

Alliance for Community College  
Excellence in Practice

# **LEADERSHIP STRATEGIES**

## **QUICK TAKES**

**2014**



## ***Leadership isn't for Cowards***

***It's time to adjust your perspective on your job  
as a leader. You do not lead  
an organization, department, or group.***

***And your people do not  
follow strategic plans, fancy goals, or year-end reports.***

***They follow a person.***

***If you are their leader, that person needs to be you.***

# MANAGEMENT VS LEADERSHIP

| MANAGEMENT APPROACHES   | LEADERSHIP APPROACHES  |
|---|--|
| <p><b>PLANNING AND BUDGETING</b><br/>           ...establishing detailed steps and timetables for achieving needed results, then allocating the resources necessary to make it happen</p>   | <p><b>ESTABLISHING DIRECTION</b><br/>           ...developing a vision of the future—often the distant future—and strategies for producing the changes needed to achieve that vision</p>   |
| <p><b>ORGANIZING AND STAFFING</b><br/>           ...establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation</p> | <p><b>ALIGNING PEOPLE</b><br/>           ...communicating direction in words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies and that accept their validity</p> |
| <p><b>CONTROLLING AND PROBLEM SOLVING</b><br/>           ...monitoring results, identifying deviations from plan, then planning and organizing to solve these problems</p>  | <p><b>MOTIVATING AND INSPIRING</b><br/>           ...energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying basic, but often unfulfilled human needs</p>   |
| <p><b>RESULTING IN</b><br/>           ...produces a degree of predictability and order and has the potential to consistently produce the short-term results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)</p>   | <p><b>RESULTING IN</b><br/>           ...produces change, often to a dramatic degree, and has the potential to produce extremely useful change (e.g., new products that customers want, new approaches to labor relations that help make a firm more competitive)</p>    |

Source: From A Force for change: How Leadership Differs from Management by John F Kotter. Copyright © 1990 by John F Kotter. Adapted with permission of The Free Press, a Division of Simon & Schuster.

## **Paradoxes of Leadership—taken from Charles Edmunson (1999)**

- ❖ **We have more influence when we listen than when we tell**
- ❖ **Profound change comes from a feeling of safety, not from fear**
- ❖ **We are stronger when we are vulnerable**
- ❖ **Even when we are effective, we doubt ourselves**
- ❖ **Our strength is our weakness**
- ❖ **Less is more**
- ❖ **Our strength comes through serving, not through dominating**
- ❖ **We correct better through grace than through confrontation**
- ❖ **We gain respect not by demanding it but by giving it**
- ❖ **We learn from talking, not just by listening**
- ❖ **With people, the shortest distance between two points is not a straight line**
- ❖ **The hard stuff is the soft stuff**
- ❖ **Sometimes we have to get it wrong to get it right**
- ❖ **A full life is achieved not by grasping but by giving**

# SUCCESSFUL LEADERSHIP ATTRIBUTES ...JUST THE BEGINNING

## ACT WITH INTEGRITY

- ◆ Be honest in all that you do; otherwise there is no trust. Without trust, others will not truly follow and support your direction

## ANTICIPATE

- ◆ Attempt to forecast future events
- ◆ Assess how others will react to situations and prepare to minimize the impact
- ◆ Plan to deal with criticism by listing benefits of project/initiative in advance and prepare to articulate them to others

## BE AGILE

- ◆ Sense and respond to changes in the business environment with actions that are focused and timely
- ◆ React effectively, confidently, and non-defensively to any curve balls thrown your way

## BE ADAPTIVE

- ◆ Make timely and appropriate changes in your thinking, plans, and methods.
- ◆ Be creative by thinking of new and better goals, ideas, and solutions to problems

## BE TEAM ORIENTED

- ◆ Build a well-balanced diverse team that supports the organization's values and complements one another
- ◆ Remember a good leader is looking out for *the good of the team* - a good leader has no ulterior motives

## BE STRATEGIC

- ◆ Think holistically and for the long term, and then focus on the here and now
- ◆ Make every decision with the goal of advancing the mission
- ◆ Plan well and consider all of the possibilities before executing the plan

## BUILD TRUST

- ◆ Be honest, ethical, and match your actions and words
- ◆ Keep promises and fulfill your responsibilities
- ◆ Provide support, accurate information, guidance, and motivation

## COLLABORATE

- ◆ Build consensus whenever possible
- ◆ Find common ground with all types of people and build rapport with them
- ◆ Ask for input and respect others opinions—seek to understand before being understood (Covey)
- ◆ Cooperate with others

## COMMUNICATE

- ◆ Remember your job is not to control, it is to communicate
- ◆ Listen more than you talk
- ◆ Respectfully and candidly discuss conflicts to resolve conflict

## CREATE A VISION

- ◆ Become forward looking and thinking; leadership is figuring out where to go from where you are now
- ◆ Respect and empower others; they will embrace the vision. They will own it

## HOLD PEOPLE ACCOUNTABLE

- ◆ Set reasonable and well communicated goals—monitor progress in regular intervals
- ◆ Take personal responsibility for failures and hold people accountable for their lack of performance
- ◆ Ensure that credit for team successes are spread as widely as possible and reasonable

## INSPIRE OTHERS

- ◆ Infuse others with enthusiasm and energy while communicating a vision
- ◆ Show your passion in all that you do!

# ACHIEVING TRUST

## How do you define trust?

- ✓ Trust is generally viewed as having confidence or reliance on a quality or attribute of a person or thing.
- ✓ It is a human experience which is shaped through credible words and reliable actions.
- ✓ It is developed through people and not an institution.
- ✓ Trust is a complex and abstract feeling that involves cognitive, emotional, and behavioral dimensions.
- ✓ Trust is a value and commitment.

## How is trust established?

- ✓ Trust takes time and is shaped through repeated experiences.
- ✓ Trust is a human experience—the human element brings complexities that require the leader’s consistency, integrity, and patience.
- ✓ In the words of Covey: *“First, seek to understand than to be understood.”*
- ✓ Creating trust can be a daunting task, but one that must be done.

## Trust is Central to Leadership

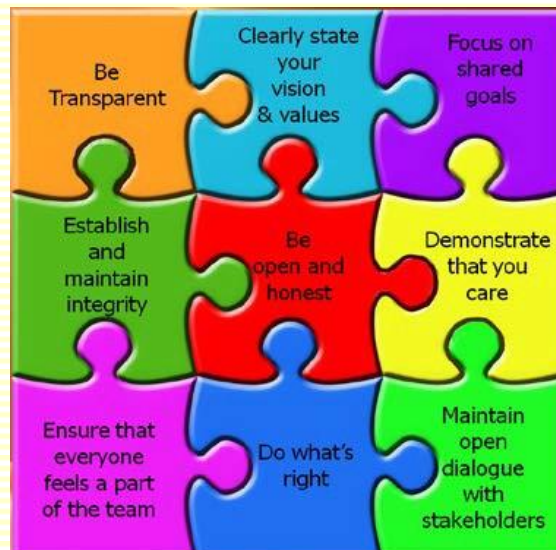
Leaders get the best from others not by building fires under people, but by building the fire within them by:

- ✓ Clarifying expectations
- ✓ Demonstrating respect
- ✓ Confronting reality
- ✓ Showing loyalty
- ✓ Making good decisions
- ✓ Being accountable
- ✓ Keeping commitments

## What Destroys Trust

- ✓ Acting and speaking inconsistently
- ✓ Seeking personal rather than shared gain
- ✓ Withholding information
- ✓ Lying or only telling part of the true story
- ✓ Being close-minded and lacking concern
- ✓ Lacking trust in your team to do their job (i.e. micromanaging)
- ✓ Acting in a manner that does not support your words
- ✓ Lacking communication
- ✓ Forces working against the system

Taken from the work of: Yolonda Barnes, Linda Holoman, Kimberly Klein, David Peruski, Dorothy Stakley, and Daniel Wanink



**THE TRUST PUZZEL**.....Source: Kouzes and Posner, 2007. The Leadership Challenge. Jossey-Bass. San Francisco, CA.

# APPRECIATIVE INQUIRY

by Dr. Fiona Hert

Appreciative Inquiry is a **strengths-based** and **collaborative process** used in personal and organizational development. Since its development in the 1980s, this approach has been used throughout the world for organizational change in companies such as BP,

McDonalds, and British Airways and for community consultation and development (Vega & Associates, 2003). Its premise is that **by focusing on an**

**organization's strengths, rather than its problems, solutions-oriented change can occur within the organization.**



Participants in the AI process begin with understanding the four guiding principles:

**Principle 1**—Words create worlds: “Reality” is not an objective fact; it is experienced by all of us differently. We create meaning with our words, and we impact our culture either positively or negatively with our words. By using positive words, we can create a positive reality. This is very powerful!

**Principle 2** —Positive images lead to positive action; we are all more likely to be inspired by a viewpoint of a positive future. We are energized to move forward.

**Principle 3**—Quality relationships are essential to organizational success; to be effective, employees need to feel safe, engage in honest and clear communications, and build on trusting relationships.

**Principle 4** —Previously hidden possibilities emerge when the entire organization engages in conversations that matter. When an organization speaks with a common voice and in caring and meaningful ways, a deeper understanding by individuals can occur which will have a positive impact on the organization.

By creating positive relationships, using a process of appreciating and inquiring, and building on a deep understanding of perspectives and reality, an organization can come to terms with change collectively and collaboratively.



## THE EIGHT-STAGE PROCESS OF CREATING MAJOR CHANGE

### ESTABLISHING A SENSE OF URGENCY

- ✓ Examining the market and Competitive realities
- ✓ Identifying and discussing crises, potential crises, or major opportunities

### CREATING THE GUIDING COALITION

- ✓ Putting together a group with enough power to lead the change
- ✓ Getting the group to work together like a team

### DEVELOPING A VISION AND STRATEGY

- ✓ Creating a vision to help direct the change effort
- ✓ Developing strategies for achieving that vision

### COMMUNICATING THE CHANGE VISION

- ✓ Having the guiding coalition role model the behavior expected of employees
- ✓ Using every vehicle possible to constantly communicate the new vision and strategies

### EMPOWERING BROAD-BASED ACTION

- ✓ Getting rid of obstacles
- ✓ Changing systems or structures that undermine the change vision
- ✓ Encouraging risk taking and nontraditional ideas, activities, and actions

### GENERATING SHORT-TERM WINS

- ✓ Planning for visible improvements in performance, or ‘wins’
- ✓ Creating those wins
- ✓ Visibly recognizing and rewarding people who made the wins possible

### CONSOLIDATING GAINS AND PRODUCING MORE CHANGE

- ✓ Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision
- ✓ Hiring, promoting, and developing people who can implement the change vision
- ✓ Reinvigorating the process with new projects, themes, and change agents

### ANCHORING NEW APPROACHES IN THE CULTURE

- ✓ Creating better performance through customer- and productivity-oriented behavior, more and better leadership, and more effective management
- ✓ Articulating the connections between new behaviors and organizational success
- ✓ Developing means to ensure leadership development and succession

Adapted from John P. Kotter, [Why Transformation Efforts Fail](#)

## DECISION MAKING MODEL

When approaching a decision, a thoughtful leader will employ a pre-defined framework to insure all factors are appropriately considered. A decision-making framework may include:

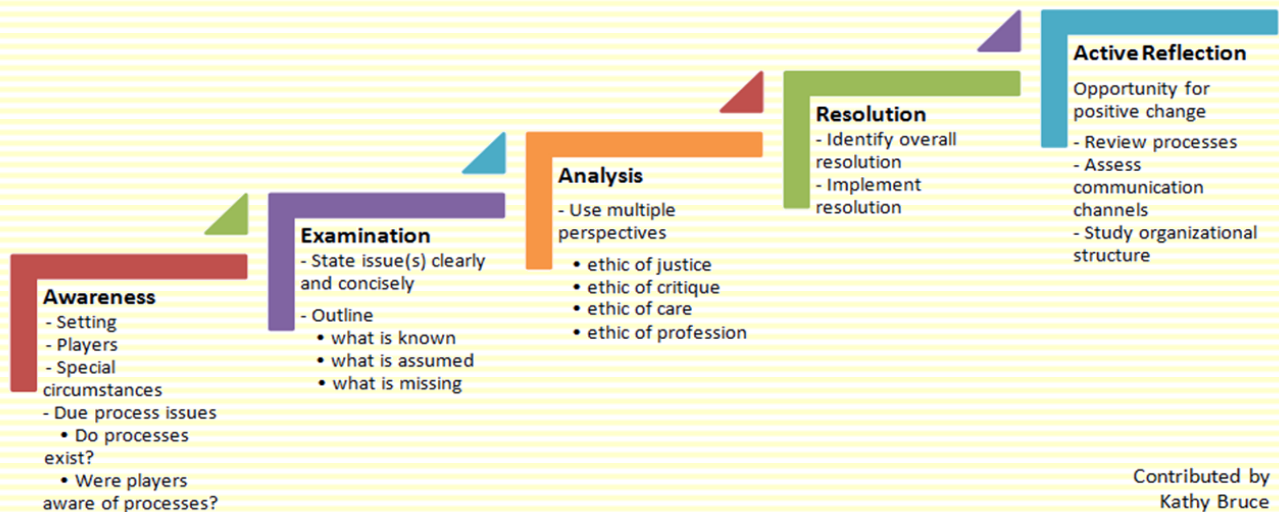
**Awareness**—Explore the issue(s) with key players in a neutral or non-threatening setting. Examine if procedures exist to guide the decision, and if so, were they followed? Insure due process for all parties.

**Examination**—Analyze the information. *What is known? What is assumed? And, what still needs to be learned?* Test the effectiveness of assumptions, remove emotional perspectives, and gather need data.

**Analysis**—Select/balance multiples lenses to process information in a fair and ethical manner. *Ethic of justice*: a perspective where decisions are made on the basis of universal principles and the fair and equitable treatment of all people; *ethic of critique*: uncovers the assumptions, rationalizations, and discriminatory practices—the administrator’s role is to be the arbiter of critique seeking ways to engage all constituents in meaningful analysis; *ethic of care*: an approach where involvement, harmonious relations, and the needs of others play an important part in decision-making; and *ethic of profession*: sets forth general standards that serve as a reminder of the responsibilities attached to a position of authority.

**Resolution**—Upon completion of the analysis, a decision is made and is clearly communicated to all stakeholders. Timely and effective implementation is critical to affirming the decision.

**Active Reflection**—Confirm that a support structure is in place to solidify the decision; verify that communication has properly flowed throughout the organization. Readjust if needed.



Contributed by  
Kathy Bruce  
Pamela Lau  
Nancy Sutton

# CONFLICT RESOLUTION GUIDE

By Lisa WebbSharpe

Understanding conflict styles is important in resolving conflicts as they arise. Knowing your own preferences, strengths and weaknesses relative to each style can help guide behavior as you attempt to resolve conflict. Also, understanding the benefits and drawbacks of each style can help achieve the desired goal –results, teamwork, and peaceful spirit.

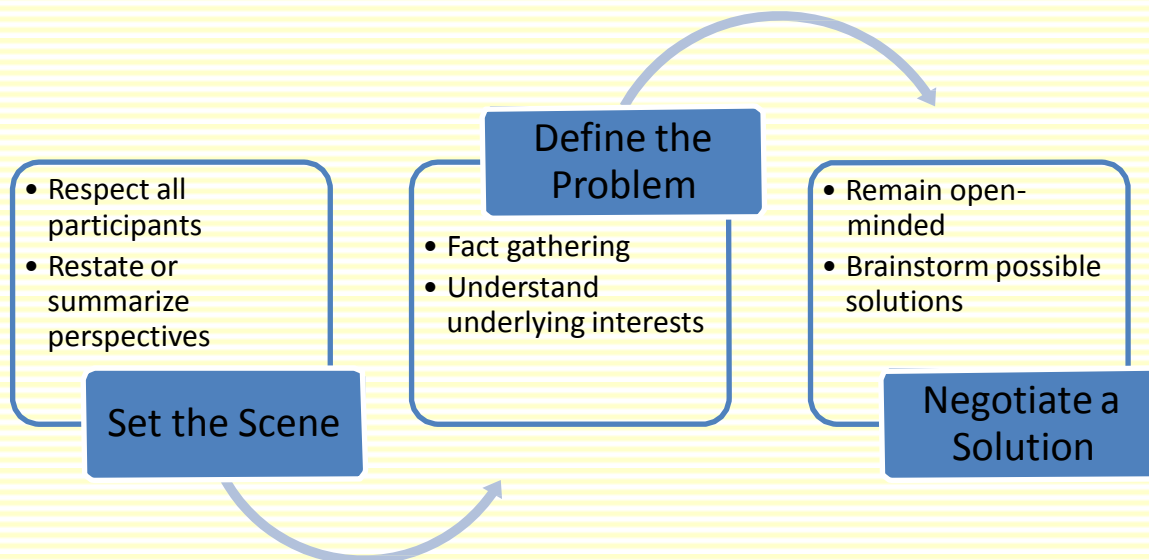
**Conflict styles include:** confrontational; compromise; collaboration; accommodation, and avoidance. Based on a collaborative style, a proactive win-win strategy is the **Interest-Based Relational Approach**. This strategy respects individual differences while helping people avoid becoming too entrenched in a fixed position.

**Guidelines include:**

- ◆ Make sure that good relationships are the first priority. As far as possible, make sure that you treat the other calmly and that you try to build mutual respect.
- ◆ Do your best to be courteous to one another and remain constructive under pressure.
- ◆ Keep people and problems separate. Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- ◆ Pay attention to the interests that are being presented. By listening carefully you'll most-likely understand why the person is adopting his or her position.
- ◆ Listen first; talk second. To solve a problem effectively you have to understand where the other person is coming from before defending your own position.

*Taken directly from MindTools-Toolbox*

## Interest-Based Relational Approach



# EFFECTIVE COMMUNICATIONS

## Top Tips for Effective Listening and Speaking

- ◆ Devote all of your attention to listening
- ◆ Use attentive body language
- ◆ Repeat back what you think the other person has said
- ◆ “Listen” to their body language as well
- ◆ Be comfortable saying that you will respond later...but be sure to do so
- ◆ Use a sounding board to help craft a difficult message
- ◆ Speak with clarity and stick to the point
- ◆ Avoid overstating your message
- ◆ Maintain eye contact while discussing the situation—give your undivided attention

## Top Tips for Report Writing

- ◆ Think about the structure
- ◆ Include an Executive Summary
- ◆ Break up text with sub headers
- ◆ Start a new paragraph for new ideas
- ◆ Proofread by reading out loud
- ◆ Write SIMPLE sentences

## Top Tips for Effective Presentations

- ◆ Understand your audience and know their level of interest
- ◆ Use three to five main points
- ◆ Use a three-part structure: tell the audience what you are going to tell them; tell them; and then summarize what you have told them

## Top Tips for Effective Emails

- ◆ Always use a subject line
- ◆ Put specifics in your subject line
- ◆ Keep each email to one topic
- ◆ Use **reply all** only when necessary!
- ◆ Format the email so it is easy to read
- ◆ Avoid the excessive use of capital letters and bold font
- ◆ Clearly explain action needed—such as respond by, email by, rsvp, etc.

## Top Tips for Effective Meetings

- ◆ Avoid meetings that are just REPORTING
- ◆ Build agendas that have the most important items up front; agenda should include open items
- ◆ Step in quickly if the agenda goes off track
- ◆ Don't recap for latecomers unless it is essential
- ◆ Keep participants to 12 at the most
- ◆ Issue minutes promptly with action items marked

*Taken From Communicate at Your Best, MindTools.com*

## THE HISTORY OF COMMUNITY COLLEGES

### A CENTURY OF EVOLUTION

| TIME  | NAME                                | FUNCTION  |
|-------|-------------------------------------|---|
| 1900s | Junior College                      | <b>Transfer Education</b> --Parallel the first two years of university work   |
| 1950s | Community Colleges                  | <b>Career Preparation</b> —Direct entry into the workforce; noted for community service occupational programs—health, public service, culinary arts, advanced technologies, etc.                |
| 1970s | The Comprehensive Community College | <b>Continuing Education and Cultural Enrichment</b> —leisure programs, performing arts centers, museums, etc.   |
| 1980s | Workforce Institutes                | <b>Economic and Workforce Development</b> —Preferred providers of workforce training and skills upgrade; led to customized training   |
| 1990s | Education Centers in Communities    | <b>Advanced Education</b> —Degree opportunities brought on campus via University Centers; competitive entities emerge and experience massive growth; employer paid learning                     |
|       |                                     | <b>Virtual Colleges</b> —Access to higher education is greatly enhanced to benefit time- and place-bound students; global outreach capability; and reassessment of bricks and mortar structures |
| 2000s | Learning Systems                    | <b>Integrated Learning</b> —Integration of K-16 strategies; partnership and articulations dual enrollment and Middle Colleges   |
|       |                                     | <b>Continuum of Learning</b> —Developmental education and baccalaureate offerings   |
|       |                                     | <b>Strategic Thinking and Accountability</b> —Funding and performance links   |
| 2010s | Redesign, Reinvent, and Reset       | <b>Disruptive Innovation</b> —Completion Agenda and student success; competency-based learning; increased diversity, new models for doing business, etc.  |

*Taken from the work of Dr. Richard Shaink and Dr. Albert Lorenzo – modified by Dr. Noreen Thomas*

## LEADERSHIP CERTIFICATION

### Suggested Readings

The Paradox of Leadership, By Charles Edmunson

Leadership in the Crucible of Work, By Sandy Shugart

Leadership Is An Art, By Max De Pree

Leading Change, By John Kotter

The Four Disciplines of Execution, By Chris McChesney and Sean Covey

The 7 Habits of Highly Effective People, By Stephen Covey

True North, By Bill George

Leadership A to Z, By James O'Toole

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You,  
By John C. Maxwell

Reframing the Organization, By Bohman and Deal