DISSERTATION

COMMUNITY COLLEGE PRESIDENTS' CORE INTERNAL METAPHORS

Submitted by

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ABSTRACT

COMMUNITY COLLEGE PRESIDENTS' CORE INTERNAL METAPHORS

This study identified the core internal metaphors of 8 community college

presidents, 4 females and 4 males. The participants of this study resided in both rural and

metropolitan communities. Core internal metaphors were adopted due to a strong

association to a primary conceptual metaphor, which the participants had internalized as a

result of their perceptions of historical associations, events, ideas, and values.

Each participant's core internal metaphor was identified by thematic coding of

narrations in order to answer two questions: (1) What are community college presidents'

core internal metaphors? and (2) What is the relationship between described leadership

and the core internal metaphors? Attention was paid to how participants' word choices

and actions were directly associated to core internal metaphors in the various narrations.

Findings indicated that core internal metaphors were symbolic, illustrative, and

pictographic internalizations that affected the presidents' internal and external

environments. Females' core internal metaphors were: biologist as an organism residing

in the laboratory, equestrian, army general, and enlightened traveler. Males' core internal

metaphors were: gardener, progressive and strategic opportunist, advocate for social

equality and opportunity, and squadron commander.

Core internal metaphors are highly idiosyncratic in nature, meaning they became

a unique and distinctive characteristic of the individual. They serve the purpose of

providing the individual with a distinct lens through which to view and participate in the

world. Individuals' memories of events served as a catalyst for the adoption of their core

internal metaphors.

ACKNOWLEDGEMENTS

The only people with whom you should try to get even are those who have helped you.

~John E. Southard

During the five years of this doctorial journey, change was the only constant. However, because of constant and consistent change, I have learned an insurmountable amount about myself, and I have learned to value each day and remember it is a gift.

Foremost, I want to thank my remarkable daughters, Trinity and Amber, who continuously inspire me, and my grandchildren, LaRaine, Dane, and Shaelee, who bring so much joy to my life. Everything I do, I do for you.

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I began this program at the same time I started a new job. Two people offered me encouragement and support in taking on these two challenges at the same time. I want to thank Dr. Kerry Youngblood and Dr. Dale Doty.

DEDICATION

This work is dedicated to my children and grandchildren in the hope that our family blueprint will be changed forever to believe in immeasurable success and infinite possibilities.

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CHAPTER ONE: INTRODUCTION

Lakoff and Johnson (1980) suggested that it is possible to trace social patterns and behavior back to historical metaphors. Campbell and Moyer (1991) said that "a metaphor is an image or symbol that suggests something else" (p. 67). They used the example of calling someone a nut. The word nut is not taken literally but is used to describe awkward or comical behavior. In America the expression of calling someone a nut and the implied meaning are understood by most people.

The understanding of a metaphor is conditional and based on common language (Caraker, 1981; Derrida, 1976; Duhl, 1983; Flannery, 2001; Gannon, 2001; Haronian, 1998; Leary, 1990; Lewis, 1996; Sachs, 1979; Semino, 2005; Sharpiro, 1988). For example, in North America the expression "it's raining cats and dogs" does not literally mean it is raining cats and dogs, but instead is taken to mean a serious rainstorm. In England, the word "bloody" is used to describe a feeling, such as in, a bloody good time. In this case, the word bloody does not mean covered in blood, but instead is interchangeable with a very or excessive good time. The way to distinguish whether the time was very or excessive would be through the listener's interpretation of the speaker's tone of voice and/or by the context in which the word was used (Hagevik, 1998). The figurative use of the word "bloody" would not make sense to someone not familiar with the local usage; thus, metaphors are regional and understandings are often lost because of faulty interpretation.

Organizations and institutions adopt metaphors to describe people, products, and overall company identifications (Cantoni, 1994; Crochet, 1999; Hagevik, 1998; Horn, 2003, Justman, 1997; Kessler, 1979; Kovecses, 2002; Lakoff & Johnson, 1999; Layoff & Tuner 1989; Leary, 1990; Morrow, 1989; Noblit & Gregory, 1998; Proops, 2003). People in roles have also been described metaphorically (Archer & Cohen, 1997; Shands, 1999; Shibles, 1971). For example, community college presidents and college/university presidents have referred to by various authors as bureaucratic-entrepreneurs, mediators, military commanders, clergymen, business executives, priest, servant, husbandman, developer, builder, coach, naturalist, and transformers (Anastasia, 2008; Cohen & March, 1974; Jeffcoat, 1994; & Roueche, Baker, & Rose, 1989).

Corporations also communicate through the use of metaphors (Feltovich, 1997). Microsoft™ adopted the metaphor of the 'Window' pane to describe how information would be displayed to users within their "Windows" software program. Allstate® insurance company utilizes both a symbol of a home surrounded by hands forming an oval around the home, and the words, "You're in good hands" to describe the benefits of their insurance coverage's protection.

Educational institutions and individuals have utilized metaphors to describe how leaders choose different tracks to follow, the way they lead, and their values (Beck, 1993; Cameron, 2003; Cameron & Low, 1999; Cohen & March, 1974; Coughlin, Wingard & Hollihan, 2005; Dent-Read & Szokolszky, 1993; Nanus & Dobbs, 1999; Precey, 2008; Spears & Lawrence, 2004; Sticht, 1993; Turner, 1974; Von Ghyczy, 2003; Zinsser, 1987). Dent-Read and Szokolszky (1993) postulated that internal metaphors are often adopted because of personal experiences and natural occurrences. Coughlin, Wingard and

Hollihan (2005) and Leibowitz (1989) suggested that leaders associate metaphors with their passions and that those metaphors serve as a way to present a leadership identity.

Educational communities have also adopted metaphors to describe people, to identify services, and to portray a specific identity (Doughtery & Townsend, 2006; Valentine & Valentine, 1994). When the restructuring of many organizations and educational communities occurs, people who plan and implement change are referred to as change agents. Community colleges incorporate the word "community," to affirm their association with a communal mission to provide services for a specific geographical location based upon an identity of inclusiveness (Higbee, Lundell, & Arendale, 2005). Institutions of higher education have metaphorically associated the terms "trees of knowledge" and "educational journeys" with learning and education. Institutional missions, priorities and regional differences have also been described metaphorically (Amey & VanDerLinden, 2004; Bailey & Averianova, 1999; Cohen & Bower, 2003; Gannon, 2001).

Conceptual Framework

The study of university presidents as leaders provides us with reflective, "experience, theory, ideology and imagery…." (Cohen & March, 1974, p. 75). There are numerous lists, besides those by Cohen and March, which attempt to describe the qualities and internal values of leaders. One of the most famous is a list by Abraham Zaleznik (1977). He enumerated the qualities of leaders. According to Zaleznik, leaders were their own person and showed originality, were innovative, asked what and why, focused on people, did the right things, developed and inspired trust, had a long term

perspective, challenged the status-quo, had an eye on the horizon, and had the ability to originate new ideas (p. 2).

External and internal metaphors within literature have been utilized to identify Zaleznik's leadership and management traits, styles, visions, and ideals (Barabasi, 2003; Bogue, 2006; Bredeson, 1988; Cohen & March, 1974; Follett, 1996; Jeffcoat, 1994; Precey, 2008; Ryymin, Lallimo, & Hakkarainen, 2004). Through identification with metaphors, leaders adopt certain behavioral patterns built upon historical experiences and associated beliefs. Metaphors provide a way for both leaders and others to explain and understand perceptions of themselves and the leaders' roles within the organization's identity.

Topic and Research Problem

Leadership metaphors are often forced upon leaders because of external classifications. Bogue (2006) listed three metaphors in the collegiate setting to identify leaders' roles and values: the Servant/Exemplar Leader, the Steward/Trustee Leader, and the Artist/Designer Leader. Authors have also metaphorically described leaders as prophets, entrepreneurs, mayors, mediators, clergyman, military commanders, foreman, bookkeepers and servants (Cohen & March, 1974; Koller, 2004; Love, 1991; and Spears, 2007). Love (1991) suggested that women in leadership take on the role of prophets. Koller (2004) associated leadership with war, strife, love, and dance. Spears associated leadership with humanitarian metaphors.

In *Leadership and Ambiguity* (1974), Cohen and March presented the results of surveys given to university presidents. They categorized leadership qualities into a list of metaphorical similes. Cohen and March asked the presidents to choose from the list of

metaphors the qualities that best described their leadership. Presidents identified most commonly with the metaphors of bureaucratic-entrepreneur, mediator, military commander, clergyman, and business executive (Cohen & March, 1974). Of the metaphors identified in the previous sentence, four major categories were adopted to describe metaphoric themes. These themes were parochial, honorific, conventional, and heroic (p. 78). In another survey, Cohen and March categorized presidents into different metaphoric categories: competitive market (entrepreneur), anarchy (catalyst), independent judiciary (judge), and plebiscitary autocracy (philosopher-king) (p. 39). However, Cohen and March's final findings revealed presidents did not fit nicely into the list of specific metaphoric categories. As a result, after numerous surveys and extensive categorization of the results, Cohen and March concluded:

> He (the university president) is likely to feel that the metaphors of leadership fit the realities of his position rather poorly. Although we can identify processes familiar from markets, bureaucracies, and political democracies in colleges, none of those models seem to capture fully the character of higher educational institutions and their governance. (Cohen & March, 1974, p. 79)

Jeffcoat (1994) expanded upon Cohen and March's research and examined university presidents' internal metaphors as each described them within their individual autobiographies. Jeffcoat examined the autobiographies of five university and college presidents. He categorized Notre Dame's (Notre Dame, IN) Theodore M. Hesburgh presidency as "Priestly"; Benjamin E. Mays of Morehouse College (Atlanta, GA) as an example of "Servant Leadership"; Herman B. Wells presidency at Indiana University (Bloomington, IN) as an example of the "Husbandman"; A. Bartlett Giamatti of American University (Washington, D.C.) as the "Developer of a Free and Ordered Space"; and Nicholas Murray Butler's presidency at Columbia (New York, NY) as "A

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Life Worthy of Its Own Telling." Jeffcoat concluded that Cohen and March's *Leadership and Ambiguity* fell short in describing the particular metaphoric descriptors of presidents because of the survey's design. Jeffcoat alluded to the fact that presidents are individuals and cannot be categorized into specific boxes. In his final chapter, Jeffcoat suggested that university presidents are the product of their individual "self-invention" (p. 224).

Male university presidents' autobiographies and female college presidents' inaugural addresses indicated metaphors are commonly used to describe leadership qualities through the use of descriptive metaphoric analogies (Anastasia, 2008; Jeffcoat, 1994). Literature has provided a variety of metaphoric descriptors to explain the qualities, beliefs, and values of college and university presidents. Yet, as Jeffcoat (1994) pointed out, categorized qualities may not fully capture the core internal metaphors of college and university presidents. Jeffcoat's study provided a closer description of the core internal metaphors university presidents associated with their leadership because it was based upon the presidents' autobiographical accounts. However, autobiographies may not provide an accurate portrayal of the presidents' leadership or core internal metaphor, and Jeffcoat points out, "each university president wrote themselves through images that to them captured their preferred identities" (Jeffcoat, 1994, 224).

Jeffcoat's (1994) study demonstrated how metaphors cannot be categorized and how the meaning associated to specific metaphors are unique to the individual. Although Jeffcoat's study did contribute to the literature on university presidents core internal metaphors, little has been written about the core internal metaphors of community college presidents. As of 2009, community college presidents serve as the leaders of between 1,166 and 1,287 institutions, the exact number community colleges varies among sources,

and provide services to 11.7 million students annually (AACC, 2009), making their influence upon the American population substantial.

<center>Purpose of the Study</center>

This study focused on the core internal metaphors of community college presidents. A core internal metaphor was identified as the primary conceptual metaphor that the participants had internalized and had adopted as a result of historical associations, events, ideas, and values. Core internal metaphors provided a clearer description of the association the participants had between specific metaphors and presidential leadership. Core internal metaphors are associated with internalized perceptions.

The core internalized metaphor affects the participants' leadership decisions and their interactions with people and organizations. Prior to this study, participants may not be consciously aware of their core internal metaphor, but they may identify with their core internal metaphor once it has become known.

College presidents who were unaware of their core internal metaphors were asked a series of questions concerning historical events, their leadership, and characteristics of their personality. Presidents who identified a core internal metaphor were asked the same questions to ensure their responses fit the core internal leadership metaphor they had identified. Core internal leadership metaphors were identified by the researcher based upon the meaning the participants associated to a core metaphor during participatory and exploratory interviews. Specific attention was paid to metaphors participants used to define their leadership and aspects of their character. This system identified the historical adoption of the figures of speech, symbols, and ideas the presidents used to communicate

their core internal leadership metaphors through figurative explanations and narrative stories.

Identifying the Gap

Cohen and March (1974) conducted extensive research on the metaphors associated with the governance of university presidents. They utilized surveys and questionnaires to gain information from university presidents concerning their leadership and then placed the participants into predetermined metaphoric categories such as: "mayor, business executive, mediator, clergyman, military commander, foreman, and bookkeeper (p. 69). A self professing flaw in Cohen and March's research was noted by the authors. "He [the university president] is likely to feel that the metaphors of leadership fit the realities of his position rather poorly" (p. 79).

Based upon the identification of this flaw, Jeffcoat (1994) utilized five university presidents' autobiographies to determine their core internal metaphors. Although Jeffcoat categorized the presidents metaphors as: priestly, servantly, husbandry, a developer of free and open space, and living a life worth telling, Jeffcoat alludes that presidents are individuals and cannot be categorized into specific boxes. In his final chapter, he suggested that university presidents are the product of individual "self-invention" (p. 224).

The analysis of metaphors used in women college presidents' inaugural addresses at coed institutions were categorized into themes by Anastasia (2008). Anastasia categorized metaphors associated with the participants' leadership into broad metaphoric themes. These themes included: competition, creativity, growth, nature, perseverance,

power, limits, resources and competition. This study did not identify the core internal metaphor of the women associated with these metaphoric themes.

Cohen and March (1974) advocated that the study of university presidents as leaders and the metaphors they associated with their leadership "experience, theory, ideology and imagery" (p. 75) provided a way to place leaders into metaphoric categories to better understand how leaders expressed and identified themselves.

Community college leadership qualities have also been placed into specific metaphoric categories (Roueche et al., 1989; Tedesco, 2004; Vaughan & Weisman, 1997), yet Bateman and Snell (2008) suggested that each person had adopted and internalized their own internal metaphor which determines their collaborative and competitive natures. This statement indicates there are two gaps in the literature. The first gap is the absence of a study on community college presidents and the core internal metaphors they have associated with their leadership. The second gap is the absence of a narrative, participatory, and exploratory exchange of communication between the researcher and the participants to uncover the core internal metaphors of community college presidents. It is important to narrow these gaps because metaphors help leaders, those led, and organizations to explain internal and external environments and relationships (Bogue, 2006; Precey, 2008; Ryymin, Lallimo, & Hakkarainen, 2004) and describe the roles, driving forces, and visions of community college presidents.

Internal values based upon metaphors serve as representations of personal and public commitment, educational values, interpretation of goals, moral context, and purpose relating to leadership (Thomas, 1981). Community college presidents' influence the communities they serve, and it has become important to understand the historical

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experience, theories, ideologies, values, imageries and commitments they (community college presidents) have associated with their leadership. An in-depth study of community college presidents' core internal metaphors utilizing a series of guiding questions will provide a deeper understanding of the participants' and their leadership.

Guiding Questions

1. What are the president's core internal metaphors?
2. What is the relationship between leadership and the core internal metaphor?

Significance of the Study

Narratives have been based upon metaphorical foundations that describe who participants were, who they had become, how they have viewed education, and how they have adopted individual visions of leadership (Bergin, 1996). The research literature suggests community college presidents can be metaphorically described as transforming leaders (Roueche, et al., 1989). Transforming leaders are visionaries and creators. Although this all encompassing theme may serve as a way to describe the list of qualities that Roueche, Baker and Rose associated to this term, there is little evidence that community college leaders have identified their leadership qualities with this particular term.

Leadership has been examined through the investigation of historical experiences as related to career stories which were based upon individual's perceptions (Clandinin, 2007; Fournier, 1998; Peltonen, 1999). The theory that core internal metaphors and the perceptions associated with them are unique for each individual can only be supported by listening to the narrations of individual stories, and examining the relationship each individual's thoughts have upon their internal perceptions of their world. Since

community college presidents serve as the leaders of 1,177 institutions annually

providing services to 11.7 million students (AACC, 2009), it is important to understand

the internal thoughts of these leaders. By identifying the core internal metaphors of a

sampling of community college presidents, a clearer picture of the association between

specific metaphors and presidential leadership will be known.

Assumptions

The following list of assumptions established the foundation for this work and the

interpretation of its findings. These assumptions are the researcher's own, yet they are

grounded in the research literature and experience. For the purpose of this study the

following assumptions were made:

1. Leaders of community colleges utilize speech, symbols, and images to convey
   core internal (conceptual) metaphors (Anastasia, 2008).

2. Internalization of thought and ideas shape human behavior (Akin & Schultheiss,
   1990; Barabasi, 2003; Bergin, 1996; Bogue, 2006; Johnson, 1987; Zinsser, 1987).

3. Core leadership metaphors evolve over time (Bruner, 1986; Campbell & Moyer,
   1991; Dent-Read & Szokolszky, 1993, Hatch & Wisniewski, 1995; Weintraub,
   1975).

4. Core internal leadership metaphors are not universal and cannot be categorized
   (Bolman & Deal, 1984; Cohen & March, 1974).

5. Core leadership metaphors are unique to the individual (Bloom, 1998; Cohen &
   March, 1974; Eddy, 2005; Jeffcoat, 1994).

6. Community college presidents have internalized a core internal metaphor that can be utilized to describe their leadership and interactions with people and the environment.

Terms

In formulating who and what was important in analyzing the core internal metaphors of community college presidents, it was necessary to clearly define the terms used. The terms, listed alphabetically below, clarify the research direction and intent and serve to avoid confusion surrounding the use of the terms appearing throughout the study.

1. *Communication:* Dialog between researcher and participant. In this case, communication means the narrative being analyzed.

2. *Community College President:* Refers to the person who holds the office of president and reports to the board of trustees. The president serves as the chief executive officer of the college and provides leadership services, managerial services, and other public services as deemed appropriate by the institution.

3. *Conceptual metaphor:* A conceptual metaphor is something that suggests an image of something to define something else. (Campbell & Moyers, 1991) Conceptual metaphors may integrate similes or analogies into meanings compiled of a word, phrase, symbol or concept for the purpose of creating a connection or vision (Crisp, Heywood, & Steen, 2002; Lakoff & Johnson, 1981; Tedesco, 2004). Research suggests that conceptual metaphors are used to 'paint' a picture or image and to 'tell' a story.

4. *Core internal metaphor:* A term not previously used in literature to identify a conceptual metaphor which a participant has internalized. A core internal

metaphor is adopted as a result of historical associations, events, ideas, and values. It is internalized and affects the participants' leadership and interactions with other people and within organizations. Participants may or may not be aware of their core internal metaphor, but they may identify with their core internal metaphor once it is made known.

5. *Date of communication:* The month, date and year the narration took place.

6. *Institution:* Community college does not include four-year institutions or universities.

7. *Thematic analysis:* A method used to identify, interpret and report reoccurring themes within data.

The Researcher's Perspective

My personal perspective is that community college presidents' core internal metaphors are as unique as the individuals who have adopted them. This perspective is a result of conversations I have had with business leaders, information obtained from the two vice presidents who participated in my pilot study (See Appendix D), and my core identification with a specific metaphor that influences my own leadership (See Appendix F). Core internal metaphors are of particular interest to me because leaders associate metaphors with their passions, identities, and the visions for the institutions they serve.

In this first chapter I have presented the research problem and the rationale for the study. I have outlined my reasoning for conducting this study and listed the reasons this study will contribute to the bases of knowledge. This chapter has provided the pathway to begin to identify community college presidents' core internal metaphors. To provide the reader with a clear understanding of the significance of this study and provide a

framework to guide the reader through the material, chapter one listed the guiding

questions, assumptions, terms, and provided the researcher's perspective. The literature

review follows and will provide an overview of the information that led to the

development of my research problem.

CHAPTER 2: LITERATURE REVIEW

The purpose of this study was to identify the core internal metaphors of community college presidents and to provide insight into how core internal metaphors are adopted and affect leadership. The identification of core internal metaphors may provide an understanding of the internal meaning of ideas, symbols, and styles adopted by community college presidents. Community colleges serve a large population and the presidents who, from their core internal metaphor, influence community college policies and initiatives are important because of their large sphere of influence. This literature review examines management and leadership qualities since the efficacy of the president is the accumulation of metaphorically internalized qualities and beliefs (Helgesen, 1995, Leman, & Pentak, 2004; Love, 1991; Robyn & Miles, 2006; Spears & Lawrence, 2004; Zaleznik, 1977). How core internal metaphors are historically internalized and their effects on communication and behavior can best be identified through a process of a participatory and exploratory qualitative narrative study of community college presidents and the metaphors they use to describe events and their leadership.

Chapter two is organized into five sections. The first section provides information on community colleges that includes a brief history of community colleges, their growth, and the scope of community college presidents' influence. The second section outlines the literature describing common management and leadership metaphors. The third section provides an overview of metaphors and their usage throughout history. The fourth section focuses on the qualities of community college presidents that have been

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associated with metaphors. The last section provides literature supporting the methodology utilized to conduct this study.

Community Colleges

The mission of community colleges has continued to grow since their inception with the first community college, Joliet Junior College, in 1901, (Joliet Junior College, 2009). The Morrill Acts of 1862 and 1890 provided the legislation and funding to higher education for larger portions of the population to attend college. This legislation made it possible for community colleges to provide services to local communities. The popularity of colleges grew as the demand for public education grew. During the twentieth century, community colleges expanded programs and services and curtailed their curriculum to meet the demands of the consumers (Cohen & Brawer, 2003; Katsinas, 1994). Today, community colleges serve approximately 11.7 million students within 1,177 institutions (AACC, 2009). However, the number of institutions varies across sources. The Maricopa Center for Learning and Instruction indicated there are 1,287 community colleges in the United States (Community College Web, 2009).

The National Center for Education Statistics (2003) reported that 42% of the undergraduates enrolled in institutions of higher education were attending community colleges. A vast number of communities are served by community colleges and are directly affected by the management of the leaders who serve as their presidents.

Management and Leadership Metaphors

Metaphors have been utilized in the business world to discuss administrative characteristics. Managers and leaders have been variously referred to as web weavers (Helgesen, 1995), shepherds, (Leman, & Pentak, 2004), prophets, (Love, 1991), pirates

(Robyn & Miles, 2006), and servants, philanthropists, and hosts (Spears & Lawrence, 2004). Zaleznik (1977) distinguished a difference between leaders and managers. Literature suggests metaphoric management and leadership associations differ. This section discusses some of the prominent literature from both in a comparison and contrast manner.

Management

Zaleznik (1977) suggested managers metaphorically associate with traits of rational thinking, control, tasks, efficiency, persistence, negotiation, hard work and bargaining. Koller (2004) suggested the metaphors of war, sports, games, evolution, struggle, romance and dance have played a part in the development of managerial metaphors. Bergin's (1996) research of the life stories of African-American who are K-12 and higher education administrators suggested that participants' stories provided metaphorical foundations that described who they were, who they had become, how they viewed education and how they distinguished their individual visions. Metaphors have served to create a vision or feeling associated with historical management styles because of a unified understanding or perceived experience (Coffman & Eblen, 1987).

Leadership

Zaleznik (1977) described leaders as those who are their own persons and show originality, innovate, ask what and why, focus on people, do the right things, develop, inspire trust, have a long term perspective, challenge the status quo, have an eye on the horizon, and originate. External and internal metaphors within literature have been used to identify Zaleznik's leadership and management traits, styles, visions, and ideals. These traits were also were used to sort leaders into specific metaphoric categories (Nanus and

Dobbs, 1999). They categorized leaders as visionaries, campaigners, strategists, change agents, coaches, politicians, advocates, troubleshooters, and spokespersons.

Bolman and Deal (1984) utilized organizational theory as a way to identify frames in which leaders operate and associate the meaning and understanding of their internal processes and perspectives. Four leadership frames or leadership categories for Bolman and Deal were structural, human resources, symbolic, and political.

Tedesco (2004) expanded upon Bolman and Deal's research to compare the leadership of community college presidents with the leadership of public school superintendents in Iowa. Tedesco utilized a Bolman and Deal's quantitative survey instrument. In his study, leaders rated themselves and board chairs used the same survey instrument to rate the leaders. Tedesco's findings indicated that superintendents and community college presidents differed in that community college presidents internalized symbolic leadership styles more often than board chairs.

Smith (2000) noted that board members have varying views concerning what constitutes effective community college governance. For community college presidents, this may shape the adoption of internal metaphors to please the board. Presidents may also adopt specific metaphors, with which the board identifies, in their speeches to convey ideas or college initiatives.

Precey (2008) associated leadership with the tracks of a train, and used a railway journey to describe how leaders chose different tracks to follow. The tracks were chosen by the leaders based upon their internal values (Precey, 2008). The train represented the conduit used by leaders to reach specific destinations or specific goals for their schools. Leaders identified with a specific goal/initiative and boarded the train traveling on a

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specific track. Tracks led to the attainment or the fulfillment of metaphorically represented governmental standards, initiatives, or measurable targets. In this case, the metaphors stood for specific goals or initiatives rather than leadership characteristics and demonstrated how ingrained the use of metaphors are in education.

Humanist leaders have been identified as leaders who excelled in human resources qualities. Durocher (1995) examined school administrators though a metaphoric human resource lens. Those who were identified as human resource oriented were considered effective leaders.

Bogue (2006) identifies three metaphors for leadership identification relating to leadership roles and values: the Servant/Exemplar Leader, the Steward/Trustee Leader, and the Artist/Designer Leader. The servant leader led by example and modeled the standards of a person who served someone else, a group of individuals, an organization, or a society (Bogue, 2006; Spears & Lawrence, 2004). The steward trustee leader watched over the organization and was entrusted with assets. Bogue suggested that the most valued leader is the artist/designer who valued compassion and took responsibility for the health and welfare of the organization and its people. Bogue also suggested that "We have moved from a "tell and compel" vision of leadership role to an "inquire and inspire" vision" (Bogue, 2006, p. 320). Bogue indicated the outdated metaphoric visions of leaders as commanders, directors and controllers are things of the past. Mary Parker Follett (1996) agreed with Bogue, "The best leader does not persuade men to follow his will. He shows them what is necessary for them to do in order to meet their responsibility" (p. 173).

Elizabeth Love's (1991) findings focused on woman as leaders and suggested that woman leaders metaphorically identified with the paradigm of the woman prophet or transformational leader. The pattern of women prophet existed among ten of the eleven women interviewed. Love's narratives offered specific themes or steps women took to obtain prophet transformation. The first steps were built upon feminine values and cultures. Female leaders then adjusted to masculine values followed by experiences that separated them from feminine and masculine cultures. After a time of separation, they emerged with an inner vision of serving others and became conscious of the larger societal vision. Once they realized their role as the prophet they emerged to articulate and model a societal vision.

Cohen and March (1974) surveyed university presidents and categorized leadership qualities into a list of metaphorical similes. Cohen and March asked leaders to choose from a list of metaphors that best described their leadership qualities. Presidents identified most commonly with the metaphors of bureaucratic-entrepreneur, mediator, military commander, clergyman, and business executive. "From the previous larger list four major categories were adopted……parochial, honorific, conventional, and heroic" (Cohen & March, 1974, p. 78). Their investigation uncovered that presidents did not fit nicely into the list of specific categories. As a result, after numerous surveys and extensive categorization of the results, Cohen and March (1974) concluded that traditional leadership metaphors do not describe university presidents' characters or governance adequately.

Jeffcoat (1994) expanded upon Cohen and March's research and examined presidents' internal characteristic and leadership metaphors as the presidents described

them within their individual autobiographies. Jeffcoat pointed out that Cohen and March's *Leadership and Ambiguity* fell short in describing the particular metaphoric descriptors of presidents because of the design of the surveys. Jeffcoat examined the autobiographies of five university and college presidents. Jeffcoat categorized Notre Dame's Theodore M. Hesburgh presidency as "Priestly; Benjamin E. Mays of Morehouse College's presidency as an example of servant leadership; Herman B. Wells presidency at Indiana University as an example of the husbandman; A. Bartlett Giamatti of American University as the developer of a free and ordered space; and Nicholas Murray Butler's presidency at Columbia as "A life worthy of its own telling" (Jeffcoat, 1994). Jeffcoat alluded to the fact that presidents are individuals and cannot be categorized into specific boxes. He concluded that university presidents are the product of their individual self-invention based up his interpretation of the autobiographies.

Metaphors have helped leaders, those led, and organizations to collectively explain internal and external environments and relationships (Bogue 2006, Precey 2008, Ryymin, Lallimo, & Hakkarainen, 2004). Metaphors have been utilized to describe the roles, driving forces, and visions of leaders. Yet, there seemed to be a unified belief that leadership needed to be explained in less managerial or transactional ways and that labels have been less helpful (Cohen & March, 1974; Jeffcoat, 1994). Future leaders may communicate through the sharing of metaphorically enhanced stories. In telling the story of their journey, "leaders develop a narrative; they tell a story of the journey and are confident and clear in communicating progress, not only to those on board but also to onlookers" (Precey, 2008, p. 239).

Metaphors Introduction

Definition

According to the *American Heritage Dictionary* (Pickett, 2004, p. 873), the standard definition of a metaphor is "a figure of speech in which a word or phrase that designates one thing is applied to another in an implicit comparison." In simpler terms, Campbell and Moyer (1991) suggested, "A metaphor is an image that suggests something else.

> The word *metaphor* has come to mean *a cross-domain mapping in the conceptual system.* The term *metaphorical expression* refers to a linguistic expression (a word, phrase, or sentence) that is the surface realization of such a cross-domain mapping (Lakoff, 1993, p. 186).

Metaphors have been used to describe human characteristics. Along with figures of speech, metaphors have been used to describe characteristics of educational leaders and individuals and expanded to encompass symbols or ideas used as explanations or descriptions. Leaders have been described through portrayals of figurative explanations or stories (Anastasia, 2008; Bredeson, 1988; Cohen & March, 1974; Coughlin, Wingard, Hollihan, 2005; Jeffcoat, 1994).

Wheelrwright (1962) suggested a metaphor is a way of creating a clearer image of one thing through the association of another, and utilized the terms "epiphor" and "diaphor." An epiphor represents "the outreach and extension of meaning though comparison," while the diaphor represents "the creation of new meaning by juxtaposition and synthesis" (p. 72). Utilizing these two distinct meanings suggests that metaphors are more than characteristics of language. Metaphors generate an expression of thoughts, feelings and actions of individuals' daily functions, internalizations, and ideas associated with their perceptions of reality (Lakoff & Johnson, 1980, Langer, 1957, Whorf &

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Carroll, 1964). Metaphors are ingrained in our society. Langer (1957) referred to metaphors as the conveyers of the "laws of life" (p. 141); metaphors describe internal and external life experiences by providing a way to associate life to thought. Metaphors establish ways to improve dialogue, communication and conversations and are not an "ornament of discourse" (Hayakawa, 1941, p. 106).

Although literature substantiates a link between the utilization of symbolic dialog and the way human beings communicate with and about each other within their environment, some authors question their effectiveness to communicate because some metaphors link human characteristics to machines (Bolter, 1984; Turkle, 1984). Edge (1981) shared this sentiment and believed metaphors could create societal problems when they are utilized to compare human beings and characteristics to inanimate objects. "Technology can express previously held values and ideals, and by its concrete shape and form, alter and develop (and distort) them" (Edge, 1981, p. 467).

Historical Metaphors

The meaning of a metaphor is dependent upon historical context and circumstances (Smith & Simmons, 1983). Lakoff and Johnson (1980) suggested that it is possible to trace social patterns and behavior back to historical metaphors. "What is important is not the originality of metaphors…but the relationship which these figures of speech bear to their times" (Embler, 1951, p. 86). Metaphors have functioned as societal mirrors and have painted a portrayal of historical attitudes, beliefs, and values (Smith & Eisenberg, 1987).

The metaphoric Round Table of Arthurian legend, first described by Wace in 1155, suggested one leader should not make decisions for the group, but all participants

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should share equal status (Kibler, 1991). Another metaphor, the Penny University, served as metaphor throughout the 16th to 18th centuries to describe coffeehouses, which served as think tanks conducive to intellectual discovery, social learning, and communal problem solving establishments. Eclectic groups of patrons met in coffeehouses for discussions and to share ideas. Within these establishments patrons' opinions and contributions were equally valued regardless of statue or status (Boulton 1901, Ellis, 1956).

Metaphors associated with leadership evolve to reflect the times. During the industrial era, leadership and organizational metaphors were dominated by how man related to "machines" and "organisms or organizations" (Koch & Deetz, 1981; Morgan, 1980; Smircich, 1983). Throughout history leadership and organizations have been described using terms associated with events and perceptions in order to describe current events (Pilarz, 1990; Pondy, 1983).

Cohen and March (1974) developed a list of metaphors to describe university presidents' leadership metaphorically as the competitive marketer; the administrator; collective bargainer; democrat; consensus negotiator; creator of anarchy, and the independent judiciary based on their perceptions of leaders.

It appears that the metaphors and ideas associated with leadership have come full circle. "In contrast an increasingly popular view is to treat leadership as a shared influence process in which leadership is seen as a process that any member of a group or social system may carry out at anytime" (Antonakis, Cianciolo & Sternberg, 2004, p. 25); a shift from a physical to a social mode of thought has occurred (Jelinek, Smircich, & Hirsch, 1983; Smircich, 1983). This change in the current way of describing leadership as

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a process involving communal participation rather than a top down model have changed the metaphors associated with leadership throughout history.

Adoption of Metaphors

Metaphors are necessary communicative vehicles "because they allow the transfer of coherent chunks of characteristics…...perpetual, cognitive, emotional and experimental" (Ortony, 1975, p. 47) and are essential to the portrayal of a clearer meaning. A case has been built for the adoption of metaphors as a way to convey leadership priorities and educational administration practices. The "garbage can model or organizational choice" in which various initiatives facing the institution were placed into containers representing their urgency, termed garbage cans, demonstrated how the adoption of the garbage can metaphor dictated institutional priorities and initiatives (Cohen, March & Olsen, 1972). The garbage can metaphor in this example provided what Snow (1973) termed as "interconnected steps in a sequence of operations leading from observational inputs to theoretical outputs" (p. 87).

Metaphoric Communication

Shared experiences, visions, and vocabulary within organizations have contributed to the development of an organizational culture and unified vision linked together through a variety of metaphors. "Metaphors are not simply linguistic tools by which we try to understand something; once expressed, they also carry with them a hortatory dimension" (Kliebard, 1983, p. 21). In a study conducted by Ryymin, Lallimo and Hakkarainen (2004), participants within an educational setting who learned particular skills became the experts within the organization and were metaphorically referred to as the "central actors." The central actors had received the same professional training as the

rest of those in the organization, yet they developed the competence to help others who had problems learning and using new software (Ryymin, Lallimo & Hakkarainen, 2004). The central actors metaphor served as a way to identify individuals within the organization who could help others to solve problems and as a result keep production going. Metaphors in this context were used to discuss how the identified people perceived themselves and were perceived by others within the organization, and how the internalization of individualized metaphors affected both the individual workers and the organization's climate.

Sergiovanni, Burlingame, Coomb and Thurston (1980) said metaphors provide the necessary link between language and the external world and dictate the way organizations and administrators communicate with individuals. They suggested that, school administration and school governance use specific metaphors to identify the roles and responsibilities of those who are involved in educational administration at various levels.

Anastasia (2008) advocated that metaphoric communications differ in regards to gender, and her research indicated female college presidents' metaphors included themes of valuing resources and processes of perseverance, which encompassed a nature based central theme not found to be true of men. Metaphors utilized in this way suggested that gender encourages or urges specific behaviors and beliefs. Metaphors have been utilized to describe a holistic way to view the "commitment, devotion to the cause of education, and the understanding of leadership in a moral context, and a clear understand of school leadership as a "public service" (Thomas, 1981, p. 10). The effects of metaphors in

communication are numerous and develop a link between internal thought and external actions.

Metaphoric thought has been categorized through the use of single, multiple, simple, complex, restricted and extended wording and through the combination of many categories making them important determinants of quantitative and qualitative characterizations (Crisp, Heywood & Steen, 2002). Metaphors are internalized and represent feelings, ideals, and beliefs that affect communication and interactions with others.

Internal Metaphors

For the purpose of this study, internal metaphors are core beliefs linking symbolic metaphoric representations to leadership qualities and verbiage. Cohen and March (1974) suggested that the metaphoric images they identified for leaders were defensible and represented "the plausible beliefs of intelligent people...[and] represent a reasonable version of the conventional wisdom of organization and administrative theory" (p. 79). They refer to the plausible beliefs of people to describe the way an internal version of wisdom and associations are developed.

Barabasi (2003), a physicist at the University of Notre Dame, is considered one of the most influential thinkers in the science of network thinking. His research indicated that the human brain, through a process of self organization, developed internalized beliefs through the mapping of interconnected thoughts. These webs of thoughts often connected through the use of metaphors are utilized to establish the links connecting feelings with stimulus. This would indicate that what ultimately shapes leadership is

"how individuals interpret and understand their experiences and how interpretations and understandings relate to action" (Smircich, 1983, p. 351).

Core Internal Metaphors

Core internal metaphors are a result of the connections human beings link together concerning leadership. Core internalized metaphors affect leadership decisions and behaviors and their meanings are historically associated with internalized thought. This connection affects the way leaders communicate with others and interact within their external environment. "Metaphors reveal a great deal about the values and behavior patterns of administrators" (Sergiovanni, Burlingame, Coomb & Thurston, 1980, p. 309).

Historically core internal values, based upon metaphors, have served as representations of personal and public commitment, educational values, understanding of goals, moral context, and purpose relating to the ethos of leadership (Thomas, 1981). How or when internal metaphors were adopted depends upon historical circumstances and individuals perceptions of experiences. However, it can be difficult to uncover the core internal metaphor that has affected a individual's leadership most profoundly and "find out the background of the experience of individuals and harder to find out just how the subject-matters already contained in that experience shall be directed " (Dewey, 1938, p. 75). Core internal metaphors are often adopted due to personal experiences and natural occurrences based upon individual perceptions of objects or events (Dent-Read & Szokolszky, 1993).

Internalized leadership traits provided the bases for Lipman-Blumen's (1996) metaphoric list of leadership styles. The metaphoric visions of leaders included: (1) the intrinsic leader who concentrates on his or her vision or task to measures progress; (2) the

power leader driven by the intrinsic need to control people and events; (3) the collaborative leader who encourages collegiality and teamwork; (4) the competitive leader who is passionate about outdoing competitors; (5) the vicarious leader who encourages and mentors subordinates and peers; (6) the entrusting leader who selects people deemed capable to carry out the leader's goals and visions; (7) the contributory leader who feels a need to help others realize their goals; (8) the social leader who forms alliance utilizing networks; and (9) the personal leader who utilizes charm, prestige, wit, charisma and other personal attributes to persuade people to act (Lipman-Blumen, 1997).

Metaphoric leadership roles and institutional culture have been analyzed and told through the use of myths, narratives, and stories (Brown, 1986; Koch & Deetz, 1981; Louis, 1980; Martin, Fieldman, Hatch & Sitkin, 1983; Morgan 1980; Mumby, 1987; Pearce; 1996; Riley, 1983; Smith & Simmons, 1983). Yet, each individual's life experiences are unique and thus the internalization of metaphoric coding or internalization is also unique.

Qualities of Community College Presidents and Associated Metaphors

Community college presidents possess many of the same qualities as university and business leaders. Vaughan (1986) identified community college presidents' internal characteristics as possessing courage, integrity, sound judgment, and compassion for others. They are further charged with establishing policies conducive to the colleges' missions and the objectives of the communities they serve. Collaboration with staff to fulfill the college mission is considered a necessary trait of the community college president (Vaughan & Weisman, 1997). Metaphors to describe leaders who accomplish

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or possess these characteristics have been identified as visionaries, champions of change, or catalysts for change (Vaughan & Weisman, 1998).

Eddy (2005) identified conceptual metaphoric themes related to symbolism and structure as the determining platforms in which some presidents led their institutions. These themes were identified through the meaning the community college presidents gave them. Eddy's research indicated internalization of thought affected behavior. The research literature suggested that the adoption of specific qualities may provide additional transparency concerning the true meaning community college presidents associated with the internalization of the professional metaphors they utilized to lead their institutions. Research related to management, leadership and metaphors have provided a foundation for the interpretation of internal metaphors that have influenced college and university presidents. Historically, metaphors have shaped presidents communication, leadership, visions, and legacies.

However, the research literature suggested that the study of college and university presidents has not fully described the internal metaphors of individual presidents. This is also true for community college presidents. According to Roueche et al. (1989), their survey data of community college leadership can be categorized as focusing on transforming leaders. Their study, based on 256 community college presidents, identified the attributes of transformational leaders. Transformational leaders worked with their subordinates by providing an atmosphere that enabled subordinates to advance to higher levels of motivations and morality within a rapidly changing environment. Transformational leaders promoted a shared vision, collaboration, teamwork, and an

inclusive institutional atmosphere. Transformational leaders also modeled personal values, integrity, and a commitment to learning (Roueche, et al. 1989).

This study examined the literature on the use of qualitative narratives to collect and report research. This section outlines the reasoning for a qualitative narrative approach and the importance of both exploratory and participatory interaction between the researcher and the participants. Exploratory inquiry utilizing descriptive narrations of people or the examination of individual historical accounts are considered viable forms of qualitative narratives (Fournier, 1998; Peltonen, 1999; Sarantakos, 1993). Sekaran (1992) defined research as a combination of inquiry and investigation, and indicated that the reasons for research were to contribute to current knowledge and/or solve a particular problem. The best research is conducted "by utilizing a systematical and methodical process" (Sekaran, 1992, p. 4).

The importance of the internalization of thought upon human behavior can only be uncovered through selective and purposeful questioning. Through the use of narrative inquiry the researcher utilizes questioning to identify the history and politics that have led to a particular behavior through the telling of a narrative history (Clandinin, 2007).

Mishler (1986) advocated for allowing interviewees ample time to respond to questions to obtain a rich narrative of information. Ample time allows the participant to clearly explain the perceptions they have internalized concerning their life experiences. Narrations conducted in a participatory and exploratory exchange can bridge the gap between that is perceived on the surface and a clearer picture of reality by creating,

"interpretive paths to understanding organizational dynamics" (Akin & Schultheiss, 1990, p. 14).

> Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants...inquiry still in the midst of living and telling, reliving and retelling, the stories and experiences of people's lives, both individual and social. Simply stated...narrative inquiry is stories lived and told. (Clandinin, 2007, p. 81)

Narrative inquiry origins and precise definitions have not been universally agreed upon (Bruner, 1986; Chase, 2005; Langellier, 2001; Lieblich, 1979, 1981; McLeod, 1997; Polkinghorne, 1988; Riessman, 1993; Sarbin, 1986). However, some authors have indirectly advocated the warranting of narrative research in education (Spence, 1982; Clandinin, 2007). Educational research and descriptive narrative interpretations have contributed to the methodology and acceptance of educational inquiry (Bloom, 1998; Conle & deBeyer, 2009; Hatch & Wisniewski, 1995; Tierney & Lincoln, 1997). Thus, narratives provide a useful format for uncovering internalized core metaphors.

> Each person is his own central metaphor...representation within a person of something outside depends on there being sufficient diversity within him to reflect the relationships in what he perceived. (Bateson, 1972, p. 285)

Leadership may best be examined through the narrations of historical experiences based upon the examination of career stories. The bases for identifying the core internalization of metaphoric thought are often described through the telling of career stories. This type of questioning has its origins in psychology. "Career stories are most often analyzed within the framework of Foucauldian discourse analysis, situating the process of identity construction within, or against, the dominate discourse" (Clandinin, 2007 p. 392). This indicates that core internal metaphors have developed as a result of the individual's identification of self through an internal dialogue.

CHAPTER 3: METHODOLOGY

Research and individual's narrations of personal internal beliefs, experiences, and career stories contributed to the collection of data for this qualitative study. Core internal metaphors were examined utilizing a series of questions for the purpose of uncovering the metaphors a group of participants identified with their individualized leadership. A narrative approach incorporated a participatory exchange between the researcher and the participants. Particular focus was placed on "what" was said by participants' through the use of metaphors. During narrative accounts of historical experiences, internalized metaphoric themes emerged. These themes were utilized to analyze the participants' historical associations to a core internal metaphor.

The use of noting the reoccurrences of specific themes, associated with metaphoric thought, throughout numerous narrations is an acceptable way to establish the importance of a particular theme to the individual. The identification of themes within a single or multiple narrations is called thematic narrative analysis. "Thematic narrative analysis is akin to what scholars in folklore and history use with archival data" (Riessman, 2008, 53). Thematic analysis enabled the researcher to identify historical themes associated with reoccurring metaphors the participants associated with their individualized beliefs and behavior pertaining to leadership. This information was used to examine how a participant metaphorically linked past experiences and internalized beliefs associated with their leadership. The summary of the methodological framework,

research questions and assumptions, research design, participants, procedures, analysis of data, and assumptions and limitations follow.

Methodological Framework

The narrative approach utilized for this study was both participatory and exploratory. The researcher focused on the identification of reoccurring metaphoric themes throughout numerous narrations. Open ended

questions enabled the participants to share a chronological dialogue of the transitions which lead to the adoption of a core internal metaphor. The methodological framework was based upon the assumption that core internalized metaphors are a direct result of reoccurring metaphoric language associated to specific themes. These themes provide a way for leaders to access their leadership, interact with others, and contribute to the external persona the leader projects. Some leaders are aware of their core internal metaphor while others are not; as a result, the research questions (See Appendix C) provided the framework for a series of questions, which provided the researcher with a way for leaders to share narrative stories. The questions also provided the researcher with a way to historically identify reoccurring metaphoric themes and identify each leader's core internal metaphor.

Research Questions

The reasons for research are to contribute to current knowledge and/or solve a particular problem (Sekaran, 1992). Participants were asked a series of questions to uncover the historical events and influences that contributed to their internalization of a core internal metaphor. They were asked to describe their leadership and discuss the internalized perception they had about themselves. They were asked questions that

pertained to how they interpreted past events and external stimulus surrounding their leadership. It was assumed reoccurring metaphoric themes would be identified throughout various narrations while answering the questions. The series of questions was chosen because the questions provided the researcher with enough information to identify reoccurring themes. These themes would be utilized to determine each participant's core internal metaphor.

Assumptions

Core internal metaphors are unique to each individual. Individuals who lead higher education institutions may identify with metaphors presented in literature, yet "metaphors of leadership fit the realities of his (university president leadership) rather poorly" (Cohen & March, 1974, p. 79). Presidents as individuals develop core internal leadership metaphors based upon the accumulation of interactions with others, historical events, and internalized thought.

Research Design

Attride-Stirling (2001) advocated the importance of clearly stating the researcher's method for analyzing the data, so the research could be compared with similar studies or duplicated. The use of looking for the reoccurrence of specific themes throughout numerous narrations is an acceptable way to analyze qualitative data. According to Braun and Clark (2006), "a theme captures something important about the data in relation to the research question(s), and represents some level of patterned response or meaning within the data set" (p. 82).

A qualitative narrative design was used for exploration of themes and the identification of the core internal metaphor of the participants. Through their descriptions

of historical and contemporary narrations and their perceptions of internal and external stimulus a core leadership metaphor was identified. This was accomplished utilizing exploratory and participatory interaction between the researcher and the participants.

Narrations of personal stories by the participants in the response to questions provided the information the researcher utilized to identify reoccurring themes and code and interpret the findings. Exploratory inquiry utilizing descriptive narrations of people and the examination of individual historical accounts are considered two forms of collecting qualitative data (Fournier, 1998; Peltonen, 1999; Sarantakos, 1993).

The participatory and exploratory interchange between the researcher and the participants provided a series of methodical questioning resulting in a series of interconnected narrations which were utilized to determine themes relating to metaphors and their meaning. Sekaran (1992) defined research as a combination of inquiry and investigation. Clandinin (2007) suggests that knowledge can be discovered through the use of a "methodical process" (p. 4). Narrative inquiry provides a venue for the researcher to investigate the historical and contemporary events that have formulated an individual's core internal identity and the identity the individual portrays to the world (Clandinin, 2007).

Participants were given ample time and were encouraged to tell their truths in the form of narrative stories; conversation through the use of stories is a common way for people to convey information to each other. "Telling stories is far from unusual in everyday conversation, and it is apparently no more unusual for interviewees to respond to questions with narratives if they are given some room to speak" (Mishler, 1986, p. 69).

Narrations shared in a participatory and exploratory way provided a way to bridge the gap between the participant's narration and the researcher's interpretation. This narrative exchange created the opportunity for what Akin and Schultheiss (1990) termed "interpretive paths to understanding" (p. 14). Interpretive paths to understanding allow the researcher to ask questions and clarify meaning in order to develop a clearer understanding of the participants' perspective.

> Narrative inquiry is a way of understanding experience. It is collaboration between researcher and participants...inquiry still in the midst of living and telling, reliving and retelling, the stories and experiences of people's lives, both individual and social. Simply stated...narrative inquiry is stories lived and told. (Clandinin, 2007, p. 81)

The use of narrative stories has become popular in educational research. Many psychologists indirectly contributed to the warranting of narrative research in education by conducting research that linked thought to learning and science (Bruner, 1986; Clandinin, 2007; Lieblich, 1979, 1981; Pokinghorne, 1988; Sarbin, 1986; Spence, 1982). Educational research and descriptive narrative interpretations have contributed to the methodology of educational inquiry (Bloom, 1998; Conle & deBeyer, 2009; Hatch & Wisniewski, 1995; Tierney & Lincoln, 1997).

Once the narratives from each participant were collected, thematic analysis was used for interpreting the data. This method was chosen because thematic analysis is a method for indentifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79) and can be utilized to "reflect reality and to unpick or unravel the surface of 'reality'" (Braun & Clark, 2006, p. 81). For this study thematic analysis investigated the origins of the subjects' beliefs through the use of tracing metaphoric themes throughout the participants' narrative stories and historical accounts. Riessman

(2008) suggests this is a useful way of "linking up and interpreting different aspects of biography in order to realign present and past and self and reality" (p. 57). Thematic analysis as a tool for identifying and interpret (metaphoric) meaning within qualitative analysis is a useful strategy (Holloway and Todres, 2003; Boyatzis, 1998).

Participants

Community college presidents were selected for this study because little has been written about their leadership, and because community colleges have become a vital educational instrument in the United States. To provide a historical indicator, the participants for this study served as community college presidents between the years of 2009-2010.

Participants for this study were selected purposefully through convenience and criteria sampling (Creswell, 1998). They were selected purposely to aid in the understanding of the research problem and answering of the research questions. Purposeful selection of the participants helped the researcher to better understand the questions and provided the parameters necessary to obtain a useful sampling of the population. The perimeters of this type of purposeful section were advocated by Creswell (2003). Convenience selection involved sending a brief introduction to 25 community college presidents who met the criteria of speaking metaphorically in their inaugural addresses. The use of metaphors during inaugural speeches was determined to be an indicator the presidents associated metaphors with leadership.

Twenty-five participants were identified as possible participants for the study, and eight were chosen to take part in the study. Out of the initial 25, 17 participants

responded. One of the participants indicated she did not have enough time to participate in the study. This left 16 possible participants.

To initially determine which participants would take part in the study, the researcher sent each of the possible twenty-five participants a copy of the initial email, and followed it up with a phone call to their secretary (Appendix A). Then, the researcher numbered a piece of paper 1 through 16. Once participants acknowledged the study by sending a reply to the initial email, their names were sequentially placed on the paper next to a corresponding number. Every other participant starting with number two was contacted to participate in the study for a total of 8 participants. Creswell (1998) identified this type of convenience sampling of participants as individuals available and willing to take part in the study and fit specific criteria. For this study, participants were chosen because they utilized metaphors during their inaugural addresses, respond to an email from the researcher in a specific numerical order, and were willing to take part in the study.

The eight participants were then sent a consent form (See Appendix B) and participated in a 15 minute initial exploratory phone interview. Afterward, additional time was scheduled for the first interview, a discussion of findings and time to fill in any gaps, and member checking. The interview questions were written to aid the researcher in identifying the participants' core internal metaphors (See Appendix C).

The narrative accounts of the selected community college presidents were collected through the listening and recording of their historical and perceived ideas about their leadership utilizing a series of questions. Particular attention was paid to their use of metaphors and associated meaning.

> Each person is his own central metaphor ... representation within a person
> of something outside depends on there being sufficient diversity within
> him to reflect the relationships in what he perceived, and it depends on
> coding of some kind. (Bateson, 1972, p. 285)

Member checking for this study consisted of a participatory discussion between the researcher and the participant concerning the researcher's interpretations of the data and the conclusions drawn about the identification of the participant's core internal metaphor. This enabled the researcher to understand and assess the participant's perceived meaning of historical events and provided an opportunity for the participants to provide additional clarification and challenge incorrect interpretations. This provided both the researcher and participant with the opportunity to discuss and summarize the findings and to clearly identify the core internal metaphor together. The seven participants not originally selected, but had been identified as fitting the criteria were placed on a waiting list. Participants from this list would have been invited to participate if one of the original eight failed to complete the study. After the first interview, the researcher coded the data utilizing thematic analysis and identified the core internal metaphor for each participant. Then, the participants were contacted by the researcher to discuss the content and the interpretation of the information obtained to ensure accuracy. At the conclusion of the data collection, the researcher contacted the participants not included in the study, to inform them why they were not selected, and to thank them.

Procedures

During the telephone conversation, the researcher provided the participant with information on how the interview, follow-up, and content checking would be implemented. Then, a timetable for the time commitment for the study was agreed upon

and future scheduled blocks of time were set up with the presidents' staffs. Future correspondence dates and times were scheduled for the initial interview, a discussion of the findings from the first interview and to check for clarification, and a conversation for a content checking. The total time commitment for the participant was 1 hour and 30 minutes. (See Appendix B)

Once the interviews were coded the presidents' core internal metaphors were identified based on the information obtained, and member checking was conducted. Member checking was conducted through the use of a participatory exchange between the researcher and each participant. Discussions on the researcher's interpretations of the data and the conclusions drawn were tested with each member to establish the validity of the identification of each individual's core internal metaphor. This provided the researcher and participant with an opportunity to volunteer additional information, correct errors, and challenge and validate interpretations. From this participatory exchange, both the interpretation and the understanding of a core internal metaphor was co-created and validated.

Analysis of Data

Metaphoric themes, the meaning these themes have to each president, and the names or words the presidents' associated with the meaning were identified. Although similar themes were identified, the specific names of the metaphors varied.

Data Collection and Analysis

The purpose for the collection of data was to determine the images and perceptions community college presidents have of themselves. The participants shared the phenomenon of serving as presidents in community colleges between the years of

2009-2010. However, the approach for collecting data and interpreting the findings was person-centered, not systems-bound.

Thematic Analysis

Attride-Stirling (2001) advocated the importance of clearly stating the researcher's method for analyzing the data, so the research can be compared with other studies on a specific topic or duplicated. The use of looking for the reoccurrence of specific themes throughout numerous narrations is an acceptable way to analyze qualitative data (Boyatzis, 1998). According to Braun and Clark (2006), "a theme captures something important about the data in relation to the research question(s), and represents some level of patterned response or meaning within the data set" (p. 82).

In order to indentify the core internal metaphor, the researcher analyzed the meaning of reoccurring themes and patterns as a means to determine how a reoccurring metaphor affected the participants' perception of reality. Thematic analysis can be utilized to "reflect reality and to unpick or unravel the surface of 'reality'" (Braun & Clark, 2006, p. 81). In thematic analysis, "content is the exclusive focus" (Riessman, 2008), so particular attention was paid to the content in which reoccurring themes were historically repeated throughout numerous narrations. Thematic analysis investigates the origins of subjects' beliefs through the use of tracing themes through narrative stories and historical accounts as a way of "linking up and interpreting different aspects of biography in order to realign present and past and self and reality" (Riessman, 2008, p. 57). Holloway and Todres (2003) described thematic analysis as a tool for identifying meaning within qualitative analysis. Thematic analysis within the qualitative process is

frequently utilized to interpret the meaning of reoccurring themes as they relate to a specific research topic (Boyatzis, 1998).

"Thematic narrative analysis is akin to what scholars in folklore and history use with archival data" (Riessman, 2008, 53). Tracing reoccurring themes through numerous narrations enables researchers to understand the patterns associated with individuals' perceptions of historical situations. Individual data items can be traced throughout various narrative accounts to establish a particular data set of related situations. A data set can be established through the tracing of the instances a particular data item reoccurs within numerous narrations. In this case, a data item may mean a particular word or group of words. This word of group of words throughout numerous narrations establishes a data set that can be used to indentify reoccurring themes. Thematic analysis enables themes to emerge which are embedded throughout interviews (Rubin and Rubin, 1995). Thematic analysis does not require the narrations to be kept intact but instead emphasis is placed on "the told" – the events and cognitions to which language refers (the content of speech)" (Riessman, 2008, p. 58).

> Thematic analysis can be an essentialist or realist method, which reports experiences, meanings and the reality of participants, or it can be a constructionist method, which examines the ways in which events, realities, meanings, [and] experiences …. (Braun & Clark, 2006, p. 79).

Braun and Clarke (2006, p. 87) provide a list of the phases of thematic analysis. These include in order: familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. As themes emerge during the phases, the investigator examines them historically. (Riessman, 2008, p. 64). Often these themes emerge metaphorically throughout various narrations (Riessman, 2008). This approach provided the researcher with a way to

identify the core internal metaphors that contributed to the beliefs participants had associated with conscious experiences without questioning whether what had been internalized was objectively real. A thematic analysis approach was chosen to obtain a highly readable story that integrated and summarized key information around the focus of the identification of core internal metaphors.

This study incorporated the use of a participatory and exploratory dialogue between the researcher and the participants to enable the researcher to understand how the presidents metaphorically interpreted the world in which they lived and worked. Individuals' core internal metaphors were identified though this exchange between researcher and participants.

Core internal metaphors were varied and were based upon historical content and the complexity of each individual's perceptions of their life experiences rather than the narrow categorized qualities within the literature that categorized core internal metaphors based upon specific values, belief, or ideas. Thus, the main guiding question for this study was: What are the core internal metaphors of community college presidents?

Each participant's narrative accounts were assigned a letter of the alphabet, so the participant could not be identified once their narratives were coded. In this type of coding, it was not important that one individual's narratives remain intact. The focus was placed on the identification of reoccurring themes within narratives and the metaphors associated with them.

Assumptions and Limitations

My assumption was that core internal metaphors are personal and have evolved due to an individual's historical experiences, contemporary beliefs, and perceptions of external stimulus. This theory was examined through the collection of individual presidents' narratives, and the narratives were analyzed to determine if common themes existed.

Limitations to this study exist due to the small sampling of community college presidents represented, the dependence upon the participant to clearly describe through the use of narrations their life experiences and perceptions, and the ability of the researcher to correctly identify the core internal metaphor. Literature suggests that metaphoric interpretations change over time (Mrkonjic, 1995). This may also be the case with core internal metaphors because they too may change or evolve due to external stimulus. As a result, the core internal metaphors indentified represent a snapshot in time and different findings may be determined at a later time.

CHAPTER 4: FINDINGS

The primary purpose of this study was to answer two guiding questions: (1) What are the president's core internal metaphors?, and (2) What is the relationship between leadership and the core internal metaphor? I believe this study was successful in that endeavor. This study identified the core internal metaphor of 8 community college presidents, 4 females and 4 males. The participants of this study resided in both rural and metropolitan communities. This research indicated that gender, location, and education could not be used as predictors for core internal metaphors. But instead, core internal metaphors were adopted due to strong associations with a primary conceptual metaphor which the participants had internalized as a result of their perceptions of historical, associations, events, ideas, and values.

Analysis and Interpretation of Data

During the process of analyzing and interpreting the data, it was important to include details about my bias and the choices I made concerning what to include and exclude. Since each individual's narration is unique, I decided to present each narrative summary individually utilizing a consistent format. I also refer to each participant by a pseudonym in order to protect their identity. This section is divided into three parts. The first section includes the analysis of each interview and identifies each participant's core internal metaphor. These are divided into four sections. After each interview, I took time to journal. In my journal, I included notes about each participant, so I could include a

brief introduction and my impression of the participant. In the first section, I have

provided quotes. These quotes resonated with me because I felt they were summations of

each participant's core internal metaphor. In the second section, I provide a brief

introduction and my impression of each participant. In the third section, I provide

pertinent information about each participant's story as summarized from the first

interview and include my justification for my identification of the individual core internal

metaphor. The forth describes the co-analysis process. During this process, an

interchange between the participant and myself provided me with the opportunity to share

the major themes and specific wording that led to the identification of the participant's

core internal metaphor. It also provided an opportunity for the participant to add

additional information which validated my interpretation of their core internal metaphor,

or add clarity which enabled the participant and me to clearly identify their core internal

metaphor together. The final part summarizes the participant's core internal metaphor.

The second section provides the metaphoric word counts for each individual. The third

section provides a brief conclusion of my findings. At the end of this chapter, I have

added a brief conclusion.

Narrative Summaries

Adam

Gardens are a form of autobiography. ~Sydney Eddison, Horticulture magazine, August/September 1993

My green thumb came only as a result of the mistakes I made while learning to see things from the plant's point of view. ~H. Fred Dale

I think the true gardener is a lover of his flowers, not a critic of them. I think the true gardener is the reverent servant of Nature, not her truculent,...master. I think the true gardener, the older he grows, should more and more develop a humble, grateful and uncertain spirit. ~Reginald Farrer, In a Yorkshire Garden, 1909

Initial Impressions

Adam speaks in a very humbling manner and pauses before speaking. The manner of speaking is not calculating but rather candid in that it is open and frank. During my interview with him, I felt sincerity in the words spoken. Although a community college president, Adam had an old fashioned, unassuming, genuineness in his manner of speaking. Adam stated his family was poor and knew many of the students attending the college came from disadvantaged backgrounds, so it was important to deliver what you promise. This part of the interview was very powerful because Adam's voice changed as though he were making the statement with conviction. It seemed as though Adam was unaffected by the prestige of the presidential position and had maintained a natural attachment to rural roots.

Adam's Story: Identifying Pathways and Emerging Themes

A quote Adam heard from his father carried significant influence throughout his life. "You reap what you sow." This phrase was internalized on a professional level to mean putting people first and helping people to reach their dreams and aspirations.

One major and reoccurring theme throughout the interview was gardening. Early in the interview Adam discussed what reaping what you sow meant to him. "To me that meant [reap what you sow] I had to put forth effort in order to get what I wanted in life and treat everyone well, take care of others of sorts." This reference made sense to Adam because family gardening was an enjoyable pastime during his childhood. Additionally, Adam spoke about how as a teacher he had learned "…my students did better when I put forth the effort to cultivate them." This internalization was further validated.

> I guess in a way gardening has influenced my leadership style. I think you have to cultivate people and institutions much like you do plants. You have to help them and give them what they need to thrive and their needs are usually few, but vary from person to person, so you also need to take the time to find out what needs each one has.

When asked how he saw himself as a leader, he replied, "I guess I'd use the words planter of seeds." Further questioning revealed that the planting of seeds had a variety of meanings for him. This phrase meant raising money. "I go into the community and plant seeds that I hope will mature into funding dollars." It also meant promoting businesses. "I put a bug in their ear [businesses] that we provide a quality program and that by hiring our graduates they can grow their company." Influencing others to serve the needs of the community also was discussed in gardening terms, "I sometimes plant seeds concerning how the staff and faculty can serve the needs of the community." "I think of myself as a person who cultivates and initiates programs."

Additional references utilizing gardening terms included how he nurtures, guides, or develops directives within the college community.

> I plant seeds. I strategically drop hints, provide information and once I believe enough people are on board, I bring people together to work on how to implement whatever needs to be done. Some people want to fight change simply because it is change. They sort of act like weeds and will stop the progression of progress.

Another theme emerged; however, it was not as predominate as the gardening theme. This theme dealt with reaping what you sow to mean thinking and acting in a way that was progressive in promoting a quality education for students and the production of quality workers for businesses.

> I want the degrees and certificates we offer to provide people with the skills they need to support their families. I know people have dreams and aspirations to make their selves employable. I'm a promoter of sorts. I listen to what my board, community leaders and the experts say about what types of programs are needed to serve the community and prepare students for jobs. I like talking to business leaders and finding out what skills they need. I share with them what our graduates can do.

Co-analysis Process

During a 15-minute member checking discussion, I shared with Adam how much gardening had influenced not only his manner of speech, but was also the foundation of his core internal metaphor. I noted Adam had used, during a 45 minute interview, the varying forms for words: plant, 6 times; seed, 5 times; garden, 4 times; grow, 3 times; cultivate, 3 times; and weeds, 1 time. I discussed the specific wording which supported my interpretation.

After providing my justification for my identification of Adam's core internal metaphor as a progressive gardener, he shared with me that he neither realized how much the metaphor of gardening fit his leadership nor how many times he spoke in gardening

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terms. Adam also commented on how he valued the opportunity to participate in my

study because it had provided him with a way to examine his leadership. Adam also

shared with me how the idea of a progressive gardener was validating and pleasantly

humbling. This confirmed my first impression of Adam's humbling mannerism and

unassuming genuineness.

Betty

A lovely horse is always an experience.... It is an emotional experience of the kind that is spoiled by words. ~Beryl Markham

Wherever man has left his footprint in the long ascent from barbarism to civilization we will find the hoof print of the horse beside it. ~John Moore

A horse doesn't care how much you know, until he knows how much you care. ~Pat Parelli

Initial Impressions

Betty's speech was slow and soothing to the ear. She paused before answering a question as though deep in thought. Her unpretentious manners made me want to trust her and listen to what she had to say. She asked questions to make sure she understood my questions and could provide me with information that would help me with my study. I could tell by both her manner of speech and her words that she was very down to earth and laid back. This was a woman whom I thought truly felt compassion for others.

Betty had grown up on a ranch and had transitioned into education later in life. This transition started when she walked into a technical college's machine shop. At the time, she was a civil engineer. "I found someone in the hallway and said I would really like to do something like this [teach machine shop]." Then in her words, "I sort of moved up the ladder." Betty did not aspire to be a leader, but after talking with her I believed leadership was her calling.

Betty's Story: Identifying Pathways and Emerging Themes

Although Betty got a bit off track a couple of times during the interview, I let her talk and by doing this, I learned key information that led me to Betty's core internal metaphor. A quote Betty made helped me to understand how the love of horses and

working with horses influenced her leadership and life. "I can attribute everything that I do correctly to what I have learned from the horses." This belief was deeply ingrained in both Betty's personal and professional life.

On a professional level, Betty values working with people in ways that are conducive to Betty and the others. It also meant getting back up when she fell. Illustrative quotes from Betty as applied to leadership included:

> As I started out training horses, I basically man-handled them thinking this as the way it had to be done. Then gradually I learned and moved to another style where my attention, entire attention, was focused on that one event or show. I needed to focus on the one task at hand. I needed to be creative to move the horse in the direction it needed to go, and each horse was different. I needed to work with the horse in a way that worked for the horse. To be successful it takes a little more creativity to think ahead of the curve…with the horse in a way that makes training acceptable.

> Training horses taught me how to appreciate other's needs and desires while still moving towards the desired outcome.

Betty attributes her ability to be present and paying attention to others to working with horses.

> To me leading is supporting others, so they can do the right things. To me leadership is really about being present. To me you just need to be present in the moment. It's awareness. You need to be an active observer. You need to be in the moment with your entire focus on the animal.

> I listen and pay attention because I learned from the animals that listening and paying attention was key to being a successful person.

Working with horses has taught Betty to be bold and to work through challenging situations.

> I think not being afraid to fall on your face in front of a crowd is important. I learned this when I was young and was falling off horses.

Additionally, Betty spoke about how the love of horses translated into a love of life and people. Betty believed loving horses helped her to learn to love and work with

others. This love of others included everyone and everything around her. Loving to Betty meant listening and feeling compassion for other living things.

> Everything I see is love and it stems from my love of animals. I look at animals and they are gorgeous, and putting out what I feel for the animals comes back to me tenfold.

> For me my first passion was working with and training horses, and I loved it. You can apply that love to everything you do, and that love makes everything so amazing. You just decided that you have the grandest life on the planet. It's that passion that makes a great leader in my opinion, and you can't change my mind about that.

> There is a quote by a general. It's really good. "You never stop loving never."

Co-analysis Process

During a 20-minute member checking discussion, I shared with Betty how much her love of horses had influenced her cognitive thoughts. I noted Betty had referenced horses 26 times during our initial 60-minute interview. Betty had also used the word love 19 times to refer to both passion for her profession, animals, and people. For Betty, one of the ways of showing love was to be present and paying attention when in the presence of another person or being.

Betty informed me she had been doing some self reflection since our first interview. She shared with me a bit about her evening routine after work. She stated, "When I get home from work, I go for a ride and talk things over with my horse. While I cook dinner, I talk things over with my dog." I learned a lot about Betty by allowing her to deviate from the conversation.

I shared with her how much I thought her love of horses had influenced her life and told her the specific passages from the transcript that led me to this conclusion. I told her I believed her core internal metaphor was that of an equestrian. I discussed the

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specific wording which supported my interpretation. During our discussion regarding how her love of horses influenced her love of people, Betty indicated she believed her love for animals affected her entire life. Betty acknowledged that she knew that loving horses made her love life, and she genuinely had a love of people and animals. She also talked about how, "Life's about taking risks and loving other beings." For Betty, it is important to pay attention to the other person or being when in their presence. It is about working together as a team to make things happen and paying attention to what your team members have to say, but most important Betty believes there are many members of her team.

Charles

A wise man will make more opportunities than he finds. ~Francis Bacon, Essays, 1625

Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them. ~Robert Jarvik

Don't live down to expectations. Go out there and do something remarkable. ~Wendy Wasserstein

Initial Impressions

Charles' relaxing, southern drawl, accent is calming to the ear, and he gives the impression of being a deep thinker. Prior to our meeting, he had discussed his leadership with his wife. He gave the impression this was not a man who rested on his laurels; this was a man who took action. As a young boy, Charles' father had told him, "Leave things better than you found them." His life demonstrated that he had taken that to heart.

He had started out as a faculty member and after a while moved into administrative positions because he wanted to improve things. He said he valued the technical trades many community colleges offer because he believed people should be given a variety of choices. Making sure the college provided people with opportunities of their choosing, and not those chosen for them, was important to him. Ensuring choices remains a large part of making sure things were better than he found them. Charles chose to be a leader because it provides him with ways to create opportunity for others. Because of this trait, he is a progressive opportunist that lives his life looking for ways to strategically make things better than he found them.

Charles' Story: Identifying Pathways and Emerging Themes

Charles thinks progressively. This can be demonstrated by his job choices. "I took positions that were not fully in step with current thinking or directives." He admits that

this way of thinking has both hindered and advanced his career. He sometimes disagreed with his superiors because he was, "thinking differently and seeking new ways of doing things". Although some administrators did not agree with Charles's progressive thinking, other's praised his initiative.

> He supported me based on the opportunity I suggested and presented him. He supported me with carrying these things out in a manner that was different from what practice and culture, which in some instances perceived or called for, because he felt we had our intentions in the right place and it was worth supporting his administrators in thinking differently and seeking new ways of doing things.

Charles's leadership was best described by one of the vice presidents who reports to him, where he is currently employed. The vice president described Charles' actions as, "strategically thinking, but always aware and ready to act opportunistically." An example of this strategic and opportunistic progressiveness occurred during the early 70s and 80s. Charles had reasoned that the district could save money if facilities and expensive tools were shared for expensive programs, like welding, and suggested the idea to his superior who frowned on the idea. At the time this type of thinking was very progressive, although this type of sharing of facilities and tools are common within many districts now.

Charles took his current job because, "There were some things that I thought needed improvement or for a better word, change." Another example of his opportunistic and progressive nature occurred during December of 2010.

> [There was] some availability that popped up about 2 months ago in a facility in a far reach of our service area where we could put a couple of classrooms in the facility there. I jumped up in about 4 days and put together a proposal and made an effort to procure this space at no cost to us. I was both applauded and vilified for it, which is common.

Charles also identifies with his strategic, opportunistic nature and the rewards and consequences associated with these aspects of his personality.

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When questioned if he identified with a particular leadership metaphor, he replied, "The older I get and the more experience I get--I have 30 years in this field--the more adverse I get to labels. I mean even positive labels [such as] are you transactional or a transformational leader, or like are you a servant leader right down the list." However, when asked if he identified with a particular metaphor concerning his leadership he replied, "I don't think it's a metaphor but a term, thinking strategically but remaining opportunistic." Although this does not take into account his progressive inclinations, which are certainly strong aspects of this personality, perhaps his leadership could best be described metaphorically as progressive and strategically opportunistic. During the interview, Charles shared stories about how he put together strategies for improving things and was always looking for opportunities to make things better than he found them.

Co-analysis Process

During an 18-minute member checking discussion, I shared with Charles my reasoning for my identification of his core internal metaphor and its complexity. I shared my reasoning for referring to him metaphorically as a progressive and strategic opportunist, knowing he was a man who was adverse to labels. I noted Charles had referred to creating opportunities for him and others 5 times during the initial 60-minute interview, and how both Charles and a vice president, who reported to him, had referred to him as acting strategically but remaining opportunistic. I shared specific wording which supported my interpretation based on his own words.

After a brief discussion, Charles admitted he identified strongly with this metaphoric description of himself. He acknowledged that the phase, "leave things better

than you found them," had affected his career. Towards the end of the conversation,

Charles decided the word progressive was something he also identified with, and he said

being described metaphorically as progressive and strategically opportunistic was

probably acceptable as far as labels go.

<center>**Danielle**</center>

<center>*A bold general may be lucky, but no general can be lucky unless he is bold.*
~ Field Marshal Archibald Percival Wavell</center>

<center>*Sure I am this day, we are masters of our fate, that the task which has been set before us*
is not above our strength; that its pangs and toils are not beyond our endurance.
~Winston Churchill</center>

<center>*A good plan executed today is better than a perfect plan executed at some indefinite point*
in the future. ~ General George Patton Jr.</center>

Initial Impressions

Danielle credited her leadership style to her childhood experiences as a "military brat." This military setting provided Danielle with the ability to thrive when faced with change. Flexibility and adaptability became Danielle's expertise. While other leaders may become paralyzed by change, Danielle developed a "change on a dime attitude," which has served her well in the community college setting. Danielle's manner of speech is commanding and led me to believe it was natural for Danielle to lead others. Danielle described her parents as leaders professionally and personally, and they expected their children to follow their examples. "There was an expectation to seek out leadership opportunities." The community college system fits well with Danielle's ability to be flexible and adapt easily, which Danielle said is in a constant state of change.

> The change is ever present in the community college system and in life, so
> you need to be able to be flexible, and you have to be willing to adapt, and
> you have to be able to look at things from all points of view.

After an extensive Internet search on the attributes and skills of a wide variety of military careers, I discovered Danielle's leadership clearly resembled that of an army general. This identification could be attributed to the military influence of Danielle's childhood. Generals are required to make decisions quickly and with accuracy because

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people's lives depend on it. Generals need to be able to delegate, oversee personnel and operations, handle pressure, and master logistics in order to plan and implement complex tasks.

Danielle's Story: Identifying Pathways and Emerging Themes

Danielle's word choice helped me understand how the influence of military leadership had greatly affected her life and career. Many of Danielle's word preferences include military terms. In the military, the word *counsel* is commonly used to describe a group brought together for a specific purpose. Danielle used this word instead of committee or team, the words commonly used within the community college system. Danielle described her presidential role as being, "responsive in a very timely fashion, climbing over and removing barriers, and moving forward." The military was also partly responsible for Danielle's can-do attitude to move ahead in what she described as a state of chaos. Danielle prided herself on her ability to adapt, to make decisions rapidly, and to be responsive under pressure. Representative quotes to support this are:

> One of the foundations of success is being responsive…always having to be responsive in a very timely fashion.

> I see myself as removing the barriers for those people who work for me to carry forth…having to remove a lot of barriers, having to communicate, having to deal with stereotypes, deal with fears and work through all of those issues.

Like a general, Danielle realized a large part of her job was changing lives for the better and rallying the troops [staff], so they could thrive in a chaotic environment faced with budget changes and increased expectations. Danielle's personal mission was to make a difference and change lives on a daily basis, and "to support, to encourage [and] to invigorate."

> If [the mission of the college] is linked to the aspirations and visions of everyone here at the institution, then it will continue and it will be our legacy together.

> You have two choices in chaos. [You] either go the distance and take the challenges and make the risk a positive or you can sit paralyzed and not do anything until you know.

> Her mission helped her to stay focused in this constantly changing environment.

Her internal mission also directly affected the college's mission to help students succeed.

Danielle viewed graduation as the pinnacle of success made possible because together as

a unit we "opened those doors…[and] created the foundation."

> We are going to move ahead in the chaos, and I tell people I think as individuals we can probably say we have learned the most in crisis situations. We often times come out of crisis saying, wow, had that not happened, I wouldn't have done xyz, and I was so glad I was able to do xyz.

> Danielle was a master of the planning and implementation of complex tasks or, in

military terms logistics. Danielle used meticulous planning and collaboration to

implement issues concerning budgetary issues at the college.

> I am working with my collaboration counsel to come up with a plan to address the budget crunch. I am creating a representative group [collaboration counsel] from across many constituencies. I am basically saying here it all is and many of the decisions will end up in my lap because you don't want to make these decisions, and you don't want to have that kind of pressure, but I truly do need your input and your suggestions and your help as an opportunity to let people know across campus what is going on and why it's going on as a communication effort…. This will be a long process, and a clearly laid out plan will be essential to doing that.

Danielle demonstrated another example of logistical leadership when she

suggested the college implement a program to reduce recidivism and provide a positive

learning environment for individuals who have been involved with the criminal justice

system. To be eligible for the program, prospective individuals must be recommend by

their probation office, parole office, case manager, or a GED instructor. What started out as a small pilot program is now enjoying national focus and has grown exponentially by over 4000%. This plan required creating an environment for student success, studying potential reasons for student failure, and easing the minds of apprehensive faculty and staff. This program was now enjoying national recognition and being considered a state wide model.

> We rationalized how to introduce it into a college environment. We looked for potential problems. Will there be apprehension from the faculty and staff?

> Initially it took removing a lot of barriers and communication dealing with stereotypes and dealing with fears. It meant working through those issues.

Co-analysis Process

During a 15-minute member checking discussion, I shared with Danielle how much it appeared the military had influenced her word choices and appeared to be the foundation of her core internal metaphor. I pointed out how Danielle chose the military term counsel instead of the terms committee or team when discussing a representative group of constituencies. I informed Danielle that I had conducted an Internet search for the attributes of an army general to help me identify her core internal metaphor. I noted Danielle had used, during a 50-minute interview, varying forms of the importance of reacting quickly, 6 times; removing barriers, 3 times; varying forms of moving ahead in spite of a state of chaos, 3 times; adaptability, 3 times; flexibility, 3 times; learning from crisis situations, 2 times; and handling pressure, 2 times. The importance of the context of these words helped me to identify Danielle's core internal metaphor.

I shared with Danielle how the importance of her word usage and logistical nature contributed to my interpretation. Danielle validated my findings when discussing her core

internal metaphor, and modestly replied you made me sound better than I believe I am.

Although Danielle had not considered becoming a general in the army, she commented,

"May I have a copy of that [my interpretation]? I think my dad would be proud."

Evan

I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. ~George Bernard Shaw

You must be the change you wish to see in the world. ~Mahatma Ghandi

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope... and crossing each other from a million different centers of energy and during those ripples build a current that can sweep down the mightiest walls of oppression and resistance. ~Robert F. Kennedy

Initial Impressions

Evan speaks with conviction in his voice of the importance of community colleges. He prides himself as being the common man's president and an advocate of higher education for all social classes. This conviction is close to Evan's heart because he was not born into privilege; his father worked as a janitor. Prior to Evan being introduced to the idea that he could attend college and earn a degree, his lifelong ambition was to be an auto mechanic. "It is this wonderful institution [community college] that we have in American society that enables class mobility for people like me." As a result of his own experience, he is driven by the notion that community colleges are a catalyst for people to advance their social status.

Evan shared with me that he had to learn how to adapt to his new social status. "I was not groomed for leadership. I was not groomed to assume that I would be of that class that was in charge." Because he identifies so strongly with what he terms 'the working class," he works tirelessly to help others so they do not impose self limitations. "One of my roles is to break down the barriers that limit people." Evan acknowledges that many barriers are self imposed because he understands how a person may believe a

variety of obstructions exist. "I think that often students and others limit their expectation of themselves because of my working class socialization. I never saw myself as a student."

Evan's Story: Identifying Pathways and Emerging Themes

Evan credits his leadership style to his early working class socialization. Evan prides himself on being able to relate across social classes due to his upbringing and continuing education. Evan views the perceived disadvantages of his youth as strengths because it enables him to relate to people easily, regardless of social class. Sample quotes are:

> We opened a building recently in another city and I was helping move in on the weekend. I know how to use a waxing machine, so I was helping wax the floor. And I had a conversation with the movers [because] one of my staff clued them in to who I was. The dynamic changed. One of the movers said, "Oh, all day we thought you were a regular guy."

> I come off with legislators and business people as one of their peers.

Evan takes pride in community colleges and believes community colleges are a testament to the power of democracy to provide mobility among classes.

> Community colleges are probably one of the best examples of American democracy in that we provide an opportunity to rise to the same kind of leadership to become a CEO of a bank downtown or the mayor or the President of the United States.

> The notion of mobility, we aren't here to just train society's worker bees while the Ivy League educates the people who are going to be the leaders.

> [Community college offers] that kind of mobility to enter a middle class for the first time in their family history…I want to see our graduates become the CEO and politicians.

Evan works tirelessly to encourage the disassembly of a social class structure. He

admits he talks a lot about social mobility and social welfare due to an early interest in

Marxism, but he is also keenly aware of how to conduct himself as a president.

> I hold a MBA, and I come off with legislators and business people as one
> of their peers, but I have a strong radical personal agenda. I am going to
> show how community colleges are the best poised institutions within the
> higher education sector to affect the recovery of our economy because of
> the kinds of programs that we have and at the level we offer that place
> people in jobs. At the same time, in my heart, I want to see our graduates
> become the CEO and the politicians.

Although Evan is pressured to promote and provide the college's technical skills

for blue collar workers, he is internally driven to provide students with the tools

necessary to enter the white collar workforce.

> I am known as a work force president, but at the same time I usher along
> the humanities faculty and the liberal arts and sciences faculty into every
> program that I do. I find myself resisting the pressure to make most of the
> curriculum hands- on and technical. I want the same kind of listening
> skills, self esteem, and sense of empowerment that there are in Ivy League
> Institutions.

Evan promotes his social mobility agenda through his involvement in community

college organizations and fund raising.

> My involvement nationally [is with] the American Association of
> Community Colleges…where I came to be a big advocate, promoter, and
> champion of community colleges and not necessarily just my own.

> I am a huge champion of the community colleges as a segment of
> American higher education and am a member of the Council for Resource
> Development. [I] work with grants and the development of personnel and
> economic development of people. You know the deeper reason for that is
> the role community colleges play in enabling class mobility.

The major and reoccurring theme throughout the interview was social mobility

and Evan sees accessibility to community colleges as a way to achieve social mobility

among the classes.

Co-analysis Process

During a 20-minute member checking discussion, I shared with Evan how much his desire to uplift the working class influenced his manner of speech and was the foundation of his core internal metaphor. I noted Evan had referred, during a 75-minute interview, to the community college as a way for individuals to raise in social status, 15 times; used varying forms for the words: socialist beliefs and social class; 13 times, advocate in reference to advocating for social equality, 4 times; class mobility, 4 times; Marxist, 3 times. I discussed the specific wording which supported my identification of his core internal metaphor as an advocate for social equality and opportunity. Evan agreed.

Frank

The degree of change a commander ultimately accomplishes in a squadron is dependent on three key ingredients, the squadron's leadership, the squadron's culture, and time. ~Eric N. Hummer, Major, United States Air Force

There are many institutions…that may excel in the ability to handle all the routine inputs each day, yet may never ask whether the routine should be preserved at all. ~Warren Bennis
Each person is to have an equal right to the most extensive basic liberty compatible with a similar liberty for others. ~John Rawls, Theory of Justice, Harvard University Press, 1971.

Initial Impressions

Frank's speech is friendly, and he has an easy-going manner. Frank was the only participant to ask me to explain what I thought an internal metaphor was and how I came up with the topic. He also asked me to clarify what I thought a metaphoric theme meant, which I explained to him by providing an example. This question and answer session put both of us at ease and served as a good exercise for me to verbalize the purpose of my study.

Frank's childhood and life had been influenced by the military. "I was raised in the military, and I am sure that is a positive thing that affects much of the way that I view things here, along military lines, although I am not a strict commander type." During this opening dialogue, it became clear that a strong military background affected Frank's leadership, and he identified his leadership style as a squadron commander. Since I was unfamiliar with the functions of a squadron commander, I conducted research. According to Eric N. Hummer, a major in the United States Air Force, "Leadership influence in a squadron should be a catalyst for change in beliefs, values, behavior and underlying assumptions of the squadron" (2011). Hummer's statement validated my initial

impression that Frank's original function at this institution had been as a change agent, which is the role of a squadron commander.

Frank's Story: Identifying Pathways and Emerging Themes

Frank identified his leadership style as a squadron commander. "I would say because of my military background, squadron commander would describe my leadership style."

> As a squadron commander, my team and college look to me for leadership. I set the culture of the college. The board sets the direction, and we follow it. We look at short-term changes and long-term direction. Success or failure depends on my ability to influence others. This was especially important when we restructured the college.

> [I] make sure everybody is pulling the wagon in the same direction.

> Squadron commanders are change agents. A successful squadron commander assesses the current culture, establishes a vision, and puts together a plan to accomplish it. Frank was brought to the college to facilitate change. Frank's initial role was to restructure the college, change the culture, and establish a long-term vision. When Frank assumed his position as president, the college structure consisted of five associate vice presidents and fourteen departments. Under Frank's direction the college was restructured and simplified.

> As a change agent, my team and I alter[ed] things in order to achieve a higher level of education and a higher level of servicing our service areas. I look to my team to fill me in on potential problems and risks, and I look to my team to come up with specific ways to minimize the risks and move forward. When I'm the change agent, I need to be able to get my team involved and committed to the change.

> We reorganized everything after making a logical case that we were way over structured for the size we were. We simplified the whole structure and knocked it down to eight departments at that point with the appropriate department heads.

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Frank associates his internal core metaphor of a squadron commander with restructuring a well laid out plan.

> We looked at short term changes and long term direction. Success or failure depends on my ability to influence others. This was especially important when we restructured the college.

In addition to restructuring the college, Frank's current position required him to restructure the college's culture.

> When I came here, we had some racial issues. Forty-six percent of the population are minorities, but there were probably less than 20% minority students. It was a terrible racial risk.

> This was known as a place that black people would not be hired and if you were hired you wouldn't go very far. We spent over a year in restructuring some things to make sure that we were all playing on an equal field. I think unwittingly I built up a lot of trust among the people here in the way that was handled. Today our minority student population just about matches the demographics of the counties.

Co-analysis Process

During a 20-minute member checking discussion, I shared with Frank how much his military upbringing had influenced his leadership. I shared that Frank had referred to himself as a squadron commander twice during a 55-minute interview, and referred to change, 12 times; restructuring, 7 times; command, 3 times; himself as an agent of change, 2 times; and his staff as agents of change, 2 times. The importance and the context of these words helped me to identify Frank's core internal metaphor as a squadron commander.

I shared with Frank the research I conducted and how the importance of his identification with a squadron commander affects his leadership because of the direct correlation with a change agent. Frank validated my findings concerning the job of a squadron commander as a change agent and the belief that squadron commander fit well

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with his own internalization of his leadership. He commented, "When I came here they had high expectations, I think I fulfilled those and being an agent of change was a big part of that."

Georgia

One must find the sources within one's own self, one must possess it. ~ Herman Hesse, Sidhartha (Translated by Hilda Rosner), 1977

Reflection gets to the heart of the matter, the truth of things. After appropriate reflection, the meaning of the past is known and the resolution of the experience-the course of action you must take as a result – becomes clear. ~Warren Bennis, On Becoming a Leader, 1994

I soon realized that no journey carries one far unless, as it extends into the world around us, it goes an equal distance into the world within. ~Lillian Smith

Initial Impressions

While listening to Georgia, my mind kept thinking about the novel *Siddhartha* by Herman Hesse. I remembered that the word Siddhartha was made up of two Sanskrit words, *siddha* (achieved) and *artha* (wealth or meaning). In the book, Siddhartha searched and found the meaning of his existence. As I listened to Georgia's story, I was reminded of how Siddhartha set out on a journey and achieved meaning as a direct result of self reflection. Self reflection is extremely important to Georgia. "Since my early 20's that [self refection] is something I do a lot, but it wasn't until I read Warren Bennis's book, that it really affirmed for me the value of self reflection."

During our interview, Georgia said, "I think at the beginning of my [life's] journey, resiliency is what prepared me because just like with any adult, the journey of life takes you to good places, to bad places, to great joys, and to great sorrows." Georgia referred to the resiliency she gained through the interaction with the nuns at the Catholic school she attended as a child and with her favorite aunt. This same theme was also

discussed in Siddhartha whose resiliency was reinforced by his companion Govina as they set out in search of enlightenment.

Georgia also stressed the importance of having an anchor. For Siddhartha the anchor was his faith. For Georgia the anchor was a set of beliefs which helped her to stay grounded. To Georgia the importance of developing resiliency during the journey and being anchored to what she called the path helped her throughout her life's journey. Because of the wording and the similarity of themes between Georgia's journey and Siddhartha's as she described the events in her life, I believe Georgia's core internal metaphor to be an enlightened traveler.

Georgia's Story: Indentifying Pathways and Emerging Themes

It seemed to me Georgia was talking about how she used reflection to become an increasingly enlightened traveler. She had internalized her life experiences through self reflection in order to discover the meaning of events and people along the way and developed a unique awareness of herself.

> He [Warren Bennis] has conducted enough research to pick out some key activities of effective leaders, and self reflection is one of them. I have always been self reflective. It was not a skill that I had to nurture and develop, I was fortunate; it was always a part of who I was. Self reflection is really self awareness.

> To me that [debriefing] is the internal dialog of trying to decode emotions and thoughts along with the briefing of how did I do in that experience? What would I do differently next time? What did I learn from this?

Georgia believes she is following a path which may be predetermined and refers to the path as being a way to remain anchored.

> I call myself an accidental leader because I never set out intentionally to follow this path. The path sort of emerged in front of me as I went through and experienced my life.

An internal metaphor that I have used since I was about 25 is the path which fits [into] the whole journey. If I really focus on keeping my feet anchored to the path, I always seem to end up making the right decisions, doing the right things, and moving in the right direction. To me the path is part of my internal metaphor, and I think it started long before I was even aware of it in the sense of keeping me anchored to beliefs and values.

Georgia attributes a resilient nature to her accomplishments and her ability to overcome hardships.

I think experiences you have when you are young affect you as a person very strongly. I am a blue collar kid, the oldest of eight, alcoholic father, co-dependent mother, a lot of childhood turmoil and chaos. I was always a really good student who went to a Catholic school. The nuns and an aunt affirmed my value and my worth over and over. I think as a child I developed resiliency and self confidence because of that. That feeling of confidence gives the child enough core resiliency to weather a lot of stormy times.

As with any adult, the journey of life takes you to good places, to bad places, to great joys and to great sorrows. In my adult life, on the personal side, I have experienced the death of a grandchild, the death of a dearly beloved brother from brain cancer, other things like that. They were happening at the same time that I was moving up the career ladder, and I was trying to hone my own leadership abilities of being the Vice President to the President. I think that resiliency has really served me well.

Georgia talks a lot about the journey. To Georgia the journey is actualized through self reflection and encompassed by the anchor which keeps her following her life path. "Life is a learning experience and you are continually enlightened along the way."

When I lose that [internal] anchor, I feel a little unsettled. [The anchor] is not just beliefs about me but about beliefs about [my] world beliefs [and] about experiences.

[The] path and being grounded and being anchored are sort of a thought process. [I internally use the words] I am rock solid, rock anchored, and on the path of my life journey.

Georgia believes the institution where she is currently employed fits her well because of its similar path on the journey.

When I think about a personal mantra, I go back to the path of the journey metaphor. This college [fits me because it] has been on a similar journey. It has its core values that were rooted into its culture very early. It has not strayed from those core values. It's one of the most innovative colleges in terms of how opportunities arise. The college's journey has taken this college in lots of interesting directions, and yet it's still very much anchored in its core beliefs and values. It is probably how I see the parallel [between my life and the college's].

I think a metaphor that fits my leadership would probably be the journey and the idea of the path [that provides the] values of being anchored. My dominate metaphor [is] probably more methodically the concept of the journey or being on the path.

Co-analysis Process

During a 15-minute member checking discussion, I shared with Georgia how I had thought about the story of Siddhartha during our first interview. I told her the meaning of Siddhartha and how the two Sanskrit words which made up the name meant 'achieved meaning'. I explained how as I listened to Georgia's story, I was reminded of how Siddhartha set out on a journey and achieved meaning as direct result of self reflection. I shared that Georgia had referred to following a [life] path 11 times during a 65-minute interview, and referred to participating in a [life] journey, 10 times; anchor, 10 times; self reflection, 5 times; and resiliency, 5 times. The importance and the context of these words helped me to identify Georgia's core internal metaphor as an enlightened traveler.

I shared with Georgia the research I conducted and how the importance of her identification with both Hesse's Siddhartha and Bennis's work on leadership helped me to establish a correlation between her core internal metaphor and an enlightened traveler. Georgia validated my findings and felt my interpretation fit well with her own internalization of a core internal metaphor.

Heidi

Equipped with his five senses, man explores the universe around him and calls the adventure Science. ~Edwin Powell Hubble, The Nature of Science, 1954

The future belongs to a very different kind of person with a very different kind of mind - creators and empathizers, pattern recognizers and meaning makers.
~Daniel Pink, A Whole New Mind, 2005

All the world is a laboratory to the inquiring mind. ~Martin H. Fischer

Initial Impressions

Near the beginning of the interview, Heidi and I were discussing motivation. She made a comment that I wrote down immediately because I'd never thought of intrinsic and extrinsic motivation in the way she described. She said, "I look at this [motivation] as an evolutionary process which resonates well with me because of my background in biology." She added, "I really take a kind of an evolutionary biological view point about organizations and leadership." During the rest of the interview, I paid particular attention to references pertaining to motivation and biology. A scientific theme resonated throughout the interview. However, I believed there was much more to this observation. As the interview progressed, I got the distinct impression that Heidi viewed her world as a laboratory and viewed herself as both a biologist and organism.

Heidi's Story: Identifying Pathways and Emerging Themes

Heidi's laboratory is extensive and her primary choices of study are sociobiology, the study of the biological basis of human behavior [in particular motivation]; ethnology, the study of natural or biological character; and bionomics, the study of organism's interaction in their environment. The organisms being observed are individuals, organizations, and Heidi. The focus of her scientific research is on how these organisms are motivated and interrelate within the laboratory.

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Heidi's interests in sociobiology have provided her with information she has used to understand leadership and motivation. She has also used sociobiology to understand herself.

> Leadership is a topic that I am just very interested in, and so I read constantly, and have for years, about leadership theory. I am reading *Drive* right now by Daniel Pink. It is a really nice compendium of new research about motivation**.**

> He [Daniel Pink in *Drive*] examines three elements of motivation: autonomy, mastery, and purpose, and he lists different techniques for putting these into action. It directly relates to motivating ourselves and others, which is what leaders do.

Heidi's natural tendency to utilize natural ethnology to observe others natural character has influenced her leadership.

> I have been able to observe [leaders] who have done a great job, and I have observed some folks that I have thought weren't very good. I have learned a great deal from both through intense observation. It's ultimately all about relationships.

> I've observed [a variety of] leadership models. One leader in particular had a motivational style that was very conducive, very much dealing with the whole person, listening, and clearly holding very high expectations. [He was] using good data to give feedback on how we were doing, but not based on cold hard facts.

Heidi's bionomic tendency allows her to recognize and analyze how interactions among people affect the environment.

> I observed an individual [leader] with a lot of talent, intelligence and charisma that was well meaning with good intentions for the institution, and I think high ideals, but could not get past her personal ego, goals, and needs. When information came to her that didn't meet with her goals, she would shoot it down, attack the messenger, react in anger, and shut down people around her. People quit telling her the truth and quit engaging. It turned into a culture of compliance.

> I think it [change] is about identifying the process and [recognizing when] you get to a momentum point. It's a little bit like the 100 monkey phenomenon. [The phenomenon of the 100th monkey effect is the belief that any idea or ability spreads instantaneously from one group of

monkeys to all related monkeys once a critical number becomes aware of it].

Heidi clearly identifies with her role as an organism with a larger organism. She is a new president at her current institution and is trying to fit into an environment, which views her as a foreign body.

> They [organizations] are kind of like organisms to me. Any organization is built to protect itself and maintain homeostasis. When a foreign object or substance comes into it, the natural reaction from the entity is to absorb this foreign body, blow it off, and kill it.

> I am a bacterium in this organization, and I am just trying to become a good bacteria. I want to be normal flora. I want to change the biology, and it takes time. There are elements out there that will come over the hill and try to kill me. I am a threat to the world order here. To survive and thrive, means really paying attention and watching for clues.

Heidi is a curious observer and discusses leadership utilizing a variety of descriptive and investigative terms.

> Some people are intrinsically motivated. Intrinsic motivation is something really curious to me…so I am collecting clues; I am keenly aware of what needs to take place. You have to listen and observe people.

> Leadership is simply holding [creating] space to have people do things collectively. I collect cells [of people] to work together. Finding like-minded people and finding individuals throughout. You have a handful here and one over there and gradually people begin to build a collective vision and move it.

Co-analysis Process

During a 22-minute member checking discussion, I shared with Heidi how one of her statements early on had helped me to identify her core internal metaphor. I shared with her that unlike the leaders I had interviewed before her, Heidi's core internal metaphor was a place, the laboratory, rather than a character trait. "I really take an evolutionary biological view point about organizations, leadership and motivation." I told

Heidi how the metaphor of the laboratory fit because of her curious nature and the way she looks at her world with an investigative nature and paying particular attention to relationships. I shared with Heidi how I had determined the specific areas of her biological interest, and she agreed. "Sociobiology, ethnology, and bionomics, yes perfect. Those are areas I can relate to as the biologist and the bacterium." I shared the importance of Heidi's word choices in the determination of my findings during the initial 55-minuite interview. I shared that she had discussed motivation as an evolutionary process and various forms of the word motivation, 15 times; organizations in biological terms, 8 times; observe, 6 times; biology, 5 times; evolutionary 4 times; environment, 2 times; and structure; 3 times. The importance and the context of these words helped me to indentify Heidi's core internal metaphor as the laboratory.

I shared with Heidi that I too was familiar with Daniel Pink's work. I understood how she could relate to his work because she recognizes patterns and is attempting to make meaning of her life as a curious biologist while trying to fit in as a self professed bacterium. She agreed and added, "Well, wish me luck in becoming a good flora before something kills me off."

<div align="center">Conclusion</div>

My findings indicated that core internal metaphors are adopted due to a strong association with a primary metaphor. For the participants of this study, the adoption with a core internal metaphor was a direct result of the meaning or meanings each individual had associated or linked together historical events, ideas and values within their mind.

CHAPTER 5 – DISCUSSIONS

Chapter five presents the eight core internal metaphors that emerged from the data: Adam, the progressive gardener; Betty, the passionate equestrian; Charles, the progressive and strategic opportunist; Danielle, the army general; Evan, the advocate for social equality and opportunity; Frank, the squadron commander, Georgia, the enlightened traveler, and Heidi, the observer and organism within the laboratory.

Thematic analysis was used to code each individual's narrative. This process involved tracking reoccurring themes through a series of narrative responses to questions. The 8 participants, comprised of 4 women and 4 men, demonstrated the idiosyncratic nature of core internal metaphors and how these symbolic, illustrative and pictographic internalizations affect peoples' internal and external environments. This chapter provides my argument and supportive rationale for stating that core internal metaphors are unique to each individual, serve the specific individual, and are not affected by gender.

The remainder of this chapter is divided into five sections. Section one will discuss how my research answered this study's two guiding questions: (1) What are the president's core internal metaphors?, and (2) What is the relationship between leadership and the core internal metaphor? The second section addresses how the study's findings validate or do not validate the literature deemed appropriate for this study. The second section has two parts. The first part contains a sampling of the findings I found consistent with current literature. The next part will discuss a sampling of the findings I found to be inconsistent with the literature. The third section will provide possible implications of

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how this type of research can be utilized. The fourth section will discuss areas for further research. The final section consists of a summary.

Answering the Guiding Questions

Two guiding questions were the catalyst for this study. What are the president's core internal metaphors? What is the relationship between leadership and the core internal metaphor? Each participant's core internal metaphor was identified using a process of thematic coding of numerous narrations. Paying particular attention to how each participant's word choice and actions were directly associated to one core internal metaphor and through member checking with each participant, a core internal metaphor was identified for and validated by each participant. A small sampling of how each participant's core internal metaphor affected their word choice and leadership follows.

Adam's core internal metaphor was the progressive gardener. This core internal metaphor affected his leadership through his word choice and had a direct affect on his behavior. Several examples given during the interview included: "I think you have to cultivate people and institutions much like you do plants. You have to help them and give them what they need to thrive." "I go into the community and plant seeds that I hope will mature into funding dollars."

Betty's core internal metaphor was the passionate equestrian. This core internal metaphor affected her leadership through the association she had internalized between working with horses and working with people. "I can attribute everything that I do correctly to what I have learned from the horses." "I listen and pay attention because I learned from the animals that listening and paying attention was key to being a successful person."

Charles's core internal metaphor was the progressive and strategic opportunist. This core internal metaphor affected his leadership through his actions and word choice. "I took positions that were not fully in step with current thinking or directives" When Charles was made aware of an opportunity to secure space to hold classes at no cost to the college, he quickly took action. "[There was] some availability that popped up about 2 months ago in a facility in the far reach of our service area….I jumped up in about 4 days to put together a proposal."

Danielle's core internal metaphor was the army general. Danielle's word preferences included military terms. Danielle did not use the words team or committee, the words commonly used by the community college system. Instead she used the word *counsel,* which is a military term. A strong military influence also affects Danielle's cognitive thought processes. Danielle's personal mission is to make a difference and change lives on a daily basis, and "to support, to encourage [and] to invigorate."

Evan's core internal metaphor was the advocate for social equality and opportunity. Evan credited his early working class socialization to his adoption of his core internal metaphor. He believes the community college system is a major way for people to improve their social standing. "It is this wonderful institution [community college] that we have in American society that enables class mobility for people like me." Evan sees himself as a catalyst for ensuring equality and opportunity for all people. "One of my roles is to break down the barriers that limit people."

Frank's core internal metaphor was squadron commander. Frank identified with this metaphor so strongly that he refers to himself using this term. "As a squadron commander, my team and college look to me for leadership. I set the culture of the

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college." Squadron commanders are change agents. Frank's initial role at his current position was to restructure the college and facilitate change. Under Frank's direction the college was restructured and simplified. "I and my team alter[ed] things in order to achieve a higher level of education and higher level of servicing our service areas."

Georgia's core internal metaphor was the enlightened traveler. During a conversation about what had prepared Georgia for her current position, she stated, "I think at the beginning of my [life's] journey, resilience is what prepared me because just like with any adult, the journey of life takes you to good places, to bad places, to great joy, and to great sorrows." Georgia internalized her life experiences through self reflection and a process of debriefing. "To me that [debriefing] is the internal dialog of trying to decode emotions and thoughts along with the briefing of how did I do in that experience?"

Heidi's core internal metaphor was the laboratory. "I really take a kind of an evolutionary biological view point about organizations and leadership." The organisms being observed within the laboratory are individuals, organizations, and Heidi. "Organizations are constantly changing; organizations are highly designed for homeostasis or the tendency to reach equilibrium within the group. I am a bacterium in this organization; I want to change the biology, and it takes time."

The samplings above demonstrate how my research answered my two guiding questions. This research indicated that the perception of events and the internalized meaning associated to the events affect how the participants of this study interpret their environment and interact with others. The next section contains samplings from the

literature that could be considered consistent with my findings and the literature that could be considered inconsistent.

<div align="center">Literature</div>

Leadership has been symbolically described as a way to make meaning of the interaction between individuals and organizations (Bolman & Deal, 1997). Through the use of symbolic descriptions people and organizations label, identify, and discuss personality traits and interrelationships.

Findings Consistent with the Literature

Mary Parker Follett suggested that, "The best leader does not persuade men [sic] to follow his will. He shows them what is necessary for them to do in order to meet their responsibility" (1996, p. 173). In my study, the community college presidents' core internal metaphors were directly linked to their abilities to model behavior that demonstrated to others what was necessary in order to fulfill their responsibilities to their communities. Follett's belief that leaders inspire through modeling responsible behavior was validated by Adams's belief that you reap what you sow, which was internalized to mean putting people first and helping people to reach their dreams and aspirations. Betty's modeling of passion for creating a nurturing environment established a unified team. Charles's quick response to put together a proposal in 4 days to service an underserved area of the population is another example of meeting the college's responsibility to serve the community. Danielle demonstrated to her staff the importance of moving towards the desired outcome in spite of the uncertainty that may lie ahead. Evan's life is a testimony to what should be done in order to meet the college's responsibility to serve the entire population by breaking down the barriers that limit

people and by demonstrating how to advance their social standing. Frank demonstrated the responsibility to implement change in order for the college to serve the entire community population with efficiency. Georgia demonstrated the responsibility to acquire a resilient nature in order to maintain the ability to move forward in spite of obstacles. Heidi's intrinsic and extrinsic motivational personality, informed by her metaphor, served as a model of what is necessary for others to do in order to attain their goals.

Coughlin, Wingard and Hollihan (2005) and Leibowitz (1989) suggested that leaders associate metaphors with their passions and that metaphors serve as a way to present a leadership identity. During the member checking session, the presidents acknowledged they identified on a personal level with their core internal metaphor, once it became know. Each metaphor was clearly associated with a distinguishable passion and created a distinct internalized identity for each participant: Adam, gardener; Betty, equestrian; Charles, progressive and strategic opportunist; Danielle, army general; Evan, advocate for social equality and opportunity; Frank, squadron commander; Georgia, enlightened traveler; and Heidi, biologist and organism residing in the laboratory.

Batemen and Snell (2008) suggested that each person had adopted and internalized their own internal core metaphor which determines their collaborative and competitive natures. This study supported Batemen and Snell's claim. Each of the participants of this study had internalized a highly idiosyncratic metaphor that was based upon life experiences. The metaphors were adopted and served them during their collaborative and competitive interactions with others.

Cohen and March's (1974) findings revealed presidents did not fit nicely into a list of specific metaphoric categories. In spite of numerous surveys and extensive re-categorizations of the results, this study provides validation for Cohen and March's ultimate conclusion that people are unique and the metaphors they associate with leadership are highly idiosyncratic.

Findings Inconsistent with the Literature

I believe that the disparity that exists between the literature and the findings is due in part to the use of broad classifications in the literature. Leadership metaphors are often forced upon leaders based on external classifications. In contrast, this study did not look for reoccurring metaphors, but instead focused on the identification of reoccurring themes throughout numerous narrative accounts by each participant.

For this study, a core internal metaphor was identified as the primary conceptual metaphor, which participants had internalized and had adopted as a result of historical associations, events, ideas, and values. These themes unfolded during the telling of life events, sharing of career stories, and were based upon the individual's perceptions. Examples of how the findings of this study differ from the literature follow.

Various authors have metaphorically labeled leaders as prophets, entrepreneurs, mayors, mediators, clergyman, military commanders, foreman, bookkeepers and servants (Cohen & March, 1974; Koller, 2004; Love, 1991; and Spears, 2007). Of these labels, only two of the participants studied fit into these categories: Danielle (Army General) and Frank (Squadron Commander). Yet, placing Danielle or Frank into the category of military commander does not define the difference between these two leaders' core internal metaphor and how it influences their leadership.

Love (1991) suggested that women in leadership take on the role as prophets. Of the four women who participated in this study, none of them took on the role as a prophet. The only participant who may be broadly categorized as a prophet was Georgia. Although Georgia's speech and the way she related her life through her narratives may have reminded me of a prophet's story. When I shared this information to Georgia she said she did not consider herself a prophet nor would she identify her core internal metaphor as a prophet.

Jeffcoat (1994) examined the autobiographies of five university and college presidents. Jeffcoat, like Cohen and March, alluded to the fact that presidents are individuals and cannot be categorized into specific boxes. However, in the final chapter of his book, Jeffcoat suggested that university presidents are the product of their individual "self-invention" (p. 224). Jeffcoat's findings are inconsistent with this study because this study's participants' core internal metaphors were not identified through the presidents' autobiographies. This is important because, as Jeffcoat points out, autobiographies may not provide an accurate portrayal because, "each university president wrote themselves through images that to them captured their preferred identities" (p. 224). Rather than examining autobiographies, this study utilized a process of thematic analysis to identify reoccurring themes in order to identify each participant's core internal metaphor. At the same time, it is recognized that the presidents were being tape recorded and know that their voices would be heard, even if not publically identified.

Anastasia (2008) categorized metaphors associated with the participants' of her study into broad metaphoric themes. These themes included: competition, creativity, growth, nature, perseverance, power, limits, resources and competition. This study was

also inconsistent with the findings of this study, because it placed participants into broad metaphoric themes instead of identifying each participant's specific core internal metaphor, which provides a more precise descriptor.

Implications

Bateman and Snell (2008) suggested that each person had adopted and internalized a metaphor, which determined their collaborative and competitive natures. This statement indicates everyone, not just community college presidents, have adopted an internal metaphor that predetermines how they will react in varying situations and interactions. This implies that it is important to narrow the gaps in literature in order to better understand how people will interact with others and their surroundings. Metaphors help leaders, those led, and organizations to explain internal and external environments and relationships (Bogue, 2006; Precey, 2008; Ryymin, Lallimo, & Hakkarainen, 2004) and influence the roles, driving forces, and visions of leaders. Internal values based upon metaphors serve as representations of personal and public commitment, educational values, interpretation of goals, moral context, and purpose relating to leadership (Thomas, 1981).

Three of the eight participants had a basic idea of what their core internal metaphor. Frank self identified his core internal metaphor as a squadron commander. He viewed this association as a strength because it enabled him to function as a president who could make changes quickly. Charles also had a vague idea of his progressive and opportunistic tendencies. Georgia too was keenly aware of her reflective tendencies and the meaning she had associated with staying on the path and the journey. This indicates

that people may be able to identify their own core internal metaphor by determining how their past and present affects their leadership through a self-reflective process.

This research further implies that once leaders are made aware of their core internal metaphors they can then recognize how these metaphors affect their leadership. Through self-reflection, leaders can determine how they had linked together historical events and associations and assigned these events and associations with perceived meaning. This type of self reflection provides leaders with a deeper understanding of self.

Specific interview questions were more helpful in identifying core internal metaphors. These were: "Who or what has influenced your leadership over time?" "What is your personal mission as a community leader?" "What is your personal mantra, and how did it come about?" and "What events lead to your decision to apply for your current position?" The question "Who or what has influenced your leadership over time?" encouraged the leaders to share narrations of how people they had encountered during various stages of their lives had left lasting impressions on them. An example of this was Georgia's belief that she is grounded as long as she stays of the path and her adoption of continuous self reflection. The question "What is your personal mission as a community leader?" lead to an extensive narration by Evan about his belief in social mobility among classes. The question "What is your personal mantra, and how did it come about?" enabled Danielle to provide key information about the importance of planning, implementation of complex tasks, and logistics. The question, "What events lead to your decision to apply for your current position?" enabled Charles to provide narrations about his progressive and opportunistic tendencies. These finding imply that it is important to understand the core internal metaphors of community college presidents because the

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metaphors influence the presidents' decisions, theories, ideologies, values, and the imageries community college presidents have associated with their leadership.

<center>Suggestions for Further Research</center>

The literature review indicated there are two gaps in the literature. The first is due to the absence of a study on community college presidents and the core internal metaphors they have associated with their leadership. The identification of the core internal metaphor of the participants helped to broaden the understanding of community college leadership and break down the stereotypes currently associated with this group. This study indicated that core internal metaphors are idiosyncratic and suggest that people cannot be categorized into specific boxes. This study focused on bridging that gap with only a small sampling of the population. Further research would contribute additional information about this specific population. The second gap is due to the absence of a narrative, participatory, and exploratory exchange of communication between the researcher and the participants to uncover the core internal metaphors. This type of research could be expanded to include leaders within a wide variety of public and private sectors.

It is important to narrow these gaps because an understanding of core internal metaphors could help leaders, those led, and organizations to better understand internal and external relationships (Bogue, 2006; Precey, 2008; Ryymin, Lallimo, & Hakkarainen, 2004). It could also help to describe the roles, driving forces, and visions of public and private leadership decisions.

Since internal values are based upon metaphors, and they affect personal and public commitment, values, interpretation of goals, moral context, and purpose relating to

leadership (Thomas, 1981), it would be of interest to understand what core internal metaphors are being utilized. Qualitative studies of various types of leaders would provide valuable insight into the development of core internal metaphors and how their development is based upon the internal perception of their meaning.

Summary

What we remember from childhood we remember forever - permanent ghosts, stamped, inked, imprinted, eternally seen. ~Cynthia Ozick

It all depends on how we look at things, and not on how things are in themselves. ~Carl Jung

Every man's memory is his private literature. ~Aldous Huxley

The most interesting aspect of coding and interpreting the data for this study was the realization that core internal metaphors seemed to be imprinted on each individual's psyche. They were internalized and adopted as a result of historical associations, events, ideas, and values. They were highly idiosyncratic in nature; they became a unique and distinctive characteristic of the individual. Metaphors served the purpose of supplying the individual with a distinct lens through which to view and participate in the world. Each individual's selective memory served as a catalyst for the adoption of their core internal metaphor. People with similar life experiences linked together widely disparate associations, events, and ideas in which to assign value or meaning. Smith and Simmons (1983) indicated that the meaning of a metaphor is dependent upon historical context and circumstance. I would add that the meaning of a metaphor is dependent on how it is perceived and internalized by the psyche or in the core of one's being.

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APPENDICES

Appendix A—Initial E-mail to Participants

Participant's Name

Address

Dear (Name of President)

I am a candidate in the Community College Leadership Program at Colorado State University (CSU), Fort Collins, Colorado. My research involves identifying the core internal metaphors of community college presidents. The name of my research is "Community college presidents' core internal metaphors." Dr. John Littrell, Professor of Counseling and Career Development, School of Education, is serving as my dissertation chair.

Core internal metaphors are conceptual metaphors that an individual has internalized. A core internal metaphor is adopted as a result of historical and contemporary associations with events, ideas, and values. It is internalized and affects leadership decisions and interactions with other people within organizations. Individuals may not be aware of their core internal metaphor, but may identify with it once it is made known.

Community college presidents serve as the leaders of institutions that provide educational services to 11.7 million students annually (AACC, 2009), yet little is known about the core internal metaphors of community college presidents. An understanding of the internal meaning of ideas, symbols, and styles will provide a clearer picture of what determines community college presidential behavior. You are being solicited to participate in this study because you utilized metaphoric language during your inaugural

address. Your participation would narrow the gap in understanding of the core internal metaphors of community college presidents.

My research will involve interviews with you and a time commitment of approximately one hour and 30 minutes hours after the first initial contact is made. I am grateful for your assistance with my dissertation research. If you have any questions concerning my request, please call me at 303-525-7142 or email me at laronnas@yahoo.com. If you have any questions about your rights as a volunteer for my research, you may contact the CSU Research Integrity and Compliance Review Office at 970-491-1553. I have enclosed the consent to participate in research study form for you to review. Please read the form, initial and sign where indicated, scan the form, and return the form to me in an email to participate in this study. Once I have received your form, I will contact your secretary to schedule the first initial meeting.

Sincerely,

LaRonna DeBraak

Doctoral Candidate, Colorado State University

Consent to Participate in a Research Study

Colorado State University

TITLE OF STUDY: *Community College Presidents Core Internal Metaphors*

PRINCIPAL INVESTIGATOR:
Dr. John Littrell, Professor & Program Coordinator   Phone (970) 491-5160
Counseling & Career Development   Email: John.Littrell@colostate.edu
225 Education Building
Colorado State University
Fort Collins, CO 80523-1588

CO-PRINCIPAL INVESTIGATOR:
LaRonna DeBraak, Student   Phone (303) 525-7142
5031 Garrison Street, Unit 101   Email: laronnas@yahoo.com
Wheat Ridge, CO 80033

BRIEF OVERVIEW: You are being invited to participate in this study because you utilized metaphoric language during your inaugural address. Metaphoric language means using a word(s) that suggests an image of something to define something else. Intuitions of higher learning have identified with the metaphors of trees of knowledge and educational journeys. This study will examine the historical and contemporary events that led to your adoption of a core internal.

This is a two year study, but your total time commitment will not exceed 1 and 1/2 hours. You will be contacted by phone for a question and answer discussion and your secretary will be contacted to schedule future phone conversations. The first phone call will last about 15 minutes. During the first phone conversation, we will discuss my project and

Page 1 of 4   Participant's initials _____ Date _____

you will be encouraged to ask questions. After the first call, I will schedule 2

additional phone calls with your secretary for a total time commitment of approximately 1 hour and 15 minutes. During the second phone call I will conduct the initial interview, which will not exceed 1 hour. The third phone call will be utilized to discuss the findings and fill in any gaps and to check for accuracy.

Below are specific questions and answers about the study.

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY? You should not take part in this study if you are not a community college president and your inaugural address did not contain metaphoric content.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS? There are no known risks for your participation in this study.

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY? Although there are no direct benefits to you, it is hoped that this information will help others to better understand community college presidents.

DO I HAVE TO TAKE PART IN THE STUDY? Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHO WILL SEE THE INFORMATION THAT I GIVE? You will only be identified through a pseudonym in order to protect your identity. We will keep private all research records that identify you, to the extent allowed by law. Information concerning your core internal metaphor will be identified in the study and will be combined with information

Page 2 of 4   Participant's initials _____ Date _____

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from other people taking part in the study. You will not be identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY? You will receive a small monetary gift card for participation in the study.

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH? The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

WHAT IF I HAVE QUESTIONS? Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, LaRonna DeBraak at 303-525-7142. If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator at 970-491-1655. We have provided a copy of this consent for you.

 "This consent form was approved by the CSU Institutional Review Board for the protection of human subjects in research on (Approval Date)."

WHAT ELSE DO I NEED TO KNOW? You will be asked permission to tape all discussions with the interviewer and to complete different steps of the research. Please check off the steps you agree to, and initial each step:

Page 3 of 4   Participant's initials _____ Date _____

Place Check Here	Task	Maximum Time Commitment	Initials
	I agree to be audio taped during all phone conversations	1 hour and 30 minutes	
	Initial Question and Answer call	15 minutes	
	First Interview	1 hour	
	Discussion of findings, filling in of gaps and member checking.	15 minutes	

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing

_____   _____

Signature of person agreeing to take part in the study   Date

_____

Printed name of person agreeing to take part in the study

_____   _____

Name of person providing information to participant   Date

_____

Signature of Research Staff

Page 4 of 4   Participant's initials _____ Date _____

Appendix C—Interview Questions

1. What events in your life have contributed to the adoption of your leadership style?

2. Who or what has influenced your leadership over time?

3. In the literature, university leadership has been described metaphorically using terms such as: priestly, servant, prophets, and mayors (Cohen & March, 1974). What internal metaphor describes your leadership style?

4. As a leader I think of myself as <u>fill in the blank.</u>

5. What is an example that supports how you think of yourself as a leader?

6.   How would people at your institution describe your personal leadership style?

7. How do aspects of your personality mesh with this leadership style?

8. What is your personal mission as a community college leader?

9. What is your personal mantra, and how did it come about?

10. What do you see as your primary role at the college?

11. What personal traits have contributed to your success?

12. What events led to your decision to apply for your current position?

13. What are the most rewarding and important aspects of your position?

14. Who of what determines directives or policies you initiate?

15. How do you nurture, guide and develop directives?

16. Are you aware of personal internal metaphor that you utilize to describe your leadership if so, what would it be?

Appendix D–Pilot Studies

Background and Focus

Two pilot studies are included in this dissertation in order to provide the reader

with a roadmap of how the study was tested and evolved. The pilot studies explored the

historical events that led to the adoption and implementation of the core internal

metaphors of two community college vice presidents. Literature suggested that internal

metaphors were often adopted due to personal experiences and natural occurrences based

upon perceptions of objects or events (Dent-Read & Szokolszky1993).

Purpose of Study

Leaders often describe their leadership and institutional initiatives metaphorically

through the telling of personal narratives. In telling the story of their journey, "leaders

develop a narrative; they tell a story of the journey and are confident and clear in the

communicating progress, not only to those on board but also to onlookers" (Precey, 2008,

p.239). These narratives contain metaphors. "Metaphors reveal a great deal about the

values and behavior patterns of administrators" (Sergiovanni, Burlingame, Coomb &

Thurston, 1980). The researcher wanted to know if internal values based upon metaphors

served as representations of personal and public commitment, educational values,

understanding of goals, moral context, and purpose relating to the ethos of leadership as

suggested in literature (Thomas, 1981).

The researcher identified two shortfalls in the literature. This lead to the identification of

two guiding questions:

1. What are the president's core internal metaphors?

2. What is the relationship between leadership and the core internal metaphor?

Research Questions

In order to discover the internal metaphors of the vice presidents of this study, it was necessary to uncover the historical events that led to the internalization of specific metaphoric assimilations. Thus a series of questions were developed that would enable the researcher to better understand the leaders, the core internal metaphors, and the leaders' interpretations of the metaphors.

<div align="center">Method</div>

Design Elements

A qualitative narrative design provided the framework for the exploration of the internal metaphor of the participants for the pilot study. This approach was improved upon for the study of college presidents, as a result of the study's methodologist's suggestion to read two additional texts and to focus on a thematic analysis approach. A thematic analysis approach enabled the researcher to identify the participants' core internal metaphor by focusing on the reoccurring themes throughout numerous narrations. This was accomplished by each participant answering open ended questions. This methodical process was accomplished through the use of a dialog between the researcher and the participants, where the researcher asked questions and the participants responded with a series of personal narrative stories and accounts. Through the use of a form of narrative inquiry, "the researcher is tacitly questioning the legitimate authority of macrolevel history ...narrative history thus addresses identity politics (Clandinin, 2007, p. 86).

Rational and Sampling Strategy

Community college vice presidents were selected for the pilot study since many vice presidents aspire to become presidents. The participants for this study were selected as a convenience sample because one participant had aspirations of becoming a community college president and the other did not. Both participants served as vice presidents for community colleges. The narrative accounts of the selected community college vice presidents were collected through the listening and recording of their historical and contemporary stories and the perceived ideas they had about the internal metaphors that affected their decision making processes.

Data Collection Procedure

The participant of the first study participated in four taped phone conversations. The first conversation consisted of a question and answer discussion about the study and a discussion on setting up future phone conversations. The first phone call lasted about 15 minutes. After the first call, 3 additional phone calls were scheduled with the participant's secretary for a total time commitment of approximately 3 hours and 15 minutes. During the second phone the initial interview was conducted. The third phone call was utilized to discuss the findings and fill in any gaps. The fourth and final phone call was used to conduct member checking to ensure the data was accurately interpreted. This process proved to be very cumbersome due to the difficulty of coordinating and scheduling time for the interviews. As a result, the amount of time for the final study was cut down to one hour and thirty minutes.

Findings of First Participant Interviewee A

The participant's narrations led to the discovery of the internal metaphor of a nurse. The information was shared with the participant during a one hour discussion. Prior to the sharing of information, the participant was not aware of the internal metaphoric identification of a nurse or how the nurse metaphor related to their leadership. A second interview was schedule the following week to discuss how the internal metaphor of nurse affected the participant's leadership.

Data Analysis Procedure

After the first interview the discussion between the participant and researcher was transcribed. The researcher then looked through the transcript line by line and coded information that related to: metaphoric words that the participant had historically associated with their leadership; leadership qualities associated to a metaphor; feelings associated to a metaphor, leadership associated with a metaphor, and behavior associated with a metaphor. Upon identifying a reoccurring metaphor of nurse, a follow up discussion between the participant and researcher occurred. During the discussion, the researcher provided the participant with the metaphor they had identified and pointed out specific sections of the transcript that supported the analysis. Then the participant was asked if the information was accurate. The participant indicated that they had not internally indentified with the specific metaphor prior to the interview, but that they could clearly see that the nurse metaphor did in fact fit their leadership style. A second interview was scheduled to occur two weeks later. This was done to allow the leader to think about the metaphor before more specific questions relating to the metaphor were asked.

During the second interview, the participant was asked what historical events led to the internalization of their metaphor, who influenced the adoption of the metaphor over time; how they internalize the metaphor when discussing the direction, processes or procedures of the college; how the internal metaphor affected their position as vice president; the pros and con of this metaphor; and how during conflict and crisis situation the internal metaphor affected their decisions. This information was coded and the participant and researcher discussed the results and agreed upon the interpretation.

Strategies for developing trustworthiness and effectiveness

The participant was contacted and asked to participate in a series of four interviews. The participant was told that the participant would not be identified except as interviewee A, and the information gathered would only be shared with the researcher's instructor and within the researcher's dissertation in order to provide a blueprint of how this dissertation was developed and tested. Guidelines to be followed by the researcher and participant were outlined and agreed upon before the first interview. Once the first interview was conducted and coded, the researcher shared their findings with the participant to ensure accuracy and interpretation.

Researcher's Perspective

As a researcher, I wished to be open and transparent. I allowed the participant to ask me questions and developed a dialog with the participant. Literature suggested, and I agreed based on the findings, that internal metaphors are unique to the individual and based upon historical content and relationships.

Each person is his own central metaphor. The representation within a person of something outside him/herself depends on there being sufficient diversity within him to

reflect the relationships in what he has perceived as real, and it depends on coding of some kind. (Bateson, 1972, p. 285)

<div align="center">Results and Major Themes</div>

Impression

Interviewee A's formation of an impression and adoption of an internal metaphor of a nurse stemmed from early childhood and had greatly affected Interviewee A's leadership. Interviewee's A's mother was a nurse and the qualities associated with nursing had become part of interviewee A's internalization of self. The Interviewee indicated that the Interviewee's mother had always stressed the importance of helping others. This was also stressed in adulthood with the sharing of the story of a particular mentor that the interviewee described as a breath of fresh air due to Interviewee's belief that the mentor shared the internal drive to help others.

Many times during the interview, the participant stressed the importance of helping others. Interviewee A described their internal role as a leader as one who helps others. Others were identified as anyone within the college community: students, administrators, colleagues, etc. Interviewee A saw everyone as someone to help. This help included helping others in achieving goals, settling disputes, implementing a particular project, or providing comfort during times of crisis or uncertainty. Interviewee A felt that they are an extension of the community and did not distinguish between their internal self and others.

Major Themes

Interviewee A's narrations suggested four themes that appeared repeatedly and were associated with helping others or caring. These themes represented qualities that

related to Interviewee A's internalization of nursing qualities and how these nursing traits affected Interviewee A's leadership.

(1) Leadership Qualities Associated with Helping

Interviewee A described her internal leadership qualities as wanting to help others and focused on the need to be collaborative, flexible, respectful, and have a genuine interest in others. The need to provide others with a level of comfort was also stressed. Interviewee A believed that leaders should make a difference in other's lives in a positive way. One of the ways interviewee A believed this could be accomplished was by helping others and valuing people.

Interviewee A associated helping with their mother, who was a nurse. Interviewee A commented, "I like to help others . . . well I think part of it came from my mother who was a nurse, and she always tries helping people. She expressed to me how important that was, so I tried it, and when I help people, it makes me feel good."

(2) Feelings Associated with Nursing Metaphor

Interviewee A associated helping others with feeling good, happy and positive. Interviewee A stressed that others needed to be valued professionally and personally for the jobs they provide to the college for them to feel good. Interviewee stressed that it was important to provide people with the support they needed to feel good about their choices, position in life, and their individual choices.

(3) Leadership Style Associated with Caring

Interviewee A believed that others viewed Interviewee A as authentic, principled, trustworthy and very collaborative. Interviewee A believed these qualities demonstrated that Interviewee A was caring. These qualities were also important to interviewee A

because interviewee A's belief that it is important to develop a level of comfort with and for people in order to help them.

Listening to other's needs and caring about their feelings was also important to Interviewee A. During a fire at the college where interviewee A is employed, Interviewee A stressed that interviewee's role was to help people, listen to them, comfort them, and provide them with the services and help they needed.

(4) Decisive and Team Player

Interviewee A stressed the importance of being a team player and working well with others, yet being able to be decisive when the need arose. This theme was demonstrated through the use of a narration by Interviewee A's account of a fire. This account of the fire sounded very much like it may have been told by a triage nurse or head nurse describing the nurse's role and participation during the event.

Interviewee A described her leadership role as jumping in to help organize things, by securing the area, by getting a list together of students to ensure everyone was accounted for, and by making sure that people were safe and comfortable. Then, Interviewee A described how they worked with the Red Cross to make sure that the students were provided with emergency services, food, clothing, water and bedding. Interviewee A established a central location for volunteers to meet in order to report the status of each floor on an hourly bases, set up phone banks, informed family ,and checked on people's needs and status. These tasks could have easily described the tasks of a triage nurse or head nurse during an emergency.

Voice

Interviewee A's internalization of nursing qualities were demonstrated through actions and verbiage. Interviewee A's style of language was expressed with nursing qualities and actions. The term helping others was expressed 8 times during the first interview and 8 times during the second interview indicating a strong association and internalization to the characteristic.

Summary

Interviewee A adopted the historical qualities of a nurse as an internal metaphor due to their mother's profession as a nurse listing the qualities of: helping others, effectiveness, collaboration, flexibility, a formalized set of values, respect for others, making a difference, genuine interest of others, valuing people, and providing a level of comfort.

Feelings associated with this metaphor include: feeling good, happiness, and a positive outlook. This metaphor affected Interviewee A's leadership by forcing her to focus on helping, listening and paying attention to the needs of others and valuing other's wellbeing. This metaphor affected the interviewee's state of being which was described as: feeling good, happy, smiling, and doing a good job.

Qualities of the metaphor that align with Interviewee A's internal metaphor include: authentic, integrity, principled, trustworthy, honest, collaborative, flexible, team player, decisive when need be but prefers others to take the lead, and placed value on helping others achieve their goals or move along their chosen path. Interviewee A's metaphor affected their leadership by placing the focus on helping people. Interviewee A commented that helping people was accomplished by listening paying attention to others.

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During a crisis or conflict situation, interviewee A's decisions and behaviors mimicked a nurse. This would indicate that the nursing metaphor had been internalized. When faced with a crisis, in this case a campus dorm fire, Interviewee A displayed behaviors similar to a triage or head nurse. These qualities included: jumping in to help organize, listening, making people comfortable and safe, making sure everyone was accounted for, working with the Red Cross and emergency services, getting together food, clothing, water and bedding, matching people with services, securing areas, reporting to central location each hour on floor status, setting up phone banks, informing family members, helping people, and checking on peoples' needs and status.

The qualities of a nurse also played out when Interviewee A was faced with a conflict situation. During a conflict between two students, Interviewee A stressed the importance of making sure both parties were comfortable and felt safe. Interviewee A stated that when faced with helping people work through a conflict Interviewee A: listened to both sides, tried to understand where people where coming from, attempted to mediate, taught people to deal with their emotions, offered encouragement, attempted to controlled everyone's' emotions and ensured everyone was comfortable and felt safe.

My Thoughts about the Experience

Internal metaphors are often adopted due to personal experiences and natural occurrences based upon perceptions of objects or events (Dent-Read & Szokolszky1993). However, leaders may not be able to identify with preconceived or predetermined metaphoric leadership identification. Metaphors are necessary communicative vehicles "because they allow the transfer of coherent chunks of characteristics...perpetual, cognitive, emotional and experimental" (Ortony, 1975, p.47). These chunks are essential

to the portrayal and understanding of the meaning. Metaphors in education may serve as the encompassing glue that provides the, "interconnected steps in a sequence of operations leading from observational inputs to theoretical outputs" (Snow, 1973).

I thoroughly enjoyed the opportunity to listen to the narration of the participant's story and coding the information. I was thrilled to discover that the participant had internalized the characteristics of a nurse without being aware of the metaphor that had and continues to affect their life and leadership.

<div align="center">Findings of Second Participant Interviewee B</div>

The participant's narrations led to the confirmation of participant's identification of an internal metaphor of MOM. Prior to participating in the case study, the participant was aware of their internal metaphoric identification, and had adopted the core internal metaphor of MOM.

Data Analysis Procedure

The participant was contacted and informed the researcher wished to interview the participant about and the MOM metaphor and their leadership. The participant agreed to an hour interview a week later, a follow up discussion the following week, a second interview two weeks later, and a follow up discussion to discuss the overall findings one week later. The total time for the entire process after the initial conversation was agreed upon as 3 hours.

After the first interview the discussion between the participant and researcher was transcribed. The researcher then looked through the transcript line by line and coded information that related to: metaphoric words that the participant had historically associated with their leadership; leadership qualities associated to the MOM metaphor;

feelings associated to the MOM metaphor, leadership associated with the MOM

metaphor, and behavior associated with the MOM metaphor. Upon identifying a

reoccurring metaphor of MOM, a follow up discussion between the participant and

researcher occurred. During the discussion, the researcher provided the participant with

the specific sections of the transcript that supported the core internal metaphor of MOM.

Then the participant was asked if the information was accurate. The participant indicated

that they had internally indentified with the MOM metaphor prior to the interview, and

they could clearly see that MOM metaphor did in fact, fit their leadership.

During the second interview, the participant was asked for more clarification

concerning what historical events which had led to the internalization of the MOM

metaphor, who influenced the adoption of the metaphor; how they internalize the

metaphor when discussing the direction, processes or procedures of the college; how the

internal metaphor affected their position as a vice president; the pros and con of this

metaphor; and how during conflict and crisis situations the internal metaphor affected

their decisions? This information was coded and the participant and researcher discussed

the results and agreed upon the interpretation.

Strategies for developing trustworthiness and effectiveness

The participant was contacted and asked to participate in a series of interviews

and a follow-up discussion. The participant was told that the participant would not be

identified except as Interviewee B, and the information gathered would only be shared

with the researcher's instructor and within the researcher's dissertation in order to

provide a blueprint of how this dissertation was developed and tested. Guidelines to be

followed by the researcher and participant were outlined and agreed upon before the first

interview. Once the first interview was conducted and coded, the researcher shared their findings with the participant to ensure accuracy and interpretation.

<div align="center">Results and Major Themes</div>

Impression

Interviewee B's formation of an impression and adoption of the core internal metaphor of MOM was adopted during the transaction from stay at home mom to a manager. Interviewee B shared that the concept actually was internalized during a shopping trip to K-Mart. Over the loudspeaker a voice requested the presence of a member of management. Interviewee B realized that the first letters of member of management spelled out MOM. At that moment Interviewee B realized that her role as a mother had prepared her for her new role in management. As a mom, she had balanced the budget, guided subordinates, managed the organization of various projects, identified initiatives, and oversaw the operations of various departments. In addition, she implemented change and adjusted to numerous changes. She worked through various demands and constraints on her time, and she had taught and implemented time management and other skills.

This realization of her management experience and of her successes in her role as a mother led to her very personal adoption of the core internal metaphor, MOM. She realized she had been a manager, but to me the most important aspect of the MOM concept was that she decided that those she led would enjoy the same considerations as her children. As an example, she shared that when she was teaching her children to fold towels they would not fold them in the same way she would. She could have reprimanded them, but instead she chose to see that the towels were being folded to the best of her

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children's ability at the time and she could accept that. As a result, she would not expect

everyone to do everything the same way she would; she would not demand perfection

according to her standards, but instead she would accept what she could live with.

Many times during the interview, the participant stressed the importance of

providing her subordinates with the necessary skills they would need to be successful and

accept them unconditionally. Interviewee B described her internal role as a leader as one

who guided and assisted others to obtain their goals and live up to their potentials. Others

were identified as her employees. Interviewee B saw her employees as someone to

mother. This mothering included teaching them new skills, settling disputes, challenging

them with new experiences, providing opportunities for growth, and accepting them and

their abilities unconditionally.

Major Themes

Interviewee B's narrations suggested four themes that appeared repeatedly and

were associated with acceptance, empowerment, nurturing, and service to others. These

themes presented qualities Interviewee B's internalized as MOM qualities.

(1) Leadership Qualities Associated Acceptance

Interviewee B compared her core internal leadership qualities as similar to Robert

Greenleaf's theory of servant leadership. She felt that her core internal leadership was

similar because they both helped subordinates to grow into competent, self sustaining,

and successful adults. The need to provide others with a level of comfort when learning

new tasks was also stressed. One of the ways Interviewee B believed this could be

accomplished was by letting go of controlling the way people completed tasks and by

expressing how proud she was of them. To make this point, she gave the example of the

way her children did dishes. She stated the children may not do the dishes exactly as she did, but if the job was done, she could accept that and be proud of them. She felt in order to truly lead others to become their best required encouragement. Interviewee B associated being a leader to offering encouragement.

(2) Leadership Associated with Encouragement

Interviewee B associated encouragement with recognizing people for doing a good job. Interviewee B stressed that others needed to be reminded they are professionally and personally valued. Interviewee B stressed that it was important to provide people with the tools necessary to be successful in their jobs and provide opportunities for advancement for those who wished to advance. She also stressed it was equally important to praise the work of those who may not want to advance.

(3) Leadership associated with nurturing

Interview B stated children who were given tasks just beyond their current capabilities would grow as a result of the accomplishment. The same was true of subordinates. Subordinates, like children, need to expand their experiences in order to grow. However, subordinates should never be given a task they cannot achieve or be punished for failure. Praise and encouragement are components of nurturing.

(4) Leadership associated to service to others.

Interviewee B indicated that the best part of her job was offering service to others. She described service to others as mentoring, demonstrating tasks, teaching new skills, and offering to help when the task became too difficult.

Voice

Interviewee B's internalization of MOM qualities were demonstrated through actions and verbiage. Interviewee B's style of language was expressed with MOM qualities and actions. The term acceptance was mentioned 7 times during the interview, encouragement was mentioned 5 times, nurturing 12 times, and service to others 9 times indicating a strong association and internalization to these characteristics.

Summary

Interviewee B adopted the historical qualities of a MOM as her internal metaphor during the transaction from stay at home mom to manager. Feelings associated with this metaphor included: maintaining the dignity of the other person and feeling responsible for maintaining the well being of others. This metaphor affected the Interviewee B's leadership by forcing Interviewee B to focus on others, taking responsibility for the needs of others, and ownership of other's well being. This metaphor affected Interviewee B's state of being which was described as feeling awesome.

Qualities of the metaphor that aligned with Interviewee Bs core internal metaphor included: encouragement, acceptance, nurturing, and serving. Interviewee B's metaphor affected her leadership by placing the focus on others.

My Thoughts about the Experience

Interviewee B confirmed that metaphors are necessary communicative vehicles "because they allow the transfer of coherent chunks of characteristics...perpetual, cognitive, emotional and experimental" (Ortony, 1975, p.47) that are essential to portrayal of a clear meaning.

I enjoyed this honest, refreshing, and descriptive way of describing the role of a leader within an organization. In my research, I have found that internal metaphors were personal and were as varied as the individuals that had adopted them. Interviewee B was very open and honest with her descriptions and examples. Since the interview, I have thought a lot about this core internal metaphor. When Interviewee B talked about delegation and how to delegate at work was similar to her experience with her children and the laundry, I pondered the idea. She folded them a specific way, but that wasn't the only way they could be folded. She related the folding of the laundry to indentifying what was important to her. Having the towels folded a specific way wasn't important. The important thing was having the task completed in an acceptable way. By focusing on what was important and deciding to take care of what was important herself when necessary, she was able to live with the way they (subordinates and children) completed their tasks and be proud of them. She learned to live with the standard to which her employee could complete the task. To make this point again, she said, the way her children did dishes wasn't the way she would do dishes and she accepted the fact there were different ways of doing tasks.

Interviewee B related her internal leadership style to Robert Greenleaf because she felt Servant Leadership helped children and those led to grow into competent self sustaining and successful adults and that she was comfortable with her decision. She felt in order to truly lead others requires encouragement and acceptance from the leader to become the best that is in them. As I reflect upon this simple idea, I am humbled and am grateful for the MOM metaphor and the concept that member of management means acknowledging and encouraging the best in everyone.

Appendix E—My Core Internal Metaphor

I adopted and internalized my core internal metaphor while operating my own business, and I continue to use it to gauge how I lead others. My core internal metaphor centers upon the Penny University. The Penny University concept was developed and thrived during the 16th, 17th and 18th centuries (Boulton, 1901; Ellis, 1956). At that time, Europe experienced a rise in the middle class due to a flourishing economy. Famous writers, intellectuals, artists, politicians, ambitious businessmen, clerks and merchants frequently met in coffeehouses, coined Penny Universities. They discussed the problems of the day, collaborated, and conversed within these establishments. Their communal aim was to contribute to the professional development of society. For the admission price of a penny, information was shared, bantered, and distributed among the participants. Problems of the day were both explored and solved in these establishments.

The adoption of this core internal metaphor has allowed me to utilize the wealth of my employees' talents and expertise. For me, a leader who utilizes the Penny University philosophy possesses the ability to see the bigger picture and to co-create the bigger picture through input and collaboration.

The internalized meaning that I have associated to being a Penny University leader follows. Penny University leader's contributions are long lasting and provide a change for the better. These ends are achieved by the leader's ability to focus on the big picture while guiding the institution and its people to explore different directions towards

the achievement of a common vision, and by honoring each one's expertise. The Penny University leader embraces the idea that leaders call upon the communal strengths of individuals towards the development of a greater purpose. A Penny University leader assists individuals in the achievement and realization of their own individual greatness and experiences their passion. "All that we are is a result of what we have thought" Buddha (563 BCE-483 BCE).