

2013/2014 Academic Affairs Leadership Discovery Group (AALDG)

Overview

In April 2013, a professional development activity was created for faculty and staff in the Academic Affairs Division. The program was designed by one of the Provost's Academic Affairs Administrative Fellows with input from the Provost. The fellow ran the program.

The focus was on helping participants better understand their readiness for leadership and/or an administrative position. A key word in the name of this group is “discovery;” the program is intended to help employees *discover* their interest and readiness for a leadership position and creating a path for realizing that goal. The AALDG started in May 2013 with 77 faculty and staff from the Academic Affairs Division; approximately 39 people remained active throughout the 2013/2014 academic year.

Details about the AALDG and the Activities of the 2013/2014 Cohort

Program Start: An announcement was sent to everyone in the Academic Affairs Division (over 1,400 people) on April 9, 2013, asking interested people to apply to the program (<http://www.surveymonkey.com/s/3LMP5JM>). The goal was to get 50 people involved; 80 people applied. After discussion with the Academic Affairs Leadership Team (Provost, AVPs and Deans), a decision was made to invite all 80 to participate.

A kick-off meeting was held on May 14, 2013 at the lunch hour. At that time, 77 people indicated they wanted to participate. Participants were welcomed by the Provost, an overview to the program was provided, and the importance of self-discovery to leadership was explained. Each participant received two books for summer reading and was assigned to a group of 4 to 5 people. Participants were told to complete assessments included in each book and check in periodically with their group members during summer to be sure everyone was completing the self-assessments and reading, and to enable the group members to get to know each other. The assigned books:

- *Emotional Intelligence 2.0* by Bradberry and Greaves
- *The Essential Enneagram* by Daniels and Price

After the meeting, participants were asked to complete a pre-assessment of this activity via online survey (<https://www.surveymonkey.com/s/CVRXTVF>).

After the first meeting, two participants created a Canvas site for the group for postings of notes, discussion questions and group interaction.

Purpose of the AALDG Program: To provide an opportunity for interested faculty and staff to explore their interest in leadership and how to prepare for a leadership position in academia or

related area. Participants had opportunities to learn from university administrators, others in leadership positions, each other, and through readings and discussions. This activity was designed to help improve personal leadership skills used in work and personal arenas. Participants developed a plan for increasing their emotional intelligence, and a plan of action to help in reaching their specific leadership goal. The template created by the fellow with input from participants is at the end of this report.

Topics of the Monthly Meetings for 2013/2014

September 13, 2013 – a panel of SJSU administrators

- Bill Nance, VP of Student Affairs Division
- Beth Pugliese, AVP of Human Resources
- David Steele, Dean of the Lucas College and Graduate School of Business

Were asked the following questions:

1. What is your current position at SJSU and what positions did you previously hold that helped you reach this current position?
2. How did you design your career path?
3. What are two significant activities or projects or jobs you had that you think best prepared you for moving up the academia career ladder?
4. What words of advice do you have for faculty and staff who are planning on preparing to move into an administrative role in the next 3 – 10 years?

Followed by questions from the AALDG members.

October 11, 2013 – people met in small groups based on their particular leadership interest (dean, off-campus, etc.) to share ideas. They also looked at sample position announcements to see what types of experiences and skills were called for.

November 1, 2013 – Debra Griffith, EOP Director, who is a life coach spoke about how to make a career action plan and follow it, and when a life coach would be helpful. The group also met in small groups again.

December 6, 2013 – Gail Evans, former SJSU employee and retired Dean of Undergraduate Studies at SFSU, spoke about finding a position off-campus, and benefits of joining AAC&U or a similar higher education group. Discussion about what the members wanted to at 2014 meetings.

February 7, 2014 – work in small groups and focus on how the Leadership Career Action Plan (see end of appendix) can help.

March 7, 2014 – a panel of SJSU administrators

- Andy Feinstein, Interim Provost/VP Academic Affairs (Deputy Provost)
- Dennis Jaehne, Acting Deputy Provost (AVP Undergraduate Studies)
- Sharon Willey, AVP Administrative & Enrollment Services

Were asked the following questions:

1. What is your current position at SJSU and what positions did you previously hold that helped you reach this current position?
2. How did you design your career path?
3. What are two significant activities or projects or jobs you had that you think best prepared you for moving up the academia career ladder?
4. What skills help in successfully dealing with conflicts and reaching resolution?
5. What knowledge base regarding educational practices and theories (such as “Seven Principles for Good Practice in Undergraduate Education” and accreditation requirements) should a university administrator have?
6. What words of advice do you have for faculty and staff who are planning on preparing to move into an administrative role in the next 2 – 10 years?

Followed by questions from the AALDG members.

April 4, 2014 – a panel of SJSU Administrators were asked the following questions about resumes and interviewing.

- Rebecca Dukes, VP – Advancement
- Susan Rockwell, Director – SJSU Career Center
- Lisa Vollendorf, Dean – College of Humanities and the Arts

Questions for panelists:

- 1) Please briefly explain your recent experience with resumes and interviewing.
- 2) What should be foremost in one’s mind in reviewing position announcements to determine if they are a good fit?
- 3) What are your top three tips for preparing a resume and cover letter?
- 4) What are your top three tips for preparing for an interview?
- 5) Tips for interacting with the search committee?
- 6) How important is social media in a job search today (finding a position, promoting yourself; what a possible employer may and should find on a Google search of you; your LinkedIn profile)? [Susan will also give brief demo of some LinkedIn Tools]
- 7) What is important in preparing for and delivering a presentation at an Open Forum?
- 8) Tips if the prospective employer is using a search firm?
- 9) What should you avoid doing in any part of the application, interview and post-interview process?
- 10) Any other words of advice?

Followed by questions from the AALDG members.

May 2, 2014 – Completion of program; issuance of certificates; celebration; next steps for this group

Selected comments from the group and members

- The group found value in meeting together as “employees” - rather than in groups divided by “staff”, “faculty” and “administrators.” However, there may be time throughout the year when workshops designed specifically for a particular group would be beneficial.
- “I have found this program to be very helpful in teaching me how to think about career advancement. I have found it really interesting to see what jobs are "out there" and to think about the skills/experience/certification that I would need to be able to go to the next step.”
- “AALDG has been valuable. I liked reading *The Essential Enneagram* and *Emotional Intelligence 2.0*. I know we are limited by time but I think that one-hour noon meetings are a good fit for most. I would have liked to have a few more meetings, maybe every three weeks or so. I'm always influenced and inspired by success stories so I think that hearing from successful administrators and instructors was excellent. No size fits all, but I've narrowed what we learned and talked about to four major groups:
 1. **Employee management** – professional development, evaluation, conflict resolution, diversity, cross-training, legal liabilities, budgeting skills, motivation to work.
 2. **Project management/Project sustainability** – presentation skills, documenting important information, working with vendors, understanding budgeting & forecasting.
 3. **Personal improvement** – reading groups, taking relevant classes or getting advanced degrees, finding and using a mentor, interview skills, professional development.
 4. **Templates for success** – learn about our educational success stories, meet people who run great programs and departments, learn how they keep succeeding, what are their values and practices.”

LEADERSHIP CAREER ACTION PLAN

<p>My Goal or Objective:</p> <p>When I hope to reach it:</p>

SELF-ASSESSMENT

<input checked="" type="checkbox"/>	Action	Specifics	Deadline	Comments
	Increase EQ	Complete assessment in EQ 2.0 book Write down 3 actions to focus	11/1/13 Jan/ Feb	
	Understand and acknowledge my personality type and traits	Read the Enneagram book – identify my type and gain understanding of other types Find other books to help me		
	Ask a co-worker to provide feedback on how I deal with others and react in difficult situations.			
	I have a set of values to help guide me in decision-making.			

Possible items to address in my Self-Assessment Plan – listening skills, empathy, flexibility, time management, patience, self-management, relationship management, strengthening skills and attitudes that help people respect me and want to follow me.

Resources: *Emotional Intelligence 2.0*, *Seven Habits of Highly Effective People*, asking others to assess me

SKILLS TO DEVELOP

<input checked="" type="checkbox"/>	Action	Specifics	Deadline	Comments

Possible items to address in my Skills To Develop Plan – budgeting, resource management, technology and use of software tools, presentation skills

Resources: workshops on and off campus, courses at a community college, books, join a professional organization in your field or discipline or in the community and work your way up to leadership positions.

KNOWLEDGE BASE TO DEVELOP

✓	Action	Specifics	Deadline	Comments
	Build and broaden my understanding of universities and current issues and trends	Read the Chronicle of Higher Education daily (online) and weekly. Read at least one article each month in a higher education magazine (identify the magazines)		
	Broaden and further develop my network of people who can help me	Have coffee or lunch with a different person once per month.		
	Get involved in relevant professional organizations	Join the AAC&U as an Associate Member (\$60 per year) Visit websites of higher ed organizations monthly to look for new reports		

Possible items to address in my Knowledge Base To Develop Plan – understanding university structures, how to understand a campus, curriculum, accreditation, collective bargaining, learning theories, student development theories, instructional services, student support services, institutional planning, management principles, personnel management, employee evaluation process, project management, current issues and trends in higher education; talk to and meet people at other universities

Resources: co-workers; *Chronicle of Higher Education*; higher education journals in King Library e journals database; AAC&U website; community college courses; workshops on and off campus; attend campus meetings and presentations (Senate meetings, committee meetings, budget presentations, AS meetings, etc.); look at websites of nearby campuses to see what they are offering that might be open to you; read books on higher education; watch for new reports from leading higher education organizations (such as AAC&U); attend workshops offered by HR and Center for Faculty Development;

EXPERIENCES TO GAIN

<input checked="" type="checkbox"/>	Action	Specifics	Deadline	Comments

Possible items to address in my Experiences to Gain Plan – strategic planning, diversity initiative, personnel management (hiring, evaluation, etc.)

Resources: sign-up to serve on a recruitment and/or evaluation committee; join a campus committee; when candidates are on campus for open forums – attend;

STRATEGIZING

<input checked="" type="checkbox"/>	Action	Specifics	Deadline	Comments
	Know the job market for my goal	Read ads in Chronicle of Higher Ed Check websites of universities I’m interested in (HR website)		
	Be sure others know my plans (they may be able to help me)			

Possible items to address in my Strategizing Plan – wardrobe; business etiquette and protocol; broadening my network; join a professional organization;

Resources: workshop on dress for success;