



COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

LEADERSHIP: STRATEGIC AND EQUITY MINDED PART I

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INTRODUCTION

- This is the third in the series of podcasts developed by the Community College League of California as part of their CEO Strategic Leadership Program (CSLP).
- In the first two podcasts, we focused on Board/CEO relations, covering:
 - The different roles and functions expected of the Board and the CEO.
 - The mandates in law supporting those roles and functions.
 - The difference between the policy role of the board and the implementation role of the CEO.
 - The core purpose of the mission, vision and values statements designed to guide the governance and management path of the institution.
 - The critical steps of planning, monitoring and accountability that bring all work to fruition.

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LEADERSHIP

- **Is leadership art or process?** It is both. It is a skill that can be learned and art that, in this instance, is endemically tied to the individual.
- **Ask yourself:**
 - What is my leadership style?
 - Is there an ideal leadership style?



SUB-TOPIC 1: DEFINITION OF LEADERSHIP

Leadership is often defined as:

“The ability to influence the directions, goals and efforts of others through means that include but go beyond the simple exercise of authority. Leadership is an influence relationship that embodies purpose and confidence in a person or group among those who follow.”



History of Leadership Theories

- Early luminaries (Plato, Lao-tzu, Aristotle and Machiavelli): ***a leader is born, not made.***
- ***Great Man Theory*** (1840) focuses on a leader as the hero (proponents refer to the Great Man Theory when they speak about individuals such as Winston Churchill, Steve Jobs or Elon Musk).
- ***Trait Theory*** (1910) is built on the idea that leaders possess certain qualities or traits and are different from regular folk.
- ***Behavioral Theory*** (1950s) focuses on the nature vs. nurture controversy, arguing that under the right conditions, leaders emerge because of their environment, as well as their nature.
- ***Contingency Theory*** (1967) urges that leaders should adopt and adapt traits and behaviors unique to each situation, asserting that no single style of leadership is universally appropriate.
- ***Transactional Leadership*** (1970s) says that leaders must find a means to align and adequately reward or punish followers for performing leader-assigned tasks.
- ***Transformational Leadership*** (1985-2010) builds on trust and inspiration to make the team more motivated and effective, stating that a relationship based on mutual stimulation and elevation converts followers into leaders and may convert leaders into moral agents.



History of Leadership Theories Continued

- **Leader-Follower Theory** (1990s onward), also associated with Robert Greenleaf's *Servant Leadership and Contingency theory*, emphasizes the choice of some leaders to serve their followers, empowering them to live and work to their full potential.
- **Systems Leadership Theory** (2015 onward) focuses on the need for awareness of an interconnected world, leading to an appreciation of the system and nature of contemporary issues. Systems Leadership recognizes that collaboration is essential to solving problems and requires that the Ego be sacrificed for the common good because the consideration of multiple points of view is essential.
- Early models of Leadership (1840-1960) were almost exclusively authored by White men and described traits, behaviors and influence strategies that championed **individuality, hierarchical power, depersonalization, persuasion and control**.
- Between 1970 and 2015, with the emergence of women in key leadership positions in the workforce, a different and evolved perspective surfaced. Women leaders tend to conceptualize leadership as a **collective rather than an individualistic endeavor, with more more participatory, relational, and interpersonal aspects**. They emphasize responsibility toward others and the importance of empowering group members to act within the organization.



SUB-TOPIC 2: LEADERSHIP MODELS

Hierarchical Models

- Leaders organize subordinates into a pyramid-like structure.
- At the lowest level, less-experienced employees take direction from supervisors and managers at higher levels.
- Clear chain of command from the lowest to the highest levels within an organization.

Positionality Model

- Focuses on whether who we are, based on our experiences, is related to what we know about leadership.
- Assumes that power relations can change and that social categories are fluid and dynamic, affected by historical and social changes.
- Social Justice – social and political context in terms of race, class, gender, sexuality and ability status create your point of view and behavior as a leader.
- Your identity influences, and potentially biases, your understanding and outlook on the world.

Standpoint Leadership Model

- Comes from a feminist theoretical perspective that argues that knowledge stems from a social position.
- Emerged from the Marxist argument that people from an oppressed class have special access to knowledge that is not available to those from a privileged class.
- Seeks to develop a particular feminist epistemology that values the experiences of women and minorities as a source for knowledge.
- Prominent standpoint theorists include *Dorothy Smith, Nancy Hartsock, Donna Haraway, Sandra Harding, Alison Wylie, Lynette Hunter and Patricia Hill Collins.*



Leadership Models Continued

Servant Leadership

- A management philosophy that implies a comprehensive view of the quality of people, work and community spirit.
- Requires a spiritual understanding of identity, mission, vision and environment.
- A servant leader looks to the needs of the people and asks how he/she can help them to solve problems and promote personal development.
- ***“The servant-leader is servant first ... It begins with the natural feeling that one wants to serve, to serve first. Then the conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest-priority needs are being served.” - Robert K. Greenleaf***

Connective Leaders

- Defined by Jean Lipman-Blumen as an approach to leadership that is more politically savvy and instrumental, yet more ethical, authentic, accountable and particularly more ennobling.
- Designed for the current Connective Era, a period marked by the tensions between interdependence and diversity. The Connective Era calls for new leadership strategies to enable individuals and groups with diverse – and potentially conflicting – backgrounds, talents and agendas to live and work together productively, creatively and harmoniously.





Equity Minded Leader

- Equity Minded Leadership looks at skills and traits that are particularly important for educational leaders.
- The University of Southern California Center for Urban Education has developed a framework that:
 - Focuses on patterns of inequality in student outcomes and leaders who are willing to take personal and institutional responsibility for the success of their students by critically reassessing their practices.
 - Requires that practitioners be race-conscious and aware of the social and historical context of exclusionary practices in American higher education.
- There are multiple leadership theories and models, and no single approach is ideal.
- Leaders must invent their own paradigm, pick and choose depending on the "fit," not only for yourself but for the institution you plan to serve.



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