# **Leadership Academy for Student Success Module 6:** **Leadership Qualities for Student Success**

## Facilitation Guide

This guide provides an overview of the sixth module in the Leadership Academy for Student Success, originally led by the Success Center for Ohio Community Colleges. This curriculum is developed in partnership with the National Center for Inquiry and Improvement and the Aspen Institute College Excellence Program and draws from Aspen’s fellowship curriculum and additional modules developed for and by the OACC Leadership Academy.

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### *Thank you to the Ascendium Education Group, the ECMC Foundation, and The Kresge Foundation for their support of scaling the Leadership Academy for Student Success.*

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# Introduction

## Curriculum Overview

The curriculum is based on findings from the [Aspen Institute College Excellence Program](https://highered.aspeninstitute.org/), with aligned small group discussion activities and prompts to deepen and apply learning. This version of the curriculum is designed to provide mid-level community college staff and faculty with an understanding of critical student success and change management concepts. The goal is to prepare them to advance to more senior-level positions at their institutions or to more effectively lead from their current role.

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. The full sequence is included at the end of this module as a reference.

This curriculum is designed to help meet the following overarching Module 6 goals:

* Understand the strategies that mid-level leaders can employ to effect change at the college
* Understand the skills and qualities transformational senior leaders use to foster reform at the college
* Recognize the agency practitioners have at different levels of the organization

## Facilitation Overview

This guide includes module details with facilitation guidance and suggestions for pre-work. A customizable PowerPoint deck and Participant Toolkit are included. This module is designed for in-person delivery; however, it can be adapted for the virtual environment. General virtual facilitation guidance is at the end of this document.

This module will take 2-3 hours to deliver. We recommend that you take time in advance to adapt the suggested agenda and make any necessary customizations to curricular materials to fit your context. Facilitators with experience or knowledge of the module content will deliver the curriculum with the greatest impact. Talking points are included throughout the PowerPoint deck, though we encourage facilitators to put these notes into their own words and bring an institutional perspective to the curriculum where possible.

# Suggested Pre-work

### Consider having your participants complete these activities prior to your session:

* [*Crisis and Opportunity: Aligning the Community College Presidency with Student Success*,](https://www.aspeninstitute.org/wp-content/uploads/2013/06/CEP_Final_Report.pdf) Achieving the Dream and The Aspen Institute College Excellence Program (2013)
* [*Faculty & Staff Support: A Toolkit for Mid-Level Managers*](https://www.dropbox.com/scl/fi/pxre7m02l8ehd9nqehxlg/SSTFToolkit_SOVA_Final.pdf?rlkey=967gb1n6u93c8iun9tpl2yk8p&st=h0l20elu&dl=0), Sova, The Charles A. Dana Center at the University of Texas at Austin (2021)
  + **Read**: Executive Summary (pp. 3-4), Leadership Capacity Assessment (pp. 5-6)
  + **Complete**: The Leadership Capacity Assessment (pp. 7-11). For each category, select the level that best represents your current capacity. Annotate the assessment with any examples or questions and bring a digital or printed copy to the session.

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 6

***Note****: This agenda provides the suggested structure and timing of the module. Adjust timing and add breaks as necessary for your delivery. Be aware that the referenced slide numbers and Participant Toolkit page numbers may change as you adapt materials for your context.*

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| **Estimated Timing** | **Session Details and Facilitator Notes** | **Materials** |
| **10 minutes** | **Welcome and Overview**  *Facilitation note: This module explores leadership from mid-level roles as well as senior leader roles and the role of the president. Despite considerable overlap, there are distinctions. We encourage use of the module sequence map and associated talking points to encourage participants to consider how leadership might show up differently from different levels of the organization, as well as identify connections between mid-level and senior-level roles. Additionally, the module prompts participants to reflect on their personal leadership development.*   * Welcome participants to the session * Review:   + Module learning goals   + Agenda for the full module   + Pre-work assignments | *Slides 1-4 Participant Toolkit p. 2* |
| **25-30 minutes** | **Kickoff Activity: Leadership Capacity Assessment**  Small Group Discussion (20 minutes)  Remind participants that for pre-work, they completed the *Leadership Capacity Assessment* (pp. 7-11 in [*Faculty & Staff Support: A Toolkit for Mid-Level Managers*](https://www.dropbox.com/scl/fi/pxre7m02l8ehd9nqehxlg/SSTFToolkit_SOVA_Final.pdf?rlkey=967gb1n6u93c8iun9tpl2yk8p&st=h0l20elu&dl=0)). Prompt them to discuss the following in groups:   * Which capacity is a particular strength for you? How have you developed it? * Which capacity is an area of growth? How might you strengthen it? * As you advance in your leadership, which capacity might be a priority to develop?   Group Debrief (5 minutes)  Call on 2-3 volunteers to share reflections before transitioning to the next session. | *Slides 5-6 Participant Toolkit p. 3* |
| **40-45 minutes** | **Presentation: Qualities of Transformational Community College Leaders**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *This presentation includes a preview slide (slide 10) to prepare participants for discussion later in the module that will connect mid-level and senior-level leadership, including reflections on personal strengths.* *The presentation includes Stop and Jot independent reflections after each quality to encourage participants to reflect on examples from senior leaders and presidents they’ve worked with.*   Presentation (10 minutes)  Qualities of Transformational Community College Leaders   * Deep commitment to access and success for all students   + Stop and Jot: How have you seen a deep commitment to access and success for all students in action from senior leaders and presidents you’ve worked with? * Willingness to take strategic risks to advance student success   + Quote from Don Cameron   + *Facilitation note: You may use this quote or replace it with a quote focused on strategic risk-taking from a leader your participants may be familiar with.*   Turn & Talk (5 minutes)   * When have you seen a leader take a strategic risk? How did they approach it? What was the outcome? * How have you taken strategic risks in your work? What was the result? If you haven’t had many opportunities for strategic risk-taking, how might you build that skill as you prepare to advance in your leadership?   Presentation (15 minutes)  Qualities of Transformational Community College Leaders   * Ability to create lasting change within a college   + Quote from Jerry Sue Thornton   + *Facilitation note: You may use this quote or replace it with a quote about student-focused sustained reform from a leader your participants may be familiar with.*   + Stop and Jot: How have you seen an ability to create lasting change within a college in action from senior leaders and presidents you’ve worked with? * Ability to enact a strong, bold strategic vision for the college and its students reflected in external partnerships   + Quote from Bob Templin   + *Facilitation note: You may use this quote or replace it with a quote focused on identifying strong partnerships from a leader your participants may be familiar with.*   + Stop and Jot: How have you seen an ability to enact a strong, bold strategic vision for the college and its students reflected in external partnerships in action from senior leaders and presidents you’ve worked with? * Ability to align resources to student success   + Internally   + Externally   + Stop and Jot: How have you seen an ability to align resources to student success in action from senior leaders and presidents you’ve worked with?   Independent Reflection (5 minutes)   * Instruct participants to refer to the five Qualities of Transformational Community College Leaders in the Participant Toolkit.   + Which of the following qualities do you most often and least often see among leaders today? Why do you think that is?   Turn & Talk (5 minutes)   * Discuss examples of the qualities you identified in your Stop and Jot reflections. * Which of the qualities do you most often and least often see among leaders today? Why do you think that is?   Group Debrief (5 minutes)  Call on 2-3 volunteers to share reflections before transitioning to the next session. | *Slides 7-28 Participant Toolkit pp. 4-7* |
| **40-50 minutes** | **Panel: Strengthening Leadership for Student Success**  *Facilitation notes: There are no standardized curricular materials for the panel discussion. We recommend inviting strong, reflective leaders who can speak about their leadership journey from mid-level to senior level with a variety of backgrounds and experiences. Consider including a balance of current and retired leaders. Current leaders can speak to leadership in the current context, while retired leaders may be able to speak more candidly about their leadership paths and development. We encourage moderators to email the Qualities of Transformational Community College Leaders to panelists ahead of time, so they can connect their experiences to the qualities. We also recommend meeting with panelists either in person or via Zoom to address any questions they may have on the curriculum for this module and develop a series of interview questions and responses. We recommend grounding panel questions in key ideas from the leadership qualities and using the panel to highlight the path from mid-level to senior-level leadership. This will ensure alignment between panelists’ reflections and the curricular materials.*  *Question prompts for panelists could be:*   * *Overall, how would you describe your approach to leadership? The research from Aspen and Achieving the Dream we shared with participants in the preceding presentation named five key qualities for leading reform as community college presidents—we’re extending this broadly to senior-level roles.*   + *Which quality or qualities are more natural for you?*   + *Which have you developed more intentionally?* * *How do you balance patience for change over time with the need to build urgency and inspire action?* * *Can you share any examples of bold moves or risk-taking that led to improved outcomes for students? Alternatively, we invite you to share any experiences when—looking back—you wish you had taken a bolder risk.*   + *Taking bold risks is a quality that can be hard to develop until you’re in a position that demands bold action. What could mid-level leaders do now to prepare for that responsibility?* * *In your transition from mid-level to senior-level leadership, what surprised you about the kind of leadership required in your new position? What did you need to do to be ready to serve students in new ways? Looking back, what do you wish you had known when transitioning to a senior-level position?* * *We know effective leaders at all levels are committed to continued growth. What qualities or skills are you working on now?*   *We recommend limiting the panel discussion to about 30 minutes. This will allow 10-15 minutes for participants’ questions. To save time, we recommend the moderator provides a brief career arc of each leader, so the conversation can begin with a discussion of the qualities.* | *Slides 29-30 Participant Toolkit p. 8* |
| **45-50 minutes** | **Reflection and Discussion: Strengthening Leadership for Student Success**  *Facilitation notes:*   * *For the Gallery Walk, give participants about 5 minutes to make their contributions. When you see participants wrapping up, instruct them to begin a Gallery Walk to view their peers’ contributions. For time, you may omit the Gallery Walk to extend the whole group debrief.* * *If facilitating virtually, instead of the Gallery Walk, you can ask participants to contribute their notes to a Mural with labeled columns or another virtual whiteboard tool. We recommend limiting the small group discussion to 15 minutes.*   Independent Reflection (10 minutes)  Prompt participants to reflect on the following:   * What are your key takeaways about leadership from the panel discussion? How did the panelists’ reflections connect to the five qualities we discussed in the presentation? * The presentation focused on what the five qualities look like in action for presidents and senior leaders. What do these qualities look like in mid-level leadership roles? * Which of the five qualities is an area of growth for you? (Consider these qualities alongside your results from the *Leadership Capacity Assessment* for mid-level leaders.) How might you develop this quality in your current role?   Small Group Discussion (20 minutes)  Prompt participants to discuss their reflections.  Gallery Walk (10 minutes)  Prompt participants to use the Post-its at their tables to write down how they could demonstrate or develop one of the leadership qualities in their current role. Then, they will post their ideas on the corresponding chart paper and repeat with as many qualities as they like.  Group Debrief (5 minutes) Call on 2-3 volunteers to share reflections before transitioning to the next session. | *Slides 31-35 Participant Toolkit p. 9* |
| **10-15 minutes** | **Module Closing: Debrief and Reflections**  Independent reflection (5 minutes)  Participants reflect:   * What are your takeaways from the module? * What questions do you have? * As a result of this learning, what might you:   + …keep doing?   + …stop doing?   + …start doing?   Walk & Talk (5 minutes)  Participants find a partner and discuss their reflections.  Group Debrief (5 minutes)  Allow a few participants to share closing reflections.   * What learning might you take back to your current role, based on this module? * What might you share with others at your institution? | *Slides 36-39 Participant Toolkit p. 10* |

# Techniques for Virtual Facilitation

While originally built for in-person delivery, all our module materials are designed for easy translation to a virtual environment. If you are facilitating this module virtually, it will be helpful to keep the following tips in mind:

* It may save time to create breakout groups randomly. However, if you would like to create specific breakout groups for activities, we recommend you do so ahead of time, so the rooms are ready to deploy immediately after you give instructions.
* Facilitation options for group discussions include sending participants into random Zoom breakout rooms in partners or trios, or facilitating a whole group discussion using a virtual whiteboard, such as Mural, using the chat or raise hand feature.
* For virtual delivery, we recommend you omit Walk & Talks/Turn & Talks or turn them into group discussions.

Leadership Academy Module Sequence

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. While these modules may be delivered as stand-alone learning sessions, we recommend referencing the sequenced curriculum below and considering if there is any content from other modules that may support your participants’ learning.

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| **Excellence in Student Success at Scale** | | |
| **Session 1: The Essential Roles of Leadership in Student Success** | **Session 2: Keeping Students’ End Goals in Mind** | **Session 3: The Student Experience** |
| Module 1: Defining Student Success | Module 2: Improving Labor Market Outcomes  Module 3: Improving Transfer at Scale | Module 4: Improving Teaching and Learning  Module 5: Aligning Completion Strategies to Post-Graduation Success |
| **Transformational Leadership to Advance Student Success** | | |
| **Session 4: Transformational Leadership for Student Success** | **Session 5: Institutional Capacities to Advance Reform** | **Session 6: Strategic External Partnerships and the Leadership Journey** |
| Module 6: Leadership Qualities for Student Success | Module 7: Leading Finance Strategically to Advance Reforms  Module 8: Leading Strong Teams for Transformational Change | Module 9: Leading Highly Effective Strategic External Partnerships  Module 10: Scaling and Improving Dual Enrollment |