

Personal Leadership Development Plan

In this individual exercise you will answer questions to develop a Personal Leadership Development Plan.

My leadership plan is a result of self reflection as well as my mentors amazing insight and wonderfully constructive suggestions, all is integrated and I cannot take full credit. Some of her comments are not included as she gave me some very nice complements, but all were taken into consideration. I would not have been successful without her priceless contributions.

Strengths

1. As I see myself now, my current strengths or outstanding abilities are:
 - good problem solving skills
 - fair and open minded
 - approachable
 - genuine care/concern for others
 - willingness to tackle new tasks, try new things, learn from others (e.g., participation in this academy)
2. I might make better use of these strengths by: (i.e., what my supervisor could delegate to me, projects I could take on, trade responsibilities with a peer, assume supervisor's tasks, coach someone, how can I utilize my strengths to improve department productivity)
 - more team building activities (e.g., understanding different personality types (Colors), facilitating laughter and joy into the workplace (FISH))
 - getting to know each staff member a little better and ensuring they know my door is always open
 - work with staff to develop their skills as a professional (presentation skills, time management, customer service skills, being responsible)

What I Need to Learn

1. The knowledge, abilities or attitudes that I want to strengthen are:
 - assertiveness
 - self confidence
 - thinking things through before speaking
 - helping staff work on conflict resolution amongst themselves
2. Some of the "costs" to not being more developed in these areas include:
 - others perceiving me as weak or indecisive, being overlooked
 - being taken advantage of, "spineless"
 - not being taken seriously
 - agreeing to things I am really not comfortable with
 - being passive in areas I actually feel strongly about
 - frustration
 - burnout

3. Some things I might do to strengthen my less-developed abilities are (workshops, conferences, courses, books to read, things to listen to):
 - recommended readings, leadership books
 - workshops on personal development and sense of self
 - learning the skill/art of observation; my mentor expressed the many things one can learn from observation (e.g., Dean Scot "I observe every boss I've had, every leader in a committee meeting, etc. You can learn a lot – both good and bad – by watching how others function in leadership roles, whether it's running a meeting or leading an organization") taken to heart
 - a. I should try the following new behaviors
 - thinking before I answer, maybe responding with "let me think about that and I will get back with you" instead of always feeling like I have to have an answer all the time, on the spot
 - it is ok not to know everything, if you do not know the answer find out, that is a great way to learn
 - playing "devil's advocate" – for instance, argue the opposite point of view with someone by saying "some might argue this . . ." or "I'm thinking about this from the point of view of so-and-so, who might ask . . ."
 - explaining my decisions/actions; It's amazing how often a simple explanation ("no, but here's why I can't allow that") settles people down because they know you've thought about it and you have good reasons for your decision
 - being more confident in myself as a leader and decision maker; asking for quarterly feedback from Linda Kluck on how I am doing
 - b. I might try talking to the following people for assistance
 - my mentor
 - other leaders/professionals, observation
 - others in my position to hear about what they're up against, strategies they're using to deal with problems, etc.
 - c. Information I need to get to strengthen my knowledge, abilities or attitudes includes
 - how others got to where they are, particularly in regards to self confidence, self assurance
 - where others started, were they always self confident or was it a growing process for them as well
4. The one ability I choose to develop to improve my effectiveness most would be:
 - self confidence "Self-confidence is also about knowing who you are, being comfortable with your talents and potential, playing to your strengths, cultivating a mentoring/support group, getting regular feedback, trying new things, etc. You are already well on your way!" GLS
5. Blocks I see to accomplishing my goal are:
 - need for continued growth and understanding in who I am as a leader
 - goals as a leader, what I want to accomplish
 - where I want to go in the future
 - a. What I can do to overcome these blocks:
 - continued self exploration and self study
 - take on a task that I do not particularly want to do but that will help me learn new skills or learn from new people

6. I can commit to taking the following action for 10 minutes each day that I am at work to further my leadership potential:
 - read small case studies and development suggestions
 - getting feedback from those I supervise (ask one person each day how they're doing in their job and/or what in particular you can do that day to support them)
 - Or to intentionally recognize a staff member's good work? Not enough people in the world say "thank you" or "that was a good idea" or "you did that well"

 - a. It would be best done at this time of day: first thing in the morning

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Social & Behavioral Sciences
Faculty Apprenticeship Pilot Program Summary

My mentor for the Leadership Academy is Gaye Lynn Scott, Dean of Social and Behavioral Sciences. Prior to the Leadership Academy, Dean Scott brainstormed the idea of an Apprenticeship Program for ACC where graduate students would have the opportunity to shadow a full time faculty member. Through this program students would have the opportunity to learn more about teaching, be exposed to different teaching styles and personalities, and to learn about the particular challenges that come with teaching community college students. I was very excited to hear about her idea as I had a similar notion in mind for my project. In addition to being an Admissions & Records Supervisor I am also a new adjunct faculty member for the History department, which gives me fresh insight into the needs of new adjunct faculty.

I am a graduate from the University of Houston-Victoria, where I also worked as a Degree Plan Counselor for a few years. I have been able to utilize my experience at UHV to facilitate the process of making this program happen through a university partnership. We met with Dr. Jeffrey Di Leo, Dean of Arts & Sciences, and others from UHV as well as spoken in great length via email. Plans for the Apprenticeship Program are well underway. Attached is the pilot proposal along with a timeline. We divided the program into two phases which are explained in detail in the attached documents. I will be working with Dean Scott to facilitate the Apprenticeship Program, hopefully for years to come.

As the program progresses and matures I will also be working with Dean Scott on a variety of workshops to be presented to the Apprentices. Additionally, we will be

establishing an online learning center using Blackboard for additional discussions and sharing of information.

I would like to take this opportunity to express how much I have enjoyed the Leadership Academy and express my great appreciation for having this amazing opportunity. I was very well matched with my mentor, Dean Scott. Through my experiences in the Academy, over the past year, I have been able to identify who I am as a leader as well as recognize my strengths and build on my weaknesses. I have learned more in the past year as a professional than many probably learn in a lifetime. In addition, my experiences have allowed me to make a decision that I have been struggling with. I am going to pursue my doctorate in higher education administration. I am so grateful to have gathered the knowledge to make this life altering decision.

In summary, my participation in the Leadership Academy has changed my life on many levels. I am positive that this experience will take me further than I ever imagined. I would like to say a special thank you from the bottom of my heart to Dr. Kinslow for having the creative foresight and commitment to establish this amazing program. I would also like to give many thanks to Dr. Terry Stewart Mouchayleh and Mary Harris for their timeless commitment and dedication to all of us. Great appreciation to Dean Scott for her patience and commitment to working with me on a continuous basis and for letting me ask as many questions as I needed. Last but not least, thank you to Linda Kluck who has supported me in many ways over the past years, during my many endeavors.



Social & Behavioral Sciences Faculty Apprenticeship Pilot Program Proposal

Austin Community College is excited to partner with the University of Houston-Victoria to offer a pilot faculty apprenticeship program. Our goal is provide Master's degree-seeking students at UH-V with the opportunity to shadow a full time faculty member at ACC who teaches in a discipline such as History, Government, Economics, Psychology, Sociology, or Education Instruction. Through this program students will have the opportunity to learn more about teaching, to be exposed to different teaching styles and personalities, and to learn about the particular challenges that come with teaching community college students.

This program will progress through two phases. Phase I will be during Summer 2009. In April or early May we expect to hold interviews and begin the process of selecting the apprentices. Once selected, the apprentices will attend two half-day workshops during the summer. In the first workshop, they will be introduced to their faculty mentor and also be introduced to the details and structure of the pilot. The second session will provide an overview of Austin Community College and also allow for some additional planning for the Fall semester in conjunction with their assigned faculty mentor. Throughout the pilot program we hope to take advantage of Blackboard (a course management system similar to Web CT) to facilitate discussion and other activities.

Phase II will begin one week prior to the beginning of Fall 2009 classes when apprentices will again meet with their assigned faculty mentor to make final arrangements for the Fall semester. During Phase II the apprentice will attend each class meeting of a chosen section of a course.

The apprentice's duties would include:

- Syllabus development (where appropriate)
- Course assignment or course activity development (where appropriate)
- Test development
- Office hours in order to be available to students who have questions or need help with an assignment
- Tutoring, review sessions, small group discussions (where pedagogically appropriate)
- Some lecturing (with planned feedback from the professor and the students)

Each apprentice will accumulate eight hours of time during Phase I. During Phase II apprentices will work six hours a week for 16 weeks. ACC will provide some small remuneration to each apprentice to acknowledge their commitment of time and their professional responsibilities in this program.

If the Fall semester program goes well, we would hope to invite a new pool of apprentices into the program for the Spring 2010 semester. At the end of the semester apprenticeship, the quality of work and teaching ability of the apprentice will be evaluated by each faculty mentor, and the apprentices will provide feedback about the workings of the program. Good evaluations, combined with the awarding of a Master's degree (with at least 18 graduate hours in a teaching discipline), will open the door to placing the apprentice on the department's adjunct eligibility list (if classes are available). The apprentice is then given the opportunity to teach his/her own course and has gained valuable experience and insight before ever walking into the classroom as the instructor of record.

Our hope is that our apprentices will discover the joys of teaching at a community college and perhaps consider the possibilities of a teaching career at ACC or elsewhere.

Apprenticeship Program Timeline

- April/May 2009 Interviews resulting in the selection of 3-5 UH-V Master's students who are concentrating their studies in such Social & Behavioral Science fields as History, Government, Economics, Sociology, Psychology, or Education Instruction
- June 2009 Selections will be made for the apprenticeship positions, letters will be mailed to all candidates notifying them of the selection decision
- June 2009 Phase I begins with a half-day session in Austin, introducing faculty mentors and providing details about the apprenticeship program, administering a brief apprentice/faculty survey
- July 2009 Second half-day session in Austin, covering such topics as the history of community colleges, and administering a brief apprentice/faculty survey
- August 2009 Fall 2009 semester begins August 24 and ends December 13. Apprentices will be expected to meet with their mentor one week prior to the beginning of the semester to finalize the course they will be shadowing.
(Our hope is that apprentices can travel to Austin together, perhaps each shadowing a Tuesday/Thursday class, in which case there will be brief discussions and workshops after they have worked with their mentor in their respective classes)
- September 2009 Workshop (either a Friday workshop or another day if all apprentices are in Austin on a similar schedule)
- October 2009 Workshop, apprentice/faculty survey

November 2009

Workshop

December 2009

Apprentice recognition and mentor feedback, group discussion,
apprentice/faculty survey to gauge success of the pilot