



AACC Affiliated Councils Leadership Development Survey Responses

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(a) What is leadership development? What does it encompass?

Structured experiences that provide theoretical knowledge and practical application in leadership topics. It encompasses a wide range of topical areas that are essential to successful leadership competency. (see Carolyn DeJardins Leadership Competencies). *[AAWCC--American Association for Women in Community Colleges (Mary Spilde)]*

Leadership development comes in two parts: 1) creating the opportunities for leadership to emerge and 2) identifying potential leaders and developing their abilities. The management of our institutions will naturally offer opportunities for individuals to become involved in leadership activities. Allowing decisions to be made at the lowest possible level empowers individuals and allows potential leaders to emerge through their actions. These individuals should be nurtured and provided opportunities for leadership training. The top management of an institution plays a major role in setting the tone for decision making at an institution. A strong, top-down decision making mechanism generally does not allow the emergence of potential leaders. Whereas a collaborative, consensus building type of leadership will encourage the emergence of leaders. Additional information: What is leadership development and what does it encompass? In my mind, it is being prepared for leadership. It encompasses knowledge of human resources and law, budget and finance, policy and governance, the roles of student services and instruction, community involvement, and fundraising. In addition, leaders must understand the history/culture/mission of community colleges as well as how community colleges fit into the continuum, i.e. how they are linked on one side by the K-12 system and on the other side by 4 year colleges and universities. *[ACIIE--American Council on International/Intercultural Education (John Norris and Pam Thomas)]*

The important components of leadership development for CCHA include (a) communicating the mission, (b) setting goals, (c) empowering, (d) team-work. These components must encompass the leadership qualities as well as the managerial skills that correspond to those qualities. *[CCHA—Community College Humanities Association (Dave Berry)]*

Finding our successors and empowering them to lead community colleges. The concept includes knowing how to choose the right people to lead. What does it encompass? Demonstration/teaching and subsequent knowledge of: a sense of responsibility, loyalty, self-discipline, keeping promises, compassion, courage, perseverance, decisiveness, wisdom, work, friendship, integrity, grace in victory and grace in defeat. 2. Teaching people how to lead. 3. Providing the information regarding issues critical to community colleges. 4. Assisting individuals to develop vision to take community colleges to the next level. 5. Fundraising. *[CRD—Council for Resource Development (Eileen Piwetz)]*

Pre-service and in-service activities designed to develop competence in leading. What does it encompass? All the activities an individual or an organization undertakes in order to improve knowledge, skills, and ability in leadership. Topics may include a wide-range of generic activities such as managing, (planning, organizing, human resource development, controlling, decision making, problem solving, communicating) emotional

intelligence, motivating others, delegating, understanding and dealing with external resources, managing change, conducting meetings, speaking, writing, managing conflict, stress management, understanding yourself and others, and managing yourself. Sometimes included are professional skills related to a particular environment as illustrated by AACC's Characteristics of Effective Leaders which included: understanding and implementing the community college mission; serving as an Effective Advocate for the Community College; and Administrative Skills in several key areas (e.g., governance, promoting diversity, and institutional research). ***[CSCC—Council for the Study of Community Colleges (Jim Hammons)]***

Leadership development is the array of formal and informal opportunities provided for community college employees and prospective employees that empower them to take on additional responsibilities, advance professionally, and develop the management skills appropriate to the peculiar conditions of higher education institutions. ***[ITC—Instructional Technology Council (John Sneed)]***

Leadership Development is an ongoing process. Leadership can be defined as the capacity to lead. Development may be defined as the process of growth. ***[NATYAA--National Alliance of Two-Year College Athletic Administrators (J. Vincent Grassetti)]***

Leadership development is a process of preparing individuals to effectively pursue career opportunities and engage in experiences that will enhance and perpetuate a field of study or a profession. ***[NCBAA—National Council on Black American Affairs (Brenda Simmons)]***

Leadership development is a structured, monitored and documented process undertaken by an individual to fully develop and understand ones leadership potential. A supportive network of colleagues and mentors is also required to insure maximum actualization of individual potential. What does it encompass? Leadership development encompasses multidimensional components of a leader's abilities: the ability to coach, develop and inspire people, the ability to manage organizational systems and processes, the ability to strategically identify and optimize opportunities, markets and services, and the ability to understand, work within and change organizational culture. ***[NC CET—National Council for Continuing Education and Training (Bill Flynn)]***

Formal or informal personal/professional preparation of those who choose or are chosen for leadership roles at various levels in colleges or universities. What does it encompass? Leadership development begins with knowledge of one's own strengths and weaknesses and involves continuous development of both. It also involves continuous development of the knowledge and skills needed for effective job performance. ***[NCCHC--National Community College Hispanic Association (Leila Gonzalez Sullivan)]***

Leadership development is a process of preparing individuals to oversee and facilitate a team (or teams) of employees; establish a vision for an assigned unit; help employees set goals, identify departmental and team members' needs and solve problems; serve as a negotiator and standard setter, show enthusiasm and respect for employees, and facilitate and coach the team to successful achievement of individual, team, and organizational goals. Leadership development encompasses a well-defined program and delivery process which combines theory, practice, and mentoring. Leadership development occurs through a diversity of learning experiences which may include college/university coursework; on-the-job training through a progression of diverse (varied) leadership experiences; participation in professional growth opportunities through conferences, seminars, workshops, and specially-designed training sessions; and opportunities to seek advice and support from seasoned mentors in various settings. ***[NCIA--National Council of Instructional Administrators (Russell DeVriendt and Johnnie Simpson, with input from Brent Cejda)]***

Leadership development comes in all shapes and sizes. It is sometimes formal, other times informal. It is sometimes other-directed, other times self-directed. Leadership development programs can include all these variations and perhaps more. You can learn about leadership in informal programs, for example, by reading some articles or discussing leadership with a friend or mentor. You can attend formal programs or training sessions, for example, courses, seminars or workshops. There is no one definition, or one model. In addition,

content can vary greatly, as do people's learning styles. That is to say, no one size fits all, when it comes to leadership development. Were AACC to develop a program, perhaps there should be several tracks, or options. Any and all options should include assessment measures. What does it encompass? I have attended leadership development institutes that focus on the "nuts and bolts" of leading in a particular environment (e.g., the Washington [State] Executive Leadership Academy) which is a year-long program. I have also attended leadership institutes that have been more inwardly focused, looking at the qualities of leadership, the desire to lead and the environments in which leadership can flourish. This view of leadership presupposes that simple change is no longer the name of the game. Rather, traumatic change is. People at all levels of an organization are destined to experience its impact on their lives. This kind of leadership development acknowledges that besides the operational aspects of change, there is impact to the human spirit. Both viewpoints should be acknowledged in a complete leadership program. *[NCLR—National Council for Learning Resources (Mary M. Carr)]*

Formal and informal activities with the purpose of assisting individuals to acquire the qualities, knowledge base and skills they need to be effective leaders. The qualities of an effective leader include (but are not limited to): integrity, responsibility, commitment, vision, and an appreciation for diversity. An effective leader's knowledge base includes (but is not limited to) an understanding of the following areas as they apply to the organization he or she leads: organizational theory (the sociology and psychology of organizations, organizational culture, change management), communication theory, the law, and finance. An effective leader is skilled in the following areas (among others): communication, planning and decision-making, conflict resolution, change management, and budgeting and financial administration. *[NCRP—National Council for Research and Planning (Lou Attinasi)]*

It is providing access and opportunity to professionals who are committed to shaping the future of community colleges. Leadership development allows these individuals to understand the various theories and applications of leadership, to articulate their philosophies and practices, to network with colleagues and professionals who hold positions to which they aspire, and to understand the multiple responsibilities associated with leadership. Leadership Development encompasses a variety of skill sets, many learned and others inherent to the individual: articulating and assisting in operationalizing a vision that is understood and embraced; modeling expectations; empowering the workforce to act; recognizing and celebrating accomplishments; developing and sustaining relationships with key internal and external stakeholders; having a sense of compassion and sensitivity; encouraging a spirit of teamwork among and between college units; caring about and responding appropriately to the internal and external communities; and seeking information and input constantly. *[NCSD—National Council on Student Development (Evelyn Clements and Charlene Dukes)]*

"Leadership development" is a process of giving a person the tools necessary to lead through a variety of delivery modes: formal instruction, interactive seminars and discussions, guided reading, observation, mentoring and other experiential learning. *[NCSDCC—National Council of State Directors of Community Colleges (Martin Lancaster)]*

Leadership development is a process of renewal, growth, change, and/or continuous improvement to enable visionaries the opportunity to: Enhance human potential; Challenge the vision as it translates into reality; Define, analyze, interpret, and experiment with models of change; Conceptualize strengths, concerns, and opportunities; Incubate system-thinking metamorphoses; Commit to causes, organizations, communities, and/or initiatives. Understand climate, culture, and environmental issues; Create a network of colleagues with similar roles and functions; Recognize needed skill sets: action, collaboration, facilitation, planning and delivery, mentoring, accountability and sustainability. Leadership development encompasses: Theory and practice; Skill development (communication, participation, facilitation, interpersonal and presentational, resource development, planning, critical thinking, problem solving, decision-making, values/judgment, information management, etc.); Mentoring/coaching; Shared activities with potential leaders; Time on task; Exposure to an array of leadership models; Internship/sponsorship *[NCSPD—National Council for Staff, Program, and Organizational Development (Kay Weiss and Cindy Hoss)]*

(b) How can leadership development be delivered?

Authentic development needs to be more than a one-shot deal. Short intensives with follow-up begin to integrate the knowledge over time. *[AAWCC—American Association for Women in Community Colleges (Mary Spilde)]*

As potential leaders emerge, they should be given the opportunity for self-growth through leadership development programs, both in-house and professionally developed. Internally, seminars could be developed to focus on individual characteristics through trait identification, i.e., Myers-Briggs and other similar instruments. There are many consultants who are available to lead groups through activities designed to help individuals understand themselves, a necessity if they are to become leaders. Individuals should be encouraged to take advantage of conference proceedings that offer leadership tips, strategies and case studies. A multitude of leadership training institutes are springing up around the country; however, the cost is sometimes a deterrent. An institution might sponsor an individual, or scholarships could be made available for individual applications.

One of the more exciting possibilities is the work being done by Walden University through their on-line PhD program in Community College Leadership. By offering the degree on-line, it allows a host of mid-management professionals to learn about leadership from their office or home anywhere in the country. Certainly the curriculum offered must be of high quality and real value, which is most likely the case given Walden's reputation. Additional information: Leaders need to be taught about the infrastructure of community colleges, either through formal programs in higher education or in-service training, including contact with expert lecturers. Perhaps more important are the real-life experiences, including forms of mentoring. *[ACIE—American Council on International/Intercultural Education (John Norris and Pam Thomas)]*

Leadership development is best delivered in workshop sessions. Group process and networking are key to the development of leadership skills. Some elements may be delivered using “distance education” methods. It would be useful to have models available for this approach. *[CCHA—Community College Humanities Association (David Berry)]*

1. Identify individuals with proven success in community colleges who have the potential to lead. 2. Mentoring 3. Academies 4. Networking 5. Graduate courses. *[CRD—Council for Resource Development (Eileen Piwetz)]*

Possible sources include graduate preparation programs, in-house (campus-based) programs, mentoring, on-the-job training, job rotation, internships, and special assignments. *[CSCC—Council for the Study of Community Colleges (Jim Hammons)]*

Graduate degrees are the most common formal approach from two perspectives: these degrees are a credential, and their absence a nearly impenetrable obstacle to leadership development; these degrees can provide a theoretical base and real skills for innovation that are not readily encouraged in on-the-job training within colleges. Within institutions the main avenues of leadership development are informal, and consist of opportunities to do different jobs either through competing for an open position, or institutional reorganization. The availability of these opportunities is a function of the culture of the particular institution. Mentorships are a particularly effective leadership development pathway in institutions, but these too are dependent on institutional culture. Colleges may have a system of identifying and nurturing employees to take more responsibilities; but they most likely do not. Other informal learning opportunities such as conferences or other outside professional involvement (Councils) also can provide leadership development. This is particularly valuable in broadening the view of prospective leaders. Institutional support for participation in these activities is an important aspect of leadership development. *[ITC—Instructional Technology Council (John Sneed)]*

When we talk developing leaders in Intercollegiate Athletics there are differing levels we speak of. Student athletes, coaches, and athletic administrators all need to develop leadership. For the student athlete the coach provides the impetus for leadership development. Athletes are “required” to show “commitment” in their endeavor to compete. The coach, and often other student athletes (mentors) assist in the development of leadership characteristics. In developing leadership among coaches, the primary person responsible is the Director of Athletics. The Director will encourage the coach to show the same commitment he/she would expect from their student athletes. Along with requiring the usual duties of the head coach, professional development needs to be fostered. This is accomplished by supporting coaches’ involvement in coaching organizations and seminars. A Director of Athletics leadership development needs to be fostered by the VP or Dean that he/she reports to. The AD needs to be evaluated honestly, and encouraged to improve consistently. Once again professional development and assuming leadership roles in taking responsibility needs to be encouraged and supported. The best programs develop leadership the old fashion way – with hard work. A hard working AD encourages a coach’ s development. That coach in turn demonstrates hard work and commitment to student athletes, who become inspired to achieve. When this happens – its magic, and it is what brought me in to Athletics as a career in the first place. *[NATYAA—National Alliance of Two-Year College Athletic Administrators (J. Vincent Grassetti)]*

Leadership development can be delivered in formal and informal settings. Formal settings include workshops, seminars, institutes, conferences and standardized professional development activities. Informally, leadership development is delivered through networking, mentoring, coaching, and interactive conversations between and among professionals. *[NCBAA—National Council on Black American Affairs (Brenda Simmons)]*

There is no one way to deliver leadership training. What often works is a blending of self-assessment instruments, interaction with colleagues and mentors, and exposure to structured learning activities in modes that include web-based learning activities, classroom presentations, online performance support, and on-the-job interactions. *[NCCET--National Council for Continuing Education and Training (Bill Flynn)]*

Through guided self-learning (reading, research, experimentation), face-to-face activities (courses, conferences, etc.), media and web-based activities and combinations of these. In fact, most learners do use all of these methods for continuous learning and development. Ideally, there would be a way for any leader/learner to access particular "bits" of learning at the moment of need in the delivery format that suits. *[NCCHC—National Community College Hispanic Association (Leila Gonzalez Sullivan)]*

Leadership development can be delivered through various settings, e.g. through a diversity of experiences within the work environment; through participation on management and other work teams within an organization; through formal education (courses and programs); through participation in conferences, seminars, workshops, and other professional development experiences; through service on boards and professional (service) organizations; and through collaborative mentoring with supervisors, peers, and others both internal and external to the organization. *[NCIA—National Council of Instructional Administrators (Russell DeVriendt and Johnnie Simpson, with input from Brent Cejda)]*

Delivery can vary widely. There are formal workshop/institute presentations, either live or online. There are assessments; readings and reflections; discussion groups; mentoring; coaching; personal development plans; volunteer leadership opportunities in your professional and local communities; further formal education; and the list goes on. I suggest that any leadership development at the national level include an option that doesn’t entail travel to distant places for extended periods of time. Budgets are such that this would be a distinctly limiting factor and would exclude many who could benefit. *[NCLR—National Council for Learning Resources (Mary M. Carr)]*

Leadership development can be delivered in several ways including (but not limited to): university graduate programs (e.g., higher education, educational leadership); continuing education programs sponsored by

professional associations (e.g., AACC's Future Leaders Workshop); on-the-job training – mentoring of future leaders by supervisors. *[NCRP—National Council for Research and Planning (Lou Attinasi)]*

Leadership Development can be delivered in a variety of formats including but not limited to participating in intensive institutes that convene from 2 _ days to one week, mentoring and shadowing senior executives for specified or unspecified timelines, engaging in readings and discussions of leadership theory and applications to real-life scenarios, involvement in a series of “classes” focusing on the role and skill sets of leadership, participating in internships, and working on national projects whose purpose is to study and learn from professionals recognized as competent and visionary leaders. *[NCSD—National Council on Student Development (Evelyn Clements and Charlene Dukes)]*

"Leadership development" is a process of giving a person the tools necessary to lead through a variety of delivery modes: formal instruction, interactive seminars and discussions, guided reading, observation, mentoring and other experiential learning. *[NCSDCC –National Council of State Directors of Community Colleges (Martin Lancaster)]*

Leadership development can be delivered through; educational providers, i.e., training academies, professional organizations; internal organizational programming/mentoring; applied internships; experiential workshops/seminars/camps; on-line programming aligned with applied situations. *[NCSPOD—National Council for Staff, Program, and Organizational Development (Kay Weiss and Cindy Hoss)]*

(c) How can leadership development be measured?

Assessment of individual learning track numbers who moved successfully into leadership positions. *[AAWCC—American Association for Women in Community Colleges (Mary Spilde)]*

Measurement may be one of the most difficult factors. The true test of leadership development comes with the production of leaders. This is a long-term proposition that will not give us answers overnight. A bigger reality that has to be faced is that many individuals who have the characteristics necessary for good leaders are choosing not to pursue leadership opportunities. In many cases these are faculty who see the responsibilities and problems inherent in higher education leadership and believe the rewards of the position do not measure up. They believe that quality of life is more important than prestige or greater financial rewards. In many cases, being the CEO is not fun and creates adversarial situations that make the position less than desirable. Additional information: Perhaps the best way is to see if participants continue to progress to higher level leadership positions. *[ACIE—American Council on International/ Intercultural Education (John Norris and Pam Thomas)]*

The measure of leadership qualities is best seen in the growth and sustainability of the Association. *[CCHA—Community College Humanities Association (David Berry)]*

How can it be measured? Tracking participants who are impacted by the programs we offer as well as the success of their colleges. *[CRD—Council for Resource Development (Eileen Piwetz)]*

Traditionally, measures of assessing leadership include performance appraisal systems and actual results. Assessment of leadership DEVELOPMENT activities SHOULD include participant reactions, participant learning, behavioral change, and actual results. *[CSCC—Council for the Study of Community Colleges (Jim Hammons)]*

On a local level it can be measured somewhat by how an institution provides opportunities for staff to take on new responsibilities. Expenditures on staff development, support for advanced degrees, participation in external

organizations and events, and other inputs can be measured. ***[ITC—Instructional Technology Council (John Sneed)]***

Measuring the development for leadership can be accomplished in many ways. The simplest measurement is to look at the success of the program from a win and loss standpoint. This may be simple, but certainly would be incomplete, and in some cases – a poor indicator. At this time we are striving to insure that our Directors, Coaches, and Student Athletes understand that the primary mission of our Colleges is academic. With this in mind it is easy to see that the Win/Loss indicator of leadership development is not “enough”. There are some programs that may not win a championship over the period of a decade or more, that develop a great deal of leadership. This can be demonstrated by the team conducting themselves in a responsible way, meeting all of the scheduled requirements, and perhaps earning Academic All American status (which is based more on academic performance than athletic prowess). Another reason that the use of the Win/Loss indicator as the sole measure of leadership development is the occasional “Championship Team” that needs to be sanctioned because of their conduct, or may be found to be in violation of NJCAA rules. ***[NATYAA—National Alliance of Two-Year College Athletic Administrators (J. Vincent Grasseti)]***

Leadership development can be measured by utilizing a needs assessment and conducting satisfaction surveys. ***[NCBAA—National Council on Black American Affairs (Brenda Simmons)]***

Leadership is best measured through a 360-degree process of assessment, outcomes attainment and individualized feedback. Ongoing assessment is essential as it forms the basis for future development activities. ***[NCCET—National Council for Continuing Education and Training (Bill Flynn)]***

Many ways (not exhaustive list): pre- and post-tests for specific learning experiences; dictate competencies and appropriate measures, then test; formal assessment instruments (LPI, Bar-On EQ-i, EQ Map, Occupational Personality Questionnaire, Dimensions of Leadership, MBTI, etc.) used periodically and compared; demonstration of skills; assessment of projects, presentations, publications, expert testimony, etc.; review of accomplishments, including service in key organizations; evidence of changes in leader's unit/organization; peer review and regard; self-evaluation; supervisor/board of trustees evaluation. ***[NCCHC—National Community College Hispanic Association (Leila Gonzalez Sullivan)]***

Leadership can be measured through the team leader's ability and team's willingness to set goals and then accomplish them, through the trust and respect which permeates the team, and by the team's ability to solve its own problems—both individually and collectively. The best way to exemplify a leader's effectiveness is when the following occurs: “When the effective leader has finished with his work, the people say it happened naturally.” (Lao Tzu) ***[NCIA—National Council of Instructional Administrators (Russell DeVriendt and Johnnie Simpson, with input from Brent Cejda)]***

There should be participant evaluation throughout the leadership development program. Participants should critique the program itself, judging its effectiveness. The participants should also critique themselves. For instance, they should decide if more responsible leadership positions are right for them. Bigger, more responsible positions should not be the only measure of effective leadership. One positive outcome of a leadership development program is a person deciding that it would not be in their own best interests to pursue further positions. Rather, they might learn that their contributions might well be focused on better leadership at their present level of responsibility. Quantitatively, the program could be measured by how many participants move into different, more responsible positions within a given amount of time. Qualitative measurements could also be taken. For instance, it would be invaluable to know if participants find themselves more successful in their leadership and job responsibilities, regardless of position. ***[NCLR—National Council for Learning Resources (Mary M. Carr)]***

Individual level – Does the trainee demonstrate (paper and pencil test, in practice, etc.) the qualities, knowledge base and skills characteristic of a leader? Program level – To what extent have program completers

moved into (or into increasingly higher) leadership positions within organizations. ***[NCRP—National Council for Research and Planning (Lou Attinasi)]***

Is the question intended to ask about the measurement of the acquisition of leadership skills, the ability to practice leadership skills, or the participation in a variety of leadership activities? Using approaches that focus on summative and/or formative evaluation techniques can include surveys, focus groups, tracking of participants engaged in the leadership formats (How many sought and successfully attained leadership positions? What length of time expired before success occurred? How are current senior executives mentoring potential successors? What are the “true” skills sets necessary to assume leadership roles? Are these skills sets applicable to any type and location of community colleges? Are there differing expectations of leadership or the perception

of the ability to lead based on age, race, gender, and ethnicity as well as other questions that can lead to good data collection and analysis). ***[NCSD—National Council on Student Development (Evelyn Clements and Charlene Dukes)]***

"Leadership development" can only be measured by the outcomes--the proof is in the pudding. If a person after completing a leadership development program becomes a leader or becomes a better leader, then the program was a success for that person. I do not believe that any examination or other "certification" program is an effective measure of whether that person has developed their leadership skills or fulfilled their leadership potential (this assumes that there are God given leadership attributes which can be developed as well as "skills" to be learned). ***[NCSDCC –National Council of State Directors of Community Colleges (Martin Lancaster)]***

Leadership could be measured: By examining degrees of satisfaction, impact, and/or benefit through reflective journaling; By examining congruence of intended outcomes with actual outcomes; Through longitudinal study of accomplishments/exemplary performance; By asking the question, what role did leadership contribute to answering the organizational question “What good, for what purpose, at what cost?” ***[NCSPOD—National Council for Staff, Program, and Organizational Development (Kay Weiss and Cindy Hoss)]***