



Leadership Summit of Affiliated Councils

American Association of Community Colleges

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DISCUSSION NOTES

Worksheet 1: Knowledge, Skills, and Values for Effective Community College Leaders

What are the key knowledge, skills, and values of an effective community college leader?
Prioritize your responses.

Knowledge

Table 1:

1. of institution and community
2. cc mission
3. self-knowledge
4. job knowledge
5. behavioral styles
6. political process

Table 2:

1. understand history and mission of ccs
2. know student body and community demographics
3. knowledge of academia
4. practical knowledge – finance, budgeting, legal
5. understand technology

Table 3:

1. understanding organizational culture – local, regional, national, global
2. discipline/job
3. understanding adm. Systems and processes
4. understanding human behavior
5. budget, planning. Assessment, legal

Table 4:

1. history and philosophy
2. knowledge of community
3. history and culture of institution
4. funding and budgeting
5. knowledge of change process
6. knowledge of job responsibilities
7. internal systems
8. learning process

9. leadership theory and practice
10. political systems

Table 5:

1. knowing limitations
2. understanding organizational dynamics
3. knowledge of culture
4. knowledge of resources
5. knowledge of political climate

Table 6:

1. knowledge of and commitment to the community college mission
2. organizational behavior/dynamics
3. self-knowledge
4. context and relationships that exist within the larger context including internal/external, local/national communities
5. working knowledge of androgogy and student learning
6. leading change – culture/leadership theory

Table 7:

1. organizational structure/politics
2. budget implications
3. technology
4. legal issues
5. research/reason
6. self-assessment
7. broad-based education

Skills

Table 1:

1. communication – listening, speaking, writing, meetings
2. hiring and keeping good personnel and team building and resource management
3. planning
4. decision-making
5. problem-solving
6. conflict management

Table 2:

1. interpersonal skills
2. how to get and apply information
3. collaboration – team building and the ability to motivate and build consensus
4. synthesizing divergent ideas
5. hiring and other human resource

Table 3:

1. ability to synthesize ideas
2. problem-solving
3. mentoring/coaching
4. ability to work within culture
5. think broadly

6. interpersonal communication
7. creativity
8. listening
9. sense of humor

Table 4:

1. articulating the vision
2. courage
3. communication
4. relationship building
5. motivator
6. decision-making
7. critical thinking
8. tenacity
9. balance – personal, professional, organizational
10. sense of humor

Table 5:

1. people skills
2. facilitating change
3. ability to synthesize information
4. decisiveness
5. persuasiveness – confidence builder
6. presentation skills
7. coalition building
8. communication
9. consistency
10. flexibility

Table 7:

1. communication – verbal/non-verbal, internal/external
2. relationship building
3. empowering/delegating
4. time management
5. planning
6. risk-taking

Values

Table 1:

1. integrity
2. access (belief in opportunity)
3. quality
4. education
5. inclusion, community, respect for differences, fairness
6. sense of humor, balance, work ethic

Table 2:

1. belief in and commitment to the cc mission

2. people-oriented
3. inclusive
4. integrity – honesty, openness, respectful, civility
5. appreciating diversity
6. character – not just “people pleaser”- makes decisions, sticks by the right thing

Table 3:

1. respect for diverse values/integrity
2. expansive thinking
3. creativity
4. everything you learned in kindergarten
5. loyalty
6. honesty

Table 4:

1. integrity
2. ethical
3. respect diversity
4. inclusiveness
5. our mission – access, opportunities
6. learning
7. creativity and innovation
8. high standards
9. risk taker

Table 5:

1. courage
2. valuing people who work with you
3. honesty
4. integrity
5. trust
6. valuing diversity
7. value of access to higher education

Table 6:

1. integrity/honesty
2. passion/compassion/empathy
3. community college movement/access, etc.
4. caring about others and their contributions
5. diversity/different opinions
6. innovation/creativity
7. collaboration
8. learning for all students/staff

Table 7:

1. ethics
2. responsiveness
3. acting on diversity
4. fairness/trust
5. Leadership as a style

Opening Plenary Discussion: Prioritized list knowledge, skills, and values for an effective community college leader.

Knowledge

1. of institution/county
2. cc mission
3. self-knowledge
4. job knowledge
5. behavioral styles
6. political process
7. organization culture
8. administrative process/system
9. budget/planning/legal
10. of student body/county demographics
11. technology
12. of the academy
13. limitations
14. of change
15. of learning
16. research/reasoning
17. self-assessment
18. broad-based education
19. internal/external relations, incl national/international
20. leadership theory/practice

Skills

1. time management
2. team building
3. interpersonal skills, i.e. communication
4. sense of humor
5. maintain balance in life
6. managing oneself
8. delegation
9. building relationships
10. hold up vision/forefront
11. assessment of everything
12. accountability
13. planning/budgeting
14. decision-making/problem-solving
15. fund-raising
16. resource management – hr and financial
17. courage and tenacity – risk-taking
18. motivator
19. builds community and common ground/confidence builder
20. How to apply information
21. consistency
22. persuasiveness
23. ability to synthesize into the vision

24. flexibility
25. presentation skills
26. creativity
27. 360 degree view
28. listening
29. ability to compartmentalize
30. ability to move on
31. entrepreneur
32. intuition

Values

1. belief in the community college mission and culture (incl access)
2. people-oriented – all parts of the community – valuing people who work for you
3. inclusiveness – appreciating and acting upon diversity (of opinions too)
4. integrity, honesty. Openness
5. character
6. creativity and innovation
7. ethical
8. learning for ALL (incl students)
9. responsiveness
10. leadership as a lifestyle
11. fairness and trust
12. balance, work ethic, sense of humor
13. quality
14. passion, compassion, empathy
15. collaboration
16. loyalty
17. distinctiveness of the community college leader?
18. passion as a separate area?

Worksheet 2: Working Definition of Leadership Development

What is leadership development and what are the most effective ways for developing leaders?

A *working definition* for leadership development:

Table 1:

1. creating opportunities for leadership to emerge
2. identifying potential leaders
3. developing their abilities, knowledge and skills

Table 2:

Table 3:

Process of renewal, growth, and change that includes:

1. identifying potential leaders
2. providing opportunities – formal/informal, mentoring/modeling
3. honing skills
4. creating environment for support

5. continuous improvement to enhance human potential
6. commitment to support the process

Table 4:

1. providing access and opportunity to professionals who are committed to shaping the future of community colleges. It includes formal and informal personal/professional preparation of those who choose or are chosen for leadership roles at various levels of community colleges.

Table 5:

Leadership development comes in three parts:

1. creating the opportunities for leaders to emerge
2. identifying potential leaders and developing their abilities
3. provide opportunity for renewal (rehab)

Table 6:

1. Ongoing, intentional, reflective, structured, informal and formal learning experiences and activities that an individual or organization undertakes in order to improve theoretical knowledge and practical skills and values in how to lead.

Table 7:

1. a process to identify potential leaders to engender/manage change; planned efforts to deal with potential shortage of leaders at all levels in ccs; and a system through which appropriate tools are provided (including a reward system).

What are the most effective ways of developing leaders (prioritized)?

1. graduate degrees/credentials
2. continuing education, professional development workshops/ institutes – national, state, targeted to subgroups
3. institutional – formal, support emerging leaders, climate of opportunity
4. mentoring, shadowing
5. self-guided learning
6. community service/leadership, i.e. leadership/chamber of commerce
7. conferences

Top priority strategies for developing leaders

Table 1:

1. Retired professionals as mentors, speakers
2. Video shorts on “how experts have done it”
3. Mentor database
4. Exchanges: college to college, college to business
5. Councils doing programs at the same time

Table 2:

Table 3:

1. Institutional commitment
2. identification of potential leaders
3. assessment
4. provide opportunities – formal/informal
5. honing those skills – mentoring/modeling, practical experience

Table 4:

1. mentoring
2. on the job learning
3. formal education – grad school, multiple delivery systems
4. networking
5. cohort/collaborative

Table 5:

1. identification of people ready for leadership development experiences
2. institutional policies to facilitate and encourage leadership development experiences
3. experiential and theory-based leadership development opportunities
4. mentoring - formal and informal
5. theory and practice
6. identify potential leaders
7. networking
8. leading by example
9. case management approach to problem-solving
10. interns/jip
11. institutional policies to support personal development

Planning considerations:

1. Internal/external – Are we looking internally only? View from the outside needed? Engage other stakeholders in a leadership development conversation. Look to industry, foundations, etc.
2. Leaders/followers – Now leadership is needed and assumed at all levels. How can we engage everyone and at what level?

Table 6:

1. internships
2. mentoring
3. graduate programs
4. structured reading (with debrief)
5. college policy and philosophy
6. job rotation
7. networking
8. OJT
9. instill importance of developing other leaders
10. self-assessment
11. feedback/performance appraisals
12. institutes/academies
13. workshops
14. continuing ed.
15. distance learning
16. create safe spaces to problem-solve
17. identifying potential for leadership
18. learning dialogues
19. assessment centers

Table 7:

1. identify potential leaders
2. allocate resources

3. establish delivery systems
4. apply skills
5. evaluate and apply lessons learned

Worksheet 3: Leadership Inventory of Affiliated Councils

In the Leadership Inventory for Affiliated Councils, with a focus in particular on the *Audience* and *Topics* columns:

What do you see?

Table 4:

1. assessments
2. literature review
3. define competencies

What don't you see?

Table 4:

1. self-assessments – some available
2. pathway models
3. awareness of available programs, best practices

What do you notice in terms of patterns and/or overlap?

Table 4:

1. ease and access of use
2. best practices/studies – market, use successful individuals in telling the story
3. build in feedback loops – continuous improvement model

What do you notice for potential collaboration within your collective compilation of leadership programs?

Plenary Discussion: Be prepared to share a summary list of your table's most significant insights on patterns, collaboration, etc. on the Affiliated Councils' Inventory.

Patterns:

1. focus on traditional pipeline
2. what about outside community colleges?
3. small programs – limited resources or focused audience?
4. discipline specific – not general
5. some help you do a job – others – get a job
6. most were at senior management level
7. many short-term programs
8. some programs evolved because of specific needs not getting met
9. no focus on finance/budget
10. few on faculty focus
11. focus on upward mobility, not deepening where you are
12. gender, race, ethnicity focus – peer approach
13. real-time focus – if not there you miss it

14. everyone working solo
15. common topics – duplication?
16. limited assessment of outcomes

Collaboration:

1. share resources but preserve identity
2. partner to share more expensive resources, perhaps just before AACC convention
3. use the coalition to plan the convention program
4. develop speakers bureaus to assist across leadership development program; also case studies
5. develop generic on-line program blended with face to face that is discipline specific
6. with universities – utilizing advisory centers with cc presidents/personnel to explore what courses could be developed
7. CRD, NCWE, NCCET, NCATA – ATEs and workforce development
8. CRD, NCMPR re: image and telling our story
9. create candidate registry (similar to monster.com)
joint leadership assessment instrument
10. develop comprehensive dbase of LD opportunities (AACC)
11. matrix of what councils offer vs. what's needed
12. move from topics to competencies for use across councils

Worksheet 4: Building a National Framework Together

National Framework Questions

Guiding Principles: in this opening planning stage, we have developed three guiding principles – comprehensiveness, real choices, and usefulness – around which to build this national framework for leadership development. Please advise us in answering the questions linked to these three principles.

Comprehensiveness: How do we ensure it is comprehensive?

Table 1:

1. inventory of competencies
2. opportunities for instruction for women and minorities
3. different management levels
4. variety of delivery mechanisms

Table 2:

Table 3:

1. multiple entry points
2. multiple levels
3. ongoing environmental scan
4. available universally
5. no glass ceiling
6. What is it?

Table 5:

1. What does this mean?

2. Is there an identification process to address all audiences?
3. Is there a component for theory?
4. Is there a component for experiential learning?
5. Is there a mechanism to identify and measure competencies?
6. Is there a mechanism to provide placement opportunities if appropriate?
7. Is it ongoing? Intensity? Duration?

Table 6:

1. identify general leadership competencies
2. identify specific (position or council-specific) competencies
3. assure competencies are addressed in leadership development programs

Table 7:

1. include councils in defining components and targeted levels (e.g., CEO, dean , faculty)
2. create advisory group to continually monitor leadership programs
3. identify gaps and best practices and evaluate what exists
4. AACC set strategic directions, coordinate resources, be repository
5. leadership choices beyond career ladder

Real Choice: Within it, how do we help people make real choices and distinctions of leadership development programs/curricula?

Table 1:

1. tracks and/or modules – to address specific competencies
2. based on individual assessment (personal inventory) – what is needed and what programs are available – on-line
3. variety of delivery modes
4. cost

Table 2:

Table 3:

1. clearly defined outcomes in all modules
2. menu of choices
3. multiple career ladders
4. both theory and practice

Table 5:

1. delivery (modularity, length, modality, delivery methods)
2. content
3. framework – competency-based or theoretical?

Table 6:

1. develop a matrix of programs, audiences, and competencies developed
2. provide a variety of delivery modes, locations
3. get the word out
4. ensure accessibility (cost, support, etc.)

Table 7:

1. For whom, what, and how – many choices – adaptable

Usefulness: How do we make sure this is useful to individuals? Institutions? Employers?

Table 1:

1. assessment of development effort
2. fit
3. cost
4. prescriptive – tracks
5. delivery mechanisms – regional, distance learning, chair academy – on-site and distance

Table 2:

Table 3:

1. tracking progress and success of participants
2. survey of employer satisfaction
3. testimony/feedback of participants
4. achievement of designed outcomes

Table 5:

1. need substantive examples so participants can identify – because we lead in different ways
2. how can AACC add value? – national, outcomes assessment, Is this a catalytic effort?
Need value-added approach to incorporate what's already in place, e.g. credentializing. How is national environment different as a result of our efforts?

Table 6:

1. evaluation – what was learned, what behavior was changed, what results were achieved?
2. what is return on investment – help colleges figure this out
3. have long-term changes been made?
4. AACC role in mentor training

Table 7:

1. distance learning method
2. documentation of successful completion
3. program must be evaluated frequently
4. success stories

Reactions:

What are your reactions, in general, to the idea of creating a national framework?

Table 1:

1. great idea – needs to be done
2. “the question” – how do we make it work?
3. AACC gives legitimacy to effort
4. operant word: “framework” – not a prescription for all
5. puts us out front
6. retired professionals as mentors, speakers
7. video shorts on how experts have done it
8. mentor database
9. exchanges: college – college; college – business
10. councils doing programs at same time

Table 2:

Table 3:

1. the “C” word {Note: This meant credentialing.]

Plenary:

1. consensus on competencies is difficult but powerful if done
2. exciting – terrify: don’t put too much on AACC, must be shared responsibility to make it happen with AACC
3. flexibility – the watchword; no cookie cutter
4. strengthen what’s there before addressing certification/accreditation
5. certification: are leaders certifiable? at all levels? Move slowly here
6. establish credibility through a toolnot certification
7. good first step for councils

Plenary Discussion: Be prepared to share your table’s recommended ways for addressing the questions re: each of the guiding principles: comprehensiveness, real choices, and usefulness.

How we ensure **comprehensiveness**:

1. inventory of competencies
2. opportunities for women, minorities
3. different management levels – multi levels – matrix!
4. variety of delivery
5. multiple entry points
6. do gap analysis
7. ongoing environmental scan
8. available universally
9. no glass ceiling (PhD not an obstacle if have competencies)
10. identify position or council-specific competencies
11. include councils in defining competencies
12. go beyond career ladder
13. engage other stakeholders (industry, foundations)
14. how so we engage at all levels?
15. how to identify all audiences
16. how to measure
17. how to include theory
18. ongoing?
19. intensity?
20. duration
21. literature review – validate research

How we ensure **real choice**:

1. self-assessment
2. build pathway models (e.g. aspiring presidents)
3. tracks/modules for specific competencies
4. inventory of programs to address individual needs
5. cost
6. variety of delivery modes

7. design in career ladders – maximum amount of choice – individual theory and practice
8. how to promote (beyond presidents)
9. ensure accessibility – institutional policies to provide support (sabbaticals, conference attendance)
10. adaptable – for whom, what, how, number of choices
11. content
12. decide – competency-based, theoretical
13. awareness of best practices, good programs

How we ensure **usability**:

1. substantive examples of leadership
2. how AACC can add value: national, develop outcomes assessment models, catalyst, credentialing? Bring in state programs
3. evaluate what was learned; behavior change; results after?
4. ease of access/use
5. AACC role – mentor training?
6. best practices available and marketed
7. use successful individuals to tell success stories
8. build feedback loops – continuous improvement
9. assessment of the LD effort/activities
10. fit between activity and individual
11. cost
12. tracks/modules – prescriptive
13. delivery – regional? distance learning (e.g. Maricopa Chairs Academy)
14. track progress/success of participants
15. employer satisfaction survey
16. feedback from participants
17. publicize achievements
18. certification?
19. return on investment

Other:

1. competencies test
2. AACC should be the “backer”
3. helps us all use scarce resources better
4. what is university perspective on certification?
5. PhD is a big obstacle as a qualification (credits transferring in, what about competencies?)
6. funding – less likely to get grants if PI doesn’t have a PhD.
7. challenge: obsolescence of skills
8. how to address life-long learning
9. AACC developing competencies would influence university program curricula
10. certifies completers across all organizations
11. issue of mobility is a risk to the institution