



**AACC Summit on Leadership in Underserved Areas
Leadership Development Survey Responses**

**Prepared for the AACC Summit on Leadership in Underserved Areas
March 26, 2004
Washington, D.C.**

Part I: Provide a definition of “leadership development” by briefly addressing the following questions: (a) What is it? What does it encompass? (b) How can it be delivered? (c) How can it be measured?

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

Leadership is metaphorically akin to standing on a beach of the finest sand before a limitlessly vast sea while holding two handfuls of such fine sand. Leadership is found in one’s response to knowing one can’t hold the sand forever or call it one’s own and that how one manages the handfuls of sand will teach a lesson to onlookers, fellow sand holders, and those yet to come to the beach. The sand is life, and it will inevitably slip through our fingers. The development of the mindset and the ability to marshal resources necessary to teach a life-affirming, proactive, constructive, forward leading, problem solving lesson under such circumstances is leadership development. *[Allen County Community College (Bill Swinney)]*

The development of the skills and attitudes to consciously do the right things to facilitate the accomplishment of the organization’s mission and to achieve personal fulfillment. It encompasses knowledge of self, understanding of the philosophical roots of the organization, ability to plan and prioritize, ability to motivate and develop ownership, confidence. *[Alpena Community College (Donald L. Newport)]*

Leadership Development is the ability to provide opportunities to grow leaders within the organization; ability to provide mentorship for up and coming leaders, ability to identify talented potential leaders, who may not know that this is their fate, ability to offer formal professional development on all topics pertinent to effectively leading an organization (leadership styles, planning and budgeting, hiring the best and the brightest, consensus building, and other topics). *[Baton Rouge Community College (Myrtle E. B. Dorsey)]*

- Leadership development involves identifying emerging and existing leaders within an organization.
- A comprehensive plan should be develop to assess individual strengthens and areas for improvement or additional experience
- Setting measurable goals, time lines, and outcomes
- Providing a mentor or coach

- Providing supports for activities that will fill the “gaps” of knowledge or experience for a broad and long term view.
- Identifying one or more “champions” who will showcase and provide opportunities. *[Central Arizona College (Martha Munoz)]*

Leadership development is the process where opportunities are provided individuals to acquire essential skills to become an effective leader within an institution or in future aspirations. Leadership development opportunities would encompass and address the definition and characteristics possessed by leaders (i.e. adaptability/flexibility, accountability, vision/strategic thinking, develop & manage financial and human resources, networking and bldg. alliances, knowledge & integration of technology, cultural diversity, subject matter expertise, and responsibility to providing public service). *[City Colleges of Chicago (Cynthia Armster)]*

Leadership development in the City Colleges of Chicago is described as the quality and effectiveness of our human relationships that help us to achieve our personal, professional and organizational goals. These relationships are developed with regard to our organizational/personal vision and values, our customer relations, our "change" initiatives, corporate culture, and our execution and reward systems. *[City Colleges of Chicago (Ramona Shaw)]*

Leadership by definition is growing your own future leaders from within. It means giving someone the tools and the opportunity to lead in the future. It should encompass those things traditionally not taught in formal education programs, i.e. board relations, dealing with budgets, etc. *[Cloud County Community College (George C. Knox)]*

According to people who conduct leadership research (Bennis et al.) one common aspect of leadership, across all age groups, is the ability to learn from an “Ah-ha moment,” a key lesson, perhaps an “intense transformational experience or crucible.” This rings true for me based on my own experience; for example, the developmental work I have done with Tribal Colleges and Universities (TCUs). That, plus the willingness to be open to new things, to take risks, to stay current with one’s knowledge and experience, and a strong sense of possibility throughout life. *[Consulting & Education Network (Perry Horse)]*

Leadership development is the provision, enhancement and refinement of those skills and attitudes needed to effectively lead a group or organization. It encompasses classroom instruction and discussion, personal study, field work and mentoring, and practical experience in a succession of increasingly challenging leadership roles. *[Crowder College (Kent Farnsworth)]*

I believe leadership development is the preparation and continuing education of people who wish to serve in positions of leadership in Higher Education. I believe leadership development should encompass all aspects of the person being prepared as a leader starting first with the stressing of ethical, honest, and moral behavior and principles including the respect of others of differing backgrounds, beliefs, and opinions and

continuing with the specific knowledge, skills, competencies and understandings necessary to become and to continue as an effective, recognized and respected leader. It is my firm conviction that the place to start to build a good leader is to select a good person and then prepare them to be a good leader. Otherwise, if you start with a bad person you will just end up with a bad person who is trained and then loose them upon some unsuspecting institution! *[Eastern Wyoming College (Jack L. Bottenfield)]*

Providing an awareness of the methods of identifying specific issues that need to be addressed in a leadership role. It encompasses the ability to scan the local environment and project the results if the objectives are achieved. *[Enterprise-Ozark Community College (Stafford L. Thompson)]*

Leadership is both an art and a science. Leadership development is helping the individual understand their weaknesses and strengths in skills and traits necessary for success in leadership and the enhancement of those skills and traits. The traits include drive, desire to lead, integrity, confidence, good judgment, technical knowledge, tenacity, vision, humility and sense of purpose. *[Hazard Community and Technical College (Ron Daley)]*

Leadership development is the process by which an individual is exposed to various models/aspects of leadership roles/positions. This encompasses skills such as:

L = Lead by example (Do what you say, say what you mean, ethical leadership)

E = Experience/Energy/Enthusiasm

A = Attitude (Positive/Upbeat)

D = Determination/Desire (Ability to jump over all the hurdles)

E = Engagement (Community/Faculty/Staff/Business/Industry)

R = Recruiting (Faculty/Staff/Students)

S = Service (Community/Civic)

H = Honesty

I = Intellect (knowledge)/Intuition

P = Personnel-oriented (hire good people and let them do their job)

[Jefferson Davis (Bill Thallemer)]

Leadership development is the preparation of aspiring individuals to assume the mantle of leadership, encompassing knowledge of planning, financial management, theories and styles of leadership, accountability and ethics, and contemporary issues. *[John Wood Community College (William Simpson)]*

Identifying potential and current leaders; identifying knowledge, tools, techniques to improve leadership skills and abilities; delivering the tools, techniques and knowledge in some framework/context that is useable and familiar to the leader; connecting leaders with leaders; helping "undeveloped" leaders to recognize their own potential by creating opportunities for leadership outside of the defined channels. *[Kauai Community College (Peggy T. Cha)]*

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 is the focused effort of college leaders to identify and encourage faculty and staff whose loyalties, talents, and ambitions lie with serving the whole institution. Leadership development encompasses: support for advanced education, consistent support and encouragement as the person 'moves along' in her/his career, honest feedback, a 'friend' or 'mentor,' opportunities for risk, the opportunity to take on more responsibility, a colleague within or without the institution (a peer). *[Lamar Community College (Bette Matkowski)]*

MDC's leadership development work is entwined with community building, institutional and community change, and capacity building. We focus on equipping people to transform and renew the places where they live and work and the institutions on which they depend. Our approach is about "formation" – forming a cadre of committed people, unified in pursuit of common ends, equipped with skills to sustain healthy working relationships and inclusive decision-making, and open to learning so that their work can achieve high results. This approach takes a great deal of time and since the substance of the work is determined by the specific challenges and assets in the affected community or institution, there is no single formulaic answer to apply that will address the needs in every place.

All our work springs from our belief that people have the power to renew their communities and institutions from within – that once provisioned with knowledge, skills, and encouragement, people can change the places they live and work for the better. Our work is focused on institutions and places that desire (or need) transformational change. While we incorporate strategic planning, leadership development and attention to social capital, the integrative nature of our approach goes beyond these popular categories. It builds personal bonds within communities and institutions that result in sustainable change, as opposed to bridges that allow short-term change. *[MDC, Inc. (Carol A. Lincoln)]*

The focus is on developing mid-level managers' capacity to be effective in larger leadership roles. The core issue for the Minnesota State Colleges and Universities is leadership in the larger context of the system of colleges and universities in which a leader candidates functions.

While some attention will be undoubtedly be directed to placing the state in a national higher education context, the core framework of the proposed leadership program are the Minnesota and Minnesota State Colleges and Universities contexts of higher education. Specifically, we are interested in addressing issues of changing state demography and its impact on distribution of education and/or educational resources, governance issues

including the advocacy process within the Minnesota legislative and executive branch configurations, budgets and budget development in the state and within the system, collective bargaining in Minnesota, ethics issues particular to Minnesota statute, systems thinking (namely contrasting larger statewide concerns with a purely local campus focus), strategic and operational planning at the institutional and system levels, policy and practice related to technology enhanced education, and any other state-specific issues identified by participants. *[Minnesota State Colleges & Universities (Bill Tschida)]*

Leadership development is an ongoing, never-ending process. It encompasses strength, humility, and constant self-evaluation and renewal. Leadership development, when done correctly, enhances the learner's capacity to lead people. Good leadership development teaches the learner to celebrate the triumphs as well as the mistakes of self and others because both are invaluable leadership lessons...nothing works better to develop a leader than what I call LE²-- leading [by] example and learning [from] experience(s). *[Morgan State University (Kelley L. Costner)]*

My definition reflects what I attempt to do for staff that work, or have worked, for me. When I recognize leadership potential or when he/she expresses an interest in professional/ personal development, no matter the level of the staff person, I support the person towards their, or sometimes, my, ultimate goal. Leadership development provides opportunities for individuals to develop their strengths and interests. This often means allowing others to accept the responsibility for something that may be new to them without the fear of repercussions. My experience has shown that individuals with supportive mentors develop leadership qualities at a faster rate than those without that kind of support. The mentor/mentee relationship can be formal or informal. Delegating progressive levels of responsibility and encouraging further development while positively supporting the staff member develops their ability to be a future leader. *[Mount Wachusett Community College (Sharyn A. Rice)]*

Leadership development is a program aimed at identifying candidates for future leadership positions and providing professional development opportunities to enhance leadership potential and provide leadership skills. It encompasses a variety of areas from organizational skills, to budget development and management, and, most importantly, the ability to motivate a team of individuals to further the mission of an organization. *[Piedmont Community College (Dr. Randy Young)]*

Leadership development involves encouraging aspiring faculty and administrators to higher level administrative roles by providing them with mentoring and opportunities to take on leadership responsibilities. Leadership development should encompass all aspects of community college operations, communications skills, political realities and community relationship building. *[Porterville College (Bill Andrews)]*

Leadership is about making choices. *It is making choices about mission, strategy, procedures and resources.* Furthermore, it is about ability to implement choices. Leadership development therefore involves exposures to ideas, concepts, and practices that help individuals to make proper choices about the above variables and provides them

with tools and skills to implement their choices. [*Riverside Community College (Ray Maghroori)*]

Leadership development is the nurturing of individuals enabling them to create a shared vision environment. Leadership development encompasses the cultivation of characteristics and traits necessary to lead a group or organization forward. Leadership development involves educating potential candidates on relevant issues and obstacles that may be encountered along their pathway to leadership, and strategies on how best to handle them. Finally, leadership development should involve a rotating mentoring system where candidates have access to current leaders to lean on for questions and/or advice. In return, leadership candidates can take the role as mentor to future leadership candidates. [*Scott Community College (Jeanette Bryson)*]

Leadership development engenders staff and students to empower others, to create opportunities for growth and excellence, to see the organization in a larger context, and to have vision. An effective leadership development program encompasses training in several areas: Knowledge of the institution or organization structure, planning processes, people skills, conflict resolution, problem solving, stress management, budgeting, consensus building, and team and individual empowerment. The development program can include mentoring, community information forums, case studies, courses, short-term projects that develop key skills. I believe that leadership skills would have to be measured through qualitative measures using pre-post surveys or focus groups. Setting measurable outcomes at the beginning of the training period and evaluating them at the end would also work well. [*Skyline College of the San Mateo (Rosemary Ybarra-Garcia)*]

Leadership development primarily should help participants to understand their leadership strengths and areas needing development and that leadership development is (or should be) a career-long endeavor. [*Springfield Technical Community College (Kevin E. Drumm)*]

Leadership development encourages individuals to realize their leadership potential in a variety of ways. It includes, but is not limited to; studying leadership and leadership roles, gaining new skills, realizing one's potential through applying these skills, and as a result of the development enhancing one's contribution to the organization. [*Technical College of the Lowcountry (Anne S. McNutt)*]

Leadership development is the identification, training, and mentoring of individuals who either exhibit or express a desire for a leadership role. The development process should be internal and external. The organization should create an internal plan for leadership development and provide support for external training in all aspects of leadership development. [*University of Alaska Southeast Ketchikan (Cathy LeCompte)*]

Community College Leadership Development, by my definition, would be the process used to prepare current employees to fill future leadership needs at the local, state, or national level. This process or training could be viewed as one that develops or improves

the quality of the institution while also improving and increasing the leadership capabilities of the individual employees.

Programs designed to develop leadership at the Community College level should include the following topics:

1. Community college history (national, state, local)
2. Dealing with constituencies
 - a. Trustees, faculty, staff, students
 - b. Business, industry, civic, and educational leaders
 - c. Governmental agencies
3. Leadership fundamentals/philosophy/theories
4. Institutional climate
 - a. Mission
 - b. Community centered
 - c. Empowerment
 - d. Creativity/innovation
5. Business management (budgeting processes)
6. Fund management/fund raising
7. Team building (emotional intelligence)
8. Ethics
9. Legal issues
10. Follow-up seminars
11. Mentoring

[Western Piedmont Community College (Jim W. Burnett)]

Leadership is modeling honesty and integrity, consensus building, risk-taking and decision-making. Leadership encompasses vision, passion and understanding of responsibilities and the organization with the ability to empower others. It can be delivered in a compassionate, straightforward manner that shows that all stakeholders are valued. Leadership can be measured by specific outcomes. *[Yuba College (Marian C. Shivers)]*

(b) How can leadership development be delivered?

It must connect theory with reality through: Case studies, Practicum's, Internships. *[Alpena Community College (Donald L. Newport)]*

There has to be hands-on delivery. It is critical for up and coming leaders to be able to apply the methodology to actual situations. *[Baton Rouge Community College (Myrtle E. B. Dorsey)]*

- Opportunities for shadowing
- Intensive seminars or institutes
- Assignment of new projects with the appropriate support and resources
- Networking, Networking

[Central Arizona College (Martha Munoz)]

Leadership development can be delivered thru various venues: Traditional - Leadership Institutes, Mentoring, series of workshops, formal educational training, etc.
Contemporary - Satellite conferencing, online dialogues re: specific topics, to name a few. *[City Colleges of Chicago (Cynthia Armster)]*

There are a multitude of delivery systems for leadership development ranging from a simple mentor-protégé model to a more complex intensive training program involving various methodologies. Different models can be implemented in a formal or informal manner. For instance, in the mentor-protégé model a more experienced or knowledgeable individual would be partnered with another less experienced one on the job. A more complex model could consist of a structured approach to leadership training including a curriculum of study and examination. In between these two extremes are a variety of different delivery alternatives including online course training, self-study programs, and classroom and "blended" approaches. *[City Colleges of Chicago (Ramona Shaw)]*

It can be delivered in-house (my preference) or one could be sent off to various leadership programs currently offered. *[Cloud County Community College (George C. Knox)]*

Helping people to nurture their innate sense of possibility would be one way to “deliver” it. *[Consulting & Education Network (Perry Horse)]*

As to delivery, I think a good Higher Education Program at a university is certainly one method. There are many examples of such programs in addition to the one I attended at Indiana University, such as the Kellogg Program University programs in Michigan, the programs which John and Suanne Rouche have in Texas and others. I also believe a lot of initial and continuing leadership development can be delivered by people like George Vaughn at George Mason University. George is a person whom I admire greatly as a good person who is therefore a good president and administrator. George has received a lot of richly deserved honors and recognition and yet he has remained truly unspoiled and thoroughly likeable throughout this success. He has never forgotten his friends such as myself who have achieved far less than has George! You never see George "big-dogging" it with people! So, I firmly believe that any attempt to develop leadership should have George Vaughn included in it somewhere! *[Eastern Wyoming College (Jack L. Bottenfield)]*

In a workshop format or other formal methods. *[Enterprise-Ozark Community College (Stafford L. Thompson)]*

Training can be provided in-person and through distance education including on-line. A cohort in-person instruction is ideal in the beginning of the education process followed by mentoring. *[Hazard Community and Technical College (Ron Daley)]*

How can it be delivered? Four Basic Methods

1. Mentoring by another leader

2. Ascension through the ranks (Experience)
3. National Organizations (AACC, League of Innovation)
4. Active participation in national, regional, and state councils

[Jefferson Davis (Bill Thallemer)]

Preparation can be delivered a number of ways: workshops three to five days in length focused on specific topics; a year long seminar combined with individual study and mentoring in-between monthly sessions; a series of forums focused on specific topics over a short period of time. *[John Wood Community College (William Simpson)]*

One-on-one mentoring; formal coursework/programs; research; workshops; institutional structures (creating opportunities for leadership); institutes *[Kauai Community College (Peggy T. Cha)]*

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 can be delivered personally, online, through regular meetings, and even by e-mail. It can be offered as 1:1 experience or as a group experience. *[Lamar Community College (Bette Matkowski)]*

Several principles guide the way MDC “delivers” leadership development.

- Build the group that is right for the job –we use a team-based approach, the goal of which is to build a critical mass of leaders who function as a support network and an action-oriented team capable of tackling a complex change effort. Because the task of adaptive work in complex systems is generally beyond what a single person can address, we focus on building a supportive team of allies.
- Develop leadership capacity at multiple levels – we help people develop skills at multiple levels to enable them to close the gap between how things are and how things ought to be. We focus on five levels at which local leaders must be competent to bring about change:
 - Inner – a clear understanding of personal values and motivations
 - Interpersonal – the capacity to engage in new, collaborative, consensus-based relationships
 - Organizational – the ability to build the strong local institutions necessary to sustain long-term change
 - Community – the ability to think holistically about community challenges and needs while building the same understanding, consensus, and motivation for change within the community itself
 - Systemic/policy – the ability to bring about change in the public and private systems and structures that affect the community’s (or the college’s) development goals

- Provide a framework to challenge assumptions and motivate action – to bring about change, to be able to act differently, people first need to see their situation differently. MDC helps people inside the system see the system and its future possibilities in a different light, to “unfreeze” the conventional thinking that limits new ideas and visioning possibilities.
- Link vision and data to strategic planning and implementation – an analysis of what must change must be grounded in hard facts to illuminate planning and implementation efforts and ensure that the work is addressing the causes of institutional or community challenges, not just the symptoms.
- Create a safe, supportive, challenging space for learning – a safe and respectful learning environment can give people the opportunity to test new behaviors, wrestle with new ideas, explore new relationships, and readdress old challenges.
- Teach so adults can learn – identifying participant needs, designing an appropriate curriculum to meet those needs, and delivering the curriculum in an effective, engaging manner are necessary for properly equipping participants to go about the work of change.
- Provide the resources and support necessary to sustain the work – a community or institutional change effort requires a variety of resources and support to keep momentum going through the end of the process. This requires an understanding of the politics of change, enough financial support to get the work done, a critical mass of team members, and the coaching and technical assistance to overcome roadblocks and setbacks.
- Reflect, reevaluate, and revise – purposeful reflection, evaluation, and the resulting revision of strategies or goals are necessary to assure progress and also to advance understanding and learning about leading change efforts. *[MDC, Inc. (Carol A. Lincoln)]*

Delivery is envisioned as multifaceted. The program has face-to-face components, self-study components grounded in the use of technology (Web and/or CD based units or modules) and interactive communications (specialized listserv and chat room options). *[Minnesota State Colleges & Universities (Bill Tschida)]*

Leadership programs can be delivered in a variety of ways. Some examples include, university based programs, non-degree programs such as leadership institutes, informal programs such as reading articles, discussing leadership with colleagues and friends, and executive coaching (mentoring). Other forms of leadership development may be offered through formal training, for example, a course, distance education, seminar or workshop. *[Morgan State University (Kelley L. Costner)]*

Leadership development should be delivered by a variety of means. It should be based on the latest research knowledge regarding effective leadership. Given this knowledge base, potential candidates should engage in a variety of exercises, which allow them to apply this knowledge in a variety of situations. Candidates should also be provided actual, real-world, experiences in leadership application with the supervision and resource of an effective leadership mentor. *[Piedmont Community College (Dr. Randy Young)]*

It can be delivered by internships at other institutions and through mentoring by local community college administrators. [*Porterville College (Bill Andrews)*]

Leadership development can be delivered through exposure to appropriate literature, case studies, and best practices. [*Riverside Community College (Ray Maghroori)*]

Leadership development can be delivered via nearly endless formats, media and venues and a variety should be used in development programs. [*Springfield Technical Community College (Kevin E. Drumm)*]

Leadership development can be delivered in numerous ways through structured classes, workshops, or seminars, through specific leadership programs, through one-on-one meetings, or through mentoring activities. [*Technical College of the Lowcountry (Anne S. McNutt)*]

I think with technology what it is today and the needs of future leaders to be proficient in technology it would be remiss if online delivery was not considered. Online delivery would also serve geographically challenged areas. The challenge is to develop a cohort relationship and learning community online.

A blended model that gathered together the cohort face to face and then sent them to the respective parts of the organization or community to apply what was learned and discussed.

Both models require a shift in thought about developing a cohesive group within the classroom to developing a cohesive group via technology and asking the student to apply their learning to their individual situations to gain the practical experience. [*University of Alaska Southeast Ketchikan (Cathy LeCompte)*]

One of the ways that we, at Wayne County Community College District (WCCCD), pursue “leadership development” is through our Professional & Staff Development Institute (PSDI). The PSDI provides WCCCD with a systematic approach to maintaining a pipeline of qualified individuals who understand the skills and competencies needed to work in an urban higher educational environment. WCCCD also has a mentor program that links line staff with leadership employees. [*Wayne County Community College (David Beaumont)*]

The delivery system (methods of instruction) used for community college leadership development could include workshops, seminars and individual activities designed to cover each of the competences/topics referred to above. The delivery systems for each competency or topic would be tailored to meet the leadership needs of the local institution. Participants selected for these leadership activities should have at least three years of community college experience. Evaluation feedback on each portion of training should be used to improve the delivery methods and subsequently, the overall quality of the leadership development efforts. [*Western Piedmont Community College (Jim W. Burnett)*]

(c) How can leadership development be measured?

The assessment of leadership is to a great extent an assessment of abstractions. It is much like assessing the future coolness of the shade under a shade tree one has planted but in whose shade the planter (the leader) may never actually sit. Shade trees, the lessons and benefits, “planted” by the leader are not “planted” or brought about for the leader’s benefit or profit. A teacher can assess the proficiency or grace with which the leader practices the skills related to leadership and the student of leadership can experience and create multiple opportunities to serve as leader, but the truest assessment of the effectiveness and value of the leader is best made by those who are led. *[Allen County Community College (Bill Swinney)]*

Leadership development ultimately is more of an art than science and requires constant development to assure its relevance and specificity to the needs of the practitioner and organization. Measurement is accomplished through personal introspection, peer assessment, and analysis of the results of the organization that the leader is charged with leading. *[Alpena Community College (Donald L. Newport)]*

Provide direct feedback on the results of the situation and discussion of other methods that could have been used, etc. *[Baton Rouge Community College (Myrtle E. B. Dorsey)]*

Identify outcomes such as promotion, invitation to serve on outside boards or committees, accomplishments that exceed the regular scope of work, personal reflection, and standardized assessments. *[Central Arizona College (Martha Munoz)]*

Good question...perhaps the effectiveness of the individual receiving the development via an assessment of programs, resources, and other entities for which they have been given responsibility to provide leadership. Documented changes, improvements, or advances under their leadership w/ minimal failures, losses, or fall out of initiatives under their watch. (?) Perhaps even the success of the individual to transfer the knowledge to other individuals demonstrating promise. *[City Colleges of Chicago (Cynthia Armster)]*

Metrics in the areas of leadership development could involve such things as new skill acquisitions on the part of employees, evidence of effective application of new knowledge or skills by employees, quantifiable improvements as evidenced by evaluation tools and program outcomes, certifications and/or licensures. On a more theoretical level, evidence of leadership development is found not in what an organization says of itself but---how it executes its leadership principles. *[City Colleges of Chicago (Ramona Shaw)]*

Measurement is difficult at best – we use on the job training, in part, as the evaluation tool. *[Cloud County Community College (George C. Knox)]*

Providing opportunities for potential leaders to address specific challenges—to engage the followership of others—and observing results would be one way to “measure” outcomes. *[Consulting & Education Network (Perry Horse)]*

Understanding of various leadership skills and attitudes can be assessed through standard measurement techniques such as testing, role playing, case study work, and interviews, but the ultimate test of leadership comes from assessments of effectiveness completed by those being led. To this degree, effective leadership cannot be measured until the practitioner is actually thrust into a leadership role. A wise mentor once told me, "There is no good preparation for being ultimately responsible." So some leadership development can occur only when one is actually in the role. *[Crowder College (Kent Farnsworth)]*

"Ay, there's the rub!" As I indicate, I believe you start with a good, ethical person. Then, you train them to be a leader. I believe we know when we have developed a good leader as we work together with them in an institution. I don't know enough about how we do other measures of leadership development. I certainly don't believe we can capture this with a pencil and paper test. Here is an area where I believe I will benefit by listening to the discussions of others when we are together in Washington, D.C. on March 25 and 26th. Hopefully, listening to others will stimulate my thinking as to how I may contribute to the discussions! *[Eastern Wyoming College (Jack L. Bottenfield)]*

It can be measured by the results received. *[Enterprise-Ozark Community College (Stafford L. Thompson)]*

The best measurement for a developing leader is how people in his/her environment respond to their leadership. Are people willing to follow and do they have confidence in the leader? *[Hazard Community and Technical College (Ron Daley)]*

How can it be measured?

1. Evaluation (Superior/Designee/Peers)
2. Benchmarking
3. Peer-Counseling/Mentorship

[Jefferson Davis (Bill Thallemer)]

Preparation can be measured by having participants keep journals, write reflections, and an evaluation by a mentor. *[John Wood Community College (William Simpson)]*

Leadership is measured in results and relationships.
[Kauai Community College (Peggy T. Cha)]

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 by:

- the personal enthusiasm of the person seeking leadership responsibility (over the years I've had staff/faculty tell me, 'I wouldn't want to have to make those decisions')
- the personal decision to become a leader (being a leader does not just happen to someone; it is a choice the person makes)
- enthusiasm for doing one's current work well
- excellent communication skills--writing, speaking, interpersonal, and technological
- ability to handle data
- ability to separate personal interest from professional responsibility at critical points [*Lamar Community College (Bette Matkowski)*]

We measure the impact of leadership development by looking at the progress toward meeting institutional or community goals and by looking for permanent change in the way institutions approach decision-making, resource allocation, and capacity building. We look for alignment of institutional mission with the values and goals of the change effort; integration with institutional planning, decision making, and resource allocation; and development of adaptive capacity to respond to future challenges and needs.

[MDC, Inc. (Carol A. Lincoln)]

Evaluation/measurement would also be multifaceted. On one level we can assess how the participants felt about their experiences in the short-term and, subsequently, follow up more mid- and long-term. In the long-term we could assess how well participants did in competing for opening within the system and at institutions outside the system.

[Minnesota State Colleges & Universities (Bill Tschida)]

There is no one-size fit all program for leadership development. Consequently, there is no single best way to measure effectiveness. Research tells us that outcomes assessment is an effective form of measuring effectiveness. To this end, an evaluation of program objectives or an evaluation of the individual's leadership development learning objectives may be a move in the right direction. *[Morgan State University (Kelley L. Costner)]*

Measurement of leadership development depends on the stage it is evaluated at: i.e. encouraging the completion of a college degree; organizing some activity; collaborating with other staff to accomplish a goal that he/she is responsible for. *[Mount Wachusett Community College (Sharyn A. Rice)]*

Measuring leadership development is a difficult task. Most often and most accurately it can only be done as the participants enter leadership positions and can then be seen as successful leaders. Perhaps some type of pre- and post-test attitude/skill survey could be used to indirectly measure leadership development as it is in process. *[Piedmont Community College (Dr. Randy Young)]*

It can be measured by actual performance and by learning through success and failure. *[Porterville College (Bill Andrews)]*

Leadership development can be evaluated by measuring the result of leadership which is in the context of organizational or unit effectiveness. *[Riverside Community College (Ray Maghroori)]*

Leadership development should be measured reflectively, objectively and by the followers of participants. *[Springfield Technical Community College (Kevin E. Drumm)]*

Although leadership development can be measured, its measurement can prove difficult. An increase in skills or development of specific skills is a positive indicator that leadership development has occurred. A change in the individual's performance on the job represents an excellent indication that development has occurred. *[Technical College of the Lowcountry (Anne S. McNutt)]*

There are two things that need come to mind to be measured. The first is the leadership development plan and program. The second is the individual who is aspiring to a leadership role. Both can be measured using a similar strategy.

That strategy may look something like this:

- Assessment to determine the current state of the leadership program or individual
- Articulation of what makes a good leadership development program or leader.
- Comparison to the status quo and the desired outcomes.
- Strategies and plan for getting to the desired outcomes.
- Evaluation of the progress of the strategies and the change from the status quo.

[University of Alaska Southeast Ketchikan (Cathy LeCompte)]

A formal evaluation process has been established for all training sessions presented by the PSDI. Also, WCCCD closely follows the development of employees who have been identified as pipeline individuals. *[Wayne County Community College (David Beaumont)]*

Part 2: Address the following: What makes a leader effective in your institution? What makes a leader effective in your community? What challenges do you face in recruiting and retaining leaders?

An institutional or community leader produces and/or facilitates the construction of an infrastructure rather than merely moments of accomplishment that rise like waves but disappear with the passage of time or distance. Such a leader gives as a gift to others the cornerstone of a structure the others are then better equipped to build. Such a leader provides the “batteries” others can use to empower their own “flashlights” in order that they in turn can better perceive problems, resources, and solutions presented by their own time or perspective in a more enlightened context. Thus, such a leader empowers and equips those who are led to in turn walk abreast with the leader and eventually pass ahead of the leader into the future.

A teacher of leaders must teach in such a way as to empower today's student to teach the teacher tomorrow. Such teaching offers several challenges among which the following

may be listed. The “student” of leadership must be recruited for the “student’s” potential, not the self-glorification of the teacher, institution, or community. Otherwise, the effectiveness and value of the leadership the “student” may come to offer may well be compromised. The student of leadership (no matter what age or station in the institution or community) is to be given realistic support, empowerment, and a constructive means of accountability. Metaphorically speaking, learning to ride point should not necessarily have to involve learning to dodge barbs of deception, misinformation, resentment, or puffed up self-righteousness from *all* sides. Molding of mountains should not be the first task assigned, and the leader-in-process should be encouraged to practice leadership in a context that nourishes the seed of his/her own inner growth. [*Allen County Community College (Bill Swinney)*]

In our college: the ability to mobilize the human resources within the organization to effectively accomplish the mission of the organization. In our community, sensitivity to the dynamics of the environment, the ability to see the job to be done, and the ability to mobilize the talents in the community to accomplish the task. Challenges in recruiting and retaining leaders include: developing a supportive, positive environment that people want to be a part of, being visible and supporting leaders who have ownership of their job and are producing results that support the mission of the organization, and saying “thank you” consistently and with style! [*Alpena Community College (Donald L. Newport)*]

An effective leader must reflect the cultural values of the Native community. In this respect, our leaders must demonstrate a high level of service to the people and community, demonstrate honesty, integrity, commitment, bravery, and generosity. Excellent communication skills are essential. He or she must have an excellent understanding of higher education as well. The challenges in recruiting and retaining leaders is to find the balance between encouraging traditional education and mainstream education so that they have the cultural foundation as well as the mainstream credential provided by academic degrees. [*American Indian Higher Education Consortium (Deborah His Horse Is Thunder)*]

Effective Leader:

- Having a vision for the organization and the ability to articulate that vision so that the organization can buy into it
- Ability to be well informed about the environment and the critical issues
- Knowledge of what happened in the past (the history)
- Ability to affect change as a positive and not as a negative
- Ability to have an environment that encourages participation of all constituents, whenever possible

Effective Leader in My Community:

- Ability to speak to all groups about the college
- Ability to work with politicians is critical
- Ability to be flexible

Challenges in Recruiting and Retaining Leaders:

- Relocating to the south is not always appealing
- Being able to offer competitive salaries
- A positive, is being able to be a part of building a new community college, which is almost unheard of in this day and time

[Baton Rouge Community College (Myrtle E. B. Dorsey)]

Effective leaders in this institution maintain a delicate balance of being humanistic, fair, and firm. A thick skin, strong self-esteem is also necessary. Our college President is strong leader who works hard to communicate vision, create buy in, listens, and is visible on campus and in the community. He also has a strong sense of humor.

Effective community leaders in my experience see the “big picture” and know how to use the language of the constituency they are addressing. For example, the business sector, educators, government. They follow a practice of being prudent, accountable, and present themselves in a professional manner in both appearance and demeanor.

Our challenge is the level of compensation to an extent. It is particularly difficult to attract leaders and faculty of color. It is still very white male dominated at this institution although it is improving. The culture is not truly open to minority groups. *[Central Arizona College (Martha Munoz)]*

Leaders are effective @ CCC if they have sound management skills and the ability to build a quality team, vision, superb people skills and political astuteness, clearly defined goals & objectives, documented processes and procedures for each department, and working knowledge of CCC's history as well as the mission of community colleges.

Effectiveness in community would be based on alliances established w/ key community organizations & businesses, municipalities, residents, and other stakeholders. Challenges encountered in recruiting and retaining leaders appear to be the lack of depth in building alliances, decision making, outlining professional and institutional expectations, dwindling financial resources to support program expansion, and institutions stability.

[City Colleges of Chicago (Cynthia Armster)]

As an educational institution, CCC in general, subscribes to the five domains that have been identified by the School Leadership Development Program (<http://www.education.pitt.edu/tri-state-pitt/topics.htm>) in the Department of Administrative and Policy Studies, School of Education at the University of Pittsburgh that represent the core understandings and capabilities required to be a successful school leader. The five domains are: facilitating teaching and learning, establishing vision and focus, managing strategically, creating and using knowledge in decision making and establishing learning communities. These domains are not separate entities, but rather are linked together. These domains are exercised in both administrative and academic facets of the organization. Utilizing quality principles and pursuing continuous improvement are additional domains to which City Colleges of Chicago subscribes.

An effective community leader is someone who can identify leadership challenges in the community; explore strategies for creating and sustaining values-based action to make a positive difference; use vision to lead in diverse situations. Additionally, an effective

community leader is able to engage others in conversations and action that move the community toward positive change. CCC's leadership challenge is one that is common to many organizations- to attract individuals with the set of competencies identified as needed to lead in our organization. Competition for these individuals is keen. Part of the challenge in recruiting these leaders is identifying the extent of leadership skills that a person already has, which can be difficult. With this in mind, we have designed our District-wide Leadership Institute with concentration on retention as a strategy. Through this program, individuals can develop a complete set of competencies which fits the culture of our organization. We must then nurture their continued growth. *[City Colleges of Chicago (Ramona Shaw)]*

- a. What makes a leader effective in your institution? One with the willingness to work hard, walk the walk, and lead by example.
- b. What makes a leader effective in your community? Same answer as above
- c. What challenges do you face in recruiting and retaining leaders? In our rural area most folks are not willing to relocate or remain here. *[Cloud County Community College (George C. Knox)]*

Inasmuch as I don't work in an institution, the first part of this question is not applicable. But, as a consultant to community colleges around the country, I have noted that leaders in colleges and communities are those who can see the "big picture" around them and think and act strategically in response. They are able to articulate the "what" aspects of a given problem or situation before jumping to the "how's" as most action-oriented folks are won't to do. Recruiting and retaining leaders is always a hit or miss proposition and depends on the problems that need to be dealt with. Pinpointing those with a well-developed philosophy of leadership that results in positive changes is one challenge. *[Consulting & Education Network (Perry Horse)]*

We very strongly endorse a "Servant Leadership" philosophy, believing that effective leadership is ultimately effective service. By this we mean that an effective leader is that person who is best able to help others achieve their personal and institutional goals. In some cases this means removing barriers. In others, finding and providing resources. In still others, helping an individual build needed confidence or skills, or determine that he or she is misplaced. Leading the organization is essentially effectively serving each person whose life is affected by it. I think it important to add that being a servant does not mean being weak or indecisive. Service often involves difficult decisions – decisions every individual may not see as being in his or her personal interest. The leader must be guided by a sense of what is ultimately fair to everyone, and best serves the organization as a whole.

I see some community leaders who are able to achieve a modicum of success through more authoritarian approaches to leadership, but it is my sense that their influence ends with their tenure. Leaders who build a culture of trust, service and caring lead well beyond their time.

Frankly I see recruiting good leaders as being a greater challenge than retaining them, and am not sure that retaining is a primary goal. The recruiting challenges involve finding those who embrace the culture just mentioned, and do it for the right reasons. They can be attracted by framing position announcements well, and by “growing” new leadership inside in that culture just mentioned. The organizational aims, however, should not be to retain beyond the growth opportunities of the emerging leader, but to nurture, challenge, grow, help to the next level, and find good replacements for. [*Crowder College (Kent Farnsworth)*]

I firmly believe we start with a good person and then work to develop a good leader as I have indicated above. An effective leader tells the truth, admits when they are wrong, does not blame others for mistakes the leader makes, demonstrates the highest ethical and moral behavior at all times and leads by example and encouragement rather than by directive whenever possible and strives to recognize and to develop the fullest potential of every individual with whom they work. Praise lavishly, criticize little, and learn from mistakes and improve for the future! Obviously, we have to do the best we can in preparing the good person with the skills and knowledge of administration and leadership which will be effective in the institution and in the community. However, nothing and no one is perfect. However, most people with whom you work in the institution and with whom you come into contact with in the community will forgive you a lot of dumb mistakes if they know you tell the truth, are honest and are respected and they know you really care about people other than yourself. A lot of people will help this kind of honest leader to succeed!

The challenges I face in recruiting and in retaining good leaders are in truly knowing you are hiring that good, ethical person or if you are just being conned by someone who is soooooo nice during the interview and has such wonderful references from people (who really want to get rid of the person from their institution) and then over the months or years as you work with them this supposedly nice and ethical person turns out to be analogous to the wolf in sheep's clothing or to the soldier in the Trojan horse! Over the years, I have hired some really good, ethical people and can truly say without any reservations whatsoever that I made an excellent decision in hiring them. Sadly, I also have to say that I have made some poor decisions over the years in hiring people and it is terrible for both me and for my institution! [*Eastern Wyoming College (Jack L. Bottenfield)*]

The willingness to give of his/her time to bring closure to a project. Formal education falls short of giving people real-life situations to solve. [*Enterprise-Ozark Community College (Stafford L. Thompson)*]

A leader in our institution is effective by being able to prioritize needs, communicate the needs and their solutions and coordinate various job duties. The leader is effective by his/her ability to listen and understand the staff and be able to mobilize the staff and other colleagues for a common purpose.

An effective leader in the community needs to have the aforementioned qualities listed at our institution. A community leader needs to understand the community and the wide diversity of individuals in the community. The leader needs to be able to articulate a clear vision for the future and ability to detail how to get there with realistic goals and strategies.

One of our major challenges in recruiting leaders is enabling the individuals to overcome their low self esteem and patterns of behavior that are not helpful to successful leadership. Burnout is one of the major reasons for not retaining leaders. [*Hazard Community and Technical College (Ron Daley)*]

What makes a leader effective in my institution/community?

- Honesty-“Mean what you say” and sometimes say nothing.
- Trust-If ever you lose this with the community, find another job.
- Communication-Hiring decisions, budget problems, and Institutional Management Plan.
- Participative Management Style-Be an active listener and include those affected by the decision in the decision-making process.
- Civic Involvement/Responsibility-Rotary, Kiwanis, School and Hospital Boards.
- Church Affiliation-Be an active member in your congregation (most business in small towns is completed with church affiliates).
- Conservative Fiscal Plan-Estimate high and come in low.
- Must have the community/institution’s best interest in all decisions.
- Constituency Management-Being all things to all people.
- Live in the community where you work.
- Being aware of the institutions history and culture.

What challenges do you face in recruiting and retaining leaders?

- Teaching them how to survive in a small town atmosphere.
- Motivation: Individuals who work in small community colleges do not have a vision of themselves moving to another school, or moving up in leadership responsibility. I have found that most people need encouragement to take on leadership responsibilities. Perhaps a program for presidents from schools in underserved areas to help them understand the important role they play in encouraging leadership. Some presidents may need a checklist of the qualities to look for in identifying persons who would be good future leaders. The way salary schedules work, faculty really need to be encouraged to take on administrative roles within their first five or six years of service. If they wait much longer, the entry level administrative positions pay less than they are making as a faculty member.
- Funding: Schools in underserved areas do not have the mass of persons desiring such training to provide it locally. Unless the president is concerned about leadership training, persons will not have the opportunity to travel to the regional and national opportunities. Underserved areas are generally not well-served by airports and therefore transportation is more expensive. A focus on providing financial support for persons from those areas to attend regional and national leadership training would be a good start. [*Jefferson Davis Community College (Bill Thallemer)*]

An effective leader in my institution is an individual who has credibility based on honesty, accessibility, and practicing participatory governance. A leader generates respect by pursuing the best interests of the College, and producing results that advances the college mission. A community leader is a person willing to accept service responsibility beyond normal work duties, and seeks to promote the positive progress of the community. The recruitment of leaders to my institution is limited by a handful of barriers – limited opportunities for spouses, relative isolation from metropolitan areas, lack of cultural diversity, modest salaries. Retaining leaders is restricted by limited upward mobility opportunities. [*John Wood Community College (William Simpson)*]

Communication, integrity, listening, the ability to clarify issues, problems and solutions, flexibility, stamina, an ego strong enough to take the back seat, partners. As a small rural community, we have a small pool of competent, experienced people to choose from. The salary we can offer can't compete with the cost of living. Low turnover in faculty ranks means we tend to get "ingrown." Generally, retention hasn't been an issue. Retention is an issue from the point of view of faculty who prefer to return to straight faculty positions rather than take leadership roles, e.g., division chairs. Administrative positions have not had retention problem, however, I fully expect recruitment problems with looming retirements. [*Kauai Community College (Peggy T. Cha)*]

Because we are a small college and rural, we are highly dependent on many people throughout the institution assuming leadership roles, even though they may not technically appear to have positions of leadership. Here's what works for us:

- commitment to the college as a whole--not just to a particular faction, division, or group
- desire to do good work
- ability to look outside one's own boundaries
- stamina
- fair-mindedness
- alignment with the college's overall goals
- enthusiasm for 'disagreeing without being disagreeable'
- self-assurance; optimism
- discretion
- excellent communication skills
- belief in a 'culture of dialogue,' rather than a 'culture of blaming'
- trust in the processes

[*Lamar Community College (Bette Matkowski)*]

Our most recent community college change and leadership development initiative was the Rural Community College Initiative. MDC managed this Ford-supported initiative during its demonstration period from 1994 through 2001. MDC's publication, *Revitalizing Rural America: Lessons from RCCI* (available on line at www.mdcinc.org), describes several lessons about the type of leadership that was necessary to bring about change in economically distressed rural colleges. Leaders needed;

- A deep understanding of the context – the history, culture, and practices of the institutions and the community in which change was desired and its situation in relationship to regional, state and global forces; also, leaders needed to understand power relationships and strategies for addressing inequities that result from such relationships.
- An ability to take the time necessary to plan carefully and inclusively, and to accurately assess where there was the energy and capacity to bring about change; this also required the ability to discern what challenges were too big to tackle, at least at the current moment.
- The ability to adapt and design complex and comprehensive responses to what were inevitably complex and comprehensive challenges.
- An ability to align values and interests of other collaborators so that complementary actions were at work in the institutions and community, not competitive and conflicting actions.
- A willingness to understand themselves and to look within for changes that are necessary before asking other people or organizations to change.
- A belief that change could occur and they could make a difference.

A significant lesson from the RCCI experience relates to power and race. RCCI sites used a variety of strategies to break up the power structures that were holding their communities back – they provided forums for public comment and input, they broadened the circle of leaders collaborating on change efforts, they worked to get members of their teams elected to public office, they provided technical and moral support to community officials that were sympathetic to college goals, they created new leadership programs to broaden the base of civic leadership, and they looked for ways to focus on common interests among the many leaders in the community. Yet this work was not without its risks. Challenging the power structure and being honest about racial and other types of discrimination in the college and the community put college leaders in a precarious position. They often bumped up against the very people who put them in positions of leadership. Not every college or college leader was able to risk direct challenges to the status quo.

Another lesson from RCCI is that the pool of potential leaders is always wider and deeper than it seems. Give the right combination of training, exposure, support, and opportunity, an institution or a community can grow a cadre of talented and effective leaders. *[MDC, Inc. (Carol A. Lincoln)]*

For the Minnesota State Colleges and Universities an effective leader is an open-minded, flexible administrator that can see beyond his/her own institution to the greater good of a comprehensive statewide system of technical and community colleges and regional comprehensive universities. A skill basic to both good leadership within the institutions and the community is the ability to listen, to translate into action options and to respond to needs. Listening well to our constituents is essential to effective leadership.

A challenge in recruiting leaders is presented by our contexts. Collective bargaining, while present elsewhere in higher education, is distinctive in Minnesota. Difficulties in

one component or faculty/staff association often color people's interpretation of all associations. The absence of academic/faculty tenure for academic administrators has been a problem in recruiting academic leaders.

Another challenge is the rural/urban dichotomy. Many of the institutions in the Minnesota State Colleges and Universities system are in small rural communities. The lifestyle and amenities associated with small town, rural living are not attractive to all potential leaders. The Twin Cities, on the other hand, are more attractive. At the risk of sounding flip, our weather or its reputation, further compound the rural/urban differences. [*Minnesota State Colleges & Universities (Bill Tschida)*]

What makes a leader effective in your institution?

One who is respected for the work they accomplish and their contribution to the college community is perceived as an effective leader. A leader's effectiveness varies depending on the individual evaluating. Measurement of an effective leader, in my opinion, should include such factors as: accomplishment of goals, level of participation in developing and promoting the college's strategic plan, ability to provide vision for the area they are responsible for, and supporting staff to develop their strengths and interest within the organization.

What makes a leader effective in your community?

One who shares and promotes the institution's vision and participates in the community. He/she becomes involved in key areas of the community, i.e. health care, economic development, K-12 education, non-profit agencies. Community Colleges play a major role in serving the community at large both educationally and culturally.

What challenges do you face in recruiting and retaining leaders?

Our institution has not had a problem retaining our leaders. Most of the leaders have been at our college for many years. Our challenge is hiring faculty who reflect the ethnic diversity of our student body. We have not had enough qualified applicants from a diverse background making application. We are a rural campus with a very poor transportation system. [*Mount Wachusett Community College (Sharyn A. Rice)*]

What makes a leader effective at my institution is the ability to articulate a vision in such a manner that others whose help is needed to fulfill the vision is secured. It is the ability to motivate others to work as a team toward a common goal. The leader must be seen as one who is knowledgeable and adept. They must inspire confidence and be able to demonstrate to others that they "know what they are doing." These characteristics also make one an effective leader in the community. Additionally, as an effective community leader, one must also be knowledgeable of applicable community issues and characteristics. In order to be an effective community leader one must also be seen as active in the community and be viewed as a person who is concerned and committed to community issues.

Recruiting and retaining leaders is a challenge at our institution. Recruitment of leaders is more of an issue than the retention of leaders. Being in a rural area is one issue

impacting negatively on recruitment of leaders. Urban environments generally have more to offer in the way of cultural and entertainment activities than do rural areas. This often places institutions located in rural areas at a competitive disadvantage. Additionally, within the NC Community College System there are ample opportunities for those with leadership skills. This further makes recruiting leaders an even more competitive process. The College also has difficulty competing with private industry, larger institutions, and institutions in other states in terms of monetary compensation for leadership positions. *[Piedmont Community College (Dr. Randy Young)]*

An effective leader at my institution must communicate clearly, be open to criticism, truly care about every employee and student, encourage innovation, be eternally optimistic, walk the talk of collaborative decision-making, and have a vision of where the institution will be in 10-15 years. A leader is effective in the community by willingly serving on a wide range of boards and committees, by being optimistic and addressing any criticisms received, by treating everyone with respect and never personally denigrating anyone in their service area, and by being politically astute. Challenges include a lack of opportunities for viable employment for partners, a lack of urban-level recreational opportunities, a lack of growth development from IHEs. *[Porterville College (Bill Andrews)]*

Leaders are effective when the following conditions are met: The leader is able to clearly delineate a mission for his/her organization or unit which is congruent with organization's external environment; and that furthermore, the leader is able to develop and the appropriate internal policies and procedures to implant his or her mission. More specifically, the following conditions must be met for an organization or unit to be effective:

Organization's mission is fully congruent with its external environment

Organization is responsive to both the primary as well as the secondary stakeholders

The organization has an adequate system of policies and procedure supporting the organization's mission

[Riverside Community College (Ray Maghroori)]

An effective leader in my organization is one who can "gather the masses" and put everyone on the same page. Being a part of a multi-district college, it is difficult to create a universal sense of togetherness. This is difficult at my own campus, let alone the entire District. An effective leader in the community has the ability to create a win-win situation for the college and local residents and industry. A partnering approach is needed so that all key players are recognized and benefits are made apparent for each stakeholder. The challenges we face in recruiting and retaining leaders lies in the hiring process (i.e., internal input, assessment/testing of candidates), also the lack of autonomy

in the decision making process for new leaders. [*Scott Community College (Jeanette Bryson)*]

Listening! Listening! And listening!!! The major difficulty in recruiting and retaining leaders is achieving a level of diversity that even remotely reflects the diversity of our community. [*Springfield Technical Community College (Kevin E. Drumm)*]

An effective leader at the Technical College of the Lowcountry knows, believes, and promotes the college's mission and goals by inspiring others to work toward their accomplishment. This leader possesses the ability to work with others, the ability to motivate others, excellent communication skills, the ability to focus the work of the team, a willingness to work tirelessly to promote the team's work, respect for their co-workers and their accomplishments, and personal characteristics of consideration, dedication, and integrity. Many of these same characteristics contribute to effective leadership in our community. The effective leader must be dedicated to the goals of the community, able to articulate these, and inspire others to work toward the fulfillment of these goals.

Some of the major challenges the Technical College of the Lowcountry faces in recruiting and retaining leaders are the lack of graduate programs available nearby, the relative isolation of the community, and the fact that living in the Lowcountry while very desirable is also very expensive. Because the Technical College of the Lowcountry is a small institution, the amount of upward mobility is limited. For this reason, the college can attract excellent leaders, but retaining them is difficult since to be upwardly mobile, individuals must often move to a larger institution. [*Technical College of the Lowcountry (Anne S. McNutt)*]

An effective leader in our institution must be an effective communicator – this is critical given the geography the institution encompasses. They must not lose touch with those in the trenches. It is a must to surround themselves with individuals who have experience in all aspects of the organizations at all levels who can advise the leader and provide data and information for effective decision making. In the community a leader is effective if they can look past the end of their nose and plan for what is on the horizon.

The challenge we have in recruiting leaders is the location. We are isolated on an island where it rains fifteen feet per year and is dark and dreary much of the time. The other challenge is that those that are doing the recruiting and hiring are not leaders, do not possess the leadership qualities, and generally do not understand the whole concept of leadership.

The biggest challenge as I see it is the lack of support and training to develop future leaders both at this institution and in the community. Getting out of Ketchikan is very limited, because boat (slow) or jet (expensive) are the only way to get out for training. Leadership development would require a commitment to ongoing opportunities and deliberate recruitment of individuals for leadership training locally, after you convince those in the lead that they need to be developed. [*University of Alaska Southeast Ketchikan (Cathy LeCompte)*]

(a) What makes a leader effective in your institution? – The ability to perform all tasks associated with their job at a high level, as well as, reacting to institutional needs as they arise and providing effective leadership to other employees.

(b) What makes a leader effective in your community? – The ability to work with a diverse population, while addressing the many issues that affect an urban community.

(c) What challenges do you face in recruiting and retaining leaders? – The pool of qualified individuals is small. In addition during periods of funding decreases activities that support leadership development are curtailed. [*Wayne County Community College (David Beaumont)*]

An effective leader at my institution, a small, rural college in Western North Carolina, would possess appropriate academic credentials, a concern for each constituency of the institution, an understanding of the institutional mission and the ability to communicate that mission to the community served by the college. This person would be a self-motivated team-player with a vision of the “big-picture” who possesses the ability to provide quality leadership in a collegial setting. Numerous challenges are faced by my institution when recruiting and working to retain effective leaders. They include:

1. Non-competitive salaries.
2. Limited social activities in rural area.
3. Lack of growth opportunities in a small institution.
4. Minimal opportunities for professional development.

Each of the above challenges makes it especially difficult to hire minority leaders.

[*Western Piedmont Community College (Jim W. Burnett)*]

A leader is effective in my institution and community by his/her ability to communicate openly and honestly, articulate a vision, empower others and guide all to common goals. The culture of the institution provides challenges for retaining leaders. [*Yuba College (Marian Shivers)*]