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Community college community services/continuing education directors: competencies needed for future leadership

Dale Alan Amunson
Iowa State University

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Community college community services/continuing education directors: Competencies needed for future leadership

Amunson, Dale Alan, Ph.D.
Iowa State University, 1993
Community college community services/continuing education directors:

Competencies needed for future leadership

by

Dale Alan Amunson

A Dissertation Submitted to the
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For the Department and Education Major

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For the Graduate College

Iowa State University
Ames, Iowa

1993

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CHAPTER I. INTRODUCTION

Community colleges were established to serve the constituents in their geographical service area with educational opportunities that fulfill the needs of those constituents and/or the needs of the community. The five identified functions of the community college include: 1) transfer; the first and second year of a four-year degree program; 2) vocational/technical; development or enrichment of vocational and technical competencies; 3) student personnel services; counseling (occupational or career), student activities, financial aid, placement; 4) general education; courses which facilitate development of student academic, vocational, or avocational skills; and 5) community services; providing programs, courses, and activities to serve individual and community needs not served by degree or certificate programs (Myran, 1969).

This study was about the community college community services/continuing education function and management of that department. The community services function evolved from early adult education program models prior to the birth of community colleges. Expansion of community services in community colleges has occurred during the past 60 years. Early community college administrators saw a need to provide educational opportunities to a population of working adults in addition to traditional college age students in the local college service area. Some authors have linked the beginning of community service to the depression era of the '30s when young adults were trying to begin a college education by going
to night classes while working days (Hankin & Fey, 1985). Regardless of when community services in community colleges actually originated, community services have evolved into a combination of continuing education, lifelong learning, community education, community service, job retraining, and the list continues (Myran, 1969).

In recent years economic development and contract training have been included in community services because of new workforce training necessary for immediate employment needs of new or expanding business/industry (Maiuri, 1993). Community service administrators have yet to define which name provides the one best description of their occupational training responsibilities and mission within the community college. Each community services department or division is also structured differently because of the unique needs of service areas. Science and technology, demographic trends, and life transitions have been identified by Hankin and Fey (1985) as significant characteristics for influencing change. Because of these characteristics, community colleges are providing ever increasing enrichment opportunities that educate people about the changing society.

Community services/continuing education (CS/CE) is one function of the mission of community colleges that appears to be experiencing growth in enrollment in some colleges. In 1992, a study by the Iowa Department of Education reported that from fiscal year 1990 to 1992, non-credit enrollment at Iowa community colleges grew from 516,296 to 602,891 students. This increase in enrollments occurred in the areas of vocational/technical education and training for skilled and semi-skilled labor.
Purpose of the Study

Because the mission of community services departments in community colleges is continuing to expand in scope, there is a need for community services directors to possess personal and professional skills which will allow them to grow with this broadened mission. Increased growth, as depicted from the student numbers in Iowa, shows a trend that requires and demands more of community services directors. The SCANS (1992) report calls for more and better trained technical people with frequent skill upgrades required (much of which will be conducted through CS/CE). There is also an increase in the population of retired people who may be looking for more opportunities through programs offered by community services.

The effective community services professional will need to enhance his/her competencies in order to meet the challenges of this expansion. The purpose of this study was to identify what current directors perceive are competencies needed for success as community services/continuing education directors. These perceptions can also be used to suggest competencies necessary for positions as community services/continuing education directors. The identification mechanism was a Delphi process study which asked current community services/continuing education directors their perceptions on what those competencies should be. The effect of using the Delphi process was that the directors ultimately agreed or disagreed by consensus on those director competencies.

In order to identify competencies for community services directors, it was necessary to develop operational objectives for the study. The objectives of this research study were to:
1. Identify present competencies and those desired in the future. These were assumed to be needed for current and prospective CS/CE directors.

2. Describe competencies necessary for community services directors that would enable them to perform their duties.

3. Identify competencies that would likely be consistent with the mission of a community college even if that mission changes.

4. Identify competencies that present directors may need to develop or enhance in order to remain current in the mission of community services.

5. Develop a list of competencies that could be used in the development of a position description for a current or new director.

The study addressed the following questions:

1. What are the competencies needed for leadership by community services/continuing education directors as perceived by current community services directors?

2. What competencies are perceived to be the most important when rated by current CS/CE directors?

3. What are the appropriate definitions for the competencies identified by the CS/CE directors?

4. Which competencies are perceived to be the most important for future CS/CE directors?

5. Is the Delphi process an appropriate research technique to identify competencies for CS/CE directors?
Scope of the Study

The community services/continuing education directors (experts) used for this study were nominated by leaders of the National Council of Community Services and Continuing Education (NCCSCE). These leaders included the past president, current president, first vice-president, and the second vice-president of NCCSCE. The NCCSCE is divided into ten geographic regions, and the leaders were asked to nominate representatives from each region to establish a pool of participants. The pool was then narrowed to 30 participants or three from each region by identifying the three NCCSCE members most often nominated from each respective region by the leaders of the NCCSCE.

The nomination committee of the NCCSCE leaders was asked to identify the participants by the following three criteria: 1) leadership in the field of community services; 2) service to NCCSCE and its mission; 3) service in the respective region, if known. These three criteria were provided as a basis for identifying individuals who were and are active in CS/CE and who were assumed to be knowledgeable of trends and activity in the respective region. Opinions were not solicited from any community college administrators who were not involved with community services/continuing education at their respective colleges.

Need for the Study

Community service directors may possess numerous competencies that allow them to perform their duties as described by the mission of the community service department and the community college. Job descriptions
may identify these competencies or at least some of the necessary competencies. However, the literature about community service directors identified no single source that listed and or defined necessary competencies in detail. Also a review of research projects related to NCCSCE failed to produce studies that had defined competencies that a CS/CE director should possess.

The NCCSCE recognized the lack of research when they issued a policy statement which was approved by the American Association of Community and Junior Colleges (AACJC) in April 1989. In that statement the NCCSCE cited a need to "encourage and commission community services and continuing education research projects." Additionally, the policy statement recommended that community service and continuing education professionals "pursue professional development opportunities to include: 1) contributing to the literature, making presentations and facilitating professional activities." The AACJC has recognized the need for scholarly support for the community service professional.

In 1988, Marybelle C. Keim, then assistant professor of Higher Education at Southern Illinois University in Carbondale, Illinois, stated that:

Despite the rapid maturation, there is a paucity of research on community services/continuing education activities and those who administer such programs.... Prospective applicants and graduate program faculty, as well as others interested in the community services and continuing education mission of the two-year college, need to know more about community services and continuing education administrators and their programs. (p. 6)
Definition of Terms

The following definitions are provided in order to establish a base level of understanding of terms common to community colleges and, specifically, community services.

Community Services: The definition of community services used for this study is:

Community services is (sic) concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college may be utilized in community services: credit offerings as well as non-credit, day classes as well as evening classes, on-campus courses and activities as well as off-campus courses or activities, programs for youth as well as for adults. Further, the personal, financial, and physical resources of the community may be marshalled to enhance the learning experience. (Myran, 1969, p. 12)

Continuing Education: Educational offerings obtained for the purpose of enhancing, reinforcing, or supplementing skills and knowledge that a person currently possesses. Continuing education is sometimes required to maintain credentials or certifications in many occupations.

Community Services Director: The title that will be used for the position of chief administrator of a community service department or division for the purposes of this research. The title may be director, coordinator, provost, dean, or vice-president, but this person is one often reporting to a higher level administrator of an instructional division in a community college.

Adult Education: Adult education in community colleges shall be described as educational programs of high school, college credit, and non-
college credit offered to people who have passed the age of required
school attendance.

**Competencies:** Descriptors of skills, abilities, expectations, and
responses that allow a person to function in her/his capacity as an
administrator.

**Limitations of the Study**

This study was limited by the following conditions.

1. Only 28 community services directors who are members of NCCSCE
were polled regarding director competencies. Two directors who were
identified in the pool of 30 declined to participate.

2. Only 28 directors were used in the Delphi study, therefore, the
reported mean and standard deviation might not be generalizable to a
larger population.

3. Only community services directors employed in community colleges
in the 48 contiguous states of the United States were polled. This limit
was determined to avoid mail delays. It was assumed that directors in the
48 states would be representative of directors in all states.
CHAPTER II. REVIEW OF THE LITERATURE

Introduction

The following topics/areas of literature have been reviewed for the purpose of this study: 1) community college community services/continuing education; 2) community services/continuing education directors/leadership; 3) community college presidential competencies; 4) business management or leadership; and 5) Delphi process and background, related studies.

Though community services at community colleges has shown growth, little research in regard to community services has been conducted. Many journal articles concerning community services were found in the Community Services Catalyst, a publication of the National Council of Community Services and Continuing Education. A search initiated through the ERIC Clearinghouse for Junior Colleges yielded only limited information about community services/continuing education. A search of Dissertation Abstracts International did not provide citations of dissertations written on the topic of community services or community services director competencies. However, a search for competency studies through Dissertation Abstracts did yield a study conducted by Larry L. Keller (1989) regarding competencies for community college presidents that provided valuable assistance for this study.
Literature Relative to Community Services/Continuing Education

Much of the seminal writing regarding community college community services was done by Harlacher (1969) in *The Community Dimension of the Community Colleges* and Myran (1969) in *Community Services in the Community College*. In reviewing literature on community services/continuing education, Harlacher and Myran are consistently cited as having contributed significantly to the base of information on community colleges community services.

In 1979, Cross conducted a study of community colleges using the Community College Goals Inventory (CCGI) to collect information from a community college's constituents about the college's institutional goals. Constituents included faculty, administrators, trustees, students, and citizens in the immediate service area of the community college. After examining all responses regarding goals, Cross reported that little value was placed upon the goal of lifelong learning. Community services was rated even lower as a goal. Respondents affiliated with community colleges stated that these goals were of minor importance. However, two goals that ranked third and fourth in importance were: 3) providing opportunities to update or upgrade present job skills, and 4) providing retraining opportunities for individuals who wish to qualify for new careers. These two are now included in community services/continuing education goal statements at many community colleges.

Cross (1979, p. 121) stated that she and other leaders believed that lifelong learning should be a "visionary mission for community colleges."
because community colleges were better suited than other post secondary institutions to serve people who wanted to continue their education. Contrary to this statement, though, was the consensus of opinion reported and stated by community college constituents that lifelong learning was only moderately important.

In research conducted between 1984 and 1985, Cross and Fideler (1989) used the CCGI to study community college administrators' priorities. Cross and Fideler sampled administrators because administrators often worked more intimately with the mission of community colleges than some of the respondent groups used in the 1979 study. Administrators also were a more homogeneous group and were responsible for instructional quality, budgets, and equity of access. When the results of the 1984-85 CCGI study were analyzed, the findings indicated that community services and lifelong learning had increased in importance since 1979 and would continue to grow. In their summary, Cross and Fideler stated that the challenge for the future should be to "balance flexibility and responsiveness to social change with institutional integrity and continuing commitment to the communities which they serve" (p. 216).

As stated earlier in this chapter, two authors noted for identification and description of community services in the community colleges were Myran and Harlacher. Each author has described the community aspect of community colleges and how this concept was an integral part of the community college mission. Myran (1969) presented problems of finance, organization, leadership, and coordination between the community college and the community it represented. He also
identified and discussed issues and challenges for community services at that time. Harlacher examined the community dimension of the whole community college and the relationship that community colleges could have with the communities which they serve.

Myran first investigated community services in his doctoral dissertation in 1969. That same year he also wrote a monograph on community services in community colleges for the American Association of Junior Colleges. Myran gave community colleges a basis for developing guidelines for community services. Myran believed that a community services administrator should be a leader who emphasizes change. The educational offerings that communities actually need to grow may not be those courses traditionally offered. The community services director should be able to offer new structure and approaches in order to accomplish the mission of the community services division.

Myran's work also identified leadership factors for community service professionals:

1. Personal knowledge of community--a knowledge of the community and its key leaders.

2. High standards for courses and activities--quality programming that meets the needs of the community rather than quantity which may not.

3. Aggressive seeking of funds--seeking support for programs, especially for the disadvantaged who are not self-sufficient.

4. Willingness to take risks and make changes--offering courses which have not been offered, even if controversial, and resisting standardization of programming.
5. Involvement in curriculum planning and development--careful planning and evaluation of programs.

The purpose of the Harlacher (1969) study was to provide a more global description of community services. He identified, described, and reported what was actually occurring in community service programs at community colleges across the United States in 1969. Harlacher did not provide specific information on duties or competencies required of community services directors, but he did provide objectives for community services divisions at community colleges. A director would then be able to use those objectives to establish a community services program suited for the community of that community college.

Effective administration and supervision involves the following categories as provided by Harlacher:

I. Securing community-college support
   A. Involve community in planning and development
   B. Maintain effective internal and external communications
   C. Involve faculty and students in planning and development
   D. Coordinate services with other community groups
   E. Encourage college staff to participate in community affairs
   F. Orient faculty and staff to community service function

II. Determining nature and scope of program
    A. Provide effective planning and research
    B. Establish high standards for public performance
    C. Tailor services to specific needs and interests
    D. Define program purposes and objectives
    E. Identify community needs and interests

III. Organizing and administering program
     A. Provide effective administration and supervision
     B. Establish and adhere to written policies, regulations, and procedures
     C. Utilize community facilities and resources
     D. Secure board, administration, and faculty support
     E. Obtain essential resources
Both Myran and Harlacher were examining administrative duties that had to be performed in order to operate a successful community services program. In 1971, Crossland described and analyzed role expectations for community services directors.

A 1983 research study by Springfield and Hoffman was conducted with continuing education administrators in Texas at two-year and four-year colleges. The purpose of this study was to identify biographical data as well as future goals and aspirations of continuing education administrators. The results were used to develop a profile of a continuing education administrator in Texas. One important point of the study noted that academic preparation and background may not be nearly as significant as the personal traits of creativity and resourcefulness.

Community services programs provide many opportunities for the development of an individual's administrative skills, especially the skills of networking and independent leadership. These skills were identified and defined by Ireland (1984) who also stated that the need for them was particularly important for women in community college administration. She further noted that the abilities gained as a result of being a community services administrator often proved valuable in other areas of college management. Because the mission of community services is to serve the needs of a constantly changing society, for example, community services administrators have learned how to be innovative and to communicate the positive aspects of change to other administrators and faculty.
Atwell (1984) proposed that community services deans possess the following skills and competencies: 1) an ability to assess needs of communities and develop marketing programs to meet those needs; 2) an ability to be flexible, adaptable, and unbound by tradition; 3) capable of good communication; 4) an ability to operate community services as a business; and 5) an ability to plan, evaluate programs, and use personnel management skills.

In 1987, Gordon, president of Humbar College of Applied Arts and Technology, stated that a world based economy moving to an information based society will require financial investment and significant retraining of the workforce. Educating people to be adaptable in using previous information for the next century requires educators to examine a number of implications. Gordon believed that community services professionals should examine: 1) demographics and programming; 2) fiscal restraints; 3) public scrutiny and accountability; 4) political activity; 5) competition with the public sector; 6) skills to meet tailor-made needs; and 7) leadership and vision. Gordon proposed that community services professionals and others at colleges should be required to have well-developed knowledge, human relations, and conceptual skills. Knowledge included an understanding of all components of community services that may be available to a community. Human relations may include group processes, group dynamics, and ability to work with many and varied groups. Conceptual skills involved being futuristic and able to adapt to a changing environment.
The search of the ERIC data base confirmed Keim's (1988) statement that there is a paucity of previously published research in the field of community services/continuing education. Keim conducted a research project investigating the personal, professional, and job responsibilities of community services professionals or administrators. This project provided more information regarding community services directors than the books of Harlacher (1969) and Myran (1969). Keim's research project also verified that a myriad of titles for chief community services administrators existed, making it difficult to identify the person with a position.

Structural and leadership variables were identified by Spaid and Parsons (1990). These variables were designed to give direction and focus to community colleges moving into the 1990s. Within community colleges, community services departments can lead in innovation. Spaid and Parsons proposed that community services professionals were positioned to help community colleges respond to the educational needs of changing environments.

The review of community services/continuing education literature established that there are few sources available to provide guidance to potential community services directors or to community services coordinators wishing to enhance administrative skills. Though community services is not replete with research, numerous studies have been conducted regarding community college presidential competencies, skills, and responsibilities. In the following research, evidence is provided that addresses the similarities between community college presidential
competencies and those competencies appropriate for community services/continuing education directors.

Community College Presidential Competencies

In 1981, the American Association of Community and Junior Colleges conducted a study of community college presidents focusing on professional responsibilities, presidential concerns, and their responsibilities just prior to becoming a community college president. Young and Rue (1981) determined that 4.8% of the 753 respondents were previously deans of community services.

Presidents responding to the Young and Rue survey stated that their "on-the-job training" had been beneficial in preparation for presidential responsibilities: 1) budgeting, 2) hiring/firing, 3) goal and philosophy development, 4) staff organization, 5) program and staff evaluation, 6) staff supervision, 7) crisis management, 8) relations with non-college groups, 9) student relations, 10) faculty relations, 11) administrative relations, 12) collective bargaining, 13) fund lobbying, 14) trustee relationships, and 15) work with accrediting agencies. Presidents who had previously been community services directors stated that their ability to deal with lobbying, trustee relationships, and work with accrediting agencies had required additional development.

Young and Rue concluded that academic preparation and job training were critical to the position of community college president. Most critical, however, was how much the skills and competencies were used. Young and Rue found that because community services deans have developed
many of the skills needed to become community college presidents, they experience fewer changes in assuming a presidency than other administrators assuming the presidency. The three areas most often identified as requiring further development by presidents with community services backgrounds were organizing staff and programs, relationships with trustees, and lobbying. In summary, Young and Rue concluded that community services may be the best administrative position in which to train for the presidency.

Vaughan (1987) also proposed that the skills necessary to be a community services administrator are of value to the community college president. In a 1987 survey of community college presidents who had previously been community services administrators, Vaughan found that many of the skills required to operate a strong community services program are ones required of a community college president. These skills or competencies include negotiations, flexibility, an ability to deal with ambiguity, planning and implementation, budgeting, public relations, and maintaining a positive self-image.

In addition to being a researcher in the field of community colleges, Vaughan has held the position of community college president. In 1988, he was identified along with 50 other community college presidents as being exceptionally effective as a president. His experience as such was beneficial in the identification of competencies for community college presidents. Numerous books on community college presidents and their responsibilities have been published by Vaughan (1982, 1983, 1986a, 1986b, 1987, 1989, 1992). He is recognized as an expert in this field by higher
education professionals preparing students in the area of higher education administration.

Another set of competencies for community college presidents was identified in a study conducted by Larry L. Keller (1989) under the guidance of James O. Hammonds. Keller developed a matrix of competencies through a literature review on 1) leadership skills, 2) group related skills, and 3) personal characteristics. This matrix was then used as the basis for the competency identification study for community college presidents. The identification of the presidential competencies was accomplished through the use of a Delphi process using community college presidents as respondents to the competencies. The competencies identified by Keller were abstracted from a review of literature regarding presidential and leadership skills. A definition of each competency was provided to presidents responding to the competencies.

Vaughan (1987) wrote that many skills required of successful community college presidents are the same skills required of successful community services administrators. Using Vaughan’s work then, the competencies identified by Keller (1989) should provide a basis for the development of competencies for a community services department head.

Keller’s findings as a result of the Delphi process study of presidential competencies were as follows:

1. **Analysis:** The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.
2. **Charisma**: The unique personal attractiveness that makes an individual capable of securing the allegiance of others.

3. **Commitment**: The ability to demonstrate and communicate that you are committed to course of action, principle, or institution.

4. **Communication**: The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and receiver (includes speaking, writing, and listening skills).

5. **Conflict resolution**: The ability to resolve disagreements between individuals and groups.

6. **Controlling**: The ability to monitor and evaluate the activities of subordinates and organizations to assure that institutional goals, objectives, and plans are being accomplished.

7. **Creativity/innovation**: The ability to introduce and make changes, even with limited resources.

8. **Decision making**: The ability to know when and when not to make a decision and the ability to make sound decisions.

9. **Delegation**: The ability to know when and when not to and how to assign tasks to others including the ability to grant necessary authority to others and hold them accountable.

10. **Emotional balance/control**: The ability to control one's emotions and convey a sense of control even under extreme pressure.

11. **Empathy**: The ability to view circumstances from the perspective of others.
12. **Energy**: The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.

13. **Entrepreneurship**: The ability to see new opportunities and to initiate changes necessary to implement them.

14. **Finance/budgeting**: The ability to develop and administer budgets, acquire funding to operate the college, and the ability to formulate and prioritize financial plans for the future.

15. **Flexibility**: The ability to bend (without breaking) when the situation demands it.

16. **Information processing**: The ability to develop and use formal and informal networks, find sources of accurate information, and to evaluate information.

17. **Integrating**: The ability to coordinate and blend the various components of the college into a coherent whole (includes the ability to develop consensus among diverse groups).

18. **Integrity**: The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

19. **Interpersonal skills**: The ability to interact effectively with diverse others, both inside and outside the college (includes trustees and political entities).

20. **Introspection**: The ability to learn through self-examination of one's thoughts and feelings.
21. **Judgment**: The ability to choose effectively among courses of alternative action (includes the ability and willingness to establish priorities).

22. **Knowledge of and commitment to mission**: A thorough knowledge of the mission and purposes of the community college, a commitment to that mission, and the ability to communicate the mission and purposes of the colleges to various constituents.

23. **Leadership**: The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and institutional goals (includes trustees and political entities).

24. **Motivation**: The ability to apply incentives and otherwise motivate individuals and/or groups to work toward attainment of goals.

25. **Organizing**: The ability to establish structure (policies, procedures, position descriptions, etc.) in an institution, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

26. **Patience**: The ability to maintain composure and self-control while waiting (includes tolerance for ambiguity).

27. **Peer network**: The ability to enter into and effectively maintain relationships with other CEOs and state, regional, and national persons. This includes knowing how to develop contacts, how to build and maintain networks, and how to communicate on a formal and informal basis.

28. **Performance appraisal**: The ability to establish performance expectations for subordinates and to counsel them for improved performance.
29. **Persistence**: The ability to persevere, to keep going even against continued resistance, and to know when to give up.

30. **Personnel selection**: The ability to attract and select quality people.

31. **Planning**: The ability to establish short- and long-term goals and objectives, to develop strategies, policies, programs, and procedures to achieve them and to change them as circumstances warrant.

32. **Positive attitude**: The ability to be optimistic, to see positive aspects, even in apparently negative situations, and to communicate a positive attitude to others.

33. **Professionalism**: The ability to keep up to date on topics and matters relevant to one's position: personal growth and development.

34. **Public relations**: The ability to convey information about all aspects of the college to its external and internal audiences. These include students, faculty and staff, community, political bodies, and other special interest groups.

35. **Research**: Understanding the value of institutional research and having the ability to make certain that the research function is properly organized within the organization as an assessment tool to facilitate institutional effectiveness.

36. **Risk taking**: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.

37. **Scholarly writing**: The ability to write for publication.
38. **Sense of humor**: The ability to see the humor in a situation (includes the ability and willingness to laugh at oneself).

39. **Sense of responsibility**: The willingness and perceived willingness to assume responsibility for one's actions.

40. **Time management**: The ability to manage one's self.

41. **Use of power**: The ability to influence the beliefs or actions of other persons or groups (includes knowing when and when not to use authority).

42. **Visionary**: The ability to create and communicate visions of what should and can be.

43. **Wellness**: The ability to maintain psychological and mental well-being including the ability to separate one's personal life from one's professional obligations so that fatigue can be avoided and health and personal life maintained.

In summary, there have been several studies identified that correlate presidential competencies to the competencies that could be required of community services directors. Keller, however, has developed a list of 43 competencies through his research which may be useful in identifying competencies for community services directors.

**Business Management and Leadership**

Because community services directors are often required to operate their departments as a business, there may be similarities between competencies needed by both community services directors and business administrators. In 1955, Katz, in an article published in the *Harvard*
Business Review, stated that the identification and development of good administrators in American industry is a problem. There appeared to be little agreement among managers and educators about what traits were necessary for a good administrator, wrote Katz. He further stated that it was difficult to define the "ideal executive."

Katz described three basic skills that all managers should possess in varying degrees in order to be successful. These skills are technical, human, and conceptual. Technical relates to the ability to understand activities, methods, procedures, products, or techniques which are all concrete and measurable. Human skills are associated with how a leader works with others and how well other people work with their leaders. Human skills also relate to the aptitude of the leader to understand and perceive the abilities of those working around him/her. Communication between people, through words and behavior, is also important.

Conceptual skill is the ability to visualize in one's mind a concept or idea in the context of the whole. Conceptual skills also relate to the interaction of components and how those components may be interdependent upon each other and the complete enterprise. A manager must be able to visualize the relationship of each part with the whole and how they affect each other. Katz believed that it was not obvious where these skills begin and end because they are intertwined and affect each other.

These three skills--conceptual, technical, and human--are all performance skills rather than personality traits. Katz stated that because these are skills there is also the capacity to identify and measure these skills. As managers and leaders hold different positions
within a company or business, the level of these skills changes along with the changing responsibilities of each person.

In 1975 in an update to his original 1955 article, Katz concluded that his three original skills were still relevant to management. He also included some new skills that have evolved due to the constant changes in business and industry. These are: 1) remedial--saving the organization when it is in great difficulty; 2) maintaining--sustaining the organization in its present posture; and 3) innovative--developing and expanding the organization (Katz, 1975, p. 35).

McMaster (1981) stated that the qualities of leadership can be developed and it is within the power of most supervisors to attain that goal. Supervisors must be able to recognize leadership and then work at developing it. There are five basic leadership qualities present in all leaders and they are: integrity, intelligence, courage, initiative, and judgment. McMaster believed that you can develop into a leader if you develop the five skills in yourself. He stated that developing leadership is not an easy task and work and effort are required to excel. Being a leader then equips a person to attain higher levels of responsibility.

Smith (1988) believed that leaders make a difference within an organization through the goals and strategies they implement. He further noted that there are 20 fundamentals he has identified that provide the base for his leadership concepts. Leaders:

1. should know that trust is vital.
2. should be a good teacher and communicator.
3. should rarely be a problem solver.
4. must have stamina.
5. must manage time well and effectively.
6. must have technical competence.
7. must not condone incompetence.
8. must take care of her/his people.
9. must provide vision.
10. must subordinate his/her ambitions and egos to the goals of the unit or institution she/he leads.
11. must know how to run meetings.
12. must be a motivator.
13. must be visible and approachable.
14. should have a sense of humor.
15. must be decisive, but patiently decisive.
16. should be introspective.
17. should be reliable.
18. should be open-minded.
19. should establish and maintain high standards of dignity.
20. should exude integrity.

Smith follows his listing of leadership concepts with descriptions and definitions that provide clarity. He concludes his article by stating that, above all, a leader must have integrity.

In 1989, Bennis, in writing about management, stated:

Lead, not manage: there is an important difference. Many an institution is very well managed and very poorly led. It may excel in the ability to handle each day all the routine inputs yet may never ask whether the routine should be done at all. (p. 17)

Bennis described management with four leadership competencies. These competencies are: 1) management of attention, 2) management of meaning, 3) management of trust, and 4) management of self. Bennis defines management of attention through a set of plans or "vision" as in an outcome, goal, or direction. Management of meaning is the communication of a vision that is easily identifiable by everyone. This sometimes needs to be expressed as a word or example with which people can relate.

The management of trust is identified as being reliable, which Bennis called "constancy" (p. 21). Dependable and consistent are also appropriate adjectives to describe management of trust. The last
competency that Bennis identifies is management of self, which is knowing one's own skills and abilities and how to exercise them. Without this competency, leaders can be detrimental to employees and the business, industry, or educational institution.

Another concept that Bennis proposed was empowerment. Empowerment is the result of effective leadership. He describes empowerment in the following ways:

- People feel significant. Everyone feels that he or she makes a difference to the success of the organization....
- Learning and competence matter. Leaders value learning and mastery, and so do people who work for leaders....
- People are part of a community. Where there is leadership, there is a team, a family, a unity....
- Work is exciting. Where there are leaders, work is stimulating, challenging, fascinating, and fun....

Being able to enjoy what you do will ultimately lead to quality in the workplace. If a person likes his/her work, quality of work will be the reward for performing his/her job. The best leaders will bring out a mixing of work and play at the workplace according to Bennis.

Kouzes and Posner (1987, p. 14) identified five practices of leadership that allow great leaders to get things done. These five practices and their behavioral commitments are:

Challenging the Process
1. Search for Opportunities
2. Experiment and Take Risks

Inspiring a Shared Vision
3. Envision the Future
4. Enlist Others

Enabling Others to Act
5. Foster Collaboration
6. Strengthen Others
Modeling the Way
7. Set the Example
8. Plan Small Wins

Encouraging the Heart
9. Recognize Individual Contributions
10. Celebrate Accomplishments

Kouzes and Posner identified these practices and commitments by studying successful leaders at work. They also talked with the people who recognized and worked with leaders because they are the followers that allow leaders to be successful. The followers then identified the qualities of being honest, competent, forward looking, and inspiring as being attributes most admired in leaders. Further, combined, these characteristics provide the basis for a person to be credible. Kouzes and Posner state that we all want managers who we can believe and who can be trusted.

Leadership ideas of the '80s era may need some changes, proposes Kiechel (1992). He believes that it is time to step back and examine leadership and adopt a concept championed by Robert K. Greenleaf called servant leadership. Kiechel discusses this concept and explains aspects that make servant leadership appropriate for leaders. Kiechel (1992) states: "The leader exists to serve those whom he (/she) nominally leads, those who supposedly follow him (/her). He (/she) takes their fulfillment as his (/her) principal aim" (p. 121).

The aspects of the servant leader are that the leader: 1) takes people, and their work, really, really seriously; 2) listens, and takes the lead from the troops; 3) heals; 4) is self-effacing; 5) sees himself/herself as a steward. Each employee brings ideas along to the
organization, and the leadership should listen to these ideas along with providing vision. The leadership must also be able to speak in a manner that involves all employees who may be affected by choices in the workplace. Kiechel concludes by stating, "You talk. They talk. From your conversation emerges a shared vision--and a better one" (p. 122).

Leaders, according to Pagonis (1992), not only are shaped by their environment but also take an active role in developing an organization that supports leadership. A leader must also show the two vital characteristics of expertise and empathy. Pagonis believed that these two qualities are a foundation for good leadership skills. They, expertise and empathy, can also be developed with a lot of work. Leadership has to be a personal and an organizational commitment.

Pagonis states that the first step in becoming a leader is to know yourself, both strengths and weaknesses, through self-analysis. Learning how and what to communicate is the next step. Communication also involves listening and watching for body language. Third is knowing the mission and how a person can contribute to and support that mission. Knowing the mission involves study and homework in order to be prepared with all appropriate information.

Pagonis proposes that leadership must also involve cooperation and collaboration. Much of this is performed through delegation and system development so that communications are maintained between all parties and that the correct information is shared. The leader must also educate all members of the team with the same background information. Communication
then is not only providing information but also receiving information both formally and informally.

In summary, the information gleaned from management literature is similar to the literature on presidential competencies and describes many of the same qualities required of community college leaders. This information supports the concept that leadership fundamentals for any organization are very similar. Skills in working with and for people are not unique to any institution or activity.

The Delphi Process

The Delphi process was designed by the Rand Corporation during the early '50s as a tool for prediction of events. Linstone and Turoff (1975) noted that its first use was for the selection and identification of potential U.S. industrial targets for Soviet bombs. Because there was a lack of scientific data regarding bomb targets in the United States, it was decided to elicit the opinions of experts. Consensus of opinion about what might be considered an ideal target for Soviet bombers was collected through a series of questionnaires developed and distributed to these experts. This first use of Delphi was an example of collecting subjective data to set parameters when other accurate data were not available.

In 1975, Linstone and Turoff provided the following definition for the Delphi process:

Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem. (p. 3)
Linstone and Turoff (1975) also stated that in order for the process to be effective, the following parameters had to be included: potential for feedback by the individual contributors; assessment of the group’s opinions, views, or judgments; an opportunity for the individual respondents to revise their views on the subject; and anonymity for all respondents and/or their views. The need for anonymity is foremost to reduce the possibility of bias that often enters into face-to-face discussions, particularly when the topic is controversial.

Stating the Delphi concept in a different way, Brooks (1979) gave the following definition:

Delphi is also based on the well-accepted premise that a group decision is more desirable than that of an individual; numerous studies have documented this phenomenon. Not only is a group decision produced, but it is reached in a fair way with each individual having the same opportunity for input. (p. 379)

Brooks stated that a major strength of the Delphi is that a group decision provides more credibility than a personal opinion on an issue because all participants have an equal opportunity to react to that issue. A panel of carefully identified experts is key to the reliability of the collected data. He also stated that groups of 25 should provide the quality of results necessary for assessment of data.

In a paper prepared for publication in 1968, Brown stated that the methodological process of the Delphi places a lot of emphasis upon the opinions of the judgment of the experts in the panel. A problem can exist, though, in some situations when consultation with the experts was not conducted with care or their opinions had not been perceived and
Murray (1990) used a Delphi process to define the specific duties of a community college department head. One of the results of the study was to use the information to evaluate department heads in a more concrete and objective manner. Another expectation of the study was to establish a process by which competencies could be defined.

In using a Delphi process, Murray not only hoped to obtain a list of expected competencies, but also wished to use such a list to develop pre-service and in-service education for new department heads. If appropriate training and evaluation are provided for a department head, then Murray also stated that an academic department and its department head should be able to provide a stable, progressive environment for students. The Delphi process, then, can lead to information which is useful in planning many kinds of future strategies.

In summation of the Delphi process, Weaver (1971) stated in the Phi Delta Kappan:

To sum up quickly, although Delphi was originally intended as a forecasting tool, its more promising educational application seems to be in the following areas: (a) a method for studying the process of thinking about the future, (b) a pedagogical tool or teaching tool which forces people to think about the future in a more complex way than they ordinarily would, and (c) a planning tool which may aid in probing priorities held by members and constituencies of an organization. (p. 271)

Overall Summary

Although community services/continuing education has been identified as contributing to the mission of community colleges, literature and
research are limited. Myran (1969) and Harlacher (1969) are the two authors still recognized as providing the basis for community services/continuing education. Community services/continuing education continues to expand with program opportunities, but the research and literature base which includes administrative competencies and responsibilities has not grown proportionally. Vaughan and others have suggested that there are similarities between competencies for community college presidents and community services/continuing education directors. Competency similarities may also exist between managers in the business environment and community services/continuing education directors.

Because of the lack of research on community services/continuing education administrator competencies, the Delphi process was identified as a research technique appropriate for developing expert consensus on those competencies. Keller (1989) and Murray (1990) have demonstrated the applicability of Delphi for competency identification. Additionally, the community college presidential competencies by Keller will provide an initial list of competencies which was used to conduct the research on community college community services/continuing education director competencies.
CHAPTER III. METHODOLOGY AND PROCEDURES

Introduction

The purpose of this study was to identify competencies necessary for future community services/continuing education directors. Although nearly all community colleges have community services/continuing education directors, the review of literature revealed that there had been little research that would define competencies required of a director. The National Council of Community Services Continuing Education (NCCSCE) has recognized that there is limited research in the field of community services/continuing education and therefore is providing support for this research project (Appendix A).

The first task of the research project was to identify competencies that could be appropriate for community services directors. Because there was a lack of identified competencies for community services directors, it was necessary to review literature regarding competency identification for other community college administrators. Two researchers, George Vaughan and Larry Keller, conducted research studies that provided a foundation for the competency identification in this study.

In 1987, Vaughan conducted a survey study of 11 community college presidents who had previously been community services directors. The purpose of his study was to define leadership skills and other competencies these presidents used as community services directors that they continued to use as presidents. Working environments and associations with other individuals and agencies were also factors in
skill development. The skills and characteristics of a community services
director were all transferable to the position of community college
president.

Competencies of community services directors appropriate for
community college presidents identified by Vaughan were also some of the
same competencies for community college presidents identified by Keller
(1989). The Vaughan (1987) research was not as comprehensive, however, as
the Keller study (1989). In developing the initial list of presidential
competencies, Keller identified characteristics from numerous educational
and business management resources. In his summary, Keller recommended
that these presidential competencies be subjected to further scrutiny for
other community college administrative groups. Permission, however, was
requested of Keller for the researcher to utilize the model that Keller
developed for the purpose of this study (Appendix B).

Respondents for this study were selected by a nomination process
(Appendix C) to determine a cross-section of community services directors
at community colleges from across the United States. The community
services directors were nominated because they would best be able to
identify competencies that they must utilize to perform their duties.
These directors were independently nominated by officers of the NCCSCE
(Appendix D) based upon their active involvement and contribution to the
field of community services. The researcher then tallied the number of
ballots for each nominee and developed a list of 30 community service
directors. Each of the 30 directors was asked to respond as to
willingness to participate. Twenty-eight directors responded positively
to the request for participation. These 28 people included at least two representatives from each of the ten geographical regions of the NCCSCE.

Rather than to convene this group to discuss competencies, a modification of a research methodology called the Delphi process (Linstone & Turoff, 1975) was chosen as the method appropriate to allow for discussion yet maintain objectivity in competency selection. The list of 43 presidential competencies identified from the Keller (1989) study was mailed to each director who then had the task of accepting, modifying, or rejecting each competency as being appropriate for a community services director. These directors also had the option to add competencies to the list. There were five competencies added, three modified, and 40 remained the same based on their evaluation of the list of competencies. A new list of 48 competencies appropriate to community services directors was developed.

The four steps in the methodology utilized for this study were: 1) initial competency identification with which to provide a basis for the respondents, 2) identification of the modified Delphi process as the research method appropriate for this project, 3) identification of the survey population, and 4) administration of the survey questionnaire.

Delphi Process

The Delphi process has been recognized as a research methodology that allows for consensus to be developed on issues that are opinion based. Competency identification would be opinion based. Brooks (1979) stated that the Delphi is often suited to subjects "for which reliable objective
data are impossible or difficult to obtain." The methodology allows for a researcher to collect information based on group consensus that is reached in a fair and equitable manner.

For Delphi to be equitable, it must be performed with all participants and be anonymous, or a possibility of bias will be introduced to the study. Anonymity allows each respondent to be objective in his or her reactions or comments regarding the subject being studied. In a group setting where all respondents are present, consensus is often achieved because character influences upon participants sway the objectives being discussed. The Delphi process is done through response to the printed word rather than the spoken word in an attempt to reduce character influence.

Besides anonymity, Cochran (1983) states that controlled feedback and an ability to develop a statistical group response are also attributes of the method. Feedback comes in the form of providing responses back to participants after each iteration or response round of input by the participants in a study. The ability to control feedback through the response documents allows the researcher to maintain integrity of the consensus process that would not be possible through live interaction. The statistical responses are then developed from statements designed to allow participants to agree or disagree with the subject being analyzed. This can be a Likert scale of responses.

The Delphi process is composed of the following steps as summarized by Brooks (1979):

1. Identification of a panel of experts from 20 to 200.
2. Determination of the willingness of individuals to participate.
3. Gathering of individual input on a given issue.
4. Researcher analyzing the data provided by the panel. Intent is to combine individual responses into future states to be considered by panelists.
5. Mailing of group input to panel members for assessment. Participants are asked to react to the statements or positions privately.
6. Researcher analysis of new input indicating positions of respondees in an anonymous and aggregate manner.
7. Asking participants to examine data and reassess his/her own opinion in light of group responses. If noticeably divergent from the group then provide rationale in support of position.
8. Researcher analysis of data again followed by asking for participant reflection to group responses.

The iteration process is continued until consensus is reached or there are no further shifts in opinion. Normally this proceeds through three mailings with little or no change expected after four mailings.

The Keller (1989) community college presidential competency study from which the initial competencies for this study were derived was conducted using the Delphi process. Keller developed an initial list of competencies through a review of literature. This list of competencies was then confirmed through the presentation of those competencies to current community college presidents by a modified Delphi process methodology.

Survey Population

The population sample identified for this survey was composed of members of the National Council of Community Services and Continuing Education (NCCSCE). The NCCSCE is divided into ten regions which include the United States, Canada, and several foreign countries. The researcher requested the past president, current president, first vice-president, and
second vice-president of the organization to each nominate three representatives from each region for a participant pool. By using the ten regions as a basis for selection, it was possible to develop a pool representative of numerous geographic regions of the United States. The nominating committee was given the following criteria with which to select the nominees:

1. Leadership in the field of community services.
2. Service to NCGSCE and its mission.
3. Service to the respective region, if known.

A tally of the nominations for each region led to three candidates being chosen with an alternate if necessary. Next, a letter requesting willingness to participate was sent to each of the 30 nominees with a postage paid response post card included (Appendix E). A telephone follow-up was conducted after two weeks to expedite the responses. It was not necessary to notify any alternates to establish the pool. Two of the 30 nominees declined to participate in the study. A participant pool of 28 community services directors with at least two representatives from each geographical region was identified from this activity (Appendix F).

Administration of the Survey

The research was reviewed and approved by the Iowa State University Human Subjects Review Committee of the Graduate College.

First round

The first questionnaire that was mailed was a modification of the Keller presidential competencies. It was designed to fit community
services directors' competencies and included an explanation of a modified Delphi process and how the participants were to respond to the questionnaire. The participants were requested to decide if the community college presidential competencies were:

- appropriate
- inappropriate
- appropriate with the following modification:
  
  for community service directors.

This exercise was intended to distinguish whether the competencies were even relevant for community service directors or if the competency could be modified to be relevant (Appendix G).

Second round

The results of the first questionnaire using presidential competencies were tabulated and changes were made to modify the competencies where suggestions were made. The second questionnaire was mailed to the participants with the direction that they would now be adding a judgment to the competency as well as feedback about the definition. They were required to place value upon the revised competencies and the changes that were added during the initial round of the modified Delphi. Additional competencies that had been identified were also added to the list.

The participant responses were changed to:

- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important.
When this questionnaire was returned, the number of responses was calculated for each comment under the competency. Again, comments were noted and were added to the third round questionnaire (Appendix H).

Third round

The third round questionnaire was mailed to the participants with the results tallied by response for round two with comments (Appendix I). Four of the competencies had attained consensus after round two.

When the questionnaires were returned, the competency items were analyzed for consensus or stability, mean, and standard deviation. It was determined that there would be no need for another questionnaire as the items had come to consensus or stability. The competency identification model developed by Keller was completed in three rounds. Competencies that changed less than 15% were determined to have reached stability. For the purposes of this study, consensus was 80% agreement on a response for each competency.

Final analysis

Final analysis of the data was performed with the results appearing in the analysis of data in Chapter IV.
CHAPTER IV. PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to present the data and the analysis of the data obtained from a panel of community services/continuing education directors/experts responding through a Delphi process. The data collected were the result of: 1) identification, modification, and development of competencies with definitions for community services/continuing education directors based upon a list of competencies previously identified by Keller (1989) for community college presidents (round one responses); 2) the categorizing of competencies and definitions as being critical or not as critical to possess for community services/continuing education directors by the panel of experts (round two responses); 3) developing consensus on the competencies by the judges after reviewing the rating of definitions and comments from round two (round three responses). This chapter will describe the data gathered from the panel of judges on the questionnaires for each of the competencies identified through the Delphi process.

Selection of the Expert Panel

Community services/continuing education directors in community colleges are not easily identifiable in the community college administrative structure in the same manner that presidents, vice-presidents, and academic department heads might be. Because of this situation, the researcher requested the assistance of the National Council
of Community Services and Continuing Education (NCCSCE), a council of the American Association of Community Colleges, in nominating leaders in community services. This council is composed of community college administrators who have the same responsibilities in common but may not share the title of community services director. This nomination process is described in Chapter III. There were 30 community services/continuing education directors nominated to participate. When requested to participate, two declined before round one. After round one of the study, two people were removed from the panel due to changing job responsibilities. The list of panelists still provided for at least two representatives from each of the ten geographical regions.

Competencies and Definitions

Prior to the beginning of the study, all nominated respondents were asked if they would participate in a Delphi study which was intended to identify competencies for community services directors. Following the return of all of the response cards, the first questionnaire was mailed to the respondents. All questionnaires that were sent through the three rounds of the study included a letter of introduction. It was the responsibility of the judges to state their opinion regarding competencies previously identified by Keller (1989) as being appropriate competencies for community college presidents.

The first round questionnaire contained 43 competencies with definitions (Appendix G). It was designed to elicit a response of appropriate, not appropriate, or appropriate with modification to each
competency. Respondents were also instructed that they could alter the definitions of the competencies. The purpose was to determine if the panel of community services director experts believed the presidential competencies were applicable for a director.

The second round questionnaire with definitions was modified from the first based on the comments about the first questionnaire. The second questionnaire was designed with responses of: extremely critical to possess; very important but not absolutely essential; would be nice to possess; or not important (Appendix H). The respondents were also instructed that they could modify and/or comment about the competency. They could also add competencies.

The third round questionnaire with definitions included comments from the second, the raw scores from the round two group response, and two additional competencies developed from responses to the second questionnaire (Appendix I).

The data for the second and third questionnaire were analyzed using a model developed by Keller (1989). This model was:

1. The percentage of panel members favoring the four possible options (consensus);
2. The means and standard deviations for each of the competencies;
3. The percent of movement (stability) between rounds.

Agreement for competencies for this study was defined as 75% of the ratings in favor of one of the four options. (p. 88)

Distributions of responses between the second and third rounds were compared using the stability measurement technique outlined by Scheibe, Skutsch, and Schofer (1975, pp. 278-281). A stability measurement is a method of mathematically analyzing the responses for each competency.
response so that stability or movement from the mode in responses can be calculated. Movement means that a judge may reply to extremely critical on round two and then select very important on round three. This movement of all scores can be calculated to determine to what extent the judges have changed responses between rounds (Figure 1).

Example of Stability Measurement Computation

<table>
<thead>
<tr>
<th>(rating)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Absolute difference in number selecting ratings, Rounds 2 and 3*

Total units of change**

Net person change***

Number of participants

Percentage of change****

*These numbers are the absolute differences in the histograms for the successive rounds.
**These numbers are the sums of the absolute differences in the histograms.
***Net changes are total units of change divided by 2.
****Percent change is net change divided by the number of participants.

Figure 1. Stability measurement computations model

Keller used a 15% change in responses from the mode to represent stability being reached on a competency. Any competency that changed less than 15% was determined to have reached stability. The 15% change will be used for the purpose of this study. For the purposes of this study, consensus was defined by 75% agreement on a response for each competency.
The following stability measurement computation provides an example of the calculations for the competency, conflict resolution. The numerical responses have been tabulated and are shown in Figure 2. The results of the stability calculations will appear in Appendix J.

Example of Stability Measurement Computation for Conflict Resolution

<table>
<thead>
<tr>
<th>(rating)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute difference in number selecting ratings, Rounds 2 and 3*</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total units of change**</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net person change***</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of participants</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of change****</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These numbers are the absolute differences in the histograms for the successive rounds.

**These numbers are the sums of the absolute differences in the histograms.

***Net changes are total units of change divided by 2.

****Percent change is net change divided by the number of participants.

Figure 2. Stability measurement computation for competency: conflict resolution

The means will be used to rank the competencies, and means will be reported to identify those competencies that are most important as determined by the expert panel. The following values will represent the ranking scale for purposes of calculation:

4.0 = Extremely critical to possess

3.0 = Very important but not absolutely critical
2.0 = Would be nice to possess
1.0 = Not important.

The responses of the expert panel will be described in the following subsections. These subsections will include the first, second, and third round responses to the competencies. In several instances after the first round the competency was revised and/or rewritten. Some competencies were renamed and placed in alphabetical order consistent with the new name. Following the model established by Keller, three iterations were conducted. The competencies are presented in alphabetical order and will include all competencies identified throughout the three iterations. Stability and consensus percentages will be reported for each competency.

**Director Competencies**

**Competency 1: Analysis (Table 1)**

Based on the first questionnaire, this competency and definition were not changed from the original competency. A first round comment was that there were too many concepts included in the definition. After round two, 17 of the 26 panelists stated that analysis was extremely critical to possess. After round three, 22 of the 26 panelists stated that analysis was extremely critical to possess. There were no comments during rounds two and three. Consensus of 85% was reached at the end of round three. Stability of 19% was reached at the end of round three.

**Competency 2: Charisma (Table 2)**

Based on the first questionnaire, this competency was not changed but the definition was expanded to read: The unique personality traits and
Table 1. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, analysis (includes final definition and consensus or stability percentage).

**ANALYSIS:** The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
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<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.62</td>
<td>3.85</td>
</tr>
<tr>
<td>.57</td>
<td>.37</td>
</tr>
</tbody>
</table>

17% Stability - Stability not achieved after round 3.
85% Consensus reached after round 3.

characteristics that make an individual capable of securing allegiance and cooperation of others.

After round two, 11 of 26 thought the competency was extremely critical to possess, while 12 of 26 thought that the competency was very important but not absolutely essential. There were no comments after round two. After round three, 17 of 26 thought the competency was very important but not absolutely essential. Two comments were given after round three: 1) "More important in times of limited resources." 2) "I am personally too cynical or too old to be swayed by charisma." Consensus of
Table 2. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, charisma (includes final definition and consensus or stability percentage)

CHARISMA: The unique personality traits and characteristics that make an individual capable of securing the allegiance and cooperation of others.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>6</td>
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<tr>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.31</td>
<td>3.12</td>
</tr>
<tr>
<td>.68</td>
<td>.59</td>
</tr>
</tbody>
</table>

19% Stability - Stability not achieved by round 3.
65% Consensus - Consensus not reached by round 3.

65% was reached after round three. Consensus or stability was not reached by round three using the established standards.

Competency 3: Collaboration (Table 3)

This competency was not on the original list of competencies but was identified by the respondents on the round one questionnaire and was included on the round two list of competencies. After round two, 23 of 26 experts responded that this competency was extremely critical to possess. After round three all 26 judges agreed that this competency was extremely
Table 3. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, collaboration (includes final definition and consensus or stability percentage)

COLLABORATION: The ability to work jointly with others for the benefit of all parties involved, both inside and outside the college.

Round 1 group response
This competency was identified in the first round and included for round 2.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 23</td>
<td>26 Extremely critical to possess 26</td>
</tr>
<tr>
<td>3 3</td>
<td>0 Very important but not absolutely essential 0</td>
</tr>
<tr>
<td>0 0</td>
<td>0 Would be nice to possess 0</td>
</tr>
<tr>
<td>0 0</td>
<td>0 Not important 0</td>
</tr>
<tr>
<td>3.88 3.88</td>
<td>4.0 Mean 4.0</td>
</tr>
<tr>
<td>.33 .33</td>
<td>0.0 Standard deviation 0.0</td>
</tr>
</tbody>
</table>

12% Stability reached after round 3.
100% Consensus reached after round 3.

Critical to possess. After round two, 88% consensus was achieved and after round three 100% consensus was achieved on this competency.

Stability was reached at the 12% level after round three. There were no comments after rounds two or three.

Competency 4: Commitment (Table 4)

Based on the first questionnaire, this competency and definition were not changed from the original competency. After round two, 16 of the 26 panelists stated that commitment was extremely critical to possess. After
Table 4. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, commitment (includes final definition and consensus or stability percentage)

**COMMITMENT:** The ability to demonstrate and communicate that you are committed to a course of action, principle, or institution.

Round 1 group response (n=28)  
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
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<td>1</td>
</tr>
<tr>
<td>3.54</td>
<td>3.54</td>
</tr>
<tr>
<td>.71</td>
<td>.71</td>
</tr>
</tbody>
</table>

- 16 of the 26 panelists stated that analysis was extremely critical to possess. A stability of 0.0% was reached after round three. A consensus of 62% was reached after round three.

**Competency 5: Communication** (Table 5)

Based on the first questionnaire, this competency and definition were not changed from the original competency. After round two, 25 of the 26 panelists stated that analysis was extremely critical to possess. After round three, all 26 panelists stated that analysis was extremely critical to possess. There was 4% stability reached after round three. There was
Table 5. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, communication (includes final definition and consensus or stability percentage)

**COMMUNICATION:** The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver (includes speaking, writing, and listening skills).

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26)

<table>
<thead>
<tr>
<th>n=26</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>26</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.96</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Extremely critical to possess
Very important but not absolutely essential
Would be nice to possess
Not important
Mean: 4.0
Standard deviation: 0.0

4% Stability reached after round 3.
100% Consensus reached after round 3.

96% consensus after round two. Total consensus or 100% was achieved after round three. There were no comments after rounds two and three.

Competency 6: Comprehensive organizational understanding (Table 6)

This competency was not on the original list of competencies but was identified by the respondents and was included on the round two list of competencies. After round two, 14 of 26 experts responded that this competency was extremely critical to possess. There were no comments after round two. After round three, 16 of 26 experts responded that this
Table 6. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, comprehensive organizational understanding (includes final definition and consensus or stability percentage)

**COMPREHENSIVE ORGANIZATIONAL UNDERSTANDING:** The ability to see beyond the boundaries of a continuing education program(s), and continuing education in the context of the total college.

Round 1 group response (n=28)
This competency was identified in round 1 of the study and was included in the second round of competencies.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>16</td>
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<tr>
<td>10</td>
<td>10</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>3.46</td>
<td>3.62</td>
</tr>
<tr>
<td>.65</td>
<td>.50</td>
</tr>
</tbody>
</table>

7.7% Stability reached after round 3.
62% Consensus - Consensus not reached after round 3.

Competency was extremely critical to possess. There were no comments after round three. Stability of 7.7% was reached after round three.

Consensus of 62% was reached after round three.

**Competency 7: Conflict resolution** (Table 7)

After round one the definition of this competency was modified to include new wording. The definition was expanded to include "...resolve, discuss, and reach consensus" and disagreement was removed from the original definition. After round two, 10 of 26 respondents stated that
Table 7. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, conflict resolution (includes final definition and consensus or stability percentage)

CONFLICT RESOLUTION: The ability to resolve, discuss, and reach consensus between individuals and groups.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8</td>
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<tr>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.31</td>
<td>3.31</td>
</tr>
<tr>
<td>.62</td>
<td>.47</td>
</tr>
</tbody>
</table>

15% Stability reached after round 3.
69% Consensus - Consensus not reached after round 3.

Conflict resolution was extremely critical to possess, while 14 of 26 stated that it was very important but not absolutely essential. A round one response was that "Consensus is nice but not always possible--what's more important is the ability to communicate your reasons for a decision with an individual or group who may disagree."

After round three, 18 of 26 stated that conflict resolution was very important but not absolutely essential to possess. There were two comments on round three. These were: 1) "Leadership and consensus may often clash." 2) "In a small program, you'll be resolving conflicts between your department and others on campus. In a large department you
will be doing that and be resolving internal departmental conflicts over territory, direction, and procedures." Stability of 15% was reached after round three. Consensus of 69% was reached after round three.

Competency 8: Creativity/innovation (Table 8)

Based on the first questionnaire, this competency was modified to expand the definition. The words "...new concepts, ideas, opportunities..." were added to the definition. After round two, 18 of 26 panelists stated that the competency was extremely critical to possess. There were no comments after round two. After round three, 20 of 26

Table 8. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, creativity/innovation (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>CREATIVITY/INNOVATION: The ability to introduce new concepts, ideas, opportunities, and make changes, even with limited resources.</th>
<th>Round 1 group response (n=28)</th>
<th>100% Agreement - Competency appropriate to possess.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 2 group responses (n=26)</td>
<td>Round 3 group responses (n=26)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>20</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Not important</td>
</tr>
<tr>
<td>3.69</td>
<td>3.78</td>
<td>Mean</td>
</tr>
<tr>
<td>.47</td>
<td>.43</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

7.7% Stability reached after round 3.  
77% Consensus reached after round 3.
panelists stated that the creativity/innovation was extremely critical to possess. Stability of 7.7% was reached after round three. Consensus was reached at 77% after round three.

**Competency 9: Decision making** (Table 9)

Based on the first questionnaire, this competency was not changed but the definition was modified and expanded. The phrase "includes the ability to gather, analyze, and synthesize information necessary to make sound decisions" was added. After round two, 23 of 26 panelists stated that the competency was extremely critical to possess. After round three,

Table 9. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, decision making (includes final definition and consensus or stability percentage)

| DECISION MAKING: The ability to know when and when not to make a decision (includes the ability to gather, analyze, and synthesize information necessary to make sound decisions). |
|---|---|
| Round 1 group response (n=28) | 100% Agreement - Competency appropriate to possess. |
| Round 2 group responses (n=26) | Round 3 group responses (n=26) |
| 23 | 25 | Extremely critical to possess |
| 3 | 1 | Very important but not absolutely essential |
| 0 | 0 | Would be nice to possess |
| 0 | 0 | Not important |
| 3.88 | 3.96 | Mean |
| .33 | .20 | Standard deviation |

7.7% Stability reached after round 3. 96% Consensus reached after round 3.
25 of 26 panelists stated that the competency was extremely critical to possess. There were no comments after rounds two and three. Stability of 7.7% was reached after round three. Consensus of 88% was reached on the second round with 96% consensus reached on the final round.

Competency 10: Delegation (Table 10)

Based on the first questionnaire, the competency was not changed but the definition was modified. The definition was rephrased and shortened. After round two, 16 of 26 panelists stated that the competency was extremely critical to possess. There were no comments after round two.

Table 10. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, delegation (includes final definition and consensus or stability percentage)

DELEGATION: The ability to know when, and when not to, and how to assign tasks, delegate authority, and hold people accountable.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.53</td>
<td>3.65</td>
</tr>
<tr>
<td>.65</td>
<td>.49</td>
</tr>
</tbody>
</table>

7.7% Stability reached after round 3.
65% Consensus - Consensus not reached.
After round three, 17 of 26 panelists stated that the competency was extremely critical to possess. Stability was reached at the 7.7% level after round three. Consensus was reached at the 65% level after round three.

**Competency 11: Diversity (Table 11)**

Based on the first questionnaire, this competency and definition were added to the list of competencies. After round two, 18 of 26 panelists stated that the competency was extremely critical to possess. There were

Table 11. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, diversity (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Round 1 group response (n=28)</th>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency and definition identified during round 1. The competency and definition were added to round 2.</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3.69</td>
<td>3.73</td>
</tr>
<tr>
<td></td>
<td>.47</td>
<td>.45</td>
</tr>
</tbody>
</table>

DIVERSITY: The ability to work with a population--staff, student, and citizenry--that is racially, culturally, and gender-wise diverse.

3.8% Stability reached after round 3.
73% Consensus - Consensus not reached after round 3.
no comments after round two. After round three, 19 of 25 panelists stated that the competency was extremely critical to possess. A comment after round two was: "I can't believe eight people don't think this essential. Is their population not diverse, therefore not important? Or is their population diverse but their programs (are) not serving everyone, therefore diversity not important?" Stability was reached at the 3.8% level after round three. Consensus was reached at the 73% level after round three.

**Competency 12: Emotional balance/control** (Table 12)

Based on the first questionnaire, this competency and definition were modified by adding the word "self" in front of the second control in the definition. After round two, 12 of 26 panelists stated that the competency was extremely critical to possess, while 11 of 26 panelists stated that the competency was very important but not absolutely essential. A comment after round two was: "I object to the word 'control'; being in charge is more important than being in control."

After round three, 14 of 26 panelists stated that the competency was extremely critical to possess. There were three comments after round three which included: 1) "The ability to be aware of one's emotions and respond to them appropriately even under pressure." 2) "Comment on comment: I don't think this item is about control--it's about managing emotions. But control is a volatile word, nowadays--maybe another should be substituted." 3) "To be in control is to be in charge and visa versa."
Table 12. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, emotional balance/control (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Round 1 group response (n=28)</th>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMOTIONAL BALANCE/CONTROL: The ability to control one's emotions and convey a sense of self-control even under extreme pressure.</td>
<td>96% Agreement - Competency appropriate to possess.</td>
<td>12 14 Extremely critical to possess</td>
<td>11 12 Very important but not absolutely essential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 0 Would be nice to possess</td>
<td>0 0 Not important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.35 3.54 Mean</td>
<td>.69 .51 Standard deviation</td>
</tr>
<tr>
<td></td>
<td>11.5% Stability reached after round 3.</td>
<td>54% Consensus - Consensus not reached after round 3.</td>
<td></td>
</tr>
</tbody>
</table>

Stability was reached at the 11.5% level after round three. Consensus was reached at the 54% level after round three.

Competency 13: Empathy (Table 13)

Based on the first questionnaire, this competency definition was revised by including "while remaining objective." After round two, 17 of 26 panelists stated that the competency was very important but not absolutely essential. There were no comments after round two. After round three, 18 of 26 panelists stated that the competency was very important but not absolutely essential. There were no comments after
Table 13. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, empathy (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.27</td>
<td>3.31</td>
</tr>
<tr>
<td>.53</td>
<td>.47</td>
</tr>
</tbody>
</table>

3.8% Stability reached after round 3. 
69% Consensus - Consensus not reached after round 3.

Comoetencv 14: Energy (Table 14)

Based on the first questionnaire, this competency and definition were not changed from the original competency. After round two, the panelists were split 10 for extremely critical to possess and 11 for very important but not absolutely essential. A comment after round two was: "Makes your life more pleasant but no one may care." After round three, 16 of 26 panelists stated that the competency was very important but not absolutely
Table 14. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, energy (includes final definition and consensus or stability percentage).

**ENERGY:** The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.

Round 1 group response (n=28)  
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
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<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.19</td>
<td>3.23</td>
</tr>
<tr>
<td>.75</td>
<td>.59</td>
</tr>
</tbody>
</table>

19% Stability - Stability not reached after round 3.  
62% Consensus - Consensus not reached after round 3.

essential. Stability was reached at the 19% level after round three. Consensus was reached at the 62% level after round three. Neither consensus nor stability was reached.

Competency 15: Entrepreneurship (Table 15)  

Based upon responses to the first questionnaire, this competency was modified by adding to the definition. The words "...opportunities, assume some risk..." were added to the initial definition. After round two, 19 of 26 panelists stated that the competency was extremely critical to possess. There were no comments after round two. After round three, 25
of 26 panelists believed that the competency was extremely critical to possess. The following comment was written during round three: "This is the job!" Stability of 23% was reached after round three. The panelists arrived at 96% consensus on this competency in round three.

Table 15. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, entrepreneurship (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>ENTREPRENEURSHIP: The ability to see new opportunities, assume some risk, and initiate changes necessary to implement them.</th>
</tr>
</thead>
</table>

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26)
Round 3 group responses (n=26)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3.73 3.96 Mean
.45 .20 Standard deviation

23% Stability - Stability not reached after round 3.
96% Consensus reached after round 3.

Competency 16: Finance/budgeting (Table 16)

Based on responses to the first questionnaire, there were no changes in the competency or definition. After round two, 16 of 26 respondents stated that the competency was extremely critical to possess. The following comments were made during round two: 1) "Depends on college
procedures." 2) "This could depend on the size of the program. If a large program, you might be able to delegate much of this to someone on your staff."

After round three, 17 of 26 respondents stated that the competency was extremely critical to possess. A third round comment stated that: "It would be nice to have an accountant handle money instead of the director/administrator." Stability was reached at the 3.8% level after round three. Consensus was reached at the 65% level after round three.

Table 16. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, finance/budgeting (includes final definition and consensus or stability percentage)

| FINANCE/BUDGETING: | The ability to develop and administer budgets, acquire funding to operate the department, and the ability to formulate and prioritize financial plans for the future. |
|-------------------|-------------------------------------------------------------------------------------------------
| Round 1 group response (n=28) | 96% Agreement - Competency appropriate to possess. |
| Round 2 group responses (n=26) | Round 3 group responses (n=26) |
| 16 | 17 | Extremely critical to possess |
| 9 | 9 | Very important but not absolutely essential |
| 1 | 0 | Would be nice to possess |
| 0 | 0 | Not important |
| 3.58 | 3.65 | Mean |
| .58 | .49 | Standard deviation |
| 3.8% Stability reached after round 3. |
| 65% Consensus - Consensus not reached after round 3. |
Competency 17: Flexibility (Table 17)

Based on responses to the first questionnaire, the competency definition was restated from the first to the second round. After round two, 16 of 26 judges stated that flexibility was extremely critical to possess. There were no comments after round two. After round three, 19 of 26 believed that flexibility was extremely critical to possess. A third round comment was: "Term breaking is probably too interpretive." Stability was reached at the 11.5% level after round three. Consensus was reached at the 73% level after round three.

Table 17. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, flexibility (includes final definition and consensus or stability percentage)

FLEXIBILITY: The ability to allow for change (without breaking) when the situation may call for it.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26)

<table>
<thead>
<tr>
<th></th>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>19</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Not important</td>
</tr>
<tr>
<td>3.58</td>
<td>3.73</td>
<td>Mean</td>
</tr>
<tr>
<td>.58</td>
<td>.45</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

11.5% Stability reached after round 3.
73% Consensus - Consensus not reached after round 3.
Competency 18: Focus (Table 18)

Focus was a new competency identified from responses to the first questionnaire. After round two, 17 of 26 experts had responded that this competency was extremely critical to possess. There were no comments after round two. After round three, 22 of 26 of the respondents indicated that focus was extremely critical to possess. A third round comment was, "Delegate when possible." Stability was reached at the 19% level after round three. Consensus was reached at the 85% level.

Table 18. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, focus (includes final definition and consensus or stability percentage)

FOCUS: The ability to function and manage multiple tasks.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.58</td>
<td>3.84</td>
</tr>
<tr>
<td>.64</td>
<td>.37</td>
</tr>
</tbody>
</table>

19% Stability - Stability not reached after round 3.
85% Consensus reached after round 3.
Competency 19: Institutional change agent (Table 19)

Institutional change agent was a new competency added after the first questionnaire. After round two, 15 of 26 responded that the competency was very important but not absolutely essential for community services directors. A second round comment was: "CE directors generally have limited impact on college curriculum." After round three, 21 of 26 responded that the competency was very important but not absolutely essential. A third round comment was, "Idealistic." Stability of 27% was reached after round three. Consensus of 81% was reached on the response.

Table 19. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, institutional change agent (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3.03</td>
<td>3.00</td>
</tr>
<tr>
<td>.66</td>
<td>.57</td>
</tr>
</tbody>
</table>

27% Stability - Stability not reached after round 3.
81% Consensus reached after round 3.
that the competency was very important but absolutely essential to possess.

**Competency 20: Information processing** (Table 20)

The respondents offered no changes in the competency or the definition on the first round questionnaire. After round two, the respondents were at 12 for extremely critical to possess and 13 for very important but not absolutely essential. There were no comments after round two. After round three, 15 of 25 had responded that information processing was extremely critical to possess, while 11 had stated that it

Table 20. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, information processing (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>INFORMATION PROCESSING:</th>
<th>The ability to develop and use formal and informal networks, find sources of accurate information, and to evaluate information.</th>
</tr>
</thead>
</table>

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.42</td>
<td>3.58</td>
</tr>
<tr>
<td>.58</td>
<td>.50</td>
</tr>
</tbody>
</table>

11.5% Stability was reached after round 3.
58% Consensus - Consensus not reached after round 3.
was very important but not absolutely essential. There were no comments after round three. Stability was reached at the 11.5% level. Consensus of 58% was reached after round three.

Competency 21: Integrating (Table 21)

The judges indicated no changes in this competency or the definition. After round two, 13 of 26 indicated that this competency was extremely critical to possess, while 11 of 26 answered with very important but not absolutely essential. There were no comments after round two. After round three, 15 of 26 indicated that this competency was extremely

Table 21. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, integrating (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Round 2 group responses (n-26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.38</td>
<td>3.54</td>
</tr>
<tr>
<td>.75</td>
<td>.58</td>
</tr>
</tbody>
</table>

7.6% Stability was reached after round 3.
58% Consensus - Consensus not reached after round 3.
critical to possess. A comment after round three was, "This seems to relate to conflict resolution, but with a specific purpose." Stability was reached at the 7.6% level after round three. Consensus was reached at the 58% level after round three.

Competency 22: Integrity (Table 22)

The expert panel made no changes in this competency on the first questionnaire. After round two, 20 of 26 judged this competency to be extremely critical to possess. A comment after round two was: "This is extremely important to me; however, I see and work with other CE directors

Table 22. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, integrity (includes final definition and consensus or stability percentage)

INTEGRITY: The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

Round 1 group response (n=28)
86% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.73</td>
<td>3.96</td>
</tr>
<tr>
<td>.53</td>
<td>.20</td>
</tr>
</tbody>
</table>

19% Stability - Stability not reached after round 3.
96% Consensus reached after round 3.
who do not inspire this trust in me and who seem to maintain their positions--so the level of trust or what is meant by trust may vary from institution to institution."

After round three, 25 of 26 answered that the competency was extremely critical to possess. Round three comments included: "Very important in the context of campus politics," and "I believe, over time, establishing integrity is critical to long-term success of your program and college." Stability of 19% was reached after round three. Consensus was reached at the 77% level after round two and the 96% level after round three.

**Competency 23: Interpersonal skills** (Table 23)

The team of judges did not choose to change this competency or definition during round one. After round two, 17 of 26 stated that this competency was extremely critical to possess. There were no comments after round two. After round three, 24 of 26 believed that it was extremely critical to possess. Stability of 27% was reached after round three. Consensus was reached at the 92% level after round three.

**Competency 24: Introspection** (Table 24)

There was no change to the competency introspection when the questionnaire round one was returned. After round two, 16 of 26 had chosen very important but not absolutely essential for a response. After round three, 19 of 26 had indicated that this competency was very important but not absolutely essential as their choice for this
Table 23. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, interpersonal skills (includes final definition and consensus or stability percentage)

**INTERPERSONAL SKILLS**: The ability to interact effectively with diverse others, both inside and outside the college.

Round 1 group response (n=28)  
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- 17 Extremely critical to possess
- 8 Very important but not absolutely essential
- 1 Would be nice to possess
- 0 Not important

Mean: 3.62, Standard deviation: .57

27% Stability - Stability not reached after round 3.
92% Consensus reached after round 3.

Competency 25: Judgment (Table 25)

The expert panel offered no changes to the competency or the definition after the first questionnaire. After round two, 18 of 26 stated that the competency was extremely critical to possess. After round three, 22 of 26 indicated that the competency was extremely critical to possess. There was one person who marked this competency not important in
Table 24. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, introspection (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>19</td>
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<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.81</td>
<td>2.73</td>
</tr>
<tr>
<td>.69</td>
<td>.45</td>
</tr>
</tbody>
</table>

**INTROSPECTION:** The ability to learn through self-examination of your thoughts and feelings.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26)
0 Extremely critical to possess
19 Very important but not absolutely essential
7 Would be nice to possess
0 Not important
2.73 Mean
.45 Standard deviation

15% Stability reached after round 3.
73% Consensus - Consensus not reached after round 3.

the final round which was not consistent with the previous rounds; however, there were no comments after rounds two and three. Stability was reached at the 19% level after round three. Consensus was reached at the 85% level.

**Competency 26: Knowledge of and commitment to mission (Table 26)**

The results from the first questionnaire indicated that there was no change in the competency or the definition. After round two, 16 of 26 responded that this competency was extremely critical to possess. After round three, 19 of 26 responded that this competency was extremely
Table 25. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, judgment (includes final definition and consensus or stability percentage)

**JUDGMENT**: The ability to choose effectively among courses of alternative action (includes the ability and willingness to establish priorities).

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26) Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th></th>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3</td>
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<tr>
<td>1</td>
<td></td>
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<tr>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3.65</td>
<td></td>
<td>3.77</td>
</tr>
<tr>
<td>.56</td>
<td></td>
<td>.65</td>
</tr>
</tbody>
</table>

Extremely critical to possess Very important but not absolutely essential Would be nice to possess Not important Mean Standard deviation

19% Stability - Stability not reached after round 3.
85% Consensus reached after round 3.

critical to possess. One respondent from round two wrote that it was "often lacking." There were no other comments. Stability was reached at the 11.5% level after round three. Consensus was reached at the 73% level after round three.

**Competency 27: Leadership** (Table 27)

There was no change in the competency or definition after round one of the questionnaire. After round two, 18 of 26 experts agreed that leadership was extremely critical to possess. After round three, 24 of 26 stated that leadership was extremely critical to possess. There were no
Table 26. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, knowledge of and commitment to mission (includes final definition and consensus or stability percentage)

KNOWLEDGE OF AND COMMITMENT TO MISSION: A thorough knowledge of the mission and purposes of the community services department, a commitment to that mission, and the ability to communicate the mission and purposes of the department to various constituents.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 19</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>9 7</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>1 0</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>0 0</td>
<td>Not important</td>
</tr>
<tr>
<td>3.58 3.73</td>
<td>Mean</td>
</tr>
<tr>
<td>.58 .45</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

11.5% Stability reached after round 3.
73% Consensus - Consensus not reached after round 3.

comments after rounds two and three. Stability was reached after round three at the 23% level. Consensus was reached at the 92% level.

Competency 28: Motivation (Table 28)

There was no change in the competency or definition for motivation after round one. After round two, 17 of 26 experts agreed that motivation was extremely critical to possess. After round three, 19 of 26 agreed that motivation was extremely critical to possess. There were no comments
Table 27. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, leadership (includes final definition and consensus or stability percentage)

LEADERSHIP: The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and departmental goals.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.69</td>
<td>3.92</td>
</tr>
<tr>
<td>.47</td>
<td>.27</td>
</tr>
</tbody>
</table>

23% Stability - Stability not reached after round 3.
92% Consensus reached after round 3.

after rounds two and three. Stability was reached at the 7.7% level after round three. Consensus was reached at the 73% level after round three.

Competency 29: Organizing (Table 29)

The experts did not change the competency or definition for organizing. After round two, 14 of 26 of the judges stated that this competency was extremely critical to possess. Two comments after round two were: 1) "Mid-managers often help set structure and procedures." 2) "Somebody on staff must have it!" After round three, 16 of 26 stated that organizing was extremely critical to possess. There were no comments
Table 28. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, motivation (includes final definition and consensus or stability percentage)

**MOTIVATION:** The ability to motivate individuals and/or groups to work toward attainment of goals.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
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<tr>
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</tr>
<tr>
<td>3.58</td>
<td>3.73</td>
</tr>
<tr>
<td>.64</td>
<td>.45</td>
</tr>
</tbody>
</table>

17 Extremely critical to possess
7 Very important but not absolutely essential
2 Would be nice to possess
0 Not important

3.58 Mean
.64 Standard deviation

7.7% Stability reached after round 3.
73% Consensus - Consensus not reached after round 3.

after round three. Stability was established at the 7.7% level after round three. Consensus was reached after round three at the 62% level.

**Competency 30: Patience (Table 30)**

There was no change in the competency or the definition after round one. After round two, 12 of 26 believed that the competency was extremely critical to possess, while 11 thought it should be very important but not absolutely essential. The one comment after round two was: "There's that word again! (control) In charge is more important than in control."
Table 29. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, organizing (includes final definition and consensus or stability percentage)

**ORGANIZING:** The ability to establish structure (policies, procedures, position descriptions, etc.) in a department, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

14 16 Extremely critical to possess
9 8 Very important but not absolutely essential
3 2 Would be nice to possess
0 0 Not important

3.42 3.53 Mean
.70 .65 Standard deviation

7.7% Stability reached after round 3.
62% Consensus - Consensus not reached after round 3.

After round three, 14 of 26 stated that this competency was very important but not absolutely essential. There were two comments after round three:
1) "Sometimes lack of patience may be beneficial." 2) "Vague, ineffective question." Stability was achieved at the 11.5% level after round three. Consensus was reached at the 54% level after round three.

**Competency 31: Peer network (Table 31)**

The results of the round one questionnaire indicated that the judges did not want to change the competency or the definition. After round two,
Table 30. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, patience (includes final definition and consensus or stability percentage)

PATIENCE: The ability to maintain composure and self-control while waiting (includes tolerance for ambiguity).

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26) Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th>Level</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>9</td>
<td></td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>11</td>
<td>14</td>
<td></td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td>Not important</td>
</tr>
<tr>
<td>Mean</td>
<td>3.35</td>
<td>3.23</td>
<td></td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.69</td>
<td>.65</td>
<td></td>
</tr>
</tbody>
</table>

11.5% Stability reached after round 3.
54% Consensus - Consensus not reached after round 3.

13 of 26 expressed that this competency was very important but not absolutely essential. After round three, 18 of 26 thought this competency was still very important but not absolutely essential for community services directors. There were no comments in either round of the study. Stability was achieved at the 19% level after round three. Consensus was reached at the 69% level after round three. Neither consensus nor stability was reached at the end of the third round.
Table 31. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, peer network (includes final definition and consensus or stability percentage)

**PEER NETWORK**: The ability to enter into and effectively maintain relationships with other department heads and state, regional, and national persons (includes knowing how to develop contacts, how to build and maintain networks, and how to communicate on a formal and informal basis).

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely critical to possess</td>
<td>9</td>
</tr>
<tr>
<td>Very important but not absolutely essential</td>
<td>13</td>
</tr>
<tr>
<td>Would be nice to possess</td>
<td>4</td>
</tr>
<tr>
<td>Not important</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.19</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.69</td>
</tr>
</tbody>
</table>

19% Stability - Stability not reached after round 3.
69% Consensus - Consensus not reached after round 3.

**Competency 32: Performance appraisal** (Table 32)

The judges did not want any changes in the competency or definition for this competency. After round two, 14 of 26 responded that performance appraisal was very important but not absolutely essential. After round three, 18 of 26 indicated that the competency was very important but not absolutely essential. There were no comments after rounds two or three. Stability was reached at the 15% level after round three. Consensus was achieved at the 69% level after round three.
Table 32. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, performance appraisal (includes final definition and consensus or stability percentage)

**PERFORMANCE APPRAISAL:** The ability to establish performance expectations for subordinates and to counsel them for improved performance.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

9 6 Extremely critical to possess
14 18 Very important but not absolutely essential
3 2 Would be nice to possess
0 0 Not important

3.23 3.15 Mean
.65 .54 Standard deviation

15% Stability reached after round 3.
69% Consensus - Consensus not reached after round 3.

**Competency 33: Persistence** (Table 33)

The competency persistence was retained after round one, but the definition was modified. After round two, 12 of 26 believed that the competency was extremely critical to possess and 10 of the 26 stated that it was very important but not absolutely essential. Round three responses indicated that 16 of 26 believed that it was extremely critical to possess. There were no comments after rounds two and three. Stability was established at the 15% level after round three. Consensus was reached at the 62% level after round three.
Table 33. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, persistence (includes final definition and consensus or stability percentage)

PERSISTENCE: The ability to persevere, to keep going even against continued resistance or change of direction.

Round 1 group response (n=28)
100% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th></th>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 10 4 0</td>
<td>16 8 2 0</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>3.31 .74</td>
<td>3.54 .65</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not important</td>
</tr>
</tbody>
</table>

15% Stability reached after round 3.
62% Consensus - Consensus not reached after round 3.

Competency 34: Personnel selection (Table 34)

There was no change in the competency or definition after round one of the questionnaire. After round two, 18 of 26 stated that this competency was extremely critical to possess. Following round three, 24 of 26 believed that this competency was extremely critical to possess. There were no comments after rounds two and three. Stability was reached at the 23% level after round three. Consensus was reached at the 92% level after round three.
Table 34. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, personnel selection (includes final definition and consensus or stability percentage)

PERSONNEL SELECTION: The ability to attract and select quality people.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26) Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely critical to possess</td>
<td>18</td>
<td>24</td>
<td>.56</td>
</tr>
<tr>
<td>Very important but not absolutely essential</td>
<td>7</td>
<td>2</td>
<td>.27</td>
</tr>
<tr>
<td>Would be nice to possess</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Not important</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

3.65 Mean
.56 Standard deviation

23% Stability - Stability not reached after round 3.
92% Consensus reached after round 3.

Competency 35: Planning (Table 35)

When the results of round one were compiled, there were no changes with the competency or definition. After round two, 14 of 26 stated that this competency was extremely critical to possess, while 10 of 26 stated that this competency was important but not absolutely essential to possess. After round three, 16 of 26 indicated that this competency was extremely critical to possess. There were no comments after rounds two or three. Stability was reached at the 10% level after round three. Consensus was reached at the 62% level after round three.
Table 35. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, planning (includes final definition and consensus or stability percentage)

**PLANNING:** The ability to establish short- and long-term goals and objectives, to develop strategies, policies, programs, and procedures to achieve them and to change them as circumstances warrant.

Round 1 group response (n=28)
93% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14</strong></td>
<td><strong>16</strong></td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>3.46</strong></td>
<td><strong>3.56</strong></td>
</tr>
<tr>
<td><strong>.65</strong></td>
<td><strong>.65</strong></td>
</tr>
</tbody>
</table>

10% Stability reached after round 3.
62% Consensus - Consensus not reached after round 3.

**Competency 36: Positive attitude** (Table 36)

The team of judges suggested no changes for this competency or definition after round one. After round two, 14 of 26 stated that this competency was extremely critical to possess and 10 of 26 voted for very important but not absolutely essential. Following round three, 20 of 26 agreed that this competency was extremely critical to possess. There was one judge who did not respond. There were no comments after rounds two or three. Stability was achieved at the 26% level after round three. Consensus was reached at the 77% level after round three.
Table 36. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, positive attitude (includes final definition and consensus or stability percentage)

POSITIVE ATTITUDE: The ability to be optimistic, to see positive aspects, even in apparently negative situations, and to communicate a positive attitude to others.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3.42</td>
<td>3.77</td>
</tr>
<tr>
<td>.76</td>
<td>.50</td>
</tr>
</tbody>
</table>

26% Stability - Stability not reached after round 3.
77% Consensus reached after round 3.

Competency 37: Professionalism (Table 37)

There were no modifications to this competency or definition in round one of the questionnaire. After round two, 13 of 26 had indicated that this competency was extremely critical to possess and 12 of 26 believed that it was very important but not absolutely essential. The results after round three were that 17 of 26 were indicating that professionalism was extremely critical to possess. There were no comments after rounds two or three. Stability was reached at 18% level after round three. Consensus was reached at the 65% level after round three. Neither consensus nor stability was achieved on this competency.
Table 37. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, professionalism (includes final definition and consensus or stability percentage)

PROFESSIONALISM: The ability to keep up to date on topics and matters relevant to your position: personal growth and development.

Round 1 group response (n=28)
93% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th></th>
<th>Round 2 responses (n=26)</th>
<th>Round 3 responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>8</td>
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<td></td>
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<td>0</td>
</tr>
<tr>
<td>Extremely critical to possess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important but not absolutely essential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would be nice to possess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not important</td>
<td></td>
<td></td>
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<td>3.46</td>
<td>3.68</td>
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<td>.58</td>
<td>.48</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>Standard deviation</td>
<td></td>
</tr>
</tbody>
</table>

18% Stability - Stability not reached after round 3.
65% Consensus - Consensus not reached after round 3.

Competency 38: Public relations (Table 38)

There was only a deletion of the term "political bodies" from the original definition of this competency. After round two, 12 or 26 stated that this competency was extremely critical to possess and the other 14 had voted for very important but not absolutely essential. Round three results were the same as round two. There were no comments on round two or round three. Stability was reached at the 0.0% level after round three. Consensus was reached at the 54% level after round three.
Table 38. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, public relations (includes final definition and consensus or stability percentage)

PUBLIC RELATIONS: The ability to convey information about all aspects of the department to its external and internal audiences (includes students, faculty and staff, community and other special interest groups).

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

Round 2 group responses (n=26)
Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th></th>
<th>Round 2 group responses</th>
<th>Round 3 group responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=26)</td>
<td>(n=26)</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Not important</td>
</tr>
<tr>
<td>3.46</td>
<td>3.46</td>
<td>Mean</td>
</tr>
<tr>
<td>.51</td>
<td>.51</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

0.0% Stability reached after round 3.
54% Consensus - Consensus not reached after round 3.

Competency 39: Research (Table 39)

The competency research was modified because the original definition was generated from the perspective of a president and how she/he would utilize this competency. After round two, 13 of 26 voted for very important but not absolutely essential and 9 of 26 were for would be nice to possess. Round two remarks included: 1) "Important for CE marketing." 2) "Often the college research function does not encompass CS/CE. Need ability to collect our data."
After round three, 18 of 26 stated that research was very important but not absolutely essential. Round three remarks included: 1) "CS/CE folks must get tied to this research loop." 2) "Data/research is important, but more critical is the ability to work with it outside institutional research since IR often doesn't serve continuing education very well." 3) "I agree with previous comment (round two comments)." Stability was reached at the 19% level after round three. Consensus was reached at the 69% level after round three. Neither consensus nor stability was achieved.

Table 39. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, research (includes final definition and consensus or stability percentage)

RESEARCH: Understanding the value of institutional research and having the ability to make use of the college research function.

Round 1 group response (n=28)
86% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2.69</td>
<td>2.69</td>
</tr>
<tr>
<td>.74</td>
<td>.47</td>
</tr>
</tbody>
</table>

19% Stability - Stability not reached after round 3.
69% Consensus - Consensus not reached after round 3.
Competency 40: Risk taking (Table 40)

This competency and definition were unchanged from the original questionnaire. After round two, 15 of 26 were in favor of extremely critical to possess and 9 of 26 voted for very important but not absolutely essential. There were no comments after round two.

Results of round three were 18 of 26 stated that risk taking was extremely critical to possess. The comment after round three was: "I tell my staff it's okay to gamble but they need to stack the deck first. Risk taking should not be a gamble against all odds--it should be calculated--and never risk more than you can lose." Stability was reached

Table 40. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, risk taking (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>RISK TAKING</th>
<th>The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.</th>
</tr>
</thead>
</table>

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.5</td>
<td>3.65</td>
</tr>
<tr>
<td>.65</td>
<td>.56</td>
</tr>
</tbody>
</table>

11.5% Stability reached after round 3.
69% Consensus - Consensus not reached after round 3.
at the 11.5% level after round three. Consensus was reached at the 69% level after round three.

**Competency 41: Scholarly writing (Table 41)**

There was no change in the competency or definition after round one. After round two, 18 of 26 stated that the competency would be nice to possess. The two comments after round two were: 1) "Never have the time." 2) "Not always scholarly--important to write for marketing publications as well." After round three, 20 of 26 believed that the competency would be nice to possess. The one comment was, "I have the

Table 41. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, scholarly writing (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>SCHOLARLY WRITING: The ability to write for publication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1 group response (n=28)</td>
</tr>
<tr>
<td>93% Agreement - Competency appropriate to possess.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.27</td>
<td>2.07</td>
</tr>
<tr>
<td>.60</td>
<td>.48</td>
</tr>
</tbody>
</table>

Extremely critical to possess
Very important but not absolutely essential
Would be nice to possess
Not important
Mean
Standard deviation

12% Stability reached after round 3.
77% Consensus reached after round 3.
ability, not the time." Stability was reached at the 12% level after round three. Consensus was reached at the 77% level after round three.

**Competency 42: Sense of humor (Table 42)**

Round one responses from the judges were that there were no requests to change the competency or definition for sense of humor. Round two responses rated the competency very important but not absolutely essential with 12 votes, while extremely critical to possess and would be nice to possess each had 7 votes. The one comment after round two was: "See energy (makes your life more pleasant but no one may care)."

Table 42. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, sense of humor (includes final definition and consensus or stability percentage)

**SENSE OF HUMOR**: The ability to see the humor in a situation (includes the ability and willingness to laugh at oneself).

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 3.00, Standard deviation: .75

12% Stability reached after round 3.
58% Consensus - Consensus not reached after round 3.
Round three results produced an increase in very important but not absolutely essential to possess with 15 votes. There were 7 votes for extremely critical to possess and 4 votes for would be nice to possess. The one comment after round three was, "Lighten up folks!" Stability was achieved at the 12% level after round three. Consensus was reached at the 58% level after round three.

**Competency 43: Sense of responsibility (Table 43)**

The expert panel did not recommend any changes in the competency or the definition following round one. Round two responses were 19 of 26 recommending extremely critical to possess. There were no comments after round two. The expert panel did not recommend any changes in the competency or the definition following round one. Round two responses were 19 of 26 recommending extremely critical to possess. There were no comments after round two.

Table 43. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, sense of responsibility (includes final definition and consensus or stability percentage)

**SENSE OF RESPONSIBILITY:** The willingness and perceived willingness to assume responsibility for one's actions.

Round 1 group response (n=28)
93% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.69</td>
<td>3.88</td>
</tr>
<tr>
<td>.55</td>
<td>.33</td>
</tr>
</tbody>
</table>

15% Stability reached after round 3.
88% Consensus reached after round 3.
round two. The round three tally indicated that the competency and definition were coming to consensus with 23 of 26 indicating that the competency was extremely critical to possess. A single comment after round three was, "Perceived willingness?" Stability was reached at the 15% level after round three. Consensus was reached at the 88% level after round three.

Competence 44: Supervision (Table 44)

This competency and definition were identified originally in the first round of the study under the term controlling. Of the 28 respondents, 11 had comments regarding the word controlling. It was suggested that a different word could be used for the competency name. The researcher and his major professor agreed that based upon the comments, the word supervision might be a more appropriate competency name than the word controlling.

Rounds two and three responses also indicated that the judges believed this to be a competency that was extremely critical to possess. Round two was 18 of 26 and round three was 22 of 26 for extremely critical to possess. There were no comments after round two, but the single comment after round three was, "Quality people supervise themselves." Stability was reached at the 19% level after round three. Consensus was achieved at the 85% level after round three.
Table 44. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, supervision (includes final definition and consensus or stability percentage)

SUPervision: The ability to monitor and evaluate the activities of subordinates and organizational units to assure that institutional goals, objectives, and plans are being accomplished effectively.

Round 1 group response (n=28)
Competency introduced first as controlling. The definition was accepted as appropriate to possess.

Round 2 group responses (n=26)
Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th></th>
<th>Extremely critical to possess</th>
<th>Very important but not absolutely essential</th>
<th>Would be nice to possess</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>23</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.69 3.77 Mean
.55 .65 Standard deviation

19% Stability - Stability not reached after round 3.
85% Consensus reached after round 3.

Competency 45: Time management (Table 45)

The competency was accepted by a majority of the judges in round one, but it was suggested that the definition could be expanded from the original. This was done through the addition of "...and one's responsibilities within the context of everyday life." After round two, 17 of 26 had chosen extremely critical to possess for the competency, with 7 choosing very important but not absolutely essential, and 2 stating that it would be nice to possess. A comment after round two was, "See energy and humor (makes your life more pleasant but no one may care)."
The round three results were that 19 of 26 believed that the competency would be extremely critical to possess. The comment for round three was, "Tough to manage time when you function in such a fluid environment." Stability was reached at the 11.5% level after round three. Consensus was reached at the 73% level after round three.

Table 45. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, time management (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Round 1 group response</th>
<th>Round 2 group responses</th>
<th>Round 3 group responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=28)</td>
<td>(n=26)</td>
<td>(n=26)</td>
</tr>
<tr>
<td>TIME MANAGEMENT</td>
<td>96% Agreement - Competency appropriate to possess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>19</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>Not important</td>
</tr>
<tr>
<td>Mean</td>
<td>3.58</td>
<td>3.62</td>
<td>Mean</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>.64</td>
<td>.70</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

12% Stability reached after round 3. 73% Consensus - Consensus not reached after round 3.

Competency 46: Use of power (Table 46)

After round one, three did not respond to the competency/definition and two marked inappropriate. After round two, 15 of 26 had responded that the competency was extremely critical to possess. Round three
responses were 17 of 26 for extremely critical to possess. There were two judges who did not respond to the competency. There were no comments after rounds two or three. Stability was reached at the 13% level after round three. Consensus was reached at the 65% level after round three.

Table 46. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, use of power (includes final definition and consensus or stability percentage)

<table>
<thead>
<tr>
<th>USE OF POWER:</th>
<th>The ability to influence the beliefs or actions of other persons or groups (includes knowing when and when not to use authority).</th>
</tr>
</thead>
</table>

Round 1 group response (n=28)
82% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.42</td>
<td>3.67</td>
</tr>
<tr>
<td>.76</td>
<td>.56</td>
</tr>
</tbody>
</table>

13% Stability reached after round 3.
65% Consensus - Consensus not reached after round 3.

Competency 47: Visionary (Table 47)

First round comments by the judges were that this competency was appropriate to possess. The second round tally was 17 for extremely critical to possess, with the other 9 votes split with 4 for very important but not absolutely essential and 5 for would be nice to possess.
After the third round, 21 of the 26 panelists had indicated that the competency was extremely critical to possess. There were no comments after rounds two and three. Stability was reached at the 18% level after round three. Consensus was reached at the 81% level.

Table 47. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, visionary (includes final definition and consensus or stability percentage)

VISIONARY: The ability to create and communicate visions of what should and can be.

Round 1 group response (n=28)
96% Agreement - Competency appropriate to possess.

<table>
<thead>
<tr>
<th>Round 2 group responses (n=26)</th>
<th>Round 3 group responses (n=26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| 3.46 | 3.80 | Mean |
| .81  | .50  | Standard deviation |

18% Stability - Stability not reached after round 3. 81% Consensus reached after round 3.

Competency 48: Wellness (Table 48)

The judges indicated that this competency and definition were appropriate as written. After round two, 13 of 26 panelists had stated that this competency was extremely critical to possess, while 9 were in favor of very important but not absolutely essential. There were no
comments after round two. The round three responses were also split with 14 of 26 for extremely critical to possess, 10 for very important but not absolutely essential, and 2 for would be nice to possess. There were no comments after round three. Stability was reached at the 7.7% level after round three. Consensus was reached at the 54% level after round three.

Competency 49: Mentoring (Table 49)

This competency was identified from the responses by the judges on round two. This competency was inserted in the competency list for round

Table 48. Panel responses by number, level, mean, and standard deviation for each questionnaire round for the director competency, wellness (includes final definition and consensus or stability percentage)

WELLNESS: The ability to maintain psychological and mental well-being including the ability to separate one’s personal life from one’s professional obligations so that fatigue can be avoided and health and personal life maintained.

Round 1 group response (n=28)
93% Agreement - Competency appropriate to possess.

Round 2 group responses
(n=26)  Round 3 group responses  Mean  Standard deviation
12 14  Extremely critical to possess 3.35 0.75
9 10  Very important but not absolutely essential 3.46 0.65
4 2 Would be nice to possess
0 0 Not important

7.7% Stability reached after round 3.
54% Consensus - Consensus not reached after round 3.
Table 49. Panel responses by number, level, mean, and standard deviation for third round for the director competency, mentoring (includes final definition and consensus or stability percentage)

MENTORING: The ability to provide support, guide, and direct peers to enhance their skills or abilities in performing job responsibilities.

Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely critical to possess</td>
<td>2</td>
</tr>
<tr>
<td>Very important but not absolutely essential</td>
<td>17</td>
</tr>
<tr>
<td>Would be nice to possess</td>
<td>6</td>
</tr>
<tr>
<td>Not important</td>
<td>1</td>
</tr>
</tbody>
</table>

2.77 Mean
.65 Standard deviation

65% Consensus - Consensus not reached after round 3.

three. A comment on this competency was, "This feels like a positive way (or the positive side of) to talk about performance appraisal." Consensus was reached at the 65% level after the third and only round.

Competency 50: Educator (Table 50)

This competency was identified from the responses by the judges on round two. This competency was inserted in the competency list for round three. The two comments for this competency were: 1) "This might be considered one specific application of 'knowledge of and commitment to mission'." 2) "Often I am embarrassed that the college trains employees in businesses throughout our community but don't seem to value training
Table 50. Panel responses by number, level, mean, and standard deviation for third round for the director competency, educator (includes final definition and consensus or stability percentage)

EDUCATOR: The ability to provide a conceptual understanding of the importance of staff development and how it relates to the welfare of the community.

Round 3 group responses (n=26)

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Extremely critical to possess</td>
</tr>
<tr>
<td>16</td>
<td>Very important but not absolutely essential</td>
</tr>
<tr>
<td>6</td>
<td>Would be nice to possess</td>
</tr>
<tr>
<td>2</td>
<td>Not important</td>
</tr>
<tr>
<td>2.69</td>
<td>Mean</td>
</tr>
<tr>
<td>.74</td>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

65% Consensus - Consensus not reached after round 3.

our own employees." Consensus was reached at the 62% level after round three.

Summary

The purpose of this study was to develop a set of competencies for community services/continuing education directors. The data collected were the result of: 1) identification, modification, and development of competencies with definitions for community services/continuing education directors based upon a list of competencies previously identified by Keller (1989) for community college presidents (round one responses); 2) the categorizing of competencies and definitions as being critical or not as critical to possess for community services/continuing education
directors by the panel of experts (round two responses); and 3) developing consensus on the competencies by the judges after reviewing the rating of definitions and comments from round two (round three responses). This chapter described the techniques utilized to obtain the competency list and the associated data that support the identification process.

Initially, there were 30 people nominated to participate in this competency identification process. Prior to the mailing of the first questionnaire, two people chose not to participate. After the return of the first round questionnaire and prior to the mailing of the second round questionnaire, two more people also became unavailable to participate due to job changes. The final two rounds of the project were conducted with 26 judges.

Vaughan and other community college researchers had suggested that the competencies required of community college presidents may be the same competencies appropriate for community services/continuing education directors. The first round questionnaire contained 43 competencies and definitions identified as appropriate for community college presidents by Keller (1989). Following the first round of responses, 15 of the competencies were revised because of recommendations by the panel of judges. Additionally, five new competencies with definitions were added to the previously identified competencies. Some of these revisions were to reflect the status of the community services/continuing education department within the community college.

The second round questionnaire contained 48 competencies with definitions. The panel of judges was asked to again respond to the
competencies and definitions. After this round two, more competencies were added to the list to bring the total to 50. There were four competencies which reached consensus during the second round of responses. These competencies were still included in the third response round.

The third round questionnaire contained 50 competencies with definitions. The panel of judges again responded to the competencies and definitions. Fourteen more competencies reached consensus when the responses were tallied. The two competencies, mentoring and educator, that were added after the second round received 17 and 16 respectively under the response very important but not absolutely essential.

The final tally of all the competencies (Table 51) indicated that 18 had reached consensus (Table 52) during rounds two or three. There were 25 of the competencies that reached stability (Table 53) after round three. The competencies of charisma, energy, peer network, professionalism, and research did not achieve consensus or stability (Table 54) after the third round. The review of literature on Delphi research verified that three iterations or rounds will produce objective results. Four rounds have been conducted, but in this study it was becoming apparent that the expert panel was not willing to cooperate on another round. Table 51 lists the competencies by means.

The competencies that reached consensus had a mean score of 3.77 or better. The four competencies that had a mean of 3.73 did not reach consensus, however, they did reach stability. These four competencies could have reached consensus if each would have garnered one more vote on the response of "extremely critical to possess." There were 25
Table 51. Final list of competencies, listed in rank order by means, including standard deviations and consensus/stability

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Competency rating&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4.00</td>
<td>.00</td>
<td>C</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.00</td>
<td>.00</td>
<td>C</td>
</tr>
<tr>
<td>Decision making</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Integrity</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.92</td>
<td>.27</td>
<td>C</td>
</tr>
<tr>
<td>Personnel selection</td>
<td>3.92</td>
<td>.27</td>
<td>C</td>
</tr>
<tr>
<td>Sense of responsibility</td>
<td>3.88</td>
<td>.33</td>
<td>C</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>3.88</td>
<td>.43</td>
<td>C</td>
</tr>
<tr>
<td>Analysis</td>
<td>3.85</td>
<td>.37</td>
<td>C</td>
</tr>
<tr>
<td>Focus</td>
<td>3.85</td>
<td>.37</td>
<td>C</td>
</tr>
<tr>
<td>Visionary</td>
<td>3.80</td>
<td>.50</td>
<td>C</td>
</tr>
<tr>
<td>Creativity/innovation</td>
<td>3.77</td>
<td>.43</td>
<td>C</td>
</tr>
<tr>
<td>Positive attitude</td>
<td>3.77</td>
<td>.50</td>
<td>C</td>
</tr>
<tr>
<td>Judgment</td>
<td>3.77</td>
<td>.65</td>
<td>C</td>
</tr>
<tr>
<td>Supervision</td>
<td>3.77</td>
<td>.65</td>
<td>C</td>
</tr>
<tr>
<td>Diversity</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Flexibility</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Knowledge of and commitment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to mission</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Motivation</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3.68</td>
<td>.48</td>
<td>N</td>
</tr>
<tr>
<td>Use of power</td>
<td>3.67</td>
<td>.56</td>
<td>S</td>
</tr>
<tr>
<td>Delegation</td>
<td>3.65</td>
<td>.49</td>
<td>S</td>
</tr>
<tr>
<td>Finance/budgeting</td>
<td>3.65</td>
<td>.49</td>
<td>S</td>
</tr>
<tr>
<td>Risk taking</td>
<td>3.65</td>
<td>.56</td>
<td>S</td>
</tr>
<tr>
<td>Comprehensive organizational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding</td>
<td>3.62</td>
<td>.50</td>
<td>S</td>
</tr>
<tr>
<td>Time management</td>
<td>3.62</td>
<td>.70</td>
<td>S</td>
</tr>
<tr>
<td>Information processing</td>
<td>3.58</td>
<td>.50</td>
<td>S</td>
</tr>
<tr>
<td>Planning</td>
<td>3.56</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Commitment</td>
<td>3.54</td>
<td>.71</td>
<td>S</td>
</tr>
<tr>
<td>Emotional balance</td>
<td>3.54</td>
<td>.51</td>
<td>S</td>
</tr>
<tr>
<td>Integrating</td>
<td>3.54</td>
<td>.58</td>
<td>S</td>
</tr>
<tr>
<td>Organizing</td>
<td>3.54</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Persistence</td>
<td>3.54</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Public relations</td>
<td>3.46</td>
<td>.51</td>
<td>S</td>
</tr>
<tr>
<td>Wellness</td>
<td>3.46</td>
<td>.65</td>
<td>S</td>
</tr>
</tbody>
</table>

<sup>a</sup>(C) Consensus = 18; (S) Stability = 25; (N) Neither C nor S = 5 (computations for means, S.D., histogram in Appendix J).
Table 51. Continued

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Competency rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict resolution</td>
<td>3.31</td>
<td>.47</td>
<td>S</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.31</td>
<td>.47</td>
<td>S</td>
</tr>
<tr>
<td>Energy</td>
<td>3.23</td>
<td>.59</td>
<td>N</td>
</tr>
<tr>
<td>Patience</td>
<td>3.23</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>3.15</td>
<td>.54</td>
<td>S</td>
</tr>
<tr>
<td>Charisma</td>
<td>3.12</td>
<td>.59</td>
<td>N</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>3.12</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Institutional change agent</td>
<td>3.00</td>
<td>.57</td>
<td>C</td>
</tr>
<tr>
<td>Peer network</td>
<td>3.00</td>
<td>.57</td>
<td>N</td>
</tr>
<tr>
<td>Mentoring</td>
<td>2.77</td>
<td>.74</td>
<td>-b</td>
</tr>
<tr>
<td>Introspection</td>
<td>2.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Research</td>
<td>2.69</td>
<td>.47</td>
<td>N</td>
</tr>
<tr>
<td>Educator</td>
<td>2.69</td>
<td>.65</td>
<td>-b</td>
</tr>
<tr>
<td>Scholarly writing</td>
<td>2.08</td>
<td>.48</td>
<td>C</td>
</tr>
</tbody>
</table>

*bCompetencies identified for third round.
competencies that reached stability. Five competencies did not achieve consensus or stability. Educator and mentoring were judged only on round three, therefore, stability was not a factor. These competencies could have achieved consensus in one round if they would have received 20 votes in specific response category.

There were 18 competencies that reached consensus of 75% or better. The third round responses ranked the competencies of communication and collaboration with a means of 4.00 or 100% consensus. The lowest mean

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Competency rating&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4.00</td>
<td>.00</td>
<td>C</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.00</td>
<td>.00</td>
<td>C</td>
</tr>
<tr>
<td>Decision making</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Integrity</td>
<td>3.96</td>
<td>.20</td>
<td>C</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.92</td>
<td>.27</td>
<td>C</td>
</tr>
<tr>
<td>Personnel selection</td>
<td>3.92</td>
<td>.27</td>
<td>C</td>
</tr>
<tr>
<td>Sense of responsibility</td>
<td>3.88</td>
<td>.33</td>
<td>C</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>3.88</td>
<td>.43</td>
<td>C</td>
</tr>
<tr>
<td>Analysis</td>
<td>3.85</td>
<td>.37</td>
<td>C</td>
</tr>
<tr>
<td>Focus</td>
<td>3.85</td>
<td>.37</td>
<td>C</td>
</tr>
<tr>
<td>Visionary</td>
<td>3.80</td>
<td>.50</td>
<td>C</td>
</tr>
<tr>
<td>Creativity/innovation</td>
<td>3.77</td>
<td>.43</td>
<td>C</td>
</tr>
<tr>
<td>Positive attitude</td>
<td>3.77</td>
<td>.50</td>
<td>C</td>
</tr>
<tr>
<td>Judgment</td>
<td>3.77</td>
<td>.65</td>
<td>C</td>
</tr>
<tr>
<td>Supervision</td>
<td>3.77</td>
<td>.65</td>
<td>C</td>
</tr>
<tr>
<td>Institutional change agent</td>
<td>3.00</td>
<td>.57</td>
<td>C</td>
</tr>
<tr>
<td>Scholarly writing</td>
<td>2.08</td>
<td>.48</td>
<td>C</td>
</tr>
</tbody>
</table>

<sup>a</sup>(C) Consensus = 18; N=26.
Table 53. Final list of competencies that reached stability, listed in rank order by means, including standard deviations.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Competency rating&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Flexibility</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Knowledge of and commitment to mission</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Motivation</td>
<td>3.73</td>
<td>.45</td>
<td>S</td>
</tr>
<tr>
<td>Use of power</td>
<td>3.67</td>
<td>.56</td>
<td>S</td>
</tr>
<tr>
<td>Delegation</td>
<td>3.65</td>
<td>.49</td>
<td>S</td>
</tr>
<tr>
<td>Finance/budgeting</td>
<td>3.65</td>
<td>.49</td>
<td>S</td>
</tr>
<tr>
<td>Risk taking</td>
<td>3.65</td>
<td>.56</td>
<td>S</td>
</tr>
<tr>
<td>Comprehensive organizational understanding</td>
<td>3.62</td>
<td>.50</td>
<td>S</td>
</tr>
<tr>
<td>Time management</td>
<td>3.62</td>
<td>.70</td>
<td>S</td>
</tr>
<tr>
<td>Information processing</td>
<td>3.58</td>
<td>.50</td>
<td>S</td>
</tr>
<tr>
<td>Planning</td>
<td>3.56</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Commitment</td>
<td>3.54</td>
<td>.71</td>
<td>S</td>
</tr>
<tr>
<td>Emotional balance</td>
<td>3.54</td>
<td>.51</td>
<td>S</td>
</tr>
<tr>
<td>Integrating</td>
<td>3.54</td>
<td>.58</td>
<td>S</td>
</tr>
<tr>
<td>Organizing</td>
<td>3.54</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Persistence</td>
<td>3.54</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Public relations</td>
<td>3.46</td>
<td>.51</td>
<td>S</td>
</tr>
<tr>
<td>Wellness</td>
<td>3.46</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>3.31</td>
<td>.47</td>
<td>S</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.31</td>
<td>.47</td>
<td>S</td>
</tr>
<tr>
<td>Patience</td>
<td>3.23</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Performance appraisal</td>
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<td>.54</td>
<td>S</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>3.12</td>
<td>.65</td>
<td>S</td>
</tr>
<tr>
<td>Introspection</td>
<td>2.73</td>
<td>.45</td>
<td>S</td>
</tr>
</tbody>
</table>

<sup>a</sup>(S) Stability = 18; N=26.

Score for all competencies was 2.08 for scholarly writing, though it reached consensus on the response "would be nice to possess."

There were 25 competencies that reached stability but did not reach consensus of 75%. Their stability factor was 15% or less by round three.
Table 54. Final list of competencies that did not reach consensus or stability, listed in rank order by means, including standard deviations

<table>
<thead>
<tr>
<th>Competency</th>
<th>Mean</th>
<th>S.D.</th>
<th>Competency rating&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>3.68</td>
<td>.48</td>
<td>N</td>
</tr>
<tr>
<td>Energy</td>
<td>3.23</td>
<td>.59</td>
<td>N</td>
</tr>
<tr>
<td>Charisma</td>
<td>3.12</td>
<td>.59</td>
<td>N</td>
</tr>
<tr>
<td>Peer network</td>
<td>3.00</td>
<td>.57</td>
<td>N</td>
</tr>
<tr>
<td>Research</td>
<td>2.69</td>
<td>.47</td>
<td>N</td>
</tr>
</tbody>
</table>

<sup>a</sup>(N) Did not reach stability or consensus = 5; N=26.

The five competencies that did not reach 75% consensus and reached more than 15% stability were the competencies that will be eliminated from the competency list for a community services/continuing education director. Educator and mentoring were also eliminated because there were not enough responses to support inclusion on the competency list. Further discussion of the competency selection is found in Chapter V.
CHAPTER V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, findings that support the research objectives, a list of the competencies identified for community college community services/continuing education directors, conclusions, and recommendations for further study.

Summary

A review of the literature on community college community services/continuing education directors substantiated the need to investigate and identify competencies required for future community services directors. Professionals in the fields of community college research and community college community services had previously recommended that there was a need to conduct research in all aspects of community services and continuing education as well as the community services director. When a search of Dissertation Abstracts International and ERIC was conducted, there were no references related to community services/continuing education director competencies.

Because of the lack of any previously identified competencies for community services/continuing education directors, it was necessary to select a research design that could be used to elicit the expert opinions of current community services directors. The study was initiated by using an already identified set of competencies with definitions for community college presidents. The use of this set was suggested by Keller (1989) in his recommendations for further study. Through a Delphi process these
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competencies were presented to a panel of community services director/experts for their evaluation and response. This process was completed in three iterations or rounds. After each iteration the data were analyzed, tallied, and the competencies or definitions were modified where appropriate. After rounds one and two, respectively, the competencies were presented to the judges for their expert assessment.

The objectives of this research study were to:

1. Identify present competencies and those desired in the future. These were needed for current and prospective CS/CE directors.

2. Describe competencies necessary for community service directors that would enable them to better perform their duties.

3. Identify competencies that would be consistent with the mission of a community college even if that mission changed.

4. Identify competencies that present directors may need to develop or enhance in order to remain current in the mission of community services.

5. Develop a list of competencies that could be used in the development of a position description for an existing or new director.

Findings

One of the primary objectives of this research project was the identification of competencies for future community services/continuing education directors in community colleges. First round responses by the expert panel determined that the presidential competencies were appropriate for community services/continuing education directors.
Additional competencies, definitions, and modifications were identified by the judges specific to duties of community services directors. These new competencies were focus, collaboration, diversity, institutional change agent, and comprehensive organizational understanding.

Second round responses by the judges placed value upon each of these competencies. Collaboration, communication, decision making, and integrity came to consensus after round two was tallied. These four competencies for community services/continuing education directors were identified as critical to director success in programming and working with the public. Collaboration was a competency that had been identified as a new competency by the expert panel on round one. This competency rated second behind communication as a competency that was critical for a community services director. During the third round, 14 more competencies came to consensus with 25 going to stability of some level. There were five competencies that neither reached stability nor consensus.

The competencies and definitions listed alphabetically in the next three tables are grouped according to those that reached consensus (Table 55), those that reached stability (Table 56), and those that reached neither consensus nor stability (Table 57). A complete list of competencies in alphabetical order with definitions appears in Table 58.

The competencies that came to consensus were the competencies that the panel of judges agreed should be those competencies that are critical for a community services/continuing education director to possess. This list also included four of five additional competencies identified during
Table 55. Competencies with definitions that reached consensus

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>ANALYSIS:</strong> The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.</td>
</tr>
<tr>
<td>3</td>
<td><strong>COLLABORATION:</strong> The ability to work jointly with others for the benefit of all parties involved, both inside and outside the college.</td>
</tr>
<tr>
<td>5</td>
<td><strong>COMMUNICATION:</strong> The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver (includes speaking, writing, and listening skills).</td>
</tr>
<tr>
<td>8</td>
<td><strong>CREATIVITY/INNOVATION:</strong> The ability to introduce new concepts, ideas, opportunities, and make changes, even with limited resources.</td>
</tr>
<tr>
<td>9</td>
<td><strong>DECISION MAKING:</strong> The ability to know when and when not to make a decision (includes the ability to gather, analyze, and synthesize information necessary to make sound decisions).</td>
</tr>
<tr>
<td>16</td>
<td><strong>ENTREPRENEURSHIP:</strong> The ability to see new opportunities, assume some risk, and initiate changes necessary to implement them.</td>
</tr>
<tr>
<td>19</td>
<td><strong>FOCUS:</strong> The ability to function and manage multiple tasks.</td>
</tr>
<tr>
<td>20</td>
<td><strong>INSTITUTIONAL CHANGE AGENT:</strong> The ability to convert workforce standards and community needs to effect change in college curriculum and delivery systems through collaboration.</td>
</tr>
<tr>
<td>23</td>
<td><strong>INTEGRITY:</strong> The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.</td>
</tr>
<tr>
<td>24</td>
<td><strong>INTERPERSONAL SKILLS:</strong> The ability to interact effectively with diverse others, both inside and outside the college.</td>
</tr>
<tr>
<td>26</td>
<td><strong>JUDGMENT:</strong> The ability to choose effectively among courses of alternative action (includes the ability and willingness to establish priorities).</td>
</tr>
<tr>
<td>28</td>
<td><strong>LEADERSHIP:</strong> The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and institutional goals.</td>
</tr>
<tr>
<td>36</td>
<td><strong>PERSONNEL SELECTION:</strong> The ability to attract and select quality people.</td>
</tr>
</tbody>
</table>
38. **POSITIVE ATTITUDE**: The ability to be optimistic, to see positive aspects, even in apparently negative situations and to communicate a positive attitude to others.

43. **SCHOLARLY WRITING**: The ability to write for publication.

45. **SENSE OF RESPONSIBILITY**: The willingness and perceived willingness to assume responsibility for one’s actions.

46. **SUPERVISION**: The ability to monitor and evaluate the activities of subordinates and organizational units to assure that institutional goals, objectives, and plans are being accomplished effectively.

49. **VISIONARY**: The ability to create and communicate visions of what should and can be.
Table 56. Competencies with definitions that reached stability

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>COMMITMENT: The ability to demonstrate and communicate that you are committed to course of action, principle, or institution.</td>
</tr>
<tr>
<td>6</td>
<td>COMPREHENSIVE ORGANIZATIONAL UNDERSTANDING: The ability to see beyond the boundaries of a continuing education program(s), and continuing education in the context of the total college.</td>
</tr>
<tr>
<td>7</td>
<td>CONFLICT RESOLUTION: The ability to resolve, discuss, and reach consensus among individuals and groups.</td>
</tr>
<tr>
<td>10</td>
<td>DELEGATION: The ability to know when, and when not, and how to assign tasks, delegate authority and hold people accountable.</td>
</tr>
<tr>
<td>11</td>
<td>DIVERSITY: The ability to work with a population--staff, student, and citizenry--that is racially, culturally, and gender-wise diverse.</td>
</tr>
<tr>
<td>13</td>
<td>EMOTIONAL BALANCE/CONTROL: The ability to control one's emotions and convey a sense of self-control even under extreme pressure.</td>
</tr>
<tr>
<td>14</td>
<td>EMPATHY: The ability to view circumstances from the perspective of others while remaining objective.</td>
</tr>
<tr>
<td>17</td>
<td>FINANCE/BUDGETING: The ability to develop and administer budgets, acquire funding to operate the department, and the ability to formulate and prioritize financial plans for the future.</td>
</tr>
<tr>
<td>18</td>
<td>FLEXIBILITY: The ability to allow for change (without breaking) when the situation may call for it.</td>
</tr>
<tr>
<td>21</td>
<td>INFORMATION PROCESSING: The ability to develop and use formal and informal networks, find sources of accurate information, and to evaluate information.</td>
</tr>
<tr>
<td>22</td>
<td>INTEGRATING: The ability to coordinate and blend the various components of the community services department into a coherent whole (includes the ability to develop consensus among diverse groups).</td>
</tr>
<tr>
<td>25</td>
<td>INTROSPECTION: The ability to learn through self-examination of your thoughts and feelings.</td>
</tr>
<tr>
<td>27</td>
<td>KNOWLEDGE OF AND COMMITMENT TO MISSION: A thorough knowledge of the mission and purposes of the community services department, a commitment to that mission, and the ability to communicate the mission and purposes of the department to various constituents.</td>
</tr>
<tr>
<td>30</td>
<td>MOTIVATION: The ability to motivate individuals and/or groups to work toward attainment of goals.</td>
</tr>
</tbody>
</table>
31. **ORGANIZING**: The ability to establish structure (policies, procedures, position descriptions, etc.) in a department, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

32. **PATIENCE**: The ability to maintain composure and self-control while waiting (includes tolerance for ambiguity).

34. **PERFORMANCE APPRAISAL**: The ability to establish performance expectations for subordinates and to counsel them for improved performance.

35. **PERSISTENCE**: The ability to persevere, to keep going even against continued resistance or change of direction.

37. **PLANNING**: The ability to establish short- and long-term goals and objectives, to develop strategies, policies, programs, and procedures to achieve them and to change them as circumstances warrant.

40. **PUBLIC RELATIONS**: The ability to convey information about all aspects of the college to its external and internal audiences. These include students, faculty and staff, community and other special interest groups.

42. **RISK TAKING**: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.

44. **SENSE OF HUMOR**: The ability to see the humor in a situation (includes the ability and willingness to laugh at oneself).

47. **TIME MANAGEMENT**: The ability to manage one’s self and one’s responsibilities within the context of everyday life.

48. **USE OF POWER**: The ability to influence the beliefs or actions of other persons or groups (includes knowing when and when not to use authority).

50. **WELLNESS**: The ability to maintain psychological and mental well-being including the ability to separate one’s personal life from one’s professional obligations so that fatigue can be avoided and health and personal life maintained.
round one of the Delphi. Thus, 14 of the competencies came from the presidential competency list.

Of the 25 competencies that reached stability, one of them, comprehensive organizational understanding, had been identified as a new competency during round one. Diversity, flexibility, knowledge of and commitment to mission, and motivation were close enough to the consensus/stability discrimination value that they could have gone to consensus with the change of one vote. These competencies, though not achieving consensus, could be critical for community services/continuing education director to possess and should not be discounted for their importance.

The five competencies listed in Table 57 did not achieve the values for consensus or stability. The limited comments did not provide any

Table 57. Competencies that reached neither consensus nor stability

<table>
<thead>
<tr>
<th>Number</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>CHARISMA: The unique personality traits and characteristics that make an individual capable of securing the allegiance and cooperation of others.</td>
</tr>
<tr>
<td>15.</td>
<td>ENERGY: The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.</td>
</tr>
<tr>
<td>33.</td>
<td>PEER NETWORK: The ability to enter into and effectively maintain relationships with other department heads and state, regional, and national persons (includes knowing how to develop contacts, how to build and maintain networks, and how to communicate on a formal and informal basis).</td>
</tr>
<tr>
<td>39.</td>
<td>PROFESSIONALISM: The ability to keep up to date on topics and matters relevant to your position: personal growth and development.</td>
</tr>
<tr>
<td>41.</td>
<td>RESEARCH: Understanding the value of institutional research and having the ability to make use of the college research function.</td>
</tr>
</tbody>
</table>
Table 58. Final list of competencies with definitions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ANALYSIS</td>
<td>The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.</td>
</tr>
<tr>
<td>2. COLLABORATION</td>
<td>The ability to work jointly with others for the benefit of all parties involved, both inside and outside the college.</td>
</tr>
<tr>
<td>3. COMMITMENT</td>
<td>The ability to demonstrate and communicate that you are committed to a course of action, principle, or institution.</td>
</tr>
<tr>
<td>4. COMMUNICATION</td>
<td>The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver (includes speaking, writing, and listening skills).</td>
</tr>
<tr>
<td>5. COMPREHENSIVE ORGANIZATIONAL UNDERSTANDING</td>
<td>The ability to see beyond the boundaries of a continuing education program(s), and continuing education in the context of the total college.</td>
</tr>
<tr>
<td>6. CONFLICT RESOLUTION</td>
<td>The ability to resolve, discuss, and reach consensus among individuals and groups.</td>
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<tr>
<td>7. CREATIVITY/INNOVATION</td>
<td>The ability to introduce new concepts, ideas, opportunities, and make changes, even with limited resources.</td>
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<td>8. DECISION MAKING</td>
<td>The ability to know when and when not to make a decision (includes the ability to gather, analyze, and synthesize information necessary to make sound decisions).</td>
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<tr>
<td>9. DELEGATION</td>
<td>The ability to know when, and when not, and how to assign tasks, delegate authority and hold people accountable.</td>
</tr>
<tr>
<td>10. DIVERSITY</td>
<td>The ability to work with a population--staff, student, and citizenry--that is racially, culturally, and gender-wise diverse.</td>
</tr>
<tr>
<td>11. EMOTIONAL BALANCE/CONTROL</td>
<td>The ability to control one’s emotions and convey a sense of self-control even under extreme pressure.</td>
</tr>
<tr>
<td>12. EMPATHY</td>
<td>The ability to view circumstances from the perspective of others while remaining objective.</td>
</tr>
<tr>
<td>13. ENTREPRENEURSHIP</td>
<td>The ability to see new opportunities, assume some risk, and initiate changes necessary to implement them.</td>
</tr>
<tr>
<td>14. FINANCE/BUDGETING</td>
<td>The ability to develop and administer budgets, acquire funding to operate the department, and the ability to formulate and prioritize financial plans for the future.</td>
</tr>
</tbody>
</table>
15. **FLEXIBILITY:** The ability to allow for change (without breaking) when the situation may call for it.

16. **FOCUS:** The ability to function and manage multiple tasks.

17. **INSTITUTIONAL CHANGE AGENT:** The ability to convert workforce standards and community needs to effect change in college curriculum and delivery systems through collaboration.

18. **INFORMATION PROCESSING:** The ability to develop and use formal and informal networks, find sources of accurate information, and to evaluate information.

19. **INTEGRATING:** The ability to coordinate and blend the various components of the community services department into a coherent whole (includes the ability to develop consensus among diverse groups).

20. **INTEGRITY:** The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

21. **INTERPERSONAL SKILLS:** The ability to interact effectively with diverse others, both inside and outside the college.

22. **INTROSPECTION:** The ability to learn through self-examination of your thoughts and feelings.

23. **JUDGMENT:** The ability to choose effectively among courses of alternative action (includes the ability and willingness to establish priorities).

24. **KNOWLEDGE OF AND COMMITMENT TO MISSION:** A thorough knowledge of the mission and purposes of the community services department, a commitment to that mission, and the ability to communicate the mission and purposes of the department to various constituents.

25. **LEADERSHIP:** The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and institutional goals.

26. **MOTIVATION:** The ability to motivate individuals and/or groups to work toward attainment of goals.
27. **ORGANIZING**: The ability to establish structure (policies, procedures, position descriptions, etc.) in a department, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

28. **PATIENCE**: The ability to maintain composure and self-control while waiting (includes tolerance for ambiguity).

29. **PERFORMANCE APPRAISAL**: The ability to establish performance expectations for subordinates and to counsel them for improved performance.

30. **PERSISTENCE**: The ability to persevere, to keep going even against continued resistance or change of direction.

31. **PERSONNEL SELECTION**: The ability to attract and select quality people.

32. **PLANNING**: The ability to establish short- and long-term goals and objectives, to develop strategies, policies, programs, and procedures to achieve them and to change them as circumstances warrant.

33. **POSITIVE ATTITUDE**: The ability to be optimistic, to see positive aspects, even in apparently negative situations and to communicate a positive attitude to others.

34. **PUBLIC RELATIONS**: The ability to convey information about all aspects of the college to its external and internal audiences. These include students, faculty and staff, community and other special interest groups.

35. **RISK TAKING**: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.

36. **SCHOLARLY WRITING**: The ability to write for publication.

37. **SENSE OF HUMOR**: The ability to see the humor in a situation (includes the ability and willingness to laugh at oneself).

38. **SENSE OF RESPONSIBILITY**: The willingness and perceived willingness to assume responsibility for one's actions.

39. **SUPERVISION**: The ability to monitor and evaluate the activities of subordinates and organizational units to assure that institutional goals, objectives, and plans are being accomplished effectively.
Table 58. Continued

40. **TIME MANAGEMENT**: The ability to manage one's self and one's responsibilities within the context of everyday life.

41. **USE OF POWER**: The ability to influence the beliefs or actions of other persons or groups (includes knowing when and when not to use authority).

42. **VISIONARY**: The ability to create and communicate visions of what should and can be.

43. **WELLNESS**: The ability to maintain psychological and mental well-being including the ability to separate one's personal life from one's professional obligations so that fatigue can be avoided and health and personal life maintained.
insight into what the real issues might be that caused the lack of stability or consensus.

Three of the five objectives of this study all related to the identification of competencies for community services/continuing education directors. A list of competencies has now been developed and analyzed by experts in the community services/continuing education profession. This list is based on the opinions of 26 community services/continuing education professionals from across the United States. There are 43 identified competencies that can be used to describe what skills a community services/continuing education director needs to develop to accomplish his/her job. The five non-consensus competencies and the two competencies that went through only one round were not included in the final set.

The definitions of the competencies provide the description needed to clarify them for other professionals examining the specific competencies. It was noted in the Keller (1989) study that the definitions were necessary to clarify competencies. Without definitions the competency carried a different meaning with each judge. The definitions provide staff developers with the specificity needed for designing professional development activities for community services/continuing education directors.

The fifth operational objective was to develop a list of competencies that could be used in the writing of a position description for an existing or new director. With the list of competencies, it is possible to identify specific attributes that community college chief
administrators might want to target when promoting or identifying new staff. In hiring staff, supervisory administrators want to complement existing staff with skills and abilities that may not be currently present. When developing position descriptions, the identified competencies are the personal attributes that allow a community services/continuing education director to perform effectively in the position. The competencies matched to community services/continuing education departmental objectives should also help to develop the position description.

Conclusions

The prime objective of this study was the identification of competencies for community college community services/continuing education directors. A secondary objective was the development of competency definitions for those competencies.

The identification of these competencies also emphasizes the following:

1. That competencies have been identified for a community college administrative group that often is questioned as to its significance on most campuses. More is known about what competencies a community services/continuing educator has to possess to perform his/her duties.

2. It assists staff development experts in identifying educational activities that support community services professionals in the performance of their duties.
3. The identified competencies will be useful in the development of job or position descriptions for community services/continuing education directors.

4. Prospective community services directors will have an available list of competencies if they desire to develop the necessary skills that would provide advancement.

5. That it is possible to use the Delphi process to identify competencies when existing literature and research is not available that identifies those competencies for a specific group of professionals.

6. That the Delphi process model used in a previous study could be modified for use with a different administrative group at a community college.

7. The identified competencies provide parameters with which to structure staff development activities for community services/continuing education directors.

8. Community college administrators have a selection of competencies that may be utilized in designing a position description for recruiting new community services/continuing education staff. Evaluation of candidate competencies during credential and interview assessment may be conducted using the competencies as a standard for selection.

9. Curriculum specialists at universities that have graduate programs for community college professionals have the competencies to use when developing and designing future course objectives. Presidential competencies identified by Keller (1989) and community services/continuing education director competencies selected through this study provide a base
for administrative competency enrichment for community college administrators.

10. The studies conducted by Vaughan (1987) and Keller (1989), and this study confirm that there is a commonality of administrative competencies developed as a community services/continuing education director that can transfer to the community college presidency.

This study has expanded the body of knowledge regarding community services/continuing education director competencies. Directors are often challenged to be leaders in their community college because they are asked to implement new programs or design new curricula. This is conducted in the community services department because there is greater flexibility and fewer restrictions in programming especially in non-credit courses. New programs or curriculum when fully developed are often converted to credit offerings and moved to other academic departments. Community services/continuing education directors also have the opportunity to custom design non-credit specialty training for business and industry. This allows them an opportunity to establish and promote professional contacts outside the community college.

The success stories are seldom reported because directors have confirmed that they do not have time or the interest in scholarly writing. It is necessary for the director to possess many competencies to operate her/his programs, but they do not have the time to reflect about what these competencies should be. Marketing programs to the general public or to businesses has increased due to competition from other sources. The increased marketing efforts have forced directors to become more involved
in writing news releases and developing brochures. These writing activities do not expand the professional literature concerning community services/continuing education.

Recently the directors have been challenged to operate profit centers in not-for-profit institutions, this being the result of declining tax support and increasing costs for the whole college. Because community services/continuing education is given the opportunity to establish fees, they are asked to set a higher margin which is then used to offset lower revenues in other departments. An increase in private continuing education providers forces the community colleges to remain competitive in pricing rather than inflate fees.

The National Council of Community Services and Continuing Education endorsed this project and supported it to the end. The Council members understand that more research should be conducted for community services/continuing education directors. The need for expanding knowledge of community services/continuing education was also included in the 1988 policy statement. The researcher has been encouraged by the editor of the Catalyst, NCCSCE professional journal, and recently by George Vaughan to share this research with peers for the benefit of the membership.

This research study has provided information to share with peers in the respective community colleges and peers outside of the community college. Because community services/continuing education operate non-traditional programs at non-traditional times, there is a perception that these departments do little to support their respective community colleges. These competencies help describe the attributes required to
operate a successful community services/continuing education program. The identified competencies also verify that a community services/continuing education director must possess many skills to successfully perform the job of community services/continuing education director.

Suggested Recommendations for Future Studies

There are a number of questions that evolved as this study was conducted that should be investigated further. These are:

1. Would the results of this research be the same or similar if it were conducted with a different group of experts drawn by a random sample?

2. What will the implications of Total Quality Management have upon community college administrative competencies and specifically community services directors as more community colleges adopt the philosophy of TQM?

3. Would demographic data be valuable in doing comparisons with responses, specifically large community college systems as compared to smaller single campus community colleges?

4. Are the competencies identified for community services directors also applicable to community services/continuing education program coordinators that work with and for the respective directors?

5. Would a factor analysis utilizing a different response scale provide a framework for combining the competencies into a more succinct list?

A closing comment regarding the use of the Delphi process in competency identification for community services directors. As the study was being conducted, it became obvious that community services directors
carry a heavy schedule of activities and responsibilities at many or all community colleges. The cooperation of the expert panel was excellent but they were all very busy. The Delphi process is time consuming and researchers must explain in detail the time commitment required of the judges.
BIBLIOGRAPHY


ACKNOWLEDGMENTS

The completion of a graduate program, especially for a student who has been working while taking classes and writing, means that there have been numerous people supporting that student. I attest to the fact that there are many people whom I owe a great deal of thanks for the support, assistance, nagging, and sometimes even the silence they provided while I was completing the objectives of the graduate program at Iowa State University.

When I accepted my position at Hawkeye Community College, I didn't realize that George Bennett, vice-president for Continuing Education, would be the gentle persuader that he was in nudging me along the path to this degree. George spent many hours mentoring me throughout his time at Hawkeye and for this I am very appreciative. He was a role model who encouraged and allowed me to experience many new opportunities. He is now retired to the golf course and Kansas. Thank you, George.

There are several professors from Iowa State University who spent numerous hours helping me throughout my graduate years at the University. Dr. Dan Robinson spent a long morning with me several years ago reviewing my academic preparation and outlining the coursework and requirements that I would need to complete (I still have the yellow lined paper with his notes). He also served as one of my instructors for several classes. He was practicing TQM before it became chic.

Dr. James Ratcliff served as my advisor for several years before moving to Pennsylvania. He encouraged me to participate in several
national meetings where I had the opportunity to meet and speak with leaders in community college education. Several of these leaders provided me with ideas and encouragement while developing my dissertation topic.

Dr. Larry Ebbers served as my advisor for my research and dissertation. This past year he made himself available to work with me on a very generous basis. I believe that he typifies the caring professional that I have been associated with at the University. I want to recognize him for his many hours of guidance with my research. His positive attitude and willingness to help is to be highly commended.

The board and members of the National Council on Community Services and Continuing Education are to be thanked for the help they provided me throughout the survey process. I know that some of them took time to respond to questionnaires when other deadlines may have been far more pressing. Thanks!

A note of appreciation to Dr. James Hammonds and Dr. Larry Keller for advice and permission to expand on their work to other community college professionals. They both assisted me in identifying this project and bringing it to fruition.

Thanks to my peers and friends at Hawkeye for being concerned and for the encouragement you have provided while I was taking coursework and throughout the research. I have appreciated your interest in my studies and also your help when I needed it.

I must thank my mother and father, Hazel and Milton Amunson, for persevering in the raising of their son. I will not forget the fact my father’s goal for me was "to be able to stand up in front of a group of
people and give a speech without making a fool of myself." It was also clearly established that I was to achieve a college education. He lived to enjoy my graduation from the University of Northern Iowa with a Master's degree, but he never got to hear me make a speech. My mother will be present at graduation on December 18. Thanks for all your help.

My final acknowledgments go to my wife, Nancy, and son, Erik, for their patience with me, especially through these last few months. I know that they would have preferred that I not take my books along in the boat when we went boating this last summer. Yes, Erik, I will now be able to help with several projects including the go-kart. Thank you, Nancy, for hanging in there when I was cloistered in the computer room typing and editing this paper. I appreciate it and I will build your corner hutch now.
APPENDIX A. NCCSCE SUPPORT
Minutes
National Council on Community Services and Continuing Education

Board Meeting
October 11, 1992

and

General Session
October 13, 1992

Attendees

Executive Board
Betsy S. DuBose, President
Noreen Thomas, First Vice-President
Leslie A. Bartok, Secretary
James Rowell, Treasurer
Nancy Kothenbeutel, Immediate Past President

Regional Representatives
Frank Falcetta, Region I
Jerry Middlemiss, Region II
Richard Hoehlein, Region III
Alma Hires, Region IV
Leslee Brockett, Region V
Ramon Dovalina, Region VI
Noel Koranda, Region VII
Dave Braman, Region VIII
Sandra Rickner, Region IX
Jeanne Arvidson, Region X

Others
Darrel Clowes, Catalyst Editor
Peggy Quinney, International Liaison

Others
Darrel Clowes, CATALYST Editor
Andrew Meyer, Conference Co-Chair
Peggy Quinney, International Liaison
Minutes - Board Meeting

I. Call to Order
President Betsy DuBose called the meeting to order at 8:45 a.m., October 11, 1992 and introduced members of the Board.

II. Review Meeting Agenda
(Appendix A)

III. Minutes of July Meeting
Minutes of the July Board meeting were approved. (Frank Falcetta moved/Noreen Thomas seconded) Betsy presented information regarding the February Board meeting scheduled for February in New Orleans, and the Radisson was selected as the hotel for the meeting. Betsy will make the arrangements with the hotel.

IV. Business Meeting Agenda
The agenda for the business meeting to be held at Tuesday's luncheon was set; it will include
a. By-Laws (Rickner)
b. Treasurer's Report (Rowell)
c. Policy Statement (Braman)
d. Clark State (Kothenbeuthel)
e. Membership Chair (Rickner)
f. State Liaison Recognition (DuBose)
g. International Liaison (Quinney)
h. Regional Award Procedures (DuBose)

V. Conference Update - Andrew Meyer
Andy reported that 250 registrations have been received to date; more are expected. There are 16 vendors, which produced income of $8,000. Twelve new NCCSCE members have been recorded. In addition to conference registrants, fifty guests have signed up for the Aquarium reception. The President's Reception is scheduled for Sunday 8:00-10:30 p.m. and includes dessert, coffee, cash bar and dancing. The Denver reception will be Tuesday night, 5:30-7:00, with light refreshments. Tuesday morning roundtables have been added to the program. Andy pointed out the addition of speaker abstracts in the conference binder. Andy announced that the larger number of vendors has provided a significant profit for the conference and estimated $6-9,000 after all obligations; it was clarified that the local conference sponsor is able to keep this profit. Noreen suggested that the Council should reinforce the vendors and thank them, making it worthwhile experience for them. Leslie Bartok will print the list of vendors in the next newsletter.
VI. AACC Board Report - Gary Israel
Gary discussed changes being proposed by AACC to the
relationship between affiliate organizations and AACC and
requested guidance on the role he should play on behalf of
NCCSCE. The Board agreed to discuss the matter and get back
to him before the end of the conference.

VII. Policy Statement - Dave Braman
Dave presented the work he had done on the NCCSCE policy
statement (Appendix B), and the Board discussed
possibilities for a next step. It was agreed that the
matter would be presented at the general session and
regional meetings for comments by the membership, especially
with regard to the definition of continuing education and
community services. The definition informed will be
published in the CATALYST and newsletter for additional
comments. Decisions regarding future action will be
postponed.

VIII. Reports
Finance Committee/Treasurer - Jay Rowell
Jay distributed the new membership form and highlighted
changes (Appendix C). Noreen suggested including individual
members' phone numbers, and Darrel Clowes suggested
clarifying the wording of the CATALYST subscription rate for
libraries. Jay will make these changes. Jay then
distributed first quarter membership totals and a comparison
with previous years (Appendix D). The computer malfunction
has been fixed, labels have been sent to regional reps, and
they are encouraged to begin recruiting. Sandy Rickner
requested blank invoice forms; Jay will send them, as well
as repeatedly bill nonrenewing institutions. He will also
provide regional reps with a membership update on December
1. In response to a question by Noreen about the way the
membership chair will relate to the Board, Sandy will
present a report at the February Board meeting. Jay
presented the Treasurer's Report, showing first quarter
figures (Appendix ). Frank moved, Ramon Dovalina seconded,
and the Board accepted the Treasurer's Report.

First Vice-President - Noreen Thomas
Information regarding the awards has been mailed, and Noreen
reminded regional reps to establish committees to determine
the recipient early, in order to avoid potential conflicts
later. The Executive Board will act on the national awards
in February. Betsy agreed to gather information from last
year's award winners about their use of the $100 prizes.
Noreen reported that AACC's deadlines for information were
earlier than expected and announced that she has arranged
for Terry Obannion on the topic of realigning the mission of
community colleges; John Blong and Martha Smydra will be
reactors. Darrel described the forum of the Council of
Universities and Colleges has submitted and suggested that
both councils could cosponsor the two forums. The Board agreed, and Noreen will notify AACC. Noreen reminded the Board of the need to recruit sponsors; her goal is $2,000. She will present the confirmed sponsors at the February meeting, asking everyone to work on this before then. Everyone was reminded of the unusual dates for AACC—April 28-May 1; it will be in Portland, Oregon. Noreen also referred to LERN’s salary study and suggested that projects like this could be done as membership services. Noreen also discussed the code of ethics being prepared by Michigan Association for Adult and Continuing Education and suggested it for NCCSCE’s consideration. (Appendix F)

Lunch was served at this time, and state liaisons were recognized and thanked for their work. Dave Braman introduced Sue Hartman, who is coordinating the Denver conference, and she reviewed plans made to date.

Second Vice-President
Betsy gave this report in David Wells’ absence. She distributed copies of the revised by-laws (Appendix G), which will be presented for approval at the business meeting. She also distributed the planning document discussed at the previous meeting (Appendix H) and the agenda for the regional meetings (Appendix I). The regional meeting agenda was revised and limited to a discussion of the policy statement and membership services.

Secretary - Leslie Bartok
Leslie circulated the Board directory for address and phone number updates and confirmed that the mailing schedule for the Actions and Agreements sheet and minutes were appropriate. She suggested that she continue to prepare the newsletter rather than delegate the task.

CATALYST Editor - Darrel Clowes
Darrel reminded everyone that he needs contributions and asked Board members to view the conference sessions they attend with an eye toward possible CATALYST articles. Darrel thanked Noreen and Ramon for helping establish the editorial board. The job description for CATALYST editor (Appendix J) was distributed. Darrel mentioned that there was some confusion about the end of tenure for his term as editor and suggested that it be clarified as being the end of 1994 volume year (fall issue); Dave moved, Leslee Brockett seconded, and the Board approved. Darrel reported that all current issues are on the electronic journal, but would like to hire someone to scan and add the back issues. Sandy moved that $500 be allotted for this purpose; Frank seconded and the Board approved. Rich Hoehlein moved, Leslee seconded, and the Board approved mailing the CATALYST to all Board members.
Regional Representatives
Written reports are attached (Appendix K).

Past President - Nancy Kothenbeutel
Nancy reported that she had been approached by a graduate student who is studying the community service profession and asked permission to interview NCCSCE award winners from the past three years. This was agreed to with two recommendations—that NCCSCE be sent the results of the survey and that more appropriate people to interview would be regional representatives and state liaisons. NCCSCE's bid to evaluate the effectiveness of Clark State's continuing education division was accepted; the visit is scheduled for December 12-16. Clark State will pay $6,000, the cost of travel, room, and board only. The team will consist of Betsy, David Wells, Darrel, David Braman, Nancy and a conferencing expert. The Board will evaluate the experience as a potential membership service. Nancy also reported that the Workplace Literacy survey being done collaboratively with NCOE has been mailed.

CAEO Liaison - Rich Hoehlein
Rich distributed minutes of the most recent CAEO meeting (Appendix L). After a discussion of CAEO's work on an ethics statement Rich moved, Frank seconded, and the Board approved not continuing with our work on an ethics statement, rather to react to the one developed by CAEO. Rich circulated a brochure describing Alpha Sigma Lambda, an adult education organization that awards student scholarships; this group is requesting financial contributions for those scholarships.

IX. Conference Events
Board members were reminded of the Newcomers Session and President's Reception.

X. Summer 1993 Board Meeting
In anticipation of the July 1993 meeting in Boston, Jay and Frank visited potential host hotels and presented information on them (Appendix M). The Park Plaza was approved as the site (Ramon moved, Sandy seconded). Ramon has a potential problem with some dates in July, so Frank and Ramon will determine the date and Frank will notify Board members.

IX. Adjourn
The meeting adjourned at 3:30 p.m. on October 11, 1992.
Mr. Dale A. Amunson
Post Office Box 8015, Tama Hall
Waterloo, Iowa 50704

The NCCSCE Board voted overwhelmingly to sponsor your research project. We are excited to assist in the nomination of participants, providing an introductory letter and letterhead stationery.

If we can be of any further assistance, please call.

Sincerely,

Betsy Smith, President
NCCSCE

January 15, 1993
APPENDIX B. KELLER LETTER
February 24, 1993

Larry L. Keller, Ph.D.
New Hampshire Technical College
Laconia Campus
Laconia, NH 03246

Dear Dr. Keller:

I have had the opportunity to read the dissertation that you wrote entitled "Competencies of Future Community College Presidents: Perception of Selected Community College Presidents." I found the topic and format to be very interesting and timely. Your recommendations for future study using the competencies that were agreed upon by the presidents are topics that are applicable to other administrative positions within community colleges.

Because of my interest in community services/continuing education at community colleges I am going to conduct a research project specific to future competencies for community services directors/deans. I am requesting your permission to use the competencies identified through the Delphi process of your dissertation as a basis for a future competencies study of community service directors. The competencies that have been identified through your research would provide a validated set of criterion from which to begin with another administrative group.

I also defer to your recommendations for additional study in which you stated under point number one "that the methodologies used in this study be used in similar research to identify competencies and descriptions for future ... chairpersons." Because community service professionals sometimes aspire to the position of community college president, this may also be an opportunity to test for any unofficial similarities in findings between the two administrative groups.

I look forward to your response and any other recommendations that you may provide regarding this topic.

Sincerely,

Dale A. Amunson, Director
Center for Community Services
March 25, 1993

Mr. Dale A. Amunson  
P.O. Box 36  
Clarksville, IA 50619

Dear Mr. Amunson:

Sorry that there has been some time lapse in answer to your request to use the identified competencies and format of my dissertation. As you have observed, the "Delphi" is a technique used to solicit information using opinion technology. One of the keys is to be very careful that you pick individuals that are truly a panel of experts. This can be done through a purposeful or random selection, but the selection must be from a field of accomplished professionals.

The study that you are undertaking is much needed and you will enjoy the process. The results can have some impact on the existing research about competencies of community education professionals. You have my permission to use the content, format and methods that I used in my study. I would request recognition if and when it is appropriate.

Good Luck.

Sincerely,

[Signature]

Dr. Larry L. Keller  
President

LLK/rp
APPENDIX C. NOMINATIONS
March 19, 1993

Dr. Betsy Smith, Provost
Community Programs
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Dear Betsy:

I want to thank the NCCSCE Board of Directors and you in particular for the support you have provided me in regard to my dissertation project. It is appreciated very much.

In order to establish a mailing list for the director competency survey I would like to request your assistance in the identification of three deans/directors from each of the ten regions of NCCSCE. I will be requesting that the past president, the first vice president, and the second vice president also nominate three administrators from each of the ten areas. When I have received all of the nominations I will analyze the list for commonality of nominations and then choose the three most nominated from each region as the pool for the study.

When making your selection I would like to suggest that you use the following criterion:
   A. Leadership in the field of Community Service.
   B. Service to NCCSCE and its mission.
   C. Service to the respective region if known.

I would like to have your nominations as soon as possible but no later than April 2 in order to keep the process moving. If you have questions regarding this request please feel free to call me at Hawkeye at (319) 296-2320 ext. 1247 or at home (319) 278-4747. I have included a nomination sheet and a return envelop for your convenience.

Again thank you for your assistance.

Sincerely,

Dale A. Amunson
Director Center for Community Services
Competency Study for Community Services/Continuing Education Directors

Nominations for NCCSCE Director representatives for the survey population sample.

To the best of your ability please nominate three directors following the suggested criterion found in the cover letter.

Thank you for your assistance.

Region I:
A.________________________ College:________________________
B.________________________ College:________________________
C.________________________ College:________________________

Region II:
A.________________________ College:________________________
B.________________________ College:________________________
C.________________________ College:________________________

Region III:
A.________________________ College:________________________
B.________________________ College:________________________
C.________________________ College:________________________

Region IV:
A.________________________ College:________________________
B.________________________ College:________________________
C.________________________ College:________________________

Region V:
A.________________________ College:________________________
Region VI:
A. __________________ College:________________________
B. __________________ College:________________________
C. __________________ College:________________________

Region VII:
A. __________________ College:________________________
B. __________________ College:________________________
C. __________________ College:________________________

Region VIII:
A. __________________ College:________________________
B. __________________ College:________________________
C. __________________ College:________________________

Region IX:
A. __________________ College:________________________
B. __________________ College:________________________
C. __________________ College:________________________

Region X:
A. __________________ College:________________________
B. __________________ College:________________________
C. __________________ College:________________________
APPENDIX D. NCCSCE NOMINATION PANEL
Nomination Committee

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Betsy Smith
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IMMEDIATE PAST PRESIDENT
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Executive Director, Continuing Education
Eastern Iowa Community College District
306 West River Drive
Davenport, IA 52801
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Fax: (319) 322-3956
APPENDIX E. WILLINGNESS TO PARTICIPATE
March 30, 1993

Dear NCCSCE Member:

This survey is being conducted by doctoral student Dale Amunson, a Community Services Practitioner at Hawkeye Community College. The research is vital to the Community Service and Continuing Education profession. The NCCSCE Board is in full support of Dale's project and asks that you take a few moments to complete the questionnaire and return it to Dale promptly.

The findings of this project will be presented at the Denver conference next October.

I'm sure you'll agree with me that there is a dearth of research in the Continuing Education/Community Service profession and will be supportive of your colleague's efforts.

Thanks in advance for your cooperation.

Sincerely,

Betsy-Smith, President
NCCSCE
April 20, 1993

Ms. Maria Lucier
Brookdale Community College
765 Newman Springs Road
Lincroft, NJ 07738

Dear Ms. Lucier:

I know that you are a busy community services/continuing education professional as I am but I would like to ask you to share a little of your time with me. Currently I am conducting my doctoral studies research regarding competencies that community services directors should possess. The identification of these competencies will be valuable for us as well as our successors.

Recently I asked our peers in NCCSCE to nominate three people from each of the ten regions that would typify exemplary models in community services directors. Your name was identified as one of those persons. Would you be willing to review through a Delphi process a number of already identified and defined competencies for community services directors? The Delphi process may take two or three iterations.

Please indicate you willingness to accept this opportunity by completing the enclosed post card. I anticipate sharing these competencies with you and others at the October NCCSCE conference in Denver.

Thank you for your time and I would appreciate your positive response on the enclosed post card.

Sincerely,

Dale A. Ammison, Director
Center for Community Services
Hawkeye Community College
Dissertation Topic:
Competencies for Community Services Directors

Is this address correct?

Please circle one:

YES  I will participate in the study.
NO   I will NOT participate in the study.
APPENDIX F. EXPERT PANEL
<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>James R. Rowell</td>
<td>North Shore Community College</td>
<td>One Ferncroft Road, Danvers, MA 01923</td>
</tr>
<tr>
<td>Douglas McGowan</td>
<td>Kennebec Valley Tech College</td>
<td>P.O. Box 29, Fairfield, ME 04397-0029</td>
</tr>
<tr>
<td>Dr. Jerry Middlemiss</td>
<td>Gloucester County College</td>
<td>R.R. 4, Box 203, Sewell, NJ 08080-9518</td>
</tr>
<tr>
<td>Marie Lucier</td>
<td>Brookdale Community College</td>
<td>765 Newman Springs Road, Lincroft, NJ 07738</td>
</tr>
<tr>
<td>Dr. Leslie Bartok</td>
<td>Comm. Clg. Alleghany County-So.</td>
<td>1750 Clairton Road, West Mifflin, PA 15122</td>
</tr>
<tr>
<td>Andrew Meyer</td>
<td>Anne Arundel Community College</td>
<td>101 College Parkway, Arnold, MD 21012</td>
</tr>
<tr>
<td>Dr. Richard Hoehlein</td>
<td>Tidewater Community College</td>
<td>1700 College Crescent, Virginia Beach, VA 23456</td>
</tr>
<tr>
<td>Dr. Alma Hires</td>
<td>Hillsborough Community College</td>
<td>P.O. Box 5096, Tampa, FL 33675-5096</td>
</tr>
<tr>
<td>Sharon Delgado</td>
<td>Daytona Beach Community College</td>
<td>P.O. Box 2811, Daytona Beach, FL 32114-2811</td>
</tr>
<tr>
<td>Dr. Beverly Boothe</td>
<td>Seminole Community College</td>
<td>100 Welden Blvd., Sanford, FL 32773-6199</td>
</tr>
<tr>
<td>Dr. James Kafka</td>
<td>Illinois Valley Community College</td>
<td>2578 East 350th Road, Ogleby, IL 41348</td>
</tr>
<tr>
<td>Gary Lemke</td>
<td>Kellogg Community College</td>
<td>450 North Avenue, Battle Creek, MI 49016</td>
</tr>
<tr>
<td>Dr. Ramon H. Dovalina</td>
<td>Austin Community College</td>
<td>5930 Middle Fiskville Road, Austin, TX 78752</td>
</tr>
<tr>
<td>Elizabeth Thornton</td>
<td>Tarrant County Junior College</td>
<td>5301 Campus Drive, Fort Worth, TX 76119-5998</td>
</tr>
<tr>
<td>Dr. Athena Russell</td>
<td>Tyler Junior College</td>
<td>P.O. Box 9020, Tyler, TX 75711</td>
</tr>
<tr>
<td>Conrad DeJardin</td>
<td>Iowa Valley Comm. College District</td>
<td>3700 South Center, Box 536, Marshalltown, IA 50158</td>
</tr>
<tr>
<td>Nancy Kothenbeutal</td>
<td>Eastern Iowa Comm. College Dist.</td>
<td>306 West River Drive, Davenport, IA 52801-1221</td>
</tr>
</tbody>
</table>
Noel Koranda  
Southeastern Community College  
North Campus  
West Burlington, IA 52655

Dave Braman  
Front Range Community College  
3645 West 112th Avenue  
Westminster, CO 80030

Suzanna Spears  
Pikes Peak Community College  
5675 S. Academy Blvd., Box 33  
Colorado Springs, CO 80906-5498

William Flynn  
Palomar College  
1140 West Mission Road  
San Marcos, CA 92069-1487

Sandra Rickner  
Irvine Valley College  
5500 Irvine Center Drive  
Irvine, CA 92720

Kenneth Schultz  
Mesa Comm. College Downtown Ctr.  
145 North Centennial Way  
Mesa, AZ 85201

Kae R. Hutchison  
Bellevue Community College  
3000 Landerholm Circle, SE  
Bellevue, WA 98007-6484

Jeanne Arvidson  
South Seattle Community College  
6770 E. Marginal Way South  
Seattle, WA 98108
APPENDIX G. FIRST ROUND QUESTIONNAIRE
May 26, 1993

Jeanne Arvidson
South Seattle Community College
6770 E. Marginal Way South
Seattle, WA 98108

Dear Ms. Arvidson:

Thank you for returning the postcard indicating your willingness to participate in my doctoral research project. I look forward to having your input regarding competencies for community service directors.

Attached to this letter you will find forty-three competencies with definitions. These competencies had been previously identified and defined by Larry Keller, PhD.(1989) as being appropriate for community college presidents. I would like your reactions to these competencies as you would see them relate to the responsibilities, skills and abilities needed by a community service director. You should also feel free to add any competencies with definitions that have not been included.

As I indicated your involvement will relate to a Delphi process which forces people to come to consensus on issues while remaining anonymous when responding. The process may involve two or three iterations or rounds of responses before consensus or lack of consensus is achieved. Because your responses will be known only to you please feel free to be frank in your responses to the competencies.

The objective of this study is to develop a set of competencies that are descriptive of those necessary for a community service director. With the identification of these competencies you will have been involved in a project that should expand the body of knowledge regarding community service directors.

Again I want to express my appreciation for your willingness to participate in this study. PLEASE HELP by returning your questionnaire as quickly as possible in the enclosed envelop! Thank you.

Sincerely,

Dale A. Ammon
Serving the Profession of Community Services and Continuing Education
An Affiliate of the American Association of Community & Junior Colleges
Competencies for Community Services/Continuing Education Directors

The attached questionnaire is designed to elicit your thoughts on competencies for CS/CE Directors. Please read the competencies and indicate your response on the lines below. If you desire to change the definition please do so in a succinct manner. Space will be provided at the end of the questionnaire for you to add any competencies with definitions that you feel may need to be included.

The competencies are listed in alphabetic order with no significance attached to placement within the total format. The purpose of this is to establish competencies, ratings will be done later.

Below each competency you will find three responses, choose the response that you believe is correct for that competency.

Competencies and Definitions

ANALYSIS: The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

CHARISMA: The unique personal attractiveness that makes an individual capable of securing the allegiance of others.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

COMMITMENT: The ability to demonstrate and communicate that you are committed to course of action, principle or institution.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

CONTROLLING: The ability to monitor and evaluate the activities of subordinates and organizations to assure that institutional goals, objectives and plans are being accomplished.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

COMMUNICATION: The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver. Includes speaking, writing and listening skills.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

CONFLICT RESOLUTION: The ability to resolve disagreements between individuals and groups.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

CREATIVITY/INNOVATION: The ability to introduce and make changes, even with limited resources.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

DECISION MAKING: The ability to know when and when not to make a decision and the ability to make sound decisions.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:
DELEGATION: The ability to know when to and when not to and how to assign tasks to others, including the ability to grant necessary authority to others and hold them accountable.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

EMOTIONAL BALANCE/CONTROL: The ability to control one's emotions and convey a sense of control even under extreme pressure.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

EMPATHY: The ability to view circumstances from the perspective of others.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

ENERGY: The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

ENTREPRENEURSHIP: The ability to see new opportunities and to initiate changes necessary to implement them.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

FINANCE/BUDGETING: The ability to develop and administer budgets, acquire funding to operate the college and the ability to formulate and prioritize financial plans for the future.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

FLEXIBILITY: The ability to bend (without breaking) when the situation demands it.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

INTEGRATING: The ability to coordinate and blend the various components of the college into a coherent whole. Includes the ability to develop consensus among diverse groups.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

INTEGRITY: The ability to inspire trust in the veracity of one's words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

INTERPERSONAL SKILLS: The ability to interact effectively with diverse others, both inside and outside the college. Includes trustees and political entities.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

INFORMATION PROCESSING: The ability to develop and use formal and informal networks, find sources of accurate information and to evaluate information.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

INTEGRATING: The ability to coordinate and blend the various components of the college into a coherent whole. Includes the ability to develop consensus among diverse groups.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:
INTROSPECTION: The ability to learn through self-examination of your thoughts and feelings.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

JUDGMENT: The ability to choose effectively among courses of alternative action. Includes the ability and willingness to establish priorities.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

KNOWLEDGE OF AND COMMITMENT TO MISSION: A thorough knowledge of the mission and purposes of the community college, a commitment to that mission and the ability to communicate the mission and purposes of the college to various constituents.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

LEADERSHIP: The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and institutional goals. Includes trustees and political entities.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

MOTIVATION: The ability to apply incentives and otherwise motivate individuals and/or groups to work toward attainment of goals.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

ORGANIZING: The ability to establish structure (policies, procedures, position descriptions, etc.) in an institution, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

PATIENCE: The ability to maintain composure and self-control if required to wait. Includes tolerance for ambiguity.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

PEER NETWORK: The ability to enter into and effectively maintain relationships with other community service CEO's and state, regional and national persons. This includes knowing how to develop contacts, how to build and maintain networks and how to communicate on a formal and informal basis.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

PERFORMANCE APPRAISAL: The ability to establish performance expectations for subordinates and to counsel them for improved performance.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

PERSISTENCE: The ability to persevere, to keep going even against continued resistance and to know when to give up.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:
PERSONNEL SELECTION: The ability to attract and select quality people.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

PLANNING: The ability to establish short and long term goals and objectives, to develop strategies, policies, programs, and procedures to achieve them and to change them as circumstances warrant.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

POSITIVE ATTITUDE: The ability to be optimistic, to see positive aspects, even in apparently negative situations and to communicate a positive attitude to others.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

PROFESSIONALISM: The ability to keep up to date on topics and matters relevant to your position: personal growth and development.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

PUBLIC RELATIONS: The ability to convey information about all aspects of the college to its external and internal audiences. These include students, faculty and staff, community, political bodies and other special interest groups.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

RESEARCH: Understanding the value of institutional research and having the ability to make certain that the research function is properly organized within the organization as an assessment tool to facilitate institutional effectiveness.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

RISK TAKING: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

SCHOLARLY WRITING: The ability to write for publication.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

SENSE OF HUMOR: The ability to see the humor in a situation. Includes the ability and willingness to laugh at oneself.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

SENSE OF RESPONSIBILITY: The willingness and perceived willingness to assume responsibility for one's actions.

- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:
TIME MANAGEMENT: The ability to manage one's self.
- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

USE OF POWER: The ability to influence the beliefs or actions of other persons or groups. Includes knowing when and when not to use authority.
- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

VISIONARY: The ability to create and communicate visions of what should and can be.
- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

WELLNESS: The ability to maintain psychological and mental well being including the ability to separate one's personal life from one's professional obligations so that fatigue can be avoided and health and personal life maintained.
- Appropriate to possess
- Inappropriate to possess
- Appropriate to possess with the following definition modification:

Comments:

THANK YOU FOR COMPLETING THIS ITERATION OF THE DELPHI. PLEASE INSERT INTO THE ENCLOSED ENVELOPE AND MAIL AS SOON AS POSSIBLE. IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT 319-296-2320, EXT. 1247 OR AT HOME 319-278-4747.

YOU MAY MAIL THIS TO:
DALE AMUNSON
BOX 38
CLARKSVILLE, IA 50619

OR FAX TO 319-296-4018.

THANK YOU
APPENDIX H. SECOND ROUND QUESTIONNAIRE
July 16, 1993

James R. Rowell
North Shore Community College
One Ferncroft Road
Danvers, MA 01923

Dear Mr. Rowell:

Thank you for returning the first questionnaire responding to competencies for community service/continuing education directors. Your help in this dissertation process is appreciated and needed.

Attached to this letter you will find forty-eight competencies with definitions. These competencies are those that you have indicated are appropriate for a community services director to possess. Many of you also indicated that you believe that some competencies may be more valuable or more appropriate than others. With this iteration of the Delphi process you will have an opportunity to indicate how important you think each of these competencies is for a director.

This process may involve two or three iterations or rounds of responses before consensus or lack of consensus is achieved. Your responses are confidential and will be known only to you.

The objective of this study is to develop a set of competencies that are descriptive of those necessary for a community service director. With the identification of these competencies you will have been involved in a project that should expand the body of knowledge regarding community service directors.

You did an excellent job of returning your first questionnaire. PLEASE HELP by returning your second questionnaire as soon as possible! Thank you.

Sincerely,

Dale A. Amunson

Serving the Profession of Community Services and Continuing Education
An Affiliate of the American Association of Community & Junior Colleges
Competencies for Community Services/Continuing Education Directors

The attached questionnaire contains the competencies that you and your peers have identified as being appropriate competencies for Community Services/Continuing Education (CS/CE) Directors. You now have an opportunity to identify which of these competencies are more important or less important for a director to possess. You may also comment on those competencies.

The competencies are listed in alphabetical order with no significance attached to placement within the format.

Below each competency you will find four responses. Check the one response that you feel describes the need for each competency by a CS/CE director.

Competencies and Definitions

ANALYSIS: The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

CHARISMA: The unique personality traits and characteristics that make an individual capable of securing the allegiance and cooperation of others.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

COLLABORATION: The ability to work jointly with others for the benefit of all parties involved, both inside and outside the college.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

COMMITMENT: The ability to demonstrate and communicate that you are committed to a course of action, principle or institution.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

COMPREHENSIVE ORGANIZATIONAL UNDERSTANDING: The ability to see beyond the boundaries of a continuing education program(s), and continuing education in the context of the total college.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

CONFLICT RESOLUTION: The ability to resolve, discuss, and reach consensus between individuals and groups.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

CREATIVITY/INNOVATION: The ability to introduce new concepts, ideas, opportunities, and make changes, even with limited resources.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

COMMUNICATION: The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver. Includes speaking, writing and listening skills.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

DECISION MAKING: The ability to know when and when not to make a decision. Includes the ability to gather, analyze, and synthesize information necessary to make sound decisions.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:
DELEGATION: The ability to know when, and when not, and how to assign tasks, delegate authority and hold people accountable.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

DIVERSITY: The ability to work with a population; staff, student, and citizenry, that is racially, culturally, and gender-wise diverse.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

ENERGY: The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

ENTREPRENEURSHIP: The ability to see new opportunities, assume some risk, and initiate changes necessary to implement them.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

FOCUS: The ability to function and manage multiple tasks.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

INSTITUTIONAL CHANGE AGENT: The ability to convert workforce standards and community needs to effect change in college curriculum and delivery systems through collaboration.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

EMOTIONAL BALANCE/CONTROL: The ability to control one's emotions and convey a sense of self-control even under extreme pressure.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

FINANCE/BUDGETING: The ability to develop and administer budgets, acquire funding to operate the department and the ability to formulate and prioritize financial plans for the future.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

INTEGRATING: The ability to coordinate and blend the various components of the community services department into a coherent whole. Includes the ability to develop consensus among diverse groups.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:
INTEGRITY: The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

INTERPERSONAL SKILLS: The ability to interact effectively with diverse others, both inside and outside the college.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

INTROSPECTION: The ability to learn through self-examination of your thoughts and feelings.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

JUDGMENT: The ability to choose effectively among courses of alternative action. Includes the ability and willingness to establish priorities.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

KNOWLEDGE OF AND COMMITMENT TO MISSION: A thorough knowledge of the mission and purposes of the community services department, a commitment to that mission and the ability to communicate the mission and purposes of the department to various constituencies.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

LEADERSHIP: The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and departmental goals.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

MOTIVATION: The ability to motivate individuals and/or groups to work toward attainment of goals.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

ORGANIZING: The ability to establish structure (policies, procedures, position descriptions, etc.) in a department, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

PERFORMANCE APPRAISAL: The ability to establish performance expectations for subordinates and to counsel them for improved performance.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

PERSISTENCE: The ability to persevere, to keep going even against continued resistance or change of direction.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

PATIENCE: The ability to maintain composure and self-control while waiting. Includes tolerance for ambiguity.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

PEER NETWORK: The ability to enter into and effectively maintain relationships with other department heads and state, regional and national persons. This includes knowing how to develop contacts, how to build and maintain networks and how to communicate on a formal and informal basis.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:
<table>
<thead>
<tr>
<th>PERSONNEL SELECTION: The ability to attract and select quality people.</th>
<th>PUBLIC RELATIONS: The ability to convey Information about all aspects of the department to its external and internal audiences. These include students, faculty and staff, community, and other special interest groups.</th>
<th>SENSE OF HUMOR: The ability to see the humor in a situation. Includes the ability and willingness to laugh at oneself.</th>
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<tr>
<td>Responses</td>
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<td>Comments:</td>
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</tbody>
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<tr>
<th>PLANNING: The ability to establish short and long term goals and objectives, to develop strategies, policies, programs and procedures to achieve them and to change them as circumstances warrant.</th>
<th>RESEARCH: Understanding the value of Institutional research and having the ability to make use of the college research function.</th>
<th>SENSE OF RESPONSIBILITY: The willingness and perceived willingness to assume responsibility for one's actions.</th>
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<th>POSITIVE ATTITUDE: The ability to be optimistic, to see positive aspects, even in apparently negative situations and to communicate a positive attitude to others.</th>
<th>RISK TAKING: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.</th>
<th>SUPERVISION: The ability to monitor and evaluate the activities of subordinates and organizational units to assure that Institutional goals, objectives and plans are being accomplished effectively.</th>
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<th>PROFESSIONALISM: The ability to keep up to date on topics and matters relevant to your position: personal growth and development.</th>
<th>SCHOLARLY WRITING: The ability to write for publication.</th>
<th>TIME MANAGEMENT: The ability to manage one's self and one's responsibilities within the context of everyday life.</th>
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USE OF POWER: The ability to influence the beliefs or actions of other persons or groups. Includes knowing when and when not to use authority.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

VISIONARY: The ability to create and communicate visions of what should and can be.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

WELLNESS: The ability to maintain psychological and mental well being including the ability to separate one's personal life from one's professional obligations so that fatigue can be avoided and health and personal life maintained.

Responses
- extremely critical to possess
- very important but not absolutely essential
- would be nice to possess
- not important

Comments:

THANK YOU FOR COMPLETING THIS ITERATION OF THE DELPHI! PLEASE INSERT INTO THE ENCLOSED ENVELOPE AND MAIL AS SOON AS POSSIBLE. IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT 319-296-2320, EXT. 1247 OR AT HOME 319-278-4747.

YOU MAY MAIL THIS TO:

DALE AMUNSON
BOX 36
CLARKSVILLE, IA 50619

OR FAX TO 319-296-4018.

THANK YOU
APPENDIX I. THIRD ROUND QUESTIONNAIRE
September 8, 1993

James R. Rowell
North Shore Community College
One Ferncroft Road
Danvers, MA 01923

Dear Mr. Rowell:

Thank you very much for returning the second questionnaire responding to competencies for community service/continuing education directors. This may be your FINAL OPPORTUNITY to respond to the competencies that you have reviewed and commented upon. Your help in this dissertation process has been appreciated and needed.

Attached to this letter you will find fifty competencies with definitions two of which have been added since the previous iteration. Comments from your peers may be found beneath some of the competencies. In the first column you will find a tally of the responses that you and your peers marked in the first iteration of the study. In the second column you will have response boxes where you may again select your choice for the competency. You still maintain the right to select any comment that you feel is appropriate. With this iteration of the Delphi process you will again have had an opportunity to indicate how important you think each of these competencies is for a director. Your responses are confidential and will be known only to you.

The objective of this study is to develop a set of competencies that are descriptive of those necessary for a community service director. With the identification of these competencies you have been involved in a project that should expand the body of knowledge regarding community service directors.

You did an excellent job of returning your second questionnaire. PLEASE HELP by returning your last questionnaire as soon as possible! Thank you.

Sincerely,

Dale A. Amnson, Director
Center for Community Services

Serving the Profession of Community Services and Continuing Education
An Affiliate of the American Association of Community & Junior Colleges
### Second Iteration

**Competencies for Community Services/Continuing Education Directors**

The following questionnaire contains the competencies that you and your peers have identified as being competencies for Community Services/Continuing Education (CS/CE) Directors. You again have an opportunity to identify which of these competencies are more important or less important for a director to possess. You may also comment on those competencies. The Round 1 Group Response shows how your peers responded the first round. Comments are included.

The competencies are listed in alphabetical order with no significance attached to placement within the format. Below each competency you will find four responses. Check the one response that you feel describes the need for each competency by a CS/CE director. Because I am trying to develop consensus, I am providing you with the Round 1 Group Responses. You maintain the right to express your own opinion on the Round 2 Response. (N=25 people)

#### Competencies and Definitions

**ANALYSIS:** The ability to identify relationships between variables, constraints, and premises that bear upon a goal sought or the resolution of a problem.

### Round 1 Group Response
- **16** - extremely critical to possess
- **8** - very important but not absolutely essential
- **1** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**CHARISMA:** The unique personality traits and characteristics that make an individual capable of securing the allegiance and cooperation of others.

### Round 1 Group Response
- **10** - extremely critical to possess
- **12** - very important but not absolutely essential
- **8** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**COMMUNICATION:** The ability to transfer information from one person or group to another person or group with the information being understood by both the sender and the receiver. Includes speaking, writing and listening skills.

### Round 1 Group Response
- **22** - extremely critical to possess
- **0** - very important but not absolutely essential
- **0** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**COMMITMENT:** The ability to demonstrate and communicate that you are committed to a course of action, principle or institution.

### Round 1 Group Response
- **15** - extremely critical to possess
- **6** - very important but not absolutely essential
- **4** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**COLLABORATION:** The ability to work jointly with others for the benefit of all parties involved, both inside and outside the college.

### Round 1 Group Response
- **22** - extremely critical to possess
- **3** - very important but not absolutely essential
- **0** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**COMPREHENSIVE ORGANIZATIONAL UNDERSTANDING:** The ability to see beyond the boundaries of a continuing education program(s), and continuing education in the context of the total college.

### Round 1 Group Response
- **14** - extremely critical to possess
- **9** - very important but not absolutely essential
- **2** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:

**CONFLICT RESOLUTION:** The ability to resolve, discuss, and reach consensus between individuals and groups.

### Round 1 Group Response
- **9** - extremely critical to possess
- **2** - very important but not absolutely essential
- **0** - would be nice to possess
- **0** - not important

Comments, Round 1 Group: None

Your Comments, Round 2:
CREATIVITY/INNOVATION: The ability to introduce new concepts, ideas, opportunities, and make changes, even with limited resources.

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DIVERSITY: The ability to work with a population; staff, student, and citizenry, that is racially, culturally, and gender-wise diverse.

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ENERGY: The ability to maintain vigor and vitality in accomplishing routine tasks or new challenges.

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EMOTIONAL BALANCE/CONTROL: The ability to control one's emotions and convey a sense of self-control even under extreme pressure.

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ENTREPRENEURSHIP: The ability to see new opportunities, assume some risk, and initiate changes necessary to implement them.

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DELEGATION: The ability to know when, and when not, and how to assign tasks, delegate authority and hold people accountable.

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FINANCE/BUDGETING: The ability to develop and administer budgets, acquire funding to operate the department and the ability to formulate and prioritize financial plans for the future.

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DECISION MAKING: The ability to know when and when not to make a decision. Includes the ability to gather, analyze, and synthesize information necessary to make sound decisions.

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EMPATHY: The ability to view circumstances from the perspective of others while remaining objective.

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FLEXIBILITY: The ability to allow for change (without breaking) when the situation may call for it.

Round 1 Group: 16
Response: 16
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INFORMATION PROCESSING: The ability to develop and use formal and informal networks, find sources of accurate information and to evaluate information.

Round 1 Group: 19
Response: 19
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INTERPERSONAL SKILLS: The ability to interact effectively with diverse others, both inside and outside the college.

Round 1 Group: 16
Response: 16
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

FOCUS: The ability to function and manage multiple tasks.

Round 1 Group: 16
Response: 16
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INTEGRATING: The ability to coordinate and blend the various components of the community services department into a coherent whole. Includes the ability to develop consensus among diverse groups.

Round 1 Group: 13
Response: 13
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INTROSPECTION: The ability to learn through self-examination of your thoughts and feelings.

Round 1 Group: 3
Response: 3
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INSTITUTIONAL CHANGE AGENT: The ability to convert workforce standards and community needs to effect change in college curriculum and delivery systems through collaboration.

Round 1 Group: 6
Response: 6
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

INTEGRITY: The ability to inspire trust in the veracity of your words and actions, to be viewed as one who stands on principle and is devoted to what is right and just.

Round 1 Group: 19
Response: 19
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:

JUDGMENT: The ability to choose effectively among courses of alternative action. Includes the ability and willingness to establish priorities.

Round 1 Group: 17
Response: 17
- Extremely critical to possess
- Very important but not absolutely essential
- Would be nice to possess
- Not important

Comments, Round 1 Group: None
Your Comments, Round 2:
KNOWLEDGE OF AND COMMITMENT TO MISSION: A thorough knowledge of the mission and purposes of the community services department, a commitment to that mission and the ability to communicate the mission and purposes of the department to various constituents.

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Comments, Round 1 Group: Often lacking.
Your Comments, Round 2:

ORGANIZING: The ability to establish structure (policies, procedures, position descriptions, etc.) in a department, the grouping of activities necessary to accomplish objectives, and the ability to coordinate horizontally and vertically within the organization.

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Comments, Round 1 Group: Mid-managers often help set structure & procedures. Somebody on staff must have it!
Your Comments, Round 2:

LEADERSHIP: The ability to influence people so that they strive willingly and enthusiastically to help accomplish individual and departmental goals.

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Comments, Round 1 Group: None
Your Comments, Round 2:

PATIENCE: The ability to maintain composure and self control while waiting. Includes tolerance for ambiguity.

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Comments, Round 1 Group: There's that word again (control) In charge Is more important than In control.
Your Comments, Round 2:

PERFORMANCE APPRAISAL: The ability to establish performance expectations for subordinates and to counsel them for improved performance.

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Comments, Round 1 Group: None
Your Comments, Round 2:

PERSEVERANCE: The ability to persevere, to keep going even against continued resistance or change of direction.

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Comments, Round 1 Group: None
Your Comments, Round 2:

PERSONNEL SELECTION: The ability to attract and select quality people.

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Comments, Round 1 Group: None
Your Comments, Round 2:

PEER NETWORK: The ability to enter into and effectively maintain relationships with other department heads and state, regional and national persons. This includes knowing how to develop contacts, how to build and maintain networks and how to communicate on a formal and informal basis.

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Comments, Round 1 Group: None
Your Comments, Round 2:
PLANNING: The ability to establish short and long term goals and objectives, to develop strategies, policies, programs and procedures to achieve them and to change them as circumstances warrant.

Round 1 Group: Round 2
Response: Your Response
13: extremely critical to possess
10: very important but not absolutely essential
2: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

PUBLIC RELATIONS: The ability to convey information about all aspects of the department to its external and internal audiences. These include students, faculty and staff, community, and other special interest groups.

Round 1 Group: Round 2
Response: Your Response
12: extremely critical to possess
13: very important but not absolutely essential
1: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

SCHOLARLY WRITING: The ability to write for publication.

Round 1 Group: Round 2
Response: Your Response
12: extremely critical to possess
5: very important but not absolutely essential
17: would be nice to possess
1: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

POSITIVE ATTITUDE: The ability to be optimistic, to see positive aspects, even in apparently negative situations and to communicate a positive attitude to others.

Round 1 Group: Round 2
Response: Your Response
14: extremely critical to possess
9: very important but not absolutely essential
1: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

RESEARCH: Understanding the value of institutional research and having the ability to use of the college research function.

Round 1 Group: Round 2
Response: Your Response
3: extremely critical to possess
12: very important but not absolutely essential
9: would be nice to possess
1: not important
Comments, Round 1 Group: Important for CE marketing. Often the college research function does not encompass CS/CE. Need ability to collect our data.
Your Comments, Round 2:

SENSE OF HUMOR: The ability to see the humor in a situation. Includes the ability and willingness to laugh at oneself.

Round 1 Group: Round 2
Response: Your Response
7: extremely critical to possess
11: very important but not absolutely essential
7: would be nice to possess
0: not important
Comments, Round 1 Group: See Energy.
Your Comments, Round 2:

PROFESSIONALISM: The ability to keep up to date on topics and matters relevant to your position: personal growth and development.

Round 1 Group: Round 2
Response: Your Response
13: extremely critical to possess
10: very important but not absolutely essential
2: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

RISK TAKING: The ability to make an assessment and take a chance, including the ability to cope with pressure from within and outside the organization.

Round 1 Group: Round 2
Response: Your Response
15: extremely critical to possess
8: very important but not absolutely essential
2: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:

SENSE OF RESPONSIBILITY: The willingness and perceived willingness to assume responsibility for one's actions.

Round 1 Group: Round 2
Response: Your Response
18: extremely critical to possess
6: very important but not absolutely essential
2: would be nice to possess
0: not important
Comments, Round 1 Group: None
Your Comments, Round 2:
SUPERVISION: The ability to monitor and evaluate the activities of subordinates and organizational units to assure that institutional goals, objectives and plans are being accomplished effectively.

Round 1 Group Round 2
Response Your Response
17 0 extremely critical to possess
8 0 very important but not absolutely essential
0 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

VISIONARY: The ability to create and communicate visions of what should and can be.

Round 1 Group Round 2
Response Your Response
16 0 extremely critical to possess
4 0 very important but not absolutely essential
5 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

TIME MANAGEMENT: The ability to manage one's self and one's responsibilities within the context of everyday life.

Round 1 Group Round 2
Response Your Response
16 0 extremely critical to possess
7 0 very important but not absolutely essential
2 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: See Energy and Humor.
Your Comments, Round 2:

EDUCATOR: The ability to provide a conceptual understanding of the importance of staff development and how it relates to the welfare of the community. 

Round 1 Group Round 2
Response Your Response
14 0 extremely critical to possess
7 0 very important but not absolutely essential
4 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

WELLNESS: The ability to maintain psychological and mental well being including the ability to separate one's personal life from one's professional obligations so that fatigue can be avoided and health and personal life maintained.

Round 1 Group Round 2
Response Your Response
12 0 extremely critical to possess
9 0 very important but not absolutely essential
4 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

USE OF POWER: The ability to influence the beliefs or actions of other persons or groups. Includes knowing when and when not to use authority.

Round 1 Group Round 2
Response Your Response
14 0 extremely critical to possess
7 0 very important but not absolutely essential
4 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

Below is a listing of two suggested competencies received from Round 1.

MENTORING: The ability to provide support, guide, and direct peers to enhance their skills or abilities in performing job responsibilities.

Round 1 Group Round 2
Response Your Response
16 0 extremely critical to possess
4 0 very important but not absolutely essential
5 0 would be nice to possess
0 0 not important
Comments, Round 1 Group: None
Your Comments, Round 2:

THANK YOU FOR COMPLETING THIS ITERATION OF THE DELPHI. PLEASE INSERT INTO THE ENCLOSURE ENVELOPE AND MAIL IMMEDIATELY. IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT 319-296-2310, EXT. 1247 OR AT HOME 319-278-4747.
APPENDIX J.

CALCULATIONS, MEAN, STANDARD DEVIATION, AND STABILITY MEASUREMENT
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