actions are.
- I can't think of a single term. I'm a very collaborative leader. I will try to involve a lot of people and rely on a lot of different people's skills. Recognizing that everybody has something to contribute, I don't try to be a micro-manager or that kind of a leader. I let everybody bring their skills to the table and collaborate, so I'm probably very collaborative.
- I actually have never really thought about it. I really am the kind of person who likes to let people do their thing and be a resource for them. I was a coach, and I think that coaching background is probably what shapes my leadership. I think that everybody comes with a set of skills and abilities, and what you have to do is to try and figure out how to help those folks become the person they want to be. I really like when people know more than I do. I love it when people who work with me know more than I do.
- I used to think of myself as having styles: I'm participatory, I'm directive, but now I sort of am what I have. You know when you have a lot of years of experience, I think it [becomes] more second nature than it does intellectual, so I would say that mine's really a conglomeration of a lot of things. I certainly have a capacity to be directive . . . I have the ability to be a

participative manager. I would say if there's any secret to what I do that I think is pretty successful, is I try to hire really, really good people who are very capable, very much go-setters, get them into really good jobs, and do my best to give them what they need and to try and get out of the way.

Influence of Culture. The researcher identified the second largest number (126) of responses for Influence of Culture. The following excerpts describe how directors of distance education explained how the culture of the institution, the community, and the state influenced their leadership roles. In regards to the institutional culture, some of the respondents shared the following:

- I still find myself trying to champion any kind of distance learning, which is a surprise to me actually. I would think that you [wouldn't] still need to be saying this is important, that we can do this, and we can do it with rigor and quality. I'm surprised today that I still have as much resistance from faculty as I do . . . A lot of it depends on the culture at your institution and how things kind of evolved.
- For program development at the undergraduate level, you have the undergraduate curriculum committee and you have the faculty senate and you have the units involved and obviously there's the Provost, and so you've got many different groups and [at this University] the faculty association is very strong, so the union has a strong say in matters involving faculty work load . . . That isn't the case at other institutions, which makes them more lean and more able to move forward with new programming in ways that are more challenging at public institutions.

- Well, one of the things that's been to my benefit, and I play this card frequently, is the fact that I am an alum [of this university]. So the people that are worried about the impact on the undergraduate experience and what it is to be a [Mascot], I understand those things because I am one. And so I can reassure people that I still want the traditional [students] who can leave [City] and come to [University]; I still want them to have that experience. [I know] that there are working adults in [City], who can't do that, and it also helps the fact that I know the state, and I know where [Cities] are.

To a lesser extent the respondents discussed the impact of state and community culture on their leadership styles:

- I think the challenges are financial, serving students in a state where there are not a lot of jobs available for the careers they might be pursuing. So, there's the constant tension of "Are we educating students to leave the state and just go off some where else?" Which in some cases we might be. And, certainly for me, it's an access issue. In a very rural state, how do we do more to create access for what some might call the non-traditional student?
- I personally think there's been an overemphasis on programming for [State] students just simply because [State] population numbers are very low. In order for institutions to [be] vibrant and healthy and grow and also serve students in our state, we need to look beyond our state borders.
- [This University] is very much a traditional residential institution . . . And so, [I'm] trying to help some of our faculty realize that when I'm talking about developing the greater online presence, it is not providing online courses to

support our residential students; it is really reaching out to students who would not otherwise have access to the [University] and probably would not have access to higher education.

Differences in Leadership Styles. The researcher identified the third largest number (94) of responses for Differences in Leadership Styles. The following excerpts describe how the directors of distance education construe their differences, or lack of differences, in leadership style from that of their managers, as well as their perceptions of the importance of their having similar or different leadership styles:

- I think diversity is always positive.
- I think it's good to have a mix [leadership styles] because I think you [can often disagree] with people who manage much like you sometimes.
- We could call it diversity, or you could just call it having different styles around you, but I think differently, and the question is, I do think that my leadership style differs from the managers that do report to me.
- I have an associate director and an assistant director who report to me. We are all three very different in how we manage people in all we do . . . Since they have different areas of expertise, [our] leadership differs. I'm more directive than the two of them . . . They work with different people with different backgrounds, so they have to work with them differently.
- I know I have strengths and weaknesses, and I think if you're a smart manager, you hire people who have strengths where your weaknesses are . . . so they are different than you.

- I think it's a good thing to have different leadership styles as a rule because you learn from each other.
- And we [director and managers] have some very distinct personalities, and so that's a bit of a challenge, although I think that's also a great opportunity. If everyone was the same, we wouldn't have any new ideas, and we wouldn't have any drive to do anything different, so those distinct personalities, even though they create a challenge now and then, are very conducive to new ideas and taking advantages of people's strengths.
- I think they're also transformational leaders who work really well as a team . . . But I think they're very similar to me, even though they're different personalities . . . Even though they may lead the same way I do, they're not just yes, yes, yes. There are some leaders that don't want to hear a dissenting opinion, and that's sad.

The Pathway to the Director's Position. The researcher identified the least number (42) of responses for the Pathway to the Director's Position. The following excerpts describe how directors of distance education explained the pathway that led them to their current positions as directors of higher education distance education. Several participants identified a different path to their current position than would be expected for a director of distance education.

- I've come into this in kind of an interesting path . . . My undergraduate degree is in biology, my master's is in student development, and my doctorate in in higher ed. So I spent the first 15 years of my career in traditional college student affairs . . . When I went back to work on my doctorate, I changed my

focus to adult learners . . . I have student development, student services experience, enrollment management experience, and academic affairs experience . . . I've been teaching online for a variety of institutions for the past 15 years or so. So I have a lot of experience as a user, but my background is not in technology; it's more in pedagogy and instruction.

- My academic background is education; my undergraduate work was in English literature, and then I did a master's degree in education with a focus on teaching English as a second language . . . I worked at the [Institution] and became the director of the [Institution] and then I transferred over to a department that focused on online education and became the director of instructional design and technical support. I managed at that school. I'm currently working on my doctorate in education [in online education] as well.
- You know a lot of people that are in the role I'm in right now were instructional designers or have that kind of background or were involved in technology at some level. And I had an entirely different background . . . I have a bachelor's degree in sociology and psychology, and I have a master's degree in counseling. I have been literally a professional manager my whole career. I spent the first 10 years of my career working at a bank in a variety of different levels . . . I left there and became the executive director of a non-profit . . . I've actually been in this position now for 17 or 18 years or something like that, and I have just been in the director's position all that time.
- I actually started off in the corporate world. I worked for a Fortune 500 company in training and development, particularly HR, human resources. So,

you can see where my love for leadership comes in because I had to train quite a few leaders . . . I decided to take my talents to academia, so I started at a community college probably about nine years ago now. And I started in their training and development department and got into e-learning quite a bit and then moved over into the distance education portion. And then I recently moved to [State] to a 4-year university where I am heading up [Department] and the distance ed.

- There really isn't a set career path in our field because it's so diverse. And there are some people who are distance education people from way back. Some of us had a kind of an off-campus continuing ed background, and others had both. Some of us have backgrounds as professors, and some don't. Some just needed a job and fell into this, and they rose up the ranks, so there are a lot of differences.

A smaller number of respondents explained how they worked their way up the ranks of university information and educational technology departments or received education degrees within the distance education field on their pathway to becoming a director of distance education:

- I came to [University] as a student in 1997 and worked my way through the business program of information systems and technologies. Got a part-time job here on campus as a technical support person . . . working hourly for the first eight months, and then it was made a classified position, and then when I [received a] bachelor's degree in 2000, my boss changed it to a professional position. So I kind of worked my way up through the ranks . . . Got my MBA

in 2003. At that time I was thinking I was going to leave the university; I kind [of] planned to leave, but as it would turn out, I stayed, and I grew that position a little more, and the person in this role actually left the university.

- I have both a master's and doctorate in higher education administration.
- I went to graduate school at the [University] and got a doctorate in educational administration.

One respondent discussed taking master's and doctoral courses via a distance program and exclaimed, "I'm actually a product of distance education and wear that as a badge of honor." A final respondent shared:

- I have a master's degree from [University] in instructional design. My undergraduate degree is in communications, broadcast communications, so I'm fairly technical in my background. My interests have always been in using new technology and teaching with the technology and so that's where my interests lie. My focus ever since I was hired on initially has been the online realm, and that's kind of what I've grown up with.

Pattern Two: Directors' Motivating Factors for Their Leadership

Table 11 displays the frequencies of the second pattern of theme responses related to the directors' descriptions of factors that motivate them in their leadership.

Table 11

Qualitative Responses from Directors Describing the Motivating Factors for Their Leadership

Qualitative Theme	Frequency of Responses
Change	102
Shaping and Elevating Employees	77
Motivation	49
Collaboration	47
Trust	12

As shown in Table 11, the most frequent responses were for Change (102) and Shaping and Elevating Employees (77). The lower responses were for Motivation (49) and Collaboration (47). Trust had the lowest number (12) of responses. To add depth and breadth to this mixed-method study, the five themes and excerpts from the interview responses for Research Question 3 are listed below.

Change. The researcher identified the largest number (102) of responses for Change. The following excerpts describe how directors of distance education portrayed the role of change as it relates to a director of higher education distance education today:

- It's a pretty wild time in higher education these days, in terms of how much change we're all experiencing . . . [I'm] helping people deal with change because we're in a business that is changing rapidly and has been changing and will continue to change, and change isn't always easy for people, so I think part of my management style is helping people see the opportunities in change and then be able to deal with that in a positive manner.
- Coming back to a public institution after being gone for 30 years, I'm having to get used to some of the institutional policies that are different at a public institution than a private. I'm getting used to state regulations that I didn't

necessarily have to deal with at a private institution. Something that's always difficult for continuing education and distance education is to get the institution to be nimble. You have to be able to react and create things in a relatively quick manner. And I'm already seeing here that's very difficult.

- Distance education has changed. Back 20 years ago we had correspondence. I think because it's changed so much in the last 10 years . . . you have to constantly be changing and doing new things, doing what you're doing better . . . There's a lot of wrenches that get thrown into the entire online [system], and that makes leadership challenging because you've got to be sure everything is running well.
- I think in academia [change is] even more difficult because there are so many layers of bureaucracy. So even if you try to be transformational, there's a lot of roadblocks in the way. I think in private industry it's easier; there's fewer players that can make decisions, and it's easier to make changes and be transformative . . . The online definition has changed, and the online world has grown. It has definitely got more competitive. We're now competing against a lot more universities than we're used to. The changes are big. There's been more adoption from the faculty department side, where before online was kind of the outskirts or for the leading edge early adopters. It's now more of a mainstream mass adoption level, which brings with it a whole different level of challenges and complexity.
- We were sort of leading the way in terms of people who wanted to think about online and any other kinds of distance delivery. Since that time the changes

have been more in the technology; instructional technology, distance learning, online videoconferencing have become so much more of the central, enterprise system of the whole campus. People are using all of those tools in their traditional classes, and they're using them in distance classes . . . I think a lot of that change is figuring out how to support these things at an enterprise level as opposed to being a little more on the margin with the campus.

- There does need to be a catalyst. And I do think that distance education organization needs to be a catalyst in most cultures on 4-year public higher education institutions.

Shaping and Evaluating Employees. The researcher identified the second largest number (77) of responses for Shaping and Evaluating Employees. The following excerpts describe how directors of distance education shape and elevate those they manage:

- I will seek whatever opportunities I have in my power to provide them [employees] pathways to rule and develop as professionals and further the work of our team and further the work of our unit within the institution . . . I like to encourage people to take the initiative themselves . . . You can expect them to take care of what they need to take care of and do, and it works well.
- That is what I want to help people do, is try to understand how they might be leaders themselves. How they can take more of a leadership role within the unit.
- I think I'm really good at giving them ownership of authority because in the past I worked for a person who gave no authority . . . I'm very strong on

professional development . . . so we try to get everybody from our team out to at least a conference a year.

- What I found myself morphing into was more a mentor leader . . . I took on this role of mentoring my team and developing them and getting them also to grasp what's [the University] about, so my leadership style changed from just listening and helping them change what they're doing to some of them taking on whole new jobs.
- I think for me it's trying to figure out what they like to do and give them room to do it . . . You get people who have abilities, and you just give them what they need to do whatever they can.
- I like to work with the individuals to begin with when I don't know them [first hired]. Find out what they're solid and good with, and then once I have confidence in them, I let them go, and I let them show me what they can do, and I let them lead their particular areas . . . We are very short-staffed; we all have to have a lot of hats to wear and manage a lot of areas in a lot of things. And so we have to rely that our people can handle their area and do their job . . . If we have any issues, then I have to rein that back in and work with them a little bit.

Motivation. The researcher identified the third largest number (49) of responses for Motivation. The following excerpts describe how directors of distance education find innovative ways to stay motivated as leaders of distance education:

- Play! Play! Play! Play! Well, yeah, I mean that's what makes it. I mean not to say there's no work involved, but try to make work like play. And so, one of

the things is you can't pick everything that's coming down the pipe; there's all this fast-paced environment. You really have to spend time on your own growth professionally. Keep involved in something you're interested in related to your work, but it's outside your normal box, so to speak. As an example, I try to have one thing I'm sort of focused on that I think is related and will fit the longer term vision of enhancing what I do. And I encourage other people that I work with to pick their passions, so to speak, and actually build it into their professional goals.

- The things that motivate me are largely the students. Looking at student needs and student demand . . . It's also a pretty big motivator to just try new technologies and new methods delivering flex learning courses or competency-based courses or different models that help students succeed. To me [that] is a big motivator, and that's what I focus on.
- The point in distance education for me and what is my passion is reaching people who typically can't get to the education they need . . . I'm very self-aware, and I just keep putting things that challenge me and motivate me to keep doing my best.
- That's actually easy; it's the people here. When I go on vacation, I actually look forward to coming back to this group. They motivate me . . . I think I love the team here. I love the attitude . . . I'm here because I love it. One of my team is all positive, "Ohh, I've got this great idea! We're going to have this; we're going to invite all the faculty," and I just smile and say so. They pull me because they have the enthusiasm when I think I can't do another

thing or I can't go to another strategic planning meeting. I don't want to write another five-year plan or all those things that I don't love doing. I love the people part. I love the interaction and the working with the departments.

- So what motivates me is seeing people trying to achieve something and then achieving it and then moving on to whatever's next, or changing direction mid-stream if that's the answer because sometimes we just have to let go of all the things we've invested in to start something new.
- My motivation for staying on, keeping us moving forward leadership wise is to stay on the technology, and we go to EDUCAUSE. I take some of my team members to EDUCAUSE or send them off to conferences and keep them motivated through those things and seeing new products and new ways people are doing stuff, which kind of energizes them . . . You get to really see what other campuses are doing and hear about what's being successful and working. So then you want to come back and work on those things and see if we can get them implemented here.
- I think for me it has been professional associations . . . [Meeting] people that are really good colleagues and people that I can call and talk to when I'm trying to figure something out . . . And that's usually what keeps me motivated because I think distance ed, continuing ed, all those things are a bit of a lonely career. You don't tend to have a lot of colleagues on your campus that are doing those kinds of things or are interested in those kinds of things. So having that network of people at other institutions, whether it's in your state or beyond, that you can go to. The other thing that just keeps me

motivated is that's it's constantly changing. You're always looking at what's the next thing coming down the road.

- It's kind of what we do, right? I mean it's our job to help complete strangers make their lives better.

Collaboration. The researcher identified the fourth largest number (48) of responses for Collaboration. The following excerpts describe how directors of distance education explain the importance of collaboration with those they manage in this field:

- I'm [not] looking to force a particular direction on members of my team. I'm looking to see what they have to say, and I want to value their perspectives and the knowledge that comes from the specific work that they do . . . I would be working closely with individuals on those areas where we can improve and discussing that as a team.
- My intent is to be kind of collaborative and work with people where they're at and try to grow out where they're headed and what their actions are . . . I think there's so many people that you have to work with . . . You have to have some skills in collaborating and recognizing the roles of other people.
- Where I am now, (I'm actually the new person), but I'm supervising eight people who have here from between two years to twenty years . . . I'm having my staff take this [leadership styles] instrument, and then we're talking about the mix of strengths we have within our staff . . . Our top five strengths cover about 2/3 of all the possible strengths of this instrument, so then our conversation will be how do we focus on that? How do we utilize that? If I'm very people oriented, but I have someone else who is very process oriented, I

don't want to make that other person very people oriented; I want that person to use his process strengths in order for us to achieve our goals.

- Having an opportunity to work with really good people, I think that makes a difference.
- I'm good at working with people, I'm a really good team player, but I'm not a big schmoozer . . . I tend to have managers that are really good at schmoozing and building connections . . . It's not what I love to do, so I tend to have managers that probably are a little more enthusiastic about those kinds of activities.

Trust. The researcher identified the smallest number (12) of responses for Trust.

The following excerpts describe how directors of distance education explained the importance of trust in their leadership roles:

- I think that respect moves into trust . . . I mean you cannot trust without trust . . . try to treat everybody equally, that you're honest and communicative, and you don't hide things . . . in a way it's like human nature and the way you would be with friends or family. Why would you treat a work group any different than that?
- My major objective is, what the kind of leadership that I'm trying provide, is to trust these people, trust the people that work for me that have the skills and knowledge to use those skills and do what I can to help them use those skills and advance our organizational purposes and mission.
- I see trust very much as a two-way street. So I need to develop trust in the employee, and he or she needs to develop trust in me. I think those early

stages of when you're working with folks, that's when that trust [in] both directions is starting to develop.

- I think it's important, that trust factor. You're always going to be told the truth, whether you want to hear it or not, or whether you're going to agree with it or not . . . I've always told my team, you may not like [the] decisions that I make, but I'm going to explain to you why I made them.
- I'm very open, so whatever information I have is theirs [managers] until they prove themselves not able to keep that information. So if it's confidential, and I can't tell them, I will tell that I know, but it's confidential. If it is not confidential, I will tell them what it is and ask them not to share it and trust that. And if the trust is betrayed, then they never get any more information. So I am very clear on my communication so they understand where I am coming from.
- I've been very lucky; I've had very few occasions where I've had people who just kind of either couldn't or wouldn't do what [was] needed to be done to move the organization forward. So, I really think trust is the main thing. You get people who have abilities, and you just give them what they need to do whatever they can do.

Summary

In summary, only a third of the directors believed they were transformational leaders. From the analysis of the interview transcripts, it is clear that the majority of directors have a clear idea of their leadership style, with most stating they were collaborative, situational, and mentoring. Although the numbers for directors who

believed they were transformational was small, many stated the desire for learning more about their leadership style or wanting to improve in some of the characteristics outlined by the LPI-S survey. Two of significant areas that emerged from the transcripts were culture and change. Importance was placed on the difficulties of change but also the need to change a traditional institutional culture to meet the needs of new technologies and the quality standards that go along with those changes. The remaining themes illustrated how the directors continue to motivate themselves in their positions and how they perceived their pathway to the director's position for themselves and their perceptions of that pathway for others.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, and RECOMMENDATIONS

Technology in higher education has been evolving over many years to offer educational opportunities to students. From correspondence courses to radio and televised broadcast courses to the quickly growing realm of the Internet and online education, leaders in distance education have been important to higher education. Nworie (2009) wrote of distance education leaders: “Their functions impact the instructional mission of institutions at a very challenging time, while their roles are increasing, resources are becoming scant . . . and there is an increased demand on their services” (p. 36). In a field of constant change and expensive decisions, distance education leaders need to have great leadership skills to keep employees, administrators, faculty, and, most importantly, students motivated to use the educational technology tools available.

The purpose of this descriptive study was to determine the transformational leadership strategies used by distance education leaders in several Intermountain West universities that specialize in multiple forms of distance education. The study was guided by the following research questions:

1. To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?
2. What are the perceptions of distance education directors of exemplary leadership practices?

3. How do distance education directors in the Intermountain West describe their leadership styles?

This chapter discusses the results and conclusions regarding the respondent demographics and the research questions. A mixed-method research design was implemented, which combined the LPI-S survey quantitative data (closed-ended survey questions) and qualitative data (open-ended interview questions). As the numbers of directors and managers of distance education in public 4-year universities within the Intermountain West for this study were very small, using both quantitative survey and qualitative interview methods allowed for a combined research approach that added depth and breadth and provided a deeper understanding of the transformational leadership characteristics of higher education distance education directors and managers in the Intermountain West.

Respondent Demographics

The Leadership Practices Inventory-Self (LPI-S) survey (Kouzes and Posner, 2013) was sent to 49 distance education directors ($n = 19$) and managers ($n = 30$) of 19 public universities in the Intermountain West that utilized both videoconference and online technologies for educational instruction. A total of 37 distance education directors (17) and managers (20) responded to the LPI-S survey for an overall response rate of 76%. Fifteen distance education directors participated in the director's interview.

The LPI-S survey (Kouzes and Posner, 2013) was developed and refined during 30 years of research and development. This survey is an evidence-based and *t* tested instrument that has been completed by over three million people in research studies or by individuals (Kouzes and Posner, 2012b, para. 6). The LPI-S survey consists of 30

questions related to the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013): a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart.

Of the 49 total participants initially contacted to participate in this study, 26 (53%) were female, 18 (37%) were male, and 5 (10%) did not identify gender. Of the 17 directors who participated in the LPI-S survey, 11 (58%) were female and 8 (42%) were male. Of the 20 managers who participated in the LPI-S survey, 15 (50%) were female, 10 (33%) were male, and 5 (17%) did not identify gender.

Of the 19 potential directors to be interviewed, 15 agreed to participate in the interview. Of the 15 respondents interviewed, all had received graduate degrees. Eight (42%) respondents held at least one master's degree, six (32%) held doctoral degrees, and one respondent was in the dissertation phase of a doctorate degree. Of the 15 directors interviewed, six (40%) respondents had been in their current leadership positions for 5 years or less, six (40%) respondents had been in their current leadership position between 6-10 years, and three (20%) respondents had worked over ten years in their current positions. Six (32%) respondents indicated that they perceived themselves as transformational leaders, while the remaining nine did not label themselves as transformational leaders. Eight (42%) respondents reported having different leadership styles from those of their managers.

The demographics are relevant to this study as this sample of higher education directors had a higher number of females than males in what would appear to be a male-dominated technology field. Moreover, the directors of this study were highly educated with all who participated in the study holding a master's degree or higher. Distance

education is a relatively new field, as shown by only three of the 15 directors having been in their positions for over ten years, with six of the directors having been in their positions less than five years. For this study, a transformational leader was defined as a person who seeks to satisfy higher needs by encouraging the greatest potential from followers and entering into a relationship of “mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Burns, 1978, p. 4). Study participants were sent this definition to aid them in responding to the interview questions. Six respondents reported that they were transformational leaders, based on this definition. Eight directors reported that they utilized a different leadership style from that of their managers even though the survey results indicated directors and managers agreed on their application of the Five Characteristics of Exemplary Leadership.

Research Questions

A summary and discussion of the findings relative to the purpose and significance of this study are presented below. In each case, the research question is restated, followed by a discussion of the study findings.

Research Question 1: To what extent do distance education directors and managers in the Intermountain West perceive that they engage in the Five Characteristics of Exemplary Leadership as defined by Kouzes and Posner (2013) in the Leadership Practices Inventory-Self (LPI-S)?

Burns (1978) stated that a transformational leader seeks to encourage the “greatest potential” from followers (p. 4). Similarly, Bass (1985) stated that transformational leaders can “inspire their followers by emotional supports and appeals which will

transform their level of motivation beyond original expectations” (p. 64). As distance education technologies are quickly changing, distance education leaders would be expected to exhibit such leadership characteristics. To answer Research Question 1, directors and managers were asked to complete the LPI-S survey to determine the extent to which they perceived that they engage in the Five Characteristics of Exemplary Leadership: a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d) Enable Others to Act, and e) Encourage the Heart.

The statistical analysis showed that the average responses for directors and managers of higher education distance education programs for the Five Characteristics of Exemplary Leadership were very similar: Model the Way (7.5, 7.6), Inspire a Shared Vision (6.5, 6.8), Challenge the Process (7.0, 7.3), Enable Others to Act (8.5, 8.5), and Encourage the Heart (7.9, 7.4). Both the directors and managers perceived that they engaged in four of the five characteristics levels as described by the LPI-S survey as “fairly often” to “usually.” The average score for Inspire a Shared Vision (6.65) was the lowest, and the average score for Enable Others to Act (8.5) was the highest.

This analysis shows that both the directors and managers perceived that they engage in all Five Characteristics of Leadership. These results indicate the importance of people to those leading distance education departments. In a fast-paced, changing environment of technology, one may believe that distance education leaders need to inspire others with shared visions within the organization. However, both groups scored the lowest in this area (“sometimes” to “fairly often”).

The results of paired *t* tests showed a very close similarity for directors and managers in their perceptions of the extent to which they engage in the Five

Characteristics of Exemplary Leadership. However, the number of participants in this study was so small that results have to be viewed with caution.

Research Question 2: What are the perceptions of distance education directors of exemplary leadership practices?

Sample (2002) stated that leadership can be “elusive and tricky; yet, it may also be the most rare and precious kind of human capital” (p. 2). Kouzes and Posner (2012a) discovered that leadership is an “identifiable set of skills and abilities available to anyone” and that leaders can only accomplish extraordinary things by mobilizing others in creating relationships of shared aspirations “between those who aspire to lead and those who choose to follow” (p. 30).

The directors were asked to participate in semi-structured interviews to allow them an opportunity to share personal views and experiences to add to the depth and breadth of this study. The openness of the interview process and the guarantee of anonymity allowed the directors to be very open and candid. To answer Research Question 2, the researcher analyzed the interview transcripts using the Five Characteristics of Exemplary Leadership: a) Model the Way, b) Inspire a Shared Vision, c) Challenge the Process, d), Enable Others to Act, and e) Encourage the Heart.

Table 12 displays the ranking of the LPI-S survey results versus the number of interview responses regarding the use of the Five Characteristics of Exemplary Leadership as reported by the directors.

Table 12

Ranking of LPI-S Survey Results versus Interview Response Frequencies Regarding the Directors' use of the Five Characteristics of Exemplary Leadership (Kouzes and Posner 2013)

Characteristic	LPI-S Survey Results	Interview Responses
Enable Others to Act	1	3
Encourage the Heart	2	5
Model the Way	3	1
Challenge the Process	4	2
Inspire a Shared Vision	5	4

The qualitative analysis of the interview transcripts showed that the directors placed more emphasis on Model the Way and Challenge the Process, while the least amount of emphasis was placed on Encourage the Heart. The LPI-S survey results showed higher average scores for Encourage the Heart and Enable Others to Act, with slightly lower average scores for Inspire a Shared Vision. Due to the small sample size for the survey and being mindful that the interview questions were not directly patterned after the LPI-S survey, the qualitative results do not indicate a significant shift in perception by the directors but reflect the types of questions the researcher utilized during the interview and the subjective analysis of the transcript data by the researcher.

Model the Way was discussed by the directors most frequently. Two directors discussed their self-perceptions of modeling behavior and the need for personal improvement in spite of being over-worked and pressured in the job. Challenge the Process was the second most frequent interview response. The directors discussed the numerous challenges involved with seizing new initiatives and the barriers involved in promoting new learning technologies and dealing with the faculty and administration. Many responses indicated the complexity of the director's role in convincing faculty and university administration of the value of new educational technologies, such as online

courses needed by rural students.

Enable Others to Act had the highest mean score on the survey and had the third highest number of interview responses. The directors provided meaningful feedback in their perceptions of enabling those who work with them to grow and mature to become more professional and better future leaders. Many took great pride in describing how managers were assets to the university and willing to learn and grow professionally. A number of respondents shared their views on simply hiring good people and allowing them to bring their strengths to the department. Some directors shared their experiences in motivating and challenging their employees in ways that allowed them to be promoted or to learn new skills that would make them better employees in the department and more excited about their jobs.

In regard to Inspire a Shared Vision, a small number of directors stated clearly that they were very inspirational and “big picture” leaders within their departments. However, several stated that they did not perceive that they inspired others. Once again the openness of the interview process allowed the directors to provide honest feedback about their self-perceptions of leadership strengths and weaknesses where at least two directors openly stated they did not “provide inspiration.”

Encourage the Heart, which identified the ways in which directors celebrated the victories of employees and recognized excellence of specific employees, was the theme with the fewest number of interview responses. Yet, this characteristic was scored second highest in the LPI-S results. With the small sample size and lack of interview questions regarding the specifics about a director encouraging one’s employees, there is little significance in the lack of interview responses for this characteristic. The majority of

responses for this theme discussed how important it was to see that all employees are happy and motivated in doing such important work as a team.

Research Question 3: How do distance education directors in the Intermountain West describe their leadership styles?

Nworie, Haughton, and Oprandi (2012) stated that distance education leaders are in a position to oversee the evolution of a digital technology age effecting the change from traditional face-to-face pedagogy to new instructional practices and delivery systems (p. 182). Bennis and Nanus (1985) stated that many organizations have benefitted from transformational leadership in that this style of leadership moves organizations forward by creating visions of opportunities and “instilling commitment to change in cultures for the greater good of the organization” (p. 18). They added that transformational leaders are not born but emerge in face of “new problems and complexities that cannot be solved by unguided evolution” (p. 18). Beaudoin (2003), who has been the voice of distance education leadership research for many years, advocated that transformational leadership is an important model for higher education distance education leaders. He wrote that transformational leadership is a “particularly compelling model” that allows distance education leaders to adapt to the frequent and fast-paced changes of the field while also assisting stakeholders to recognize the benefits of new educational technologies in the ever-changing business of higher education (para. 34).

Research Question 3 was answered by the researcher analyzing the interview data in three parts. Part One asked the participants if they believed themselves to be transformational leaders. Of the 15 respondents, five (33%) stated they were transformational, two (14%) stated they were not transformational, and eight (53%)

stated that they were in the process of becoming transformational leaders or that they could do better to become transformational leaders. When asked to describe their current style of leadership, six (40%) respondents stated collaborative, two (14%), stated situational, and two (14%) stated mentoring.

For Part Two, the researcher analyzed the transcript data and found a pattern of four themes: 1) Self-views of Leadership, 2) Influence of Culture, 3) Differences in Leadership Styles, and 4) Pathway to the Director's Position.

The respondents discussed their various styles of leadership. A majority of the directors discussed the value of transformational leadership based on the definition of the term provided to them for this study. It was important that the directors openly noted their perceptions of their strengths and weaknesses based on their experiences of completing the LPI-S survey. They expressed that participating in this study and having an opportunity to think about their leadership styles was a positive experience.

Another theme was the influence of culture on the respondents' leadership styles. The respondents shared how they faced daily difficulties with campus, community, and state cultures. They face faculty reluctant to use new technologies, faculty unions stalling changes, and faculty and administration who take pride in providing a traditional college experience and promoting educational values that do not include educational technologies. Other respondents shared how difficult it was to deal with a local community or state bureaucracy that has little understanding of how today's universities must use technology to stay competitive. Other respondents simply shared the belief that higher education institutions should be expanding the campus culture globally to help meet the needs of those who might not otherwise be able to participate in higher

education due to lack of access in their communities.

Another theme to emerge from the interviews was differences in leadership styles of directors and their managers. Many directors perceived a difference between their leadership styles and those of their managers. However, the *t* tests performed on the survey data indicated that the directors and managers perceived themselves as very similar in their use of the Five Characteristics of Exemplary Leadership. The interview responses indicated that the directors thought it was good to have diversity in leadership styles. They may be surprised at the survey results. All employees' strengths, weaknesses, and knowledge are needed to move forward in the complex and fast-paced field of higher education distance education.

The final theme was pathway to the director's position. All of the directors held graduate degrees, and many had university teaching experience. However, a majority of the respondents stated that they did not follow a specific or prescribed pathway to the distance education director's position. One respondent stated she began her leadership career in the corporate world in human resources. Another respondent stated that her pathway started in banking, then running a non-profit organization, and then moving to academia. She clearly stated that she was not hired for her technology prowess but for her leadership skills. Very few directors stated that they had followed a traditional higher education technology career path of working their way up the ladder to the director's position.

For Part Three, the researcher found a second pattern of themes relevant to how the directors described their leadership styles. The second pattern consisted of five themes that elaborated on the directors' perceptions of the factors that motivate them in

their leadership. The five themes were 1) Change, 2) Shaping and Elevating Employees, 3) Motivation, 4) Collaboration, and 5) Trust.

Of the five themes, change was mentioned by the greatest number of respondents. Kouzes and Posner (2012a) defined change as the province of leaders. They wrote, “It is the work of leaders to inspire people to do things differently, to struggle against uncertain odds, and to persevere toward a misty image of a better future” (p. 1). All of the respondents in this study provided examples of dealing with the constant change of educational technology, the struggle to convince faculty and administration to try new technologies, and the difficulty of keeping up with the technologies demanded by students. One director discussed how it is a “pretty wild time” in higher education today with the pressure to keep up with the rapid pace of technology change while keeping the campus positive and moving forward in meeting the needs of students.

Shaping and elevating employees was an important theme to emerge from the responses. Many directors shared the ways in which they provide employees the means to learn and understand their jobs more clearly and become better professionals in the field. It was important to the directors that employees were provided opportunities to attend professional conferences. One respondent stated, “I will seek whatever opportunities I have in my power to provide them [employees] pathways to develop as professionals and further the work of our team and further the work of our unit within the institution.” It was clear that such experiences and learning opportunities would provide for a better distance education department, as well as a better university.

Motivation was a significant theme to emerge from the interviews. The majority of respondents stated that providing students an opportunity to succeed motivated them.

They clearly recognized the positive impact a distance education program has on many students. Some responses were that students want to have more online courses and that without online or videoconference classes, a single mother or a person taking care of a family member or those working in rural areas would not have access to education. The respondents were also motivated by creating relationships with other directors in the field. Many of the directors discussed the importance of membership in professional organizations, holding leadership positions within those professional organizations, attending conferences, and ultimately connecting with other leaders in the field to share knowledge. One respondent summed up this theme when she stated:

I think for me it has been professional associations . . . [Meeting] people that are really good colleagues and people that I can call and talk to when I'm trying to figure something out . . . And that's usually what keeps me motivated because I think distance ed, continuing ed, all those things are a bit of a lonely career. You don't tend to have a lot of colleagues on your campus that are doing those kinds of things or are interested in those kinds of things.

Collaboration was an important response theme. Several respondents indicated that they rely on collaboration with managers and that they try not to force ideas on the managers and other employees. The directors discussed the importance of team building, gaining knowledge through working closely together, and clear communication.

The final theme of this pattern of responses was trust. Directors indicated the importance of building trust within a distance education department. The first step to achieving teamwork and collaboration is trust between the leader and followers. Having mutual respect for and understanding one another provides equality and a balance in the

department. One respondent provided a great quote about trust: “In a way it’s like human nature and the way you would be with friends or family. Why would you treat a work group any different than that?” This statement was found to be indicative of this study. The participating directors took time to provide personal information with a perfect stranger; yet, the researcher found a bond and closeness with this group that seemed almost like he was part of the “family.”

Conclusions

This study led to a number of conclusions for distance education leadership and will provide more information to the field of distance education leadership. Conclusions from this study are the following:

- More universities are expecting distance education directors to have graduate degrees, and the directors are better educated than may have been true in the past.
- With more employees in distance education, perhaps fewer directors will come from non-traditional backgrounds. Experience in technology, even in distance education, may become a standard requirement.
- More women are in leadership positions in distance education than might be expected from the stereotype of the “tech geek.”
- The directors clearly indicated that they value human capital in their leadership styles as shown by their views of teaching and empowering their employees to become better professionals.
- Collaboration with other distance education professionals is important to distance education leaders in higher education.

- There was little difference in LPI-S scores between the managers and directors, indicating the managers are prepared to become leaders when they move to a director's position.
- Distance education leaders want university faculty to embrace technology for the good of students, especially in rural states.
- The distance education directors are interested in the study of distance education director leadership styles and want to learn more about their personal leadership styles and transformational leadership.
- Keeping in mind the small sample size, directors and managers seem to have similar perceptions about their leadership styles.
- Distance education directors perceive themselves as having transformational leadership qualities. There was a consensus that improvements in personal transformational leadership were needed.
- The directors expressed clear perceptions of their strengths and weaknesses as leaders.
- The directors perceive that they lead by modeling professional behaviors and attempting to challenge the status quo of higher education as positively as possible but indicated a struggle with inspiring a shared vision.
- These leaders defined their leadership styles using change, shaping and elevating employees, motivation, collaboration, and trust.

Recommendations

The study of leadership in this field will be important for the growth of higher education and to meet the needs of students on a global scale. The following

recommendations are for distance education directors and university administrators, and recommendations for future study are made.

Recommendations for Distance Education Directors

- Distance education directors should take time to ponder and understand their personal leadership styles. This can be accomplished by their reading current leadership literature and taking various types of leadership surveys, such as the LPI-S, to gain an understanding of the leadership traits and qualities that best fit their personalities, values, and career goals.
- Distance education directors should find ways to study and understand the leadership styles of those who report to them. It may be useful for the directors to understand the similarities and differences in the leadership styles of their managers who report to them. Using the LPI-S to begin the discussion on leadership styles would be a good start.
- Distance education leaders should join professional organizations and attend conferences in their field as well as leadership conferences to meet other leaders in the field. The leaders should suggest that the professional organizations and professional conferences provide materials, training, and conferences sessions about distance education leadership.
- Distance education directors should work with university administrators in creating programs on leadership.

Recommendations for University Administrators

- University administrators should hire leaders familiar with the Five Characteristics of Exemplary Leadership for distance education positions.

- University administrators should take time to note the importance of distance education technologies on faculty, staff, and, most important, the students. It would be beneficial to understand the role of distance education leaders and the most appropriate leadership characteristics for that institutional culture to make the best decisions to help students attain their educational goals.

Recommendations for Future Study

- Conducting a study with a much larger sample size of public four-year universities would provide a more detailed picture of the use of the Five Characteristics of Exemplary Leadership. Moreover, the research would be better focused on distance education programs in general and not focused solely on programs using videoconference and online technologies.
- A qualitative study investigating the different styles of leadership in distance education leaders and then comparing that study to the current literature on transformational leadership in distance education leadership would be useful in understanding the various ways distance education leaders manage their departments.
- A study investigating the career pathways of current directors may be useful to understand the current skills and experiences needed to become a distance education leader.
- A study providing an opportunity for the managers to rate their directors' leadership styles would contribute to the literature.

- A study where the directors take the LPI-S survey and also participate in an interview with questions based on the Five Characteristics of Exemplary Leadership would add to the validity of the LPI-S survey for this purpose.
- A more complete study comparing and contrasting the leadership styles of distance education directors and their managers would add to the leadership literature.
- A study investigating the career paths of distance education leaders would assist in determining how leaders prepare for positions in distance education. Is there a significant difference in leaders who have been faculty members and leaders with only a leadership background?
- More research should be conducted on the gender of distance education directors and the stereotypes of female leaders in the informational technology fields.
- Distance education directors should conduct research on leadership in distance education to contribute to the small amount of research in this area.

The suggestions above could provide additional data that may add to the value of this study but will ultimately add to the body of research literature. The current study has attempted to fill a gap in the literature and contribute to the literature of distance education leadership. Further research is required to provide an understanding of the leadership styles of higher education distance education leaders and to discover if transformational leadership is indeed the most appropriate leadership style of these leaders today and in the future.

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APPENDIX A**Permission to Use the Leadership Practices Inventory-Self Survey (Kouzes and Posner (2013))**

WILEY

May 9, 2014

Ryan Faulkner
1732 S. Grant Avenue
Pocatello, ID 83204

Dear Mr. Faulkner:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your dissertation. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may **reproduce** the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Marisa Kelley (mkelley@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

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Best wishes for every success with your research project.

Cordially,



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APPENDIX B**Leadership Practices Inventory-Self Survey (Kouzes and Posner (2013))**



BY JAMES M. KOUZES & BARRY Z. POSNER

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the rating scale below, ask yourself:

“How frequently do I engage in the behavior described?”

- Be realistic about the extent to which you actually engage in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave.
- DO answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must have a rating.*

The Rating Scale runs from 1 to 10. Choose the number that best applies to each statement.

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

When you have completed the LPI-Self, please return it to:

Thank you.

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LPI: LEADERSHIP PRACTICES INVENTORY SELF

Your name: _____

To what extent do you engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.	<input type="text"/>
2. I talk about future trends that will influence how our work gets done.	<input type="text"/>
3. I seek out challenging opportunities that test my own skills and abilities.	<input type="text"/>
4. I develop cooperative relationships among the people I work with.	<input type="text"/>
5. I praise people for a job well done.	<input type="text"/>
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	<input type="text"/>
7. I describe a compelling image of what our future could be like.	<input type="text"/>
8. I challenge people to try out new and innovative ways to do their work.	<input type="text"/>
9. I actively listen to diverse points of view.	<input type="text"/>
10. I make it a point to let people know about my confidence in their abilities.	<input type="text"/>
11. I follow through on the promises and commitments that I make.	<input type="text"/>
12. I appeal to others to share an exciting dream of the future.	<input type="text"/>
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.	<input type="text"/>
14. I treat others with dignity and respect.	<input type="text"/>
15. I make sure that people are creatively rewarded for their contributions to the success of our projects.	<input type="text"/>
16. I ask for feedback on how my actions affect other people's performance.	<input type="text"/>
17. I show others how their long-term interests can be realized by enlisting in a common vision.	<input type="text"/>
18. I ask "What can we learn?" when things don't go as expected.	<input type="text"/>
19. I support the decisions that people make on their own.	<input type="text"/>
20. I publicly recognize people who exemplify commitment to shared values.	<input type="text"/>
21. I build consensus around a common set of values for running our organization.	<input type="text"/>
22. I paint the "big picture" of what we aspire to accomplish.	<input type="text"/>
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	<input type="text"/>
24. I give people a great deal of freedom and choice in deciding how to do their work.	<input type="text"/>
25. I find ways to celebrate accomplishments.	<input type="text"/>
26. I am clear about my philosophy of leadership.	<input type="text"/>
27. I speak with genuine conviction about the higher meaning and purpose of our work.	<input type="text"/>
28. I experiment and take risks, even when there is a chance of failure.	<input type="text"/>
29. I ensure that people grow in their jobs by learning new skills and developing themselves.	<input type="text"/>
30. I give the members of the team lots of appreciation and support for their contributions.	<input type="text"/>

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LPI: LEADERSHIP PRACTICES INVENTORY SELF

APPENDIX C

Interview Questions

1. What is your academic and professional background?
2. How would you describe your leadership style?
3. After taking the LPI-S survey, do you believe you are a transformational leader? Why/Why not?
4. In what ways has the role of distance education director changed in the last 5-10 years?
5. What are the greatest leadership challenges you face as the director of distance education at a public 4-year university?
6. How do you believe your leadership style differs from that of the managers that report to you?
7. How do you perceive the differences in administering a distance education program that includes both video conference distance and online courses over a program utilizing only an online program?
8. How do you keep yourself motivated to continue as a transformational (or other type) leader in distance education?

APPENDIX D**Introduction Letter and Consent Form Mailed to the Distance Education Directors
and Managers**

**Intermountain West Higher Education Distance Education Managers: A Study
of Transformational Leadership Characteristics and Traits**

Dear (Director/Manager):

My name is Ryan Faulkner, and I am a doctoral student in the Higher Education Leadership program at Idaho State University (ISU). I am also an Instructional Designer at the Instructional Technology Resource Center within the Educational Technology Services Department at ISU. For my dissertation, I am conducting a study to determine the level of transformational leadership strategies used by distance education leaders at several Intermountain West universities specializing in multiple forms of distance education.

I am asking you (distance education directors and managers of videoconference and online areas) to complete a survey that will describe the frequency and extent to which you engage in various leadership behaviors. The survey instrument is the Leadership Practices Inventory-Self (LPI-S) by Kouzes and Posner (2013). This 30-question survey should take approximately 15-25 minutes to complete. This study has been approved by the ISU Human Subjects Committee.

For the directors of each distance education program, I am also asking you to participate in a semi-structured interview consisting of eight questions that should take approximately 30 minutes to complete. This interview will be conducted after the surveys are returned and the data analyzed. The interviews will be conducted with the BlackBoard *Collaborate* web conferencing system and will be arranged to meet your schedule and convenience.

Your responses will be confidential, and your identity will be anonymous in the research findings and written dissertation paper for publication. Your answers will be reported only as summaries and every effort will be taken to keep your answers from identifying you in the study. Your participation in this study is voluntary and there is no penalty for not participating. If you have any questions about the survey, interview, or the study, please contact the researcher at (208)282-3954 or faulryan@isu.edu.

Thank you.

Ryan J Faulkner, Doctoral Student in Higher Education Leadership
Instructional Designer
Idaho State University

Jean Thomas, Ph.D.
Doctoral Committee Chair

Consent Form

Intermountain West Higher Education Distance Education Managers: A study of Transformational Leadership Characteristics and Traits

We are asking you to be in a research study.

You do not have to be in this study.

If you say yes, you may quit the study at any time.

Please take as much time as you want to make your choice.

Why is this study being done?

As part of the dissertation project for my Doctorate degree in Higher Education Leadership, I am seeking to learn more about the transformational leadership strategies distance education leaders use in several Intermountain West universities specializing in multiple forms of distance education. The scope of this study is specifically concentrating on higher education institutions using both online and videoconference technologies to provide educational opportunities to rural students. The groundwork for this academic leadership study will be based on the research by Kouzes and Posner (2012) and their five practices of exemplary leadership they have developed over the past 30 years.

We are asking people like you who are/have leadership roles in higher education technology services and are professionals in this field to help us.

What happens if I say yes, I want to be in the study?

If you say yes, we will:

- You will be mailed a consent form with information on the study. A self-addressed stamped envelope will be provided for the return of the consent form at no cost to you.
- Once you have consented to the study, you will receive a mailed survey that will take you roughly 15-25 minutes to fill out and return. A self-addressed stamped envelope will be provided for the return of the completed survey at no cost to you. For the purposes of this study, the participating online and videoconference department managers will not be interviewed, and will not need to be contacted again for further information.
- As a distance education program director, once the researcher has received the completed survey, you will be asked to participate in a 30-40 minute interview consisting of 7 open-ended questions. The interview will be administered using the *BlackBoard Collaborate* webconferencing system, and will be conducted at the convenience of the director. Within two weeks of the interview, the researcher will analyze the interview responses and may contact an interview participant for additional information or clarification purposes.

How long will the study take?

This study will take about 3 to 4 months to conduct the survey, interview, and data analysis processes.

Where will the study take place?

This study will be conducted by telephone for contact information and coordination of study, US postal service mail for surveys, and web conferencing for interviews for the convenience of the participants.

What happens if I say no, I do not want to be in the study?

No one will treat you any differently. You will not be penalized. You will not lose any benefits.

What happens if I say yes, but change my mind later?

You may stop being in the study at any time. You may write, email, or phone the researcher to opt out of the study at any time. You will not be penalized. Your relationship with Idaho State University will not change.

Who will see my survey results and interview answers?

The only people who will see your survey results and interview answers will be the people who work on the study and those legally required to supervise our study.

Your survey results and interview answers and a copy of this document will be locked in our files.

When we share the results of our study in the dissertation we will not include your name. We will do our best to make sure no one outside the study will know that you are a part of the study.

Will it cost me anything to be in the study?

No.

Will being in this study help me in any way?

Being in this study may not help you, but may help people who are or become directors and managers of higher education distance education in the future.

Will I be paid for my time?

No.

Is there any way being in this study could be bad for me?

Yes, there is a chance that:

- Someone could find out that you were in this study and learn something about you that you do not want them to know.

We will do our best to protect your privacy.

What if I have questions?

Please call the head of the study Ryan Faulkner (208)282-3954 if you:

- Have questions about the study.
- Have questions about your rights.
- Feel you have been injured in any way by being in this study.

You can also call the Idaho State University Human Subjects Committee office at 208-282-2179 to ask questions about your rights as a research subject.

Do I have to sign this document?

No. You only sign this document if you want to be in the study.

What should I do if I want to be in the study?

You sign this document. We will give you a copy of this document to keep.

By signing this document you are saying:

- You agree to be in the study.
- We talked with you about the information in this document and answered all your questions.

Your Name (please print)

Your Signature

Date

APPENDIX E**Reminder e-mail Template sent to the Director's and Manager's to Complete and
Return Their Surveys**

Subject Title: Idaho State University Doctoral Research Study

Dear <Director/Manager>,

I want to thank you once again for your willingness to participate in my dissertation research study. A while back I mailed a copy of the LPI-S 30 question survey. I just wanted to follow up with you and see if there are any questions or concerns I can answer for you. Your responses in this area of my research are very valuable and will be greatly appreciated and useful in filling a gap in the literature regarding higher education distance education leadership. If you have already mailed your completed survey back, please ignore this message and I hope to see them soon. Once again, I want to thank you for your willingness to participate in this study and the giving of your time and knowledge. Please let me know if there is anything I can do for you regarding this study. Thank you, Ryan Faulkner

APPENDIX F**E-mail to Directors Requesting Participation in the Interview**

Dear <Director>,

I have received your completed survey in the mail and want to thank you for your participation in this study. I appreciate your willingness to take of your time to fill out this survey and provide valuable information into the leadership of distance education in higher education today. For the second phase of my research I am in need of conducting an interview with you as the director of your program. I have recently completed the pilot test of the interview questions and protocol and believe that the interview process can be completed in 30 minutes or less.

If you are willing to participate in the interview, please select a day and time that fits your schedule at your convenience and I will make arrangements to meet with you at that time. As stated in the consent form, your participation is completely voluntary and if you do not wish to participate in the interview portion of the research that is completely fine, just let me know. I am planning on using the *BlackBoard Collaborate* webconferencing tool to conduct the interview. With your permission I will record the session for transcription purposes only. The recordings will be located in a password secure area. Once again, every attempt is being made to keep your survey and interview answers anonymous and only the aggregated data will be published. If you are in need of a microphone, please let me know and I can mail one to you.

Once again, I thank you for your participation and willingness to share your expertise and time with me up to this point. If you have any questions or concerns, please let me know. I look forward to speaking with you again soon and learning more about you and your leadership in distance education.

Sincerely, Ryan Faulkner

APPENDIX G**Table of Raw Data for Directors' Level of Engagement in Each of the Five
Characteristics of Exemplary Leadership**

Participant	Characteristic	Total	<i>M</i>	<i>SD</i>
Director 1	Model the Way	59	9.8	.41
	Inspire a Shared Vision	49	8.2	.76
	Challenge the Process	50	8.3	1.2
	Enable Others to Act	55	9.2	.99
	Encourage the Heart	60	10	0
Director 2	Model the Way	40	6.7	2.1
	Inspire a Shared Vision	35	5.8	.75
	Challenge the Process	43	7.2	1.6
	Enable Others to Act	48	8.0	.89
	Encourage the Heart	44	7.3	1.5
Director 3	Model the Way	46	7.7	1.6
	Inspire a Shared Vision	42	7.0	1.7
	Challenge the Process	41	6.8	1.5
	Enable Others to Act	52	8.7	1.0
	Encourage the Heart	48	8.0	2.3
Director 4	Model the Way	50	8.3	.82
	Inspire a Shared Vision	50	8.3	1.4
	Challenge the Process	50	8.3	1.0
	Enable Others to Act	52	8.7	1.0
	Encourage the Heart	53	8.8	.41
Director 5	Model the Way	46	7.7	.82
	Inspire a Shared Vision	41	6.8	1.2
	Challenge the Process	45	7.5	.84
	Enable Others to Act	50	8.3	.52
	Encourage the Heart	47	7.8	.98
Director 6	Model the Way	45	7.5	1.9
	Inspire a Shared Vision	44	7.3	1.6
	Challenge the Process	42	7.0	3.2
	Enable Others to Act	56	9.3	.82
	Encourage the Heart	60	10	0
Director 7	Model the Way	46	7.7	1.4
	Inspire a Shared Vision	38	6.3	2.1
	Challenge the Process	45	7.5	1.4
	Enable Others to Act	55	9.2	.75
	Encourage the Heart	48	8.0	2.0
Director 8	Model the Way	52	8.7	1.5
	Inspire a Shared Vision	40	6.7	1.6
	Challenge the Process	48	8.0	.89
	Enable Others to Act	57	9.5	.55
	Encourage the Heart	53	8.8	.75

Participant	Characteristic	Total	<i>M</i>	<i>SD</i>
Director 9	Model the Way	37	6.2	1.5
	Inspire a Shared Vision	25	4.2	1.6
	Challenge the Process	45	7.5	1.4
	Enable Others to Act	57	9.5	.55
	Encourage the Heart	35	5.8	.41
Director 10	Model the Way	49	8.2	.98
	Inspire a Shared Vision	44	7.3	.82
	Challenge the Process	46	7.7	1.0
	Enable Others to Act	50	8.3	.82
	Encourage the Heart	50	8.3	1.6
Director 11	Model the Way	31	5.2	3.4
	Inspire a Shared Vision	26	4.3	1.6
	Challenge the Process	28	4.7	1.8
	Enable Others to Act	44	7.3	1.9
	Encourage the Heart	38	6.3	1.5
Director 12	Model the Way	43	7.2	2.1
	Inspire a Shared Vision	35	5.8	1.5
	Challenge the Process	31	5.2	1.9
	Enable Others to Act	47	7.8	.98
	Encourage the Heart	42	7.0	.63
Director 13	Model the Way	44	7.3	1.2
	Inspire a Shared Vision	40	6.7	1.2
	Challenge the Process	39	6.5	1.0
	Enable Others to Act	49	8.2	.75
	Encourage the Heart	46	7.7	.82
Director 14	Model the Way	47	7.8	1.2
	Inspire a Shared Vision	39	6.5	1.5
	Challenge the Process	43	7.2	.41
	Enable Others to Act	43	7.2	1.5
	Encourage the Heart	44	7.3	.82
Director 15	Model the Way	44	7.3	2.0
	Inspire a Shared Vision	26	4.3	2.3
	Challenge the Process	32	5.3	1.9
	Enable Others to Act	47	7.8	1.8
	Encourage the Heart	34	5.7	1.6
Director 16	Model the Way	42	7.0	1.3
	Inspire a Shared Vision	46	7.7	1.0
	Challenge the Process	44	7.3	1.5
	Enable Others to Act	47	7.8	1.0
	Encourage the Heart	51	8.5	.84
Director 17	Model the Way	47	7.8	3.0
	Inspire a Shared Vision	41	6.8	2.0
	Challenge the Process	46	7.7	1.9
	Enable Others to Act	58	9.7	.82
	Encourage the Heart	50	8.3	1.0

APPENDIX H

**Table of Raw Data for Managers’ Level of Engagement in Each of the Five
Characteristics of Exemplary Leadership**

Participant	Characteristic	Total	<i>M</i>	<i>SD</i>
Manager 1	Model the Way	55	9.2	.99
	Inspire a Shared Vision	55	9.2	.41
	Challenge the Process	52	8.7	.82
	Enable Others to Act	58	9.7	.52
	Encourage the Heart	54	9.0	.63
Manager 2	Model the Way	50	8.3	1.2
	Inspire a Shared Vision	50	8.3	.82
	Challenge the Process	49	8.2	.75
	Enable Others to Act	49	8.2	.75
	Encourage the Heart	51	8.5	.84
Manager 3	Model the Way	46	7.7	1.4
	Inspire a Shared Vision	31	5.2	1.8
	Challenge the Process	37	6.2	1.3
	Enable Others to Act	33	5.5	1.2
	Encourage the Heart	34	5.7	2.3
Manager 4	Model the Way	46	7.7	1.0
	Inspire a Shared Vision	37	6.2	2.0
	Challenge the Process	48	8.0	1.1
	Enable Others to Act	48	8.0	.63
	Encourage the Heart	45	7.5	1.0
Manager 5	Model the Way	37	6.2	2.1
	Inspire a Shared Vision	26	4.3	.82
	Challenge the Process	36	6.0	.90
	Enable Others to Act	47	7.8	1.3
	Encourage the Heart	27	4.5	1.0
Manager 6	Model the Way	38	6.3	2.5
	Inspire a Shared Vision	32	5.3	1.0
	Challenge the Process	39	6.5	.84
	Enable Others to Act	54	9.0	.90
	Encourage the Heart	35	5.8	1.2
Manager 7	Model the Way	51	8.5	1.0
	Inspire a Shared Vision	47	7.8	.76
	Challenge the Process	46	7.7	.82
	Enable Others to Act	56	9.3	.52
	Encourage the Heart	52	8.7	.52
Manager 8	Model the Way	36	6	3.8
	Inspire a Shared Vision	16	2.7	2.3
	Challenge the Process	33	5.5	3.8
	Enable Others to Act	37	6.2	4.1
	Encourage the Heart	35	5.8	3.4

Participant	Characteristic	Total	<i>M</i>	<i>SD</i>
Manager 9	Model the Way	42	7.0	1.8
	Inspire a Shared Vision	38	6.3	1.8
	Challenge the Process	43	7.2	1.2
	Enable Others to Act	53	8.8	.98
	Encourage the Heart	31	5.2	2.0
Manager 10	Model the Way	40	6.7	2.3
	Inspire a Shared Vision	37	6.2	2.2
	Challenge the Process	49	8.2	1.7
	Enable Others to Act	55	9.2	1.2
	Encourage the Heart	51	8.5	2.1
Manager 11	Model the Way	52	8.7	1.8
	Inspire a Shared Vision	48	8.0	.63
	Challenge the Process	41	6.8	.98
	Enable Others to Act	47	7.8	1.2
	Encourage the Heart	55	9.2	.75
Manager 12	Model the Way	40	6.7	1.9
	Inspire a Shared Vision	29	4.8	2.2
	Challenge the Process	37	6.2	1.2
	Enable Others to Act	50	8.3	1.5
	Encourage the Heart	28	4.7	1.6
Manager 13	Model the Way	53	8.8	1.6
	Inspire a Shared Vision	55	9.2	.75
	Challenge the Process	45	7.5	1.5
	Enable Others to Act	58	9.7	.52
	Encourage the Heart	53	8.8	1.2
Manager 14	Model the Way	54	9.0	0.0
	Inspire a Shared Vision	51	8.5	.55
	Challenge the Process	53	8.8	.75
	Enable Others to Act	56	9.3	.52
	Encourage the Heart	47	7.8	.75
Manager 15	Model the Way	48	8.0	1.4
	Inspire a Shared Vision	42	7.0	0.9
	Challenge the Process	49	8.2	.75
	Enable Others to Act	48	8.0	0.9
	Encourage the Heart	43	7.2	.99
Manager 16	Model the Way	50	8.3	.52
	Inspire a Shared Vision	50	8.3	.52
	Challenge the Process	45	7.5	.55
	Enable Others to Act	50	8.3	.52
	Encourage the Heart	51	8.5	.84

Participant	Characteristic	Total	<i>M</i>	<i>SD</i>
Manager 17	Model the Way	40	6.7	2.6
	Inspire a Shared Vision	30	5.0	1.3
	Challenge the Process	39	6.5	1.4
	Enable Others to Act	54	9.0	1.1
	Encourage the Heart	55	9.2	.98
Manager 18	Model the Way	47	7.8	.98
	Inspire a Shared Vision	54	9.0	.63
	Challenge the Process	51	8.5	2.1
	Enable Others to Act	50	8.3	1.9
	Encourage the Heart	44	7.3	.52
Manager 19	Model the Way	54	9.0	0.0
	Inspire a Shared Vision	55	9.2	.41
	Challenge the Process	56	9.3	.52
	Enable Others to Act	56	9.3	1.0
	Encourage the Heart	55	9.2	.41
Manager 20	Model the Way	33	5.5	1.0
	Inspire a Shared Vision	36	6.0	1.3
	Challenge the Process	33	5.5	2.1
	Enable Others to Act	46	7.7	1.2
	Encourage the Heart	46	7.7	1.0