F. LEAD Overview

> **F. LEAD**
>
> **Red River College graduates are confident and competent role models who inspire and motivate others to achieve success.**

1. Definition/description.

Leadership is the capacity to influence people, bringing out the best in them in order to achieve desired results.[1] It is outward-looking in that it reflects the ability to support and develop something meaningful in other individuals and in organizations, beyond themselves. It incorporates influence, integrity, spirit and respect.

To lead is to initiate, organize and direct, or set a process in motion; to set an example for others to follow.

Leadership is not the same as authority. Leadership is relationship-based where the building of trusting relationships is key. Those who 'lead' ensure others feel that his/her opinion, point of view or consideration matters, and that they have a part in outcomes or results. An individual supports and follows a leader because they agree with their ideas and can adapt them as needed, not because they are told to do so. Leaders also need capacity for vision of the future, and guide others towards forward-looking goals and objectives. To lead demonstrates the capacity to guide or influence a group to achieve goals.

2. **Importance** of this competency for academic, personal and professional life.

Leadership is a competency which can be acquired and improved, and all learners should develop this competency. It is present and valuable in family life, in daily social contexts, in employment, and in the immediate and extended communities. In employment, it is traditionally rated among the top 10 competencies desired by companies and institutions.

Learning to lead helps individuals to assume personal and group responsibilities, and to understand the challenges in bringing together different interests, perspectives and points of view.

Personal and group leadership are important to the development and establishment of strong relationships and partnerships required in employment, group and community development.

3. **Listing of levels of *Lead* along the continuum of development in college programs.**

Level 1 Manage Self
Graduates act responsibly, work cooperatively and build positive relations. They interact with confidence and skill.

Level 2 Support and Lead Others
Graduates encourage, support, and motivate others to elevate potential.

Level 3 Lead in the Community
Graduates strive for innovation and improvement. They build networks and work collaboratively in the community to realize a vision.

4. **Interaction/connectivity** with other college-wide learning outcomes.

Leadership is a complex competency that requires the use of skills from many areas in order to be successful.

To 'lead' as defined in the RRC college-wide learning outcomes, is to set an example, to model competence and confidence, and to bring others together to work towards common goals. Leadership incorporates many other competencies. The greater the proficiency in competencies such as communication, critical thinking, teamwork and innovation, the greater the potential is for strong - and indeed 'model' - leadership in career and community.

Knowledge of leadership qualities, competencies and environments can be initiated in introductory courses. Higher levels of leadership activity will be incorporated into higher level courses because of the need for proficiency in other competencies and the complex nature of leadership.

5. **Rubric for mastery of *Lead* and incorporation of the learning outcome in programs.**

    See rubric chart.

    a. The rubrics provide the <u>indicators</u> for the outcome, plus a <u>rubric descriptor</u> for each indicator at each level.

    b. The rubrics provide benchmarks for programs to reference their own program outcomes when developing or revising a program.

    c. The rubrics provide detailed information for faculty to incorporate into their program/course assessment rubrics for student assessment. They are not intended for grading individual students.

    d. The rubrics also provide a measurement for the evaluation of program and college-wide attainment of meeting the stated college-wide learning outcomes – on a composite basis.

6. **Faculty Resources:**

    Faculty resources have been gathered to assist faculty in:

    a. Increasing their knowledge about learning outcomes at various levels (institutional outcomes, program outcomes and course outcomes), and of how programs and courses relate to institutional outcomes.

    b. Reflecting on the meaning and indicators of each of the college wide learning outcomes.

    c. Referencing some sample student assessment rubrics related to the outcome (competency) or some component of it. These resources may assist faculty to develop their own course rubrics for assessment of students.

    d. Accessing some teaching resources related to the outcome (competency) or components of it.

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[1] *Competence-based learning. A proposal for the assessment of generic competences.* University of Deusto. 2008 Sanchez and Ruiz (Eds)

F. LEAD Rubric

Red River College graduates are confident and competent role models who inspire and motivate others to achieve success.

	Levels		
Competency Levels	**1. INTRODUCTORY learning** RRC graduates will be able to…	**2. COLLABORATIVE learning** RRC graduates will be able to…	**3. INTEGRATIVE learning** RRC graduates will be able to…
Level descriptors	*Level 1 Manage Self* Graduates act responsibly, work cooperatively and build positive relations. They interact with confidence and skill.	*Level 2 Support and Lead Others* Graduates encourage, support, and motivate others to elevate potential.	*Level 3 Lead in the Community* Graduates strive for innovation and improvement. They build networks and work collaboratively in the community to realize a vision..

Notes:
   Indicators (on table below):
- Indicators provide examples of the types of behaviours expected to demonstrate the competency and the level.
- These indicators need to be viewed as defining the broad college-wide outcomes – but also form the basis from which programs can identify more specific and detailed expectations of the outcome related to the field and their specific program. Discipline specific aspects of the outcome may be greatly enhanced and detailed in program outcomes.
- Programs/courses do not need to include all the indicators of a particular level (and indeed may have their own additional indicators for their program or course based outcomes), but it is expected that they would incorporate the majority of the indicators of the CWLO at that level.

Indicators	*Level 1 Manage self*	*Level 2 Support and lead others*	*Level 3 Lead in the community*
1. Self-awareness	a. Describe own strengths and weaknesses along with general description of life and career goals.	a. Clearly articulate purpose and direction or goals in life based on self-awareness and own capabilities. Identify areas of possible improvement and self-development.	a. Demonstrate confidence in own abilities while setting continuously more challenging, but achievable goals. Continuously evaluate own capabilities and gaps and pursue ongoing opportunities for professional and personal development.
2. Ethics and personal relationships	a. Complete required work, and accept constructive feedback. b. Acknowledge ideas and contributions of others as they are presented. c. Make suggestions for improvement in the work of other group members in a respectful and supportive manner.	a. Complete work at required level of proficiency and identify opportunities to expand knowledge, skills and abilities. Accepts and act on constructive feedback. b. Provide positive feedback and recognition on contributions or performance of others. Communicate value of their contribution. c. Note specific and descriptive suggestions for improvement in a constructive and respectful manner to improve quality of results of groups.	a. Initiate and produce high quality work. Search out and integrate constructive feedback received in future efforts. b. Demonstrate leadership in community groups through ongoing acknowledgement and broad recognition of skills and actions of others toward common goals. c. Provide timely, specific feedback on skills and actions in a constructive manner, discussing possible alternatives for improvement to ensure quality work and team success.

		d. Describe meaning and components of ethics and integrity in personal relationships and own profession/occupation.	d. Demonstrate a sense of responsibility to self, others and community through honest, respectful and ethical encounters and relationships with others and in community activities in own profession/occupation.	d. Consistently demonstrate all components of ethical behavior in decisions and interpersonal relationships with individuals and in community beyond one's own profession/occupation.
3.	Relationship building	a. Build trusting relationships with individuals in one's personal environment. Maintain relationships with integrity and respect. Be mindful of own words and actions. Accept people as they are.	a. Initiate and grow internal and external partnerships and relationships as the foundation for projects and group activities. Maintain open communications and demonstrate relationship-building based on individual interest, ability and differences to establish diverse groups for common goals.	a. Develop and maintain a broad range of relationships available for future projects, community action and dealing with crises. Motivate others to become involved.
4.	Personal responsibility	a. Demonstrate components of self-management in specific situations and events.	a. Demonstrate self-management and personal responsibility for own outputs within broad parameters.	a. Demonstrate consistent ability to initiate action and manage self in a positive manner in a wide range of challenging personal and work situations.
		b. Display consistency between what is said and done.	b. Generate confidence and gain support of others through consistent actions of self.	b. Promote and create trusting relationships and mutual shared group objectives.

5. Vision	a. Outline plan for concept or activity and explain to others.	a. Develop vision for concept or activity and present to others with conviction.	a. Develop vision, rationale and details, and communicate to others in persuasive fashion, motivating others for involvement.
6. Teamwork	a. Cooperate with colleagues.	a. Participate in groups and teams through active engagement, demonstrating collaboration and respect for others.	a. Work and lead effectively in diverse groups and teams. Take initiative, facilitate discussions and support group decision-making.
	b. Demonstrate respect and integrity in working with others.	b. Support others through coaching in individual and group situations.	b. Support, encourage and motivate others through informal training and mentorship.
	a. Commit to teamwork through participating as a member of a group with a common goal.	a. Collaborate with others to achieve desired results, demonstrating strong interpersonal skills.	a. Foster team spirit and trust in multi-disciplinary teams and among people from diverse backgrounds and cultures to agree on process and achieve common goals.
	b. Acknowledge unique knowledge, skills, traits, and experience that each member brings to community and the group. Initiate building of rapport.	b. Practice informal coaching skills in day-to-day situations, encouraging others to participate and to perform to their level of ability. Demonstrate caring and respect, building rapport and credibility.	b. Support participation and achievement to full potential of others while integrating cultural differences and varying personal perspectives and abilities. Practice ongoing support for others' progress, acting as a role model to motivate others to achieve their potential and gain confidence.

7. Delegation	a. Allow others to initiate group actions and contribute to group or organizational vision and objectives.	a. Encourage and support participation, demonstrate openness and acceptance of others' ideas and involvement.	a. Champion team efforts, support open communication, enable beneficial outcomes, stand behind team success, and take responsibility for its failures.
	b. Distribute work according to capacity of each team member.	b. Delegate responsibility and apply skills of cooperation and negotiation to enhance capacities of each group member and support others involvement in decision-making.	b. Encourage recognition of joint concerns through collaboration. Delegate and empower others to take initiative to arrive at common objectives through positive process and to influence the success of outcomes.
8. Effect positive change	a. Look for ways to improve processes and outcomes. Participate with others to plan improvements.	a. Encourage and support group involvement in continuous improvement through joint efforts. Create synergies in the team by encouraging new ideas and implementing them.	a. Lead exploration of strengths and weaknesses of ideas and plans. Identify obstacles and take steps to allay fears of change.
	b. Describe the importance of sustainability and how it is linked to individual efforts.	b. Incorporate consideration of sustainability to improve the economy, the environment and human health & well-being in group efforts.	b. Lead in communities by initiating and supporting group efforts towards sustainability and global citizenship.

Terminology usage in rubric:

Coaching: is where one individual assists another to enable learning and development to occur, and thus performance to improve. Coaching is often a short term process, and is based on task(s).

Community: people or groups with a common interest who collaborate to share ideas, information and other resources.
- People or groups implies formal or informal
- "Common interest who collaborate" – self-organized network is implied
- Virtual community is included as there is no physical component in the definition
- Community members can play an active or passive role

Lead: to initiate an action; provide an example for others to follow. The capacity to influence individuals and groups, anticipating the future and bringing out the best in people.

Mentoring: focused on relationship more than tasks, and development more than performance, and requires a planned structure.

Recognition: appropriate acknowledgement and appreciation of efforts in a fair and timely manner.

Self-management skills: refers to skills that enable a person to cope with day to day living in a positive and productive manner.

Sustainability: Meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is an evolving process to improve the economy, the environment and human health & well-being for the benefit for current and future generations. Sustainability requires a long- term perspective, a systems approach (systems that connect space and systems that connect time), fairness, and creativity & innovation.

Teamwork: the process of working collaboratively with a group of people in order to achieve a goal. It includes cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause.

Key References for *Lead* Rubric development

- Cutting-Edge Leadership. Ronald E. Riggio, Ph.D. found at http://www.psychologytoday.com/blog/cutting-edge-leadership/201303/core-leadership-competencies-which-do-you-possess

- Teamwork VALUE Rubric. Association of American Colleges and Universities. http://www.aacu.org/VALUE/rubrics/

- Service Rubric and Ethical Leadership Outcomes. Student Leader Learning Outcomes Project. Texas A&M University. 2008 http://sllo.tamu.edu/

- *Competence-based learning: A proposal for the assessment of generic competences. Tuning. University of Deusto* (Leadership Competence). Sanchez & Ruiz (Eds) 2008