



**Leadership Summit of Grow Your Own Programs
American Association of Community Colleges
January 9, 2004
Washington, DC**

DISCUSSION NOTES

A. Introductory Remarks by Facilitator

Purpose:

- Understand current thinking and practice for leadership development in community colleges
- Explore role/context of Grow Your Own Programs
- Develop a More integrated national framework for developing nation's community college leaders

Flow:

- Explore working definitions of leaders
- Explore working definition on leadership development and LD strategies
- Review inventory sample of Grow Your Own leadership development curricula
- Explore what a national framework for leadership development might be
- Insights, evaluation, recommendation

Ground Rules:

- Listen respectfully
- Participate openly
- Respect diversity of individuals and viewpoints
- Seek shared agreement and synergy when possible
- Wear your program, institutional and national "hats"

Table Facilitation:

- Keep group focused on task
- Facilitate individual participation
- Ensure respect and civility at the table
- Make suggestions to help the group progress

B. 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?

Knowledge

Table 1:

1. understanding the mission/purpose of institution
2. understanding funding component
3. organization (understanding)
4. understands the way the various components of the organization works
5. political savvy (skill or knowledge?)
6. the ability to reflect on what is being done (self-reflection)
7. effective leadership is context specific
8. ability to integrate disparate things in a meaningful way (people, things)
9. under-organizational dynamics and culture
10. credible and trustworthy
11. understanding values and processes of education and accreditation
12. build and work from an effective fiscal plan
13. understanding community college values which are separate from personal
14. general knowledge of college operations – fundraising
15. knowledge of psychology of relationships
16. importance of culture

Summary of Knowledge: a) understanding the distinctive mission, mission and dynamics and operations of the community college, b) knowledge of self and others

Table 2:

1. self knowledge
2. technology
3. community College – mission, values, history, values and culture, students, teaching and learning, culture of community and college
4. organizational structures – how organizations work; interrelated, change
5. budget, finance, resource allocation
6. external environment – local government, private sector, state, chambers, teaching and learning, students (kinds, needs, circumstances, demographics)

Table 3:

1. self-awareness – understanding your personal world view. How it frames your behavior, acting on self-awareness
2. knowledge of context (external/internal)
3. facilitation skills
4. developing commitment and buy-in (stakeholders)
5. create a safe environment for change

Summary of Knowledge: a) self awareness, b) non-profit, c) internal/external/environment – organizational assessment, environmental scanning, political, d) higher education

Table 4:

1. mission of community colleges – position/role
2. trends of education/culture
3. understanding constituent
4. legal/bargaining
5. systems fluency

Skills

Table 1:

1. interpersonal relationships
2. communication skills
3. ability to lead toward consensus accountable decisions
4. knowledge of when to do when
5. ability to bring calm to crisis/conflict
6. respect for the opinions of others
7. delegation
8. leadership knowledge of some kind (mental map)
9. team building/consensus
10. finance – ability to understand, assess, and control processes (interpersonal, etc.)
11. consensus building
12. ability to write others behind a single unified decision
13. strong communication skills
14. people skills
15. having a vision
16. listening/hearing (internalizing)
17. communication skills
18. ability to “see” our next hill

Skills Summary: a) communication – listening and translating knowledge into actions, 2) interpersonal skills, 3) team building, 4) uniting people behind a single vision

Table 2:

1. use humor effectively
2. analyze data and use it well
3. use technology – e-mail, word processing
4. communication – listening
5. political – internal and external
6. negotiate and compromise
7. public relations (press)
8. influence, persuade, compromise
9. group dynamics
10. motivate and inspire
11. envision, plan, look ahead, anticipate
12. organized
13. mentoring/coaching
14. keep focus for institution (learn how to)
15. adaptability

16. Synthesize
17. risk taker
18. ability to see the big picture

Table 3:

1. acting on self-awareness
2. facilitation skills
3. listening
4. collaboration
5. political skills
6. flexibility
7. data-based decision-making

Table 4:

1. communication
2. strategic thinking/application
3. advocacy
4. budget/finance/legal administrative
5. ability to enable/empower people
6. cultivate/maintain relationship

Values

Table 1:

1. valuing strategic perspective
2. being trustworthy
3. ethical
4. honesty
5. integrity
6. inclusiveness (bringing other people in)
7. openness
8. values people
9. honesty/integrity
10. transparency
11. humor
12. authenticity
13. investing in people
14. integrity
15. authenticity
16. transparency

Values Summary: a) honesty/integrity, b) ethics, c) authenticity, d) inclusiveness of others, e) appropriate sense of humor

Table 2:

1. caring/commitment to develop others
2. integrity, ethics, fairness, honesty

3. committed to (passion) community colleges
4. leadership as service to others
5. courage
6. fairness
7. honesty
8. commitment to equality and diversity and inclusion/participation of others – respect
9. shared government
10. open-minded
11. education, learning, people's ability to change
12. optimist (external)
13. sense of community
14. sense of humor – laugh at yourself
15. balance in life, humor, optimism
16. caring and compassion, respect for others

Table 3:

1. passionate about mission
2. ethics
3. credibility

All Three (Knowledge, Skills, Values): a) creating a safe environment for change, b) helping others grow professionally, c) using diversity as an asset, d) developing partnership, e) understanding personal world view and how it frames your behavior, f) innovation – creativity

Table 4:

1. ethics/integrity/honesty
2. honoring/embracing diversity – commitment to access
3. empowering people – students first
4. one's own learning/development
5. fun/passion/sense of play (creating positive climate)- relationships
6. education (power of)

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

Knowledge

1. Mission of community colleges
2. Trends; education, culture, organization
3. Understanding constituents
4. Self-awareness
5. Non-profit management
6. Internal/external environment – organization assessment, extensive scan, political
7. Higher educational institution
8. Self knowledge
9. Community colleges – mission, values, etc.
10. External environment – local, state, private
11. Organizational structure

12. Leadership styles and philosophy
13. Accountability and assess
14. Resource allocation/budget finance
15. Distinctive vision, mission, OPS – community colleges
16. Knowledge – self and others
17. Knowing which hill to die on – also included in values
18. Talking about all leaders not just top tier
19. Missing – fundraising, budget development, technology, were general (over evaluating)
20. Facilitator comment: What’s missing here is courage ... which category?

Skills

1. Communications
2. Listening
3. Knowledge/action
4. Interpersonal
5. Team building
6. Uniting for a shared vision
7. Communication
8. Mission/planning
9. Political – interview, exit
10. Risk-taking
11. Mentoring/coaching
12. Acting on self-awareness
13. Facilitation
14. Listening
15. Collaboration
16. Political skills
17. Flexibility
18. “Data”-based decisions
19. Communicate
20. Strategic thinking/application – team building, planning
21. Advocacy
22. Budget/finance/legal/administration
23. Ability to enable and empower people
24. Cultivate/maintain relationships
25. Communication – listening, motivate and inspire, synthesize, use technology, group dynamics
26. Vision, plan, look ahead, anticipate – see big picture, keep focus for institution, analyze and use data,
27. Use technology
28. Political – internal and external – negotiate/compromise, adaptability
29. Risk-taking
30. Mentor/coaching
31. Liked emphasis on data-based substantiated thinking
32. Still a role, though, for intuition,
33. Risk-taking – integral part in the leader’s thinking (accepting responsibility of risk)

34. How to support risk-taking – personal, institutional

Values

1. Passion
2. Ethics
3. Credibility
4. Safe environment
5. Diversity
6. Partnerships
7. Professional development growth
8. Creativity
9. Open-mindedness and compassion
10. Integrity/ethics/fairness/honesty
11. Commit to community college mission
12. Commit to education, learning, ability to change
13. Courage
14. Balance in life
15. Valuing your own development
16. Ethics, integrity, etc.
17. Honoring diversity's access
18. Empowering people to power of education
19. Fun/passion/enjoyment
20. Honesty/integrity
21. Authenticity
22. Inclusiveness
23. Appropriate sense of humor

All Three (Knowledge, Skills, and Values) – Plenary Discussion:

1. Tough to put in just one list
2. Skills – while caring too. Can leadership be taught (especially this combination)?
3. Leadership styles and philosophies
4. Working with people at all levels
5. A goal/a common purpose
6. Follow-up modules (continuous interaction)

[Note: There was one flipchart sheet that was not labeled. It appears to fit under worksheet #1 and it reads: 1) communication (listening, motivate and inspire, synthesize, use technology, group dynamics), 2) vision, plan, look ahead, anticipate (see big picture, keep focus for institution, analyze and use data, use technology), 3) political – internal and external, negotiate/compromise, adaptability, 4) risk-taking, 5) mentor-coaching.]

C. Worksheet 2: Working Definition of Leadership Development - Most Effective Ways

of Developing Leaders (prioritized)

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

A working definition:

Table 1 Definition: Systematic and intentional approaches to develop key skills, knowledge and values to: a) help people do their current jobs better, b) open opportunities for career enhancement.

Table 2 Definition: Leadership is an investment in a process that provides individuals with opportunities and experiences that enable them to be effective leaders in community colleges. The process includes identifying potential leaders, and providing support and encouragement to them to participate in structured, on-going growth and development activities. Leadership is an involvement in a process that provides the experience and opportunity that enables them to be effective leaders in community colleges.

Table 3 Definition: Creating institutional capacity for all individuals to grow professionally in the service of the community college mission/core values by creating opportunities to work outside their personal knowledge base and comfort zone.

Table 4 Definition: Leadership development is the identification of and the sustained education and support of those who have the talent and/or desire to become leaders in support of the community college mission. It is a process of skills and knowledge building and reflection on values.

Top priority strategies for developing leaders:

Table 1:

1. different programs can be appropriate at different times
2. follow-up loses the impact of the program
3. monitoring
4. projects
5. power of the cohort

Table 2:

1. Leadership development within defines leadership in broadest terms.
2. Expand horizon/not view
3. Encourage/plant seed
4. Transforming identity
5. Support (political, financial) from managers, etc./administration investment
6. Requires commitment of college leaders
7. Define purpose of leadership development
8. Building/developing skills, knowledge
9. Program needs structure
10. Outcomes should be defined

11. Developing networks/increase visibility
12. Leadership development should be valued investment
13. The process includes identification potential leaders and provides support and encouragement to participate in structural or group growth activities

Table 3:

Strategies:

1. Coaching/mentoring (technique)
2. Creating culture for learning safe to mistakes (top down)
3. Systematic thinking (i.e., all interventions influence system as a whole)
4. Initiation/involvement can come from any part of system
5. Process for leadership should reflect non-hierarchical values
6. Allocate PD dollars to part-time faculty/employee. Tailor message/materials to specific groups

Techniques:

1. Coaching/mentoring
2. Self-assessment
3. Workshops, seminars, team projects
4. Dissemination of reading/to research
5. Job shadowing
6. Cross-training
7. Listserv
8. E-mail group lists
9. Creating institution capacity for individuals to grow professionally in the service of mission/core values
10. Formal coursework/degree
11. Understand what is available. Add “fill the gaps” – connect the experiences
12. Exposure to positive, inspiring aspects of leadership. “Joys of leadership”.
13. Observation module
14. On-line learning models
15. Literature/reading/general awareness
16. Informal exposure. Series of conferences/workshops (national, regional, state, local)
17. Projects/grants
18. Inventoring/observation/internships
19. Accrediting teams

Table 4:

Strategy:

1. Identification of leaders – hiring/recruiting, self-identification, observation (formal/informal)

Techniques:

1. Mentoring
2. Seminars
3. Workshops
4. Formal programs
5. Strategic projects
6. Job shadowing

Summary of Worksheet Responses

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7. Learning in other contexts
8. Exposure to models and styles of leadership
9. Assessments/Feedback of Individual and Organization – self-assessment, knowledge or skill gaps, leadership holes/position vacancies

Notes from Plenary Discussion:

1. Proactive approaches
2. Systemic/systematic in design
3. Customized to audiences
4. Importance of assessment

D. Worksheet 3: Leadership Inventory of Grow Your Own Programs

Review this Leadership Inventory Sampler of Grow Your Own programs. What story does this inventory – and other programs you know about – tell us about:

What niches are these kinds of programs serving? Who are they serving? Why?

Table 1: Observation/Insights

1. Heavier focus on CEOs than others
2. More individual than team-based focus to existing programs
3. Lots of new programs
4. “Traditional” modes of delivery – more on-line, more centralized (i.e. “canned”) offerings for “basic” certification
5. More “out-of-box” experiences
6. Serving needs of students/communities

Table 2:

1. Niches: a) Women, b) Populations served, c) Special populations, d) Program content, e) CEO, f) Managers, g) Middle Manager, h) Clerical (N), i) Facilities (N), j) Safety, k) Campus-based VS, l) Institutes
2. CEOs
3. Managers

Table 3

1. Enrichment vs. advancement:
 - a. Geographically bound. Selective vs. open
 - b. Lots of different ways to categorize
 - c. Demographically targeted vs. more inclusive – e.g. ___ function
 - d. Method of delivery
 - e. Conceptual vs. practical
 - f. Breadth vs. depth
 - g. Skewed toward top administration

As you look at this sampler, what might it tell us about what kinds of needs aren't currently being met or met well?

Table 1: Unmet Needs/Opportunities

1. Faculty, part-timers, support staff relatively absent
2. Smaller/more rural institutions represented?
3. Void in mid-America?
4. More comprehensive review of what's out there
5. Distribution gap between on-line and face-to-face – finding right combo face-to-face
6. Embed leadership work/issues throughout all institution processes
7. Need formative and summative assessment mechanisms

Table 2: Needs

1. Needs – Board of Trustees
2. Content VS
3. Approaches/delivery modes
4. Expectations
5. Defined Commitment
6. Workload
7. Depth of development
8. By job classification
7. Integrated: a) HRs, b) Instructional, c) Student services, d) Finance, e) Workforce
8. Applied VS theoretical
9. GAR – skill development
10. Focus on individual /assessment directed development
11. Changing behavior beyond comfort

Table 3: Needs Not Met

1. Limited by resources
2. Exposure time (frequency, intensity, duration)
3. Follow-up? (unmet need)
4. To what extent programs systemic?

Table 4:

What kinds of collaboration and networking might be valuable across programs like these?

Table 1

1. Collaborative/Networking Opportunities
2. Internet-based offering – library of offerings via AACC web site
3. Collaborative business process map of best practice
4. Inter-institution cooperation – internships, projects, two-year/four-year institutions
5. Need for a “curriculum committee” function
6. A lace/mechanism to network the networks

Table 2

1. Collaborations – state connecting with colleges within national level.
2. Inventory of program to be used as a way to refer individuals to other programs
3. Information – consultant, resources, presenters, speakers
4. Inventory of content ideas, approach, delivery, strategies, case studies, foundation studies, biography, bibliographies

Notes from Plenary Discussion:

Niches: What, who/why

1. Populations (table 2)
2. Approaches/delivery modes
3. Content/depth
4. Enrichment vs. advancement (in focus)
5. Targeted – inclusive
6. Geographic – open, bound
7. Most – top administration focused
8. Functional – dysfunctional
9. Institution vs. state vs. national
10. Theoretical vs. functional (applied)
11. Individual (more than team focus)
12. CEO focus
13. Many new programs
14. More traditional delivery – centralized, off-the-shelf
15. Very community college focused rather than beyond
16. Range in purpose – inspire, getting hired, tools
17. Focus: those who hire – those who get hired

Unmet needs

1. Faculty – those outside community colleges, higher education
2. Classified staff
3. Beginning level administration
4. Very little follow-up: a) What happened? b) Continued training
5. Too much focus on individual – and no guide or roadmap
6. Evaluation: a) Where you are on the roadmap, b) Individual, b) Institution
7. Integration re: programs: a) Theory – practice, b) Across levels, c) Across system, d) Resource limitations, e) Focus on Board relations across institution, f) More skill building in addition to overview
8. Measuring effectiveness of programs, h) A place to “network the networks” (across cohorts) (providers), i) Overcome geographic insularity

Kinds of collaboration/networking

1. Map out best practices in leadership
2. National equivalent of a curriculum committee
3. Creating programs as feeders for other programs
4. Across a state – learn from one another
5. Inventory: a) Content, b) Bibliographies, c) Speakers, d) Resources

Summary of Worksheet Responses

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E. 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 (see National Framework image). Please advise us in answering the questions linked to these three principles.

Comprehensiveness: How do we ensure that it is comprehensive?

Table 1:

1. work collaboratively to determine key competencies
2. identify a design around key competencies
3. assemble committee/group to draft and review curriculum based upon best practices
4. follow the same “mental map” as a college degree program – major/core curriculum requirements, distribution requirements, electives (i.e.), time management – not button issues)
5. check curriculum for cultural impact and send it out for broad feedback
6. revise as appropriate
7. get feedback from colleges on the level of competence for their emerging leaders relative to key competencies

Table 2:

1. inventory every state and institution
2. contact persons – voluntary basis, word-of-mouth)
3. needs to be usable – look at models rather than 100% of all programs
4. broken out by categories (niches, content, populations)
5. Create structure to search inventory

Table 3:

1. types: university, community college, non-higher education in comprehensive catalogue
2. include goals/expected outcomes, competencies to match programs with needs identified to help identify unmet needs
3. go beyond program delivery, identify agreed upon competencies, develop assessment tools
4. listings of speakers/topics, referrals based on standardized evaluations and web-based opinions
5. information regarding cost and selectivity/eligibility and funding sources
6. leadership development should target all employee groups/stakeholders
7. institutional and individual assessment to identify need
8. consistent message to communicate value of leadership nationally. Continuity.
9. coordination
10. referral

Table 4:

1. full representation and constituents from various regions, programs and populations across U.S.

2. national trends/awareness of how one's regional context fits national trends

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

Table 1:

1. publish a range of leadership possibilities with guidance as to what each is meant for
2. publish a model portfolio (not just paper)
3. publish funding alternatives

Table 2:

1. niches
2. assessment tools – how others value program

Table 4:

1. resources for providers and participants, scholarships, grants
2. flexibility in programs, without sense of competition, to provide multiple modes of delivery, various program niches (cost, time commitment, populations, demographic groups, etc.)
3. adequate information at programs

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

Table 1:

1. scholarships to support leadership development
2. measurable skills and evaluation component
3. certification

Table 2:

1. model assessment tools
2. inventory of content, approaches, resources, materials, delivery strategies, presenters, consultants, current thinking on leadership, funding strategies
3. facilitate collaboration among programs – sessions at conferences (national), sharing resources/costs and state
4. networking – paid for program providers
5. framework of paid sequence – skills, knowledge, values needed by community college leaders; use in evaluation
6. tool for self-assessment
7. match to program in your region or elsewhere
8. employers – tools for hiring process to evaluation
9. information for grant proposals – ability to find other programs to collaborate with, lists of grant sources, funding tips
10. sources of scholarships/funding for individuals
11. ways to keep programs updated
12. professional development of resources, data, power points, grant data, information
13. how to network to expand resources, cost-sharing
14. regional networking among states

Table 4:

1. assessment of program effectiveness (participant evaluation, program evaluation, longitudinal assessment)
2. obtain specific skills to take back to place of employment return on investment (ROI)

Reactions:

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

Table 4:

1. makes sense, necessary, especially to eliminate sense of competition and encourage collaboration and evolution

Notes from 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

Comprehensiveness:

1. Inventory – of models around country
 - a. by categories – niches, content, populations
 - b. structural search
2. determine key competencies – design system around
3. sensitive to cultural impact
4. feedback
5. full representation – across U.S. (population, program)
6. National trends
7. all types of programs – including community college
8. all employee groups – stakeholders
9. comprehensive catalog

Real Choice:

1. goals of expected competencies
2. identify unmet needs – individual, institution
3. cost and selectivity – need to be known who is eligible
4. niches – categories to search
4. assessment tool – what others thought regarding program
5. resources for: providers, participation
6. flexibility without competition – multiple modes, etc.
7. adequate information regarding program
8. publish range of leadership possibilities – clear to applicants/leaders
9. establish model portfolio
10. publish funding alternatives
11. Federal model – Dollars for individual regardless of institution, financial aid “No Leaders Left Behind”

Usefulness:

1. scholarships
2. measurable and certification of skills and evaluation
3. program evaluation
4. longit assess
5. obtain specific skills
6. model assessment tools
7. inventory – content, approaches, modes, speakers, etc.
8. collaboration across program
9. sharing resources – costs
10. networking for program providers
11. framework of professional development sequence
12. tools for hiring process
13. information for grant populations
14. sources of scholarships
15. agreed upon competencies
16. catalog of assess tools of competencies
17. speakers/topics/referrals (evaluated)
18. institution/individual needs assessment
19. consistent message of programs and whole framework

Questions/Thoughts The Framework Raises:

1. comprehensiveness (depends on level) – local, state, national, career level, individual
2. comprehensiveness overlaps with choice
3. real choice – how if not institutional or manager support?
4. work on institutional endorsements
5. costs – how to keep program within dollar range. Affordable?
6. do we structure around a degree model or are there other ways?
7. one model does not fit all
8. consumer reports approach – for choice and understanding leadership development as continuum
9. usefulness: requires feedback for ongoing evaluation and be current
10. employers? Include?
11. institution policies that foster leadership development – is key
12. what would leadership development friendly institution look like? An leadership development index.
13. how does your institution rate?
14. how do we focus on individual or institution supportive of leadership development?
15. should it be in accreditation standards?
16. do we certify?