

Analyzing e-Leadership Literature in Applying an e-Leadership Model for Community College Leaders of Hybrid Remote Teams

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Abstract : The COVID-19 pandemic precipitated significant organizational change in employee turnover, retirements, and burnout exacerbated by enrollment declines in higher education, especially community colleges. To counter this downturn, community college leaders must thoughtfully examine meaningful work opportunities to retain an engaged and productive workforce. Higher education led fully remote teams during the pandemic, which highlighted the benefits and weaknesses of building and leading remote teams. Hybrid remote teams offer possibility to reimagine community college structures, though leading remote teams requires specific e-leadership competencies. This paper examines the literature of studies on e-leadership conducted during the pandemic and from several higher education studies, pre-pandemic, against an e-leadership competency framework. The e-leadership studies conducted pre-pandemic and from the pandemic complement the e-leadership competency framework, comprising six e-leadership competencies performed via information technology communications, which provides community college (and higher education) leaders to consider hybrid remote team structures and the necessary leadership skills to lead hybrid remote teams.

Keywords : community college, e-leadership, great resignation, hybrid remote teams

Conference Title : ICHEL 2022 : International Conference on Higher Education Leadership

Conference Location : San Francisco, United States

Conference Dates : November 03-04, 2022