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Acknowledgements

Our sincere thanks to the following people:

Dr. Linda Allen – for her insight, expertise and guidance through every step of Phase II. She attended meetings, identified countless resources and helped frame our approach to accomplish the action items.

Arron Wings – for staying with us in spirit after other duties caused him to step away as our team leader. Arron made sure we had all of the information needed, attended our brown bag lunch on Martin Luther King Day and made himself available as resource.

Bob Freeman – for stepping in as the human resources expert after our Phase I resource person left the college. In addition, Bob chaired subcommittee meetings and provided employee benefit research.

Kristie Fisher – for joining our group and sharing her insight, expertise and thoughtful direction.

Laurie Hughes – for converting our administrator leadership research chart into a database format that will be easy to use and update.

Monica Burchett – for attending and participating in team and subcommittee meetings.

John MacGregor – for attending and participating in team meetings.

Kirkwood Printing and Graphics – for printing and assembling this document.
# Steering Committee Feedback

## Leadership Development

Date: April 22, 2004  
Co-sponsors: Cheryle Mitvalsky and Kathy Kaiser

<table>
<thead>
<tr>
<th>Idea for Improvement</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adoption of the Leadership Development Mission Statement</td>
<td>Yes, with reservation-purpose statement preferred</td>
</tr>
<tr>
<td>Approve additional questions added to the self evaluation form</td>
<td>Yes</td>
</tr>
<tr>
<td>Evaluate the appropriateness of a Leadership Center at Kirkwood</td>
<td>Yes with reservation – mentioned in facility plan</td>
</tr>
<tr>
<td>Adopt a leadership development program</td>
<td>Yes</td>
</tr>
<tr>
<td>Develop a list of professional development opportunities</td>
<td>Yes</td>
</tr>
<tr>
<td>Develop a list of leadership development opportunities</td>
<td>Yes</td>
</tr>
<tr>
<td>Develop and approve the self identifying application for employees to participate in leadership development activities</td>
<td>Yes</td>
</tr>
<tr>
<td>Develop evaluation/selection process at the operation team level to review applications</td>
<td>Yes</td>
</tr>
<tr>
<td>Approve the internal communication strategies</td>
<td>Yes</td>
</tr>
<tr>
<td>Training for supervisors on leadership development activities and evaluation/counseling process</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Team Feedback Meeting – Date May 13, 2004

Co-Sponsors: ________________________________________________________________

Leader: ____________________________________________________________________
# Steering Committee Recommendations from Phase I

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose Statement</td>
<td>Sept 2004</td>
<td>Oct 2004</td>
</tr>
<tr>
<td>Evaluation Form – Add Questions</td>
<td>Sept 2004</td>
<td>Oct 2004</td>
</tr>
<tr>
<td>Develop a list of opportunities/ Self-identifying application process</td>
<td>Sept 2004</td>
<td>Nov 2004</td>
</tr>
<tr>
<td>Develop Leadership Development Program – including supplemental Training</td>
<td>Oct 2004</td>
<td>Apr 2005</td>
</tr>
</tbody>
</table>
Revised Purpose Statement

*Improve leadership development*

*By clear communication of the process for*

*Enhancing, broadening and advancing*

*Within the college as measured by:*

- Clearly defined skills
- Experiences
- Knowledge and practice of values
Evaluation Form Questions

Are you interested in entering a leadership development program? Yes ___ No ___

If yes, please complete the leadership development program application form.

If no, please articulate an appropriate professional development goal for the next year.
KQIP leadership Development Team
Follow-up Survey: “What’s in YOUR Resume?”

As part of the efforts of our KQIP team in growing future leaders for Kirkwood, we would like to ask our current leaders – you, the Administrative Team – to tell us about your professional and community involvement. We believe our Kirkwood Administrative Team leads by example. We would like to use your involvement to illustrate to the next generation of high-performing Kirkwood staff and faculty the many ways they can get involved.

Please share answers to the following questions, which we will gather at the end of our Administrative Retreat today. Thank you in advance for sharing this information – and for all you do at Kirkwood and in eastern Iowa!

-- The KQIP Leadership Development Team

* * * *
1. What professional organizations are you involved with that directly involve your Kirkwood position? (Examples: League for Innovation, IACCT, AACC working groups, multi-college initiatives, etc.)

2. What leadership opportunities have you been involved with at Kirkwood? (Examples: Chair Academy, Leadership for Five Seasons, CLIC, LINC, etc.)

3. What organizations do you serve on that reflect your Kirkwood leadership on a civic level? (examples: CR/IC Chambers of Commerce; elected office, county/city boards, etc.)

4. What organizations, boards or volunteer groups reflect your involvement in charitable work or the broader community? (Examples: Non-profit boards such as the CR Symphony, United Way, Big Brothers/Big Sisters, your church.)

5. Which leadership development activities or training programs (esp. those through Kirkwood) have been most helpful or useful in your career?
Leadership Development Plan
Proposed Packet to Administrators
from Kirkwood President

TO: Kirkwood Administrators
FROM: Mick Starcevich

After many months of the KQIP process, study inquiry and reflection, we are sharing with you a new way to discuss a crucial topic with your staff. The following pages introduce an opportunity to discuss leadership with your co-workers and possibly invite them on a path toward that goal in their careers.

As we have all been made aware in the past decade, the need for developing personal and professional growth in the Kirkwood Family is more important than ever. We know that about one in five of our Kirkwood full-time personnel will turn 55 in the next decade. Maybe you are among that number.

The pages that follow have been developed as a user’s guide to assist you. We are inviting our staff members to actively engage in meaningful, productive discussions regarding their professional potential. That will require you as supervisors to attentively listen, thoughtfully consider and constructively guide members of your staff on their development and continuous improvement paths. For many of our co-workers, that path might be one of skill building and proficiency training in their current positions. For others, it might be avenues of community or professional organization involvement. But for several it will be the nurturing of true leadership skills and aptitudes on many fronts.

On behalf of our Trustees and everyone at the college, thank you in advance for your efforts to assure the future of Kirkwood in this process. If you have any questions regarding this process, contact Bob Freeman in Human Resources, ext. 5616.

Suggested Readings:

- Collins, James: Good to Great: Why Some Companies make the Leap… and Others Don’t; 2003
- Lencioni, Patrick: Death by Meeting: A Leadership Fable About Solving the Most Painful Problem in Business; 2004
- Patterson, Kerry; Grenny, Joseph; Switzler, Al; and McMillan, Ron: Crucial Conversations: Tools for Talking when Stakes are High; 2002.
Leadership Development at Kirkwood:
Why It Is Important, How We Will Do It

--From the KQIP Leadership Development Work Group

As we reach the mid-point of our first decade in a new century, Kirkwood Community College has many new leadership faces in place. With significant enrollment growth, uncertain funding sources and other crucial challenges, we are looking strategically to our most valuable resources: our people. That was the overriding awareness that the KQIP Leadership Development group took as its task beginning in the fall of 2003.

After an initial “environmental scan” of Kirkwood, one conclusion that quickly emerged was the need for a systematic approach to general leadership development. We also realized that we needed a specific plan to ensure smooth transitions as current leaders retire or make other career moves. The urgency of this conclusion increased as it became apparent that the community college field as a whole was experiencing a leadership shortage.

Several factors are driving the need for leadership development in community colleges. Central among these is the pending retirement of many sitting presidents. According to a 2001 study by the American Association of Community Colleges, 79 percent of community college chief executive officers will retire within the next 10 years. (As we are well aware in Iowa, that prediction has become a dramatic reality among our 15 colleges in early 2005!) We should also note that well over half the Iowa Community College presidents have either retired or taken other positions since 2000.

Institutions are realizing that, without planning for leadership development, they will face a major challenge filling and maintaining leadership ranks with talented, experienced employees.

Furthermore, as important as the chief executive officer and senior leadership are to the college's operation, effective leadership on many other levels in the college is equally important. In today's educational environment of increasing reliance on technology, the critical issue of knowledge management, virtual learning, state and federal regulations, partnerships, and many other components, operating an educational institution is a complex process requiring talent, skill, and leadership at all levels of the organization. Lack of planning and leadership in an institution's physical plant or computer system can have as devastating an impact on an institution's viability as it would in teaching and learning or financial management.

Initial research has shown that the most common strategies for producing new community college leaders involve internal leadership development programs. Although some leadership development programs are designed for and include potential leaders at levels other than the presidency, in most cases there is a strong focus on developing community college presidents.
Some Background Research

Mcfarlin (1999), in an article in the Community College Review, identified nine common background factors among outstanding community college presidents:
(1) A doctorate-level earned degree,
(2) Study of community college leadership as an academic major,
(3) A professional publication record tied to personal research,
(4) Preparation as a change agent,
(5) Previous leadership positions,
(6) An ongoing relationship with a mentor,
(7) Involvement in a peer network,
(8) Prior participation in leadership development activities, and
(9) An understanding of technology.

One significant study in this area was conducted by Daytona Beach Community College of Florida. In consultation with the institution's senior leadership, a leadership task force concluded that many of the above-mentioned nine factors were important for all institutional leadership positions. This conclusion led Daytona Beach to the decision to develop a comprehensive leadership development initiative tied to succession planning - a common approach in the private sector, but a relatively new concept in community colleges.

Daytona Beach Community College realized that the introduction of succession planning had to be done in a strategic manner. The Kirkwood KQIP studies are leading us to similar conclusions—modified for the unique needs and opportunities at our college.

Succession planning is not a clandestine strategy to immediately replace people in certain positions. It is a systematic process whereby professional and personal development is blended with a strategic plan to ensure that the organization is prepared to fill any position that becomes vacant, with the right person who possesses the right skills and attributes, at the right time. While some succession plans focus on preparing one specific employee for an identified position, Kirkwood has elected to follow a collegial model whereby several employees were encouraged to engage in personal and professional development in preparation for one or more positions that might become available.
Leadership Development at Kirkwood—the Emerging Model

While the college has always supported the professional development efforts of faculty and staff, there has never been an undertaking whereby professional development was tied to specific advancement opportunities. The college's leadership and the KQIP Leadership Development Team realize that the approach to this initiative has to be inclusive and carefully executed. The initiative has to be seen as a positive one that opens doors to anyone who wants to enter and prepare for advancement, **while keeping it very clear that actual succession to advanced positions, as they became available, would be based on qualifications and merit.** As potentially exciting and inspiring as these discussions may be, any considerations on the part of all Kirkwood employees must include the realization that not all persons pursuing further career development may necessarily achieve all the advancement they may believe they have earned.

In addition to the practical guidelines for leadership development, we have developed a set of guiding foundation statements to assist in defining program parameters:

- Leadership development is directly related to relationship development.
- Leadership opportunities exist throughout the institution - not in just so-called “leadership positions.”
- Leadership development is directly related to organizational development.
- Leadership development deserves our investment of time and resources.
- Leadership development is an essential component of succession planning.

Succession Management Plan

As our Kirkwood Leadership Development Plan develops, we turn our attention to structuring and formalizing succession plans and doing all we can to develop current and future college staff to be the most complete and successful professionals they can be. Plan development was approached with these points in mind:

- Replacement planning is more expensive than succession planning.
- Succession planning allows for systematic organizational development.
- Succession planning allows Kirkwood to identify knowledge gaps and develop employees to fill these gaps.
- Succession planning allows employees to express their aspirations for career advancement in a safe, positive, and comfortable environment.
Kirkwood Leadership Development—Where Could it Lead Us?
In addition to the tangible outcomes of smoother succession and a more comprehensive professional development track, we believe Kirkwood may reap other important results.

- Feedback from participating employees in the future should show a renewed appreciation for the college and the administrative support for the leadership development and succession-planning initiatives.
- Employee groups should increasingly think of the college as a “learning organization” that promotes continuous professional and personal growth.
- We also believe that these initiatives will also translate into a wider overall participation in community, charitable and other educational efforts on the part of more members of our faculty and staff. This could indeed be a “rising tide of involvement” that will ripple outward into the greater community.

While it may not be simple to objectively correlate those kinds of comments to employee satisfaction and productivity, it is logical to conclude that these initiatives should have a positive impact.

# # #

References


Individul Development Planning Guide

Name: __Samantha Kirkwood__ 
Date: __June 16, 2005__

Overview

This guide is intended to provide a framework for Kirkwood staff as they engage in individual development planning. It creates a structure for the discussion necessary for effective development. The guide consists of three parts:

1. **Development Discussion Preparation** – to be completed by the individual (and a copy shared with the manager) prior to the discussion.

2. **Development Discussion Summary** – to be completed during the discussion with the manager.

3. **Individual Development Plan** – to be completed by the individual based on the outcomes of the discussion and submitted to the manager for discussion, review and approval.
Development Discussion Preparation

(To be completed by individual prior to the discussion with their manager)

The development discussion is intended to provide an opportunity for you to discuss your growth and development needs and interests with your manager. Your manager’s role is to establish an open interaction and provide information and support as needed. Your role is to utilize the discussion setting to get the feedback, facts, and assistance you need as you manage your development.

In preparation for your discussion, please respond as best you can to the following questions. Provide a copy of the completed form to your manager prior to the discussion.

1. What do you see as your strengths or talents? What do you need to improve upon in terms of your skills or job performance?

Multi-tasking—I have enjoyed performing many complex, multiple-priority projects over the past several years. Those have involved working with widely diverse groups of people (students, faculty, other staff, community leaders, donors and professional advisory groups.)

Time Management—

Setting priorities—

Areas to improve upon? Time Management—Even though I have some skills in this area, in the course of the past few years I have met some “gold-level” time managers. I aspire to improve and hone these skills in the coming years. There are several offerings in the Continuing Education division on the subject and I plan to attend one within the next six months.

Self-motivation and priority setting— Even though my recent history of educational pursuits and involvement shows I am planning to do more at Kirkwood, I believe there are improvements I can make in my goal-setting and motivation to succeed. A session during January’s Martin Luther King Day focused on “emotional intelligence” and gave me some food for thought in my own personal development plan!

Interpersonal and professional communication skills—Although I would stack my work ethic and output up against the standard in the college in terms of what I do, there are probably many key people around Kirkwood who don’t know that I am doing these things. I also have become aware that a crucial skill in top-level people is the ability to inform and persuade through spoken and written communications.

2. What do you want to do? What are your short (1-5 years) and long (5-10 years) term plans or goals for your work life? What learning/work experiences would you like to have? What have you done recently to prepare yourself for more responsibility?
**Short-term goal:** *Advance to role of Department Coordinator.* My five years of experience at Kirkwood has given me a strong base of knowledge in “what goes on here.” Now I believe I am ready to step into a more direct role of being one of the people that make things happen for the good of the department and the college. As the Ag Science department continues to evolve in its programs and student support, there will be plenty of opportunities for me to make a positive difference here. We have already seen the retirement of some key, long-term faculty and staff—not only in Ag Science but around the college. I believe I can do a lot for Kirkwood as part of the “next generation.”

**Preparation**—For the past two years I have been completing courses at Kirkwood in Business Administration, Speech Communications and Media Communications and Technology. My plans are to continue these courses and complete my Kirkwood associate’s degree.

**Conferences**—I assisted the AgrowKnowledge staff in preparing for their spring national conference in California. Earlier I also assisted them in the organization of last summer’s AgrowKnowledge/HMTRI session on Agro-Terrorism in Washington Hall. I also attended an Ag Futures conference in Ames, Iowa last fall. One other program that has been helpful on a personal development level is Kirkwood’s Beyond Rubies women’s conference. I have attended each of the last four years—and served as a volunteer to Continuing Education in 2004 and 2005.

**Committee work**—I have been involved in the campus Safety Committee and as service sector representative to the Communications Council.

Long-term goal: *Director of a Kirkwood Outreach or County Center.* I am intrigued with the unique roles our centers play in the success and advancement of the college mission.

3. **What obstacles, if any, do you see to pursuing your interests and/or achieving your goals?** Time—Ag Science is like a lot of departments at Kirkwood—busy most of the time and very busy at several key times in a year. Unfortunately, some of those very-busy times are the same as my busy times in my personal classes. As I mentioned earlier, I look forward to taking a time-management class as part of my personal growth in the next year. But, I am realistic that I can only do so much while fulfilling my obligations to the department and my family.

Timing—of external factors beyond my control. Those include the family obligations I mentioned above. (The extended illness of my father and the subsequent needs of my mother have been a challenge over the past 18 months.) Also, I need to monitor the timing of my skill development to coordinate with potential campus opportunities.

**Financial limitations to continue my education.** I am grateful for the ability to take some Kirkwood credit courses and Continuing Education sessions at no charge. There remain the costs of books and supplies, plus occasional child care costs involved in these classes. I also know that if I continue my education beyond a Kirkwood degree there will be another level of costs involved. I know that Kirkwood leaders have talked about additional resources for staff persons who want to earn degrees. Any additional help in that area would be greatly appreciated!

4. **What do you need to do? What activities have you already undertaken? What can your manager/supervisor do to help? What are your next steps?**
KQIP Steering Committee involvement—In recent discussions with my supervisor I have come to understand the importance of the KQIP process to the future of the college. I have offered my services to be a member of the next round of KQIP working committees—and have asked for placement in any area the focuses on student achievement, counseling and academic improvement.

Continued involvement in campus standing committees—My time on the Communications Council and Safety Committee have been interesting and enlightening. That has led me to offer my increased leadership involvement in these committees. It appears I may be chosen for a leadership position in the Communications Council this fall.

Deeper involvement in the Kirkwood Staff Association—This is an organization that I believe can do a lot more good for the college and its workers. I plan to offer my services as an officer in KSA in the coming academic year.

Involvement in the larger community.—I have recently joined a Cedar County Lions Club and plan to be a volunteer with several community projects over the coming years. The evening meetings fit with my classwork and family schedule, so I hope not to have many time conflicts while building community ties.

Supervisor’s assistance—I plan to open an ongoing discussion with my supervisor on these and other opportunities. I would like my supervisor to provide ongoing feedback about potential opportunities that might be of interest to me. These opportunities might involve nominations to committees; continuing education such as “LINC” and “CLIC” to give me a wider perspective of my opportunities.

Other Comments:
Development Discussion Summary
(To be completed by individual during discussion)

Discussion Structure:

Determine Objective ➔ Explore/clarify interests and goals ➔ Work together to set action plans ➔ Review and summarize next steps

Notes from discussion: After talking with my supervisor I realize that I need to do a better job of qualifying timelines and organizing my goals into a time frame that will fit my personal time and financial constraints. My manager’s comments indicate that I have made a good start toward my goals, but need to continue these efforts and broaden them beyond my current levels. My supervisor reinforced the awareness that I have to make sure my core, current duties in Ag Science need to be covered to the best of my ability while pursuing these other goals beyond my current job description.

Knowledge and/or skill needs to be addressed: My supervisor agreed that personal communication skills and a wider knowledge of “how and why Kirkwood works” are very important to me. He seemed to be supportive of my plans to take on leadership in KSA and involvement in the Lions Club.

Other development ideas or interests to be explored: We discussed the LINC program and the successful candidates who have moved into leadership roles at Kirkwood. This was an exciting area of discussion and I am hopeful on where that could lead for me in the next few years. He also brought up the “Chair Academy” and how it has been helpful to many who have completed it. Frankly, that was a pleasant surprise! I was sort of aware of this “Chair Academy” thing from the Dean’s attendance a couple of years ago—but thought it was only for the “top dogs” at Kirkwood. To learn that I might be able to participate was exciting!

I would like to thank Kirkwood for the opportunities I have enjoyed so far. This is a great college and I have enjoyed working with the students and everyone involved in Ag Science and AgrowKnowledge. I am also realistic in knowing that the AgrowKnowledge program is grant-funded and that “nothing is forever.” I want to develop skills and abilities that will make me valuable to Kirkwood in many different areas.
Manager comments: (Comments by the manager to be made at the conclusion of the discussion. Note any additional observations, points of agreement or disagreement, recommendations, and any information that the employee should consider when creating the development plan.)

Let me say first of all that Sam has the kind of work ethic and attitude that any manager is glad to have on board his team! I suppose that too often we take for granted those “farm kids” that just naturally pitch in and help whenever they can. Over the past couple of years I have come to realize how valuable a thing those skills and attitudes can be around a college setting.

After talking with Sam, I think there are some positive things she can do around Kirkwood to make her a more skilled academic support person. Beyond that, it really struck me that we could have a real “college leader” in this young woman! I think she has some good ideas about personal and professional development. She has done a good job of describing them on the previous pages. I would also agree with her awareness that she can’t do it all at once and will have to prioritize what gets done and when.

Even though I am supportive of her personal development, we frankly talked about the key duties of the Ag Science and AgrowKnowledge areas. I believe we came to an understanding of those “first things first” tasks and how she should be sure of their handling before venturing too far in other directions.

That said, Sam and I talked about some ways she could broaden her perspectives of the college and the wider community. Those included:

**Job-shadowing opportunities**—I know that Sam has a good rapport with some of our key business and agribusiness partners. One in particular is Pioneer Hy-Bred International. We talked about her taking a day to visit them and work with Larry, our key contact there, to see the operations of the company from the inside. We discussed how a day during summer session would allow her to do that while having minimum impact on the department’s operations. We would also provide mileage reimbursement for her trip to central Iowa for that day.

**LINC**—I think Sam would be a good candidate for this education program, but I need to check on the actual requirements and “pre-requisites” for admission. As she is currently finishing up her Kirkwood degree, there may be a baccalaureate requirement. If that is not the case, I will advocate for her to be considered for a future spot in that program.

Barring that, we may have an opportunity for leadership training in the **Chair Academy** program. It’s a fun thing for me personally to see Sam in college settings, surprising those around her with “knowing more than they think she knows.” Despite the leadership levels of many that I know have taken this program, I think Samantha Kirkwood could hold her own in that group!

There could be an opportunity for Sam to develop a **mentor/mentee relationship** that would assist in the building of these skills. Without being too specific at this time, I am thinking of a department coordinator in another division that could be helpful to her. She and Sam already have a good working relationship via the Safety Committee and they
could be mutually helpful in building those bonds that will make her advancement easier in the coming years.

Finally, I have to confess that I was pleasantly surprised and delighted by Sam’s interest in this area and type of advancement. A year ago I had no idea that this hard-working person wanted to do any more than just that—work hard for the good of our students and Kirkwood. Now I know there is real potential for her to do more at different levels. I hope we can see those things completed in the next few years.

**Individual Development Plan**

*(To be completed by individual, and discussed and reviewed with manager)*

*Duplicate as needed*

---

Use the chart below to plan for your development. Note any key skill/knowledge you would like to gain, along with options for accomplishing the learning. In conjunction with your manager, establish plans that will balance the needs and resources of the organization with your personal goal.

<table>
<thead>
<tr>
<th>Skill, knowledge, or capability I plan to improve or develop</th>
<th>Action Plan for Development</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Professional Education</td>
<td>1. Continue Kirkwood classes to complete Liberal Arts degree.</td>
<td>SPRING 2006</td>
</tr>
<tr>
<td>Intra-College Communications</td>
<td>2. Attend Continuing Education courses and/or programs on professional development.</td>
<td>2005-2007, as needed</td>
</tr>
<tr>
<td>College Leadership Development</td>
<td>1. Increase involvement in standing committees.</td>
<td>FALL 2005</td>
</tr>
<tr>
<td>Other Development Opportunities</td>
<td>1. Volunteer for a KQIP working committee.</td>
<td>SPRING 2006</td>
</tr>
<tr>
<td></td>
<td>2. Kirkwood Staff Association officer</td>
<td>FALL 2005</td>
</tr>
<tr>
<td></td>
<td>1. Explore options of LINC class membership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Explore involvement in Chair Academy. (Either/or of LINC or</td>
<td></td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Chair Academy).</td>
<td></td>
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<tr>
<td>----------------------</td>
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<td></td>
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<tr>
<td>3. Job-Shadow experience with partner company.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop mentor relationship with key Kirkwood person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Membership in Cedar County Lions Club</td>
<td>FALL 2006</td>
<td></td>
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<tr>
<td></td>
<td>FALL 2006 OR 2007</td>
<td></td>
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<td>SUMMER 2005</td>
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<td>CURRENT</td>
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</table>

**Support needed from my manager and/or the organization:**

Time flexibility to allow me to complete credit course work and the continuing education programs in the coming years. Also, encouragement and ongoing communications to help me understand my progress and what will be possible for me in the future.

**How I will measure progress:**

For classes--grades and feedback comments from instructors and session leaders. In my involvement with committee work and cross-campus involvement, any progress I make should be obvious? I look forward to supervisor comments and ideas on my other areas of personal and professional development.

**Manager notes and suggestions:**

See previous comments. Also, I will do my best to be both flexible and encouraging to Sam as she sees what advancement opportunities may open for her in the coming years.
**Progress Updates (quarterly) with Manager**

<table>
<thead>
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<th>Date</th>
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<td>(Date)</td>
</tr>
<tr>
<td>3rd quarter</td>
<td>(Date)</td>
</tr>
<tr>
<td>4th quarter</td>
<td>(Date)</td>
</tr>
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**Individual signature:**

**Manager signature:**
Continuing Leadership Development Collaboration and Training

The Leadership Development team proposes both supervisors and employees have access to the same print packet (the Letter from the President, the rationale and the individual planning guide). In addition, we recommend keeping the database of potential leadership opportunities available to all employees.

We note that information presented on high performing organizations in Kirkwood’s June 2, 2004 KQIP Quality Tools Workshop focuses our institution on learning in a manner that requires both individual involvement and collaboration with others. In this workshop, attendees were challenged to connect with others as that connection can be greater than the content. In addition, a recent League for Innovation Leadership Abstracts frames the need for continuing education in shared beliefs regarding leadership development at a learning-centered institution. In their January 2005 Leadership Abstracts article: Transformative, Collaborative and Integrated Leadership Development at Delgado Community College, authors Gayle Nolan and Cynthia Segrist explain:

“If one way to learn is to make connections in the brain, one way to connect is by collaborating with others within the learning community. Research shows that collaborative learning environments wherein leaders work in groups toward a common goal are more effective than individualized ones, perhaps in part because collaboration requires verbalization and communication among members of the group.” In the October 2004 issue of Chief Learning Officer, the article “Collaborative Tools in the Learning Continuum” sums it up this way:

- “The learner who learns best is the one who organizes, summarizes, elaborates, explains and defends his or her ideas in the process of collaborating.
- More learning occurs in an environment of peer support and encouragement, because learners eagerly work harder and longer.”

This leadership development plan recommends ongoing opportunities for employees at all levels to continue their leadership development dialogue via group learning opportunities such as the KQIP Quality Tools Workshop and that the institution seek leadership speaker or workshop collaboration opportunities with other organizations such as Grant Wood AEA.
Appendix
Internal Internship

This idea emerged at the Martin Luther King Day brown bag lunch held in January 2005. The Leadership Development team presented their progress at the luncheon meeting and asked the 20 participants to share in an open discussion regarding leadership development at Kirkwood. The following definition was developed to share with the Steering Committee and other interested persons.

**Internal Internship Definition:**

An internal internship would allow a Kirkwood employee the experience of a leadership role within the college as part of an approved individual leadership development program. This could range from job shadowing for as little as two hours a week for a month to a semester-long position at half time. The internal internship would require the approvals of the cabinet, the employee’s supervisor and the internship supervisor.
Advanced Education Financial Resources
Available to Full-Time Kirkwood Employees

Free tuition for Continuing Education classes................................. $200 per catalog

Free tuition toward an associate’s degree
    (62 credits at $89 per credit hour; six credit hour per semester maximum). $5,518.

Free interest FACTS Loans for employees who take more than
    six credit hours per semester; $25 per semester application fee........... variable

$500 per semester toward a bachelors or masters degree (3 semesters per year)…. $1,500

Mount Mercy ADVANCE transfer credits (61- 75 at $89 per credit hour)......... $1,246

Northwest Missouri State transfer credits (61 – 83 at $89 per credit hour)....... $1,958

An Overview of Educational Backgrounds
Full-time Staff Only

Highest Level of Education Attained:

Bachelors degree or higher..................................................202

Associates degree ......................................................... 58

High school diploma.......................................................127

Other (more than high school; less than AA)............. 25

A database in Colleague that can be queried by college major will be used for future
succession and leadership planning at Kirkwood.

Employee Tuition Benefit Use

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