

**Monday, September 24, 2012
3:00 pm – 4:00 pm**

**Toll free: 1-877-394-5901
Local 416: 416-548-6023
Participant/Security Code: 9243517#**

Committee members

David	Belford	Dean, Faculty of Business	Fanshawe College
Darrin	Caron	Principal/Dean	Durham College
David	Ding	School Services Coordinator	Humber College
Leolyn	Hendricks	Chair	Seneca College
Wayne	McIntyre	Retired Director, Student Support Services	Algonquin College
Marilyn	McNeil-Morin	Chair Fashion Studies and Performing Arts	George Brown College
Greg	Murphy	Dean, School of Media, Art & Design	Durham College
Diane	Posterski	Executive Director	OCASA

Ex officio

Rick	Helman	Director, Budgets & Financial Planning	Loyalist College
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AGENDA

Please visit this website for meeting notes, venue links, etc.:
<http://www.ocasa.on.ca/events/conference-planning>

Agenda Items	Action/Notes
1. Welcome	
2. Plenary Speaker Peter Dietche: review his proposal (below) Lane Trotter, VPA, Fanshawe: for consideration as opening plenary	
3. Plenary Panel: Monday night In discussion with Linda Franklin, October.	
4. Concurrent sessions: facilitators Review Leadership Capability Framework provided by Council to get us started (included here)	
5. Next meeting:	
6. Thank you and adjourned.	

Agenda Item #2:

Proposal from Dr. Dietche:

I've reviewed the materials I have and believe a 60 minute session with 15-20 minutes of Q/A following would be best. I typically like to begin these presentations with an overview of my recent research and I think three recent projects are relevant:

1. A review of the factors that influence college student success and retention.
2. Research on the who and what of career planning in Ontario Grade 10 students.
3. Research on the organization and delivery of counselling services in Ontario colleges

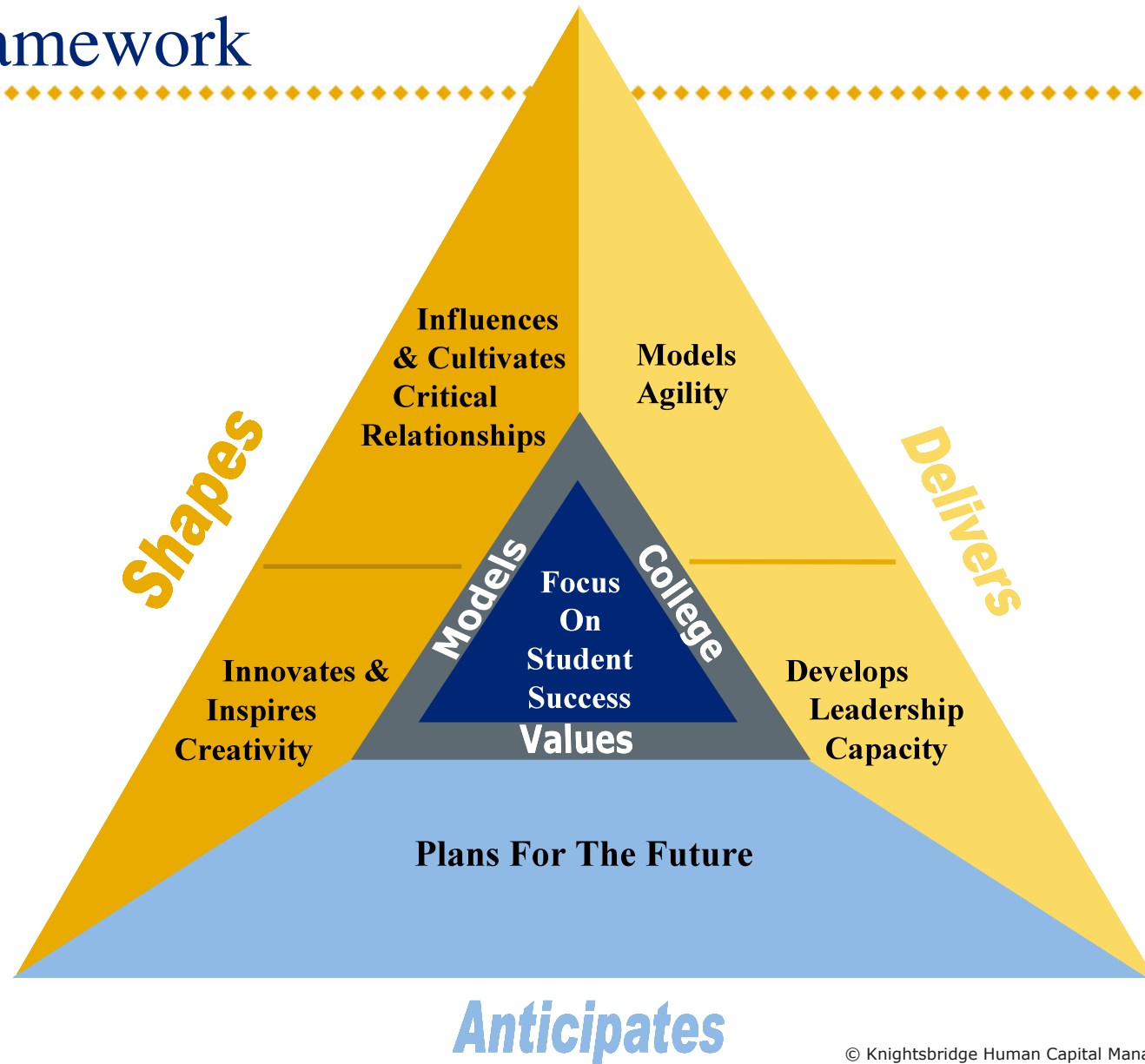
In the first half of my presentation the findings of these 3 research projects will be woven together to tell a story about how colleges could be mobilized to improve retention and graduation rates, something everyone is trying to achieve. The second half will address the issues of leadership and organizational change, again drawing on the relevant research in this area which is, unfortunately, mostly from the U.S.



February 2, 2012




Cross-College Leadership Capability Framework





At the Core

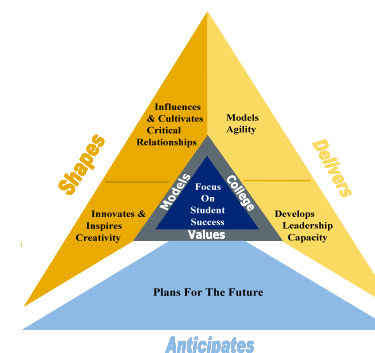


**Focus
On
Student
Success**

- ◆ An unwavering commitment to academic excellence
- ◆ Passion for students and the process of learning
- ◆ Knowledge of the professional practice of teaching

Plans for the Future

By taking a longer-term perspective, anticipates the implications of emerging academic and economic trends, and spots promising opportunities that align with the strategic priorities of the college



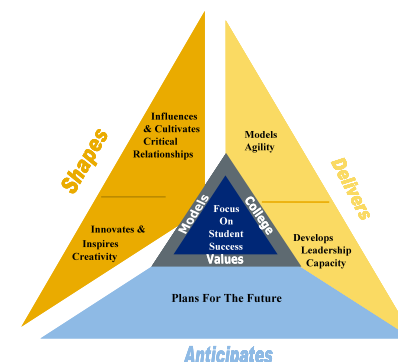
Why is it important?

- Increased expectation to anticipate, lead and be ahead of the curve in supporting and responding to the evolving needs of the province, industry and students
- Given the current funding formula, colleges must identify and/or create new sources of revenue to meet the demands of the new economy
- Opportunity to work as a broader college system to grow and better meet the needs of the stakeholders

President	Vice President	Dean / Director	Manager / Chair
Stays ahead of the curve with academic, industry and relevant external environment trends affecting the college and its strategic direction	Understands potential implications of emerging academic, industry and relevant external environment trends affecting their functional organization	Remains current with emerging academic, industry and relevant external environment trends affecting their faculty/department	Is aware of academic, industry and relevant external environment trends affecting their team/area
Sets a compelling vision and strategic direction for the college that capitalizes on institutional strengths and emerging opportunities	Contributes to the development of the college's vision and strategic direction. Sets a vision and strategic direction for their functional organization that aligns with that of the college.	Contributes to the development of their function's vision and strategic direction. Sets a vision and strategic direction for their faculty/department that aligns with that of the college.	Contributes to the development of their faculty/department's vision and strategic direction. Sets strategic direction for their own team that aligns with that of the college.
Articulates the strategic vision, priorities and expectations of the college in a clear and engaging manner	Clearly communicates the strategic vision, priorities and expectations of the college and their functional organization. Instills a sense of purpose in their teams.	Clearly communicates the strategic vision, priorities and expectations of the college and their faculty/department. Instills a sense of purpose in their teams.	Clearly communicates the strategic vision, priorities and expectations of the college and how these relate to their team. Instills a sense of purpose in their team members.
Refines and shifts strategies and priorities in response to emerging issues while maintaining a focus on academic excellence	Refines strategies and priorities in response to emerging issues while maintaining a focus on academic excellence; shows an ability to balance the important with the urgent	Refocuses priorities in response to additional requests and new initiatives; shows an ability to balance the important with the urgent	Demonstrates ability to manage priorities while responding to new requests and initiatives
Uses principles, organizational values and business experience in decision making	Uses principles, organizational values and business experience in decision making	Involves the "right" people in making decisions, and leverages relationships and resources to get things done within their faculty/department	Takes a fact-based approach to decisions and exercises sound judgement
Operates on a strategic 5 to 10 year time horizon	Operates on a strategic 3-5 year time horizon	Operates on a strategic 1-3 year time horizon	Operates on a strategic 1-3 year time horizon
Demonstrates knowledge of and curiosity about the professional practice of teaching and the learning process			
Balances short-term actions with a consideration for longer-term implications			

Innovates & Inspires Creativity

Champions innovation and continuous improvement by challenging the status quo, presenting new approaches, ideas and solutions, and encouraging others to do the same. Maintains a supportive environment to develop and implement new approaches effectively balancing risk-taking and return on investment.



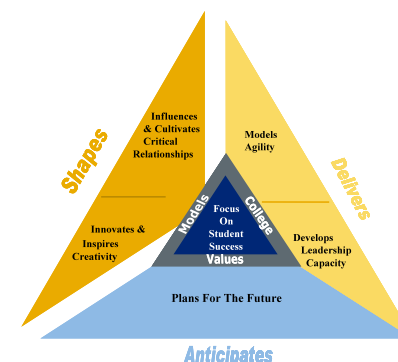
Why is it important?

- Colleges play a critical role in supporting Ontario's innovation and productivity agenda
- There is a drive to be an integral part of the province's business community as a key resource for innovation and productivity
- Innovative services and academic programs are core to strengthening brand reputation and establishing a unique value proposition with all stakeholders

President	Vice President	Dean / Director	Manager / Chair
Fosters a culture that rewards innovation and creative thinking across the college	Nurtures and rewards innovation and creative thinking within their functional organization	Promotes innovation and creative thinking within their faculty/department	Encourages innovation and creative thinking within their team
Encourages the institution to enhance teaching and learning by bringing innovation and creativity to the classroom	Enables their functional organization to enhance teaching and learning by bringing innovation and creativity to the classroom	Supports their faculty/department to enhance teaching and learning by bringing innovation and creativity to the classroom	Guides their team to enhance teaching and learning by bringing innovation and creativity to the classroom
Openly discusses ideas and surfaces differences of opinion within their executive team	Active contributor on the executive team. Promotes information sharing and open channels of communication in their leadership team.	Active contributor to their function's leadership team. Promotes information sharing and open channels of communication in their team.	Active contributor to their faculty/department leadership team. Promotes information sharing and open channels of communication in their team.
Demonstrates a willingness to take prudent risks to benefit the college	Takes prudent risks to benefit their functional organization and the broader college	Takes prudent risks to benefit their faculty/department and the broader college	Takes prudent risks and tries new things to benefit their team/area
Develops ideas to reshape and evolve the business of the college	Develops ideas to reshape and evolve their functional organization	Develops ideas to evolve their faculty/department	Explores and implements best practices to evolve their team/area
Identifies creative ways to optimize investments			
Keeps an open mind and is willing to try new things			
Learns from mistakes and encourages others to do so			

Influences & Cultivates Critical Relationships

Builds effective and influential working relationships (internally and externally) and collaborates to achieve mutually beneficial goals



Why is it important?

- Environment includes a complex and diverse set of stakeholders who are continually changing and whose expectations continue to grow
- Need to work with government to establish a working relationship that recognizes institutional leadership and values public accountability within a framework that is consultative, responsive and transparent
- Collectively leaders must be stronger than the sum of the individual components (e.g., effective cross-departmental/cross-college collaboration)

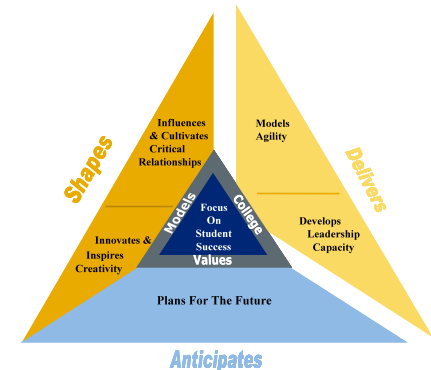
President	Vice President	Dean / Director	Manager / Chair
Maintains a wide network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels (private and public sectors)	Builds a network of external contacts, including key decision-makers and influencers at the local and provincial levels (private and public sectors)	Establishes relationships with relevant external contacts within their scope of responsibility (faculty, department)	Establishes relationships with relevant external contacts within their scope of responsibility (department, area)
Builds collaborative alliances and partnerships that benefit the college	Optimizes collaborative alliances and partnerships that benefit their functional organization	Nurtures collaborative alliances and partnerships that benefit their faculty/department	Leverages collaborative alliances and partnerships that benefit their team/area
Seeks out and skillfully incorporates diverse perspectives to benefit the college	Seeks out and incorporates diverse perspectives to benefit their functional organization	Appreciates how diverse perspectives can benefit their faculty/department	Is open-minded when different perspectives are presented
Influences to gain commitment on a broad range of issues affecting the college, the broader college system and the community	Influences to gain commitment on the range of issues pertaining to their functional organization and the broader college	Influences to gain commitment on the range of issues pertaining to their faculty/department	Influences to gain commitment on the range of issues pertaining to their team/area
Fosters and facilitates cross-functional collaboration, removing potential barriers and 'silos'	Creates a climate of collaboration within their functional organization	Actively seeks out and establishes cross-functional relationships	Recognizes and acts on opportunities for cross-functional collaboration
Places organizational and stakeholder requirements above personal priorities			

Models Agility

Demonstrates both the focus and flexibility necessary to lead self and others during continuous change and ambiguity, while delivering results and maintaining exceptional levels of service to students and stakeholders

Why is it important?

- Critical to maintain forward momentum in spite of inevitable challenges, barriers, negative influences and unanticipated outcomes
- Change is constant and navigating through it effectively is essential for continuing to advance and deliver positive results



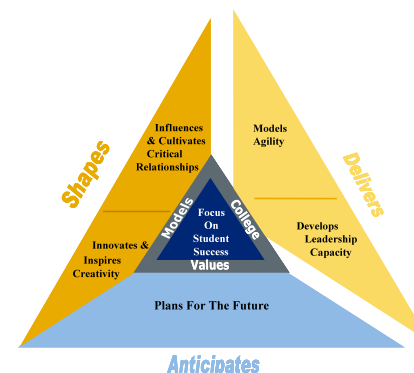
President	Vice President	Dean / Director	Manager / Chair
Acts as a champion for strategic change	Integrates & motivates resources and demonstrates how to efficiently adapt and guide others through change	Reinforces change messages across teams and helps others adapt to different ways of doing business	Adapts well to change and helps others through the change process
Anticipates the impact of change at the organizational, team and individual levels and assesses/sets the capacity and requirements to sustain pace of change	Assesses the impact of change at the organizational, functional, and individual levels and implements strategies to build capacity and sustain the pace of change	Understands the impact of change at the faculty/department and individual levels and implements strategies to build capacity and sustain the pace of change	Understands the impact of change at the team and individual levels and helps others sustain the pace of change
Communicates effectively the purpose and benefits of institution-wide change initiatives, building the buy-in of a wide range of stakeholder groups	Communicates effectively the purpose and benefits of institutional and functional change initiatives, building the buy-in of a wide range of stakeholder groups	Communicates effectively the purpose and benefits of functional and faculty/department change initiatives, building the buy-in of a range of stakeholder groups	Communicates effectively the purpose and benefits of faculty/department and team change initiatives, building the buy-in of their team members
Makes the necessary tough (and at times unpopular) decisions	Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team	Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team	Makes the necessary tough (and at times unpopular) decisions and demonstrates support for the decisions of the leadership team
Demonstrates a commitment and ability to implement new structures, relationships and processes	Guides others to understand and implement new structures, relationships and processes	Supports others to understand and implement new structures, relationships and processes	Supports and implements new structures, relationships and processes
Weights the pros and cons of various alternatives, anticipating the internal and external implications of decisions	Solicits and evaluates the pros and cons of various alternatives, anticipating the internal and external implications of decisions	Solicits and evaluates the pros and cons of various alternatives, anticipating the internal and external implications of decisions	Evaluates the pros and cons of various alternatives, anticipating the internal implications of decisions
Able to stay calm and instill a sense of focus during times of intense pressure	Demonstrates focus and discipline in adapting to change and managing related pressure	Applies focus and persistence to ensure plans and objectives are achieved	Applies focus and persistence to ensure plans and objectives are achieved
Focuses on the path forward, not the obstacles; perseveres in the face of resistance			

Develops Leadership Capacity

Identifies and actively develops the leadership talent necessary to realize the college's vision and successfully execute its strategy

Why is it important?

- There is a drive to create a high performance culture and close the leadership gap resulting from pending retirements, skills shortages and competition to attract and retain leadership talent
- Achievement of strategic and longer-term priorities requires a breadth of leadership capabilities unlike ever before; leaders must continuously develop new skills in self and others, coaching for today and for future success



President	Vice President	Dean / Director	Manager / Chair
Sponsors succession and leadership development as an organization-wide strategic priority	Sponsors and actively participates in succession and leadership development processes/programs	Actively participates in succession and leadership development processes/programs	Actively participates in succession and leadership development processes/programs
Aligns capabilities with the needs and demands of the college to ensure the right people are in the right leadership roles	Aligns capabilities with the needs and demands of their functional organization to ensure the right people are in the right leadership roles	Aligns capabilities with the needs and demands of their faculty/department	Aligns capabilities with the needs and demands of their team/area
Coaches current and future senior leaders in preparation for roles of increased scope and responsibility	Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.	Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.	Provides appropriate upward feedback. Develops direct reports through regular coaching, career planning and proactive performance management.
Delegates appropriately and identifies opportunities to help senior leaders gain broader exposure and experience	Delegates appropriately and identifies opportunities to help their direct reports gain broader exposure and experience	Challenges themselves to delegate appropriately and identify opportunities to help their direct reports gain broader exposure and experience	Challenges themselves to delegate appropriately and identify opportunities to help their direct reports gain broader exposure and experience
Establishes a corporate culture that nurtures and rewards leadership development	Focuses on their own development and the development of future leaders. Expects the leaders who report to them to do the same.	Focuses on developing as a leader themselves. Identifies and develops leaders of the future. Expects the leaders who report to them to do the same.	Focuses on developing as a leader themselves. Identifies and develops leaders of the future.
Builds a strong, collaborative executive team	Builds a strong, collaborative leadership team	Builds strong, collaborative teams	Builds a strong, collaborative team
Supports and challenges leaders to demonstrate commitment to excellence in teaching and learning			