Faculty Leadership Task Analysis: Major Responsibilities & Specific Tasks

Faculty leadership skills and competencies can be defined along two dimensions: (1) increasingly more complex and demanding duties and tasks that competent leaders must perform; and, (2) the underlying traits and attitudes and key areas of enabling knowledge and skills that support performance of the required duties and tasks. While the context for the analysis presented below is centered on NSF grant implementation, it is understood that these same elements will be a part of the faculty member's role in the larger college organization in which s/he operates.

- Prepare Funding Proposals
- Build and Manage Grant/Project Teams
- Facilitate Meetings and Activities with Various Internal & External Team Members
- Perform Formal & Informal Leadership Roles and Responsibilities
- Prepare Various Communication Documents, Reports and Materials
- Maintain Positive Working Relationships with Internal and External Project/Grant Faculty, Staff, Administrators and Industry Partners
- Recruit Students, Faculty, Administrators, Staff Members, and External partners for Grant/Project Activities
- Perform Increasingly Complex Budget & Financial Management Responsibilities
- Develop a Positive Work Environment & Culture for Students & Faculty
- Develop & Implement Grant/Project Programs and Activities
- Evaluate Program/Grant Progress & Effectiveness
- Maintain Required Program/Grant Documentation and Records
- Provide Professional Development Opportunities For Yourself & Others

Traits & Attitudes

The traits & attitudes <u>most critical</u> to the development of increasingly more complex and demanding leadership skills include the following:

- A forward-looking philosophy that prepares one for change
- A willingness to take risks informed by research and data
- An entrepreneurial perspective on activities and opportunities
- A willingness to take ownership and personal responsibility for decisions
- A high value on Integrity and trustworthiness
- Flexibility and adaptability in implementing goals, objectives and activities
- Personal self-care and balance
- Driven to achieve excellence
- A visionary approach
- A yearning for learning
- Preoccupation with simplicity and innovation
- A change catalyst—wwilling to embrace change and challenge tradition and the status quo

- Personal charisma and Inspirational leadership–use power to influence, generate excitement, create a sense of purpose and right action
- Democratic approach – everyone has a voice
- Influence with respect – understands the power of diversity
- Demonstrate intellectual curiosity – calculated risk taker
- Emotional self-awareness coupled with accurate self-assessment and emotional self-control
- Self confidence
- Optimism

Knowledge & Skills

The key duties and tasks identified above imply the need for specific knowledge and skills to perform those duties and tasks effectively. In addition to the implied knowledge and skills from the duty and task statements above, those listed below are most critical to the development of increasingly more complex and demanding leadership skills.

- Understand the mission, vision, goals and values of community colleges, and how one's role supports them
- Understand the organizational structure of the community college, and the function that one's unit plays in supporting institutional goals achievement
- Organizational and time management
- Reading an institution's budget
- Understands that opportunity resides within challenge
- Strong presentation skills
- Being articulate
- Listening, speaking, writing and presentation skills
- Building Relationships/Negotiation skills
- Ability to transform old mental maps- critical thinking/thought leadership
- Creative Problem Solving
- Conflict management
- Turn disruption and challenge into opportunity