Executive Level Leadership Development Report

Portland Community College

5/24/2013
Innovative Growth Solutions

Portland Community College
Executive Level Leadership Development
Executive Summary

Purpose

The Portland Community College (PCC) Board identified a need to plan for succession for executive level positions because of the potential for turnover in this key group and need for continuity in leadership. PCC engaged the services of an external consultant, Innovative Growth Solutions (IGS), and appointed a Steering Team of PCC leaders to define an executive level management assessment and development process to leverage existing leadership development programs and to strengthen professional development planning for potential executive level leaders.

Business Case for Succession Planning

Turnover rates at the CEO level – in both public and private sector organizations - are at a historic high as members of the baby boomer generation are now reaching retirement age. It is predicted that community colleges will lose over 75% of key leaders over the next decade (American Association of Community Colleges 2013). A shortage of qualified leaders, competition for talent, and barriers to advancement – such as rigid career ladders - make planning for leadership succession a priority for organizational sustainability and institutional effectiveness.

PCC's Approach

PCC's Steering Team (including representatives of Cabinet, Human Resources and Staff and Organizational Development) worked with the consultants to define the project approach:

Strategy

- Be strategic – Link the leadership development plan to the organization's strategic outlook.

- Define leadership competencies to bridge from the present realities to future possibilities.

- Honor the essence of the organization – Nurture development of key organizational values in future leaders.

Process

- Start with the top levels of the organization to address the greatest risk to leadership continuity.

- Determine core competencies needed to meet future challenges and possibilities.

- Research 'crucible experiences' of current executives – breakthrough experiences that resulted in significant leadership growth - and incorporate learning from these experiences to supplement the traditional approach of training and mentoring future leaders.

- Build the bench by developing a leadership pipeline of potential candidates.

- Identify and mitigate organizational barriers to learning, development and promotion.

Scope of Work

It is the intent of the College to conduct an initial small-scale pilot program focused on developmental planning targeted at *executive* level positions. Learning from this project may provide PCC with insight on potential developmental activities for other leadership positions in the future. An overview of the project schedule follows:

Phase One: Develop Program   *Dec. 2012 - June 2013*
- *Form PCC Steering Team to guide program*
- *Define competencies of executive level positions*
- *Conduct research of best practice in planning for succession*
- *Recommend program enhancements*
- *Communicate to Cabinet and provide status report to PCC Board*

Phase Two: Implement Program   *June 2013 – Jan. 2014*
To be determined based on phase one - may include:

- *Communicate to constituents*
- *Engage potential leaders in creating developmental plans*
- *Provide training and coaching for managers and potential leaders*
- *Identify gaps and recommend strategies*

Phase Three: Evaluate Program and Recommend Next Steps   *Feb. – March 2014*

Methodology

The consultants conducted research to identify best practice in community college leadership succession planning, interviewed current PCC executives to understand core leadership competencies, compared PCC's current developmental program against best practice and identified opportunities to leverage existing programs to support developmental planning. Following is a summary of findings and recommended next steps.

Best Practice in Community College Leadership Development – Findings

PCC has in place a fairly robust leadership development strategy, supported by a number of innovative, effective programs that model community college best practice. Following is a brief description of best practice compared to current PCC programs. A more thorough gap analysis is presented beginning on page 19 of the attached report.

- **Commitment from Board and executive leadership team.** The PCC Board has articulated support for executive level leadership development, and executives have demonstrated support by participating in and/or sponsoring PCC's leadership development programs.

- **Identify key positions that are critical to meet future need.** The Steering Team has identified 8 key executive positions that are critical to meet future need. (See page 6)

- **Identify leadership competencies.** PCC has adopted the AACC core leadership competencies and executives have provided feedback to identify the most critical competencies.

- **Identify potential candidates – create individual developmental plans.** The Steering Team has identified approximately 20 'feeder positions' of potential leadership candidates to participate in a small-scale pilot program to create individual development plans as a supplement to the management assessment process.

- **Create and implement leadership development programs.** PCC has in place an excellent array of leadership development programs that model best practice.

- **Create 'applied leadership' opportunities.** PCC offers applied leadership opportunities through a variety of resources, including The LEAD Academy, Leadership Internship, and PEAK programs. There may be future opportunities to leverage these programs further and to make a more conscious link to PCC's strategic initiatives.

- **Assess effectiveness of leadership development programs.** Leadership development programs are regularly evaluated and adjusted based on feedback from participants and executives.

Perspectives of PCC Executives – Key Themes

The consultants interviewed PCC executives to gain their perspectives on executive level leadership development strategies needed for PCC. Following is a summary of common themes:

- **AACC Core Competencies are a relevant description of competencies needed for executive level leaders at PCC.** Executives emphasized that Communication and Collaboration are the most important competencies and go hand-in-hand with Vision, Strategy and Advocacy.

- **Experience is the best teacher.** Consistent with findings of best practice research, executives confirmed that experience is the number one factor in development of leadership competencies.

- **'Crucible' experiences are key in developing leadership qualities.** Executives consistently provided examples of significant growth and development gained by either *responding to* or *seeking out* challenging experiences.

Conclusions

The need for strategic leadership development is paramount to ensure organizational sustainability and institutional effectiveness. Best practice research indicates that a successful formula for leadership development includes developmental planning, training, coaching/mentoring and experience gained through challenging assignments that develop leadership skills. PCC has in place a strong framework of leadership development programs and opportunities that model best practice. Given the potential for turnover in key leadership positions, PCC would benefit from enhancing its current programs by building the pipeline of potential candidates for top leadership positions. The following themes from the research should be considered in planning enhancements to PCC's current programs.

- ***Continue to stress importance of leadership development from the top - link to strategic plan.*** Continue to advocate leadership development from the top and link to the strategic direction of the college. Engage executive leaders in fostering a 'developmental mindset' throughout the organization by creating a network of support for leadership development, which may include appropriate committee, project and interim assignments to provide cross functional development and/or coaching of potential candidates.

- ***Value and leverage the programs already in place.*** PCC has best practice features for a successful leadership development program already in place and functioning well. PCC would benefit from heightening the awareness of these programs.

- ***Emphasize individual drive as a key success factor***. Continue to emphasize that leadership development is a partnership in which the individual provides the impetus and the organization guides and supports development.

- ***Have a reasonable tolerance for risk***. Provide strategic opportunities for leaders to take on challenging assignments, with support from executive level leaders, to boost growth and development. Have a tolerance for calculated risk and continue to support potential leaders – even when everything doesn't work out as planned.

- ***Encourage diversity in thought and clear the way for innovation***. Continue to encourage staff to think creatively and bring their innovations to the table in support of strategic initiatives.

Recommended Next Steps

Given the potential for turnover at the top levels of the College, PCC will need to accelerate development of potential leaders to 'build the bench' of candidates prepared to meet the leadership challenges of the future. To this end, it is recommended that PCC supplement its solid foundation of current leadership development programs by offering developmental planning and coaching targeted for potential executive-level leaders. In addition, it will be important to engage the executive team in collectively leveraging the College's leadership development programs and creating a network of support for leadership candidates across the District. The following next steps are recommended:

- **Pilot developmental planning for leaders.** Through implementation of a small-scale pilot program, create intentional developmental plans and provide coaching for potential executive-level leaders. The proposed program:
  - Creates a partnership in which executives coach and support leadership candidates identified for the pilot program in creating and implementing individualized developmental plans. The initial pilot group is proposed on page 6.
  - Engages executives in sponsoring the pilot program. It is proposed that executives work collectively to provide support for leadership candidates. This may involve supporting developmental goals and collaborating on appropriate developmental opportunities (such as committee, project and interim assignments) that may provide cross-functional experiences to develop connections and relationships across the District.
  - Develop a managerial skill set in coaching and developmental planning that can be applied in the future to support continued development of the leadership pipeline at all levels.

At the conclusion of the pilot program, participants will assess the results of the pilot and suggest appropriate next steps for PCC.

- **Leverage current leadership development programs.**
    - Executive leaders provide support, guidance and visibility for leadership development programs. Integrate leadership development with organizational strategy by linking applied learning projects (such as LEAD Capstone, leadership internship, and PEAK) to the College's strategic initiatives.

    - Expand support for conferences and other opportunities to develop networks, learn from best practice and influence the national education agenda.

    - Support participation in external executive development programs as appropriate for potential leaders who have availed themselves of PCC's developmental programs.

Future Considerations

The consultants also identified potential future considerations for further enhancement of PCC's leadership development programs. The following enhancements are not included in the scope of work for this project, but may be appropriate for consideration following completion of the initial recommendations.

- **Emphasize core leadership competencies in current in-house programs.** PCC's LEAD Academy is already framed by the AACC core competencies listed in this report and confirmed by PCC's executives. Learning from interviews with executives can be incorporated into future offerings of the LEAD Academy and will provide valuable insights for participants.

- **Continue the learning.** Expand on currently offered leadership workshops to provide ongoing opportunities for leadership development.

- **Provide increased visibility for leadership development.** Engage executives in defining ways to raise the profile of PCC's leadership development programs and provide increased opportunity and visibility for leadership candidates as well.

- **Support HR in continuing to addressing the challenges identified** – classification, pay, interim assignments – and ensure that the perspectives of HR, Staff and Organizational Development, and Cabinet Executives are considered in making any revisions to organizational policy or practice.

- **Be strategic in making developmental and interim assignments** – Executives and HR work collaboratively to leverage developmental and interim assignments for greatest impact and success.

Roster of Key Positions
Pilot Developmental Planning for Executive Level Leaders

Selection Criteria:

The PCC Steering Team developed the following criteria to select positions to participate in a pilot program of developmental planning and coaching to build the pipeline of executive level leaders:

- Direct Report to Cabinet Level position.
- Oversees District-wide program with broad scope.
- Executive Level leadership is potentially in career path.

SUMMARY ROSTER OF KEY POSITIONS BY CLASSIFICATION 5-24-13						
Tier 1		*Tier 2*				
Classification - Executive		**Classification (Non-Exec) - P**		**Classification - O**		
Position	**#**	**Position**	**#**	**Position**	**#**	
District President	1	Assoc. VP Int. Adv.	1	DOI Sylvania	1	
District VP	1	Assoc. VP Finance	1	DOI RC *(interim)*	1	
Acad/Student Affairs VP	1	Assoc. VP Technology	1	DOI Cascade	1	
Admin Services VP	1			DOI SE	1	
Campus Pres. Sylvania	1			DOS Sylvania	1	
Campus Pres. SEC/ELC	1			DOS RC	1	
Campus Pres. RC *(interim)*	1			DOS Cascade	1	
Campus Pres. Cascade	1			DOS SE	1	
				Dist. Acad. Affairs Dean	1	
				Dist. Stud. Affairs Dean	1	
				Dist. Libraries- Director	1	
				Dist. Bond Program Dir.	1	
				Dist. FMS Dir. *(interim)*	1	
				Dist. HR Director	1	
Subtotal	*8*	*Subtotal*	*3*	*Subtotal*	*14*	
Total Tier 1 Positions = 8		**Total Tier 2 Positions = 17**				
					Total Tiers 1 and 2	25
Tier 3						
Classification – N		**Classification – M**				
Position	**#**	**Position**	**#**			
Dir. Affirm. Action *(vacant)*	1	Dist. Grants Dir. *(vacant)*	1			
Dist. Inst/Effect. Director	1					
Dist. Aux. Services Director	1					
Subtotal	*3*	*Subtotal*	*1*			
					Total Tier 3	4
					Total All Positions	29

Portland Community College
Executive Level Leadership Development
Report

Background

The Portland Community College (PCC) Board identified a need to plan for succession for key leadership positions. Initial planning revealed a need to focus on executive level positions because of the potential for turnover in this key group and need for continuity in leadership. It was determined that gathering information on leadership potential could be built into the existing management assessment cycle, and more robust skill development could be accomplished by leveraging existing programs and services.

PCC engaged the services of an external consultant, Innovative Growth Solutions (IGS), and appointed an internal Steering Team of PCC leaders (including representatives of Cabinet, Human Resources and Staff Development) to define an executive level management assessment and development plan to meet the following objectives:

- Build on the framework developed by PCC (May, 2012, status report – see Appendix).

- Create a partnership between Human Resources, Staff & Organizational Development and Cabinet to guide the project.

- Leverage existing programs and resources, and recommend modifications and/or additional resources as appropriate.

- Make the management assessment process more robust by strengthening professional development planning.

- Implement and evaluate the program framework; refine to meet needs.

The scope of this project is focused on creating a framework for leadership development for potential succession to executive level positions. While this limited scope project *may* provide PCC with insight on potential developmental activities for other leadership positions, the Steering Team felt it was not in the best interest of the institution (at this time) to attempt to plan a full-scale succession program, but rather to pilot a small scale project, and assess and apply learning to inform future planning. A brief overview of the project scope follows.

Phase One: Develop Program   *Dec. 2012 - June 2013*
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Phase Three: Evaluate Program and Recommend Next Steps   *Feb. – March 2014*

Approach

IGS consultants conducted an initial literature search of best practice in leadership succession planning for both public and private sectors and shared results with the Steering Team. The Steering Team subsequently defined the strategy, methodology and process to create a framework for executive level leadership development and succession for PCC, as follows:

Strategy

- Be strategic – Link the leadership development plan to the organization's strategic outlook.

- Define leadership competencies to bridge from the present realities to future possibilities. Identify and develop internal candidates who have the *potential* to exceed the performance of current leadership and recognize that they will face different – and potentially greater – leadership challenges.

- Honor the essence of the organization – Recognize the key organizational values that are 'hard wired' and nurture these values in future leaders.

Process

- Start with the top levels of the organization. The greatest risk to leadership continuity is in the top three (3) levels of the organization (Beck, Conchie 2012).

- Determine core competencies needed to meet future challenges and possibilities.

- Research 'crucible experiences' of current executives – breakthrough experiences that resulted in significant leadership growth - and incorporate learning from these experiences to supplement the traditional approach of training and mentoring future leaders (Beck, Conchie 2012).

- Build the bench by developing a leadership pipeline of potential candidates. Typically an organization needs three (3) candidates for every one position being filled (Beck, Conchie 2012).

- Identify and mitigate or remove organizational barriers to learning, development and promotion.

Methodology

The Steering Team and consultants defined the following methodology to support planning for executive level leadership development.

- Conduct research to identify best practice in community college leadership succession planning.

- Interview current PCC executives to understand core leadership competencies and learn from the crucible (breakthrough) experiences that attributed to their leadership growth and development.

- Review recent PCC recruitment postings for executive level leadership positions to define current core competencies.

- Recommend potential changes/improvements for discussion with the Steering team.

Key themes from research of best practice and interviews with PCC executives are summarized on the following pages, including recommendations for review and discussion with the Steering Team.

Planning for Leadership Succession – Review of Best Practice

Research revealed that both public and private sector organizations are facing similar challenges in planning for leadership succession. Turnover rates at the CEO level are at a historic high because members of the baby boomer generation – who started companies and began the community college system – are now reaching retirement age. In addition, a volatile global economy, increasing competition and a complex regulatory environment place greater demands on executive level leaders.

Surveys of private sector organizations indicate that only 14% of respondents are well prepared to deal with loss of a key member of the senior team (AMA 2011) and only 12% of community colleges have plans in place for leadership succession (McMaster 2012).

The term 'succession planning' has connotations of 1:1 replacement; however, research indicates that both private and public organizations are viewing succession planning as a much more dynamic process that develops a pipeline of leadership talent that will assure the future sustainability of the organization. To be successful, organizations need to approach succession planning from a broad perspective of developing a diverse pool of leaders, versus a narrow focus of developing a chosen few.

Whether public or private, the literature concludes that organizations that develop an effective internal talent pipeline will be better positioned to meet the needs of the future as leadership changes. Indeed, effective planning for leadership succession is critical to the ongoing sustainability and viability of the organization.

The Business Case for Community College Leadership Development

Best practice research confirms that community colleges are increasingly recognizing the need for leadership development to ensure organizational sustainability and institutional effectiveness for the future, as reported in a recent *Community College Week,* publication:

> A growing number of community colleges and boards of trustees are responding to the future leadership challenge by embracing succession planning/targeted leadership development as the most promising means of assuring the sustainability which is vital to the long-term success of their colleges. Briefly defined, succession planning is a process by which an organization assures necessary and appropriate leadership for the future through an internal talent pipeline focused on sustaining the college's long-term mission and strategic goals. (Cameron 2013)

Best practice research identified the following key issues as possible contributing factors:

- *Significant turnover in leadership. The American Association of Community Colleges (AACC 2013)* research office predicts that community colleges will lose over 75 percent of key leaders (CEO's) over the next decade. In addition, at least 25% of senior administrators will likely retire during the same timeframe – creating a leadership vacuum that will have a significant impact on organizational sustainability if not addressed proactively (Green 2012).

- *Shortage of qualified leadership.* Studies report a shortage of qualified leaders prepared to fill executive level roles in community colleges for the following reasons - perceived difficulty of the

job, insufficient salary, lack of preparation for executive level leadership positions, and many in the second tier in community college leadership are also eligible for retirement (Green 2012).

- *Rigid career ladders*. It can take several years for a potential candidate to develop a portfolio of experience relative to executive level leadership. This, combined with the hesitancy of faculty to move into administrative leadership roles, limits the pool of leadership candidates (Green 2012).

- *Competition for talent*. There are shortages in executive level leadership candidates across the community college system nationwide. The best candidates are in high demand and recruitment for talent is competitive (Green 2012).

- *A different perspective on leadership is needed.* Leaders often have a bias toward developing and promoting candidates who are like themselves. A different approach to developing future leaders is needed given the demands of the future and recognizing that the traditional approach to leadership conflicts with the younger generation's value system (McMaster 2012).

- *Out dated systems and practices.* To meet the demands of the future, community college leaders will be faced with making strategic changes from using outdated systems and practices to implementing systems that meet the changing demands of technology, the economy, and a demographically changing population (McMaster 2012).

- *HR Constraints.* The public sector faces more restrictions then their private sector counterparts who can groom specific candidates as they see fit (Kerlin 2008). Public sector HR professionals are tasked with meeting EEO requirements and upholding organizational values of providing fair and balanced opportunities for all. The concept of developing a leadership pool that is designed to build capacity within a community college system, for all of those who wish to pursue leadership positions, is a good option (McMaster 2012).

Best Practice - Internal Leadership Development

While this scope of work is focused on internal leadership development, a balanced approach involving recruitment of external candidates and development of internal candidates is indicated in best practice. In order for community colleges to successfully plan for the future, institutions must build a 'developmental mindset' within the organization – creating multiple paths and dynamic opportunities for leadership growth and development (McMaster 2012). Following is a summary of best practice in leadership development for succession as compiled from research:

- *Commitment from the Board and executive leadership team.* The Board and executive leadership team must demonstrate the importance and support of leadership development/ succession planning at the top, and link the plan to the strategic direction of the college.

- *Identify key positions that are critical to meet the future need.* Identify the college's key leadership positions, predict potential future vacancies, and develop a pool of candidates accordingly (Cameron, 2013).

- *Identify leadership competencies.* Define the leadership competencies needed to meet future challenges and opportunities. The American Association of Community Colleges (AACC) suggests six important competencies for community college leaders: Communication, collaboration, professionalism/self-assessment, resource management, organizational strategy, and vision/community college advocacy.

In particular, research emphasizes that the development of 'soft skills' - communication, collaboration, and strategic thinking (vision) are essential for leadership development (McMaster 2012). It is also important to refrain from creating an exhaustive list of competencies, but rather focus on a few targeted competencies that are aligned with organizational values (Gallup 2012).

- *Identify Candidates - create individual developmental plans.* Looking to a diverse population, identify high potential, interested candidates and work with them to create developmental plans designed to meet future needs (Wallin 2005). Studies show that developmental results can be attributed to 70% experience, 20% mentoring and 10% education; which should be considered when creating developmental plans for potential leaders (McMaster 2012).

- *Create and Implement Leadership Development Programs.* The literature reviewed identified the following essential elements for a successful leadership development program:

  - **In-house leadership academies** (non-credit). These programs provide multiple benefits, including developing individuals, creating synergy among participants, and engaging executive leaders in mentoring. Best practice features of effective leadership academies include:
    - Utilizing a variety of presenters – including college executive level leaders - to share different leadership perspectives and styles, and
    - Structuring applied learning projects to engage individuals and teams of leadership candidates in addressing issues identified in the college's strategic plan, and report progress and results to senior level sponsors (McMaster 2012).

  - **Formal education** (for credit). It is important – especially for educational institutions – to support academic pursuits. However, careful consideration must be given to this aspect of the program because it is costly and provides only 10% of the results in leadership growth and development (Brown, 2011).

  - **Conferences.** Attendance at regional and national conferences exposes developing leaders to best practice and innovative ideas and is essential in developing a professional network.

  - **Mentoring and coaching programs.** These programs are important in providing guidance to developing leaders and supporting them in navigating complex organizational dynamics. Coaching and mentoring occur informally in most organizations. Best practice organizations provide intentional, structured approaches to coaching and mentoring.

- *Create 'applied leadership' opportunities* – Challenging assignments – whether rotational, interim, or ad hoc – provide future leaders valuable opportunities to apply their knowledge and skills and learn from direct experience. This is one of the most important aspects of a leadership development program, as executive level leaders identified 'experience' as the top factor in their growth and development.

- *Assess* – Best practice organizations regularly evaluate and assess the effectiveness of their leadership development programs and use the results for continuous improvements.

The PCC Perspective

To gain the PCC perspective on leadership, the consultants interviewed PCC executive level leaders to understand their views on:

- Core competencies required for executive level leaders – now and in the future.
- The role various developmental opportunities played in their learning and growth, including identifying 'crucible' or breakthrough experiences that formed their leadership capabilities.
- Strategic issues facing community colleges, and particularly PCC.
- Current resources and programs to support leadership development.
- Organizational supports and challenges to developing internal leaders.

Key Leadership Competencies

PCC adopted core competencies initially defined by American Association of Community College (AACC) for community college leaders. PCC has used the competencies to guide professional growth and development of PCC leaders. The executives were asked to review and comment on the use of these competencies in their current leadership position. (The competencies are summarized briefly below. The complete description can be found in the Appendix.)

Communication: *An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.*

Collaboration: *An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.*

Professionalism/Self-Assessment: *An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.*

Resource Management: *An effective community college leader equitably and ethically sustains people, processes and information as well as physical and financial assets to fulfill the mission, vision and goals of the community college.*

Organizational Strategy: *An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students and sustains the community college mission, based on knowledge of the organization, its environment and future trends.*

Vision/Community College Advocacy:
A. Value and promote diversity, inclusion, equity and academic excellence.
B. Promote equity, open access, teaching, learning and innovation as primary goals for the college.
C. Advocate the community college mission to all constituents and empower them to do the same.
D. Represent the college in the local community, in the broader educational community, and, at various levels of government.

Executive Perspective: Leadership competencies

All of the PCC executives interviewed indicated that the competencies listed on the previous page are relevant and articulate core competencies for PCC executive-level leaders. While executives reported using all of the competencies on a regular basis, they highlighted the following as particularly crucial for executive level leaders:

- **Communication and collaboration** skills were identified as the most critical competencies. Given the complexities of community college issues, the ability to communicate effectively and collaborate with others – across the District and community – are crucial for reaching creative solutions that will be supported by a wide range of internal and external stakeholders.

- **Vision, strategy and advocacy** were also identified as critical competencies. A key role of executives is to articulate a vision and inspire others to move toward the vision. Executives commented that strong communication skills and the ability to collaborate are necessary skills to support development and advocacy of the vision and strategy.

Executives consistently cited the above competencies as crucial to their leadership effectiveness and observed that all executives need to have a vision the supports the District vision and strategy.

Resource Mgt.

Professionalism & Self Assessment

Vision, Advocacy, Strategy

Communication and Collaboration

Executives also commented that – in carrying out the competencies – executive level leaders need to demonstrate the following characteristics:

- Organizational sophistication – Ability to navigate complex systems internally and externally – both formally and informally.

- Curiosity, a desire for challenge, and a commitment to continuous improvement.

- Acceptance of risk – Capacity for reasonable risk taking and the ability to assess risk, make reasoned judgments and develop strategies to manage complex issues.

- Personal resiliency – Knowledge of self, understanding of strengths and weaknesses, ability to deal with and learn from failure, and ability to maintain a healthy work/life balance.

- Desire to lead change – Initiate and manage change to support strategic vision.

- Ability to leverage talent – Support, develop and mentor the team and build a strong foundation of leadership talent in the organization.

- Focus on team effort – Willingness to support team effort; focus on 'we', not 'I'.

- Values – based leadership - Lead from a base of core values that are demonstrated in both words and actions.

Executive Perspective: Leadership Development

Executives were asked to share their path to leadership development, including commenting on the role and importance of developmental opportunities, and identifying 'crucible' or breakthrough experiences that were critical for growth and development of leadership competencies. Responses are summarized below:

Developmental Factors

- **Experience** was the number one developmental factor cited by Executives. Broad, diverse experience in a variety of functions, programs and institutions developed ability to define a cohesive vision of community college service from a range of perspectives.

- **Mentoring –** whether formal or informal, provided importance guidance, expanded networks of influence and cultivated collaborative partnerships.

- **Training and Education –** A strong foundation of conceptual knowledge, gained through formal education combined with professional development training is important; however, executives reported that their greatest leadership growth occurred in the application of this knowledge managing a myriad of day-to-day functions and rising to challenges.

- **Professional Associations** – were not cited as a source of growth and development for most executives; however a few indicated that associations – such as AACC and NACCUBO – provided important opportunities to understand national trends, develop leadership skills through workshops and connect with other community college professionals through networks.

- **Networking and developing Partnerships** with other leaders was also stated as an important factor in developing leadership competencies.

- **Experiential learning** gained from teambuilding experiences and opportunities to mentor and grow staff was also mentioned as an opportunity for growth.

The 'Crucible' – or breakthrough – Experience

Executives were asked to comment on breakthrough experiences that stretched their capabilities and resulted in growth of leadership competencies. Executives consistently reported the following:

> **Challenge –** provides the 'crucible' experience. All of the Executives interviewed described the opportunity to lead through challenging situations as their most significant experience in breakthrough learning and growth. Two types of challenges were described as 'crucibles':

- Responding to challenges – 'Stepping Up' and providing leadership through a crisis or difficult situation.

- Seeking challenge – A curiosity and drive to innovate and move beyond the 'status quo'. An ability to imagine the 'Big Idea' and the courage to propose new initiatives that involve a significant element of risk.

- Interim and Acting assignments were mentioned as examples of challenging assignments that developed breakthrough leadership skills.

A common thread that seems to differentiate leaders in this sample is the curiosity to challenge the status quo, the drive to innovate and continuously improve, the willingness to take risks, the courage to propose new approaches to complex issues and the perseverance to follow through to implementation, even though it means confronting adversity.

Executive Perspective: Strategic Landscape for Community Colleges

The following summarizes the executive perspective on strategic issues and opportunities facing community colleges – and PCC in particular.

Lack of Future Leaders in Community College Pipeline

- Increasing trend in executive retirements, combined with limited resources for professional development, results in a lack of qualified leadership candidates for executive-level positions.

Completion Agenda

- Focus is shifting from Access to Completion, which requires a shift in philosophy and a significant change in approach.
- PCC will need to be introspective and take the time do 'deep tissue' work to create the right systems that ensure success for students.

Pressures on the Mission

- **Will community colleges be relevant?** Community colleges have traditionally played a large role in workforce development. PCC will need to determine how the focus on completion and the emphasis on science, technology and math education impact the mission.
- ***Changing Demographics*** *–* Community colleges are unprepared to deal with the increase in poverty and other changing demographics. Increasingly this sector of the population will not be able to get into, or complete college; and certain populations will be more impacted than others.

Resources/Funding

- Tightening financial resources, combined with increased cost and demand will challenge PCC to manage resources strategically.
- Resource management will be driven by the Completion Agenda. PCC will need to develop alternative funding for other programs through public-private partnerships.
- Diminishing public investment in education will drive us to seek more grant and private funding. PCC needs to stay true to its mission and strategic goals and not be driven by the agendas of private funders.

- PCC will need a competitive mind set and be able to differentiate ourselves from other institutions to compete for students and funding. We need to continually ask ourselves, 'What business are we in?'
- PCC must activate its alumni base to develop support for the College in the future.

Changes in educational demand, access and delivery
- Growth in distance learning and development of MOOCS (Massive Open, On-line Courses) will bring changes to educational delivery, increase competition, and challenge community colleges to find ways to monetize these alternative delivery methods.
- The increasing cost of a 4-year education will make the value of community colleges more appealing, potentially attracting students who are better prepared. New students may be looking for housing and 4-year degree offerings.
- Higher demand for health care courses to keep pace with changes in technology and health care management.

Keeping pace with technology
- Students in all fields increasingly expect to use technology in the classroom, and technology can aid/accelerate learning.
- Technology is costly, has a short life span, and faculty are not incentivized to change curriculum to stay current.
- Resources (cost and time) to keep pace with technological change are a significant barrier. PCC may need to consider leveraging a minimal access fee to fund development.

Organizational Dynamics
- PCC is organized based on demands of the past. The College faces a lot of unknowns and will need to adapt the organization to meet needs of a changing society.
- New leadership – New District President will bring changes.
- Need for a clearly articulated vision to meet the future.
- Lack of diversity – PCC needs to bring a more diverse group of leaders with different perspectives to the table.

Skills needed for future leaders

Given the issues facing PCC in the future, the executives were asked what skills PCC Leaders will need in order to meet future demands.

- Soft skills – Communication, collaboration and relationship building skills will remain crucial.
- Visionary skills – Ability to see things that don't currently exist, believe you can get there, and inspire others to action.
- Strategic thinking and creativity - Leaders of the future will need a broader world view, an understanding of the big picture and a style that values diversity of thought.
- Culture – Being able to understand and navigate the PCC culture – taking the time to network, listen, develop collaborative partnerships, vet proposals with stakeholders, and nurture productive relationships.

- Embrace change – such as the Completion Agenda – and base decisions on the big picture, rather than on personalities or loyalties.

- Build a strong, resilient team - Focused on supporting teams for success and giving one another professional courtesy.

Developmental Resources

Executives identified the following programs - already in place at PCC - to develop future leaders.

PCC Programs	
Leadership Excellence and Development (LEAD) Academy, *Staff & Org. Dev.*	Dr. Susanne M. Christopher Leadership Internship, *Staff & Org. Dev.*
Mentoring Program, *Staff & Org. Dev.*	One-on-one Coaching Programs, *Staff & Org. Dev.*
Internal Workshops and Training, *Staff & Org. Dev.*	Leadership Dialogue Series, *Staff & Org. Dev.*
Project Grants, *Staff & Org. Dev.*	Tuition Reimbursement & Tuition Waiver, *HR*
PEAK – President's Entrepreneurial Advisory Council, *President's Office*	Management/Supervisory Training Program, *CLIMB*
3-Month Career Development Opportunity, *Staff & Org. Dev.*	Faculty Institutes, *Staff & Org. Dev.*
Conferences, *Staff & Org. Dev.*	Summit
External Executive Leadership Programs, *Other*	External Workshops & Training, *Other*

Organizational supports and challenges to leadership development

Executives further defined organizational supports and challenges in developing future leaders.

Supports:

- **Professional development programs** – PCC has a framework of effective programs in place, listed on the previous page, offering many opportunities to support leadership development.

- **Support from Executives** – Executives support leadership development programs by participating as speakers, mentors and sponsors. There is consciousness of the need for leadership development, and support and guidance from the Board, President and Cabinet.

- **Emphasis on relationships** – PCC is relationship-driven and extends good will and support for those who show initiative and desire for leadership development.

- **Interim assignments** offer opportunities for learning and growth of leadership skills.

Challenges

- **Balancing values** – The greatest challenge to succession planning is determining how to support leadership development while honoring the values of open, transparent and fair recruitment and selection processes that comply with public sector EEO regulations.

- **Economic** – PCC salaries may not be sufficient to attract and retain high-quality leaders (from both internal and external applicant pools), especially given the competitive nature of the market for executive level leaders.

- **Career path to executive level positions is not clearly defined**. PCC needs to provide a system of leadership development that is defined clearly enough that potential leaders can design a customized path to meet their individual goals.

- **Recruitment** – Need to develop and cultivate internal candidates, as well as open positions for external recruitment to ensure highly qualified candidate pools.

- **Position classification system** – While clearly defined qualifications are important, the PCC minimum qualifications may be prescriptive, unintentionally creating barriers for candidates who could be successful if given more room for growth and development within the position.

- **The 'Interim Dynamic'** – Interim assignments are an excellent leadership growth opportunity, but carry the risk of damaged morale if the interim is not ultimately chosen, or the assumption of a 'rigged process' if the interim is selected.

- **Complexities of HR Administration** – Public sector human resource administration is complex. Every decision has a ripple effect and must pass the test of fairness and risk tolerance. PCC's HR Department operates with a relatively small staff and is challenged to meet the demand for services to the large, complex District.

- **Resources** – PCC places a high value on growth and development and has excellent programs in place to support leadership development. However, allocating time for leadership development is a challenge because of demanding schedules for both existing leaders and those on a developmental path.

- **Lack of diversity** – Community colleges nationwide desire a more diverse applicant pool for leadership positions. PCC may be unintentionally contributing to the problem by seeking candidates that mirror the style and perspectives of current executives. PCC needs diversity in thought to find innovative solutions to the challenges of the future.

- **Administrative / Academic** - While 'soft skills' are important for leaders at PCC, a balance of academic knowledge and appreciation of academic rigor is needed in leadership candidates who are in instructional positions.

- **Generational** – The values around work/life balance are shifting as a new generation comes into leadership positions. The work ethic shift from the current generation - 'live to work' - to the next generation - 'work to live' – may impact PCC's culture and way of conducting business.

PCC Needs Assessment – Leadership Development Gap Analysis

One of the biggest challenges in planning for succession in the public sector is the need to strictly honor individual privacy around retirement planning. For purposes of this project, it is safe to assume that the national statistic projecting 75% of executive level community college leaders being eligible for retirement in the near future, are reflected at PCC.

For purposes of this project, the consultants reviewed PCC's 'current state' of leadership development programs against documented best practice (listed below), identified potential gaps, and recommended strategies for consideration by the PCC Steering Team.

'Best Practice' in Leadership Development

- Commitment – from Board and Executive Leadership Team.

- Identify key positions to meet future needs.

- Define leadership competencies to meet future challenges.

- Developmental planning – Identify high potential staff; create developmental plans.

- Create, implement or enhance leadership development programs.

- Create applied leadership opportunities.

- Assess – Perform ongoing assessment to gauge effectiveness

Commitment – Demonstrated commitment from Board and Executive Leadership Team.

 PCC Current State:

- Board, President, Cabinet, Staff and Organizational Development Department and Human Resources Department articulate and demonstrate commitment.

- Executives support and contribute to leadership development programs and opportunities:
    - Speakers in LEAD Academy training modules and coach/support staff in Capstone project.
    - Sponsor or support workshops and trainings on variety of leadership topics.
    - Act as mentors in Mentoring program.
    - Advise, coach and support staff in Leadership Internship program.
    - Encourage staff to attend conferences.
    - Support/coach staff in seeking advancement, interim and other developmental assignments.

 Gaps:

- Participation is based on individual level of interest and commitment. Support and encouragement for staff to participate may be variable.

- Potential opportunity to leverage internships and developmental assignments by linking to College's strategic initiatives.

Potential Strategies:
- Leverage executive engagement in developmental programs.
- Link developmental opportunities, internships, interim assignments, etc. to PCC strategic initiatives.

Identify key leadership positions and predict potential future vacancies.

PCC Current State:
- PCC has identified potential for turnover within the constraints of public agency planning.

Gaps: Information is not available to identify potential turnover with high accuracy.

Potential Strategies: Review and assess potential for turnover periodically.

Competencies – Define leadership competencies to meet future challenges and opportunities.

PCC Current State:
- Leadership competencies have been defined, consistent with:
  - AACC core leadership competencies
  - PCC job postings for executive level positions
  - Interviews with Executives
  - Research of best practice in community college and public sector leadership development
- Defined competencies are reflected in PCC developmental programs, executive-level job postings and recruitment/selection processes.
- Most critical leadership competencies (as defined by PCC Executives and consistent with best practice research) are:
  - Communication and Collaboration skills
  - Vision, Strategy and Advocacy skills

Gaps:
- Opportunity to emphasize critical competencies in PCC's leadership development programs.

Potential Strategies:
- Emphasize critical leadership competencies in leadership development programs/efforts.
- Adjust LEAD Academy curriculum accordingly, including emphasizing critical competencies identified by executives in Capstone project.

Developmental planning – Identify high potential staff; create individualized developmental plans.

> ***PCC Current State:*** *Current opportunities to create developmental plans -*
>
> - Performance Evaluation process.
> - Mentoring Program.
> - LEAD - leadership development training - includes creation of individualized developmental plan as part of the curriculum.

> ***Gaps:***
>
> - Developmental planning is ad hoc – relying on impetus of staff and skill of supervising manager to coach and develop.
> - May require a shift in managerial values and skills to realize, recognize and actualize their role in developing staff for leadership roles.

> ***Potential Strategies:***
>
> - Create intentional process for individualized developmental planning.
> - Train managers to identify potential candidates, create developmental plans and coach for success.

Create, implement or enhance leadership development programs and create applied learning opportunities:

> ***PCC Current State:***
>
> - *In-house leadership training and workshops (noncredit) –*
>   - LEAD Academy and LEAD Alumni sponsored by the Staff and Organizational Development.
>   - Variety of leadership workshops sponsored by Staff and Org. Dev. and supplemented by departments/programs.
>   - Leadership Dialogue Series sponsored by Staff and Org. Dev.
> - *Formal education (for credit)*
>   - Tuition waivers
>   - Tuition reimbursement
> - *Conferences – local, regional, national*
>   - Attendance at conferences funded by combination of departments and the Staff and Organizational Development Office.
> - *Mentoring –* Mentoring program sponsored by Staff and Organizational Development.
> - *Applied leadership development opportunities –*
>   - LEAD Capstone Project
>   - Leadership Internship Program
>   - PEAK Program
> - *Job rotation and developmental assignments –*
>   - Opportunity for 3-month career development assignment
>   - Opportunities to serve as interim

Gaps:

- Variable staff interest and managerial sponsorship.
- Funding and time constraints limit participation.
- Interim opportunities have had mixed results – risk of disappointment, loss of face, and damage to morale if interim candidate performs well but does not meet required qualifications for permanent appointment.

Potential Strategies:

- Train managers to identify potential leaders, encourage participation in developmental programs, and coach for success.
- Identify sustainable funding for developmental programs.
- Leverage developmental and interim assignments to meet strategic initiatives.
- Develop and articulate clear criteria for success in interim and developmental assignments.

Assess – Perform ongoing assessment to gauge effectiveness of leadership development efforts.

PCC Current State:

- Developmental programs are evaluated by participants with input from sponsoring and participating leaders.

- Staff Development Steering Committee provides holistic guidance and review of developmental programs provided by Staff and Organizational Development Department.

Gaps:

- Cabinet-level link to strategic initiatives.

Potential Strategies:

- Consider ways to make executive-level sponsorship of leadership development efforts more intentional and visible.

Conclusions and Recommended Next Steps

The need for strategic leadership development is evident. In order to sustain the future, community colleges must cultivate a new generation of leaders. While the need has been well documented, only 12% of community colleges have leadership development and succession planning processes in place.

PCC has implemented a strong framework of leadership development programs and opportunities that model many key aspects of identified best practice. In addition, the PCC Board and executive leadership recognize the opportunity to link leadership development to the organization's strategic outlook. With continued support from the Board and executive leadership team, coupled with strategic partnerships to promote development across the district, PCC could establish itself as a front runner in addressing this nation-wide issue.

Key themes emerged from interviews with PCC executive level leaders that should inform the approach to developing enhancements to PCC's leadership development programs.

- ***Continue to stress importance of leadership development from the top - link to strategic plan.*** Continue to advocate leadership development from the top and link to the strategic direction of the college. Engage executive leaders in fostering a 'developmental mindset' throughout the organization by creating a network of support for leadership development, which may include appropriate committee, project and interim assignments to provide cross functional development and coaching of potential candidates by executives.

- ***Value and leverage the programs already in place.*** PCC has best practice features for a successful leadership development program already in place and functioning well. PCC would benefit from heightening the awareness of these programs.

- ***Emphasize individual drive as a key success factor***. Continue to emphasize that leadership development is a partnership in which the individual provides the impetus and the organization guides and supports development.

- ***Have a reasonable tolerance for risk***. Provide strategic opportunities for leaders to take on challenging assignments, with support from executive level leaders, to boost growth and development. Have a tolerance for calculated risk and continue to support potential leaders – even when everything doesn't work out as planned.

- ***Encourage diversity in thought and clear the way for innovation***. Continue to encourage staff to think creatively and bring their innovations to the table in support of strategic initiatives.

Recommended Next Steps

Given the potential for turnover at the top levels of the College, PCC will need to accelerate development of potential leaders to 'build the bench' of candidates prepared to meet the leadership challenges of the future. To this end, it is recommended that PCC supplement its solid foundation of current leadership development programs by offering developmental planning and coaching targeted for potential executive-level leaders. In addition, it will be important to engage the executive team in collectively leveraging the College's leadership development programs and creating a network of support for leadership candidates across the District.   The following next steps are recommended:

- **Pilot developmental planning for leaders.** Through implementation of a small-scale pilot program, create intentional developmental plans and provide coaching for potential executive-level leaders. The proposed program:
    - Creates a partnership in which executives coach and support leadership candidates identified for the pilot program in creating and implementing individualized developmental plans. The initial pilot group is proposed on page 6.
    - Engages executives in sponsoring the pilot program. It is proposed that executives work collectively to provide support for leadership candidates. This may involve supporting development goals and/or collaborating on appropriate developmental opportunities (such as committee, project and interim assignments) that provide cross-functional experiences and develop relationships across the District.
    - Develop a managerial skill set in coaching and developmental planning that can be applied in the future to support continued development of the leadership pipeline at all levels.

    At the conclusion of the pilot program, participants will assess the results of the pilot and suggest appropriate next steps for PCC.

- **Leverage current leadership development programs.**

    - Executive leaders provide support, guidance and visibility for leadership development programs. Integrate leadership development with organizational strategy by linking applied learning projects (such as LEAD Capstone, leadership internship, and PEAK) to the College's strategic initiatives.

    - Expand support for conferences and other opportunities to develop networks, learn from best practice and influence the national education agenda.

    - Support participation in external executive development programs as appropriate for potential leaders who have availed themselves of PCC's developmental programs.

Future Considerations

The consultants also identified potential future considerations for further enhancement of PCC's leadership development programs. The following enhancements are not included in the scope of work for this project, but may be appropriate for consideration following completion of the initial recommendations.

- **Emphasize core leadership competencies in current in-house programs.** PCC's LEAD Academy is already framed by the AACC core competencies listed in this report and confirmed by PCC's executives. Learning from interviews with executives can be incorporated into future offerings of the LEAD Academy and will provide valuable insights for participants.

- **Continue the learning.** Expand on currently offered leadership workshops to provide ongoing opportunities for leadership development.

- **Provide increased visibility for leadership development.**   Engage executives in defining ways to raise the profile of PCC's leadership development programs and provide increased opportunity and visibility for leadership candidates as well.

- **Support HR in continuing to addressing the challenges identified** – classification, pay, interim assignments – and ensure that the perspectives of HR, Staff and Organizational Development, and Cabinet Executives are considered in making any revisions to organizational policy or practice.

- **Be strategic in making developmental and interim assignments** – Executives and HR work collaboratively to leverage developmental and interim assignments for greatest impact and success.

Community College - Leadership Development / Succession Planning
Best Practice Research Literature Review
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Appendix

Executive Level Leadership Development

Table of Contents:

Administrative Services Division
PCC Interoffice Memo
Human Resources Department

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Date: May 17, 2012
To: Preston Pulliams, District President
From: Jerry Donnelly, Director of Human Resources (Retired)
Subject: <u>Status Report on Succession Planning and Recommendations</u>

Development of an internal succession planning process for PCC began with the presentation to the Board of Directors in August, 2011of a conceptual model based on 'positional relationships'. Since that time we have:

- Identified an initial roster of key leadership positions;
- Affirmed that the competencies identified by the AACC Statement on Competencies for Community College Leaders and incorporated into the PCC management assessment form are a valid set of broad skill statements forming a basis for succession planning ;
- Affirmed that gathering information on current leadership potential could be built into the existing management assessment cycle and developed an addendum to the current assessment form to begin gathering information on current talent within the positions reporting to these key positions ;
- Identified a number of potential external professional development resources for current PCC management staff ; and,
- Began the process of communicating the purpose and goals of succession planning to the College management staff broadly.

Plan Overview

Utilizing a planning strategy with its focus on positional relationships, not on individual incumbents, the PCC plan considers 'feeder positions' from which internal successors most likely would be sourced.

Key components of this model include:

- Identification of critical leadership traits/skills which differentiate the positions;
- Communication of those traits/skills to potential future candidates; and,
- Integration of critical traits/skills into the regular assessment and goal setting processes for those who hold the 'feeder positions'.

In an organization with a management structure as thin as PCC, with relative positional stability (i.e., slow turnover) there are inherent systemic challenges, for example, how does someone

not currently in a 'management' position gain 'management experience' which is generally required when those vacancies do occur? Although succession planning often starts with a view from the top, the development process to build organizational capacity starts with development of qualified staff at lower levels. Other planning considerations include the nature of the management structure, the availability of 'developmental' or 'trainee' opportunities, turnover frequency rates, and conversely, the available resources for skill building toward the desired management traits.

During this first year of planning, our emphasis has been on the Executive staff and their direct reports. Work has been done to affirm the AACC statement on competencies and to develop a form which can be utilized by those completing management assessments, as well as by other individuals on a 'self-assessment' basis. The form has not yet been distributed. The cycle for management assessments (other than for probationary employees), typically occurs during the months from June to August, with a target completion date no later than September 15[th,] thus, no assessments have been submitted as of this date utilizing the supplemental form.

At this time, one of the barriers to moving this project forward is uncertainty as to how the information will be compiled and a skills gap analysis completed.   We can have the supplemental form submitted to Human Resources along with the completed assessment forms, but at this time, with multiple transitions occurring within HR, we have not identified staff resources to compile and analyze the information.   Similarly, since the 2012 budget preparation cycle for the coming biennium did not include an opportunity to submit 'new initiative' requests, Linda Blanchette and I did not make a specific proposal for additional funding for either HR or the Staff Development program to support this effort.

Next Steps

We have broadly defined key competencies based on the AACC statement; however, it would be useful to provide more specificity of how those competencies are differentiated between positions within the management structure. Additional communications to all managers providing guidance on how to use this information both for assessment processes and for determining developmental alternatives is needed. Finally, the administrative details on how the compilation and analysis phase will be handled need to be further developed.

Recommendation

Due to the lack of qualified internal resources, at this time, it is my recommendation that the College seek the assistance of a qualified external consultant to build on this frame work and undertake the additional development and implementation of this program.

American Association of Community Colleges (AACC)
Leadership Core Competencies

Communication: *An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.*

A. Creating open avenues for communication to all levels of the college and the surrounding community

B. Communicating to catalyze involvement and commitment from students, faculty and other staff toward identified goals

C. Working with unique constituencies such as board members, legislators, business leaders, accreditation agencies, etc.

Collaboration: *An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.*

A. Building and appropriately leveraging networks and partnerships.

B. Developing shared goals and values.

C. Developing shared problem-solving and decision-making techniques.

D. Managing conflicts between others.

E. Understanding needs and supporting development of others.

Professionalism/Self-Assessment: *An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.*

A. Goal identification/self-motivation.

B. Integrating feedback, reflection and self-awareness.

C. Managing conflicts between self and others.

D. Development of personal principles and ethical behaviors.

E. Converting the above into leadership actions.

Resource Management: *An effective community college leader equitably and ethically sustains people, processes and information as well as physical and financial assets to fulfill the mission, vision and goals of the community college.*

A. Financial   B. Human Resources   C. Facilities

Organizational Strategy: *An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students and sustains the community college mission, based on knowledge of the organization, its environment and future trends.*

A. Assess, develop, implement and evaluate strategies to monitor and improve the quality of education and the long-term health of the organization.

B. Use data-driven evidence and proven practices from internal and external stakeholders to solve problems, make decisions and plan strategically.

C. Use a systems perspective to assess and respond to the culture of the organization; to changing demographics; and to the economic, political, and public health needs of students and the community.

D. Develop a positive environment that supports innovation, teamwork and successful outcomes.

Vision/Community College Advocacy:

A. Value and promote diversity, inclusion, equity and academic excellence.

B. Promote equity, open access, teaching, learning and innovation as primary goals for the college.

C. Advocate the community college mission to all constituents and empower them to do the same.

D. Represent the college in the local community, in the broader educational community, and, at various levels of government.

E. Represent the college in the local community, in the broader educational community, and at various levels of government.