BUILDING THE
CAPACITY OF
YOUR LEADERS

Amit Mrig, President

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Who we are

- Served 50,000+ academic and administrative leaders and 2,500+ institutions
- 100+ small, intimate conferences and workshops across North America
- Hundreds of resources in a comprehensive online library
- Network of 500+ higher ed subject matter experts
- Dozens of institutional partnerships
- Leading research on the link between professional development and employee engagement / retention in higher education

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Intro

We all know we need to develop the leadership capacity of our people.

But it's hard.
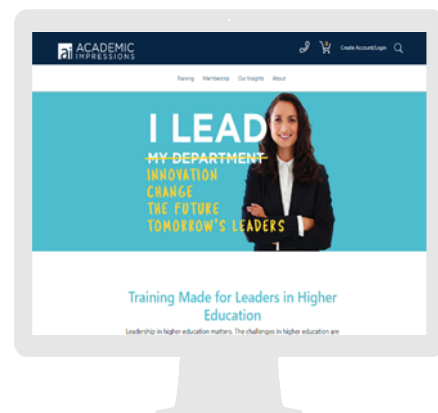
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3 Big Questions

1. How do we begin to shift the culture or narrative around leadership at our institution?

2. Who do we identify as the right leaders to develop?

3. What approaches or models are working?

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1. How do we begin to shift the culture or narrative around leadership at our institution?

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Know what your goal is.

- Are you doing succession planning?

- Is the goal to support broader change initiatives?

- Are you trying to support faculty leadership?

- Are you trying to broaden people's horizons so they understand how the whole university operates?

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Know who you're trying to serve.

- Faculty?
- Staff?
- Mixed cohort?
- What level of leader?

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Know who will champion it – and in what ways.

- Do senior leadership model the way?
- Are the President and Provost leading the effort?
- Are the most senior leaders visibly invested in their own leadership development?

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Support Professional Development

Department leaders over-estimate how much support they are actually providing for professional development.

Department Leaders

Staff

Percent of leaders who report they provide professional development for their staff

Percent of staff who report their leader is providing support

63%

Do leaders model investment in their own professional development?

47%

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Know the culture.

- What support for professional development exists across the institution?

- Do managers or unit heads have career conversations with their people?

- Is there a fear that investing in people will precipitate demands for promotion or people leaving?

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When you don't have a learning culture…

6x

as many staff report they're extremely dissatisfied with their job

3x

as many staff don't see a path for growth at their institution

2x

as many staff say they're extremely likely to leave

Professional development is key to building the capacity of your staff and decreasing turnover.

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◼ Useful Resource

Professional Development in Higher Education
Survey

Executive Summary prepared by Daniel Fusch, Ph.D.,
Director of Research and Publications, Academic Impressions

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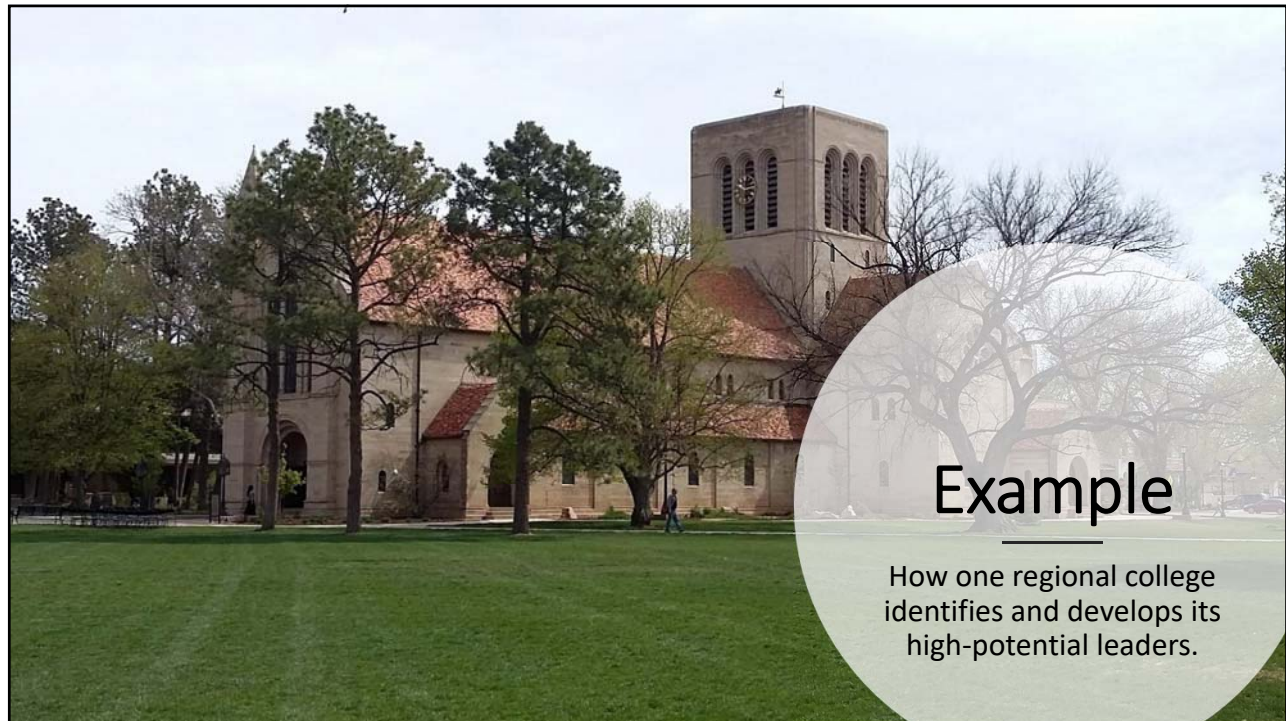2. How do I identify the right leaders to develop?

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Key considerations

- People may look at leadership development as "fixing someone." Make sure that efforts to build capacity are *developmental.*

- Focus on those who are interested. Can't mandate it.

- Establish clear, transparent criteria.

- Your best people may not apply—they're busy and already a part of committees, task forces, etc. You may have a lot of "reluctant leaders."

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Example

How one regional college
identifies and develops its
high-potential leaders.
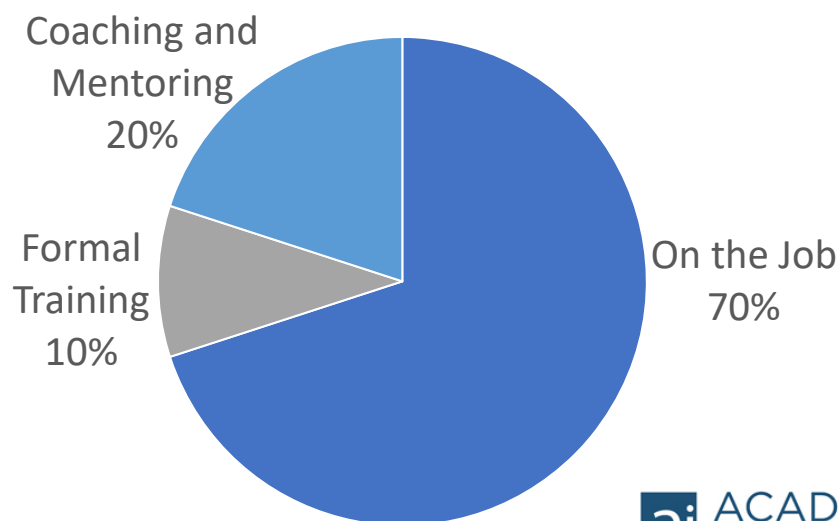
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3. What approaches or models are working?

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The right approach is the one that works for you.

- Not one size fits all
- *Get it done* is more important than *Get it perfect*.
- Don't get caught creating competency models, taking 2, 3, 4 years to develop something and never rolling it out.
- Cohort model
- One and done

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70-20-10 Model

Coaching and Mentoring 20%

Formal Training 10%

On the Job 70%

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70%: On the Job

- Supervisory support is the key.
- Are supervisors having career conversations with their people?

Do leaders engage staff in regular dialogue about their professional development and growth?   **30%**

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86%

say they have no formal, written plan with clear objectives for their professional development.

When you document goals, measures, and criteria for what training matters and which professional development opportunities to invest in, you can take concrete steps toward developing the capacity of your people.

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70%

- Anchor the effort to something already underway (strategic plan, campus-wide initiative)
- Give people a practice field
- Identify real projects that emerging leaders can contribute to

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10%

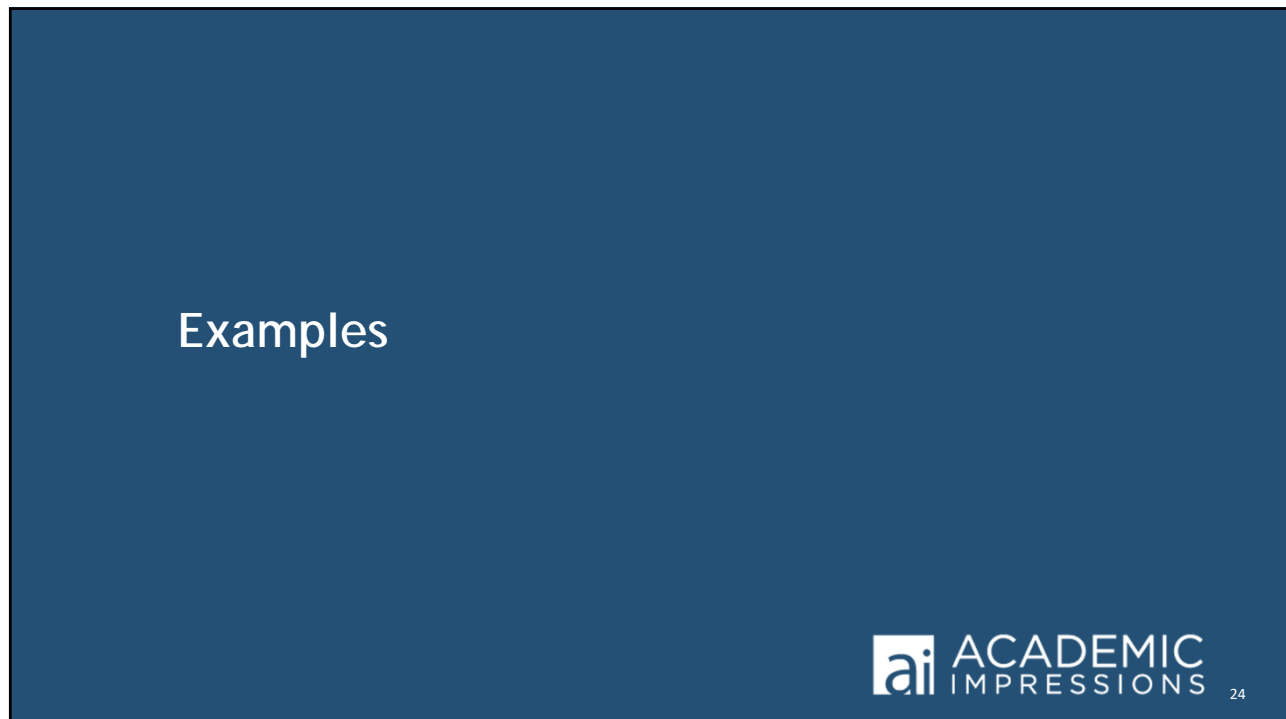www.academicimpressions.com/conferences

Formal training programs

Internal and external

Combine multiple modes

Online – every-day level support

Face to face – periodic deep dives

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20%

OFTEN THE MISSING LINK

OBJECTIVE SUPPORT AND ACCOUNTABILITY

FOCUS IS 100% ON YOU

NEW CHALLENGES, TRANSITIONS, CAREER PLANNING

HIGH POTENTIAL

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Examples

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Example

- Identify Key Leaders
- Individual Learning Plans
- Connection to Strategic Plan

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Example

- Recognize importance of leadership development
- Baseline data
- Integrated coaching

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Useful resource

The Skills Future Higher-Ed Leaders Need to Succeed

by Amit Mrig & Patrick Sanaghan

https://www.academicimpressions.com/blog/report-the-skills-future-higher-ed-leaders-need-to-succeed/

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Questions?

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National Conferences & Workshops

Online Training & Resource Library

Survey & Professional Development Data

Training On Your Campus

Coaching
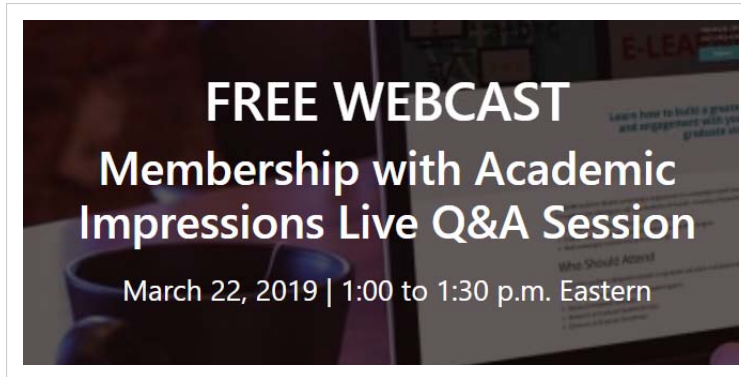
Books & Reports

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Build your own internal program

Building an In-House Leadership Development Program in Higher Education

July 10 - 11, 2019 | Location: Coming Soon

Register

https://www.academicimpressions.com/building-high-impact-leadership-development-program-higher-education/

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