

CASSL INNOVATION GRANT REPORT
CULTURALLY PROFICIENT LEADERSHIP PROGRAM
Winnie Moore LaNier, Ed.D.

Project Goal

The ethnic and cultural demographic changes affect all levels of organizations and all spheres of human activity. As we (CRC) are assisting in the development of future leaders internationally and domestically, in business, in education, in health care, and in personal lives, competence in managing intercultural differences is expected of our students. We do not have a leadership program or courses that integrate the elements of cultural proficiency. The first stage in addressing this problem is to conduct descriptive research on current leadership programs in community colleges.

Methods

Data about existing leadership programs in community colleges were collected through the California Community College Student Affairs Association list serve, college and universities web sites, catalogs, student handbooks and interviews. Transferability with CSU and UC systems were identified.

A matrix was developed to chart the occurrences of leadership development in course or workshop offerings, to identify discipline placement, an embedded cultural competence component, and if a structured program was offered.

Results Summary

Delineation between leadership development related to individual and organizational dimensions occurred. A review of course outlines in organizational leadership, specifically for student government and clubs, rarely identified a cultural competence component. However, some leadership workshops that examined more general individual and organizational approaches did include a section on cultural competence.

Finding leadership courses was challenging because it does not have a common instructional area. Some colleges (Allan Hancock, City College of San Francisco) list leadership courses under the title "Leadership or Student Leadership." One college (Butte) cross-referenced leadership courses under Political Science, and Counseling, while others list it under Counseling (Cabrillo). Some leadership courses are embedded in the Business Administration discipline (Citrus, Orange Coast, Shasta) and are not presented in correlation to student leadership in government or club activities. Some colleges have student government and principles of leadership correlated in course offerings and not components of a leadership program (American River, City College of San Francisco, Folsom Lake, Sacramento City, Skyline). The placement of leadership courses related to student government appears in Social Science (Citrus, College of Marin, Skyline), Counseling (Butte, Mt. San Antonio, Reedley, San Jose City, Southwestern), Political Science (Butte), and Student Development (Glendale).

Several structured leadership programs were identified. Dimensions of the leadership programs were organized into common factors that included: both an individual and organizational emphasis; a certificate of completion; core and elective workshop requirements; a service

project; specific leadership theoretical and experiential courses, Communication and/or English courses. The certificates earned through workshop participation are not part of the college's official certificate programs. For example, Mt. San Antonio College offers a "Co-Curricular Organizational Leadership Certificate" to students completing requirements for its three-year old, "Leadership Education And Development" (LEAD) Program.

Planned Implementation

I will present outcomes to my area dean; department and other interested groups revealed through this project. In forming a leadership development program, several areas surfaced as potential collaborators with the Student Development Office: Political Science, Social Science, Communications, Sociology, Cultural Competence and Equity Committee, Social Responsibility Committee, and Counseling.

A progressive, three stage approach (short, intermediate and long term) frames the implementation.

Short Term: Pilot a course through SGVT 499 that examines principles of leadership, social justice and cultural proficiency and their application to Associated Student Government, clubs and activities. Specific leadership skills include organizing events, communicating effectively, working collaboratively, resolving conflicts, balancing priorities and managing one's time. Leadership styles, functions and approaches will be discussed and evaluated.

Intermediate Term: Work in collaboration with college constituents on a comprehensive leadership program whose content delivery is workshop based and awards certification. The certificate will not be part of CRC's official certificate program. The program will have two tracks: experiential and theoretical. Experiential will include participation in student government, clubs and shared governance committees. Theoretical will include the study of and dialog about leadership principles and styles.

Long Term: Implementation of a leadership program whose content is both course and workshop based and transferrable to CSU and UC. The program would include a "Self-Development Guide" that has a web-link reference to: movies about leadership; books about leadership with excerpts; and relevant leadership websites.

Broader Implications

Analyze and extract from the Leadership Competency (LC) model (Central Michigan University), the Culturally Proficient Leadership model (R. Lindsay), and the Social Justice Education model (M. Adams) for adaptability to a community college leadership program. This comprehensive, hybrid leadership program would benefit the college and surrounding community.

Academic References

- Adams, M., Bell, L. A. & Griffin, P. (2007). *Teaching for Diversity and Social Justice*. 2nd edition. New York, NY: Routledge Taylor & Francis Group.
- London, M., & Maurer, T. J. (2004). Leadership development: A diagnostic model for continuous learning in dynamic organizations. In *The Nature of Leadership*, Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. Thousand Oaks, CA: Sage.
- McCauley, C.D. (2004). Successful and Unsuccessful Leadership. In Antonakis, J., Cianciolo, A.T., and Sternberg, R.J. (eds) *The Nature of Leadership*. Thousand Oaks, CA: Sage Publications.
- Northouse, P. G. (2004). *Leadership: theory and practice*. Thousand Oaks: Sage Publications, Inc.
- Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In Murphy, S. E., & Riggio, R. E. (Eds.), *The future of leadership development* (pp. 223-236). Mahwah, NJ: USum Associates.
- Van Velsor, E., McCauley, C.D., & Moxley, R.S. (1998). Our view of leadership development. *The Center for Creative Leadership Handbook of Leadership Development*. San Francisco: Jossey-Bass.