



## **Grow Your Own Programs Leadership Development Survey Responses**

**Prepared for the AACC Leadership Summit of Grow Your Own Programs  
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### **(a) What is leadership development? What does it encompass?**

Leadership development is the preparation and strengthening of individuals in order to develop a pool or roster of qualified people with leadership promise and potential. Leadership development encompasses pairing of senior, experienced leader (mentor) with aspiring leader/learner (protégé) for a period of time for the latter to learn effective leadership practices. Leadership development also encompasses the study of leadership--styles, models, effective and ineffective practices, etc. One significant aspect of leadership development is the opportunity for leaders to reflect on issues confronting higher education, explore multiple strategies to address the current challenges, and plan for the future. *[American Council on Education – Marlene Ross and Gloria Thomas]*

We find that many candidates “standing in the wings” are ready and poised to assume their first presidency, however, they need additional support in the following areas: being an effective and authentic candidate, preparation of community college CEO candidates to work with and for the Board of Trustees, and communication skills that help the board of trustees and CEO to work in partnership to advocate for resources and support at the local, state and national levels. *[Association of Community College Trustees – Polly Rodriguez]*

The CCLDI distinguishes, as does the Center for Creative Leadership, between leaders development, expanding the capacity/skills of individuals; and leadership development, expanding the capacity of leadership within an organization. For us, leadership development to prepare leaders for the organization of the 21st century demands that leadership be attended to at all levels of an organization. *[Claremont Graduate University – Martha Romero]*

Leadership development is tapping into the potential of people for taking the initiative and making the commitment to work within the broader context of an organization to effect change for the maximum benefit of those served. It encompasses opportunities for increasing self-knowledge and developing a greater understanding of interpersonal relationships. It encourages passion for the welfare of others and creates a climate of inspiration. It fosters the ability of individuals to face challenges in times of peace and crisis. Strategies for initiating, managing and sustaining change would be included as well as a focus on communication, decision-making and conflict resolution. An understanding of various perspectives (local, state, national and global) and how they may impact an organization and the opportunity to interact with leaders from those perspectives would be essential. *[Community College of Philadelphia – Susan Tobia and Mary Griffin]*

Leadership development means creating a space where inner transformation, relationship building and organizational fluency can occur. We emphasize the importance of adaptive leadership in organizations and the absence of a tidy "checklist" of leadership that professionals can carry in

their pocket. Leadership development means modeling how to live with ambiguity and supporting growth on a personal and professional level in the midst of increasing workloads and uncertain outcomes. Lasting leadership development emphasizes process over content, personhood over qualifications, and community over individual interests. ***[Spokane Community College – Grace Leaf and John Norman]***

Leadership development is the sustained education and support of those who have the talent and/or desire to become leaders. It encompasses those activities and mentoring relationships that identify and encourage potential leaders, providing them with skills, visibility and personal support. ***[Cornell University Institute for Community College Development - Barbara Viniar]***

Leadership Development is a broad term that encompasses any number of programs, conferences, events, activities, etc., designed to develop and enhance leadership skills. ***[Cypress College – Margie Lewis]***

Some higher education administrators are effective leaders; others are not. The inculcation of leadership skills needs to involve exploration of how those holding positions of formal authority in colleges and universities can exercise constructive influence in their institutions. Becoming a more effective leader depends both on understanding one's own strengths and weaknesses as a leader and understanding the institution in which one works. There is no recipe for successful leadership; no one model or methodology that's ideal for all individuals in all situations. Effective leadership depends on who you are, where you are, what you do, and how you do it. Therefore, effective leadership development must consider leadership *in context*. It follows, therefore, that the assessment of leadership development must also be context-specific if it is to produce realistic and meaningful outcomes. ***[Harvard Institutes for Higher Education - Joseph P. Zolner]***

Leadership development is the process of bringing out the potential of individuals to be leaders. Leadership development encompasses at least four components: 1) assessment of needs related to leadership, 2) design of programs to address those needs, 3) implementation of projects, and activities to accomplish the programs, and 4) measurement of the effectiveness of achieving the program goals. ***[Kentucky Community and Technical College System (KCTCS) – Candace Gosnell]***

Leadership development in the context of the community college is the recognition and development of leadership potential within every stakeholder while working towards achieving the highest educational goals of that institution using a foundation of core values. ***[Leadership Through Service Academy – Dorene P. Wiese]***

The systematic and intentional approach to enhancing thought processes and skills that motivate, direct and support the work of organizations and individuals towards commonly envisioned goals. It encompasses initiating goal-oriented decision-making and courses of action; anticipating trends, human behaviours and events; analyzing and productively utilizing the skills of others in the attainment of common goals; common sense in adapting to changing circumstances; courage in catching the wave of opportunities as they occur; maintaining personal and professional balance and perspective through reflection and renewal. ***[League for Innovation in the Community College – Brenda Beckman]***

Leadership Development is a complex matter that doesn't have a simple definition. It is the ability to provide individuals that have been identified as possessing the skills to ascend from their current positions to the next sequential level (to mid- and/or senior level management) with

exposure to and training that simulates a wide variety of experiences that take place within the organization. Effective leadership development equips individuals to handle internal activities within the organization as well as external factors that impact the organization. It also provides the opportunity for individuals to grow within their current positions - acquiring characteristics that lead to effective leadership in their current positions. Leadership development is bringing out the best skills in individuals, developing those skills, and assisting the individuals with the proper way to apply those skills to all management decisions/activities.

Developing the next generation of leaders encompasses exposing individuals not only to the ABCs of operational practices, but also exposing them to the human aspect (developing good people skills, interpersonal communication, etc.). It takes into consideration that individuals must be trained to make sound, solid choices in terms of their personal and professional lives and that the decisions that the individuals make will have a lasting impact on their leadership direction. *[Louisiana Community and Technical College System (LCTCS) – Angel Royal]*

The intentional and systematic pursuit of skills necessary for preparing oneself/individuals to assume proactive roles in anticipating and adapting to the future needs of the College by engaging colleagues in working toward a common goal. It encompasses the College's vision, the definition of an organizational development plan to meet the vision, a skills inventory for the institution, analyses (through gap analysis) to determine what skills need to be developed to give the institution the capacity needed to meet its vision, individual development plans attached to the organizational development plan. *[University of Michigan Consortium for Community College Development – Pat Carter]*

Leadership development would include preparation for upward mobility in organizations, as well as building better skills for people to do the jobs they are in. It involves intentional guidance and support of current or potential leaders within organizations, providing them organizational and system knowledge to help them build skills and develop broader perspectives, along with political connections and support to move be successful in current positions or move to higher level positions. If upward mobility is across institutions, it may also include building skills to be a successful candidate in an application process. *[Washington Executive Leadership Academy – Kae Hutchison]*

**(b) How can leadership development be delivered?**

Leadership development can be effectively delivered with continuous interaction between mentor and protégé over a defined period of time so leaders can try out new approaches and return to a setting to reflect on successes and failures, and strategize about new approaches. Within that time frame, a concentrated period should be structured for more intense, focused interaction and reflection. *[American Council on Education – Marlene Ross and Gloria Thomas]*

For the last two years, ACCT has been involved in delivering two four-day Leadership Academy sessions per year – One in the fall at the ACCT annual meeting and the second, in collaboration with AACC, at the National Legislative Summit (NLS) in the winter. The program's goal is to accelerate the process of identifying and helping prepare the pool of qualified candidates ready to rise to the community college presidency. At the academies, participants have the opportunity to interact with Board members directly to gain an insight on how boards work. NLS winter Academy has the additional focus on how a president and board can jointly advocate policy in the national, state and local arenas. *[Association of Community College Trustees – Polly Rodriguez]*

To this end, we ask community colleges to send teams to our summer, residential Leadership Academy. We deliver our program through a series of activities that include self and organizational assessment, skill development and practice and support for learning. ***[Claremont Graduate University – Martha Romero]***

The most effective delivery will involve a combination of teaching and learning activities. The best programs will enable participants to learn from experienced leaders as well as develop relationships that will be a source of ongoing support. They will also provide opportunities for active problem solving through case studies and role play. Finally, they will allow participants to develop themselves by clarifying their values and becoming comfortable with their leadership style. Since leadership development is a process of self-discovery, programs should be delivered over a period of time that allows for reflection and the application of learning. ***[Community College of Philadelphia – Susan Tobia and Mary Griffin]***

Leadership development can be delivered to a cross-section of professionals across the organization, regardless of position or role, in a cohort setting over a year's time. Retreats, monthly forums, including a keynote by a specialist in such topics as organizational change, higher education, leadership, etc., readings, web logs, interactive homework assignments, and personal contact comprise the curriculum. ***[Spokane Community College – Grace Leaf and John Norman]***

Not all leadership development is “delivered” in the formal sense. Much is provided by current leaders who conscientiously offer others advice, opportunities for growth and, finally, recommendations for leadership positions. As we develop future leaders, we should make the development of this responsibility a key part of any curriculum or “delivery” system. ***[Cornell University Institute for Community College Development - Barbara Viniar]***

It can be delivered in large groups, small groups, one-on-one, via the internet and other technological means, and through mentoring and personal exploration (reading, for example, or even carefully observing other leaders). ***[Cypress College – Margie Lewis]***

Our is delivered in five sessions – each session lasting three hours. Sessions are spread out over five months and there is only one executive leadership class per year. Former class graduates are invited to participate. ***[Frederick Community College – Mark Farley and Patricia Stanley]***

Leadership development may be delivered by a variety of methods, such as the following: 1) Conferences and Workshops, 2) Publications and reading materials, 3) On-line conversations and electronic communication, as well as 4) Internships and practicum opportunities. ***[Kentucky Community and Technical College System (KCTCS) – Candace Gosnell]***

Leadership development is a process of life long learning and may include formal coursework, committee assignments, mentoring, conferences, workshops, internships and special assignments, service learning and cohort participation. ***[Leadership Through Service Academy – Dorene P. Wiese]***

Mentoring; challenging assignments; changing context; meeting and discussion with leaders; modelling; reading; interaction with peers. ***[League for Innovation in the Community College – Brenda Beckman]***

Effective leadership development cannot be delivered in any one way. Programs should contain an aspect of formal instruction by discipline specific experts (whether within the organization or a

national presence), mentoring, and opportunities for those individuals participating in the program to be empowered to exercise the newly acquired skills and training. ***[Louisiana Community and Technical College System (LCTCS) – Angel Royal]***

Through an almost infinite number of delivery systems. ***[University of Michigan Consortium for Community College Development – Pat Carter]***

There are lots of ways and levels to develop leaders, and I believe they are best in combinations, rather than depending on a single approach. Programs may be offered by individual institutions, groups of institutions, states or national groups. They may entail structured sessions in either face-to-face or online environments, varying in duration from a few hours to a few weeks. They may include formal or informal mentoring and networking opportunities. Leadership development may also occur as part of a formal degree but is most often found outside a degree structure. ***[Washington Executive Leadership Academy – Kae Hutchison]***

### **(c) How can leadership development be measured?**

There are short-term and long term measures that can be implemented. If one defines the outcomes sought, one can measure against the achievement of those outcomes. Pre and post instruments can be administered to measure participants' perceptions of themselves as leaders. Mentors can evaluate the participants' growth and development on various measures. Longitudinally, leadership can be measured best through one's actions, behaviors, professional achievements, and judgment. ***[American Council on Education – Marlene Ross and Gloria Thomas]***

We track our alumni's professional progress and note a significantly high "success" rate (attaining a presidency). ***[Association of Community College Trustees – Polly Rodriguez]***

The measure of results includes immediate feedback on the sessions and their relevance to the participants' needs; action steps that individuals or groups take as a result of their participation; and, longitudinal tracking of the actions and career paths of the participants. ***[Claremont Graduate University – Martha Romero]***

The ideal measurement is the monitored performance of the developed leaders. How are they effecting change? How are they inspiring others to effect change? Transitional measurements might include consistent follow-up with individuals to determine how they are applying leadership skills in their areas of work. It could include self-reflection on specific topics, issues or cases. It may be measured in the activities of an individual's professional development plan. Comparative self-ratings on specified leadership qualities could be utilized. ***[Community College of Philadelphia – Susan Tobia and Mary Griffin]***

Ongoing feedback from the participants to the facilitators after each session. Midterm and post-training surveys regarding content and process. Doctoral candidates from a nearby university studying leadership also provide research assistance with more quantitative measures. ***[Spokane Community College – Grace Leaf and John Norman]***

Leadership development can be measured quantitatively by the number of participants in formal programs who assume leadership positions. Harder to measure are those who assume greater responsibility and become leaders without changing position. ***[Cornell University Institute for Community College Development - Barbara Viniar]***

1) Individuals who participate in Leadership Development programs can complete surveys and/or self-assessments. 2) Individuals who work with or observe leaders can complete surveys or can share their observations in some qualitative way. 3) The groups, organizations, or institutions that are headed by people who have participated in Leadership Development can be evaluated in a variety of ways (self-studies, student learning outcomes, achievement of goals, profitability, etc.) ***[Cypress College – Margie Lewis]***

Since the program requires each participant to have an executive mentor and to deliver a project responsive to the needs of the college, impact is quickly visible. In addition, past graduates form a contingent of interested and able leaders. ***[Frederick Community College – Mark Farley and Patricia Stanley]***

Leadership development may be measured by tracking participants and monitoring any expanded responsibilities, promotions, or position changes. It may also be measured by increased contributions of participants in organizational initiatives. ***[Kentucky Community and Technical College System (KCTCS) – Candace Gosnell]***

Leadership development can be measured in both qualitative and quantitative ways, allowing for individual growth bench marking and the goals established by the organization. ***[Leadership Through Service Academy – Dorene P. Wiese]***

Measurable progress towards stated goals; actions of others; surveys; effective focus of resources according to established priorities; emulation; student success in learning to learn, course and program completion, progress towards personal and career goals, employer satisfaction and community and societal impact. ***[League for Innovation in the Community College – Brenda Beckman]***

It can often be measured by (1) activities that the participant engages in following formal training, (2) promotional opportunities that the individual has received following the training, and (3) additional duties that the individual has been entrusted with after the training. ***[Louisiana Community and Technical College System (LCTCS) – Angel Royal]***

Both quantitative and qualitative methodologies. ***[University of Michigan Consortium for Community College Development – Pat Carter]***

Measurement would depend on the goals of specific programs. One measure would be increased success in current positions (satisfaction of supervisors, peers and supervisees). Another would be the number of people who are able to move successfully into and retain higher level positions. Based on my experience, another form of success may be people clarifying their goals and preferences sufficiently to decide they do not want to move up, with the result that they are more satisfied and better performers in a current position or level. ***[Washington Executive Leadership Academy – Kae Hutchison]***