



**AACC Leadership Summit of University Programs
Leadership Development Survey Responses**

**Prepared for the AACC Leadership Summit of University Programs
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**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 development encompasses a myriad of learning/educational experiences in which individuals develop, practice, reflect upon, and refine the skills necessary for being successful community college leaders. The entire scope of leadership development (within our field) should include opportunities for individuals who are currently in and who aspire to be in formal positions of leadership at all levels of the organization. [*Antioch University McGregor (Iris Wiseman)*]

Leadership development examines one's conceptualization of "leadership." Leadership development encompasses becoming more aware of yourself as a developing and reflective leader in your various societal roles - a person who is aware of his/her assumptions, beliefs, and core values, who thinks about the future, who serves others, who is in touch with reality, who is a risk-taker, and who partners with others in an adult-adult leadership style. [*Arkansas State University (David Cox)*]

Any definition of leadership development for the community college should begin with a clear understanding of leadership. Effective leaders influence and direct colleagues and subordinates in such a way as to gain their confidence, trust, respect, cooperation, and support. Consequently, leadership has been described as an increment of influence above the average. In its finest form, leadership is a moral act because it requires the ethical actions that are most likely to serve the long-term interests of the college and its constituencies.

Effective community college leaders have at least three characteristics. First, they can articulate a vision for their college, and they are able to *persuade* others to embrace the vision and help with its implementation. Second, they treat others with respect and courtesy and make each college employee feel special. Leaders treat others the way they wish to be treated. Third, leaders challenge existing policies and practices and encourage colleagues to develop new and innovate ways to attack institutional problems and improve services to students. While encouraging others to challenge college traditions, leaders are as careful as possible not to offend long-tenured faculty and staff, for obvious reasons.

Leadership development is both a formal and an informal process that is intended to maximize institutional and individual effectiveness. Leadership development has at least three components: (a) formal academic credit programs that enhance knowledge, competencies, and skills and that often lead

to a graduate degree; (b) in-service or developmental programs for practicing leaders sponsored by professional organizations, governmental agencies, or higher education institutions; and (c) informal and life-long learning strategies that enable the leader to increase his/her knowledge of the leadership process and improve performance. These strategies may include professional reading, personal reflection, writing for publication, travel, and active involvement in professional organizations.

In summary, leadership development is a three-pronged process that includes formal academic programs, structured in-service activities, and personal strategies tailored to the needs and interests of the individual. All three elements are essential in the development of competent and compassionate community college leaders. *[Baylor University (Robert C. Cloud)]*

Simply put, leadership development is a planned effort that enhances the learner's capacity and competency to lead people. Leading is setting direction and guiding others to follow that direction. Leadership development encompasses a set of affective competencies combined with "high level" or "big picture" knowledge of the segment of higher education that one leads, and a "tool box" that makes one more effective at leading. *[Capella University (Ed Gould)]*

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 (Jack H. Schuster)]*

Leadership development in the context of the CCL Program is best understood as the extended transformational process that individuals experience with the support and guidance of program faculty leading to the knowledge base, skill set, and values needed to succeed in leadership positions at community colleges committed to an open door admissions policy, the comprehensive mission, and quality instruction. This transformational process is guided by a learner centered approach to instruction that emphasizes three major program themes; a) ethical leadership, b) the critical engagement of diversity and inclusion, and c) leadership across the institution. Leadership development in the CCL Program encompasses, content instruction in a cohort leaning model that requires the synthesis of theory and practice. This synthesis provides students with the knowledge base, skill set, and values needed to participate in case studies and simulated leadership settings. *[Colorado State University (Dr. Clifford Harbour)]*

There are hundreds of theories of leadership and countless articles, books and training materials on the topic. Over the past 50 years there have been as many as 70 classification systems developed to describe various dimensions of leadership. Anyone who browses the bookshelves of a Barnes and Noble store will easily be convinced that there is no one way to answer this question of "What is leadership development?"

To some, leadership is best defined by an act or behavior of a person – the leader. There are dozens of theories and approaches (transformational, trait, style, etc.) that define the attributes and skills of good leaders. Some define leadership as a focus of group process. If leadership is a process then the leader must guide change, influence and encourage development of followers toward the achievement of goals. Peter Senge, Gareth Morgan and others believe that organizations learn and have memory.

From that perspective, therefore, leadership development focuses on organizational learning and not just individual growth or processes. According to recent research on Leader-Member Exchange Theory (Graen and Uhl-Bien and others) leadership making is a prescriptive approach whereby the leader focuses on communications and exchanges with follows and encourages all to be leaders. This approach is especially interesting because it recognizes that all organizations have “in groups” and “out groups” and leadership making includes developing high quality exchanges with all group members.

It is important to understand that leadership is viewed from an individual perspective and an organizational perspective because the strategies for delivering leadership development programming vary depending on the target and the tools of measurement vary. *[Florida Atlantic University (Deborah L. Floyd)]*

Leadership Development in our organization relates to personal and professional growth to provide academic/administrative leadership from the classroom or laboratory to the presidency. It involves gaining, with passion, the cognitive and affective knowledge and skills needed for leadership: a philosophy of education which encompasses the mission and values of community colleges; an understanding and recognition of the importance of the scholarship of teaching/learning; communication skills—oral and writing, but with special emphasis on listening; decision-making skills through a strong ability to collect data and draw from it; the ability to reflect on ones’ own and the institution’s actions/development/assessments; the ability to engage in issues as part of the college and larger community; knowing how to reward others for participation/initiatives/successes; knowledge management skills; modeling the community college mission in actions; the importance of chaos/change to the life of an institution; valuing the liberal arts education for all students and in all curricula. *[George Mason University (Gail Kettlewell)]*

Leadership development encompasses the ongoing attempt of the individual to (a) understand the myriad processes that account for what happens in an institution and (b) discover how those processes can be directed or changed in ways that lead to the fulfillment of desired organizational ends. The primary role of universities is to provide the educational component of leadership development. That is, we help individuals apply theory (which emerges from scholarship) to practice. *[Illinois State University (James Palmer)]*

Leadership development is both an art and a science. Its dimensions are fulfilled in many ways through a combination of academic and experiential activities that provide individuals with the necessary knowledge, skills and abilities to be successful in educational leadership roles. *[Iowa State University (Larry H. Ebberts)]*

Observing and interacting up close with over 50 of the nation’s top community college presidents and chancellors during my 23 years as president of the League for Innovation destroyed all my textbook perceptions of what constitutes good leadership. I worked closely with Norm Watson, Les Koltai, Bill Priest, Tom Fryer, Ruth Shaw, Larry Tyree, Alan Robertson, Bob McCabe, Paul Elsner, Jerry Sue Thornton, Squee Gordon, Mike Crawford, Nolen Ellison, Augie Gallego, Chuck Carlsen, Joyce Tsunoda, Tony Zeiss, John Dunn, Jim Young, and so many others; and the contrast in style, personality, and vision was enormous. Yet, each was fairly effective in his or her situation although too many of them stayed in their positions too long to make an elegant departure.

Some were the great visionaries of their time; others were plodders. Some were striking authoritarians; a few attempted to create collegial forms of rule. Each had visible strengths; all had Achilles heels. A number of these leaders were quite arrogant but most were kind and generous. A few had a great sense of humor.

As I came to see it, the common denominator for those who were most effective consisted of 1) a personal driving life force to succeed, 2) a set of values committed to serving the underserved, and 3) a recognition that what they had to offer matched what a particular institution needed at a certain time and place.

In this context, I believe that “leadership development” means providing opportunities, through whatever means, to assist selected individuals to more fully achieve their goals and purpose in life. University-based leadership programs are more likely to be successful if admitted students already exhibit the characteristics referenced in 1 and 2 in the above paragraph especially when these characteristics are coupled with leadership experience in a community college setting. The purpose of the leadership program then is to fill in the gaps, broaden the perspectives, confirm the strengths, and create networks and opportunities. [*League for Innovation in the Community College (Terry O’Banion)*]

Leadership development involves the processes and experiences through which one learns about and comes to understand how to enact leadership. It is less a skill set to acquire than an approach to learning and intellectual development. [*Michigan State University (Marilyn Amey)*]

[Leadership development is] the process by which individuals are exposed to the most current and effective strategies for leading and guiding the people and institutions of an educational endeavor. It involves the total student, mind, body and spirit. They are challenged to be the best “leader” that their potential will allow. [*Mississippi State University (Ed Davis)*]

Leadership is a dynamic process, which involves a unity of interacting personalities. It encompasses the personalities of all who meet in the college setting. The leader strives to control the behavior of others in this relational process involving a variety of interactions between the leader and internal and external constituencies. Leadership development is an organized program of study that enhances the learner's capacity to lead people. It engages the learner as a full partner by developing the person’s ability to manage their own learning. [*Morgan State University (Christine McPhail)*]

Leadership development is a process by which individuals explore and define those personal traits, styles and values that enhance their competency and capacity to function proactively in a variety of environments and circumstances. [*New Mexico State University (Ramon Dominguez)*]

Leadership development has at least two orientations. One includes preparation or development activities that focus upon formal leadership roles, particularly executive roles within an organization. The second includes process activities that will educate participants in working with groups, both informally and formally. Historically, leadership development has focused upon filling slots for institutions and aiding in personal career aspirations of individuals. The assumption was that leadership skills could be learned by individuals and these skills would enable an institution to function effectively with the right leader. Research in the late 1980s and 1990s suggests however that leadership at the presidential level is far more complicated than this and has numerous variables. There

is little research in higher education on the meaning of leadership and on leadership which is not equated with position but with process. *[North Carolina State University (John Levin)]*

Leadership is that set of skills that allow the leader to move a group or organization to achieve goals determined by the group and/or leader and the willingness to implement those skills. These skills may vary according to the situation and the goals to be achieved. Leadership does not have to come from the person with the most authority within a group but may result from expertise, better understanding of the group, better understanding of the group, more experience, etc. There are no finite set of skills or experiences that make a leader, though some common ones include, experience, expertise, assertiveness, perseverance, willingness to take charge, intelligence, situational understanding, knowledge of group dynamics, power, control of resources and other things depending on the situation. *[Old Dominion University (Dennis E. Gregory)]*

In the Department of Educational Leadership, Policy and Foundations at the University of Florida, leadership development is defined as a systematic process of preparing students to better understand their current leadership skills, their personality, work-style, and related attributes in order to assist them in developing those skills and abilities through structured learning experiences. *[University of Florida (Lamont Flowers)]*

Leadership development is the acquisition and/or improvement of knowledge, skills, and attitudes that are associated with effective leadership in community and technical colleges. The subject matter addressed in leadership development is extensive ranging from competencies necessary for internal leadership (forming and leading teams, decision-making, motivating staff, acting as a change agent, budgeting and financial management, employment laws, conflict management, program planning, strategic planning, etc.) to external leadership (forming and working with advisory councils, community relations, understanding the community power structure, political acuity, local economic development and practices, etc.). Leadership development occurs in formal activities such as individual courses for credit, degree and certificate programs, internships, and in such informal activities as workshops, seminars, small groups, mentoring relationships, supervised on-the-job events involving critical reflection. *[The University of Georgia (Bradley Courtenay)]*

We believe leadership development must be deeply rooted in a commitment to academic institutions and public education. Our faculty focuses on the preparation of leaders who understand how to impact community college policy and practice (as a vital part of the entire P-16 system), and we believe in the systematic exploration and study of the complex roles and responsibilities of educational leaders. The theoretical and philosophical stances our faculty hold in their teaching and research involve a mix of political, economic, and other social science research traditions. The scholarly work of our faculty is heavily grounded in constitutional law, political theory, philosophy, and history. With respect to specific problems, our faculty examines various aspects of community colleges (as part of P-16 education) mostly from a macro-policy orientation. Another common thread to our development of community college leaders is our commitment to educational access, opportunity, and equity, and the vital role played by community college leaders in community colleges in addressing educational inequities, including limitations in access and opportunity for minority, low income, and other underserved groups. These issues are on the forefront of our thinking, permeating our decisions about what to teach and research individually and on a larger, more collaborative basis. *[University of Illinois at Urbana-Champaign (Debra Bragg)]*

It is active learning, mentoring and modeling designed to instill in prospective and continuing leaders: 1) a focus on the strategic in terms of insight into big picture issues involving the future of the organization and a capacity to envision future possibilities for development of the organization 2) a capacity to span boundaries that normally retard change, and 3) an interest in becoming a lifelong student of leadership as an art and as a calling. I would further describe a 'strategic leader' as a one who can "see through the fog, hear through the noise, visualize the options and choose the best, find the resources, get results by stretching the institution beyond capacity, and bring others along on the journey". Leadership development encompasses background, training and experience in all of the capacities described above. *[University of Michigan (Richard Alfred)]*

The process of assisting people to prepare themselves to assist organizations in the achievement of their mission and vision. Leadership development in this program encompasses leadership development education and contextual / foundational studies in higher education. People are assisted in preparing themselves to be leaders who will be scholar-practitioners, think strategically, be professional and ethical in practice, use reflective practices as a means of growth, and serve a diverse and global society. *[University of Nebraska (Alan Seagren)]*

Leadership development is a process of enabling individuals to discover and enhance their "personal best". Leadership development includes teaching people to look within themselves to identify their strengths and weaknesses and to act upon both; thus enhancing competencies and reducing inadequacies. Acquisition of the qualities of leadership should be measured by knowledge, abilities, and skill and not by the title that one holds.

Although the development of leaders includes multiple facets, a leadership program must include the following components:

Setting Goals- A leader must be able to not only set goals, but also to make a plan for their fulfillment.

Behavior- There are certain acceptable and unacceptable behaviors that are common to leaders that can be taught.

Demonstration- Leadership must be modeled so that it can be emulated.

Communication- Likely the most important aspect of leaders.

Teamwork- Leadership cannot exist sans the ability to work with others in a symbiotic situation.

Delegation- A leader must be able to distinguish between the tasks and duties that can be handled by others and the strength to release it to the care of others.

Trust- A leader must be able to distinguish to whom trust is well-placed/

Inspection- A leader must periodically engage in introspection and extrospection to assess outcomes of decisions and then to act upon the results.

Life-long learning- A leader must understand that life is a constant and continuous learning cycle. One must recognize and seek learning outlets.

Appreciation of diversity– A leader must do more than accommodate diversity, he/she must value it.

Ability to identify future leaders– Leadership is not static. A leader must be open to identifying those who can be developed to “take the helm” and then to assist him/her to take the right steps toward a leadership position.

Desire to mentor future leaders- Finally, a leader should personally mentor and develop future leaders so that the momentum is continuous and positive. [*University of Southern California (Linda Hagedorn)*]

Leadership is a process of working with individuals in the organization to achieve agreed-upon goals and objectives. Not only must the leader have a clear vision for the organization, but must possess superior human skills in working with individuals (who have multiple views of the organization's reality) to find common ground to move the organization forward. In addition to goal-setting skills, the true genius in leadership is in the leader's ability to motivate and inspire members of the organization to care deeply about those goals and to pursue them with vigilance.

The Community College Leadership Program at The University of Texas at Austin immerses our students in real world strategies to learn leadership skills. For example, our students are busy setting their own goals and objectives for themselves and for their peers as they move through the doctoral program to achieve the specific competencies and proficiencies they have identified as worthy of attainment. They manage their daily learning activities and they take turns leading their cohort in activities that are goal-oriented. Our students also benchmark exemplary practices in 15-20 community colleges around the nation each year. They also have the opportunity of learning leadership skills from 35-40 of our nation's best CEOs.

Can leadership skills be learned? Of course, the answer is "yes"-if the individual truly desires to master the skills and competencies needed to be effective in working with others to achieve goals. We believe that our process of active student engagement and immersed curriculum accomplishes the leadership skills we and our students have identified. [*The University of Texas at Austin (John Roueche)*]

(b) How can leadership development be delivered?

Leadership development includes an array of offerings, and may vary in terms of type (credit, non-credit), sponsor (university, institution, professional association, individual), focus, scope, duration, target audience, etc. In addition, these opportunities can be delivered through a variety of means: on-campus or off-campus, face-to-face or at a distance, interactive video or online—or a combination of modes. Furthermore, joint efforts among sponsoring organizations can enhance and expand leadership development offerings. [*Antioch University McGregor (Iris Wiseman)*]

Leadership development can be delivered through an intensive, reflective discussion and critical examination of concepts, principles, and issues. [*Arkansas State University (David Cox)*]

Leadership development can and should be delivered in a variety of formal and informal contexts. Leadership in a community college or university is a privilege extended to very few in our society. Thoughtful higher education leaders are sobered by the responsibilities that accompany their positions, and they prepare for the challenge in a number of arenas, including the structured and unstructured.

Formal, informal, and on-going developmental activities provide leaders with the knowledge and skills necessary for leadership in the 21st Century. [*Baylor University (Robert C. Cloud)*]

Leadership Development can be delivered in multi-modalities including face-to-face over time, face-to-face intensive, through conferences and online through effective courses. The modality can be everything from traditional courses, to virtual courses, and from school-based programs to conferences or workshops. [*Capella University (Ed Gould)*]

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 (Jack H. Schuster)*]

From my experience as a professor of leadership, studying the literature and research, and practice experiences as a consultant, leadership development programs must be delivered in various formats that fit the goals and desired outcomes of the organization and/or leader. Leadership development is an individual process and I have designed courses, workshops and individual programs to help guide leaders in the development and implementation of individual leadership plans. Leadership development is also an organizational issue that is very complex and is not easily explained in general terms. Basically, strong leadership development programming should include opportunities for individual growth and development, as well as a variety of approaches for organizational learning. Formal course and seminar work, custom designed workshops, use of consultants to help organizations define issues and systems, and the development of a culture that values learning area all important to most effective programs. Additionally, I have served as a coach for organizations (outside formal workshop settings) and worked with individuals (and groups) as they learn and grow as leaders.

Leadership is not an exact science; it is an art in many ways – a people business that is very complex. [*Florida Atlantic University (Deborah L. Floyd)*]

Leadership development is delivered in the traditional classroom, in collaborative learning settings, in partial or full technology settings, through internships/mentorships, and through research. (In fact, the emerging leader should experience all of the current learning strategies and student development practices to better understand the community college student experience.) [*George Mason University (Gail Kettlewell)*]

It is essential that students--as adults with considerable career experience in education--have the opportunity to meet and discuss their studies in regular, face-to-face meetings. These meetings help the students make sense of their studies in light of their experience. Class meetings should be held at convenient places and times, and they can be augmented with on-line work as well as with hands-on practicums and internships. [*Illinois State University (James Palmer)*]

It should be delivered in a variety of contexts and mediums that are under girded by the concept of lifelong learning. [*Iowa State University (Larry H. Ebbers)*]

Such experiences can be delivered in any way that reflects the various and individual learning styles of the students in the program. Whether students are “developing” in the direction of quality leadership can be measured with a number of standard assessments, but the measure of ultimate success of a

leader can only be measured on the job after a period of time. [*League for Innovation in the Community College (Terry O'Banion)*]

Leadership Development can be delivered] in many ways, including formal and informal experiences, and formal and informal educational settings such as classes/workshops/degree programs. There has to be some reflective component when a person has opportunity to integrate the content with their experiences, though, which is often lacking in many delivery systems. [*Michigan State University (Marilyn Amey)*]

The most current, efficient and effective means should be utilized. Technology advances should be embraced, without losing the human touch or contact. [*Mississippi State University (Ed Davis)*]

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 (Christine McPhail)*]

Since leadership can be learned, different delivery modes can be utilized: University/college academic programs; Community based initiatives; Partnership projects between community, university and business; On site training programs in business organizations; Experiential training initiatives; Independent public/private leadership “institutes.” It is essential to recognize that preparation and development is not the week long workshop, but an on-going consistent process that emphasizes and focuses on leadership. [*New Mexico State University (Ramon Dominguez)*]

I do not believe that leadership can be delivered as such. The skills and talents that allow someone to develop into a leader can be taught, some people rise to the occasion depending on the situation in which they have been placed, etc. A person who knows more about a particular, business, industry, educational organization, etc. may not have any of the other skills necessary to make her or him a leader. Others of limited experience, etc. may become a leader in certain situations which call for certain skills that they possess. Ways in which skills that make someone a leader may be provided through experience, classroom instruction, experiential education, personal development and in many other ways. [*Old Dominion University (Dennis E. Gregory)*]

The delivery methods available for leadership development include face-to-face education and training, distance learning techniques (on-line, 2-way television, text independent study), and cluster groups. [*The University of Georgia (Bradley Courtenay)*]

The Department of Education Organization and Leadership (EOL) in collaboration with the Department of Human Resource Education (HRE) at the University of Illinois at Urbana-Champaign offers the Community College Executive Leadership (CCEL) graduate option. CCEL involves course work over approximately three years, plus a dissertation. The selected participants will enter this graduate option as a cohort and continue through the course work as a group. A distinguishing feature of CCEL is that students can remain employed full-time while pursuing the Ed.D. degree since this option encourages the continuous engagement of practice with theory and research. For students who [*University of Illinois at Urbana-Champaign (Debra Bragg)*]

Leadership development can and should be delivered in alternative, but supplementary, formats including face-to-face and on-line delivery of content knowledge; intensive seminars for skill training; and mentoring, executive shadowing, and simulation exercises for advanced skill training. *[University of Michigan (Richard Alfred)]*

This program is delivered on-line in asynchronous mode employing collaborative-active learning, dialogue, simulations, and community building as the dominant teaching/learning principles. All required software is provided by the program at no cost to the student. *[University of Nebraska (Alan Seagren)]*

It is possible to deliver leadership training in numerous ways; the usual course sequence that has served higher education well for many years, via more technical means such as distant education modes, as well as through internship and practicums. While I believe that the method of delivery is much less important than the content presented, I still favor multiple types of delivery methods to provide students options. The mode of delivery must be attractive or appropriate for learners. In other words, a full-time program that offers courses only during weekdays does not provide access to working individuals and/or students with heavy family responsibilities. Further, more active types of learning should be incorporated in whatever delivery system is utilized. *[University of Southern California (Linda Hagedorn)]*

(c) How can leadership development be measured?

The mechanism for measuring leadership development programs needs to be tied to the goals of the program. For example, promotion to and tenure in a position of formal leadership could be a measure of success. Likewise, improved success in one's current position could be an appropriate measure (i.e., "value added"). However, assessment of success in leadership development must go beyond the assessment of individual programs and must include the collective needs of community colleges. Are there sufficient opportunities for the development of current and future leaders? Are smaller, more remote, or under-resourced community colleges being served alongside larger, better-resourced institutions? Are we keeping up with the demand for leadership? *[Antioch University McGregor (Iris Wiseman)]*

Leadership development can be measured through authentic assessment tasks and simulations involving the practice of skills in group settings. *[Arkansas State University (David Cox)]*

There are numerous inventories and standard assessment procedures that are used widely in quality graduate programs to assess leadership potential in applicants and graduates. Many leadership programs require applicants to complete a comprehensive assessment program prior to admission. Competency in research techniques, statistical applications, and program content is assessed at prescribed junctures in quality graduate programs. In addition, portfolio development and assessment is now a popular procedure to document a student's journey toward personal and professional competence. Follow-up assessments are routinely conducted to determine the professional progress of graduates. Finally, external advisory committees composed of graduates and outside consultants should be convened regularly to advise the faculty on curricular content and relevance. In the end, the ultimate measure of any leadership program is the number of graduates who provide meaningful

leadership in the wide range of two-year colleges that serve such a diverse student population. *[Baylor University (Robert C. Cloud)]*

Leadership is measurable and effective leadership leads to the accomplishment of planned outcomes and goals. *[Capella University (Ed Gould)]*

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 (Jack H. Schuster)]*

Leadership development is measured qualitatively by experienced faculty committed to student success. *[Colorado State University (Clifford Harbour)]*

Measuring leadership development depends on how one defines the term. From an individual perspective, a person engaging in leadership training may find that he/she is the best one to measure learning. Organizationally, there are multiple ways to measure the outcomes of leadership development. Those ways depend, of course, on the goals. As a professor and organizational consultant, I used various forms of measurement for leadership development that are directly tied to the goals and outcomes expected for the activity. *[Florida Atlantic University (Deborah L. Floyd)]*

The measurement of the new leader's education should be assessed in numerous ways. First, the leader should be required to develop over time a portfolio of learning experiences and reflections on those experiences—to better understand the process and its value. Second, oral examinations such as interviewing for leadership positions provide a good assessment of knowledge learned and how one can communicate that. Making presentations is a good measure of how well one can articulate sensibly and in good time one's opinions or proposals. Participating in a program capstone experience or research activity. One of the key tests for the individual and for the program is actual success in the employment market to move into new or higher level positions. Publishing is not a requirement, but it models the value of scholarship to the entire community. *[George Mason University (Gail Kettlewell)]*

Career advancement is a key measure, as is one's reflection on the graduate programs years after completing it. In the short term, demonstrated competency on course assessments is also essential. *[Illinois State University (James Palmer)]*

Specific criteria and rubrics should be developed that can be measured as learners complete various programs. These may take the form of such things as rubrics, competencies and portfolios. *[Iowa State University (Larry H. Ebberts)]*

Some of the assessment may be dependent on the delivery method, but it needs to be measured on several levels - how did people make sense out of the experience, to what extent is the material currently relevant (and for what) or relevant in the future (and for what), to what extent are pieces of leadership development connected to each other as opposed to discrete "units" of material, what difference does knowing this material or having a particular experience make and to what? These are just some questions that come to mind when thinking about the measurement of leadership development. *[Michigan State University (Marilyn Amey)]*

Traditional measurement structures lend themselves to some activities, many new and innovative approaches also bring to light new accountability. [*Mississippi State University (Ed Davis)*]

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 (Christine McPhail)*]

I can better approach this item by asking: How can "leadership capacity" be measured after participation in the leadership development process? The measure provides for the individual to be able to define personal traits, styles and values and react proactively in aligning their leadership capacity with the needs of followers and organizations. [*New Mexico State University (Ramon Dominguez)*]

There are certain scales that can be used to measure the skills that are possessed by individuals to determine whether they have the skills to be leaders. Leadership itself has to be measured by the success of the group or organization of which the purported leader leads based upon the achievement of predetermined goals. [*Old Dominion University (Dennis Gregory)*]

To assess students' pre-program skills and values, the Occupational Personality Questionnaire (OPQ) is used. Dr. Dale Campbell, professor of Higher Education Administration, initially pioneered the use of the OPQ in our program in 1995 in conjunction with the Institute of Higher Education's 21st Century Educational Leadership Profiles Project. The results of his work were eventually published in his best-selling book entitled, *The Leadership Gap: Model Strategies for Leadership Development*.

Once students have been assessed using the OPQ, the student, in conjunction with his or her advisor develops an individual program plan of study designed to help the student strengthen areas that need improvement as well as refine pre-established leadership skills and traits. Following extensive programmatic interventions (e.g., courses, practicums, internships, research experiences, etc.), students are then reassessed on the OPQ to determine the extent to which their planned program of study improved their leadership skills and related behaviors/traits. Additionally, using scores from the OPQ as a guide, University of Florida Higher Administration graduate students as well as students in our Community College Executive Leadership certificate program receive individual assessment, advising, and customized professional developmental plans to complement existing services offered by the Higher Education Administration program and its faculty. Preliminary data collected over an eight-year period have shown that our program has assisted students in developing vital leadership skills that translate into greater self-confidence in their leadership skills and more effective leadership behaviors. [*University of Florida (Lamont Flowers)*]

Measuring leadership development involves tests, questionnaires, interviews, response to problem-solving and case study situations, observation of on-the-job performance, and assessment of demonstration projects. [*The University of Georgia (Bradley Courtenay)*]

Quick short-term evaluations are easy, but they cannot possibly measure the impact of a graduate level leadership program. For that kind of evaluation, we need longitudinal studies involving quantitative and qualitative measures the track such outcomes as such as career placement and progression, on-the-

job decision-making and leadership contributions, etc. [*University of Illinois at Urbana-Champaign (Debra Bragg)*]

Of development and skill acquisition must rely on multiple methods including observation of performance in a variety of situations, 360 degree evaluation involving superiors, peers and subordinates; introspective inquiry through the mode of reflective practice; and ex post facto analysis of decision making and practitioner behavior. Paper and pencil exercises involving measurement of skill acquisition are practically useless. [*University of Michigan (Richard Alfred)*]

The success of the program is measured by student achievement of the 16 Program Learning Outcomes. Assessment is done throughout the student's graduate through pre-assessment, development of the individual professional development plan (IPDP), the development and keeping of the portfolio, and program completion. Follow up assessment is done through surveys among graduates and employers two and five years following graduation. [*University of Nebraska (Alan Seagren)*]

There is no shortage of inventories or instruments that claim to measure leadership and leadership potential. While these instruments may have value and provide direction, they should not be the exclusive measure or evaluation of a program.

A good leadership program should follow its graduates and assess the “value added” of the degree or training. Are graduates being hired in leadership positions? Are graduates being promoted to leadership positions?

Programs should contact graduates to ask them how the program assisted them and what program changes would have made the leap to higher levels of leadership more attainable. [*University of Southern California (Linda Hagedorn)*]