Leadership and Higher Education Administration

by

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ABSTRACT

This thesis was developed to look at leadership styles in higher education administration. The first portion of the study was to look at previous research in the field of leadership and communication, as it pertains to the industry of higher education administration. The next step was to summarize data from the Campus Climate/Great Colleges to Work For Survey administered by a regional research university, followed by individual interviews with campus leaders to formulate themes. Finally, this thesis looked at the results and determined if campus leaders have changes methods of leadership in correspondence to the results found by the Office of Assessment. Limitations and direction of future research were determined.

Table of Contents

Introduction 5
Leadership and Higher Education Administration 9
Leadership Theories 10
Task-oriented and Transactional Leadership 11
Transformational and Charismatic Leadership 13
Authentic Leadership 15
Communicative Leadership 16
Leaders' Discourse 18
Sense making and Framing 19
Knowledge-Sharing 20
Research Question 20
Methodology 21
Summarization of the institution's 2017 Campus Climate/Great Colleges to Work For Survey 22
Interviews with Campus Leaders 23
Results 26
Campus Climate/Great Colleges to Work For Survey Summarization 26
Themes – Campus Climate/Great Colleges to Work For Survey 27
Departmental Supervisors/Chairs. 27
Job Satisfaction. 28
Professional Development. 29
Challenging Themes – Employees 29
Shared Governance. 29
Senior Leadership. 30
Communication. 30
Executive Interviews 32
Positive Themes - Executives 32
Strategic Planning and Vision. 32
Student Success. 34
Open Departmental Communication 35
Challenging Themes – Executives 36
Need for Clearer Expectations 37
Shared Governance 38
Lack of Transparency 39
Need for More Resources 39
Discussion 40
Limitations 44
Directions for Future Research 44

Conclusion 45
References 46
Appendix A 54
Campus leaders interview structure 54

Introduction

The concept of leadership and communication has been an impactful characteristic in institutions, such as a regional Masters Granting Institution to be successful. Before all else, communication can be defined as "the process, through which social fabric of relationships, groups, organizations, societies, and world order – and disorder – is created and maintained" (Ruben & Gigliotti, 2016, p. 469). However, communication styles can be defined as the characteristic way a person sends verbal and nonverbal signals in social interactions denoting who he or she is or wants to appear to be, how they tend to relate to people with whom they interact with, and in what way their messages should usually be interpret (de Vries, Bakker-Pieper, & Oostenveld, 2009). Based on de Vries et al. study on communication characteristics, there are seven dimensions of communication styles: preciseness, reflectiveness, expressiveness, supportiveness, emotionality, niceness, and threateningness (PRESENT). These styles can determine employees' motivation within the organization.

These PRESENT communication dimensions would be appropriate for promoting strong organizational communication. According to Eisenberg et al. (2014), organizational communication has different uses: communication as information transfer, communication as a transactional process, communication as strategic control, and communication as a balance of creativity and constraint. Communication has also been defined as internal and external. Internal communication proposes that information transmission provides fulfilment while working toward the objectives on the company. External communication includes contacts that connect the business with outside contacts, such as suppliers, distributors, consumers, public opinion, all while promoting

these ties (Bucata & Rizescu, 2017). Usually, some goals of any institution are to create job satisfaction, increase productivity, and use resources effectively. A dysfunctional system of organizational communication could lead to high turnover, not meeting deadlines, and over cost on resources. This holds true for higher education administration, which will be the focus of this study.

Leadership and communication are the link that can either advance a university or demolish it. Many corporations, including in the higher education industry, run with a style of leadership where one group of leaders make the commands and employees do the commands without questions. However, with the change generationally and technologically, new leadership styles need to be adapted. For example, when executives develop new strategic plans for an institution, they need to be aware that technology is continuingly changing, as well as the minds of their current employees. In the higher education field, more and more employees are becoming more familiar with what decisions are made and the need of rationale for leaders on the decision choice (Stukalina, 2015).

A review of literature reveals that leadership has been defined in many different ways, such as behavioral, attributional, contemporary, and in recent decades, communicative (Ruben & Gigliotti, 2016). One element that has remained constant throughout; a leader has been defined as a person who motivated and manages within an organization to accomplish and meets clear, operational objectives and quantitative success indictors (Eriksen, 2001; Penley & Hawkins, 1985; Arena & Uhl-Bien, 2016). Coordinating leadership actions has four major aspects for communication. The cognitive-instrumental aspect would be the first condition, which means that decisions

must be adapted to the actual tasks to be carried out. The second condition is the acceptability and morality aspect: is the message being accepted by the receiver and is it morally adequate? Finally, the last major aspect is authenticity, dealing with the leader's sincerity (Eriksen, 2001). Ultimately, for leaders to have good communicative groundwork, they need to focus on these steps and characteristics.

Research indicates that leadership has had common competencies, such as knowledge, skills, abilities, intangible/tangible mindsets that benefits those around (Harrison & Murray, 2012; Ruben & Gigliotti, 2016; McCartney & Campbell, 2005). Leaders should have the ability to identify visions, develop strategic alliances, lead priorities, build good relationships, and understand complexity (Harrison & Murray, 2012). Other personal qualities associated with effective leaders include motivation, leadership style, capacity to lead, personal attributes (intelligence, trustworthy, confident, organized, etc.), ability to relate with followers, ability to advance the organization, and finally the ability to dominate (Harrison & Murray, 2012). These traits can be associated with the ideal characteristics of higher education administration leadership at the institution, which is the premise of this study.

Traditionally, communication has been characterized by a classical linear model formulated in 1948 is shown in figure 1, which simply indicates a sender sends a message to the receiver (Fairhurst & Connaughton, 2014; Ruben & Gigliotti, 2016). Since the inception of the classical linear model decades ago, other communication models have risen: the interactional model and the systems model. The interactional model captures more of the complexity and distractions between the sender and the receiver. However, the systems model is the most up-to-date model. Basically, it focuses on the way people

create, convey, select, and interpret the messages they receive. With the systems model, leadership and influence outcomes are better understood between leader, follower, message, and context (Ruben & Gigliotti, 2016).

Figure 1. Classical linear model.

Scholars have recognized that communication is vital to effective leadership. According to Ruben and Gigliotti (2016), previous literature indicated that “leaders are the ones that initiate tasks, make critical decisions, exert influence, create visions, direct activities, manage resources, or exercise, while followers are those who receive direction and guidance from the leader” (p. 13). However, a more modern definition was designed in Silva’s (2016) study as "Leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals” (p. 3). The following theories of leadership have arisen since the 1990’s: transformational leadership or human-oriented leadership, authentic leadership, communicative leadership, and transactional or task-oriented leadership (Elrehail, Emeagwali, Alsaad, & Alzghoul, 2018; de Vries, Bakker-Pieper, & Oostenveld, 2009; Johannson, Miller, & Hamrin, 2011).

Communication is recognized the key to effective leadership. According to Johansson et al. (2011) key leadership behaviors are to initiate structure, facilitate, relate, and represent. These behaviors lead to better organizational performance in employee role clarity, commitment, engagement, team cohesion, and confidence. In a broad spectrum, transformational and communicative leadership could be intertwined and pose as an opposite of transactional or task-oriented leadership styles. As mentioned in research, "a communication orientation allows us to better understand leadership as planned and unplanned, intentional and unintentional, shaped by both the leader and the follow" (Ruben and Gigliotti, 2016, p.13).

Leadership and Higher Education Administration

Leadership in higher education has been a topic of much research. Previous studies have looked at dean/faculty relationships and senior leadership/employee relationships. Research has found leadership with open communication and transparency are a must for employees to truly feel executives are working toward a goal that will benefit the university and surrounding community (Beer, 2010). Research in higher education administration has focused on transactional behaviors: what brings in the most funds, how many students the university can enroll for the next intake, and so on. Some key issues that come from a lack of effective leadership include lower job satisfaction that reduces productivity, lack of expansion of a more diverse population, and the inability to find appropriate mix of resources to fund higher education activities (O'Sullivan & Partridge, 2016). Additionally, higher education leadership needs its focus to be student success.

The primary focus for this research paper is the perception of leadership in higher education administration by executives, faculty, and staff. The participants in this study are from a public state university in northeast Ohio. The study examined the preferred interpersonal skills and methods employees would like in their ideal leader, as well as a summary of the 2017 Campus Climate/Great Colleges to Work For survey. It provides insight on the discourse of knowledge-sharing, sense making and framing; all characteristics that establish a leadership style. Finally, it looked at the perceptual congruity of both executives and employees of leadership and communication on campus. As describe later on in the paper, this study will describe evidence of change from the executive level based on a summary from the 2017 Climate survey and supported by personal interviews of executives on the university's campus.

Leadership Theories

According to Eisenburg, Goodall Jr., and Trethewey (2014) leadership styles have been conceived of a continuum from autocratic (boss-centered power and authority) to democratic (managers and subordinates sharing power and authority) to laissez-faire (subordinate-centered power and authority). Another way of putting leadership style into context is to explain it as a distinctive set of interpersonal communicative behavior geared toward optimizing hierarchical relationships in pursuit of certain group or individual goals (de Vries et al., 2009). A goal of this study of the institution's leadership in higher education administration would be to define any changes of leadership styles as a result of the perception of employees.

According to recent studies, transformational leadership could open more doors, especially in industries that are struggling to find an innovating edge and stay competitive

(Milkovich, 2016). Transformational leadership has been defined as a leader's attempt to achieve goals and implement changes by successfully raising subordinates to a greater level of awareness about the issues and consequences (Elrehail et al., 2018). Transformational leadership has been associated with multiple behavioral components: inspirational motivation, idealized influence or charisma, intellectual stimulation, and personal attention or individualized consideration (Elrehail et al.., 2018, de Vries et al.., 2010; Fairhurst & Connaughton, 2014). Typically, "transformational leaders are agents for positive change, those who seeks to lead an organization through an increasingly turbulent global business environment through strategic use of communication" (Eisenburg et al., 2014, 156). In this study, the theories of task-oriented and transactional leadership, transformational and charismatic leadership, authentic leadership and communicative leadership will be discussed for higher education administration.

Task-oriented and Transactional Leadership

As mentioned above, task-oriented leadership is a popular leadership style. It can also be closely associated with the transactional leadership theory. Task-oriented leadership is "a set of behaviors exhibited by leaders with the intent of accomplishing organizational goals and includes behaviors such as communicating organization goals and priorities, evaluating organizational progress, evaluating employee performance, giving suggestions and feedback for improvement, and promoting communication about work projects, goals, and resource needs amongst and between departments and organizational subgroups" (Fernandez, Yoon, & Perry, 2010, p. 310; Moldogaziev & Silvia, 2015). Task-oriented leadership is solely about the actual content of the information rather the relationship aspect.

De Vries et al. (2010) conducted a study comparing communication styles and task-oriented leadership. They used the communication styles mentioned previously, PRESENT, and developed a survey given to staff members at a ministry of education. The results from the survey provided that task-oriented leadership was relatively weak in terms of communication styles, but the strongest correlations came with aggressiveness or threateningness and assuredness. In addition, task-oriented leadership only had one positive correlation with perceived leader performance (de Vries et al., 2009).

Transactional leadership can be defined as a leadership theory that focuses more on the task-related exchange of actions and rewards between leader and follower, rather than the communication portion (Tyssen, Wald, & Heidenreich, 2014). Transactional leadership has three dimensions: contingent reward, management by exception (active), and management by exception (passive). Contingent reward is used by leaders to maintain order and discipline in the workplace. Management by exception (active) refers to following employee performances and actively ensuring they do not fall below or behind; whereas management by exception (passive) means leaders do not do anything until a problem happens (Avolio, Waldman, & Yammarino, 1991; Toprak, Inandi, & Colak, 2015). Toprak et al.'s (2015) study looked at the leadership styles transformational (which will be discussed later), and transactional in school organizations. They found that transactional leadership styles had a negative influence on the school's organizational health. "Since transactional leaders put a lot of emphasis on bureaucracy and rules, this weakens leader-subordinate relationships and negatively affects organizational health" (Toprak et al., 2015, p. 20). Another finding was that

transactional leaders focuses more on specific goals when they think it is important, but ignores them until necessary to acknowledge them (Deichmann & Stam, 2015).

Transformational and Charismatic Leadership

Transformational leadership focuses on teamwork, motivation, and collaboration between leaders and followers to obtain desired changes in the organization. Basically, transformational leaders will set clear goals and objectives while they maintain opportunities to communicate and motivate employee professional and personal growth (Elrehail et al., 2018). Another example would be "transformational leaders integrate creative insight, persistence, energy, intuition, and sensitivity toward their follows to make them feel wanted, appreciated and motivated" (Bass & Avolio, 1993, p. 113). There are four components to transformational leadership: inspirational motivation, intellectual stimulation, personal attention, and charisma. Inspirational motivation refers to the leader's input to build their followers' self-efficacy. Intellectual stimulation refers to the leader's ability to encourage followers to be creative and help work through their issues in the workplace. Personal attention refers to the ability of the leader to attend to the desires and needs of the followers and pose as a mentor for employees. Finally, charisma or idealized influence refers to the leader's ability to encourage respectable behavior to be a role model in the eyes of their employees (Avolio et al., 1991).

Charismatic leadership is a theory that goes together with transformational leadership. According to Avolio et al.'s (1991) study, to be charismatic is one of the components of transformational leadership. Through charisma, leaders are able to connect or relate more to their followers through trust, innovation, and communication

skills rather than power (Elrehail et al., 2018). Charisma can be a top quality of a leader with a more transformational leadership style (Awamleh & Gardner, 1999).

In Awamleh and Gardner's (1999) study on the effects of charisma on organizational performance, the researchers found "organizational performance had a strong impact on subjects' perceptions, with higher performance levels yielding stronger attributions of leader charisma and effectiveness" (p.346). In addition, having visionary charismatic leadership skills would help the leader envision the future and inspire their followers. De Vries et al.'s (2010) study with communication styles and leadership theories looked and human-oriented or charismatic leadership theory, as well as the communication styles and task-oriented leadership, as mentioned previously. They found that charismatic leadership correlated positively with five of the six communication styles: assuredness, supportiveness, verbal aggressiveness or threateningness, preciseness, and argumentativeness. This was opposed to task-oriented leadership correlations to verbal aggressiveness and assuredness. The strongest correlations found in de Vries et al.'s (2010) study were charismatic leadership were leaders' traits of supportiveness and assuredness. In addition to these positive relationships, they found that charismatic leadership is also associated with higher knowledge sharing between leader and followers, which will be discussed more in depth later.

Charismatic and transformational leadership theories could be considered adaptive. According to Khan (2017), "adaptive leaders do not just make changes, they carefully recognize potential changes in the external environment and consider the best path that will positively affect the organization" (p. 179). From the attributes of the two leadership theories, becoming adaptive would be natural occurrence.

Authentic Leadership

Authentic leadership has been defined as an approach that leaders build their relationships with their followers through ethical foundations, respect, and honesty. It promotes trust between leader and follower, which in turn can lead to more creativity and innovation (Elrehail et al., 2018; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Walumbwa et al., (2008) suggests that the evidence in the field is that authentic leadership is growing, becoming more desirable, and is effective for advancing and achieving positive outcomes from an organization. A popular model for authentic leadership focuses on self-awareness and regulation. This includes internalized regulation, balanced processing of information, relational transparency, and authentic behavior with high moral standards (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Walumbwa et al., 2008; Elrehail et al., 2018). Internalized regulation refers to self-awareness or the ability to know one's limitations and strengths, as well as how they might affect and impact others. Balanced processing reflects the overall information distribution and decision-making processes. Relational transparency shows a person or company's ingenuity. Ingenuity is important to build trustworthy relationships with others. Finally, being authentic means caring about and developing a moral compass.

In Elrehail et al.'s (2018) study, authentic and transformational leadership styles promote innovation in higher education. They claim that "authentic leadership has the potential to raise followers' performance, organizational citizenship behaviors, follower feelings of empowerment, and followers' identification with the leader and the organization" (Elrehail et al., 2018, p. 60; Walumbwa et al., 2007; Gardner et al., 2005). In addition, being viewed as an authentic leader can break silence and promote more

knowledge sharing. Guenter, Schreurs, and Hetty van Emmerik (2017) stated "leaders play a critical role in encouraging employees to speak up, and the more open, fair, and respectful leaders are, the less likely employees are to remain silent (as cited in Janssen & Geo, 2015; Morrison, 2014; Tangirala & Ramanujam, 2012). Authentic leadership would be good combination with transformational and communicative leadership theories.

Communicative Leadership

Communicative leadership has a board definition and has the tendency to take traits of the various leadership theories mentioned above. It has been defined to have positive connotations and used a range of leaders' communicative behaviors and attitudes toward the followers in an organization (Hamrin, 2015). The concepts of communicative leaderships have been listed in literature as initiating structure, facilitating work, managing relational dynamics, and representing the organization (Hamrin, 2015; Johansson, Miller, & Hamrin, 2014; Johansson, Miller, & Hamrin, 2011). Therefore, communication is essential for organizational success. Leaders communicating effectively with their followers in organizations promote higher job satisfaction, less turnover, greater productivity, improved quality of services, reduced cost, efficient use of resources, and higher innovation.

In Johansson et al.'s (2011) research, the researchers list the actions that make an effective communicative leader, as the following:

- Promotes a positive climate in a group
- Practices reflexivity
- Involves employees in decision-making

- Encourages and invests in employee development
- Uses inter-organizational networks
- Gives and seeks feedback
- Listens, chats, and engages in conversation

Johansson et al. (2011) sums the definition of a communicative leader as "one who engages in dialogue, actively seeks are seeks feedback, practices participative decision-making and is perceived as open and involved" (p. 1).

In addition to the qualities previously listed, there are various traits associated with communicative leadership. There traits are communication awareness, acquaintance, attitude, and ability as shown in figure 2 (Johansson et al., 2011). Awareness is the leader's ability to organize and adapt to each individual and team. Acquaintance and attitude can influence decisions and other communicative behaviors. Finally, a leader showing communicative leadership style traits have the ability to communicate is important in any organization (Johansson et al., 2011). There traits go together with traits associated with authentic leadership, such as self-efficacy, hope, optimism, and resiliency (Otaghsra & Hamzehzadeh, 2017).

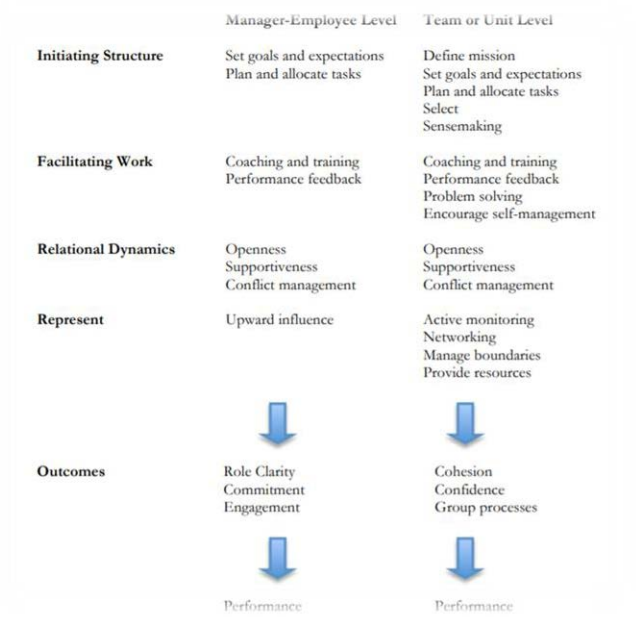

Figure 2. Central communication behaviors (Johansson et al., 2011).

Communicative leadership combined with the best of transformational leadership and authentic leadership can make the most of any organization, especially in the field of higher education administration.

Leaders' Discourse

Discourse has been defined by Johansson et al. (2011) as "a concept that involves talk and text, their production processes and the social context in which they are produced: talk and written texts in context. It emphasizes exploring connections among language, language use, and meaning making." Having a discursive approach toward leadership is one way of highlighting the communication portion. In this literature review, discourse in leadership topics will include sense making and framing, and knowledge-sharing

Sense making and Framing

The idea behind sense making is "how people interpret and give coherence to their everyday experiences, including in an organizational setting" (Ruben & Gigliotti, 2016, p. 17). A more theoretical definition of sense making comes from Weick, Sutcliffe, and Obstfeld in 2005 as "a process that is retrospective, grounded in identity construction, enactive of sensible environments, social ongoing, focused on and by extracted cues, and driven by plausibility rather than accuracy" (p. 409). Using sense making allows the leader to be conscious of their surrounding and how to accommodate their followers. It allows leaders to make sense of their environments. Additionally, this allows leaders to make decisions during times of uncertainty and change. As well as allow followers to try to influence the leader in certain decision-making and understanding.

Framing is the counterpart of sense making. It may also be known as sense-giving. Broadly, framing is how humans make sense of information. A more complex definition of leader framing was defined in Graham, Ziegert, and Capitano's (2015) study as "framing relates to how messages are coded—for example, whether the communicator uses negative or positive language—and it has been suggested that different types of framing lead to different interpretations by message recipients" (p. 425). It can be assumed most leaders try to frame situations to display trust, transparency, and honesty. However, there is the risk that it will not be accepted by followers. This is one reason why a leader's leadership style is essential to the productivity and efficiency of an organization.

Knowledge-Sharing

Elrehail et al. (2018) defined knowledge sharing as "a set of behaviors that involve the exchange of information, sharing, and donating task-relevant ideas, information, and suggestions between employees and team members" (p. 58). When followers and leaders exchange information, it sets ways to create more beneficial information. In addition, knowledge-sharing is a strong indication for innovation in organizations. In higher education administration, it can be assumed that knowledge-sharing is an asset for decision-making.

De Vries, Van den Hooff, and De Riddle's (2006) study found that employees were likely to share information with other employees based on the employees' agreeability and communication style. Another study conducted by Elrehail et al. (2018) found that knowledge-sharing has a significant correlation with transformational and communicative leadership, compared to a transactional or task-oriented leadership style. This also was the conclusion for de Vries et al.'s (2010) study when the strongest statistical data was the positive relationship between knowledge-sharing and human-oriented leadership styles. Also, de Vries et al. found that the communication style of supportiveness had a high positive correlation with knowledge-sharing. Once again, knowledge-sharing is beneficial for any organization, . Using knowledge-sharing in leadership methods is important to accomplish strong relationships in the workplace.

Research Question

Previous research found that transformational, communicative, and authentic leadership styles are more desirable compared to transactional leadership traits (Ruben & Gigliotti, 2016; Johansson, Miller, & Hamrin, 2014; Johansson, Miller, & Hamrin, 2014).

In addition, the employees' aspiration to participate in knowledge-sharing can depend on the how they perceive their senior leaderships way of leading (Elrehail et al., 2018). As for the perception of executives by employees will depend on the executives' ability to make sense and frame appropriately (Weick, Sutcliffe, & Obstfeld, 2005).

The overall purpose of this study is to research how recent decisions made by senior leadership at the university were influenced by the results of the 2017 Climate survey and how the results influenced executives to change their leadership styles. I am applying what was found in previous research, as well as what was found in the climate survey to the current climate at the institution. Therefore, the research question for this study is the following:

RQ1: A year after survey results indicated employee dissatisfaction, how do university leaders describe their communication and leadership behaviors with faculty and staff?

Methodology

This research focused on the subjective opinions of staff that work throughout the institution's campus. It explored perceptions of leadership from the institution's administrative leaders, such as deans and vice presidents, and employees, such as faculty and staff. The previous research provided a framework to identify themes that exposed what is working in terms of leadership and what may cause issues within the department's communication structure. Two methods were used for this study: the summarization of data from the 2017 Campus Climate/Great Colleges to Work For Survey (climate survey) of employees administered by the institution's Office of

Assessment (Alshuler, Glonek, Kaufman, Nespor, Schueller, Fuhrman, Hazy, Mogg, Sakonyi White, & Styranec, 2017) and semi-structured individual interviews of the university's leaders that I conducted.

Summarization of the institution's 2017 Campus Climate/Great Colleges to Work For Survey

The first step in the method was to summarize data from the university's climate survey taken by employees (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). According to The Chronicle of Higher Education, the survey is "an assessment tool that has been used in over 55 "Best Place to Work" programs with more than 4,000 organizations" ("Survey Instruments," 2018, 1). Universities use this survey to develop an idea of the climate and satisfaction for employees on their campus. The purpose of this survey is to inform leaders and employees the consensus of the positives and negatives of the current workplace atmosphere. Results determine if the university is a 'great college to work for.' In 2016 and 2017, this university participated in this survey. They were not ranked among the best universities to work for either year, since major deficiencies were found. Their ranking poses an issue and using the results of the survey provided an opportunity for senior leadership to narrow in on topics that need improvement on campus. For the purpose of this study, only the 2017 survey results were summarized due to time constraints.

It is important to note, for clarification, that the Office of Assessment administered and produced the results of the 2017 campus climate. A summary for this study comes from the Office of Assessment. All the results can be found at https://ysu.edu/campus-climate-survey.

The 2017 Climate survey administered by the university's Office of Assessment was sent to all full-time employees and a sample of 50 part-time employees on campus. There were 599 respondents, which have provided a diverse and decent sample to analyze. The Office of Assessment has provided the campus with a detailed analysis of the outcome from the survey responses that was used as support for this study (Alshuler et al., 2017).

Employees were given a two-week span to complete the survey. During those two weeks, there was 55% response rate. The respondents were broken down into five categories: faculty (229 responses), part-time faculty (7 responses), administration (123 responses), exempt professional staff (117 responses), and non-exempt staff (123 responses). The survey had 60 agreement scale questions, 18 benefits satisfaction questions, 15 demographic questions, and four open-ended questions. Themes were explored by the Office of Assessment and a skilled campus team from various departments on campus, which will be the backbone of this study included supervisors, job satisfaction, professional development, shared governance, senior leadership, communication, and transparency.

Interviews with Campus Leaders

The individual face-to-face interviews of the institution's leaders (appendix A) were conducted by myself with deans, associate provosts, vice presidents, and other administrators focusing on the subjective opinions of their leadership styles and how they have made changes based off the recommendations and results of the 2017 Campus Climate/Great Colleges to Work For survey. The climate survey was steadily brought up in each interview. It contained nine consistent open-ended questions developed and

administered. Since the protocol was semi-structured, it allowed follow-up questions depending on the answers given. By interviewing campus leaders individually, the executives' answers allowed me to understand what they believe to be the most beneficial aspects of their own leadership styles, as well as any critical issues and how they have chosen to address those issues. However, due to time constraints of this study, individual face-to-face interviews with faculty and staff were not feasible.

Most of the questions were reflected from different leadership styles derived from research on transactional, transformational, authentic, and communicative leaders (Avolio et al., 1991; De Vries et al., 2010, De Vries et al., 2009). The interview questions brought to light the outcomes associated with those styles, such as productivity, job satisfaction, efficiency, and building relationships. This provided insight into how communication flows within the department and on campus as it compares to different leadership styles.

The list of campus leaders that were contacted to be interviewed included the following: deans from liberal arts and social sciences, creative arts and communication, business administration, education, health and human services, and science, technology, engineering, and mathematics, as well as associate vice presidents, associate provosts, and directors. From the 17 executives asked to participate, 11 responded. The interviewees included four deans, five associate provosts and associate vice presidents, the president, and the newly appointed interim provost. The focus of the semi-structured individual interviews included experiences with different leadership styles, working relationships with their subordinates, transparency, communication, and the atmosphere of the workplace.

The questions included in the interviews remained, which means that all campus leaders interviewed were asked the same questions; however, there were different follow-up questions per the interviewee's answers. These individual interviews lasted 20-30 minutes in duration and were recorded with a secure audio device. The answers from these interviews were transcribed and coded to discover common themes in relation to the survey data. First, the results were broken down into two categories: results from executive interviews and results from the institution's climate survey from 2017. Once coding, as described above, was done for each one, a comparison of what was found, and common themes were conducted. The first category of data collection comes from executive interviews. Out of the 17 executives asked to interview, 11 responded and participated in the study with a response rate of 65%.

In order to find results, the process of coding was needed. I used sources from the campus' Office of Assessment. These sources were able to give me numbers and quotes from open ended questions to summarize (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). For example, I used the color-coded full data set found on the website to determine which topics were most positive and most negative based off the responses on the survey. From these themes, I found which ones connected best with leadership styles and communication from previous research.

For the executives' interviews, I transcribed each one. I determined that each transcript can be split between two categories of positives and challenges. From these categories, I was able to pull quotes from all the interviews to fit into sub-categories. From these sub-categories, I compared my themes I was going to use from the summary of the survey to my sub-categories from my interviews. From this comparison, I was able

to formulate results that would answer the research question: have executives made an effort to adapt within their leadership styles to accommodate the results found from the 2017 Campus Climate/Great Colleges to Work For Survey, which are indicators of employees' perceptions?

The data summarized from the survey administrated by Office of Assessment and the data collected from the interviews provided insight on the leadership style changes from different administrative levels at the university and how it is perceived by leaders, faculty, and staff. In addition, it provided insight into how leadership styles have changed since the survey in 2017 and the effects it has caused in the workplace. The goal of this study was to determine if executives have taken the survey results into consideration in their recent changes, especially in regard to decision-making and policy. With the summary of survey data and the data collected, the research question mentioned above was able to be answered with evidence.

Results

Campus Climate/Great Colleges to Work For Survey Summarization

The first portion of the results came from a summarization of the published results of the climate survey administered by the Office of Assessment (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). The purpose of the climate survey was to recognize the type of workplace a university has and to use the data to improve the overall campus environment for students, faculty, staff, and executives. In 2017, all full-time employees and a sample of 50 part-time employees were surveyed on the atmosphere of campus as a whole university. There is an N of 599 respondents. According to Alschuler et al. (2017), there were over 1,800 comments received from

participants of the survey. Table 2, shown below, sums up the most common positive themes and challenges found, identified in the university's analysis of the data (Alschuler et al., 2017).

Table 1

Employee themes (Alshuler et al., 2017).

Positives	Challenges
Departmental Supervisors and Chairs	Shared Governance
Job Satisfaction	Senior Leadership
Professional Development	Communication/Transparency

Themes – Campus Climate/Great Colleges to Work For Survey

The most relevant themes were departmental supervisors/chairs and employees' relationships, job satisfaction, and professional development. There were various other positive themes, but these were the most relevant for this study.

Departmental Supervisors/Chairs. Approximately 74% of the respondents claim to have positive interactions with their colleagues and departmental chairs or supervisors (Alshuler at el., 2017). For example, one respondent stated, "I appreciate the employees here and how, in almost every instance, the people here are willing to go above and beyond to help our students, fellow colleagues, and guests to our university." In addition to having good relationships with their immediate supervisors, there was the concept of good teamwork as a department and the sense they are valued. They feel like there is a strong community across campus. There was a 65% positive response to the

question stating “my supervisor/department chair regularly models the university’s values, as well as a 62% positive response rate to the question stating “my supervisor/department chair is consistent and fair” (Alshuler et al., 2017; “2017 Campus Climate Results,” 2017). Relationships with departmental leadership are associated with theme of open departmental communication found from executive interviews. It will be discussed later in this section.

Job Satisfaction. Another common theme was job satisfaction of the respondents. Harris, Hinds, Manansingh, Rubino, and Morote (2016) make the simple explanation that job satisfaction in the higher education industry is the employee’s happiness at work; a happy employee makes for a productive employee.” Job satisfaction can be related to the workload, the ability to grow as a professional, and the relationship with peers and supervisors. The theme of job satisfaction on campus correlates to the positive relationships staff and faculty have departmentally. A common reason for higher job satisfaction is the flexibility allowed by executives. There was a 72% positive response rate for the question asking about the freedom and responsibility given that is needed for the employee to complete their job (Alshuler et al., 2017; “2017 Campus Climate Results,” 2017). Job satisfaction can correlate with the relationships faculty and staff has with their supervisors, but does not correlate with their perception of the overall style of senior leadership. Finally, job satisfaction can increase as more staff and faculty believes they are reaching students and promoting student success. It is safe to speculate that if employees enjoy their job duties, their role on campus, and their relationship with leadership, job satisfaction will increase even more. If senior leadership can fix the issues viewed as most important to employees, most likely employees’ job satisfaction will

increase. Job satisfaction can be associated with various themes found from the executive interviews, such as the need for clearer expectations and student success.

Professional Development. The final positive theme was professional development. Found from the results of the interviews and survey, executives and employees seem to hold different beliefs on the topic. For example, one associate vice provost stated "Well, I think that there's been a lack of support given to professional development… they [employees] don't want to come to me because they feel they have a lack of knowledge." However, faculty feels that professional development efforts have increased in the recent survey. There was a 53% positive response to professional development, where 60% of that 53%, were from faculty (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). There could be level of difference between faculty professional developments, such as going through a tenure track, compared to non-faculty professional development. Allowing more opportunities for professional development for all employees will improve the perception of leadership on campus. Professional development can be connected with the executive themes of the need for more resources.

Challenging Themes – Employees

There were multiple challenges that were consistent throughout the survey results. These themes were shared governance, senior leadership, communication, and the lack of transparency, and openness.

Shared Governance. Employees on campus feel that there is true lack of shared governance. There is evidence from the interviews where executives feel the same about shared governance. According to the climate survey, 51% of the respondent believes that

faculty, administration, and staff are not meaningfully involved in institutional planning (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). In addition, 47% of faculty and staff feel there is no clear definition of the role of their position in shared governance on campus (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). There needs to be more inclusion in decision making and that senior leaderships needs to listen to what employees have to say. Once the university can define and determine an appropriate model of shared governance for the university, the idea will be recognized more by employees. Ideally, improved shared governance is an example of transformational and communicative leadership.

Senior Leadership. Another common challenging theme that really resonates with this study is the staff and faculty's perceptions of senior leadership. Staff and faculty are dissatisfied, according to the survey results in terms of senior leadership (Alshuler et al., 2017). Only 26% of the respondents believe that senior leadership provides a clear direction for the institution's future. In addition, only 20% of respondents think executives communicate openly about important matters (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). Many faculty and staff believe the current leadership lacks the appropriate skillset to effectively run a university. For example, one commenter stated, "senior leadership (not deans) act as if the faculty are the enemy, and the faculty have no choice but to react as if senior leadership is the enemy." Overall, 41% of respondents have negative opinions of the university's senior leadership (Alshuler et al., 2017).

Communication. Communication is a continuing issue on campus. There is always room to improve communication. Although the majority of respondents believe

there is open communication on a departmental level, there are strong negative perceptions of communication at the university. For example, only 19% of respondents believe that campus executives and employees discuss and debate issues respectfully to get better results. In addition, only 31% respondents think that changes that affect them are discussed prior to being implemented (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). If executives used a more communicative leadership style and were less transactional, employees might become more supportive of senior leadership.

Another aspect found from the survey is the lack of transparency and openness. This theme seems to have strong perceptions with employees; only 29% of the respondents actually believe what they are told by senior leadership (Alshuler et al., 2017; "2017 Campus Climate Results," 2017). Many employees would be satisfied with the transparency level, if senior leadership would allow employees to have meaningful input in decision making and formulate a better shared governance structure.

In conclusion, the climate survey provided great insight into how staff and faculty perceived communication and leadership on campus. It was made clear that many employees view leadership differently in their department/college compared to senior leadership. The positives weighed more toward departmental leadership and communication with department chairs and deans, whereas the challenging themes focused more on senior leadership.

The next section of the study will discuss how the results from the interviews and the survey compare and contrast. I will discuss how it relates to previous literature and the overall research question.

Executive Interviews

This study was conducted to explore executive opinions on communication and leadership with staff members and faculty's opinions. There were nine questions asked (appendix A) and every interviewee answered all questions. From the transcription of the interviews, multiple descriptive themes emerged. These themes were coded as positives and challenges in terms of leadership and communication, departmentally and campus-wide. Table 1, shown below, provides a list of the positives and challenges from the executive standpoint.

Table 2

Executive themes.

Positives	Challenges
Strategic Planning & Vision	Clearer Expectations
Student Success	Shared Governance
Open Departmental Communication	Transparency
	Need for More Resources

Positive Themes - Executives

Strategic Planning and Vision. Strategic planning is defined as the focus on establishing the organizational direction, setting priorities, and identifying obstacles and opportunities that may limit or enable the organization to carry out their mission (Enterprise Foundation, 1999). Based on the interviews conducted, executives feel that they and their counterparts are beginning to focus more on developing a strategic plan that is more

realistic for the times. For example, executives have discussed using a shorter strategic plan lasting five years instead of ten years due to the rapid changes in technology and the higher education industry. An associate vice president stated the following, discussing the new agenda for the university's new strategic plan and how the concept is changing:

> "In the past, strategic plans have been ten years, but with technology changing, everything is changing so fast. We are definitely not going to do ten years this time. So, we haven't decided on a number yet, but it's looking at the direction of the whole university and we're doing it quite differently than we have in the past."

Out of the 11 executives interviewed, nine stated that with the current senior leadership, there has been a vision for the campus and that vision makes something for the executives to work toward. Executives and employees felt that previous university presidents held no vision for university and therefore created a standstill in overall communication between executives and their employees. Executives believe they are putting a strong effort in finding a universal vision. One executive in the Office of the President stated the following:

> "So what we're trying to do is create an environment and a framework around [the university]… there's a purpose and a vision for our being and [the ability of] working together… we improve our ability to communicate about how this [the vision] all works."

Executives feel that changes in senior leadership within the past few years have not only created a strong vision, but a more productive university setting. Senior

leadership has made major changes since the release of results from the 2017 campus climate to ensure employees they are being listened to.

One way leadership is trying to improve is with the hiring of a special assistant to the president. This person's goal is to align strategy with goals and objectives. In terms of a new strategic plan and more elaborate vision for the university, the answers provided suggest that the university is moving away from a transactional approach and heading toward a more transformational leadership style, focusing on the concepts of stimulating academic excellence and enabling a foundational core throughout the campus through a better communication structure. This special assistant stated:

> "I'm using a more integrated leadership style where getting things done in higher education. It's about connecting the dots and integrating things, so people know what they are doing, why they are going it and how what they are doing is supporting the success of the institution."

Student Success. Another positive theme was that all executives felt that student success was an important goal for the university. Student success can be defined in the terms of this research as the satisfaction, retention, and positive experiences of students at a university (Millea, Wills, Elder, & Molina, 2018). Things that can affect student success would be accessibility to advisors and faculty, students support services available, and program circulars. However, the emphasis individual executives put on student success seem to depend on their position. An executive VP, when asked about student success, stated the following:

> "I have the responsibility to try to move a positive agenda forward, and hopefully increase communication on campus from the administration down and hopefully from staff up to preserve the quality and excellence in education that we provide to students and continue to try to enhance student success."

For example, academic deans tend to speak more of student success compared to non-deans. They felt since they work with students more on a daily basis, they are more connected with students, as well as more connected to faculty. One dean that was interview explained, "Students will not be successful if the university is crumbling away. They [senior leadership] need to realize they affect student success and there have been efforts to fix the system from inside out." Another interviewee stated that "the ultimate goal for a university is the extent of student success produced." Feeding off the idea of a more realistic strategic plan, the idea of enhancing student success is prevalent in all the executives' interviews. Once again, this evidence shows the attempt to look outside the box and be less transactional, more transformational.

Open Departmental Communication. A final common positive theme between the executive interviews is that executives felt their open communication between them and their employees from within the departments. Executives feel as if their employees come to them with insights and opinions, as well as when they need help. For example, many executives have an open door policy. One academic dean explained that an "open door policy means that the doors open. You come to the dean suite; you can walk straight up because I'm there for you. So anybody -students, faculty, staff, parents - I don't care. That's my open-door policy."

However, they felt there was effective communication within the department, but there needs to be better communication across campus. Another executive went on to talk about how the university is spilt into two sides: academics and non-academics, as mentioned above. The university has the chairs and deans vs the associate vice presidents and other higher senior leadership, such as the university's president. The interviewee went on to explain that these two sides need to better communicate and that there is an invisible wall that needs to be brought down. Having good departmental communications is beneficial for executives with their staff. It can pave a way for better communication for the overall campus.

In addition, this supports the climate survey's evidence that there are strong relationships departmentally. It does not support any claim that executives have strong work relations with each other. For example, one dean claimed that "there was a lot of distrust of senior leadership. They need to bring in someone who lays all the cards on the table and leaves nothing to be distrustful." This study shows evidence that at a departmental level; executives either try to have a transformational, authentic, or communicative leadership approach with their staff. However, executive-to-executive has a strong transactional leadership approach. For example, one associate vice president blatantly stated, "communication with my peers are task-oriented – do and be done."

Challenging Themes – Executives

There were multiple challenges that were consistent throughout the interviews. These themes were the need for clearer expectations, shared governance, more transparency, and the need for more resources.

Need for Clearer Expectations. There were situations where executives feel they do not understand what is expected of them from higher ups. The fact they do not receive clear expectations from their supervisors may mean they cannot get enough information to give their staff member's clear expectations, creating a domino effect. One associate vice president supported this by stating, "the biggest thing would be would be having more open communication with other senior leadership… when it comes to expectations, having a little bit more access would be helpful."

To underscore the need for clearer expectations, there is the issue of time. Many feel that time poses a problem. However, executives claim they use the time to meet with constituents for decision-making and feedback. For example, one interviewee stated, "the bottom line is… my feeling is the more you know different points of view and perspectives you are provided toward a decision, the better the decision will be." However, another interviewee claimed that including more people into these decisions may not be the best thing, "there's no one on one meetings. It's just mostly... it's a collective group… but, there are some things you just shouldn't bring up in a group." Employees may want to give more input, but have concerns with the format of meetings. Some executives feel they need that one-on-one time with their supervisors and do not need input from others. This type of occurrence might be considered a downside to transformational leadership. Campus leaders should consider including the styles of communicative leadership for better understanding of expectations, which is the foundation for any project and decision.

Shared Governance. The second challenge and the most common occurring theme was the idea of shared governance. An interviewee defined shared governance as a tug-of-war game, stating the following:

> "If I had to describe shared governance in a metaphor, I use a rope and faculty has the other one end of the rope, which is their end. I have my end with the administration and we both have to pull. And the idea is to keep the rope taunt. You'll make good decisions because everybody is asserting their views, considering they can feel the pull of the other people's views so then they make a good decision."

However, executives felt that their employees may not truly grasp the concept of shared governance. Another executive defined shared governance as the following:

> "So a lot of debate about what's shared governance, but my view is that everybody asserts their opinions, beliefs and values very strongly. And these often conflict and then it's fine if it conflicts. I'm not conflict averse. I enjoy given debate and interaction. And I think that's how the good best decisions are made."

Ideally, the concept of shared governance, as noted in Emerine's (2015), study is the university "attempting to ensure that all parties affected by the decisions, plans, and policies are well represented. Committees and senates are made up of faculty, staff and students collectively participating in decision making, planning and administration accountability" (p. 53). Another interviewee claimed that their position's main "goals are to really push the idea of shared governance and I think that's something that we've [the university] lacked and transparency."

Some executives believe that the institution's shared governance is improving, and then some do not think there is any perceptual incongruity. The mixed feelings on this topic can confuse how staff members perceive leadership on campus. So, has there been any improvement of shared governance since the climate survey results have been published, since employees also felt there was an issue with shared governance? Well, the university has filled a position, where one of this person's sole purposes is to ensure there is some model of shared governance on campus. In recent efforts, the institution have created a shared governance policy.

Lack of Transparency. The lack of transparency also was an issue brought up during interviews. Transparency has always been an issue in the higher education industry. According to Baer (2017), "there is now a renewed sense of urgency to improve accountability, transparency, and performance in higher education" (p. 1). Some executives on campus felt they need to be more transparent with their employees, but at times were unsure of how much they can inform employees of decisions from their own supervisors. One example came from an vice president stating, "I think I would say with respect to communication, just more communication, attention to transparency, soliciting feedback from as many constituents, constituent groups as you can." There is that need to pay attention to transparency. Transparency is key to authentic and communicative leadership, and lack of transparency can be considered a characteristic of transactional leadership styles. Additionally, transparency can play a role in an effective shared governance model.

Need for More Resources. Finally, a common challenge is that executives do not have the resources they need to make effective decisions and run an efficient department.

They are aware that they stretch their employees thin. One interviewee admitted it, stating “I max out everybody on everything.” This person claimed that they ensure that his entire faculty is teaching the max number of hours their union contract allows, but there are still some courses that are not covered. Nearly all interviewees agreed that more resources are needed at all levels to allow the university to grow. The largest reason for lack of resources is uncontrollable budget constraints. However, one dean works together with his staff and faculty to come up with solutions: “some of the stuff about workload that they're anxious about … they come up with creative solutions and I lay it out to them. I have limits in what I can do, what I'm allowed to do by the provost.” The ability for executives and staff to work together on problems and solutions enforces the concept of transformational leadership.

Overall, executives seem to be working toward a transformational leadership style by incorporating their employees in decisions more often and attempting to improve communication. However, they are aware that their leadership needs to move away from a transactional aspect. Executives feel their relationships with their staff and faculty is authentic and strong. Interestingly, it is the relationship between executives that has the most strain from the executive standpoint.

Discussion

Based on the interviews and the application of the survey, the university’s leadership demonstrated a more transactional leadership style among executives, whereas leaders tend to be more transformational and communicative with their staff and faculty below them. However, this does not mean there is not room for improvement. The survey results and comments indicated that staff and faculty need better and constant

communication from senior leadership, as well as more transparency. The concept of shared governance was a theme brought up by both employees and executives. Both are aware that shared governance is a weakness and needs to be improved.

However, there were some themes that diverge between the two parties. For example, executives believe that expectations need to be made clearer from all leaders, whereas faculty and staff seem to think they know what their supervisor is expecting. The other counteracting theme is the idea of vision. Executives feel they have established a well put-together vision for the university to work toward, but employees felt as if there is no clear path for the future. Additionally, the last major counteracting theme is the idea of decision-making. Executives say they look for feedback from employees, but employees feel that, when they do give feedback, they are not being listened to.

This brings about a connection from previous research to the idea of knowledge-sharing. Not every executive is going to be an expert at everything related to running an effective university. Therefore, knowledge sharing is useful. A big concern for faculty and staff is that they are not being heard and then when senior leadership makes major decisions, they do not provide rationale for their choice. Ideally, employees want leadership to be honest, transparent, and open.

On campus, framing is poor. Published results from the climate survey indicated that employees feel as if executives are distrustful and not communicating effectively to faculty (Alshuler et al., 2017; “2017 Campus Climate Results,” 2017). Senior leadership needs to better frame their motives and make employees and students feel as if the university is working toward becoming more efficient and effective.

The other form of discourse discussed was the concept of sensemaking. This can be connected to the idea that executives make decisions but provide no rationale. In the employees' perception, executives' sensemaking abilities are low. However, just because leadership do not provide rationale does not mean there is not one there. Once again, using the concept of sensemaking could be beneficial and allow the employees to look upon executives less harshly. However, it can be argued that sensemaking can take away from shared governance. For example, sense-making is when a leader can make a sensible decision based on the situation. In a way, sense-making may not include the input of all affected, taking away shared governance. Leadership should not make any decisions without consulting those who will be affected. All constituents should be represented in major decisions. For example, one dean made a claim that senior leadership is trying become better by stating, "We want to have input from the constituents within the division or the program or the college, so that we can say when we make a decision, and we know what they want." However, it may be important to emphasize the word, want, in that quote. This does not necessarily mean the wants are for the best of the university.

In terms of leadership styles, previous literature that was reviewed prior to conducting this study looked at transactional, transformational, communicative, and authentic leadership. Executives and employees hold different perceptions of campus senior leadership in regard to their style. For example, senior leadership feels they are transformational, charismatic, and communicative; they think they include all necessary parties involved while making decisions. Executives felt there have been major changes since the results have been published of the 2017 campus climate survey, since

employees felt that senior leadership have made decisions that were not for the benefit of the university. Based on the survey results, it can be speculated that staff and faculty believe that the institution functions under a transactional style, but needs a more transformative style, as well as communicative. In addition, many employees felt as if leadership is not sincere or authentic. Authenticity goes along with employees' desire for honesty, transparency, and openness. Overall, the university's staff and faculty provided complaints on the climate survey, which can be interpreted from the executive leadership styles. Therefore, according to campus executives, many feel as if they are becoming more transformational and working on incorporating characteristics of communicative and authentic leadership styles.

Various recommendations include more communication from senior leadership to faculty and staff, especially about major decisions, inform the campus about the shared governance policy, and focus more on fairness, openness, and authenticity to faculty and staff. If these recommendations were acted upon, employees' perception of campus leadership could change dramatically for the better. Executives feel that they are changing their leadership styles to accommodate the desires of staff and faculty. Since the release of the results, senior leadership have made drastic changes, such changes in leadership (at the Provost level), attempts to improve shared governance, and developing a strong strategic plan for the university.

This study can be replicated at any public state university. The procedure used was able to provide meaningful insight on the leadership and communication atmosphere at a variety of levels on campus.

Limitations

There were multiple limitations that need to be taken into consideration. These limitations include small sample size for interviews, the time allotted for the study, and the lack of faculty and staff interviews. Since there are not many executives on campus, there was a small amount of people to contact for interviews. All were contacted, but an even smaller number responded. Ideally, a larger sample size would provide strong evidence for reoccurring themes.

Time posed as another issue. It would have been beneficial if more time was available to conduct more interviews, possibly from other public state universities. The largest limitation came for the lack of interviews of faculty and staff. Due to the time constraint, it was more feasible to use the results from the survey with its 599 respondents. Ideally, it would have been better to interview or conduct focus groups with employees. The data that would have been collected would be more recent, since the results from the survey were from 2017. Additionally, leadership changed over the course of this study, which may have affect answers from executives during their interview.

Directions for Future Research

More research could be done on this topic and the institution's leadership. As mentioned in the limitations section, interviewing faculty and staff could be another ground for future research. This study can also be used at various other universities in order to help with communication audits and higher education leadership research. It would be interesting to do this same study five, ten, and twenty years down the road to see how leadership evolves and adapts to current situations.

Conclusion

In conclusion, there are different perceptions of executives' leadership on campus. Not everyone is on the same page, which may hold true at the majority of colleges and universities. The primary focus of the study was to look at the perceptions of leadership in higher education administration on campus from the view of executives, faculty, and staff. It was discovered that this university works under a predominantly transactional leadership, but are attempting to move toward transformational, charismatic, communicative, and authentic leadership style characteristics due to the results from the climate survey and other assessment, such as the reaccreditation from the Higher Learning Commission. They need to improve more in terms of knowledge-sharing, sensemaking, and framing. The biggest take away for leaders from this study is that communication is the most essential key for job satisfaction, workplace pride, and effective outcomes.

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Appendix A

Campus leaders interview structure

1. How do you view your position and role on campus? What are some priorities and goals in your position? How do you view yourself as a leader?
2. What types of things in your college / department / program makes it difficult or less likely that faculty / staff would offer insights and opinions in your college / department / program? How often do your employees offer input in for major decisions in regard to the functionality of your college / department / program? Any examples?
3. What kinds of things do faculty and staff seem to offer the most insight and opinions about?
4. How do you feel the communication climate is in your college / department / office? Why? Can you think of examples that stand out to you of this climate?
5. What inefficiencies do you see in your college / department / program? How do you address these inefficiencies?
6. Do you feel your faculty and staff members come to your when they are in need for help? Why or why not? If not to you, who do they go to?
7. What do you believe would make your college / department / program work more efficiently?
8. What are some changes you feel would be beneficial for your college / department / program in terms of communication and leadership?
9. What type of leadership do you think this campus needs more have to thrive in the higher education environment? Why?