CURRICULUM FOR COMMUNITY COLLEGE LEADERSHIP SPECIALIZATION  
KNOWLEDGE AREA MODULE 6  
LEADERSHIP AND PLANNING IN THE COMMUNITY COLLEGE

Introduction

Throughout your scholarship at Walden, you have been encouraged to customize a study of leadership within your own areas of interests. This KAM will focus on the application of four critical aspects of community college leadership effectiveness. First, accountability relates to external relationships and involves the responsibility of community college leaders to demonstrate to their various publics the cost-effective implementation of the college’s mission and strategic plan. Second, institutional effectiveness is an internal process of strategic and operational planning and evaluation designed to insure that the performance of the college matches its stated and measured purposes. Third, assessment is the process of measuring the degree to which the college is meeting its performance standards. The performance standards can relate to several outcomes of the college but must focus on student learning. Finally, strategic planning is a process for reaching agreement on the actions and the resources required to achieve the college mission in a constantly changing environment. Essential elements of a strategic plan are vision statements, values statements, and the mission statement. Leadership effectiveness is directly linked to the role and scope of the programs and services that provide the means of achieving the mission of the college.

Overall Objectives for This KAM

Your scholarship in KAM 6 should allow you to meet the following objectives:

1. Analyze major theories of leadership and to understand the role of management and leadership in successfully accomplishing the mission of a community college.
2. Evaluate major concepts in the employment of strategic planning as a means of achieving effectiveness in the community college.

3. To identify and study in depth a major aspect of leadership effectiveness or strategic planning in the community college.

4. To apply an improvement strategy through the development of a detailed plan for improvement of a selected community college.

Plan to accomplish objectives #1 and #2 in the Breadth component of the KAM, objective #2 in the Depth component, and objective #3 in the Application component. These objectives are further explained with examples in the discussion of each component that follows.

Challenges and Opportunities in This KAM

Those responsible for leading America’s community colleges must concern themselves with resolving a number of basic dilemmas. A major concern revolves around the issue of how to define and characterize leadership. Leadership characteristics are rather abstract, and it is difficult to bring these concepts to life and actually influence the performance of individuals, teams and organizations. Schools of leadership behavior demonstrate that leaders must control and account for forces in the leader, forces in the followers, and forces in the situation. These studies have produced effective behaviors for leading others at work and for managing relations among leadership team members. Students of leadership must learn to understand the premises upon which leadership strategies are built; in addition, they must master these specific behaviors.

Leaders use the management tools of quality, systems, research, and analysis to achieve the correct speed of change. They build and empower teams and develop them
into effective decision-making, problem solving or advising entities. Leaders are revolutionaries. They face reality and mobilize appropriate responses from both leaders and followers. They motivate others and create in them an abiding dissatisfaction with the current state of affairs. Leaders manage strategic planning and ensure institutional effectiveness.

Because of the complexity of individuals and situations, effective leaders must master various contingency leadership theories. Influence models, such as charismatic leadership, transformational leadership, and cultural leadership are essential for the modern community college manager and leader. The complexities of today’s community colleges make it imperative that leaders employ teams and self-managed groups in order to accomplish the values, goals, and strategies of the modern community college. This KAM is designed to assist community college leaders to influence the effectiveness of individuals, teams, and units of the college, to understand how to provide these essential human resources with the training, tools, and technology necessary to participate in data-based decision-making, and to continually engage in self-improvement through effective professional development.

In the Breadth component, you will focus on the development of leaders and the leadership team in the community college. You will study and understand the literature of the nature of leadership including the nature of managerial work, characteristics of effective leaders, the specific behaviors of both leadership and management, participative leadership, and the roles of leaders and followers. In addition, you will need to demonstrate an understanding of the sources of power and influence for leaders and followers, managerial traits and skills contingency, transformational, and cultural
leadership, leadership in teams, and self managed groups, strategic leadership, leading change in the community college, and development of professional leadership skills. The emphasis in the Breadth component is on theoretical knowledge. This component requires a demonstration of your understanding of the study of leaders and their organizations.

Demonstrating understanding is more than simply reporting what the writers say. You need to demonstrate your understanding by using higher levels of thinking such as comparing and contrasting, analyzing, synthesizing, or evaluating them. In the other sections of the KAM, you will be able to relate your knowledge of this foundational understanding to research on some aspect of leadership in the community college in your own professional setting.

In the Depth component, you have the opportunity to bring your theoretical understanding to the examination of a particular trend or theme. You will build upon the foundational knowledge that you examined in the Breadth section and critically examine how that influences your professional context and is addressed in different ways by researchers. You will write about these in a way that shows that you know and understand what current researchers have discovered and can apply them to what you want to learn. You will also write to demonstrate that you are able to identify how their research is, or is not, helpful, perceptive, and well grounded, and what gaps remain in our understanding of effective leadership in the community college.

In the Application component, you will have an opportunity to apply your knowledge to a specific practice issue in your own context. You may design a project of your own, assess a project you have already completed, or assess the strengths and
weaknesses of someone else’s project in terms of what you have gathered from the study of the foundational literature and research examined in the Breadth and Depth sections of this KAM.

Breadth Component

EDUC 8612 Perspectives on Leadership and Strategic Planning in the Community College (5 cr.)

The purpose of the Breadth component of this KAM is to help you develop a deep awareness of leadership and strategic planning in the community college. In the Breadth Component, you will be required to build a broad base of knowledge about leadership theories and implications for institutional (and leader) effectiveness. Listed below are some suggestions for the kinds of issues you might want to pursue in the Breadth component of this KAM. They are intended to be suggestive only but will give you an idea of the kinds of topics your paper should address.

1. What are consistent elements or themes that are present in leadership theories and how are these elements significant to the community college environment?

2. How do various theories address different aspects of leadership, such as informal leadership, positional leadership, situational leadership, etc.?

3. How do leadership theories describe the role of the leader in participative decision-making processes and how is that different from other approaches to leadership management?

4. What components of leadership theory can be extended to the tasks associated with strategic planning? To interface with local and state
governments? To providing leadership for addressing thorny
community problems?

Demonstration of Competence

Using the knowledge resources examined, write a scholarly paper that
demonstrates an understanding of leadership in the community college setting. The
emphasis of the paper is not on summarizing the content of various theories but on a
critical assessment of the writings, including comparisons, contrasts, evaluations, and a
synthesis of different assumptions, concepts, ideas, and elements encountered during the
theoretical literature search and review. The expected length of the paper for the Breadth
component is approximately 30 double-spaced pages, plus references.

Learning Resources

A bibliography of possible references for this KAM can be found at the Walden
Library site accessed through the faculty or student personal start page/campuscruiser.
Once in the Walden Library site, click on Get KAM Research Help and look for the
appropriate program or KAM. The Resources links will take you to general references
that will provide an overview of the field or key thinkers. The Bibliography link will take
you to a list of possible writings. The books and authors listed here are meant only to
provide examples of the kind of literature you should be accessing. You can compile your
own bibliographic references using this list as a starting point. If you have difficulty
compiling a bibliography or choosing relevant readings, consult with your faculty mentor
or KAM assessor and the Walden librarians.
Depth Component

EDUC 8622 Current Research on Leadership and Strategic Planning in the Community College (5 cr.)

The purpose of the Depth component of this KAM is to help you understand, analyze, and explain the development of the leadership team and strategic planning in the community college. Your task in this component is to select a concrete or specific event, issue, case study or trend of interest to you that relates to community college team and leadership development in the era of accountability, institutional effectiveness and quality initiatives and explore it in depth. You should select a particular influence that has current salience, is of interest to you, and that intersects in intriguing and important ways with your professional context. In the Depth section you might consider the impact of the issues you examined in the Breadth section on some aspects of your role in the contemporary community college. For instance, depending on the focus of the Breadth component, topics that you might consider could include:

1. What major factors have contributed to the need for community colleges to develop strategic planning processes in order to respond to increased demands for accountability, quality initiatives, and institutional effectiveness? Subsequently, what effect have these efforts had on the ability of the leadership team to motivate and inspire followers to increase the quality and quantity of their individual and collective efforts?

2. How do calls for institutional accountability (in particular of student learning) influence institutional planning?

3. What leadership and strategic planning strategies are necessary for sustaining fiscal resources for the community college?
4. What are significant leadership issues in community workforce development?

5. How are community college leaders interacting effectively with K-12 organizations (or others) to develop a comprehensive educational plan for the local community?

6. How are community college leaders strategically managing relationships with local, state, and governmental offices?

7. What are emerging trends in crisis management for community colleges (consider national disasters, public safety, and local crime issues)?

**Demonstration of Competence**

Compile an annotated bibliography that includes a minimum of 15 recent refereed or peer-reviewed research journal articles (or older articles if they are a particularly good fit) related to the community college theme that you identified for this assignment. For each source included on your list, prepare a critical analysis. Arrange the bibliography in alphabetical order. Suggested length is 1 to 1½ pages per annotation.

Write a 25-30 page double-spaced typed scholarly paper describing, analyzing, and explaining the selected theme and relating it to leadership theory. In this paper, be sure to include evidence of higher order thinking (comparison and contrast, analysis, and evaluation).

**Learning Resources**

Because the Depth section is so individualized, it is difficult to offer reading recommendations. Both books and articles can be used, although current research is more likely to be found in journal articles. You are encouraged to review a wide range of
sources for this assignment but focus particularly on dissertations and journal articles in selecting the sources that will ultimately comprise your bibliographic list.

Consult your faculty mentor or KAM assessor and the Walden library staff for further assistance in identifying sources in your literature search.

Application Component

EDUC 8632  Professional Practice in Leadership and Strategic Planning in Community Colleges (4 cr.)

In the Application component of the KAM, your focus should now turn to your own professional context–your work as a leader in the community college. In order for the Application component to be the most productive learning experience possible, it is useful for this component to draw on the themes and findings from the Breadth and Depth components of this KAM. You are encouraged to review the resources presented in previous components of this KAM as well as the annotated bibliography compiled as part of the Depth component. In addition to these you are urged to reflect on your own professional practice and firsthand experiences as a community college leader. Remember to secure Institutional Review Board approval to conduct research using human subjects.

Some suggestions of Application projects you might consider:

1. Select a particular area of practice that needs improvement and analyze that area to determine changes in practice, necessary to improve the functioning of that area. The area of practice can be at any level of community college education to include federal, state, district, or local entities. It can include leadership effectiveness at any level, management processes and systems or strategic planning processes to include accountability, institutional effectiveness or quality
initiatives. It can include any functional area at any level to include, teaching and learning, academic leadership, student development, finance, facilities, development, team building, executive and staff development, and governance. Present your case for what needs improvement and why it needs improvement. Explain how your analysis tools can be generalized to any situation.

2. Develop a plan based on analysis for improving individual, group, or institutional learning effectiveness. Having established potential for improvement in learning for individuals, groups or institutions, and identified strategies for improvement, develop a plan for increasing learning effectiveness. Describe the context, the major participants and process steps, and a general calendar of how the plan might be implemented. Write this paper as a detailed proposal to the responsible administrator or group that would have to approve and empower you to move ahead with implementation.

3. The following activities are suggested modes of accomplishing the application component of this KAM. These particular issues were selected from a list of areas developed by the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University. The list identifies dissatisfaction as expressed by all levels of community college personnel to include board members, executive leadership team members, mid-level management, faculty, support staff, and full-time and part-time students. These issues represented the concerns of more than 20,000 community college individuals in 25 major states and do not appear in rank order. Other areas of concern can be found in the most recent accreditation report for your college.
• Effective participation in the governance process.
• Effective participation in the allocation of resources
• Opportunities for promotion
• Effective participation in academic and course scheduling
• Effective sharing of strategic information
• Participation in setting the mission and vision of the college.
• Opportunities for professional development
• Effective open and ethical communication
• Spirit of cooperation across the organization
• Effective feedback on work performance
• Effective technology for work requirements
• Effective student development focus
• Effectiveness of teaching and counseling
• Effective focus on comprehensive mission
• Effective student services
• Quality of classroom, food facilities, parking, and gathering spaces
• Effective sports and athletic facilities and opportunities for participation
• Sensitivity to gender and ethnicity
• Adequate funding, local and state
• Effectiveness of leadership at all levels

4. A major work you have previously completed (e.g., a master’s thesis, curriculum design, or professional project) may demonstrate your ability to apply the theories, concepts, methods, and research findings that are the focus of this KAM. Such a demonstration of your competence may be submitted along with an essay that explains how the project illustrated a particular facet of community college leadership and your mastery of this domain. In addition, provide a brief rationale for the project and comment on how the situation might have changed since the project was first undertaken and what you might do differently if you were to plan and implement something like this again.

Demonstration of Competence

The Application component of the KAM gives you the opportunity to put the theories and research pertaining to the leadership in the community college into practice.
Community college leaders are social change agents. How will your role as a leader influence social change in your organization? Your final demonstration should include both the project and reflective commentary on it, where you show how it is informed by the theories and research studied in the earlier components of this KAM.

Learning Resources

The resources you will use in this component are very specific to your particular project. If a theory or research paper is the foundation of the project, be sure to reference it. If you have difficulty compiling a bibliography or choosing relevant readings, consult with your faculty mentor or KAM assessor and the Walden librarians.