A Phenomenological Study of Leadership Competencies in

Nonprofit Higher Education

by

Patrizia Zary

Approved by:

Dissertation Chair: Matt Smalley, EdD

Committee Member: Connie Lorthridge, EdD

Abstract

Leadership skills are vital in developing and building influential leaders in organizations. The identified research problem was the absence of communication, collaboration, and strategic agility competencies among leaders in nonprofit higher education institutions in the United States. The purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced among leaders at a nonprofit higher education institution in the United States. Transformational and servant leadership theories formed the theoretical framework examining characteristics, behaviors, and features promoting positive leadership. Two research questions guided the study to explore the shortfall of communication, collaboration, and strategic agility competencies and assess how the competencies improved leadership performance. Twenty-one participants were chosen from three leadership levels: entry, middle, and executive. Instruments used for the study entailed an online questionnaire soliciting participation and a semistructured interview conducted virtually via Zoom. The data were analyzed using an open inductive coding process and sorted by comment scope, code, and participant. Findings revealed themes related to better talent conversation, further leadership development, and further investigation of the understanding of strategic agility skills.

Keywords: collaboration, communication, competency, servant leadership, strategic agility, transformational leadership, and performance management.

Dedication

This dissertation is dedicated to my parents, and mostly to my dad. Both my parents have meant, and continue to mean, so much to me. Although my dad is no longer in this world, he has always loved me unconditionally. His good examples taught me to work hard for the things that I aspired to achieve. Dad, I miss you beyond words. In addition, I dedicate this work to my wonderful daughters and husband and give special thanks for the encouragement and support; you have been there for me throughout the entire doctoral journey. You have all been my best cheerleaders. Thank you. My love for you all can never be quantified. God bless you. I would also like to give a special thank you to my friend, Suzanne, for her friendship, genuine support, and encouragement in the dissertation process. Every time I felt hopeless, she reminded me to be strong and courageous while aiming toward the finish line. Finally, thank you, God, for being my source of strength, wisdom, knowledge, and understanding throughout this program.

Acknowledgments

I wish to thank my committee members who were more than generous with their expertise and precious time. A special thanks goes to Dr. Matt Smalley, Chair, and Dr. Connie Lorthridge, Committee Member, for their countless hours of reflecting, reading, encouraging, and, most of all, for their patience throughout the entire process. I would like to acknowledge and thank the Dean for allowing me to conduct my research and providing any assistance requested. A special thanks goes to the institution and the administrator for the continued support. Finally, I would like to thank the staff who participated and assisted me with this project. Their excitement and willingness to provide feedback made the completion of this research an enjoyable experience.

Table of Contents

List of Tables

Table

List of Figures

Figure

Chapter 1: Introduction

Leadership skills are vital in developing and building influential leaders in higher

education organizations (Roha et al., 2020). Educational leaders possessing leadership

competency overcome challenges, promote trust, foster commitment, and boost motivation,

thereby improving the institution's performance. Effective leadership is critical for

comprehension and adapting to situational circumstances, which can make or break the

institution (Mathews, 2020). This study focused on specific leadership competencies in nonprofit

higher education, consistent with research studies in higher education leadership that have

attempted to identify leadership competencies in organizations (Gigliotti et al., 2017; Ruben &

Gigliotti, 2017).

Findings from this study could benefit the nonprofit institution's understanding of how

leaders' communication, collaboration, and strategic agility competencies contribute to certain

skills and behaviors that in turn lead to superior performance. Absence of trust, cooperation, and

respectful treatment do not lead to a harmonious relationship between leaders and administrators

(Mostajo et al., 2018). Further study of the topic could help identify areas of strength and

improvement for continuous development. Chapter 1 introduces the topic of the research. The

main sections outline the background of the study and include the statement of the problem, the

purpose of the study, the significance of the study, research questions, theoretical framework,

definitions of terms, assumptions, scope and delimitations, and limitations. The chapter closes

with a summary.

Background of the Study

Ineffective leadership practices and behaviors may negatively impact leadership

performance in nonprofit higher education (Tavanti & Tait, 2021). Institutions wanting to gain a

competitive advantage in the 21st century may need education management leaders to master specific competencies (Ghafar, 2020). Fifty-two percent of leaders in the nonprofit sector have exhibited weakness in strategic thinking, impacting the organization's success and talent development (*The NonProfit Times*, 2017). Successful leaders inspire positive change, motivate employees, and determine the institution's culture and values. Developing a competent and collaborative power structure is significant to any leader (Radvany, 2021). When collaboration, communication, and strategic agility competencies are missing, productive environments may not be nurtured. The background of the problem was that nonprofit institutions do not currently offer a systematic approach to training or hiring leaders in competency-based roles (Ploum et al., 2017). Solving the problem is important because leaders in nonprofit education need communication, collaboration, and strategic agility competencies operate efficiently and lead teams and the institution successfully.

Educational leaders seeking institution sustainability need to develop particular competencies that reflect an adequately transformational approach (Foucrier & Wiek, 2019). Leadership characteristics, traits, and attributes embodied in leaders possessing specific competencies play a vital role in achieving performance goals (Badgett & Decman, 2019). Developing leaders' communication, collaboration, and strategic agility competencies leads to innovation and creativity (Juhro et al., 2020). Exploring aspects related to leaders' communication, collaboration, and strategic agility competencies may introduce new concepts in leadership, thus improving the nonprofit institution's performance. Further discussion appears in Chapter 2, the literature review.

A gap in the literature was identified regarding successful practice-based leadership development, specifically related to leaders' ability to use communication, collaboration, and

strategic agility competencies in nonprofit higher education institutions. Unexplored factors include assessing how leader development contributes to communication, collaboration, and strategic agility competencies, all of which influence leadership efficiency. Lacking adequate competency development contributes to unsuccessful leadership (Pang et al., 2018). In fact, the absence of flexible, technical, and adaptive orientations among leaders in nonprofit higher education may cause leadership barriers. Teamwork, cooperation, self-control, and analytical thinking are necessary competencies for success (Hezlett & McCauley, 2018). Evolving leaders develop collaborative and communicative competency to help improve operations and lead employees toward improvement and innovation (Robertson & Barling, 2017). Studying leaders' professional experiences regarding competencies may reveal existing skill gaps.

Statement of the Problem

The research problem identified in the study was that leaders in U.S. nonprofit higher education institutions lack communication, collaboration, and strategic agility competencies (Biberhofer et al., 2018; Ploum et al., 2017; Ruben et al., 2017). Competencies aligned with work performance have a vital role in developing and advancing leaders' success (Kaur & Sharma, 2019). For example, leaders affect followers' job performance and play a critical and active role in employee psychology and organization outcomes (Wang & McChamp, 2019). In addition, developing competencies helps leaders become self-aware of their emotional intelligence by recognizing and managing emotions (Barpanda & Kamal, 2020). Leaders' success depends on using competencies to apply leadership practices for organizational sustainability (Cleveland & Cleveland, 2020).

Given the importance of nonprofit higher education leaders' ability to develop social skills that may contribute to successful and effective leadership, the topic of the study was

current, relevant, and necessary. Paolini (2020) found identifying and understanding one's

emotions and empathizing with others are critical social skills in a work environment. Research

has confirmed that individuals possessing social emotional skills are more resilient and more

capable of persevering until they achieve their goals (CASEL, 2019). Developing

communication, collaboration, and strategic agility competencies may influence employees and

leaders to achieve common goals in transparent and constructive settings.

Studying leadership competencies is not new to the higher education community

(Barbosa & de Oliveira, 2021). However, two thirds of U.S. executives believe there is a need to

be upskilled or reskilled by the end of 2023 (Illanes et al., 2018). Developing skills and

competencies supports and mediates the relationship between strategic leadership and intention

to stay (Younas & Bari, 2020). Leaders who lack specific competencies may be challenged when

trying to build relationships. Displaying relational capabilities is vital in developing internal and

external partners (Singh & Segatto, 2020). Therefore, researching leadership competencies in

nonprofit institutions specifically related to developing communication, collaboration, and

strategic agility in leadership roles may provide new insight into the competencies that influence

employee satisfaction, morale and orgnaizational performance.

Purpose of the Study

The purpose of the qualitative phenomenological study was to explore how collaboration,

communication, and strategic agility competencies were experienced among leaders at a

nonprofit higher education institution in the United States. Qualitative research is valuable for

making sense of lived phenomena observed in a specific context (Juhro et al., 2020). A

phenomenological approach focuses on understanding the importance of people's lived

experiences (Creswell & Poth, 2018). Results of the study could help higher education leaders

understand a new universal meaning regarding how leaders' competencies influence nonprofit institution performance. Research questions in the study aimed to explore in depth the experiences of communication, collaboration, and strategic agility competencies in leadership roles at the nonprofit higher education institution.

A qualitative methodology, specifically a phenomenological approach, was relevant to this topic because the topic involves leaders' lived experiences of collaboration, communication, and strategic agility competencies (Williams, 2021). The phenomenological approach is often used to discover and construct meanings on human experiences (Salmi et al., 2021) To that end, an online questionnaire and semistructured interviews were the instruments used in the study. The questionnaire was sent via email to seek participants for the study. Participants agreeing to participate in the study were emailed protocols and scheduled for virtual interviews on a platform called Zoom (https://zoom.us/). Twenty-one professionals working at a nonprofit online higher education institution comprised the sample for the study. The selected population held leadership roles categorized by three management levels: entry, middle, and executive. The research site was an online nonprofit higher education institution in the United States.

Significance of the Study

Exploring in depth how communication, collaboration, and strategic agility competencies influence leadership performance in the nonprofit higher education institution could advance knowledge about recruiting, retaining, and developing leaders. Employees and leaders at every level could benefit from the research—the findings could increase understanding of the importance of communicating effectively and collaborating strategically to achieve goals. Moreover, employees could strengthen their commitment and motivation when they personally contribute to the goals of the organization (Greenhaw & Abreau, 2020).

Improving leadership practices involves learning how to develop organizational strategies and implement policies and strategies to promote growth and reflection at a large scale. Results of the study could bring positive change in the role and responsibilities of leaders in nonprofit higher education. Dealing with complex changes related to people and organizational functions requires leaders to have collective emotions (Venera, 2019). The findings may convey valuable information for future researchers who explore the characteristics and attitudes related to communication, collaboration, and strategic agility competencies. Through this research, the nonprofit higher education community could further appreciate the importance of developing leadership competency.

Research Questions

The phenomenological study explored how collaboration, communication, and strategic agility competencies were expressed in a sample of leaders working in a nonprofit higher education institution in the United States. The research questions guided the exploration of participants' lived experiences concerning the competencies and assessed how they used the competencies to improve their leadership. Two research questions guided the study:

Research Question 1: What are the experiences of leaders at nonprofit higher education institutions in the United States with respect to communication, collaboration, and strategic agility competencies in leadership roles in the United States?

Research Question 2: How are communication, collaboration, and strategic agility competencies used to improve leadership roles at nonprofit higher education institutions in the United States?

Theoretical Framework

Transformational leadership theory and servant leadership theory served as the study's theoretical framework. Transformational servant leaders influence performance positively (Saleem et al., 2020). Leaders who share power put the needs of others first and enhance motivation and morale to grow and build strong ethical organizations (Setyaningsih & Sunaryo, 2021). Employees who can express their experiences freely exhibit individual improvement and enjoy a quality work experience (Choi et al., 2017). Although many leadership styles exist, the study used transformational leadership theory and servant leadership theory as the theoretical framework in order to explore leaders' lack of communication, collaboration, and strategic agility competencies among leaders in nonprofit higher education institutions.

Transformational leadership theory and servant leadership theory were selected as the study's theoretical framework because the theories represent leadership styles that promote individual growth. Both leadership styles were relevant for this study because they encourage a deeper understanding of how the absence of communication, collaboration, and strategic agility competencies affects nonprofit higher education institutions. The two theories provided new insights into the educational leaders' experiences related to their competencies and emphasized the importance of leaders valuing communication, collaboration, and strategic agility to empower people for success.

Exploring the use of the communication, collaboration, and strategic agility competencies in leadership roles could further define the sustainable competencies needed to improve nonprofit institution and leadership performance (MacDonald et al., 2020). The study's approach was intended to reveal the characteristics needed for successful leadership practices and foster positive shared experiences related to leader development (Salmi et al., 2021). Discovering the

essence of participants' experiences and analyzing their experiences in the context of the theoretical framework was critical. The theoretical framework guided the analysis by providing a lens through which to interpret the interview transcripts of the virtual video Zoom recordings. Further discussion of the theoretical framework appears in Chapter 2.

Definitions of Terms

Contextual information related to the concepts of the study appears in this section. Concepts are defined for readers to understand how competency and leadership relate to the study. The terms are used frequently throughout the dissertation.

Collaboration is a group of people working together to achieve interorganizational activities (Castañer & Oliveira, 2020).

Communication is the method used between two individuals who have an established connection or relationship (Devito, 2018).

Competency refers to evidence of a person's competitiveness, gained through acquired skills (Taha et al., 2021).

Leadership is the ability to drive deliberate and conscious transformation by understanding emotional intelligence (Yadav & Lata, 2019).

Servant leadership is a characteristic of a person's natural desire to serve others before oneself (Dryburgh, 2020).

Strategic agility refers to a person's strategic agility as an essential determinant of organizational success that helps professionals creatively adapt to strategic approaches and conditions (Skyrius & Valentukevičė, 2020).

Transformational leadership is a leadership style characterized by used of charisma or idealized influence to motivate and inspire (Sivarat et al., 2021).

Assumptions

People hold multiple perspectives about how communication, collaboration, and strategic agility competencies influence leaders' performance, creating preexisting assumptions (Holmes et al., 2021). Understanding the three competencies discussed in the study may help researchers understand the factors contributing to the development of leadership competencies in nonprofit higher education institutions. However, although the study assumed the absence of communication, collaboration, and strategic agility competencies in leaders is a cause of mediocre performance, a relationship between skills and leadership role may not exist. In addition, the study did not consider that formal management roles or positions might not be needed for an organization to succeed. Leadership can be practical and characterized in many forms and embodied through the lives of individuals, not just in terms of competencies (Clapham, 2021).

Participants were asked about their experiences in demonstrating communication, collaboration, and strategic agility competencies in order to explore their perceptions on leadership roles. Participants were selected and sampled in three leadership levels: entry, middle, and executive. During the interviews, assumptions about participants' experiences might have involved comparing the participants' experiences according to their leadership levels. However, differentiating participants' prior developmental opportunities would not have been fair. Finally, assumptions may have been made regarding educating people to use competency skills—such education requires new approaches to teaching and learning (Zhao, 2020). Learning about diverse experiences in exhibiting the communication, collaboration, and strategic agility competencies could introduce a new, broader perspective on professional and personal

development among leaders. Thus, it is possible to provide new insight on leadership being driven by one's values and grounded on the awareness of one's strengths.

Scope and Delimitations

In a qualitative study, scope shapes and advances the exploration of a topic (Kozleski, 2017). The scope of the study was restricted to a small sample of participants holding management titles at a nonprofit higher education institution. The population of potential participants comprised 30 people holding managerial positions. An online nonprofit higher education institution in the United States was the location of the study. Data were collected within a 10-week time frame.

Each competency was assessed using two interview questions. The behavioral questions were designed to provide a deeper understanding of the participants' leadership experiences. The three competencies were selected and reviewed by subject matter experts (SMEs) to ensure valid research questions and study alignment. The SMEs submitted feedback and suggestions and helped compile the final six behavioral interview questions (Cambria, 2021; Cripe, 2020a; Cummings, 2021; KCC, 2020; LSA Global, 2021). Questions selected for the interview aligned with the two research questions of the study. The study facilitated a reflective perspective and a clear understanding of these three essentials skills needed to demonstrate effective leadership.

The data were collected by only one researcher in accordance with the interview protocol. The responses to the interview questions consisted only of participants' perceptions and reflections on leadership competencies exhibited by leaders in the nonprofit higher education institution. Selecting participants with different experience could have increased the scope of the study, thereby making it more representative (Ellis, 2021). However, this phenomenological study was delimited to participants in management roles, excluding those with nonmanagerial

titles. In addition, the research focused only on three competencies and excluded other essential leadership competencies.

Limitations

The study had several limitations. First, the small qualitative sample size could have been considered insufficient, thus influencing the significance of the research (Vasileiou et al., 2018). Second, issues with sample selection could have occurred because of the limitations of the interview protocol and Zoom technology used to collect data. During the data collection, lack of financial resources and external constraints could have created limitations for the study. In addition, information and selection biases might have been applicable in this study. To avoid information biases, multiple data collection methods were used to collect participants' information and maintain similarities between the three groups being studied.

Using random techniques when selecting participants could have minimized or avoided selection biases (Jager et al., 2020). Not mastering specific leadership competencies supporting developing a standardized skillset for managers seeking career advancement may limit parameters for future leadership succession planning (Goodermote, 2020). Lacking clarity regarding requirements and competence in educational leadership still exists, creating limitations (Mikkonen et al., 2019). This phenomenological study collected participants' knowledge, experiences, and expertise, thereby enhancing transferability to other settings to show how competencies impact leadership success.

Summary

Nonprofit education leaders have searched for interventions and best practices to improve organizational performance and leadership (Watkins & Kim, 2017). Increasing attention on competency-based leadership development for human capital has gained attention in nonprofit

higher education (Fusarelli et al., 2018). In Chapter 1, a rationale for conducting this research study was presented. The evolution of leadership competencies was described, and the need to explore leaders' communication, collaboration, and strategic agility competencies was introduced in terms of the foundational leadership theories. Two research questions guided the study. Assumptions of the study were presented. The next chapter presents and summarizes the literature review.

Chapter 2: Literature Review

Leaders in nonprofit higher education institutions have struggled to lead and manage teams to optimize employee and organizational performance. Fifty-two percent of nonprofit sector leaders have exhibited weakness in strategic thinking, impacting their organizations' success and talent development (*The NonProfit Times*, 2017). The research problem identified in the study was that leaders in U.S. nonprofit higher education institutions lack communication, collaboration, and strategic agility competencies (Biberhofer et al., 2018; Ploum et al., 2017; Ruben et al., 2017). The purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced among leaders at a nonprofit higher education institution in the United States. Leaders, directly and indirectly, affect an organization's success, overall performance, and the people they serve (Lee & Li, 2015). Competitive leadership demands leaders to develop communication, collaboration, and strategic agility skills to help connect strategy, structure, culture, and management concepts (Hussain et al., 2014).

A literature review can help define parameters and navigate themes and patterns that emerge from the data analysis (Robertson & Barling, 2017). In this literature review, the topics and themes discussed are related to leadership; the three competencies of communication, collaboration, and strategic agility; and the theoretical framework. A gap in the literature was identified in the form of inadequate understanding of the role, values and ethical leadership in influencing institutional success (Ali et al., 2020; Demir & Budur, 2019). The relationship between competency and effective leadership may be dominant (Görgens-Ekermans & Roux, 2021).

To date, not much consideration has been given to how leaders' attitudinal changes and experiences have affected the nonprofit higher education sector.

Transformational leadership theory and servant leadership theory served as the study's theoretical framework. Transformational leadership is a universal concept using communication, collaboration, and strategic agility to support motivation and positively affect leadership performance (Andriani et al., 2019). Additionally, understanding employee needs through a servant-leader approach may influence organizational results. Servant leaders develop their followers' potential by focusing on their interests (Zhang et al., 2021). Servant leadership contributes to enhancing organizational performance by exhibiting relationship and communication-oriented behavior related to communication, collaboration, and strategic agility skills (Gocen & Sen, 2021).

Rezaee Manesh and Sadeighi (2017) claimed leadership style motivates employees in areas such as organizational commitment motivation, citizenship behavior, trust, team effectiveness, and empowerment (Ghalavi & Nastiezaie, 2020). A leader's attributes and cultural differences prompt different perceptions of leadership skills based on environment and the relationships built with stakeholders (Mersid et al., 2020). Thus, a leader's style may impact employees' attitudes, motivation, and engagement with the organization.

Ethical leadership requires a leader with good character demonstrating ethical practices exhibiting competencies of collaboration, communication, and leadership agility (Ladkin, 2018). Leadership styles motivate people based on communication collaboration, commitment, empowerment, and behavior (Rezaee Manesh & Sadeighi, 2017).

The relationships between leadership theories, types, and characteristics extend beyond behaviors and competencies (Agustriyana & Pringgabayu, 2019). Understanding ethical

leadership as a process may broaden the understanding of necessary actions' leadership role

versus essential competency related to communication, collaboration, and strategic agility

(Shakeel et al., 2019). Effective leadership may encompass more than just intelligence or skill. In

fact, successful management or leadership might depend less on intelligence or talent and more

on efficiency in communicating, collaborating, and applying strategic agility (Ni et al., 2020).

The literature review's major themes are related to leadership, communication,

collaboration, strategic agility competencies, and organizational structure. The first sections of

Chapter 2 include the introduction, which consists of the problem, the purpose, and the literature

search strategy. The second section of this chapter is a discussion of the theoretical framework

and a review of current literature. The topics discussed in this section encompass leadership in

higher education; competency in leadership, specifically related to communication, collaboration

and strategic agility; and leadership in nonprofit education. The last section of the chapter is a

summary of all the topics discussed.

Literature Search Strategy

The study's search consisted of current peer-reviewed articles from the past five years

selected using the American College of Education online library. These search engines, used to

locate open-access articles, included Academic OneFile, Academic Search Complete, ERIC,

EBSCO, JSTOR, SAGE Journals, and Google Scholar. The following search terms were used to

find articles specific to this study: *agility, change management, collaboration, communication,*

creativity, cultural dimension, competency, community college, emotional intelligence,

empowerment, job performance, job satisfaction, higher-education leadership, innovation,

learning agility, leadership management, leadership in higher education, leadership in nonprofit

education, self-identity, servant leadership, strategic agility, technology leadership, and
transformational leadership.

Theoretical Framework

Many leadership theories could have been used as a theoretical framework to guide the discussion on effective leadership, competencies, and organizational structure. Two theories— transformational leadership theory and servant leadership theory—were used for the theoretical framework. Transformational leaders become influential and effective when they think and act as transformational, servant leaders (Brown et al., 2020). In fact, servant leadership and transformational leadership styles may contribute to achieving organizational objectives. The theories are closely aligned and well-suited for observing nonprofit higher educational leaders' attitudes, styles, and behaviors related to communication, collaboration, and strategic agility competencies. Most effective leaders enable, serve, encourage, and inspire a shared vision (Díaz et al., 2019). Applying this theoretical framework could affirm if these two leadership styles offer best practices to lead, improve, and grow nonprofit institutions. The qualitative phenomenological study explored the lived experiences of educational leaders related to how collaboration, communication, and strategic agility competencies might influence leaders in nonprofit higher education institutions.

Transformational Leadership

James McGregor Burns, known as a leadership expert, introduced the transformational leadership concept (Ladkin & Patrick, 2022). Scholars have applied transformational theory to observe and evaluate organizational behaviors (Zeinab et al., 2019). The style brings forth charismatic leadership qualities such as trust, admiration, loyalty, creating vision, inspiration, and motivation. In 1990, Bass elevated the theory by introducing the four components

(individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence), claiming transformational leadership promotes intellectual stimulation and communicates high expectations and purposes.

The transformational leadership theory encourages motivation and inclusivity in performance management; in that sense, transformational leadership is necessary to connect people, to communicate and collaborate, and to link strategy to organizational values (Brown et al., 2019). Demonstrating these qualities of the leadership style may contribute to a leader's success (Brown et al., 2019). Implementing competency training can enhance leadership effectiveness. Specific competencies—for example, communication, collaboration, and strategic agility—have been found to promote emotional intelligence in transformative leadership models (Zurita-Ortega et al., 2019). The skills of a transformational leader may enhance communication, improve collaboration, and promote positive work environments. A transformational leader fosters inclusiveness, creativity, and innovation (Falih Bannay et al., 2020). Successful organizations support innovative behavior to promote, influence, and shape employee engagement and integration. Leaders who manifest supportive conduct tend to display high respect and regard for employees (Shanker et al., 2017). Organizational cultures fostering opportunities to improve skills have been shown to advance organization performance (Tonich, 2021).

Servant Leadership

The first servant leadership book to outline the leadership styles' vital qualities was published by Greenleaf in the late 1970s (Spears et al., 2002; Yagil & Oren, 2021). Servant leaders may motivate employee performance and positive organizational results by building trust in effective collaboration, fostering communication, and showing empathy. According to

research, the interaction between leaders and followers has evolved through centuries, enhancing

knowledge and improve diversity (Chi et al., 2020). The servant-leader concept emphasizes the

need for leaders to focus on serving others first. Theorists have used the theory to analyze 10

leadership characteristics to understand leader behaviors related to stewardship, individual

development, and community engagement (Haider & Mushtaq, 2017). Thus, understanding how

servant leadership promotes personal growth by serving others may help leaders discover how

communication, collaboration, and strategic agility competencies are used.

The theory offers an individualized, cooperative approach toward developing employees'

full potential (Heyler & Martin, 2018). Thus, servant leadership may be a common practice for

building caring organizations and enriching the lives of individuals. The servant leadership style

may prioritize personal and professional development by growing the knowledge and

professional skills (Fatima et al., 2021). Servant leadership facilitates followers' desirable

outcomes and enhances cognition (Yuan et al., 2020). Servant leaders may make positive

contributions to communities, societies, and organizations.

Servant leadership qualities highlighting personal connections evolve in harmonious

relationships relevant to the higher education arena by bringing a social justice perspective to

leadership roles (Komives & Sowcik, 2020). An unselfish mindset attributed to the theory may

encourage diversity and foster leadership in others (Bragger et al., 2020). Servant-oriented

leadership behavior makes people feel heard and satisfied (Yuan et al., 2020). Servant leaders

may be visionary leaders who, through serving, implement and operate effectively in the

organization. Leaders who embrace a servant leadership approach are competent at influential

leaders' levels (Allen et al., 2018).

Transformational leadership theory and servant leadership theory served as the study's theoretical framework because both possess attributes guiding and inspiring change through individuals' development (Zhang et al., 2021). Transformational leaders motivate self-efficacy and influence others by developing the necessary competency to create collaborative relationships, promote clear communication, and strategically deliver accountability (Mayes & Gethers, 2018). Transformational leaders exhibit influence through strategic agility competency by using their abilities, leading through vision, and creating innovative work cultures (Steinmann et al., 2018). Further, servant leaders may promote citizenship behavior, influencing participation and empowering followers to find future paths (Ghalavi & Nastiezaie, 2020).

The theories were relevant to the study because both could facilitate understanding of the participants' experiences of communication, collaboration, and strategic agility competencies in nonprofit higher education institution leadership roles. In addition, the theories support an exploration of how the competencies can improve leadership roles in nonprofit higher education institutions. Research Question 1 (What are the experiences of leaders at nonprofit higher education institutions with respect to communication, collaboration, and strategic agility competencies in leadership roles in the United States?) aligned with the transformational leadership theory because creating vision promotes intellectual stimulation and collaborative consideration, helping leaders to enhance communication and relationship building skills. Research Question 2 (How are communication, collaboration, and strategic agility competencies used to improve leadership roles at nonprofit higher education institutions in the United States?) was relevant to transformational leadership theory because the leadership style and behaviors focus on the relational outcome (Hoch et al., 2016). In addition, transformational leadership is historically connected to the research questions and study because employees inspired by

transformational leaders are more likely to show participatory behaviors related to communication and strategic agility while performing job tasks (Lai et al., 2020).

The servant leadership theory relates to Research Question 1 because characteristics such as humility, trust, awareness, listening, and empathy are essential for leaders to attract followers. Servant leaders appreciate people and understand the relationship of leadership power in cultural dimensions (Coetzer et al., 2017). In addition, cultural characteristics influence and moderate relationship outcomes in servant leadership (Ghalavi, & Nastiezaie, 2020). The servant-leader sense of social responsibility is related to Research Question 2 because the theory focuses on seeking employee engagement by effectively collaborating and communicating when serving others and strategically gaining followers' commitment by influencing a sense of belonging to improve performance. The communication, collaboration, and strategic agility competencies demonstrated in servant leadership help improve workforce engagement and empower intrinsic motivation for organizational success (Shafi et al., 2020).

Servant leadership may be used in educational settings to influence the emotional intelligence necessary for leaders to develop relationships with themselves and others, producing participatory behavior (Sawan et al., 2020). Historically, servant leaders exhibit attributes of guidance, support, and development of individuals. Research Question 2 connects to servant leadership theory because servant leaders promote collaboration and communication while using a charismatic style, thereby building trust and fellowship. The theoretical framework of this phenomenological study appears in Figure 1.

Figure 1

Theoretical Visual Framework
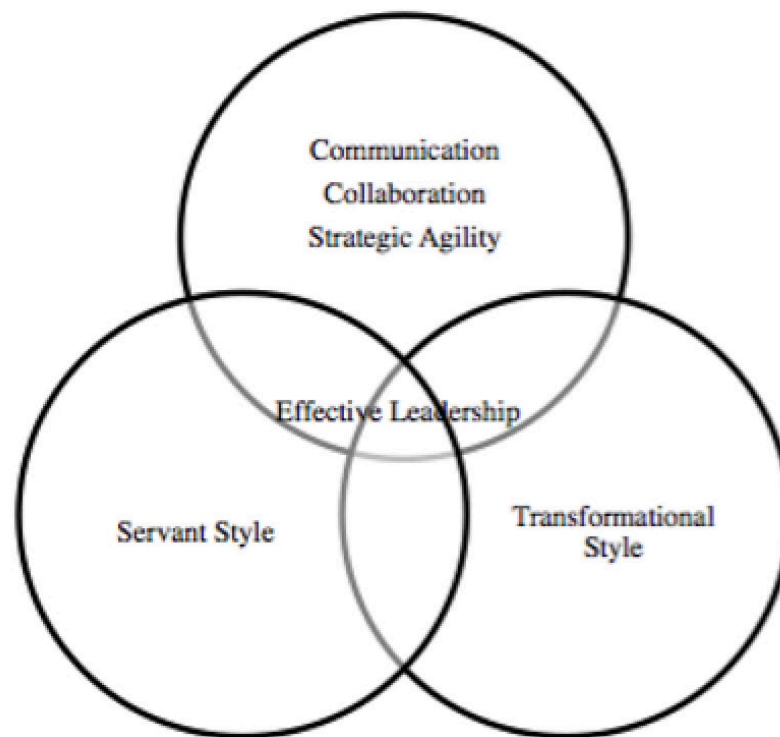
Note. This figure demonstrates a theoretical framework using an original visual showing how the transformational and servant theories promote effective leadership regarding communication, collaboration, and strategic agility competencies.

Research Literature Review

The research literature provides a review of concepts and methodologies related to leadership in education. The articles selected were 82% from peer-reviewed journals. The literature review provides a foundation of leadership traits and characteristics and analyzes the different perspectives researchers have presented regarding leadership disciplines. First, the literature research discusses leadership in higher education and leadership competencies. Next, the discussion narrows toward a description of the elements and concepts for effective leadership in the nonprofit education sector, focused on three main competencies: communication, collaboration, and strategic agility.

Leadership in Higher Education

Educational leaders play a role in advancing student and faculty personal and intellectual development. The transformational leadership style positively impacts institutional and student outcomes (Egekvist et al., 2017). However, leaders may need to balance character, performance, and business foresight to be efficient and successful (Prommer et al., 2020). Understanding the complexities in education may provide a better understanding of global leadership. McNaughtan et al. (2019) interviewed presidents and vice presidents from flagship universities in the U.S., aiming to identify best practices and themes for presidential communication. The authors found an authentic voice and multiple communication channels were essential methods to overcome ineffective leadership. Incoming institution presidents may have lacked experiences, background, and training in communication strategies (McNaughtan et al., 2019). Developing communication training for executive leaders was found to improve engagement with stakeholders.

Improving leadership competencies among leaders and students has become common in the higher education sector (Egan et al., 2021). For example, games such as escape rooms may help develop leadership skills in various disciplines in higher education (Egan et al., 2021). In a quantitative study of 105 students, Egan et al. examined how teaching strategies develop communication competency. Participants were placed in escape rooms and given pretest and posttest assessments to measure competencies, including points of view on leadership skills, communication practices, and conflict negotiation (Egan et al., 2021). In contrast, Guthrie and Jenkins (2018) and Porter (2018) found tools such as games and escape rooms were not used in higher education, but asserted such instructional strategies could produce positive outcomes.

Leaders who develop information systems and performance management systems build organizational agility and adaptability to change (Topi & Spurrier, 2019). Leaders who

communicate adaptive strategies empower employees and design a set of indicators determining employees' strategic skills, thus developing a systematic methodology (Nejatian et al., 2019). Performance management systems act as a tool for learning. For example, in a qualitative study in Canada, Chan (2020) surveyed 79 university leaders. The survey assessed leaders' performance management while monitoring strategic decision-making activities. Performance management systems need strategic leaders in higher education institutions (Chan, 2020). Thus, developing systems may contribute to shaping organizational learning and strategy to help improve institutional performance.

Leadership strategic agility enhances organizational learning and innovation (Muafi & Uyun, 2019). Leaders who use and monitor performance systems may demonstrate competencies related to communication, collaboration, and strategic agility in higher education performance management. Leaders with creative minds may require strategic innovation. However, developing human capital and creating effective performance management for professional growth has been perceived as a controversial topic in higher education (Badea & Rogujanu, 2012). Managers from all industry sectors, including educational institutions, use performance management systems to monitor employee activities and understand how skills and behaviors impact organization results (Umar & Hassan, 2019). Higher education institutions' leaders may lack the competencies related to communication, collaboration, and strategic agility needed to promote transparency when making significant, informed decisions about personnel development (Miller & Smith, 2020). Therefore, leaders who master communication, collaboration, and strategic agility competencies may develop effective performance management systems, thus improving organizational operational success.

Competencies in Leadership

Leaders committed to self-improvement may choose to improve self-discipline qualities focused on practical leadership competencies such as communication, collaboration, and strategic agility. There is a global emphasis within higher education institutions to understand leaders' emotional intelligence related to communication, collaboration, and strategic agility competencies to help them develop a global mindset (Haber-Curran & Guramatunhu Cooper, 2020). Successful leaders may need communication, collaboration, and strategic agility competencies to demonstrate personal effectiveness, evolve, and maintain competitiveness (Doz, 2019). Thus, a leader's educational journey involves developing leadership skills in communication, collaboration, and strategic agility (Wiewiora & Kowalkiewicz, 2019), as described in the following paragraphs.

Communication Competency

Learning how to communicate helps leaders develop cultural awareness and understand human behavior. Leadership core competencies may develop through connections made from the organization's strategy, objectives, structure, and culture. Communication skills may be developed and acquired through time. Thus, a leader's performance improves with solid communication skills (Hussain et al., 2014). Communication is assessed in tasks and situations and is critical for leadership development (Boni, 2019). Internal communication may influence innovation in the for-profit and nonprofit sectors, impacting change. A leadership framework considers all-hands-on-deck approaches to improve organizational effectiveness by encouraging collaborative thinking and a quest for meaning (Terego, 2017). Enhancing soft skills improves adaptability to change and employability (Succi & Canovi, 2019). Promoting social interaction in leadership encourages motivation and employee-driven culture (Jiwon et al., 2018).

A leader's communication style with subordinates may affect employee development and organizational performance outcomes. For example, in a qualitative study of 110 leaders and subordinates from a global insurance company, Erben et al. (2019) studied the communication factors between a leader and the subordinates. The results showed the communication process is complex because of motivating language (Erben et al., 2019). The self-rated survey scores provided evidence of the relationship between leadership rating and job satisfaction. Although the study accentuated the role of assessing leadership communication from a combined perspective, the participants' ratings may have been predisposed to self-enhanced tendencies (Erben et al., 2019).

Alidrisi and Mohamed (2022), communication competency, perceived as a personal attribute, may influence the environment, as well as the internal and external relationships leaders develop with stakeholders. Effective communication from an international perspective promotes teamwork, persuasive skills, and the ability to employ competent professionals (Brunton et al., 2019). For example, Mukhtar et al. (2020) conducted a qualitative study in Finland and New Zealand using a communication management approach. The authors asked 2,000 professionals to describe in their own words if their organizations' intent in developing proficient practitioners required the ability to use competency and other attributes. Failure to communicate goals effectively in dynamic workplaces influences a transformational leader's ability to motivate others (Mukhtar et al., 2020).

Understanding-based communication in the organization culture framework may potentially deliver improved organizational performance. Brunton et al. (2019) demonstrated concepts such as integrity, ambition, and adaptability appeared in communication competency. A global leadership perspective on leader competency, communication, and other attributes could

further explore how geographical environments impact stakeholders' relationships. Leaders who understand empathy could demonstrate practical communication skills.

Empathetic skills are valuable and essential in leadership roles (Jiang & Lu, 2020). Effective communication may require leaders to demonstrate empathy to stakeholders impacted by organizational goals. Empathy in the context of emotional intelligence may be an essential ingredient because it relates to transformational leadership. In a longitudinal study sampling 382 nurses and doctors, Jiang and Lu (2020) divided participants into 48 groups. The participants were given a survey to assess the nurse–doctor relationship related to the empathy attribute. The findings showed empathy plays a vital role in achieving cohesive work environments, communicating effectively, and leading through transformational leadership. Further, empathy may be driven by the perception of emotional stimuli (Jiang & Lu, 2020). However, the definition of empathy and understanding vary depending on the study's social interaction, purpose and result in perception bias (Pionke & Graham, 2021). In fact, the researcher's perceptions may influence actions and decisions in their work (Johnson et al., 2020). Questioning the association between leader behavior and relational outcomes may reveal the various empathy elements. Thus, biased data may not provide a trusted measurement method (Johnson et al., 2020).

Leaders who demonstrate relationship-oriented leadership behaviors versus task-oriented behavior produce stellar performance results (Mikkelson et al., 2019). Improving internal and external relationships requires leaders and organizations to practice engagement and strategic planning with internal and external stakeholders (Stocker et al., 2020). In a study of 307 workers from various industries, Mikkelson et al. measured participants' direct supervisors' leadership and relational communication styles. The participants' work tenure extended from one month to

34 years of service ranging from 18 to 72. Mikkelson et al. argued communication develops intimacy in interpersonal relationships through the relational-oriented leadership style and creates value by developing employees to improve organizational performance. Acquired behaviors that lead to relational communication are thought to increase work performance through experiences (Mikkelson et al., 2019). The researchers introduced a communication framework to understand the relational-oriented approach to leadership. Thus, exploring the types of messages being communicated may be beneficial. Understanding the importance of relational leadership and integrating the development of emotional intelligence may create constructive change and deliver an interdisciplinary approach in higher education leadership.

Self-aware leaders possess high emotional intelligence and demonstrate superior skills necessary for communication, persuasion, and influencing others (Kastberg et al., 2020). Self-awareness and competency are learned through experience and practice (Kragt & Day, 2020). Competency models may aid the development of leadership identity over time. In a study administered in Australia, Kragt and Day asked senior-level leaders to participate in a 5-month leadership development program. Participants were instructed to use a team-based action-learning project consisting of leadership simulations (Kragt & Day, 2020). The simulations in the study provided activities to build active listening and communication skills. Communication competency is essential in successful leadership (Kragt & Day, 2020). Communication competency may contribute to the development of a leader's identity, impacting future career promotions. The quality of interaction and conversation is significant to a leader's success (Roper, 2019). Thus, overcompensating leadership competencies may be perceived as manipulative communication, depending on the leadership level, and a leader's identity developed through experience and time, advancing communication skills.

Collaboration Competency

Understanding the importance of leadership in cooperative values is critical in executing and implementing leadership success in education (Lupinacci, 2017). Thus, collaboration skills may enhance the ability to make people responsible, flexible, and adaptable to many situations. A collaborative management framework inspires social relationships and enhances collaboration and change (Mullen et al., 2020). Hartnell et al. (2019) revealed connecting organizational cultures to the leadership structure and strategy often results in high-performance work. Collaborating in a leadership environment may a factor in solving problems and continuous development. Leaders with collaborative skills improve organizational success and empower job satisfaction (Mohseni, 2019).

Leaders build trust through collaboration and transparency. Partnering for performance should be based on the inclusiveness of doing work essential for organizational survival (Lynch, 2015). Research on promoting inclusiveness among followers has demonstrated growth in capacities, skills, and knowledge (Falih Bannay et al., 2020). For example, in a mixed-method study, Falih Bannay et al. explored the innovative relationship leaders had with employee engagement in the workplace. The study sample consisted of 150 international human resources managers in the communication sectors, selected from different departments and various educational backgrounds (Falih Bannay et al., 2020). Participants were administered a questionnaire designed to collect information about the relationship between inclusive leaders and their work behavior. The findings showed innovation plays a crucial role in developing collaborative workspace behaviors (Falih Bannay et al., 2020).

Employees who show commitment and engagement are likely to invest emotional and cognitive energies in all tasks and efforts to provide results (Lai et al., 2020). Thus,

Transformational leaders may exhibit attributes complementing inclusive actions that enhance collaboration competency. Although Lai et al. presented the idea of leaders paying attention to innovation and a persistent need for a sustainable workplace; future studies should investigate creative, innovative variables stimulating collaboration and employee engagement. Navigating diverse work structures and dynamics may require further studies to explore collaboration from a behavioral daily-task approach versus a motivational competency style. Qualitative research on three collaborative interorganizational networks was conducted to investigate how collaborative interorganizational networks contributed to a leadership void or advanced shared leadership (Endres & Weibler, 2020). The participants were observed and interviewed to understand perspectives on emotions and actions related to collaboration. Endres and Weibler found shared leadership emerged in collaborative social networks and clarified the concept of collaboration as a subcomponent created by a leader's identity. People learning from experience gain resilience, treat others constructively, and develop identity (Eichinger & Lombardo, 2004). In fact, understanding how a leader creates an identity may influence collaboration to perform (Schlak, 2019).

Collaboration may require individuals to maintain a high level of commitment (Farrell, 2017). Transformational methods infuse a sense of work impact and effect commitment (Peng et al., 2020). Yang et al. (2018) argued collaboration is a significant responsibility. In a mixed-method study of eight organizations, Peng et al. (2020) investigated the influence of transformational leadership on organizational commitment related to individual employees. The sample consisted of 568 participants from five for-profit organizations and three nonprofits from various industries and services. The executive leaders who had transformational qualities encouraged commitment and work impact (Peng et al., 2020). Although the data were influential

in establishing a relationship between commitment and work impact, perceptions may not have influenced employee work impact.

Collaborative cultures may require leaders to trust employees and energize them to put forth their best efforts (Agustriyana & Pringgabayu, 2019). Agustriyana and Pringgabayu (2019) claimed effective collaboration requires trust among all the stakeholders. In a qualitative study using a verification method, Agustriyana and Pringgabayu investigated how fostering effective collaboration developed a knowledge-based culture, boosting positive performance results. Other studies have found trust, humility, and respect are qualities needed in progressive leadership (Rezaee Manesh & Sadeighi, 2017). Rezaee Manesh and Sadeighi studied an entire population of 412 human resources employees at a state-owned port company. The researchers found leadership approach and style influenced knowledge management and cultural change within the organization. Thus, knowledge management may improve personal knowledge and reveal how knowledge-based culture impacts competitiveness in job performance (Rezaee Manesh & Sadeighi, 2017).

Effective collaboration may require leaders to build rapport and relationships with all stakeholders (Daniëls et al., 2019). Person-oriented leaders foster nurturing environments and create mutually respectful relationships between leaders and followers (Zorina et al., 2018). In a qualitative study, Zorina et al. (2018) sampled 475 university students from the Elabuga Institute of Kazan University to assess students' perceptions and beliefs on leadership qualities related to developing leadership programs. The study found that those people that collaborate at a high level of leadership qualities give positive results

Some leader qualities and traits mirror the servant leadership style, significantly affecting organizations and improving organizational performance (Heyler & Martin, 2018). However,

Heyler and Martin found, regardless of students' leadership qualities, leadership style did not significantly deliver positive collaborative results. Natural servant leaders may be inclined to respond with listening skills when proactively communicating with subordinates. Leadership programs may assist in developing confidence in the skills improving organization and leadership outcomes. However, leading is not only about coordinating or managing a team but also about communicating to meet a common goal (Bucăţa & Rizescu, 2017).

Allen et al. (2018), leaders exhibiting collaboration competencies may empower employees to achieve favorable performance results. A leader empowers followers by mediating the relationship between servant attributes and organizational commitment (Allen et al., 2018). In a qualitative study of 128 employees from a nonprofit organization in a northeastern U.S. city, Allen et al. (2018) found servant leaders with collaborative traits structurally empowered followers' commitment and cooperation in achieving organizational success. In fact, leaders who implemented structural empowerment impacted employees' commitment directly and indirectly (Allen et al., 2018). Further, employees' emotional attachment to their leaders and the organization improves performance (Brimhall, 2019). Aboramadan and Dahleez (2020), exploring how commitment links with work performance may be beneficial in the nonprofit education sector.

Asmara and Ming-Chang (2020) found faculty members have the ability and interest to work together. Thus, leaders in university settings may consider developing programs focused on cross-departmental cooperation with a servant-leader approach. Servant leaders empower followers to help others find the best paths (Ghalavi & Nastiezaie, 2020). Collaborative efforts may develop a person's ability, but not guarantee engagement. Understanding job training and employee engagement may impact cooperation.

Strategic Agility Competency

Leadership and strategic agility are significant in creating an agile organization and environment (Joiner, 2019). A strategic leader often provides direction on how to execute and implement organizational success and maintain sustainability. Strategic agility in leadership is a dynamic capability that facilitates sustainable competitive advantages and encourages a sense of teamwork (Kukunda-Onyait, 2019). In a qualitative study conducted on a small sample of 17 nurses in leadership management roles, Glassman (2018) administered descriptive interviews and used an instrument developed by Eichinger and Lombardo (2004) measuring five domains: people agility, cognitive agility, mental agility, change agility, and self-awareness (Glassman, 2018). Glassman (2018) found a need for professional development in the strategic agility competency in all leadership roles.

Another type of strategic agility known as learning agility may predict performance and potential leadership trajectory for leaders and employees. Strategic agility may be an essential component of building interrelationships. Learning agility has proved to be a positive model for assessing a leader's potential, and the leader's level of experience impacts engagement (Bywater & Lewis, 2019). Thus, learning agility may be a baseline for development and job improvement to be replicated in all industry sectors and predict future leadership success in nonprofit higher education institutions.

Leaders who lack structure and transparency may manage people and organizations ineffectively. Inadequate strategic responses impede the ability of organizations and leaders to achieve target goals (Arokodare et al., 2019). Thus, organizations may not need a strategy to survive, but strategies may be essential to thrive and compete in their market. Strategic agility

may be a variable contributing to organizational culture; further, the relationship between strategy and culture impact leadership performance.

Cognitive and strategic skills are essential in developing a culture of innovation (Guzmán et al., 2020). Successful leaders demonstrate characteristics guiding and aligning people to strategies needed to accomplish goals (Guzmán et al., 2020). Guzmán et al. found using a theoretical approach helped define the typical characteristics of exceptional leadership. Strategic agility, cognitive agility, business leadership, and interpersonal skills were the four characteristics discussed in the study. Cognitive skills, strategic agility, and interpersonal skills were essential leadership skills needed to develop and build sustainable teams (Guzmán et al., 2020). Therefore, understanding how strategic, cognitive, business, and interpersonal leadership competencies contribute to skill development may promote innovation in nonprofit higher education.

To lead multiple organizational dimensions, leaders may need strategic planning capacities. Agile leadership involves sensitivity to change (Morton et al., 2018). Succession planning can be critical in ensuring institution sustainability. A qualitative study from a university collected a random sample of academics and administrators (Ahmad et al., 2020). The authors discussed the importance of a succession-planning program from a strategic leadership perspective. Ahmad et al. explained most participants favored implementing a succession-planning program at the university. Other researchers have found leaders with personality traits such as courage, tenacity, and fearlessness promote strategic persona development (Peterson, 2020). Education leaders should develop strategic career paths for employees to strengthen the nonprofit landscape (Stewart & Kuenzi, 2018). Thus, strategic leaders may consider implementing succession-planning programs to improve performance

.Kotter's model of the eight stages of leading change has become a playbook for organizational change (Kaufman et al., 2020). Kotter's (2014) eight steps are centered on creating, building, forming, enlisting, enabling, generating, sustaining, and instituting, and fostering opportunities for growth. Using Kotter's model may be influential in emphasizing a leader's strategic agility. Thus, leading collaborative change requiring the use of various strategies. However, a coalition of influential people may need leader agility to guide and communicate activities. Changes led through strategic efforts have been found to improve employee motivation and performance (Ahi, 2018).

Kotter's model have guided various leaders managing various industries, but leaders in the higher education sector may not have taken full advantage (Kotter, 2014). Visionary education leaders should seek new resources and strategic investments to improve education quality and performance (Ahi, 2018). Leaders in nonprofit higher education environments may use the Kotter model as a strategy to help others see the need for change through boldness and aspiring opportunities for positive change. Conversely, the misuse of agility in leadership roles may trigger productivity loss and disrupt organizational culture. Capacity in school leaders is needed if they are to become catalysts of change (Woulfin & Weiner, 2019).

The concept of strategic agility may seem contradictory in the context of flexible, adaptable behavior. A paradox may appear in understanding the function of leadership agility in the organization. In fact, paradox theory provides a systematic approach to explore strategic agility as a delegating process but may create challenges related to adaptability when applied in leadership roles (Schad et al., 2016). Kafaji (2020) argued delegating is a form of communication promoting and enhancing growth by assessing responsibility, authority, and accountability.

Leadership in Nonprofit Education

A leader plays a vital role in training, influencing, energizing, and motivating employees (Almas et al., 2020). Thus, successful leadership in the nonprofit education sector may require educational leaders to consistently improve and develop communication, collaboration, and strategic agility competencies to lead learning and innovative organizations. In a phenomenological study in a community college setting in Illinois, Artis and Bartel (2020) examined leadership development activities, seeking to understand the challenges university presidents faced and identify the competencies needed for effective leadership practice. Artis and Bartel (2020) discovered leaders achieving high competencies were significant in leadership development, but there was no one-size-fits-all approach. Teamwork in developing collaborative competency was apparent. Implementing mentorship programs presents opportunities to develop skills to overcome institutional challenges.

Employees are the backbone and foundation of any operation (Nelson, 2018). Thus, institutions promoting a flexible management structure may empower employees and nurture a better balance between work and family life. Slatten et al. (2020) researched nonprofit organizations, examining the relationship between leadership and employee retention. The findings showed organizations providing innovation and flexibility inspired personal growth and created participation and ownership. Developing a person-oriented leadership style benefits personal and professional development (Zorina et al., 2018). Stewart and Kuenzi (2018) claimed preparing and coaching future nonprofit leaders has become a relevant concept for all industries. Understanding the partnership link between an employee and a leader may provide opportunities for nonprofit educators to learn about entrepreneurial skills needed to lead successful organizations.

Developing and planning career progression plans for employees may not be a priority for leaders in nonprofit institutions (Slatten et al., 2020). When created strategically, leadership succession promotes talent development and ensures human capital retention (Taylor & Youngs, 2018). Sargeant and Day (2018) conducted a qualitative study using Qualtrics and links to survey nonprofit leaders via social media. The study focused on measuring the leadership behaviors adopted in nonprofits, the impact of the leadership approach on critical organizational metrics, and the level of leaders' engagement related to strategic planning. The results showed leadership training, mentoring, and coaching were essential development components respondents felt were not addressed or met. Further, the study revealed that the transformational leadership style promoted philanthropic culture (Sargeant & Day, 2018). Thus, understanding the gaps in succession planning for nonprofit institutions may help nonprofit board members and leaders develop effective transition leadership plans.

Leaders in nonprofit institutions may face challenges related to ethical dilemmas. Behaviors and attitudes contributing to cognitive moral development play a role in leadership styles and behaviors, impacting organizational success (Hou, 2018). In a pilot study in nonprofit colleges in the United States, Hou interviewed 13 deans. The findings showed how the deans identified and resolved ethical dilemmas in their work environment (Hou, 2018). Hou concluded leaders require a decision-making process to demonstrate values related to transparency, trust, and communication in solving ethical dilemmas. In addition, leaders in nonprofit institutions may be challenged with financial and administrative decisions and seek strategic agility to maintain institution sustainability (Hou, 2018). Higher education needs leaders who are engaged in finding solutions to make a difference (Kiersch & Peters, 2017). Klempin and Karp (2018) discussed how understanding leader behaviors and attitudes influence ethical dilemmas may help

clarify the leadership actions needed to manage institutions effectively. Transformational and servant leadership styles possess traits and competencies that support change and improve leaders (Klempin & Karp, 2018).

Some researchers have claimed communication, collaboration, and strategic agility are not essential competencies in leadership; rather, these elements are self-organizing perspectives encouraged by actions, attitudes, and assumptions (Doblinger, 2022; Holbeche, 2019). Similarly, Endres and Weibler (2020) and Gino (2019) argued collaboration in leadership roles does not add any value, and the skill is just an idea of leadership. Other researchers have found communication methods have a significant impact on job performance, but destructive communication creates toxic environments in the organization's workplace and culture (Baloyi, 2020; Tampubolon & Harati, (2019). Providing a single-minded approach and attention to competency frustrates and impact a leader's development and learning because achieving organizational goals requires leaders to develop emotional intelligence and competencies (Platonova & Tulupieva, 2020).

Literature Review Summary

Effective leadership improves institutions' operational structure; however, staff development is a common challenge in the higher education sector (Gigliotti et al., 2017). Thus, mastering specific leadership competencies and skills may be beneficial in overcoming challenges. Flexibility, creativity, communication, and collaboration tend to be the most challenging leadership skills (Drew, 2010). Communication, collaboration, and strategic agility may be essential leadership competencies needed to empower organizational success. Leaders focused on building positive organizational culture exhibit these attitudes and behaviors, thus creating engaging cultures.

Transformational leaders possess knowledge and skills that influence organizational goals and help employees operate the institution successfully (Steinmann et al., 2018). Competitiveness in educational leadership requires optimistic and inspirational behavior to drive motivation (Ahi, 2018). The transformational and servant leadership styles encompass attributes, skills, and actions, including communication, collaboration, and strategic agility, that add value to leadership (Hendrikz & Engelbrecht, 2019). Both leadership styles encompassing the theoretical framework for this study support the acumen of inclusion and engagement while enhancing collaborative performance (Brimhall, 2019). Therefore, communicating and drawing followers' dedication and affiliation demonstrates charismatic leadership qualities with leaders to act above and beyond job performance. Effective leaders require competencies such as communication, collaboration, and strategic agility to be adaptable and flexible (Mersid et al., 2020). Transformational and servant-leader attitudes and behaviors demonstrate communication and collaboration competency, fostering positive organizational functioning (Klempin & Karp, 2018).

The purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced among leaders at a nonprofit higher education institution in the United States. Exploring the importance of communication, collaboration, and strategic agility competencies, in the context of the transformational and servant leadership theories, may influence leaders' organizational success. Good communicational performance relies on processes and structure to achieve organizational goals and improve performance (Zeinab et al., 2019). Therefore, employee and organization performance may demand leaders develop and implement plans to avoid unpredictable situations. Planning and executing cutting-edge strategies that provide alignment, direction and

commitment build an organizational structure and cultivate a transformative organizational culture (Fuller et al., 2016).

The emotional intelligence competency model may provide the proper framework for leaders to learn how to build relationships effectively, inspire followers, and improve organizational success through performance management. Successful leaders develop emotional intelligence competency related to communication, collaboration, and strategic agility over time (Köppe et al., 2019). Therefore, Nonprofit institutions may consider developing leadership training with the emotional intelligence framework. However, the emotional intelligence competency leadership framework had been criticized for lacking a theoretical basis (Valente et al., 2019). Exploring recent studies to understand motivational and personal variables' influence may benefit the nonprofit education sector.

Successful leadership in achieving positive organizational outcomes may not identify behavior, attitudes, and skills as the only option (Daniëls et al., 2021). As the understanding of what constitutes effective leadership evolves, leaders should emphasize the importance of understanding competence (Kellerman, 2018). Thus, influential leaders may consider developing a global mindset. The literature review provided an overview of effective leadership, implemented through leaders' strength and competency in improving institutional effectiveness, developing resources, and increasing employee motivation and performance. Understanding best practices and leadership models to boost leadership success are essential and applicable in nonprofit higher education (McAuley, 2019).

Gaps in the literature were identified related to understanding how building relationships influences cultural innovation and leadership roles. The literature review showed a gap in knowledge regarding leaders' lack of flexibility, technical, and adaptive orientation in exhibiting

effective leadership in nonprofit higher education, leading to leadership barriers related to communication, collaboration and strategy. Higher education's future depends on adjusting to rapid changes and establishing relevance. Therefore, leaders in nonprofit higher education may consider taking bold strategic steps in aligning person-centered approaches, systems structures, practices, and learning experiences in leadership roles (Cameron, 2017). Developing strategic organizational design facilitates partnerships and identifies cultural and behavioral norms that promote person-centric leadership models (Bhasin et al., 2021).

Gaps in digital leadership learning may exist, shaping leaders' ability to impact organizational outcomes (Ardi et al., 2020). The need for digital skills in leadership roles has emerged at all hierarchical levels in organizations (Temelkova, 2018). Collaborating, communicating, and directing strategically may determine leaders' competence. Investigating intelligence in the competencies studied may assist in understanding the effect they have on developing leadership effectiveness. Intelligence demonstrated in competencies allows organizations to function effectively (Villagran, 2020).

The literature review examined the study's background and provided information on what is known and unknown related to nonprofit leaders' leadership, competencies, and performance management. Chapter 3 outlines the qualitative research method used for this study. The chapter presents the research procedures, including population and sample selection, instrumentation, data collection, data analysis, reliability and validity, and ethical procedures.

Chapter 3: Research Methodology

Dynamic capabilities that allow the creation of managerial processes, employee development, and values are regarded in the workplace as best practice leadership skills continue to evolve (Schoemaker et al., 2018). Thus, proficient leadership competencies may be indispensable in assessing skills, managing educational institutions, and identifying behaviors that contribute to superior employee and institution performance. Developing leadership competencies has become prevalent in the education setting and vital in creating better outcomes (Seemiller, 2017). The goal of this study was to clarify how communication, collaboration, and strategic agility competencies impact leadership performance and promote better leadership in nonprofit higher education institutions. A simple leadership competency framework provides an intuitive understanding of leadership practices (Ruben & Gigliotti, 2017).

The research problem identified in the study was that leaders in U.S. nonprofit higher education institutions lack communication, collaboration, and strategic agility competencies (Biberhofer et al., 2018; Ploum et al., 2017; Ruben et al., 2017). Leaders' operational and performance success in nonprofit higher education affects institutions globally, including in the United States (Biberhofer et al., 2018; Ploum et al., 2017). The purpose of this qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced in leadership roles at a nonprofit higher education institution in the United States. Two research questions guided the study:

Research Question 1: What are the experiences of leaders at nonprofit higher education institutions with respect to communication, collaboration, and strategic agility competencies in leadership roles in the United States?

Research Question 2: How are communication, collaboration, and strategic agility competencies used to improve leadership roles at nonprofit higher education institutions in the United States?

Chapter 3 outlines the qualitative research method used for this study. This chapter covers the research methodology, the role of the researcher, target population and sample selection, instrumentation, data collection, data analysis, data preparations, and data display. The chapter closes with a summary.

Research Design and Rationale

Historically, qualitative research has been used in leadership studies to provide contextual explanations and amplify insights into effective management practices (Lanka et al., 2021). Qualitative methods help researchers understand experiences and options, generate new ideas, and gather in-depth insights about a topic. The value of this research approach is evident in the gathering of diverse perspectives, which can be used to define or develop an approach to a problem. The qualitative approach differentiates from quantitative analysis, which relies on numerical data. Novelty, significance, and claimed scope are equally applied in qualitative work (Bansal & Corley, 2012). Qualitative research was a preferred design for this study for its objectiveness and acceptability (Levitt et al., 2021).

Qualitative research delivers a competitive and productive analysis (Venkatesh et al., 2013). As mentioned, the purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced in leadership roles at a nonprofit higher education institution in the United States. The research process helped construct universal meaning regarding the impacts of communication, collaboration, and strategic agility competencies among higher education leaders. The phenomenological design

used in the study was chosen for its ability to clarify leadership roles and promote a leader

authenticity (Brue & Brue, 2018). Carter et al. (2015) concluded from a meta-analysis of

leadership studies that qualitative methods help discover patterns to improve leadership

development. The instruments used in qualitative research evoke and aid problem solving in

academic environments (Eyisi, 2016). In this study, semistructured one-to-one interviews were

administered to gather participants' perceptions of communication, collaboration, and strategic

agility competencies related to effective leadership.

The research questions were designed to explore the shortfall of communication,

collaboration, and strategic agility competencies in leadership roles at a nonprofit higher

education institution in the United States. Assessing participants' life experiences in terms of

communication, collaboration, strategic agility competencies, as well as discerning the

influences of these elements toward improving leadership roles at the online nonprofit higher

education institution in the United States, was the focus of the study. The findings could provide

practical advice and guidance on how communication, collaboration, and strategic agility

competencies impact higher education leadership management in the United States.

A phenomenological approach was chosen for this study. "Phenomenological research

broadens the understanding of the complex phenomena involved in behavior, communication,

and learning" (Neubauer et al., 2019, p. 95). A phenomenological design was feasible for this

study because the design assisted in understanding the lack of communication, collaboration, and

strategic agility competencies that impact the leaders' operational and performance while

exploring participants' perceptions and experiences. In addition, the time allocated for the study,

the sample size, and the desire to explore the subjects' experiences were significant factors that

led to selecting the qualitative phenomenological design over other designs.

Other possible research designs included narrative design, which focuses on collecting stories to show how human actions are related to social context (Moen, 2006). However, although narrative research promotes engagement among participants and helps foster understanding of attitudes and emotions, the outcomes may not have been feasible for this study because the focus of narrative design is on the individual instead of on the community. The anticipated benefits and advantages of using a qualitative phenomenological design included gathering natural, authentic data, which are intended to contribute to new theories and clarify people's meanings and experiences. Thus, a phenomenological approach was a valuable tool and an effective strategy in this qualitative research (Smith, 2013).

Role of the Researcher

At the time of this study, I was employed at the institution where the study was conducted. I had no supervisory relationship with the participants. I worked with the institution to avoid any collegial relationship with the participants by ensuring that leaders were selected from regions other than the west region in the strategic partnership department where I worked. I had no connection or relationship with any entry, middle, or executive leaders working in the strategic partnership department from all other regions. I had a collegial relationship with the enrollment and financial aid department within the west region. I seldom helped resolve students' concerns and did not directly connect or associate with any leaders.

In this study, I was responsible for conducting interviews properly according to the design. However, biases in the interviews related to stereotypes, cultural perceptions, prejudice, and nonverbal language could have occurred. Ensuring the interview questions were open-ended and behaviorally focused helped me avoid assumptions or intuitions regarding participants' appearances and credentials. In addition, I prevented prejudiced perspectives by not highlighting

in the notes any comments or themes that aligned with my point of view or beliefs, and I did not

dismiss any personal data from my perception.

Participants were assured that there would be no negative consequences in the workplace

for participating in the study. Ethical and responsible conduct in research produces good

citizenship (Steneck, 2019). My first responsibility, as the person conducting the study, was to

secure permission to conduct the study at the institution (Appendix A). In the permission request,

I clearly explained the study, including how I planned to manage the data and interpret and

analyze the findings without bias.

Patton (1990) stated an effective interviewer establishes a good rapport with the

participant, creates a trustworthy environment, and exhibits good listening skills. Twenty-one

semistructured interviews were conducted, consisting of six behavioral questions focused on

accomplishments and work experiences related to communication, collaboration, and strategic

agility. To avoid problems or conflicts, I was personally involved in every step of the research.

Maintaining and protecting the confidentiality of the participants was a central component of the

study. The principles of *The Belmont Report* were followed while managing the study (OHRP,

2016a).

Once the participants were identified from the questionnaire recruitment letter deployed

by a software program called Survey Monkey (https://www.surveymonkey.com; Appendix B),

an introductory email with consent was emailed as an attachment to all the participants

(Appendices C and D) requesting participants to review, sign, and return the consent form. The

document addressed and communicated the risks and benefits of participating in the study. After

informed consent was received, an email was sent to the participants to schedule the interviews,

which were conducted using the Zoom (https://zoom.us/) video-conferencing software. In

addition, the email responded to participants' concerns or questions regarding the main consent

messages and encouraged participation in the study (Appendix E). Strong communication with

participants about the risks and benefits is a vital feature of an adequate informed consent

process (Nusbaum et al., 2017). Participants received all the information about the study to help

them make informed decisions. Informed consent was enforced as an ongoing process (PHRP,

2021).

Research Procedures

Research procedures in the study were vital because research methodology provides the

necessary materials, scientific tools, and training to help people understand or solve problems.

Thus, explaining procedures such as sampling, data collection, data analysis, and reporting was

essential in providing a practical, systematic study (Palmatier et al., 2018). The study included

clear procedures that offered rigor, validity, and reliability to the findings.

Population and Sample Selection

The study site was an online nonprofit higher education institution in the United States.

The target population consisted of 30 professional leaders working at the institution, with a target

sample size of a minimum of 18 participants. The online institution did not have a physical

campus, and it operated online by offering educational programs across the United States. The

sample population worked remotely throughout the United States. The participants came from a

variety of departments within the nonprofit university. For example, employees in the main

office held management roles in student services, enrollments, strategic partnerships, operations,

information technology, and financial aid. Participants' could be entry-level, mid-level, or

executive-level managers. The complexity and the scope of the phenomenon being studied

helped determine the sample size (Morse, 2015).

After participants agreed to engage in the study, informed consent was distributed via email as an attachment to explain the research purpose, role, and procedures (Appendix D). The confidentiality and privacy of participants were safeguarded by replacing names with numerical numbers on the reports, thereby hiding personal information during all parts of the data collection process. Adhering to the ethical research guidelines and the informed consent process helped develop trust and compliance among participants (Manti & Licari, 2018).

Establishing inclusion and exclusion criteria for the qualitative study is essential when designing research protocols (Patino & Ferreira, 2018). Investigating and evaluating the appropriate inclusion and exclusion criteria when designing a study could impact the study's validity (Patino & Ferreira, 2018). The study inclusion criteria required that participants (a) held management roles and titles at an entry, middle, or executive level; (b) were male, female, or nonbinary; and (c) worked for the institution full time. The phenomenological study exclusion criteria excluded participants with nonmanagement roles, participants residing outside the United States, and participants who declined to consent.

Instrumentation

Identifying suitable data collection instruments is an important step in the research process (Galanis, 2018). Two instruments were used to collect data: a questionnaire deployed via Survey Monkey to identify participants for the research and virtual interviews using the Zoom (https://zoom.us/) video-conferencing software. Using interviews and questionnaires served as a form of data triangulation method that helped collect data in different ways in which all participants provided different perspectives and experiences related to communication, collaboration, and strategic agility competencies.

Permission to solicit and identify participants for the study was requested from the nonprofit institution (Appendix A). A questionnaire was developed and used as the recruiting method to gather participants for the study (Appendix B). The institution helped identify and select 30 participants. The objective was to recruit 30 participants with a minimum of 18 participants.

In a phenomenological study, interview questions should capture the stable structures of the phenomenon experience (Høffding & Martiny, 2015). Interviews used for data collection are designed to understand the phenomenon from the person's perspective (Merriam & Tisdell, 2016). Thus, the six interview questions were designed to yield data on participants' real-life leadership experiences, conduct, and behavior. Behavioral questions were descriptive and semistructured, focusing on themes of life experiences contextualized in collaboration, communication, and strategic agility leadership competencies.

Conducting interviews is a suitable qualitative technique to seek insights from those experiencing the phenomenon or who have skills in the field (Collingridge & Gantt, 2008). Data were collected using the video-conferencing recording feature. Interview questions were presented as open-ended. Participants were given the option to be on-camera or off-camera during the virtual interviews. Once the recordings were complete, the individual virtual interview recordings were reviewed, notes were taken and added to Google Docs, and the recordings were transcribed and coded.

Five reputable competency-based talent solutions organizations and their subject matter experts (SMEs) were solicited to provide feedback and recommendations for the study (Cambria, 2021; Cripe, 2020a; Cummings, 2021; KCC, 2020; LSA Global, 2021). The SMEs were contacted for their expertise and experiences in leadership competency interview questions.

Samples of the competency-based behavioral interview questions, dictionaries, and interview guides from one SME had already been developed. An email was sent to the five new SMEs requesting permission to review the existing interview questions and provide input and recommendations (Appendices F and G). Because the SME firms offered services and products through training and workshops, permission from SME was not needed (Cripe, 2020b; Cummings, 2021). The five SMEs reviewed the instrument used in the study and provided feedback and suggestions. Three SMEs collaborated to provide recommendations for improving the interview questions related to communication, collaboration, and strategic agility competencies.

SME 1 worked for an organization established for 20 years as a consulting and training firm offering competency-based human resource and talent management (Cripe, 2020b). Consultants working for the firm had 35 years of experience working with leadership teams and human resources professionals. SME 2 worked for a business consulting and training firm focused on leadership and management training (LSA Global, 2021). Their experts provide clients and organizations with tools and practices to differentiate talent, align strategies, and shape organizational culture. SME 3 worked for an organization that provided consulting, coaching, and assessment to C-suite executive leaders and employees across various industries (Cambria, 2021). The SME was an associate consultant for the third organization, and a biography was provided in the correspondence emails (Appendix F). The SME's expertise and experiences included building competency models to enhance the selection and development of top performers in organizations. The professional programs ranged from candidate selection to employee orientation, performance management, professional development, and succession planning.

SME 4's expertise focused on building mindful leaders and a culture of connection (KCC, 2020). The SME was the organization's owner and worked with executives and teams to create a connected culture, leading to higher effectiveness and engagement from all levels of employees. Services and training were centered on emotional awareness and interpersonal connections related to skills. SME 5 was a founder of a competency-based organization involved in assessing competency-based interviews, preparing people for assessment for over 30 years and coaching executive leaders in interviewing (Cummings, 2021).

The competency-based interview and questionnaire were appropriate methods for the study in alignment with the research questions because the organization and SMEs had extensive experience developing competency models focusing on performance management and leadership development programs (Cripe, 2020a). Competency-based interview questions have been used by many organizations across multiple industries, including the Society of Human Resource Management (SHRM, 2021). With input from the SMEs, the interview questions were validated to recognize specific skills related to competency and situational behaviors (Khompi, 2019).

Data Collection

Accurate data collection was essential for protecting the integrity of the study. Data collection requires a combination of alignment and coherence between all aspects of the research to secure veracity (Paradis et al., 2016). This chapter provides a step-by-step process for deploying the questionnaires via Survey Monkey and conducting video interviews with the participants. Before collecting data, permission to conduct the study was requested from the nonprofit institution (Appendix A). A questionnaire was shared with the institution via Survey Monkey to seek participation in the research. For the study, the institution helped the researcher

identify and select participants by randomly deploying the survey to 30 employees working in various departmental leadership roles.

The questionnaire was used as the recruitment letter to identify and select the sample of participants (Appendix B). The questionnaire collected general information about the participants, including their leadership roles, last names, first names, email addresses, genders, departments, and tenures in the institutions. Finally, participants choosing to be in the study received an introduction email from the researcher and the informed consent form. The informed consent described participatory involvement and ethical conduct of the research (Appendix D).

Questionnaire

The questionnaire was created using software called Survey Monkey (https://www.surveymonkey.com). In the search for candidates to participate in the study, the institution administrator contacted 30 participants holding leadership roles at the institution. The institution administrator determined the best time to reach out to solicit participation. Then, with permission from the institution, and in collaboration with the institution administrator, an email was deployed, embedding the link to the Survey Monkey questionnaire in the recruitment tool sent to the prospective participants (Appendix B). The recipients had one week to complete the questionnaire and respond to participate in the study. The purpose of using the questionnaire was to contact 30 prospects and secure a minimum of 18 participants; qualification to enter the study was not the major criterion but required the participants to be in a leadership role.

The questionnaire contained protocols to be sent via email through the Survey Monkey feature alerting the researcher if participants had accepted or rejected the study. Once the participants agreed to participate in the study, they received an email welcoming them with the informed consent form (Appendices C and D). After acceptance, participants were asked to sign

the informed consent and return the document via email to the researcher within 48 hours

(Appendix E). After the informed consent was completed, the participants were contacted via

email within one week of receiving the informed consent and scheduled for the 30-minute

interview (Appendix E).

Interviews

In-depth, semistructured interviews were administered to the individual participants to

gather data on their experiences and perceptions of communication, collaboration, and strategic

agility competencies in nonprofit higher education leadership. Semistructured interviews can be

a powerful tool to understand individuals' beliefs, thoughts, and experiences (DeJonckheere &

Vaughn, 2019). The interview was scheduled for 30 minutes with each participant and was

conducted using the Zoom (https://zoom.us/) virtual video-conferencing software. The interview

protocol had a clear, simple format allowing enough space to transcribe content after the

recordings were complete (Appendix H).

The interview questions were aligned with the research questions of the study.

Participants in the study provided a profound knowledge of life experiences and helped clarify

the commonalities among responsibilities and competencies in performance management. Two

interview questions were assigned to each competency: communication, collaboration, and

strategic agility. Before conducting the interviews, as mentioned, five SMEs provided feedback

and suggestions regarding the selected interview questions. Interview questions were selected

from the interview guide provided by two of the SMEs (Cripe, 2020b; Cummings, 2021). A

developed sample of the six interview questions was provided to the SMEs to review and

provide feedback (Appendices F and G).

During the interviews, participants were greeted and allowed a few minutes to build rapport before transitioning to the interview. Participants were asked if they preferred to be recorded on-camera or off-camera using the virtual Zoom video-conferencing software. Then, a few minutes were allocated to the participants to gather their thoughts about their experiences before answering the questions. An interview form was used to guide the interviews. Following the interviews, participants were thanked and exited the virtual Zoom video-conferencing software. The collection and transcription of the notes followed accordingly. The interviews were transcribed using software called Rev (https://www.rev.com) that converts video-recorded interviews to text. The transcripts were sent via email to the participants to review and correct any factual errors. Once all participants had an opportunity to review their interview transcripts, the researcher reviewed and coded the transcripts in collaboration with GradCoach (https://gradcoach.com) to help identify themes and codes. The participants' identities remained confidential.

Data Analysis

Moustakas's (1994) data analysis technique for phenomenological lived experiences guided the data analysis. First, a thematic analysis was conducted. The thematic analysis guided process codes by identifying themes relevant to the specific research question (Robertson & Barling, 2017). The tools and the conceptual practices of the analysis facilitated a rigorous process of data engagement and interrogation. The steps to analyze the data included becoming familiar with the data to help differentiate and code common responses into themes, followed by reviewing and developing new in-depth insights. An inductive versus a deductive approach allowed the data to determine the themes without any underlying assumptions. To see the

phenomenon afresh, it was important in the analysis process to remove predispositions while allowing new ideas, experiences, and perceptions to lead the new knowledge (Moustakas, 1994).

Upon completing the virtual interview using the Zoom video-conferencing software, the participant recordings were transcribed by completing the following categories: (a) naming the study, (b) noting the time and date of the recorded interview, (c) recording the participant name and interviewer name, (d) identifying the setting, (e) recording the duration of the interview, and (f) assigning a video file number. A Google Doc was used to capture notes from the interview video recordings. Using video recordings is highly recommended and preferred in qualitative research (Dooly et al., 2017). Each interview recording was uploaded into Rev. The software transcribed the virtual Zoom video-conferencing interviews into text and captured the details of each conversation during the interview.

A structural coding process was used for the study rather than descriptive coding to help reduce the number of codes. Structural coding provides a context for creating categories related to main principles, extracted from familiar phrases and sentences, and then generalizing and aligning themes and defining common themes GradCoach (https://gradcoach.com). In contrast, descriptive coding provides lengthy and complex responses, adding difficulty to the coding process and potentially reducing reliability (Campbell et al., 2013). Qualified coding experts from GradCoach helped the researcher identify themes in the study, ensuring a highly relevant coding structure. The data was sorted by comment, scope, code, and participant. GradCoach (https://gradcoach.com) is an organization formed by academic experts specializing in understanding themes for qualitative research designs.

Findings and results of the coding process were reviewed using graphics, tables, and diagrams to support and clarify all the research process steps. A descriptive data analysis assisted

in detecting outliers and identifying variable associations leading to further investigation. Data analysis helped remove bias and conclusion from the research. To ensure the accuracy of the data and findings, member checking was used. Member checking involves requesting the participants to review the transcripts of their interviews (Mertler, 2016).

Reliability and Validity

Validity and reliability are essential aspects of credible qualitative research. Credibility is the first step in establishing trustworthiness (Korstjens & Moser, 2017). A qualitative study must establish credibility, dependability, transferability, and trustworthiness in data collection and analysis (Korstjens & Moser, 2017). In terms of data collection, participants were interviewed in a comfortable and safe environment. Data can be triangulated across different participant perspectives (Varpio et al., 2017). Triangulation of the data in the study occurred by gathering and analyzing data from the interviews and questionnaire responses from the three leadership levels in the institution. The data triangulation method was used to categorize and evaluate experiences and competency-based on leadership level. Denzin (1978) suggested triangulating data sources allows researchers to understand situations better and form concrete observation.

The truth and credibility of the data often depend on participants' views and interpretation of the study's findings (Gagani, 2019). Therefore, the research strategies in the study focused on promoting mutual engagement, persistent observation, and member checking. Participants during and after the study had the opportunity to review their transcripts and validate final data analysis and interpretations. The member checking strategy helped create checks and balances, adding credibility to the research (Varpio et al., 2017).

Trustworthiness in research enhances rigor and confidence in the data (Elo et al., 2014). Member checking is a tool that boosts confidence, enhances validity in the research, and builds

trust in the findings (Birt et al., 2016). However, the rigor of qualitative research may be vulnerable when the methodology lacks some standard devices used in quantitative analysis such as descriptive analysis (Thirsk & Clark, 2017). Field notes were used throughout the interview to record facts and minimize bias. Field notes support data validity in qualitative research and increase trust in the study (Deggs & Hernandez, 2018). In addition, avoiding bias in qualitative research requires researchers to provide guidelines and checklists for reviewing, evaluating, and reporting the findings (Galdas, 2017).

Dependability in the study required the researcher to build consistency in the findings, documentation, and procedures. Moon et al. (2016) claimed dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented. This study applied a replicable approach, including a description of the data gathering, analysis, and interpretation procedures. Consistent communication was implemented throughout the research process by providing transcripts, coding data properly, and identifying key concepts from the study.

Transferability is crucial and essential for the validity of the research study (Moon et al., 2016). The findings in the study may be applied or transferred to other leadership settings or groups. Thus, transferability may help leaders understand the relevancy of the leadership phenomenon being studied. To enhance transferability, time frames and data collection methods are described. The study's findings are clearly stated in terms of their relevance to other contexts or populations. In sum, studying communication, collaboration, and strategic agility competencies using qualitative methods enhances the transferability of findings to other settings, suggesting how leaders' life experiences at one nonprofit higher education institution may be applied to the general problem of how leader competencies impact leadership success.

Ethical Procedures

Researchers are ethically responsible when they seek to gain knowledge and improve the quality of life. However, ethical research requires more than simply following rules (OHRP, 2016b). Reliability and credibility occur when striving for a higher standard of conduct that follows guidelines. In this study, participant feedback was welcomed, allowing participants to report concerns about the research topic and findings. The opportunity to provide input helped balance obligations while protecting the rights and welfare of participants. Displaying feedback, including strengths and weaknesses, helps develop methods for success (Lew & Nelson, 2016).

In the late 1970s, the National Commission wrote "The Belmont Report for the Protection of Human Subjects of Biomedical and Behavioral Research" (Friesen et al., 2017; OHRP, 2016a). The National Commission realized requiring respect for participants from researchers, including offering informed consent and beneficence and following ethical standards and equitable distribution of benefits, was vital in research. In this study, all informed consent forms were documented and signed (Appendix D). Understanding ethical skepticism and beliefs regarding the area of expertise helps resolve ethical issues and support the credibility of the research. Participants received the informed consent form upon choosing to participate in the study (Appendix D). During the interviews, showing a comfortable demeanor and exhibiting good body language created a welcoming and safe environment. Further, the researcher showed sensitivity to the participants by listening openly without judgment.

Summary

In Chapter 3 of the dissertation, the methodology used in this phenomenological study was described. First, characteristics defining a qualitative phenomenological study were identified. Second, the processes used to select and recruit participants were explained, including

gaining IRB approval, collecting and analyzing data, identifying researcher bias, pinpointing

strategies to ensure reliability and validity, and finally, adhering to ethical treatment of

participants. The next chapter summarizes the collected data and presents the analysis and

results.

Chapter 4: Research Findings and Data Analysis Results

Leaders at nonprofit higher education institutions whose practices and behaviors ineffectively exhibit communication, collaboration, and strategic agility competencies can impact leadership performance. Radvany (2021) stated that developing collaborative and competent power structures is essential to leadership. Competencies such as communication, collaboration, and strategic agility may be necessary for best leadership practices. Nurturing productive environments in nonprofit higher education institutions without leaders' communication, collaboration, and strategic agility competencies may be challenging and nonexistent. Over time, improving interpersonal leadership skills could enhance and expand competencies (Sims et al., 2020).

The research problem was that leaders in U.S. nonprofit higher education institutions lack communication, collaboration, and strategic agility competencies (Biberhofer et al., 2018; Ploum et al., 2017; Ruben et al., 2017). The purpose of this qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced in leadership roles at a nonprofit higher education institution in the United States. The main sections in the chapter focus on data collection, data analysis results for each research question, and reliability and validity. The chapter closes with a summary.

Data Collection

The institutional administrator sent an introductory email to a target population of 30 participants holding leadership roles, specifically, to administrators holding titles of manager, senior manager, regional manager, director, vice president, senior vice presidents, and senior project managers. Participants in these roles were identified as meeting study inclusion criteria

by the Insitution administrator (Appendix B). The recruitment email was sent to 30 possible

participant selected by the administrator and included a link to a Survey Monkey questionnaire.

Once the participant completed the survey, Survey Monkey sent an email notification to

the researcher that a participant had completed the recruitment survey. Thirty individuals

responded to the survey by completing the survey (Appendix B). Twenty-one supplied informed

consent and completed the interview. During the time between the recruitment email and the

completion of the survey, data were collected in an Excel spreadsheet, and an email with

informed consent was sent to participants who completed the survey (Appendix C). Table 1

summarizes the recruitment letter data (Appendix B) received from the 21 participants.

Table 1

Recruitment Letter Data

Categories	Participant Information
Years of management experience	Less than one year to 20 plus
Leadership role	Manager, Senior, Manager, Regional Manager, Director, Vice President, Senior Vice President, Senior Project Manager
Department	Procurement, Academic, Financial aid, Advancement, Enrollment, Strategic Partnerships, Regional Operations, Military Division, Regulatory Affairs, Communication and Marketing
Gender	62% female, 38% male, no nonbinary
Education	17% undergraduate,1% other, 82% graduate
Years at the institution	Less than one year to 14 years

Note. Data were collected from the SurveyMonkey recruitment letter.

The records from this study were kept confidential, and no individual identities were used in any reports or publications resulting from the study. Any analysis was anonymized to protect participant identities. All questionnaires, transcripts, and video-recording summaries were given numeric codes and stored separately from participants' names or other direct identification. Research information was kept in a locked computer password-protected file or locked cabinet at all times.

The 21 participants worked in these departments: procurement, academic, financial aid, advancement, enrollment, strategic partnerships, regional operations, military division, regulatory affairs, communication, and marketing. The participants were recruited from different leadership levels of management from the institution. A thank you email introduction (Appendix C) was sent to participants who agreed to participate in the study asking them to complete the informed consent form (Appendix D). Participants were asked to return informed consent within 48 hours, as stated in the proposal. The time frame of collecting and obtaining informed consent ranged from 48 hours to 3 weeks. Once the informed consents were received, participants were emailed dates to schedule the personal interviews (Appendix E).

The 30-minute semistructured interviews were conducted via Zoom (https://zoom.us/) video-conferencing software. A large percentage of participants felt comfortable being recorded on camera. This was important because of the ethical consideration of participants working for the same institution and their comfortability in sharing their experiences in a safe environment. The interview frequency was a minimum of one per day, occurring over the course of approximately three weeks.

The duration of the recorded interviews ranged from 11 to 42 minutes. Participant interviews were recorded and transcribed. Upon completion of the virtual video interviews, each

interview was uploaded for transcription into a website called Rev (https://www.rev.com). To protect participants' privacy, the names of the participants were not shown in the transcripts. Participants were identified using numeric codes. The transcripts' summaries and video recordings were given numeric codes and stored separately from participants' names or other direct identification. The elapsed time between receiving the completed transcripts and submitting to Rev ranged from six to 24 hours. Figure 2 displays the percentages of virtual Zoom participants who preferred the camera on and off.

Figure 2

Virtual Zoom Interviews Recorded on Camera
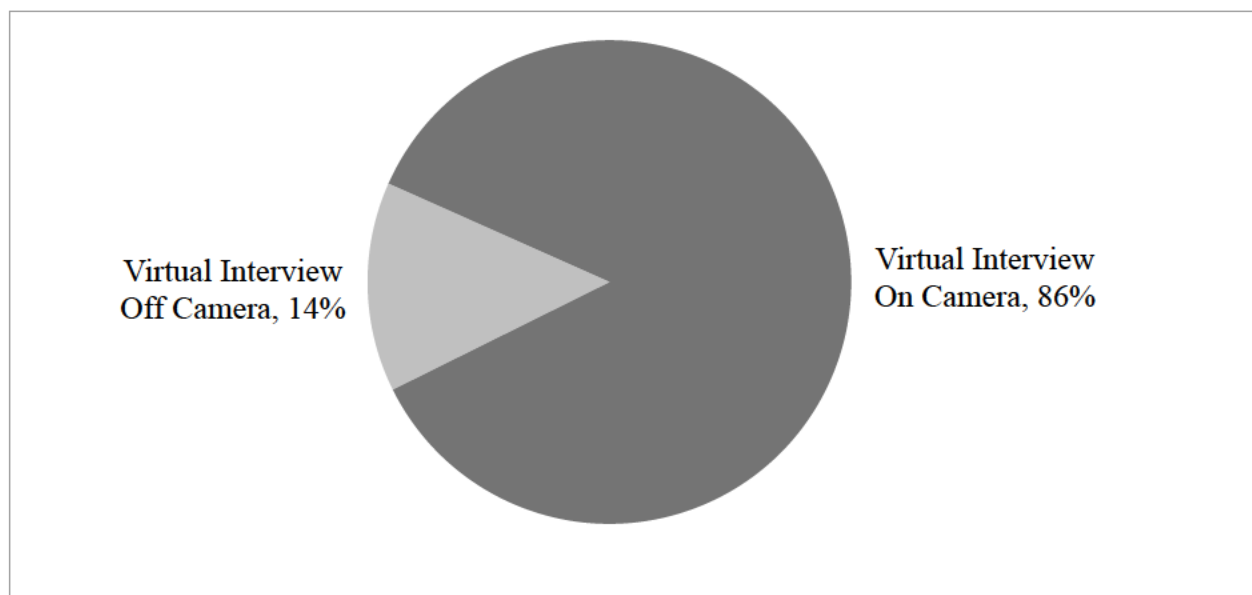
Note. Virtual Zoom recorded participants' interviews on and off camera.

The transcription process took approximately three weeks. Once all 21 transcripts were received, they were sent to the participants to review. Specifically, an individual email was sent with the completed transcript to each participant to check and revise errors. This member-checking process took approximately three weeks. Forty-two percent of the participants took the time to verify the interview content in the transcript and make revisions. Sharing the transcripts

with participants allowed the collected information to be reviewed for mistakes and improve

accuracy. Participants were given one week to review the transcript but were offered extra time if

needed. Data analysis activities began after collecting the data into Excel spreadsheets for

qualitative analysis. No deviations occurred from the data collection plan presented in Chapter 3,

and no significant or unusual events were encountered in the data collection process.

Data Analysis and Results

Before using GradCoach to begin the coding process, the participants' transcripts

completed by Rev were organized individually with numeric codes in Microsoft Word and

uploaded into a secure file. No participant names appeared in the Microsoft Word documents to

protect the participants' privacy, as disclosed in the informed consent (Appendix D). GradCoach

used the Microsoft Word documents to code all content using the comments feature to label

words and phrases. After marking words and phrases, the data were exported in coded content

into an Excel spreadsheet for navigation, filtering, and sorting. The coding process took a week

and a half to complete. Microsoft Word and Excel software were used to document, code, and

analyze the data.

The coding process consisted of an inductive thematic analysis. Using open coding

allowed emerging themes to come from participants' lived experiences, opinions, and

perspectives. Armstrong and McCain (2021) stated that inductive thematic analysis allows codes

and themes to emerge organically in participants' responses. A descriptive coding process was

used for coding, and the descriptive codes were used to detect themes and codes. Specific data

were evaluated and selected as part of the phenomenon to answer the research questions.

The data were analyzed using the open inductive coding process, sorted by comment

scope, code, and participant. The data from the interview transcripts offered a complete analysis

of every aspect of the results. The codes were transferred into an Excel worksheet to analyze,

organize, and display a summary of results. Themes were grouped based on shared ideas,

experiences, and thoughts. The data analysis resulted in specific themes emerging from the

participants' comments regarding how collaboration, communication, and strategic agility

competencies were experienced in their leadership roles. During this process, the participants'

names were not shared nor disclosed with Rev or GradCoach. The participants' identities were

kept confidential, as stated in the informed consent form (Appendix D). In the following

sections, the responses of the 21 participants' interview questions are presented as answers to the

two research questions addressed in the study.

Research Question 1

Research Question 1 (What are the experiences of leaders at nonprofit higher education

institutions in the United States with respect to communication, collaboration, and strategic

agility competencies in leadership roles in the United States?) explored participants' experiences

regarding the three competencies. Data collected from the interview questions answered this

research question. The participants were asked six behavioral questions to learn in depth about

their experiences with the competencies in leadership roles (Appendix H). Two questions were

asked for each of the three established competencies: communication, collaboration, and

strategic agility (Appendix H). The behavioral questions were not shared with participants before

the interviews. Each participant was given 30 minutes to answer, and clarification was given if

needed during the interview. Table 2 lists codes gathered from the participants' lived experiences

with respect to communication, collaboration, and strategic agility competencies. These codes

helped identify the emerging themes.

Table 2

Competency Codes from the Participant Interviews

Communication	Collaboration	Strategic Agility
• Communication process • Consistency • Listening • Trust • Honesty • Leadership style • Transparency • Staff empowerment • Providing feedback • Team autonomy	• Team integration • Staff development • Self-insight as a leader • Building cross-functional relationship • Team autonomy • Respect supporting relationships • Leveraging relationships • Team motivation	• Agent of change • Problem solving • Creative thinking • Staff empowerment • Acknowledge staff skills • Effective listening • Self -insight as a leader • Leadership skills • Leadership position • Adaptability

Note. Data were collected from the coding software GradCoach (https://gradcoach.com).

Themes

Four themes emerged for Research Question 1: transparency, collaboration, leadership skills, and staff empowerment. The participants shared their in-depth experiences concerning the communication, collaboration, and strategic agility competencies in their leadership roles. Most participants shared examples of experiences focused on working and creating a work culture that modeled trust, honesty, and respect. Participants' descriptions of their experiences showed they understood the competencies being studied and displayed a consensus and consistency among the underlying themes of transparency, collaboration, leadership skills, and staff empowerment, thereby answering Research Question 1.

Transparency. The statements in this section were derived from participants' experiences related to the communication competency. Participants noted transparency in communication breaks silos and encourages sharing of ideas. Being transparent at work

translated to giving trust and being trusted. "Empathy is the easiest way to gain trust with others and build collaboration and teamwork related to strengthening relationships and communicating effectively," said Participant 5. For these participants, transparency related to honesty and respect, which builds trust. Participant 2 stated, "Leaders who are transparent foster open communication with their employees when they take an interest in asking about their expectations and inspiration. Practicing open and honest communication with others is vital for effective leadership."

Collaboration. The participants shared several comments with respect to their experiences with the collaboration competency. Collaborating with stakeholders on strategic goals, coaching, respecting supporting functional relationships, and providing team autonomy were found essential for any leader to exhibit. Participant 11 noted, "Allowing team autonomy makes people feel empowered and motivated by what they can bring to the table." Individuals working together achieve positive outcomes. "Collaboration among all stakeholders, as well as transparency and honesty, are significant issues in valuing teams, and letting them know how much you notice and appreciate them builds rapport," said Participant 17..

Leadership Skills. Participants shared their thoughts about their leadership experiences related to being a change agent and the importance of displaying strategic agility in their position. Participants noted leaders who have experienced strategic agility may respond faster to organizational change and a growing workforce. Many agreed that effective communication, listening, and collaborating supported the notion of a change agent. For example, Participant 21 mentioned, "Change requires people to have the courage to encourage innovation and a shift in mindset." Critical thinking skills and self-insight as a leader were common themes surfacing in

participants' descriptions of their experiences and perspectives on strategic agility. Participant 22 explained, "Strategic agility is about being a visionary with courage and confidence."

Staff Empowerment. These comments derived from the participants related to strategic agility competency. Motivation to drive results was considered essential in any leadership role. Most participants shared experiences highlighting the importance of leadership skills, leadership styles, team integration, motivation, and measuring goals. Participants believed understanding and applying these concepts was vital in empowering, collaborating, and motivating people. Participant 4 stated, "Practical leadership skills and techniques as influential leaders inspire or motivate others to find the natural elements that inspire that individual." In addition, Participant 15 noted, "Leaders that guide team members into areas where they flourish, grow, and contribute in a more effective manner promote empowerment."

In summary, regarding Research Question 1, the majority of the participants shared a great deal of knowledge related to their experiences in leadership roles in nonprofit higher education related to communication, collaboration, and strategic agility competencies. The participants reported similar experiences on the importance of transparency, collaboration, leadership skills, and staff empowerment in leadership roles. Participant 1 mentioned, "I don't pretend to know it all. What gives me satisfaction in the work I do is making a positive difference."

Research Question 2

Research Question 2 (How are communication, collaboration, and strategic agility competencies used to improve leadership roles at nonprofit higher education institutions in the United States?) explored how leaders in nonprofit higher education institutions use the three competencies to improve leadership roles. Data collected from the participants for this research

question came from the six behavioral questions related to their leadership experiences with the competencies (Appendix H). As mentioned, two questions were asked for each of the three established competencies: communication, collaboration, and strategic agility. The behavioral questions were not shared before the interview. Each participant was given 30 minutes to answer, and clarification was given if needed during the interview. Table 3 lists codes that emerged from the participants' experiences using communication, collaboration, and strategic agility competencies. These codes helped identify the emerging themes.

Table 3

Competency Codes from the Participant Interviews

Communication	Collaboration	Strategic Agility
• Working in silos	• Articulating vision	• Project planning
• Disconnect	• Lead by example	• Skills dissemination
• Respect	• Instructional design	• Servant leadership
• Servant leadership	• Team autonomy	• Connector
• Mindful skills	• Leadership hierarchy	• Design thinking skills
• Positive disposition	• Public relationship skills	• Project management
• Marketing skills	• Liaison	• Research solutions
• Staff buy-in		• Change management

Note. Data collected from coding software from GradCoach (https://gradcoach.com).

Themes

Four themes emerged to answer Research Question 2: skills dissemination, change management skills, project management skills, and design-thinking skills. The majority of participants shared, based on their experiences, that being a servant leader who leads by example to get staff buy-in improves a leader's performance. A small number of participants brought forth new ideas about how communication, collaboration, and strategic agility improved leadership roles at their institution. The participants' descriptions of their experiences contained

emerging codes related to skills dissemination, change management skills, project management skills, and design-thinking skills; these responses answered Research Question 2. The participants provided new perspectives on these themes and showed how communication, collaboration, and strategic agility competencies could improve leadership roles at nonprofit higher education institutions in the United States.

Skills Dissemination. These statements summarize participants' comments. Participants noted the ability for any leader to communicate and display positive skills disposition was vital in leadership performance. Skills related to their work functions, such as marketing and fundraising, mindfulness skills, and key performance indicators, were essential. Disseminating these skills promoted motivation and staff support. Participant 5 stated, "Gathering staff buy-in can only be achieved by being in the trenches and modeling skills." These efforts tended to promote a productive team environment. "Building and improving skills help build relationships and constitutes trust," said Participant 1. Improving skills required leaders to grow and improve constantly. Participant 2 explained, "Understanding new techniques, by willing to experiment on new ways of doing things, and just not getting stuck is vital."

Change Management. These comments derived from the participants related to the communication competency. Participants introduced the importance of articulating the vision, understanding leadership hierarchy, becoming a communication liaison and connector, having public relationship skills, and leading by example. Participant 17 mentioned, "Collaborating effectively requires articulating visions at every level." Participant 2 stated, "Influential leaders motivate by promoting collaborative communication." When collaborating cross-functionally, previous experiences were considered to promote change management and serving people.

"Servant leadership is a leader that leads with heart and consistently serves others by trusting their experiences and capabilities," stated Participant 14.

Project Management. The participants shared several comments with respect to the strategic competency. Participants noted project management provides tools, knowledge, and techniques to deliver value to people. In addition, project management was seen as an essential skill to strategic agility. Strategic abilities related to project planning helped design the effect and the impact of the change at work. "Aligning to a shared vision and organizational priorities requires a leader who is flexible, agile, and understands strategy to achieve critical results," said Participant 23.

Design-Thinking Skills. These statements derived from the participants with respect to the strategic competency. Participants found having design-thinking skills fostered engagement and created a free mindset. Adapting the design-thinking process in leadership roles helped with problem solving, collaboration, communication goals, and objectives. Participant 2 noted, "Design thinking process creates an environment that provides training and development." Further, leaders with thinking skills were thought to be creative and knowledgeable about planning. "Creating strategy is developing a plan, deploying communication channels, and collaborating with key stakeholders," said Participant 3.

In summary, with regard to Research Question 2, new themes emerged as participants explained how communication, collaboration, and strategic agility competencies improved leadership roles at nonprofit higher education institutions in the United States. The majority of the participants shared similar experiences about the communication and collaboration competencies but brought forth a variety of experiences related to the strategic agility competency. The interpretation of the competency varied among participants based on their

understanding of the competency, level of leadership role, and previous experiences. Many

participants mentioned how servant leadership in the istitution it is displayed to employees as

structural empowerment. The themes that emerged in the study related to skills dissemination,

project management, and change management.

Reliability and Validity

Moser and Korstjens (2017) claimed validity and reliability are essential aspects of

qualitative research for establishing credibility, dependability, transferability, and trustworthiness

in data collection and analysis. Participants were interviewed in a comfortable and safe

environment. Data were triangulated across the participants' responses, collected from the

institution's three levels of leadership. The data triangulation involved using sources from

different leadership levels to increase the validity of participants' in-depth experiences related to

communication, collaboration, and strategic agility competencies.

The research strategies in the study allowed mutual engagement, member checking, and

persistent observation. The research was credible because the process allowed participants to

clarify and provide additional information if necessary. A member-checking strategy was

employed to promote checks and balances in the research process (Varpio et al., 2017). The

study process allowed participants to review their transcripts and validate final data analysis and

interpretation. No adjustments to transferability strategies occurred in the study.

Research that promotes trustworthiness enhances rigor and confidence in the data

(Motulsky, 2021). To that end, field notes related to the recruitment and interview were recorded

and transcribed to record facts. Allowing the institution to choose participants in a randomized

selection process based on leadership roles helped minimize bias. In addition, an interview script

was followed to ask the six interview questions, thereby preventing bias by avoiding the need for follow-up questions.

Dependability in research is the consistency and reliability of the findings and documentation (Moon et al., 2016). The research was dependable and confirmable because of the consistency evident in the detailed process of data collection, analysis, and interpretation. Consistent communication was applied with the participants during recruitment, data collection, and member checking.

The study's findings may be transferred or applied to groups and any leadership settings. (Moon et al., 2016). The transferability of the research could help clarify the relevancy of the phenomenon studied. Data collection and time frames were clearly described throughout the study, and the findings clearly stated the population was relevant. In sum, this qualitative study of communication, collaboration, and strategic agility competencies enhanced the transferability of findings regarding what and how leaders at a nonprofit higher education institutions generalized their perspectives on the three competencies to support leadership success.

Chapter Summary

Leaders interviewed in the study provided insights and described experiences that led to discovering new emerging themes related to communication, collaboration, and strategic agility competencies. The data collected from the participants brought forth important themes. Participants noted several elements that improve a leader's performance and create a positive work environment: displaying transparency, collaborating, applying leadership skills, empowering staff, as well as engaging in further learning about skills dissemination, change management, project management, and design thinking.

The study revealed this sample of leaders consciously focused on communicating effectively and took the responsibility to collaborate with every stakeholder to achieve critical results. The communication and collaboration competencies intertwined with the participants' responses. However, participants noted leadership agility still needed to be clearly defined. Some participants described their experiences as a habit, others as situations and behaviors preventing strategic leader agility. The next chapter discusses the findings and the study limitations and offers recommendations for leadership. The chapter closes with a summary, conclusions, and recommendations for future research.

Chapter 5: Discussion and Conclusion

The purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies were experienced in leadership roles at a nonprofit higher education institution in the United States. Relevant insights for leaders working in the nonprofit higher education sector were discovered in the study. The research study explored leaders' lived experience related to communication, collaboration, and strategic agility competencies and assessed how these competencies influenced their leadership performance. In-depth experiences of the competencies were collected from 21 participants selected by the institution administrator at the study site (Appendix B). Data were collected by asking six behavioral questions related to communication, collaboration, and strategic agility competencies (Appendix H). Participant interviews were conducted through face-to-face virtual Zoom software and transcribed. Tables 2 and 3 in Chapter 4 display descriptive themes and codes identified during the research.

Research Question 1 focused on learning about leaders' experiences at nonprofit higher education institutions with respect to communication, collaboration, and strategic agility competencies in leadership roles in the United States. The majority of the participants shared a great deal of knowledge related to their experiences in leadership roles related to communication, collaboration, and strategic agility competencies. Familiar themes included the importance of transparency, collaboration, leadership skills, and staff empowerment. New themes such as project management, skills dissimination, and design thinking skills derived from experiences related to strategic agility emerged as examples of leader self-insight.

Research Question 2 explored how communication, collaboration, and strategic agility competencies were used to improve leadership roles at nonprofit higher education institutions in

the United States. Similar to Research Question 1, most of the participants shared common

experiences about the communication and collaboration competencies; however, some brought

forth various experiences related to the strategic agility competency. Participants' understanding

and interpretation of the strategic agility competency varied based on their knowledge of

previous experiences and leadership roles. The findings surfaced themes related to skills

dissemination, project management, and change management. Major sections in this chapter

include discussion of the findings, interpretations and conclusions, limitations,

recommendations, implications for leadership, and conclusion.

Findings, Interpretations, and Conclusions

Chapter 2 presented a foundation of literature from existing publications involving

communication, collaboration, and strategic agility related to leadership roles within the higher

education industry. Empirical studies bridging trends among the three competencies, leadership

expectations, evolving leadership roles, and leadership theory served as the collective lens for

vetting the findings. Relevant literature was used to help develop meaning related to the themes

that emerged in the study. Previous researchers have directly explored how communication,

collaboration, and strategic agility are demonstrated in leadership roles (Alatailat et al., 2019;

Dühring & Zerfass, 2021). Parallels were highlighted in the findings; bridging the differences in

how the competencies were experienced, understood, and interpreted in their role, is necessary to

suggest relative implications and further studies. The four themes related to Research Question 1

were transparency, collaboration, leadership skills, and staff empowerment.

Transparency Theme

The theme, transparency, related to participants' lived experiences with communication,

collaboration, and strategic agility competencies. Participants focused on creating an inclusive

communicative culture that empowered staff. However, demonstrating leadership effectiveness and maintaining competitiveness may require leaders to develop their communication, collaboration, and strategic agility competencies. Participants' responses highlighted the importance of displaying vulnerability, honesty, and caring when creating a safe environment and building trust in relationships. Relationship building involves creating a transparent space that promotes collaboration, understanding, appreciation, and reliability. Wiewiora and Kowalkiewicz (2019) suggested a leader's journey often involves improving communication and expanding knowledge. All participants in the study shared that effective leadership emerges in collaborative and communicative social networks. This theme aligns with Eichinger and Lombardo (2004), who suggested leaders' identities influence how they lead and collaborate with others. Thus, through experience they treat others constructively, develop identity, and become more resilient.

Collaboration Theme

Leaders who demonstrate servant leadership traits structurally impact and empower followers' commitment toward achieving organizational success (Lan et al., 2021). Many participants referenced servant leadership and mentioned how it is displayed to employees as structural empowerment. Allen et al. (2018) supported the idea that leaders who implement structural empowerment affect employees' commitment directly and indirectly. Commitment can be viewed as an emotional attachment, hence promoting empowerment. Employees emotionally attach to their leaders, and the organization improves performance (Brimhall, 2019). Understanding employee engagement and adapting the servant leader approach influences cooperation. Participants in the study attributed a greater sense of connectivity to knowing and

interacting with their leaders. This theme aligns with Ghalavi and Nastiezaie (2020), suggesting that followers are empowered by those who serve and help others find the best paths.

Leadership Skill

Learning to navigate diverse work structures forces leaders to adapt to new motivational practices to empower employees (Ackerman & Kanfer, 2020). Research has shown that promoting and modeling inclusiveness in the workplace improves skills, capacity, and knowledge (Dheyaa et al., 2020). Participants in the study agreed that developing an empowered work culture requires innovation, servant leadership, and transformative leadership. Transformational leaders exhibit attributes and behaviors consisting of inclusive actions that enhance collaboration competency. This theme aligns with Hoch et al. (2016), who suggested transformational leadership styles and behaviors foster relational outcomes in developing communication, collaboration, and strategic agility competencies.

Majority of the participants noted that developing leadership skills allows leaders to gain greater respect, accomplishment, and authority.. Participants agreed that leadership development related to the competencies should be revisited. The leadership skill theme aligns with Egan et al. (2021), who found developing leadership competencies for leaders and students in the higher education sector has become a common trend. In addition, Guzmán et al. (2020) suggested that cognitive skills, strategic agility, and interpersonal skills are required to build sustainable and well-developed teams. Influential leaders acquire a variety of traits and qualities through lived experiences. Preparing and coaching future nonprofit leaders has become a relevant concept for all industries, including higher education (Stewart & Kuenzi, 2018). Performance teams need leaders who instill confidence by developing competencies and growing team productivity.

Staff Empowerment

Effective leadership occurs through the growth and development of competency and skills. Leadership is about creating a new pattern of thinking learned through trial and error and organizational mistakes (Lee & Song, 2020). Findings indicated that communication, collaboration, and strategic agility competencies should be practiced at any leadership level, regardless of the job responsibilities and title. Participants' commentary about their lived competency experiences elevated the importance and relevance of these skills. Good leaders bring out the best abilities in their team members and motivate them to work together toward a shared goal. The staff empowerment theme aligns with Haber-Curran and Guramatunhu Cooper (2020) and Miller and Smith (2020), which suggests a global emphasis on understanding and developing a broader mindset related to communication, collaboration is needed when motivating employees. In addition, global leaders should focus on developing broader perspectives on strategic agility. Several participants shared how leaders in higher education may lack the ability to model and demonstrate these skills when making informed decisions related to personnel development.

The other theme presented new knowledge on emerging skills and the need for development. The findings showed leaders who get buy-in from staff improve individual and organizational performance. Heyler and Martin (2018) suggested the servant leadership style affects organizational performance. Participants appreciated genuine and honest connectivity, compelled by meaningful advice and compassionate acts of compassion.

Skill Dissemination

Skills dissemination promoted positive intervention in facilitating processes and distributing information. Participants in the study shared experiences and stories about the vital need to

enable communication that develops culture. This theme aligns with Guzmán et al. (2020), who noted the development of sustainable teams requires the dissemination of goals through interpersonal, strategic, and cognitive skills. Leadership is a social process that promotes collective, collaborative behavior and encourages leaders to improve and learn new skills (Leading Effectively Staff, 2020). This theme aligns with Peterson's (2020) work, which suggests that leaders displaying personality traits such as tenacity and courage promote strategic personal development. This qualitative study found evidence that participants at every leadership level sought opportunities to develop new skills and felt compelled to align and excel with their leaders and organizations.

Change Mangement Theme

Leaders should balance business foresight, character, and performance to be efficient and successful. Understanding the complexities in education may provide a better understanding of leadership. Most participants described their perception of key leadership responsibilities: managing multiple roles, managing projects, championing goals, and excelling in change management. The change management theme aligns with McNaughtan et al. (2019), who advised that finding an authentic voice and multiple communication channels is essential to overcoming ineffective leadership. Many participants shared that some incoming leaders may lack experience, background, and training in communication strategies regardless of the level of responsibilities and department. Numerous participants said their leaders lacked guidance and support when dealing with change management. Leaders' agility to navigate and positively influence change needs strategic support to improve employee motivation and performance (Ahi, 2018).

Design Thinking Theme

Design thinking is a valuable skill present in project management. Design-thinking skills promote awareness of soft skills, training, and facilitation. Most participants expressed the importance of how design thinking helps with the problem-solving process and explores a new realm of innovative solutions. Participants commented that organizational performance demands leaders implement solutions to avoid unpredictable situations. This theme aligns with Fuller et al. (2016) suggesting planning and executing outside-the-box strategies to cultivate a transformative organizational culture and build a performance culture.

Ties to the two leadership theories were evident in the lived experiences of the interview participants. Some participants shared their understanding of leadership authority and admired leaders who modeled transformational and servant leadership abilities. The leadership skills, Collaboration, change management, and staff empowerment themes align with the study's theoretical framework, as well as with Brown et al. (2020), suggesting transformational leaders are influential and effective when both transformational and servant-leader characteristics are displayed. Several examples present in the data related to participants' preferred leadership style. For example, some participants believed communication and collaboration built management trust and avoided conflict. A leader emotional status and strategies related to emotional intelligence impact performance and attitude (Motlhanke & Naong, 2021). Strategic agility competency, used as a tool, can help leaders understand the role of emotional intelligence in transformative leadership models (Zurita-Ortega et al., 2019).

Several participants spoke of an effort to manage and improve the communication and strategic agility competencies, discussing the importance of a leader's performance. Skill dissimination theme aligns with Muafi and Uyun (2019) showing how strategic agility used in

leadership enhances communication and learning in the organization. Several participants expressed appreciation for a collaborative culture in which relationships are built on trust, respect, and integrity. A relationship-oriented leadership approach produces positive performance results (Mikkelson et al., 2019). Many participants conveyed the need for leaders to develop strategic agility competency in leadership roles. Inadequate strategic responses impede the ability of organizations and leaders to achieve target goals (Arokodare et al., 2019).

The study's interpretation, inferences, and conclusions did not exceed the study's data, findings, and scope. Facts collected through the descriptive analysis brought forth points of view that revealed similarities and differences in understanding communication, collaboration, and strategic agility competencies. Unified ideas in the research helped form the conclusions of the study.

Limitations

This study was limited to only participants with leadership roles or titles. The institution administrator selected prospective participants randomly to avoid bias. Participants' experiences from the three leadership levels did not limit the study. Triangulation of the date collected from participants of different leadership levels increased the validity of the findings. Member checking with the 21 participants clarified and provided additional information as necessary, enhancing credibility of the findings. No adjustments to transferability strategies occurred in the study, and therefore limitations did not impact the result.

Participants were interviewed in a comfortable, safe environment. Detailing the data collection and describing how the data was interpreted and analyzed supports dependability in the process. The consistent communication applied during the study added to the trustworthiness and dependability of the findings. Transferability of the results is relevant in helping others

understand how studying the life experiences of leaders at nonprofit higher education institutions in terms of their communication, collaboration, and strategic agility competencies could impact leadership success. The results could be applied in other settings with other leadership populations because competencies such as communication, collaboration, and strategic agility are essential in any institutional setting. Strong leaders can create positive work cultures that empower, encourage, and motivate employees.

Recommendations

This phenomenological study offered a new perspective on the view of the impacts of leaders' communication, collaboration, and strategic agility competencies on leadership performance in a nonprofit higher education institution. Previous research has explored leadership competencies influencing leaders' performance and employees. This study focused on the essence of the lived experience of leaders in nonprofit higher education; however, other aspects of the interactivity were not explored. Interactivity between employee and leader was a variable shared during the interviews. Participants in the study interacted with their leaders and other leaders in the institution. The lack of representation in the sample from participants with nonleadership roles was a limiting factor.

The study contributed to knowledge regarding how leaders' communication, collaboration, and strategic agility competencies impact performance in nonprofit higher education institutions. Findings are best understood through the context of the 21 participants leaders chosen from the three levels of management. Findings suggest a foundation to build on future studies exploring the competencies. Areas suggested for further research include holding relational-centric talent conversations with leaders and employees, developing leaders at every level to help them coach themselves and others, investigating how strategic agility competency is

understood in nonprofit higher education leadership roles, and exploring how strategic agility competency can support competency career development.

The first recommendation for nonprofit higher education leaders and institutions is to consider future studies exploring how communication and collaboration can be improved by having talent conversations to help improve performance. Creating a transparent and collaborative working culture requires more than building relational trust that influences others. Talent conversations should happen not just during performance evaluations but occur consistently. Practicing better conversation improves relationships that promote positive outcomes, resulting in better job performance. Institutions can be sustainable if they depend on high potential successors. Transparency and clarity about the needs and strategy of the institution should be explored to ensure all parties involved have their expectations met.

This study fostered a new perception of how communication and collaboration could be improved by having better daily conversations. Most participants were interested in supporting this recommendation. Leaders by nature are compelled and vested to act, connect, think, and respond to every scenario. Discovering how leaders could improve their communication and collaboration skills through better communication with talent could warrant further investigation.

Further research related to leadership training and development could help leaders develop themselves and others. Leaders in nonprofit institutions should consider investing in leadership training for all levels of leadership to help build and sustain leadership capacity within the institution. Transforming leaders through development will increase success in navigating change, and drive strategy execution. Many of the participants in the study did not receive development from their leaders. The research findings support the value of leadership

development from the leaders' perspectives; however, the employee and staff voice is missing from the equation.

Future research should explore how employees influence leadership development in the context of the institution and individual performance. Further investigation could show how employees influence leadership competency. Participants' lived, in-depth experiences could be collected to clarify the importance of communication, collaboration, and strategic agility. Expanding the target population to include nonmanagerial roles could offer insight.

Nonprofit higher education institutions leaders should explore how strategic agility is interpreted in leadership roles in nonprofit higher education institutions and assess its influence on leaders and institution performance. Self-awareness is a trait of an agile strategic leader. Many participants said that agile leaders understand the operational tasks and the importance of managing progress for the institution's priorities. Emerging new themes could help identify the additional skills needed to develop the strategic agility competency. New findings could be compared and contrasted to establish a framework for describing and applying this phenomenon.

Participants saw new perspectives being modeled in the institution regarding communication, collaboration, and strategic agility competencies. Displaying practical listening skills while collaborating may be the recipe that boosts satisfaction and innovation. Nonprofit higher education institution administrators should revisit internal leadership training and practices to help develop the skills to improve leader performance. Investing in learning about new research on the competencies from practitioners in the field should show how personal strengths and weaknesses affect their teams and illuminate ways to deliver constructive feedback aligned with institutional goals. Further study in understanding a leader's self-insight may be beneficial in understanding the impact of leadership performance.

Implications for Leadership

Communication, collaboration, and strategic agility competencies modeled effectively in the transformational and servant leadership styles affect organizational culture positively and improve performance. Findings of this study indicate that leaders, staff, faculty, students, and other university stakeholders have formal and informal leadership roles at nonprofit higher education institutions. Regardless of job title and managerial role, improving competency development contributes to personal enhancement, growth, and productivity for leaders and others. Training should include studying how these competencies promote a positive collaborative, productive culture that improves individual performance. Given their influence on leadership performance, such training should focus on developing leadership behaviors and characteristics.

Results of the study could help leaders foster positive social change in nonprofit higher education institutions. A leader is socially responsible for managing change on behalf of others. Emphasis should be placed on developing vital training on the role of effective leadership in creating a communicative, collaborative, strategic culture and leading by empathy to build connections with every institutional stakeholder and thereby implement effective change.

Conclusion

Previous studies have shown minimal investigation into how communication, collaboration, and strategic agility competencies are connected to leadership performance in nonprofit higher education in the United States. The study explored how participants chosen from the three levels of leadership at a nonprofit higher education institution experienced and modeled the three competencies. The research design focused on the voices of the participants. The 21 participants were leaders randomly selected and identified by the institution administrator

as holding a leadership role. Interviews provided in-depth insight into how their life experiences in communication, collaboration, and strategic agility competencies influenced overall goal performance. Participants shared valuable perspectives on the phenomenon, and their stories demonstrated the importance of being skilled in the three competencies selected for the study. The investigation used a phenomenological methodology to form descriptive codes and discover themes. Rich data were collected through in-depth, face-to-face video interviews with participants.

Findings revealed themes related to creating a communicative culture. New knowledge about emerging strategic skills revealed how communication, collaboration, and strategic agility competencies were being demonstrated in leadership roles in nonprofit higher education institutions. Participants noted leaders who had mastered or learned how to balance all three competencies were seen as more effective. Lucena and Popadiuk (2020) identified leaders' actions required to support improving and developing skills and thereby improve performance.

This research provided insight into how leaders in nonprofit higher education institutions perceived the influence of the three competencies on leaders. The findings demonstrated that developing the three competencies could improve leader and institution performance. Evidence has indicated that employees value leader development, and leader development influences their perceptions of the leader and the institution (Urbancová et al., 2021). Leadership development needs a relational approach that requires collective action (McCauley & Palus, 2020).

The study was a step toward deeper understanding of the connectivity between the three competencies and leadership performance in the nonprofit higher education sector. Implications for practice evolving from the research are relevant at all leadership levels. Recommendations for further research include (a) holding better talent conversations that are relational-centric,

(b) developing leaders at every level to develop and coach themselves and others,

(c) investigating how strategic agility competency is understood in leadership, and (d) assessing

how strategic agility competency can support competency career development and performance.

References

Aboramadan, M., & Dahleez, K. A. (2020). Leadership styles and employees' work outcomes in nonprofit organizations: the role of work engagement. *Journal of Management Development, 39*(7/8), 869–893. https://doi.org/10.1108/jmd-12-2019-0499

Ackerman, P. L., & Kanfer, R. (2020). Work in the 21st century: New directions for aging and adult development. *American Psychologist, 75*(4), 486–498. https://doi.org/10.1037/amp0000615

Agustriyana, D., & Pringgabayu, D. (2019). Creating knowledge management with the role of leadership and organizational culture: Evidence from state owned-port company. *Global Business & Management Research, 11*(1), 35–44. https://www.proquest.com/openview/c8bab310a0fb9f5b6418711fc117f9b3/1.pdf?pq-origsite=gscholar&cbl=696409

Ahi, S. (2018). Applying business models to higher education. *International Journal of Educational Administration and Policy Studies, 10*(9), 111–122. https://doi.org/10.5897/IJEAPS2015.0420

Ahmad, A. R., Ming, T. Z., & Sapry, H. R. M. (2020). Effective strategy for succession planning in higher education institutions. *Journal of Education and E-Learning Research, 7*(2), 203–208. https://files.eric.ed.gov/fulltext/EJ1263806.pdf

Alatailat, M., Elrehail, H., & Emeagwali, O. L. (2019). High performance work practices, organizational performance and strategic thinking. *International Journal of Organizational Analysis, 27*(3), 370–395. https://doi.org/10.1108/ijoa-10-2017-1260

Ali, S. H. K., Khan, N. S., & Yildiz, Y. (2020). Leadership effects on CSR employee, media, customer, and NGOs. *Management and Economics Research Journal, 6*(1), 1–9. https://doi.org/10.18639/MERJ.2020.961566

Alidrisi, H. M., & Mohamed, S. (2022). Developing a personal leadership competency model for safety managers: A systems thinking approach. *International Journal of Environmental Research and Public Health, 19*(4), 1-21. https://doi.org/10.3390/ijerph19042197

Allen, S., Winston, B. E., Tatone, G. R., & Crowson, H. M. (2018). Exploring a model of servant leadership, empowerment, and commitment in nonprofit organizations. *Nonprofit Management & Leadership, 29*(1), 123–140. https://doi.org/10.1002/nml.21311

Almas, S., Chacón-Fuertes, F., & Pérez-Muñoz, A. (2020). Direct and indirect effects of transformational leadership on volunteers' intention to remain at non-profit organizations. *Psychosocial Intervention, 29*(3), 125–132. https://doi.org/10.5093/pi2020a17

Andriani, S., Kesumawati, N., & Kristiawan, M. (2019). The influence of the transformational leadership and work motivation on teacher's performance. *International Journal of Scientific & Technology Research, 7*(7), 19–29. https://www.ijstr.org/final-print/july2018/The-Influence-Of-The-Transformational-Leadership-And-Work-Motivation-On-Teachers-Performance.pdf

Ardi, K., Djati, S., Bernarto, I., Sudibjo, N., Yulianeu, A., Nanda, H., Nanda, K., & School, G. (2020). The relationship between digital transformational leadership styles and knowledge-based empowering interaction for increasing organisational innovativeness. *International Journal of Innovation, Creativity and Change, 1*1(3), 259-277. https://ijicc.net/images/vol11iss3/11322_Ardi_2020_E_R.pdf

Armstrong, J. P., & McCain, K. D. (2021). Narrative pedagogy for leadership education: Stories

    of leadership efficacy, self-identity, and leadership development. *Journal of Leadership*

    Studies, 14(4), 60–70. https://doi.org/10.1002/jls.21724

Arokodare, M. A., Asikhia, O. U., & Makinde, G. O. (2019). Strategic agility and firm

    performance: The moderating role of organisational culture. *Business Management*

    Dynamics, 9(3), 1–12. https://bmdynamics.com/issue_pdf/bmd110711-01-12.pdf

Artis, L., & Bartel, S. (2020). Filling the leadership pipeline: A qualitative study examining

    leadership development practices and challenges facing community college presidents in

    Illinois. *Community College Journal of Research and Practice*, *45*(9), 1–13.

    https://doi.org/10.1080/10668926.2020.1771476

Asmara, A., & Ming-Chang, W. (2020). An analytical study on the effective approaches

    tofacilitate higher education cooperate with industry: Based on faculty members

    perspective. *TEM Journal, 9*(4), 1721–1731. https://doi.org/10.18421/tem94-53

Badea, L., & Rogujanu, A. (2012). Controversies concerning the connection higher education –

    human capital – competitiveness. *Theoretical & Applied Economics, 18*(12), 125–142.

    https://econpapers.repec.org/scripts/search.pf?ft=Controversies+concerning+the+connecti

    on

Badgett, K., & Decman, J. (2019). Fostering inclusive culture through partnerships with

    nonprofits. *School Leadership Review, 14*(2), Article 2.

    https://scholarworks.sfasu.edu/slr/vol14/iss2/2

Baloyi, G. T. (2020). Toxicity of leadership and its impact on employees: Exploring the

    dynamics of leadership in an academic setting. *Hervormde Teologiese Studies, 76*(2), 1–

    8. https://doi.org/10.4102/hts.v76i2.5949

Bansal, P., & Corley, K. (2012). Publishing in AMJ—Part 7: What's different about qualitative research? *Academy of Management Journal, 55*(3), 509–513. https://doi.org/10.5465/amj.2012.4003

Barbosa, M. W., & de Oliveira, V. M. (2021). The corporate social responsibility professional: A content analysis of job advertisements. *Journal of Cleaner Production, 279,* Article 123665. https://doi.org/10.1016/j.jclepro.2020.123665

Barpanda, S., & Kamal, A. (2020). Associations of personality and emotional intelligence with political skill: A study on budding managers. *Indian Journal of Positive Psychology, 11*(4), 354–364. https://iahrw.org/our-services/journals/indian-journal-of-positive-psychology/

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19–31. https://doi.org/10.1016/0090-2616(90)90061-S

Bhasin, G., Yadav, S., Srivastava, S., & Kharbanda, R. (2021). People Centric Leadership as A Critical Factor in Enhancing the Absorptive Capacity of An Organization for Managing Business Transformation: Biographical Study from Indian HR Professionals. *Review of International Geographical Education Online, 11*(7), 659–674. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/lquljqcpyz

Biberhofer, P., Lintner, C., Bernhardt, J., & Rieckmann, M. (2018). Facilitating work performance of sustainability-driven entrepreneurs through higher education: The relevance of competencies, values, worldviews and opportunities. *The International Journal of Entrepreneurship and Innovation*, *20*(1), 21–38. https://doi.org/10.1177/1465750318755881

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Boni, A. A. (2019). Leading and managing teams in entrepreneurial organizations: An experiential perspective. *Journal of Commercial Biotechnology, 24*(4), 74–80. https://doi.org/10.5912/jcb919

Bragger, J. D., Alonso, N. A., D'Ambrosio, K., & Williams, N. (2020). Developing leaders to serve and servants to lead. *Human Resource Development Review, 20*(1), 9–45. https://doi.org/10.1177/1534484320981198

Brimhall, K. C. (2019). Inclusion and commitment as key pathways between leadership and nonprofit performance. *Nonprofit Management & Leadership, 30*(1), 31–49. https://doi.org/10.1002/nml.21368

Brown, M., Brown, R. S., & Nandedkar, A. (2019). Transformational leadership theory and exploring the perceptions of diversity management in higher education. *Journal of Higher Education Theory & Practice, 19*(7), 11 21. https://doi.org/10.33423/jhetp.v19i7.2527

Brown, S., Marinan, J., & Partridge, M. A. (2020). The moderating effect of servant leadership on transformational, transactional, authentic, and charismatic leadership. *Journal of International Business Disciplines, 15*(2), 67–86. https://faculty.utrgv.edu/louis.falk/jibd/JIBDnov20.pdf

Brue, K., & Brue, S. (2018). Leadership role identity construction in women's leadership development programs. *Journal of Leadership Education, 17*(1), 7–27. https://doi.org/10.12806/v17/i1/c2

Brunton, M., Kankaanranta, A., Louhiala-Salminen, L., & Jeffrey, L. (2019). Are strategic communication management competencies and personal attributes global? A case study of practice in Finland and New Zealand. *International Journal of Business Communication, 56*(2), 151–172. https://doi.org/10.1177/2329488415608846

Bucăţa, G., & Rizescu, A. M. (2017). The role of communication in enhancing work effectiveness of an organization. *Land Forces Academy Review, 22*(1), 49–57. https://doi.org/10.1515/raft-2017-0008

Bywater, J., & Lewis, J. (2019). Leadership: What competencies does it take to remain engaged as a leader in a VUCA world? *Assessment & Development Matters, 11*(3), 2-9. https://ptc.bps.org.uk/sites/ptc.bps.org.uk/files/adm/2019_10_24_selected_article_web_vol11_no3_bywater_and_lewis.pdf

Cambria. (2021). *Talent strategies for strong business results*. https://www.cambriaconsulting.com/

Cameron, C. L. (2017). A case for change in higher education. *OD Practitioner, 49*(4), 52–56.

Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth semistructured interviews. *Sociological Methods & Research, 42*(3), 294–320. https://doi.org/10.1177/0049124113500475

Carter, D. R., DeChurch, L. A., Braun, M. T., & Contractor, N. S. (2015). Social network approaches to leadership: An integrative conceptual review. *Journal of Applied Psychology, 100*(3), 597–622. https://doi.org/10.1037/a0038922

CASEL (Collaborative for Academic, Social, and Emotional Learning). (2019). *What is SEL?*

https://casel.org/what-is-sel/

Castañer, X., & Oliveira, N. (2020). Collaboration, coordination, and cooperation among

organizations: Establishing the distinctive meanings of these terms through a systematic

literature review. *Journal of Management, 46*(6), 965–1001.

https://doi.org/10.1177/0149206320901565

Chan, G. (2020). Performance management in higher education: Success or failure?

International Journal of Business & Public Administration, 17(2), 112–130.

https://link.gale.com/apps/doc/A651190535/AONE?u=anon~e9d6ad8&sid=googleSchola

r&xid=9c9660d0

Chi, J. L., Chi, G. C., Khanfar, N. M., Gao, G., & Kaifi, B. A. (2020). The impact of innovative

executive servant leadership on organizational citizenship, and organizational cynicism.

International Journal of Business & Public Administration, 17(1), 1–31.

https://www.iabpad.com/the-impact-of-innovative-executive-servant-leadership-on-

organizational-citizenship-and-organizational-cynicism/

Choi, S. B., Tran, T. B. H., & Kang, S.-W. (2017). Inclusive leadership and employee well-

being: the mediating role of person-job fit. *Journal of Happiness Studies, 18,* 1877–1901.

https://doi.org/10.1007/s10902-016-9801-6

Clapham, M. M. (2021). Characterizations of successful leaders: A comparison of leadership and

non-leadership students. *Journal of Leadership Education, 20*(2), 1–11.

https://eric.ed.gov/?id=EJ1301137

Cleveland, S., & Cleveland, M. (2020). Leadership competencies for sustained project success.

   International Journal of Applied Management Theory and Research, 2(1), 35–47.

   https://doi.org/10.4018/ijamtr.2020010103

Coetzer, M., Bussin, M., & Geldenhuys, M. (2017). The functions of a servant leader.

   Administrative Sciences, 7(1), 5. https://doi.org/10.3390/admsci7010005

Collingridge, D. S., & Gantt, E. E. (2008). The quality of qualitative research. *American Journal

   of Medical Quality, 23*(5), 389–395. https://doi.org/10.1177/1062860608320646

Creswell, J., & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five

   approaches* (4th ed). SAGE.

Cripe, E. (2020a, February 16). *A completely integrated competency management system*.

   https://www.workitect.com/competency-management-system/

Cripe, E. (2020b, November 14). *Leadership competencies for competency models*.

   https://www.workitect.com/leadership-competency-models/

Cummings, R. (2021). *Home page*. https://competencybasedinterviews.com/

Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership

   development in educational settings. *Educational Research Review, 27*(27), 110–125.

   https://doi.org/10.1016/j.edurev.2019.02.003

Daniëls, E., Muyters, G., & Hondeghem, A. (2021). Leadership training and organizational

   learning climate: Measuring influences based on a field experiment in

   education. *International Journal of Training and Development, 25*(1), 43–59.

   https://doi.org/10.1111/ijtd.12206

Deggs, D., & Hernandez, F. (2018). Enhancing the value of qualitative field notes through purposeful reflection. *The Qualitative Report, 23*(10), 2552–2560. https://doi.org/10.46743/2160-3715/2018.3569

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigor. *Family Medicine and Community Health*, *7*(2), 1-8. https://doi.org/10.1136/fmch-2018-000057

Demir, A., & Budur, T. (2019). Roles of leadership styles in corporate social responsibility to nongovernmental organizations (NGOs). *International Journal of Social Sciences & Educational Studies, 5*(4), 174–183, Article 15. https://ijsses.tiu.edu.iq/index.php/volume-5-issue-4-article-15/

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). McGraw-Hill.

Devito, J. (2018). *The interpersonal communication book* (15th ed.). Pearson Education Limited.

Dheyaa, F. B., Hadi, M. J., & Ahmed, A. A. (2020). The impact of inclusive leadership behaviors on innovative workplace behavior with an emphasis on the mediating role of work engagement. *Problems and Perspectives in Management, 18*(3), 479-491. https://doi.org/10.21511/ppm.18(3).2020.39

Díaz, E. R., Sánchez-Vélez, C., & Santana-Serrano, L. (2019). Integrating the five practices of exemplary leadership model into entrepreneurship education. *International Journal for the Scholarship of Teaching and Learning, 13*(3), Article 10. https://doi.org/10.20429/ijsotl.2019.130310

Doblinger, M. (2022). Individual Competencies for Self-Managing Team Performance: A Systematic Literature Review. *Small Group Research, 53*(1), 128–180.

https://doi.org/10.1177/10464964211041114

Dooly, M., Moore, E., & Vallejo, C. (2017). Research ethics. In E. Moore & M. Dooly (Eds.),

Qualitative approaches to research on plurilingual education (pp. 351–362). Research-

publishing.net. https://doi.org/10.14705/rpnet.2017.emmd2016.634

Doz, Y. (2019). Fostering strategic agility: How individual executives and human resource

practices contribute. *Human Resource Management Review, 30*(1), 100693.

https://doi.org/10.1016/j.hrmr.2019.100693

Drew, G. (2010). Issues and challenges in higher education leadership: Engaging for change.

Australian Educational Researcher, 37(3), 57–76. https://doi.org/10.1007/BF03216930

Dryburgh, M. (2020). Teaching servant leadership: Ansar Burney and child camel jockeys.

Journal of Leadership Education, 19(4), 116–122.

https://journalofleadershiped.org/jole_articles/teaching-servant-leadership-ansar-burney-

and-child-camel-jockeys/

Dühring, L., & Zerfass, A. (2021). The triple role of communications in agile organizations.

International Journal of Strategic Communication, 15(2), 1–20.

https://doi.org/10.1080/1553118x.2021.1887875

Egan, J. D., Banter, J. N., & Sorgen, C. H. (2021). Assessing escape rooms as a teaching strategy

for leadership competency development. *Journal of Leadership Education, 20*(1), 140–

155. https://journalofleadershiped.org/wp-content/uploads/2020/12/20_1_eganD.pdf

Egekvist, U. E., Lyngdorf, N. E., & Du, X. Y. (2017). Internationalization in schools—

Perspectives of school leaders. *International Journal of Educational Research, 83*(1), 20–

31. https://doi.org/10.1016/j.ijer.2017.02.009

Eichinger, R. W., & Lombardo, M. M. (2004). *The leadership machine: Architecture to develop leaders for any future.* Lominger LTD, Inc.

Ellis, P. (2021). Sampling in qualitative research (3). *Wounds UK, 17*(1), 128–130. https://www.wounds-uk.com/download/wuk_article/8903

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open, 4*(1), Article 215824401452263. https://doi.org/10.1177/2158244014522633

Endres, S., & Weibler, J. (2020). Understanding (non) leadership phenomena in collaborative interorganizational networks and advancing shared leadership theory: an interpretive grounded theory study. *Business Research, 13,* 275–309. https://doi.org/10.1007/s40685-019-0086-6

Erben, J., Schneider, F. M., & Maier, M. (2019). In the ear of the beholder: self-other agreement in leadership communication and Its relationship with subordinates' job satisfaction. *International Journal of Business Communication, 56*(4), 505–529. https://doi.org/10.1177/2329488416672431

Eyisi, D. (2016). The usefulness of qualitative and quantitative approaches and methods in researching problem-solving ability in science education curriculum. *Journal of Education and Practice*, *7*(15), 91–100. https://eric.ed.gov/?id=EJ1103224

Falih Bannay, D., Jabbar Hadi, M., & Abdullah Amanah, A. (2020). The impact of inclusive leadership behaviors on innovative workplace behavior with an emphasis on the mediating role of work engagement. *Problems and Perspectives in Management, 18*(3), 479–491. https://doi.org/10.21511/ppm.18(3).2020.39

Farrell, M. (2017). Leadership reflections: Leadership skills for knowledge management. *Journal of Library Administration, 57*(6), 674–682.

https://doi.org/10.1080/01930826.2017.1340768

Fatima, T., Majeed, M., Jahanzeb, S., Gul, S., & Irshad, M. (2021). Servant leadership and Machiavellian followers: A moderated mediation model. *Revista de Psicología Del Trabajo Y de Las Organizaciones, 37*(3), 215–229. https://doi.org/10.5093/jwop2021a19

Foucrier, T., & Wiek, A. (2019). A process-oriented framework of competencies for sustainability entrepreneurship. *Sustainability, 11*(24), Article 7250.

https://doi.org/10.3390/su11247250

Friesen, P., Kearns, L., Redman, B., & Caplan, A. L. (2017). Rethinking the Belmont Report? *The American Journal of Bioethics, 17*(7), 15–21.

https://doi.org/10.1080/15265161.2017.1329482

Fuller, M. B., Skidmore, S. T., Bustamante, R. M., & Holzweiss, P. C. (2016). Empirically exploring higher education cultures of assessment. *The Review of Higher Education, 39*(3), 395–429. https://muse.jhu.edu/article/611668

Fusarelli, B. C., Fusarelli, L. D., & Riddick, F. (2018). Planning for the future: Leadership development and succession planning in education. *Journal of Research on Leadership Education, 13*(3), 286–313. https://doi.org/10.1177/1942775118771671

Gagani, R. (2019). Credibility in qualitative and quantitative research in education: A humean approach. *American Journal of Humanities and Social Sciences Research, 3*(6), 179, 134–139. https://www.ajhssr.com/wp-content/uploads/2019/06/R1936134139.pdf

Galanis, P. (2018, January 1). Methods of data collection in qualitative research. *Archeia Hellēnikēs Iatrikēs, 35*(2), 268–277.

http://explore.bl.uk/primo_library/libweb/action/display.do?tabs=detailsTab&gathStatTa b=true&ct=display&fn=search&doc=ETOCRN615402732&indx=1&recIds=ETOCRN61 5402732

Galdas, P. (2017). Revisiting bias in qualitative research. *International Journal of Qualitative Methods, 16*(1), Article 160940691774899. https://doi.org/10.1177/1609406917748992

Ghafar, A. (2020). Convergence between 21st century skills and entrepreneurship education in higher education institutes. *International Journal of Higher Education, 9*(1), 218–229. https://doi.org/10.5430/ijhe.v9n1p218

Ghalavi, Z., & Nastiezaie, N. (2020). Relationship of servant leadership and organizational citizenship behavior with mediation of psychological empowerment. *Eurasian Journal of Educational Research, 89*, 241–263. https://files.eric.ed.gov/fulltext/EJ1269789.pdf

Gigliotti, R. A., Ruben, B. D., & Goldthwaite, C. (2017). *Leadership: Communication and social influence in personal and professional contexts*. Kendall Hunt.

Gino, F. (2019, October 14). Cracking the code of sustained collaboration. *Harvard Business Review, 97*(6). https://www.hbs.edu/faculty/Pages/item.aspx?num=57096

Glassman, K. S. (2018). Nurse manager learning agility and observed leadership ability: A case study. *Nursing Economics, 36*(2), 74–82. https://go.gale.com/ps/i.do?p=AONE&u=anon~6f9906d&id=GALE|A537590651&v=2.1 &it=r&sid=bookmark-AONE&asid=4bc5ea63

Gocen, A., & Sen, S. (2021). A validation of servant leadership scale on multinational sample. *Psychological Reports, 124*(2), 752–770. https://doi.org/10.1177/0033294120957246

Goodermote, C. (2020). Leadership core competencies for higher education facilities managers. *Journal of Facility Management Education and Research, 4*(1), 1–8. https://doi.org/10.22361/2474-6630-4.1.1

Görgens-Ekermans, G., & Roux, C. (2021). Revisiting the emotional intelligence and transformational leadership debate: (How) does emotional intelligence matter to effective leadership? *SA Journal of Human Resource Management, 19*(1), 1-13. https://doi.org/10.4102/sajhrm.v19i0.1279

Greenhaw, L. L., & Abreau, M. D. (2020). When technical skills aren't enough: Training for the softer side of community action leadership. *Journal of Leadership Education, 19*(1), 29–36. https://doi.org/10.12806/V19/I1/A3

Guthrie, K. L., & Jenkins, D. M. (2018). *The role of leadership educators: Transforming learning.* Information Age Publishing Inc.

Guzmán, V. E., Muschard, B., Gerolamo, M., Kohl, H., & Rozenfeld, H. (2020). Characteristics and skills of leadership in the context of industry 4.0. *Procedia Manufacturing, 4*3(2020), 543–550. https://doi.org/10.1016/j.promfg.2020.02.167

Haber-Curran, P., & Guramatunhu Cooper, N. (2020). Teaching global mindset and intercultural competence through the framework of emotionally intelligent leadership. *Journal of Leadership Education, 19*(2), 86–96. https://doi.org/10.12806/V19/I2/A1

Haider, A., & Mushtaq, H. (2017). Self-efficacy as a mediator in the relationship between servant leadership and teaching effectiveness. *Journal of Managerial Sciences, 11,* 167–182. ttps://qurtuba.edu.pk/jms/default_files/JMS/special_edition/2%20AMOS/11%20(AIC-AMOS%202017)%20167-182%20Aftab%20Haider.pdf

Hartnell, C. A., Ou, A. Y., Kinicki, A. J., Choi, D., & Karam, E. P. (2019). A meta-analytic test of organizational culture's association with elements of an organization's system and its relative predictive validity on organizational outcomes. *Journal of Applied Psychology, 104*(6), 832–850. https://doi.org/10.1037/apl0000380

Hendrikz, K., & Engelbrecht, A. S. (2019). The principled leadership scale: An integration of value-based leadership. *South African Journal of Industrial Psychology, 45*, 1–10. https://doi.org/10.4102/sajip.v45i0.1553

Heyler, S. G., & Martin, J. A. (2018). Servant leadership theory: Opportunities for additional theoretical integration. *Journal of Managerial Issues, 30*(2), 230–243. https://searchworks.stanford.edu/articles/edsgbe__edsgcl.545892003

Hezlett, S., & McCauley, C. (2018). Employee development: The process and practice of work-related learning. In D. S. Ones, N. Anderson, C. Viswesvaran, & H. K. Sinangil (Eds.), *The SAGE Handbook of industrial, work, & organizational psychology* (pp. 235–264). https://doi.org/10.4135/9781473914957.n12

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2016). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management, 44*(2), 501–529. https://doi.org/10.1177/0149206316665461

Høffding, S., & Martiny, K. (2015). Framing a phenomenological interview: What, why, and how. *Phenomenology and the Cognitive Sciences, 15*(4), 539–564. https://doi.org/10.1007/s11097-015-9433-z

Holbeche, L. S. (2019). Shifts in organizational culture when implementing agility. *Journal of Creating Value, 5*(2), 124-138. https://doi.org/10.1177/2394964319853164

Holmes, C., Schoonover, N. R., & Atkinson, A. A. (2021). Negotiating teacher positionality:
Preservice teachers confront assumptions through collaborative book clubs in a social
studies methods course. *Journal of Social Studies Research, 45*(2), 118–129.
https://doi.org/10.1016/j.jssr.2020.07.003

Hou, B. (2018). Institutional guardianship: How leaders in nonprofit academic organizations
resolve ethical dilemmas in their work. *International Journal of Knowledge, Culture &
Change in Organizations: Annual Review, 17*(1), 1–18. https://doi.org/10.18848/1447-
9524/CGP/v17i01/1-18

Hussain, M. M., Russell, J., & Haddad, A. (2014). Managing competency in non-profit
organization: Experience with a European university. *Issues in Social & Environmental
Accounting, 8*(4), 209–224. https://doaj.org/article/36fca605c4804ec2941fa3bedca694cd

Illanes, P., Lund, S., Mourshed, M., Rutherford, S., & Tyreman, M. (2018). *Retraining and
reskilling workers in the age of automation*. McKinsey and Company.
https://www.mckinsey.com/featured-insights/future-of-work/retraining-and-reskilling-
workers-in-the-age-of-automation

Jager, K. J., Tripepi, G., Chesnaye, N. C., Dekker, F. W., Zoccali, C., & Stel, V. S. (2020).
Where to look for the most frequent biases? *Nephrology, 25*(6), 435–441.
https://doi.org/10.1111/nep.13706

Jiang, M., & Lu, S. (2020). To empathize, or not empathize in educational leadership. *Journal of
Organizational and Educational Leadership, 5*(1), 1-20. https://digitalcommons.gardner-
webb.edu/joel/vol5/iss1/3

Jiwon, S., Harrington, J., & Goodman, D. (2018). Understanding the link between organizational communication and innovation: An examination of public, nonprofit, and for-profit organizations in South Korea. *Public Personnel Management, 47*(2), 217–244. https://doi.org/10.1177/0091026018760930

Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education, 84*(1), 138–146. https://doi.org/10.5688/ajpe7120

Joiner, B. (2019). Leadership agility for organizational agility. *Journal of Creating Value, 5*(2), 139–149. https://doi.org/10.1177/2394964319868321

Juhro, S. M., Aulia, A. F., Hadiwaluyo, D., Aliandrina, D., & Lavika, E. (2020). The role of catalytic collaboration in leveraging transformational leadership competencies to generate sustainable innovation. *International Journal of Organizational Leadership*, *9*(1), 48–66. https://ijol.cikd.ca/article_60490.html

Kafaji, M. (2020). Delegation and collaboration practices to embrace innovative ideas for business growth in small to medium enterprises. *International Journal of Entrepreneurship, 24*(1), 1–8. https://www.abacademies.org/articles/delegation-and-collaboration-practices-to-embrace-innovative-ideas-for-business-growth-in-small-to-medium-enterprises-9026.html

Kastberg, E., Buchko, A., & Buchko, K. (2020). Developing emotional intelligence: The role of higher education. *Journal of Organizational Psychology, 20*(3), 64–72. https://doi.org/10.33423/jop.v20i3.2940

Kaufman, E. K., Mitra, S., Anderson, J. C., Courtney, J. S., & Cash, C. S. (2020). Leading

    collaborative change in an educational organization. *Journal of Leadership Education,*

    19(4), 56–67. https://hdl.handle.net/10919/100133

Kaur, J., & Sharma, A. (2019). Emotional intelligence and work performance. *International*

    Journal of Recent Technology and Engineering, 8(2S3), 1658–1664.

    https://doi.org/10.35940/ijrte.b1301.0782s319

KCC (The Kimberly Connection Company). (2020). *Employee & leadership development*.

    https://www.kimberly-layne.com/

Kellerman, B. (2018). *Professionalizing leadership*. University Press.

Khompi, R. (2019, June 12). *Competency-based interviewing can lead to better hires*. SHRM.

    https://www.shrm.org/resourcesandtools/hr-topics/behavioral-

    competencies/pages/competency-based-interviewing-can-lead-to-better-hires.aspx

Kiersch, C., & Peters, J. (2017). Leadership from the inside out: Student leadership development

    within authentic leadership and servant leadership frameworks. *Journal of Leadership*

    Education, 16(1), 148–168. https://doi.org/10.12806/v16/i1/t4

Klempin, S., & Karp, M. M. (2018). Leadership for transformative change: Lessons from

    technology-mediated reform in broad-access Colleges. *Journal of Higher Education,*

    89(1), 81–105. https://doi.org/10.1080/00221546.2017.1341754

Komives, S. R., & Sowcik, M. (2020). The status and scope of leadership education in higher

    education. *New Directions for Student Leadership, 2020*(165), 23–36.

    https://doi.org/10.1002/yd.20366

Köppe, C., Held, M. J., & Schütz, A. (2019). Improving emotion perception and emotion

    regulation through a web-based emotional intelligence training (WEIT) program for

    future leaders. *International Journal of Emotional Education, 11*(2), 17–32.

    https://files.eric.ed.gov/fulltext/EJ1236233.pdf

Korstjens, I., & Moser, A. (2017). Series: Practical guidance to qualitative research. Part 4:

    Trustworthiness and publishing. *European Journal of General Practice, 24*(1), 120–124.

    https://doi.org/10.1080/13814788.2017.1375092

Kotter, J. P. (2014). *Accelerate: Building strategic agility for a faster-moving world.* Harvard

    Business Review. https://hbr.org/2014/04/accelerate-building-strategic-agility-for-a-

    faster-moving-world

Kozleski, E. B. (2017). The uses of qualitative research. *Research and Practice for Persons with

    Severe Disabilities, 42*(1), 19–32. https://doi.org/10.1177/1540796916683710

Kragt, D., & Day, D. V. (2020). Predicting leadership competency development and promotion

    among high-potential executives: The role of leader identity. *Frontiers in Psychology,

    5*(11), Article 1816. https://doi.org/10.3389/fpsyg.2020.01816

Kukunda-Onyait, N. (2019). *Achieving workforce agility in dynamic environments* [Master's

    thesis, University of Vaasa]. https://osuva.uwasa.fi/bitstream/handle/10024/9331

    /osuva_8605.pdf?sequence=1&isAllowed=y

Ladkin, D. (2018). Self constitution as the foundation for leading ethically: A Foucauldian

    possibility. *Business Ethics Quarterly, 28*(3), 301–323.

    https://doi.org/10.1017/beq.2017.43

Ladkin, D., & Patrick, C. B. (2022). Whiteness in leadership theorizing: A critical analysis of

race in Bass' transformational leadership theory. *Leadership, 18*(2), 205–223

https://doi.org/10.1177/17427150211066442

Lai, F. Y., Tang, H. C., Lu, S. C., Lee, Y. C., & Lin, C. C. (2020). Transformational leadership
and job performance: The mediating role of work engagement. *SAGE Open, 10*(1), 1–11.
https://doi.org/10.1177/2158244019899085

Lan, Y., Xia, Y., & Yang, L. (2021). Effects of servant leadership on the leader's innovative
behavior. *Social Behavior & Personality: An International Journal, 49*(10), 1–13.
https://doi.org/10.2224/sbp.10782

Lanka, E., Lanka, S., Rostron, A., & Singh, P. (2021). Why we need qualitative research in
management studies. *Revista de Administração Contemporânea, 25*(2), 1–7.
https://doi.org/10.1590/1982-7849rac2021200297.en

Leading Effectively Staff. (2020, November 22). *Leadership Through DAC (Direction,
Alignment & Commitment)*. CCL. https://www.ccl.org/articles/leading-effectively-
articles/make-leadership-happen-with-dac-framework/

Lee, H. H., & Li, M. F. (2015). Principal leadership and its link to the development of a school's
teacher culture and teaching effectiveness: A case study of an award-winning teaching
team at an elementary school. *International Journal of Education Policy & Leadership,
10*(4), 1–17. https://doi.org/10.22230/ijepl.2015v10n4a555

Lee, J., & Song, J. H. (2020). Developing a conceptual integrated model for the employee's
learning agility. *Performance Improvement Quarterly, 34*(4), p367-394.
https://doi.org/10.1002/piq.21352

Levitt, H. M., Morrill, Z., Collins, K. M., & Rizo, J. L. (2021). The methodological integrity of
critical qualitative research: Principles to support design and research review. *Journal of
Counseling Psychology, 68*(3), 357–370. https://doi.org/10.1037/cou0000523

Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: How culturally responsive

teaching, classroom management, and assessment literacy are intertwined. *Multicultural

Education, 23*(3–4), 7–13. https://files.eric.ed.gov/fulltext/EJ1119450.pdf

LSA Global. (2021). *What we do*. https://lsaglobal.com/what-we-do/

Lucena, F. d. O., & Popadiuk, S. (2020). Tacit knowledge in unstructured decision process.

RAUSP Management Journal, 55(1), 22–39. https://doi.org/10.1108/rausp-05-2018-0021

Lupinacci, J. (2017). Addressing 21st century challenges in education: An ecocritical conceptual

framework toward an ecotistical leadership in education. *Impacting Education: Journal

on Transforming Professional Practic*e, *2*(1), 20–27. https://doi.org/10.5195/ie.2017.31

Lynch, B. (2015). Partnering for performance in situational leadership: A person-centered

leadership approach. *International Practice Development Journal, 5*(5), 1–10.

https://doi.org/10.19043/ipdj.5SP.007

MacDonald, A., Clarke, A., Ordonez-Ponce, E., Chai, Z., & Andreasen, J. (2020). Sustainability

managers: The job roles and competencies of building sustainable cities and

communities. *Public Performance & Management Review, 43*(6), 1413–1444.

https://doi.org/10.1080/15309576.2020.1803091

Manti, S., & Licari, A. (2018). How to obtain informed consent for research. *Breathe*, *14*(2),

145–152. https://doi.org/10.1183/20734735.001918

Mathews, M. A. (2020). The embeddedness of nonprofit leadership in civic governance.

Voluntas: International Journal of Voluntary & Nonprofit Organizations, 31(1), 201–

212. https://doi.org/10.1007/s11266-019-00139-y

Mayes, E., & Gethers, K. (2018). Transformational leadership: Creating a learning culture in an

    age of accountability. *AASA Journal of Scholarship & Practice, 15*(3), 12–31.

    https://eric.ed.gov/?id=EJ1192617

McAuley, C. (2019). Relationships matter—Ideas for transforming the nonprofit boardroom.

    Performance Improvement, 58(4), 13–20. https://doi.org/10.1002/pfi.21848

McCauley, C. D., & Palus, C. J. (2020). Developing the theory and practice of leadership

    development: A relational view. *The Leadership Quarterly, 32*(5), Article 101456.

    https://doi.org/10.1016/j.leaqua.2020.101456

McNaughtan, J., DePue, B., & McNaughtan, E. D. (2019). The road already traveled:

    Communication advice for higher education leaders. *International Journal of*

    Educational Management, 33(6), 1431–1441. https://doi.org/10.1108/IJEM-11-2018-

    0351

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and*

    implementation (4th ed.). Jossey Bass.

Mersid, P., Mekić, E., Hadžiahmetović, N., & Budur, T. (2020). Effectiveness of

    transformational leadership among different cultures. *International Journal of Social*

    Sciences & Educational Studies, 7(3), 119–129. https://doi.org/10.23918/ijsses.v7i3p119

Mertler, C. A. (2016). *Introduction to educational research*. SAGE Publications Inc.

Mikkelson, A. C., Sloan, D., & Hesse, C. (2019). Relational communication messages and

    leadership styles in supervisor/employee relationships. *International Journal of Business*

    Communication, 56(4), 586–604. https://doi.org/10.1177/2329488416687267

Mikkonen, K., Koskinen, M., Koskinen, C., Koivula, M., Koskimäki, M., Lähteenmäki, M.-L.,

Mäki-Hakola, H., Wallin, O., Sjögren, T., Salminen, L., Sormunen, M., Saaranen, T.,

Kuivila, H.-M., & Kääriäinen, M. (2019). Qualitative study of social and healthcare

educators' perceptions of their competence in education. *Health & Social Care in the

Community, 27*(6), 1555–1563. https://doi.org/10.1111/hsc.12827

Miller, M. T., & Smith, E. A. (2020). Are colleges hurting themselves? Revenue diversification

and institutional focus. *Education, 140*(3), 131–138.

https://www.ingentaconnect.com/content/prin/ed/2020/00000140/00000003/art00002

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of

Qualitative Methods*, *5*(4), 56–69. https://doi.org/10.1177/160940690600500405

Mohseni, M. (2019). Relationship between psychological empowerment of managers with

performance accountability in hospitals affiliated to Tehran university of medical

sciences, Tehran, Iran. *Journal of Patient Safety & Quality Improvement, 7*(1), 13–18.

https://doi.org/10.22038/PSJ.2019.33915.1188

Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016).

A guideline to improve qualitative social science publishing in ecology and conservation

journals. *Ecology and Society, 21*(3), Article 17. https://doi.org/10.5751/es-08663-
210317

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry.

Qualitative Health Research, 25(9), 1212–1222.

https://doi.org/10.1177/1049732315588501

Morton, J., Stacey, P., & Mohn, M. (2018). Building and maintaining strategic agility: An

    agenda and framework for executive IT leaders. *California Management Review, 61*(1),

    94–113. https://doi.org/10.1177/0008125618790245

Moser, A., & Korstjens, I. (2017). Series: Practical guidance to qualitative research. Part 1:

    Introduction. *European Journal of General Practice, 23*(1), 271–273.

    https://doi.org/10.1080/13814788.2017.1375093

Mostajo, S. T., Rasing, E. V., & Flores, R. O. (2018). A glimpse of the wellness and engagement

    of administrators from La Salle Schools in the Philippines. *Journal of Institutional

    Research South East Asia, 16*(1), 1–25.

    http://www.seaairweb.info/journal/JIRSEA_v16_n1_2018.pdf

Motlhanke, S. D., & Naong, M. N. (2021). The impact of emotional intelligence on behavioural

    factors during transition: A case of the Free State Technical and Vocational Education

    and Training colleges. *South African Journal of Human Resource Management, 19*(1), 1–

    10. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/ivq5uvmuej

Motulsky, S. L. (2021). Is member checking the gold standard of quality in qualitative research?

    Qualitative Psychology, 8(3), 389–406. https://doi.org/10.1037/qup0000215

Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.

Muafi, M., & Uyun, Q. (2019). Leadership agility, the influence on the organizational learning

    and organizational innovation and how to reduce imitation orientation. *International

    Journal for Quality Research, 13*(2), 467–484. https://doi.org/10.24874/ijqr13.02-14

Mukhtar, M., Risnita, R., & Prasetyo, M. A. M. (2020). The influence of transformational

    leadership, interpersonal communication, and organizational conflict on organizational

effectiveness. *International Journal of Educational Review, 2*(1), 1–17.

https://doi.org/10.33369/ijer.v2i1.10371

Mullen, C. A., Boyles, E. T., Witcher, A. W., & Klimaitis, C. C. (2020). Dynamics shaping

collaborative peer group mentoring among educational leaders. *Journal Mentoring &*

Tutoring: Partnership in Learning, *28*(4) 416–438.

https://doi.org/10.1080/13611267.2020.1793087

Nejatian, M., Zarei, M. H., Rajabzadeh, A., Azar, A., & Khadivar, A. (2019). Paving the path

toward strategic agility: A methodological perspective and an empirical investigation.

Journal of Enterprise Information Management, 32(4), 538–562.

https://doi.org/10.1108/JEIM-10-2018-0233

Nelson, E. (2018). They pay people to work here? The role of volunteering on nonprofit career

awareness and interest. *Journal of Public and Nonprofit Affairs, 4*(3), 329–349.

https://doi.org/10.20899/jpna.4.3.329-349

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn

from the experiences of others. *Perspectives on Medical Education, 8*(2), 90–97.

https://doi.org/10.1007/s40037-019-0509-2

Ni, G., Xu, H., Cui, Q., Qiao, Y., Zhang, Z., Li, H., & Hickey, P. J. (2020). Influence mechanism

of organizational flexibility on enterprise competitiveness: The mediating role of

organizational innovation. *Sustainability, 13*(1), Article 176.

https://doi.org/10.3390/su13010176

The NonProfit Times. (2017, November 1). *Study: Most nonprofits lacking in leadership,*

management. https://www.thenonprofittimes.com/npt_articles/study-nonprofits-lacking-

leadership-management/

Nusbaum, L., Douglas, B., Damus, K., Paasche-Orlow, M., & Estrella-Luna, N. (2017).

Communicating risks and benefits in informed consent for research: A qualitative study.

Global Qualitative Nursing Research, 4, 1–13.

https://doi.org/10.1177/2333393617732017

OHRP (Office for Human Research Protections). (2016a, March 15). *The Belmont Report*.

https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html

OHRP (Office for Human Research Protections). (2016b). *Home page*.

https://www.hhs.gov/ohrp/

Palmatier, R. W., Houston, M. B., & Hulland, J. (2018). Review articles: Purpose, process, and

structure. *Journal of the Academy Marketing Science, 46*, 1–5.

https://doi.org/10.1007/s11747-017-0563-4

Pang, E., Wong, M., Leung, C. H., & Coombes, J. (2018). Competencies for fresh graduates'

success at work: Perspectives of employers. *Industry and Higher Education, 33*(1), 55–

65. https://doi.org/10.1177/0950422218792333

Paolini, A. C. (2020). Social emotional learning: Key to career readiness. *Anatolian Journal of

Education, 5*(1), 125–134. https://doi.org/10.29333/aje.2020.5112a

Paradis, E., O'Brien, B., Nimmon, L., Bandiera, G., & Martimianakis, M. A. (2016). Design:

Selection of data collection methods. *Journal of Graduate MedicalEeducation, 8*(2),

263–264. https://doi.org/10.4300/JGME-D-16-00098.1

Patino, C. M., & Ferreira, J. C. (2018). Inclusion and exclusion criteria in research studies:

Definitions and why they matter. *Jornal Brasileiro de Pneumologia, 44*(2), 84–84.

https://doi.org/10.1590/s1806-37562018000000088

Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). SAGE
    Publications.

Peng, S., Liao, Y., & Sun, R. (2020). The influence of transformational leadership on employees'
    affective organizational commitment in public and nonprofit organizations: A moderated
    mediation model. *Public Personnel Management, 49*(1), 29–56.
    https://doi.org/10.1177/0091026019835233

Peterson, B. (2020). *Female small business owners: Strategies for success* [Doctoral dissertation,
    Walden University]. Walden Dissertations and Doctoral Studies.
    https://scholarworks.waldenu.edu/dissertations/8571/

PHRP (Protecting Human Research Participants). (2021). *Online training and certification.*
    https://phrp.nihtraining.com/index.php

Pionke, J., & Graham, R. (2021). A multidisciplinary scoping review of literature focused on
    compassion, empathy, emotional intelligence, or mindfulness behaviors and working with
    the public. *Journal of Library Administration, 6*1(2), 147–184.
    https://doi.org/10.1080/01930826.2020.1853469

Platonova, N. S., & Tulupieva, T. V. (2020). Emotional leadership: The relationship of level of
    education and emotional intelligence. *Administrative Consulting, 10*(C), 109–123.
    https://ideas.repec.org/a/acf/journl/y2020id1553.html

Ploum, L., Blok, V., & Lans, T. (2017). Toward a validated competence framework for
    sustainable entrepreneurship. *Organization & Environment, 31*(2), 113–132.
    https://doi.org/10.1177/1086026617697039

Porter, T. H. (2018). The importance of research: An exploratory study with the collegiate

leadership competition. *Journal of Leadership Studies, 11*(4), 65–67.

https://discovery.ebsco.com/c/36ffkw/viewer/pdf/77xiabvnav?modal=cite

Prommer, L., Tiberius, V., & Kraus, S. (2020). Exploring the future of startup leadership

development. *Journal of Business Venturing Insights, 14*(e00200), 1-9.

https://doi.org/10.1016/j.jbvi.2020.e00200

Radvany, P. (2021). Experiential leadership: Teaching collaboration through a shared leadership

model. *Clinical Law Review, 27*(2), 309–359.

https://www.law.nyu.edu/sites/default/files/Paul%20Radvany%20-

%20Experiential%20Leadership%20%281%29.pdf

Rezaee Manesh, B., & Sadeighi, R. (2017). The impact of servant leadership on motivation and

performance of staff. *Iranian Journal of Public Administration Mission, 7*(4), 51–66.

https://ijpa.srbiau.ac.ir/article_10144.html?lang=enRoberts, K., Dowell, A., & Nie, J. B.

(2019). Attempting rigor and replicability in thematic analysis of qualitative research

data; A case study of codebook development. *BMC Medical Research Methodology,

19*(1), Article 66. https://doi.org/10.1186/s12874-019-0707-y

Robertson, J. L., & Barling, J. (2017). Contrasting the nature and effects of environmentally

specific and general transformational leadership. *Leadership & Organization

Development Journal, 38*(1), 22–41. https://doi.org/10.1108/lodj-05-2015-010

Roha, I., Jais, M., Yahaya, N., & Ghani, E. (2020). Development of a leadership competency

framework for higher education institutions in Malaysia. *International Journal of

Innovation, Creativity and Change, 14*(1), 155–169.

https://www.ijicc.net/images/Vol_14/Iss_1/14117_Jais_2020_E_R.pdf

Roper, L. D. (2019). The power of dialogue and conversation in higher education. *New Directions for Student Leadership, 2019*(163), 15–28. https://doi.org/10.1002/yd.20344

Ruben, B. D., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Stylus.

Ruben, B. D., & Gigliotti, R. A. (2017). Are higher education institutions and their leadership needs unique? The vertical versus horizontal perspective. *Higher Education Review, 49*(3), 27–52. https://eric.ed.gov/?id=EJ1157261

Saleem, F., Zhang, Y. Z., Gopinath, C., & Adeel, A. (2020). Impact of servant leadership on performance: The mediating role of affective and cognitive trust. *SAGE Open, 10*(1), 1–16. https://doi.org/10.1177/2158244019900562

Salmi, I., Pietiläinen, V., & Syväjärvi, A. (2021). The experience qualities approach to leadership and employee well-being. *Nordic Journal of Working Life Studies, 11*(2), 22–42. https://tidsskrift.dk/njwls/article/view/122593

Sargeant, A., & Day, H. (2018). *A study of nonprofit leadership in the US and its impending crisis*. https://foundationfe.org/wp-content/uploads/2019/01/Marc-Pitman_2018-Wake-Up-Call-Report.pdf

Sawan, F., Suryadi, S., & Nurhattati, N. (2020). Servant leadership: Antecedent factors, impact, and education theories used as researcher's perspective. *International Journal of Higher Education, 9*(5), 60–75. https://doi.org/10.5430/ijhe.v9n5p60

Schad, J., Lewis, M. W., Raisch, S., & Smith, W. K. (2016). Paradox research in management science: Looking back to move forward. *The Academy of Management Annals, 10*(1), 5–6. https://doi.org/10.5465/19416520.2016.1162422

Schlak, T. (2019). Leadership reflections: Complexity and our adaptable minds – Collaborative

inquiry and presence-based leadership. *Journal of Library Administration, 59*(8), 903–

914. https://doi.org/10.1080/01930826.2019.1661748

*S*choemaker, P. J. H., Heaton, S., & Teece, D. (2018). Innovation, dynamic capabilities, and

ladership. *California Management Review, 61*(1), 15–42.

https://doi.org/10.1177/0008125618790246

Seemiller, C. (2017). Using leadership competencies to develop talents into strengths. *New

Directions for Student Leadership, 2017*(156), 31–42. https://doi.org/10.1002/yd.20269

Setyaningsih, S., & Sunaryo, W. (2021). Optimizing transformational leadership strengthening,

self efficacy, and job satisfaction to increase teacher commitment. *International

Journal of Instruction, 14*(4), 427–438. https://www.e-iji.net/dosyalar/iji_2021_4_25.pdf

Shafi, M., Zoya, Y., Lei, Z., Song, X., & Sarker, M. N. I. (2020). The effects of transformational

leadership on employee creativity: Moderating role of intrinsic motivation. *Asia Pacific

Management Review, 25*(3), 166–176. https://doi.org/10.1016/j.apmrv.2019.12.002

Shakeel, F., Kruyen, P. M., & Van Thiel, S. (2019). Ethical leadership as process: A conceptual

proposition. *Public Integrity, 21*(6), 613–624

https://doi.org/10.1080/10999922.2019.1606544

Shanker, R., Bhanugopan, R., Van der Heijden, B. I. J. M., & Farrell, M. (2017). Organizational

climate for innovation and organizational performance: The mediating effect of

innovative work behavior. *Journal of Vocational Behavior, 11*(100), 67–77.

https://doi.org/10.1016/j.jvb.2017.02.004

Sims, C., Carter, A., & Moore De Peralta, A. (2020). Do servant, transformational, transactional,

and passive avoidant leadership styles influence mentoring competencies for faculty? A

study of a gender equity leadership development program. *Human Resource*

   Development Quarterly, 32, 55–75. https://doi.org/10.1002/hrdq.21408

Singh, A. S., & Segatto, A. P. (2020). When relational capabilities walk-in education for

   sustainability scenario. *Journal of Cleaner Production, 263*(1)*,* Article 121478.

   https://doi.org/10.1016/j.jclepro.2020.121478

Sivarat, N., Thamma, P., & Kenaphoom, S. (2021). Full range leadership concepts. *Ilkogretim*

   Online, 20(3), 1311–1319. https://doi.org/10.17051/ilkonline.2021.03.147

Skyrius, R., & Valentukevičė, J. (2020). Business intelligence agility, informing agility, and

   organizational agility: Research agenda. *Informacijos Mokslai / Information Sciences,*

   90(2020)*,* 8–25. https://doi.org/10.15388/Im.2020.90.47

Slatten, L. A., Bendickson, J. S., Diamond, M., & McDowell, W. C. (2020). Staffing of small

   nonprofit organizations: A model for retaining employees. *Journal of Innovation &*

   Knowledge, 6(1), 50–57. https://doi.org/10.1016/j.jik.2020.10.003

Smith, D. W. (2013). Phenomenology. In E. N. Zalta (Ed.), *The Stanford encyclopedia of*

   philosophy. Stanford University. https://plato.stanford.edu/entries/phenomenology/

Society for Human Resources Management (SHRM). (2021). *Your professional development*.

   https://www.shrm.org/learningandcareer/career/pages/your-professional-

   development.aspx

Spears, L., Lawrence, M., & Blanchard, K. (2002). *Focus on leadership: Servant-leadership for*

   the 21st century. John Wiley & Sons, Inc.

Steinmann, B., Klug, H., & Maier, G. W. (2018). The path is the goal: How transformational

   leaders enhance followers' job attitudes and proactive behavior. *Frontiers in Psychology,*

   9(2338), 1–15. https://doi.org/10.3389/fpsyg.2018.02338

Steneck, N. (2019). *ORI introduction to the responsible conduct of research*. ORI - The Office of

Research Integrity. https://ori.hhs.gov/ori-introduction-responsible-conduct-research

Stewart, A. J., & Kuenzi, K. (2018). The nonprofit career ladder: Exploring career paths as

leadership development for future nonprofit executives. *Public Personnel Management,*

47(4), 359–381. https://doi.org/10.1177/0091026018783022

Stocker, F., Arruda, M. P., Mascena, K. M. C., & Boaventura, J. M. G. (2020). Stakeholder

engagement in sustainability reporting: A classification model. *Corporate Social*

Responsibility and Environmental Management, 27(5), 2071–2080.

https://doi.org/10.1002/csr.1947

Succi, C., & Canovi, M. (2019). Soft skills to enhance graduate employability: Comparing

students and employers' perceptions. *Studies in Higher Education, 45*(9), 1834–1847.

https://doi.org/10.1080/03075079.2019.1585420

Taha, R. L., Ilato, R., & Abdussamad, Z. (2021). The influence of competency and leadership on

employee performance in the bureau of financial and public administration of Gorontalo

State University. *Public Policy Journal, 1*(2), 100–108.

https://ejurnal.pps.ung.ac.id/index.php/PPJ/article/view/483

Tampubolon, M., & Harati, R. (2019). Role of organizational culture, communication and

leadership style on job satisfaction. *International Journal of Research in Business and*

Social Science, 8(5), 308–315. https://doi.org/10.20525/ijrbs.v8i5.494

Tavanti, M., & Tait, A. (2021). The dark side of nonprofit leadership: Cases, causes, and

consequences. Camgöz S. M. & Ö. T. Ekmekci (Eds.), *Destructive leadership and*

management hypocrisy (pp. 255–279). Emerald Publishing Ltd.

https://doi.org/10.1108/978-1-80043-180-520211017

Taylor, S., & Youngs, H. (2018). Leadership succession: Future-proofing pipelines. *Journal of Deaf Studies and Deaf Education, 23*(1), 71–81. https://doi.org/10.1093/deafed/enx037

Temelkova, M. (2018). Skills for digital leadership—Prerequisite for developing high-tech economy. *International Journal of Advanced Research in Management and Social Sciences, 7*(12), 50–74.

https://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=7&issue=12&article=007

Terego, A. (2017, August 2). *Team building: Eight fundamentals, six best practices.* E-Learning Industry. https://elearningindustry.com/team-building-8-fundamentals-6-best-practices

Thirsk, L. M., & Clark, A. M. (2017). Using qualitative research for complex interventions: The contributions of hermeneutics. *International Journal of Qualitative Methods,*16, https://doi.org/10.1177/1609406917721068

Tonich. (2021). The role of principals' leadership abilities in improving school performance through the school culture. *Journal of Social Studies Education Research, 12*(1), 47–75. https://discovery.ebsco.com/c/36ffkw/viewer/pdf/tqq72uu36f

Topi, H., & Spurrier, G. (2019). A Generalized, Enterprise-Level Systems Development Process Framework for Systems Analysis and Design Education. *Journal of Information Systems Education, 30*(4), 253–265. http://jise.org/Volume30/n4/JISEv30n4p253.html

Umar, S., & Hassan, S. (2019). Encouraging the collection of performance data in nonprofit organizations: The importance of organizational support for learning. *Public Performance & Management Review, 42*(5), 1062–1084.

https://doi.org/10.1080/15309576.2018.1481118

Urbancová, H., Vrabcová, P., Hudáková, M., & Petrů, G. J. (2021). Effective training evaluation: The role of factors Influencing the evaluation of effectiveness of employee training and development. *Sustainability, 13*(5), 2721. https://doi.org/10.3390/su13052721

Valente, S., Monteiro, A. P., & Lourenço, A. A. (2019). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools*, *56*(5), 741–750. https://doi.org/10.1002/pits.22218

Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: Problematising thematic emergence, triangulation, saturation, and member checking. *Medical Education, 51*(1), 40–50. https://doi.org/10.1111/medu.13124

Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018). Characterizing and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology, 18*(1), Article 148. https://doi.org/10.1186/s12874-018-0594-7

Venera, T. A. (2019). Leadership and emotional intelligence. *Economy Series, 6*, 160–166. https://econpapers.repec.org/article/cbujrnlec/y_3a2019_3av_3a6_3ap_3a160-166.htm

Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly, 37*(1), 21–54. https://www.jstor.org/stable/43825936

Villagran, M. A. L. (2020). Phenomena of cultural intelligence in Pennsylvania libraries: A research study. Pennsylvania libraries: *Research & Practice, 8*(1), 7–36. https://doi.org/10.5195/palrap.2020.221

Wang, C.-H., & McChamp, M. (2019). Looking at both sides of leader and follower political skill on work outcomes: The mediating role of job satisfaction. *Economic Research-*

Ekonomska Istraživanja, 32(1), 824–849.

https://doi.org/10.1080/1331677x.2019.1585269

Watkins, K. E., & Kim, K. (2017). Current status and promising directions for research on the

learning organization. *Human Resource Development Quarterly, 29*(1), 15–29.

https://doi.org/10.1002/hrdq.21293

Wiewiora, A., & Kowalkiewicz, A. (2019). The role of authentic assessment in developing

authentic leadership identity and competencies. *Assessment & Evaluation in Higher*

Education, 44(3), 415–430. https://doi.org/10.1080/02602938.2018.1516730

Williams, H. (2021). The meaning of "phenomenology": Qualitative and philosophical

phenomenological research methods. *The Qualitative Report, 26*(2), 366–385.

https://doi.org/10.46743/2160-3715/2021.4587

Woulfin, S. L., & Weiner, J. (2019). Triggering change: An investigation of the logics of

turnaround leadership. *Education and Urban Society, 51*(2), 222–246.

https://doi.org/10.1177/0013124517714865

Yadav, R., & Lata, P. (2019). Role of emotional intelligence in effective leadership.

International Journal on Leadership, 7(2), 27–32.

http://www.publishingindia.com/IJL/60/role-of-emotional-intelligence-in-effective-

leadership/800/5563/

Yagil, D., & Oren, R. (2021). Servant leadership, engagement, and employee outcomes: the

moderating roles of proactivity and job autonomy. *Revista de Psicologia Del Trabajo y*

de Las Organizaciones, 37(1), 58–67. https://doi.org/10.5093/jwop2021a1

Yang, Z., Nguyen, V. T., & Le, P. B. (2018). Knowledge sharing serves as a mediator between

    collaborative culture and innovation capability: an empirical research. *Journal of*

    Business & Industrial Marketing, 33(7), 958–969.

    https://doi.org/10.1108/jbim-10-2017-0245

Younas, M., & Bari, M. W. (2020). The relationship between talent management practices and

    retention of generation "Y" employees: Mediating role of competency development.

    Economic Research-Ekonomska Istrazivanja, 33(1), 1330–1353.

    https://doi.org/10.1080/1331677X.2020.1748510

Yuan, M., Cai, W., Gao, X., & Fu, J. (2020). How servant leadership leads to employees'

    customer-oriented behavior in the service industry? A dual-mechanism model.

    International Journal of Environmental Research and Public Health, 17(7), 1–19.

    https://doi.org/10.3390/ijerph17072296

Zeinab, N. B., Khorasan, H. M., & Eskandani, F. A. (2019). Investigating the effect of

    transformational leadership on employees' communicational performance. *Revista Orbis,*

    14(42), 40–52. http://www.revistaorbis.org/html/42/art5.html

Zhang, Y., Zheng, Y., Zhang, L., Xu, S., Liu, X., & Chen, W. (2021). A meta-analytic review of

    the consequences of servant leadership: The moderating roles of cultural factors. *Asia*

    Pacific Journal of Management, 38(1), 371–400. https://doi.org/10.1007/s10490-018-

    9639-z

Zhao, K. (2020). Educating for wholeness, but beyond competences: Challenges to key-

    competences-based education in china. *ECNU Review of Education, 3*(3), 470–487.

    https://doi.org/10.1177/2096531120935463

Zorina, A. V., Yarullina, A. S., Akhmetova, L. A., Shaimardanova, M. R., Nikishina, S. R., &
Garipova, A. A. (2018). Leadership in the university student environment: How to
become a person-oriented leader. *International Journal Journal of Instruction, 11*(4),
271–286. https://doi.org/10.12973/iji.2018.11418a

Zurita-Ortega, F., Olmedo-Moreno, E. M., Chacón-Cuberos, R., Expósito López, J., & Martínez-
Martínez, A. (2019). Relationship between leadership and emotional intelligence in
teachers in universities and other educational centers: A structural equation model.
International Journal of Environmental Research and Public Health, 17(1), 1–12.
https://doi.org/10.3390/ijerph17010293

Appendix A

Request for Permission to Conduct Research at the Institution and Approval Letter

REQUEST FOR PERMISSION TO CONDUCT DISSERTATION RESEARCH AT

Fri 5/21/2021 12:20 PM

To:

Cc.

Good afternoon

My name is _____, and I am a doctoral student at the American College of Education, Indianapolis, and an employee of _____ The research I wish to conduct for my dissertation is a phenomenological study of leadership competencies specific to communication, collaboration, and strategic agility in nonprofit higher education. I am seeking site permission and consent to survey and interview 30 participants from your institution holding entry, mid, and executive management roles. I am hoping you may be able to direct me to the right department where I can submit the required forms and documents related to my dissertation proposal, research design, informed consent, and IRB-approved letter. I am very excited about the opportunity to conduct my study a. and I appreciate the consideration. Please do not hesitate to contact me via email at

if you have any questions. Thank you for your time and support.

Respectfully,

From: ████████████████████████
Sent: Monday, May 24, 2021 8:58 AM
To: Patrizia Zary ████████████████████████
Subject: request

Hi ████████
I am the People and Talent business partner for ████████████ and he's asked me to help get this organized. Can you let me know exactly what your needs are? Are you looking for interview opportunities with a certain number of leaders? Anything more than that?
Thanks,

████

████████

People & Talent Business Partner

July 19, 2021

Dear American College of Education, Institutional Review Board,

I have reviewed the proposed study, **A Phenomenological Study of Leadership Competencies in Nonprofit Higher Education** presented by _____ at American College of Education (ACE). I understand that the purpose of the study is to explore how collaboration, communication, and strategic agility competencies are expressed in leadership roles in nonprofit higher education institutions in the United States. Targeted participants will include interview 30 professionals holding entry, mid, and executive leadership roles at _____ J and working from all the various department student services, enrollments, strategic partnerships, operations, information technology, and financial aid.

I have granted permission for the research activities to be conducted at _____.
_____ I confirm that I have authority to grant such permission on behalf of .... ____ understand that this project will begin once the researcher has obtained ACE Institutional Review Board (IRB) approval.
_____, has agreed to provide to my office a copy of the American College of Education IRB approval letter before beginning any research activities.

I understand that all data collected will be kept confidential. In accordance with ' ____ policy, and best practices for ethical research. I understand that neither participants nor sites will be identified in any report of findings or in the published study. The researcher has agreed to provide my office a copy of the aggregate results from the study.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number or email listed below.

Sincerely,

Sr. Vice President, People & Talent

Appendix B

Instrument- Recruitment Email Letter with Electronic Questionnaire

Dear Mr./Mrs., / Ms.,

Leadership competencies may be vital in assessing skills and behaviors contributing to superior employee and institution performance. The purpose of the qualitative phenomenological study was to explore how collaboration, communication, and strategic agility competencies are experienced in leadership roles at a nonprofit higher education institution in the United States . I am seeking your participation in the study. Your expertise, experiences, and insights may provide an in-depth understanding of how these three competencies impact leadership performance and success. Please take a few minutes to complete the following questions.

1. I will participate: Yes or No
2. Please identify your current role at the institution.
3. Last Name:
4. First Name:
5. Email:
6. How many years have you been in management?
7. What department do you represent?
8. Select your gender:
    a. Male,
    b. Female
    c. Non-binary
9. Highest education: High School, Undergraduate, Graduate, Other
    a. If other, please fill in the blank
10. Years at the institution

Leadership Research Study

From █████████████████████████

Sent: Wednesday, October 13, 2021 2:34 PM

To: ██████████████████████

Cc ████████████████████

Subject: Leadership Research Study

Dear Colleagues,

A ████ employee has been granted approval to survey leaders within ████ about leadership competencies for a PhD research program. You have been identified as a leader who may have insights and experiences that will make this survey very productive. Please take a few minutes to complete the survey, and contact myself or Patricia with any questions. Thanks for your participation!

Leadership competencies may be vital in assessing skills and behaviors contributing to superior employee and institution performance. The purpose of this qualitative phenomenological study is to explore how collaboration, communication, and strategic agility competency and experiences are expressed in leadership roles with nonprofit higher education institutions. I am seeking your participation in the study. Your expertise, experiences, and insights may provide an in-depth understanding of how the three competencies impact leadership performance and success. Please take a few minutes to complete the following survey

██████████████████████████ and submit the responses within 48 hours. Once you accept to take part in the study you will receive the informed consent and next steps via email from █████████████████

Thank you.

██████

████████

Recruitment for a A Phenomenological Study of Leadership Competencies in Nonprofit Higher Education

Dear Participant,

Leadership competencies may be vital in assessing skills and behaviors contributing to superior employee and institution performance. The purpose of this qualitative phenomenological study is to explore and have an in-depth understanding of how collaboration, communication, and strategic agility competencies and experiences are expressed in leadership roles with nonprofit higher education institutions. I am seeking your participation in the study. Your expertise, experiences, and insights may provide an in-depth understanding of how the three competencies impact leadership performance and success. Please take a few minutes to complete the following questions.

1. I will participate:

○ Yes

○ No

2. Please identify your current role at the institution.

[   ]

3. Last Name

4. First Name

5. Email

6. How many years have you been in management?

7. What department do you represent?

8. Select your gender:

○ Male,

○ Female

○ Non-binary

9. Highest education:

○ High School

○ Undergraduate

○ Graduate

○ Other

10. Years at the institution

Powered by

🐵 SurveyMonkey·

See how easy it is to create a survey.

Privacy & Cookie Notice

Appendix C

Email to be sent to Agreeing Participants with Informed Consent Form

Invitation to Participate in the Qualitative Phenomenological Research- Informed Consent

From: ███████████████████████

Fri 10/22/2021 2:43 PM

To: ████████████████████

Cc: ██████████████████████

Research Participant Informed Consent.docx;

Good afternoon ██████

Thank you for completing the questionnaire related to the qualitative phenomenological study about exploring and understanding how collaboration, communication, and strategic agility competencies experiences are expressed in leadership roles. You are being added to take part as a participant in a research study. Before you decide to participate, it is important you understand why the research is being done and what the study procedure entails. Once the informed consent is received I will send an email scheduling the interview. I have attached the informed consent form for you to review carefully, sign your name, and return via email within forty-eight hours to ████████████████████████████████

Please feel free to reach out if you have additional questions or concerns. Have a great weekend.

Thank you

████████████████
████████████████████████████
███████████████

Appendix D

Informed Consent

Research Project Title: A Phenomenological Study of Leadership Competencies in Nonprofit

Higher Education.

Research Investigator: ███████████████

Research Participants Name: _____

A. PURPOSE AND BACKGROUND

███████████ is conducting research on a qualitative phenomenological study, and the purpose is

to explore how collaboration, communication, and strategic agility competencies live

experiences are expressed in leadership roles in nonprofit higher education institutions in the

United States. You were selected as a possible participant in this study because your expertise,

experiences, and insights may provide an in-depth understanding of how these three

competencies impact leadership performance and success.

B. PROCEDURES

The participant that will agree to participate in the study will be subject to the following:

- Participant will be sent a questionnaire recruitment letter via Survey Monkey.

- Participant agreeing to participate in the study will receive an email introduction with

  Informed consent to participate in the study.

- Participants that sign the informed consent will receive an email from the researcher to

  schedule the virtual interview using the Zoom video-conferencing software.

- The semi-structured virtual interview is conducted using the virtual interview Zoom

  video-conferencing software.

- The semi-structured virtual Zoom video-conferencing interview allocated time will be 30 minutes.

- Six behavioral questions will be asked; two are in communication, two in collaboration, and two in strategic agility.

- The semi-structured virtual interview will be recorded via virtual Zoom video-conferencing software and will offer participants the option to be on or off-camera.

- Each interview will be transferred into a transcript using a software that converts video recording into text called Rev.

- The transcript will be sent via email to the participant to review and correct any factual errors.

- The interview transcripts will be reviewed and coded using a software from GradCoach to help identify themes and develop codes.

- The results of the study will be shared with the institution, participants, and the Rev and GradCoach external organizations with whom the researcher will collaborate as part of the trnascribing and coding process. The identity of each participant will remain confidential and will not be shared.

C. ROLE OF THE RESEARCHER

I will be responsible for conducting interviews properly according to the design. I am employed at the institution where the study will be conducted. I will work with the institution to avoid any collegial relationship with the participants by ensuring that leadership roles are not selected in the west region in the strategic partnership department where I currently work but select from the other regions. I will have no supervisory relationship with the participants and no connection or relationship with any entry, middle, or executive leadership roles.

D. RISKS

The researcher does not anticipate risks to the study and participants can withdrawn at any time.

E. CONFIDENTIALITY

The records from this study will be kept confidential and no individual identities will be used in any reports or publications resulting from the study. Any analysis will be anonymzed to protect participant identity. All questionnaires, transcripts, video recording summaries will be giving codes and stored separately from any names or other direct identification of participants. Research information will be kept in locked computer password protected files or locked cabinet at all times.

F. BENEFITS OF PARTICIPATION

Your participation in this study and anticipated benefits is to provide an in-depth understanding of how communication, collaboration, and strategic agility competency impact leadership performance and success. Participants will not gain direct benefits from the study.

G. VOLUNTARY PARTICIPATION Your decision whether or not to participate in this study is voluntary and will not affect your relationship with the institution.

H. QUESTIONS

If you have any questions about the study, you may contact American College of Education (ACE) IRB at irb@ace.edu in addition to ███████████████ and Dissertation Chair Dr. ███████████████████████ .

CONSENT

Your voluntary consent will not affect the relationship with the institution. I understand and read all of the information about the study and agree to participate. I also understand that a copy of the consent will be released to the participant.

Signature _____ Date _____

Research Participant

Signature _____ Date _____

Interviewer

Appendix E

Email for Scheduling Interview

Confirming Research Interview

███████████████████████████████

Tue 10/26/2021 12:24 PM

To: ██████████████████████████████

Hello ████

Thank you for participating in the research study. I know your time is valuable, so I really appreciate you taking the time for the interview. I am confirming the virtual meeting scheduled for tomorrow at 11 am PST. I have attached a copy of the informed consent for your record. I look forward to connecting. Thank you.

Have a great day.

Best,

████████

Appendix F

Subject Matter Experts Inquiries

Subject Matter Expert 1

Doctoral Study- Inquiring about your services in Competency Model

To: ████████████████

Cc ██████████

Wed 5/5/2021 9:32 AM

To Whom It May Concern,

My name is ████████████, and I am a doctoral student at the American College of Education, Indianapolis. The research I wish to conduct for my dissertation is a phenomenological study of leadership competencies in nonprofit higher education. I am inquiring to gather information about your products as well as work with your consultants to help me develop interview questions for the study. I look forward to speaking with someone soon.

Please do not hesitate to contact me via email at ██ ████████████ if you have any questions.

Thank you

████████████

On Wed, May 5, 2021 at 12:48 PM ████████████████████████████████ wrote:

Attached is a free copy of our Competency Development Guide. There are some forms in the book that will help you to collect data on competencies required of leaders in non-profit educational institutions.

Our Interview Guide questions can be adapted for your study. Attached is one for "Managing Change", probably a leadership competency for your target group.

Take a look at this

https://www.workitect.com/leadership-competency-models/ and the interview guides at https://www.workitect.com/products-and-licenses/competency-interview-process-guides/

Subject Matter Expert Inquiry 2

Doctoral Study- Inquiring about your services about Competency Model

Fri 5/21/2021 7:54 AM

To

To Whom It May Concern,

My name is _____ nd I am a doctoral student at the American College of Education, Indianapolis. The research I wish to conduct for my disserta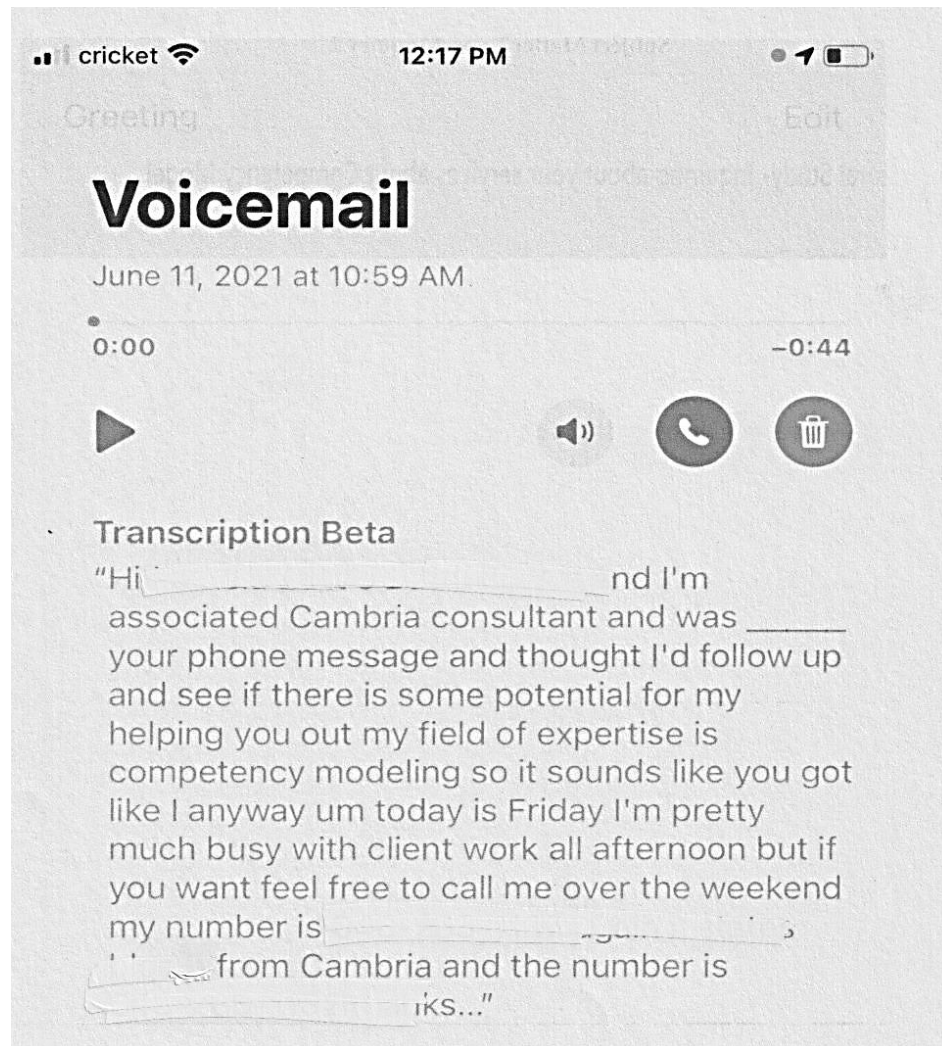tion is a phenomenological study of leadership competencies in nonprofit higher education. I am inquiring to gather feedback and recommendations to develop interview questions and review forms for the study. I look forward to speaking with someone soon.

Please do not hesitate to contact me via email at_____

e ____ _____ ___ or phone a _____ .. you have any questions.

Thank you

Respectfully,

⏺ cricket 🛜   **12:17 PM**   ● ⬈ 🔋

Voicemail

June 11, 2021 at 10:59 AM.

0:00   −0:44

▶   🔊   📞   🗑

Transcription Beta

"Hi _____ nd I'm associated Cambria consultant and was _____ your phone message and thought I'd follow up and see if there is some potential for my helping you out my field of expertise is competency modeling so it sounds like you got like I anyway um today is Friday I'm pretty much busy with client work all afternoon but if you want feel free to call me over the weekend my number is_____ _____ ____ from Cambria and the number is _____ ıKS…"

Subject Matter Experts Inquiry 3

FIRST NAME: *

LAST NAME: *

JOB TITLE: *   Doctoral Candidate

PHONE: *

EMAIL: *

COMPANY: *   American College of Education

HOW SPECIFICALLY WE CAN
HELP YOU SUCCEED: *

To Whom It May Concern,
My name is ▮▮▮▮▮▮▮▮ and I am a
doctoral student at the American College
of Education, Indianapolis. The research
I wish to conduct for my dissertation is
a phenomenological study of leadership
competencies in nonprofit higher
education. I am inquiring to gather
information, feedback, and
recommendations to help me develop
interview questions for the study. I
look forward to speaking with someone
soon.

Email: Interest in Research Questions: ██████ 'Contact Me'
Follow-Up
From ████████████████████
To: ████████
Thu 6/10/2021 1:58 PM

Hi ████

Thank you for your voicemail.

Unfortunately, we are unable to help you at this time because your needs and the scope of your project do not fit what we do best with clients.

Best of luck. Your research sounds interesting.

Thanks - ██

████████ | Chairman & CEO | ████████ |

████████████████████

████████████████████████

Re: Interest in Research Questions: ██████ 'Contact Me'
Follow-Up
From: Patrizia Zary
To ████████████████
Wed 5/26/2021 1:10 PM

Hello ████████

Thank you for the prompt response. Although I can appreciate and understand how my email may have been perceived as pro bono work, I am very interested in learning about your services that may be suited to provide me with recommendations and feedback about the interview questions selected for my study. If you can kindly direct me to the

department that can provide me with information regarding fees and cost or any subject matter experts that can help I would greatly appreciate it.   Thank you

Respectfully,

████████

Subject Matter Expert 4

Requesting your help with Competency-based interview questions Feedback and Recommendation for the Dissertation Study

From: ████████████████████████████████████

Fri 6/11/2021 10:18 AM

To ████████████████████████████████████

Good Morning,

My name is ████████████ , and I am a doctoral student at the American College of Education, Indianapolis. The research I wish to conduct for my dissertation is a phenomenological study of leadership competencies in nonprofit higher education. I am inquiring about gathering feedback in reviewing the interview questions I developed for the study. I have included the research study questions and proposed interview questions for your review. Thank you for your consideration.

Please do not hesitate to contact me via email at ████████████████████ ████████████████████ if you have any questions.

Research Question 1: What is the outcome of the shortfall of communication, collaboration, and strategic agility competency in leadership roles at the nonprofit higher education institution in the United States?

Research Question 2: How is the communication, collaboration, and strategic agility competency used to improve leadership roles at the nonprofit higher education institutions in the United States?

Subject Matter Expert 5

Mail -

Re: Thank you- Requesting Competency- Based Interview Questions Feedback and Recommendation for Dissertation Study

Fri 6/25/2021 6:31 AM
To:

 1 attachments (532 KB)
Research Question 1.docx;

Please be cautious
This email originated from outside of ACE organization

On 2021-06-24 04:26,

Good morning

Thank you for taking the time to speak with me today. I enjoyed learning about your expertise and experiences, and I am grateful you are taking the time to help me in my dissertation journey. As we discussed this morning, I am seeking feedback and recommendations to see if the interview questions in my qualitative study align with the two research questions. Therefore, I have included the research study questions and the selected interview questions for your review.

Research Question 1: What are the outcomes/meaning of communication, collaboration, and strategic agility competency in leadership roles at the online nonprofit higher education institution in the United States?
Research Question 2: How are the experiences using communication, collaboration, and strategic agility competency to improve leadership roles at the online nonprofit higher education institution in the United States?

Proposed Interview Questions:

Communication

1. Describe a situation when you were able to strengthen a relationship by communicating effectively.
2. Describe a time where you had to "sell" an idea to your co-workers or group? How did you do it? Did they "buy" it?
3. Describe a time where you persuaded people to meet the organizational goal

1/3

Mail

4. Think of a time when you had to speak to an individual or group and it was critical that you clearly communicated your ideas/information. What did you do to prepare for and deliver your message?

Collaboration

1. Describe an example of how you worked effectively with people to accomplish an important result
2. Describe a team experience you found disappointing. What would you have done to prevent this?
3. Describe a team experience you found rewarding.
4. Think of a time when you were leading a cross-functional team of people from different work units and these work units had a history of conflict and not working well together. What did you do to make this team work together?

Strategic Agility

1. Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.
2. How do you see your role relating to the overall goals of the organization?
3. Describe the project or situation which best demonstrates your strategic abilities. What was your role? and what did you learn?
4. Describe a specific strategy you have developed and proposed for your organization. What was the strategy? Why did you develop it?

If you have any questions, please do not hesitate to contact me via email at

Thank you.

Dear

I hope this email finds you well.

I have reviewed your suggested interview questions as agreed and attach my review and recommendations.

Feel free to get back to me if you have any questions or would like to discuss any aspects further.

2/3

Appendix G

Field Test Feedback Modifications from Subject Matter Expert 1

████████ Dissertation- Competency Interview questions
Feedback/Recommendations
From: ██████████████████████████████
Sat 5/15/2021 2:04 PM
To: ██████████████████████████████
Good afternoon ██

Thank you for reaching out and sharing some links from your organization about interview questions related to my phenomenological study of leadership competencies in nonprofit higher education. I have reviewed the PDF file that highlights the 35 competencies you recommended in our previous correspondence. I am inquiring about asking for feedback and recommendations in reviewing the interview questions I selected from your list and developed for the study. The goal is to ensure they are aligned with the two research questions of the study. Therefore, I have included the research study questions and the selected interview questions for your review.

I look forward to your feedback and recommendations.

Please do not hesitate to contact me via email at ██████████████████████████████ if you have any questions. Thank you for your support. Have a great day.

Thank you.

Research Question 1: What is the meaning of the shortfall of communication, collaboration, and strategic agility competency in leadership roles at the online nonprofit higher education institution in the United States?

Research Question 2: How are the experiences of using communication, collaboration, and strategic agility competency to improve leadership roles at the online nonprofit higher education institution in the United States?

Proposed Interview Questions:

Communication

1. Describe a situation when you were able to strengthen a relationship by communicating effectively.
2. Describe a time where you had to "sell" an idea to your co‑workers or group? How did you do it? Did they "buy" it?

3. Describe a time where you persuaded people to meet the organizational goal
4. Think of a time when you had to speak to an individual or group and it was critical that you clearly communicated your ideas/information. What did you do to prepare for and deliver your message?

Collaboration

1. Describe an example of how you worked effectively with people to accomplish an important result
2. Describe a team experience you found disappointing. What would you have done to prevent this?
3. Describe a team experience you found rewarding.
4. Think of a time when you leading a cross-functional team of people from different work units and these work units had a history of conflict and not working well together. What did you do to make this team work together?

Strategic Agility

1. Tell me about a time when you anticipated the future and made changes to current responsibilities/operations to meet future needs.
2. How do you see your role relating to the overall goals of the organization?
3. Describe the project or situation that best demonstrates your strategic abilities. What was your role? and what did you learn?
4. Describe a specific strategy you have developed and proposed for your organization. What was the strategy? Why did you develop it?

Re: ▮▮▮▮▮▮▮▮ Dissertation- Competency Interview questions Feedback/Recommendations

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Fri 5/21/2021 7:40 AM

To ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

1 attachments (16 KB)

Research Questions docx;

▮▮▮▮▮

See attached. I think the questions for the three competencies are good. I made one little typo suggestion in Collaboration #3.

Regarding the two Research Questions, I made a number of suggestions in Research Question #1. Question #2 is a little unclear to me. What are you trying to get at?

███

From ███████████████████████████████████
To ██████████
Thu 5/27/2021 7:37 AM

How about just this one:

Research Question: What are the consequences of a shortfall of communication, collaboration, and strategic agility competency in leadership roles at an online nonprofit higher education institution in the United States?

Field Test Feedback Modifications from Subject Matter Expert 4

From [REDACTED]

To [REDACTED]

Fri 6/11/2021 1:48 PM

Hi [REDACTED]

Thank you for the prompt response. As I was reviewing your website, I saw that your expertise is working with executives to transform their leadership styles in communication and leadership skills to improve performance. I am planning to interview 30 leaders in a nonprofit institution and collect their responses on their experiences in how they use collaboration, communication, and strategic agility in their role for improving performance. I would like to ask if you can provide me with suggestions or feedback on the questions and if they align with the research questions. I hope this helps clarify. Thank you for your time and patience.

Have a great day.

[REDACTED]

From [REDACTED]

To: [REDACTED]

Fri 6/11/2021 2:02 PM

Certainly:

Research Question 1: What is the outcome of the shortfall of communication, collaboration, and strategic agility competency in leadership roles at the nonprofit higher education institution in the United States?

Or you can simply ask, what have you noticed is the ramification for any shortfall of communication or collaboration?

If a leader also fails to demonstrate strategic agility in leadership roles, what is the fallout?.......

Note: Is it a competency or they are failing to **take the time** to communicate and collaborate. Strategic agility is more of a skill set.

I am not so sure I would put strategic agility in the same sentence as communication and collaboration.

Research Question 2: How is the communication, collaboration, and strategic agility competency used to improve leadership roles at the nonprofit higher education institutions in the United States?

Modified: How is one's ability to communicate and collaborate or to be able to think and act strategically used to improve leadership roles at the nono profit… Again, communication and collaboration go together. Strategic agility is a whole different topic.

Happy to explain.

∎

Field Test Feedback Modifications from Subject Matter Expert 5

From: ██

To ████████████

Fri 6/25/2021 6:31 AM

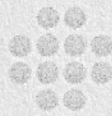Research Question 1.docx

532 KB

Dear ████████

I hope this email finds you well.

I have reviewed your suggested interview questions as agreed and attach my review and recommendations.

Feel free to get back to me if you have any questions or would like to discuss any aspects further.

Regards

Competency Based Interviews

Competency- Based Interview Questions Feedback and Recommendation for Dissertation Study

Provided to ███████████████████████ on Friday 25 July 2021

Firstly, many thanks for giving me the opportunity to comment on your research and in particular the proposed interview questions. I appreciate you sharing with me in advance your research questions.

When looking at competencies it is always important to identify how they link to the desired outcome, whether that be business goals, the strategic bridge to achieve those goals, or the end results that the research will identify.

In developing competency-based interview questions it is important to understand what is the definition of the competency. For each of the three competencies you have outlined there are a multitude of different definitions provided by academics, learning organisations, businesses, and institutions; I have yet to see two organisations provide the exact same definition for the competency headings, even though the competency headings are exactly alike. Every organisation adapt their competency frameworks in line with their own vision, values, ethics and end goals in mind, together with the roles they need people to fulfil.

If you do not define these competencies within your research, when asking the questions of people working in different organisations you may get different answers

Appendix H

Interview Questions

Communication

1. Describe a situation when you were able to strengthen a relationship by communicating effectively.

2. Describe a situation where your leadership was able to motivate your team to improve their performance. What actions were the most effective?

Collaboration

1. Tell me about how your role and your experiences helped with staff development and meeting goals.

2. How have you built close cross-functional relationships based on trust and communication in your role?

Strategic Agility

1. Describe an example of when you have used your leadership role to be an agent for change.

2. Describe a project or situation you experienced in your role which best demonstrates your strategic abilities. What was your role? and what did you learn?