College Employer
Council // Conseil
des employeurs des collèges

Leadership Expectations Report – Vince Molinaro

Implementation Recommendations

March 2021

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Committee Recommendations

Executive Summary

It is recognized that developing leadership within an organization contributes to that organization's strength and ability to grow and adapt. To achieve and develop strong organization leadership, it is strongly recommended that the entire organization adopt a culture of developing leaders, at every level of the organization. It is therefore important that the organization build and scale accountable leadership development for the entire organization, from the President, to the executive team, to senior leadership so as to model leadership expectations. It is then appropriate for the head of HR to assist by putting into practice measures and tools to work with the organization to put into place a framework to identify, develop and reinforce the modelled leadership expectations.

To assist colleges with this process, in 2011 CEC retained Vince Molinaro to research, and develop, a leadership capability framework specifically designed for the Ontario college sector.

After several years with that framework, CEC was mandated to identify how Colleges may take full advantage of the framework and assist with improved uptake of the Molinaro framework. As a result, Vince Molinaro was again engaged in 2019 to review the progress of leadership expectations. He interviewed college leaders, including board directors, presidents, heads of human resources, and heads of organizational and leadership development. Through these critical discussions, a renewed set of leadership expectations emerged, replacing the leadership capabilities.

All readers are encouraged to read the full report included as an Appendix in this report.

The report identifies a framework with six leadership expectations as captured in Figure 1 below.

These leadership expectations will serve to establish a common understanding of what it means to be a College leader. They will also clarify how leaders must step up to focus on student success, create compelling organizations and meaningful relationships with stakeholders and partners.

A challenge that was identified in the most recent report was with the adoption of the six leadership expectations and how Colleges should include these expectations in a more holistic approach so they touch all areas of college leadership development.

Therefore, in June 2020 the HRCC recommended the creation of a subcommittee of HR Leaders with the mandate to review the report and provide recommendations that would best support its dissemination, adoption, and application in leadership development.

Committee Recommendations

It is understood that colleges will be at varying stages of organizational leadership development programs. However, it is strongly recommended that the implementation recommendations in this report be considered for the improved adoption of the Molinaro framework of six leadership expectations. This will assist the college achieve and develop stronger organization leadership, such that the college executives build and scale accountable leadership for the entire organization. This will also allow for improved recruitment, performance, succession planning, and leadership programs:

I. Leadership expectations be embedded in a leadership behaviours framework, by tiers and roles within a college, and that performance management practices also reflect these behaviours.
II. Stakeholder communications within the college can support a business case for adopting a leadership framework so as to build improved leadership, assist with attraction, retention, and succession of employees across the college, and demonstrate strategic and values alignment (particularly at the senior levels), that can be broadly applied throughout the organization.
III. At the broader level, CEC will encourage and support activities that build awareness across provincial committees, and promote consistency in sector-wide professional development initiatives as they embed these leadership expectations in their offerings.

II.   Introduction

In 2011, CEC engaged Vince Molinaro to research, and develop, a leadership capability framework specifically for the Ontario college sector. With a focus on shifting demographics in the workplace and a greater need for succession planning, a leadership development strategy was imperative. The original mandate would, "*develop the core elements of a cross-college leadership capability framework"* and *"identify and document the priority leadership capabilities of senior leaders across the college system over the next 3-5 years…With a common leadership framework as a platform, individual colleges will be able to further build and customize the framework to reflect their college-specific strategies, requirements and needs.*

Some colleges adopted and further expanded the framework for their college context, embedding it into their leadership development and performance management programs, while others referenced it to varying degrees.

In 2019, with an accelerated set of change and disruptive drivers, and a lapse of eight years, CEC again worked with Vince Molinaro to update the previous framework. In the summer of 2019, a stakeholder interview process took place involving 24 key leaders representing board directors, College presidents, heads of human resources and heads of organizational and leadership development. Through these critical discussions, a renewed set of leadership expectations emerged. All readers are encouraged to read the full report included as an Appendix in this report.

What emerged are the six leadership expectations identified through the research and provided in the *Figure 1.*

Figure 1: Leadership Expectations for College Leaders

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As noted in his report*:*

> *In the end, this list of leadership expectations represents a leadership contract for all College leaders at every level. The leadership expectations will serve to establish a common understanding of what it means to be a College leader. They will also clarify how leaders must step up to focus on student success, create compelling organizations and meaningful relationships with stakeholders and partners.*

The report was delivered early in 2020, just weeks before the pandemic was declared but was revisited in June 2020 with HRCC, and a recommendation to strike a committee with the mandate to review the report and provide recommendations that would best support its dissemination and application in leadership development within the sector, and at individual colleges.

III.   Overview

Following a committee review during the Fall 2020, recommendations for the implementation and adoption of the six leadership expectations fall into three key categories of best practice:

I.   **That these leadership expectations be embedded in a leadership behaviours framework, by tiers and roles within a college, and that performance management practices also reflect these behaviours.**

II. **That stakeholder communications within the college provide a business case for adopting this leadership framework (ROI), demonstrate strategic and values alignment (particularly at the senior levels), and are broadly applied throughout the organization.**

III. **At the broader level, CEC will encourage and support activities that build awareness across provincial committees, and promote consistency in sector-wide professional development initiatives as they embed these leadership expectations in their offerings.**

IV.   Discussion of Recommendations

I.   That these leadership expectations be embedded in a leadership behaviours framework, by tiers and roles within a college, and that performance management practices also reflect these behaviours.

While the six leadership expectations have broad application, best practices suggest a more comprehensive leadership program to embed into the organizational and performance management structures.

a) **Leadership Behaviours Framework Template:** The working committee prepared a template for the Capabilities Framework to provide some guidance about how this might be applied using three levels of Management for each Leadership Expectation. Some colleges do not limit their programs to administrators, and others might prefer more levels.

The template is important because it is designed with recognition of the importance of each expectation and suggested skills to be demonstrated by the three levels.

Of course, this is a starting point that will support more rigorous discussion within colleges and will likely be tailored to support the individual college's organizational development. culture and structure.

Key considerations for colleges in developing a framework based on this report

Colleges are in different stages of leadership development.

- For those with more limited experience and resources, foundational steps will be important – simply sharing the report, and encouraging department/division discussions for application and next steps might be the starting point.
- For colleges already in the process and practice of some moderate activity, updating their process/practice to reflect these new behaviours might be appropriate. Again, support from senior management, and communication across and within each division will support a more robust awareness, education, and adoption of these behaviours, including at the individual level.
- For those colleges with deeply embedded programs and processes, a review of these leadership expectations will be important in any revision initiatives.

A sample Leadership Behaviours Template follows according to the six behaviours identified in the report, and three tiers of management:

Behaviour #1: Leads through complexity and change		
Why it is important	**How it will be done**	**What it looks like in action**
The post-secondary environment will continue to bring uncertainty and challenge. College leaders will, therefore, need to be adept at leading through this climate and support their teams and organizations to drive change and successful outcomes.	The next three to five years represent a critical one for the College system. There is an onslaught of variables, each creating the need for Colleges to change and even transform. College leaders will need to plan and bring foresight to their roles while not losing sight of current obligations.	• Scans their environment and displays a high degree of clarity about external trends/drivers. • Displays openness and resilience to change and inspires others to act and make change happen.
Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Initiates steps that will mobilize and support the organization in times of change and promote a sense of engagement.	Communicates efficiently the impact of change and identifies resistance areas in order to put in place initiatives and solutions to move forward and get buy in at all levels.	Rallies around change and cascades the impact of the change into working practices and processes for staff within their department.
Conducts strategic scan in order to evaluate the relevance of emerging academic and economic trends and promising opportunities, which align with the strategic priorities of the College.	Contributes to the vision and strategic planning of the College and ensures that solutions/ideas initiated by staff are considered.	Mobilizes their department in setting action plans, which align with the College strategic goals.
Communicates efficiently at a College level in order to increase awareness on the nature of change and its necessity in order to stimulate engagement.	Evaluates the pertinence and the necessity of changing processes and practices to better align with the vision of the College.	Act as a positive force to support and facilitate the transition towards change.

Behaviour #2: Leads with bold and innovative thinking		
Why it is important	**How it will be done**	**What it looks like in action**
College leaders will need to be adept at challenging the status quo while creating an environment that supports an entrepreneurial-orientation, experimentation and prudent risk-taking that creates a financially sustainable future.	College leaders will need to be technologically savvy individuals who can bring fresh perspectives on how to create sustainable value for students, industry and other key stakeholders. While this expectation may vary by level, all leaders will need to be stronger at driving innovation.	- Challenges current thinking and drives continuous improvement while addressing barriers to innovation - Looks for new ideas and sources of innovation that can be adapted to work within the College system - Creates the expectation for team members to think creatively and bring forward plans to drive innovation and change - Acts in the best interest of the College, rather than for themselves or their teams/department
Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Fosters a culture that rewards innovation and creative thinking across the College.	Champions and facilitates development of breakthrough solutions	Progresses innovative solutions to problems with process and works with employees to implement
Cultivates ideas to reshape and evolve the business of the College.	Nurtures the development of ideas to advance the goals of the College	Ensures successful implementation of new ideas
Creates an environment where reasoned risk taking is encouraged and embraced	Develops innovative solutions while considering the long-term impact of decisions	Responds with a sense of curiosity and urgency to new challenges - advances innovative solutions

Behaviour #3: Leads with agility and speed		
Why it is important	**How it will be done**	**What it looks like in action**
Colleges will need to continue to be at the forefront of new approaches and methodologies to learning and in driving student and employee success. Their ability to quickly develop new programs and processes to meet the emerging needs of students, employees, industry and the community in which it serves will be critical for College success.	College leaders will need to be nimble and resourceful as they lead their people. They will need to be planful and deliberate while at the same time driving greater speed on the execution of organizational priorities.	• Seeks input from stakeholders to gain buy-in and improve the quality and effectiveness of initiatives within the College • Works collaboratively with peers to break down silos and align the efforts of teams across the College • Removes internal barriers and roadblocks that slow down progress • Celebrates the success of key milestones to recognize the vital contribution and efforts of their teams
Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Tracks industry trends with key competitors or high performing companies and the worldwide economy, understanding their impact on, and relevance to the College and the need to change based on demands or trends.	Sets clear direction in a constantly changing environment and take charge as situations demand it.	Willing to be flexible and to change one's perceptions based on new input to meet organizational goals or needs.
Fosters a College culture for responding and accepting	Maintains composure in all situations, conveying optimism and showing a sense of confidence, determination and flexibility especially in difficult times.	Willing to broaden one's capabilities by seeking new experiences and learning from accomplished people.
Takes measured risks and learns from mistakes, mobilizing resources and confidently guiding others through change, ambiguity and uncertainty	Able to be flexible, innovative, adaptive and resourceful should plans change and strategies need to be pivot to respond to emerging needs or conditions.	Manages rapid change as the world, technology and practices swiftly change
Behaviour #4: Leads by collaborating and building partnerships		

Why it is important	How it will be done	What it looks like in action
Given the constraints that College leaders will continue to face, partnerships and collaboration will continue to be a powerful way forward.	College leaders will need to proactively build and maintain respectful relationship with stakeholders and the community we serve. They will need to set up win-win conditions, both within their Colleges and their communities, to ensure high trust in driving to mutually successful outcomes.	• Acts as an ambassador of the College in the community • Demonstrates clarity of what stakeholders' value and nurture networks within and across the College system • Forms strategic alliances with partners to advance the College's priorities and diversify revenues through new initiatives in fundraising, corporate education and entrepreneurial activities • Maintains an extensive network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels

Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Maintains a deep and broad professional network outside of the College and encourages employees to maintain and develop their own networks	Ensures direction given and promoted is that of working together and not in isolation	Builds and maintains strong internal and external partnerships through demonstrating and promoting outstanding service levels.
Proactively identifies new stakeholders (internal and external) and leverages existing relationships to create new partnership opportunities	Builds and sustains strong and meaningful relationships at all levels of the organization	Willingly cooperates, shares information, and provides assistance to others in daily interactions.
Acts as an effective ambassador for the College – a public representative	Translates and clearly communicates complex concepts to a range of audiences and/or Creates a climate for exchange and collaboration internally.	Initiate and openly support collaborative working relationships across organizational lines.

Behaviour #5: Leads with an inclusive mindset

Why it is important	How it will be done	What it looks like in action
College leaders will need to embrace diversity in how they approach their roles. They will need to be inclusive, creating culturally meaningful environments that support the success of others regardless of race, ethnicity, gender, sexual orientation, age, socio-economic status, physical abilities, religious or political beliefs, and other ideologies.	The cultural diversity that exists within the Colleges contributes to students becoming global citizens, provides learning and personal growth, and prepares them to work with a diverse cross-section of society where they may welcome new ways of engaging the unique contributions of all people.	• Encourages an equitable and accessible environment that promotes, involves and reflects the diverse communities within the College • Brings an inclusive approach to learning and curriculum design • Ensures communications and organizational practices demonstrate a commitment to diversity and inclusion • Models the values of the College

Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Leads and publically reinforces the college commitment to equity, diversity and inclusion.	Ensures integrated college practices, policy and systems foster equity, diversity and inclusion	Models management practices to demonstrate equity, diversity and inclusion
Establishes and monitors metrics for equity, diversity and inclusion.	Sets and reports on divisional and intra-divisional goals for equity, diversity and inclusion.	Sets work team /departmental /school goals to contribute to EDI metrics
Holds self and others accountable for creating an equitable and inclusive environment and for meeting college metrics for equity, diversity and inclusion.	Holds self and others accountable to meet goals for EDI.	Holds self and others accountable to meet department and school goals for EDI.

Behaviour #6: Leads by developing and growing other leaders		
Why it is important	**How it will be done**	**What it looks like in action**
College leaders will need to invest in developing the mindset and capabilities of those they lead to expand the leadership capacity within and across their organizations.	Developing other leaders will be critical to the success of Colleges. It will be essential to create the conditions for others to grow, take personal risks and gain confidence in their leadership capabilities.	- Establishes a clear set of leadership expectations for each team member - Builds the leadership capabilities of themselves and their direct reports - Provides leadership development opportunities that effectively strengthen the capacity of College leaders through coaching, assessment and other developmental activities - Sets the tone for others by being open to feedback, demonstrating emotional intelligence and living the leadership expectations on a daily basis
Specific Behaviours by Level		
Senior Management Level - 1	**Middle Management Level - 2**	**Front Line Management Level - 3**
Establishes and promotes the framework for leadership expectations.	Assesses performance of direct reports in alignment with leadership expectations.	Makes meaning of leadership expectations for future leaders. Helps others to see their leadership strengths and how to develop them.
Models the leadership expectations and holds senior leadership accountability for creating and maintain a culture of leadership based on the framework expectations.	Mentors leaders and future leaders formally and informally.	Supports future leaders through work assignments, coaching and development.
Reflects on personal leadership capabilities and participates in leadership development to increase personal leadership capacity.	Establishes leadership development plans for self and direct reports that incorporates feedback based on the leadership expectations framework.	Model the leadership expectations daily and seek feedback about their leadership.

b) **Talent Management Cycle:** The HR/OD representatives emphasize the need to integrate the leadership behaviours framework into the talent management cycle and programs that will be utilized across the college by all people programs, including for recruitment, performance, succession, compensation, job evaluation, workforce planning etc. Ultimately, the committee felt strongly that for the best uptake of any Performance Management Program, the ownership of the leadership behaviours framework should not reside with HR as an HR driven program, but rather ought to be a shared responsibility across all management.

All roles at the college are better supported when these expectations are embedded into their job description, and performance review measures. Examples of processes to support this include mapping the cycle to the leadership behaviours framework.

II. **That stakeholder communications within the college provide a business case for adopting a leadership framework (ROI), demonstrate strategic and values alignment (particularly at the senior levels), and are broadly applied throughout the organization.**

The working group has provided some best practices to strengthen the rollout:

a. A communications plan will ensure all layers of the organization are considered and included, with messaging from the senior level, cascading down and across; building in targets, frequency and expectations.
b. Consider the current culture in all leadership development communications
c. Ensure clarity in the communications, particularly to those who see themselves as leaders and emerging leaders – be clear about what is expected.
d. Apply change management principles in development and communication.
e. Identify a sponsor outside of HR at the executive level who is committed to the change
f. Develop mapping tools to demonstrate alignment with values, practices and processes.
g. Develop the value proposition/ROI for each audience, ensuring strategic and operational alignment. For example:

Key stakeholder	Value proposition – key messaging
President/Senior Team	• Strategic and values alignment – a business case will support a strategic plan and mapping of values across the leadership development program so as to build support.

VP HR/Executive Director/HRD	HR leaders have a variety of commitments including: • Talent acquisition and retention • Future readiness of leadership • Preparing for retirements/turnover • Being an employer of choice • Demonstrating strategic linkages to people development • Succession planning
VPA: Academic leaders: Exec. Deans, Deans, Assoc. Deans, Chairs, Program Managers Corporate: Executive Directors/Directors, Registrar, student services Faculty leadership Support staff leadership	• Employee engagement • Performance management – alignment to operational and strategic plans and values • Clarity about expectations and how they translate to individual roles, supervision

III. **At the broader level, CEC will encourage and support activities that build awareness across provincial committees, and promote consistency in sector-wide professional development initiatives as they embed these leadership expectations in their offerings. For example, it is recommended that:**

   a. VPHR support and endorse the Molinaro report as important learning for the system, and encourage its members to be champions at their college and that the report be on the annual HRCC conference agenda.

   b. An interactive webinar be provided to the same sector leadership by Vince Molinaro, providing the research and report, and discussion around next steps. This webinar should be recorded and be made available at regular intervals for a set period of time.

   c. Given the value of the research, this report and the leadership expectations, be used to inform the development of sector-wide training and development programs. And that a round table be considered to bring these parties together for cohesion and consistency of program development.

   d. Best practices be identified in the sector – i.e. colleges that previously embraced the Leadership Capability Framework – and establish virtual sessions to share and discuss their development, roll-out and learned experience (community of practice). That a repository of information for community of practice sharing be established.

   e. That, at the CoP and VPHR level, colleges be encouraged to put this on their agenda at the executive table – to review and consider implications for their college.

   f. At the sector level, Vince Molinaros' report be broadly shared with all coordinating committees, heads of groups and other sector committees (email, agendas), also with a ROI/Strategic alignment strategy. For example:

Sector level – Value of Emerging Leadership Expectations and Behaviours *This report on emerging leadership expectations offers all colleges a validated set of expectations that have sector alignment, specifically researched and refined for the Ontario college sector.*	
Sector committee	Expressed value to their constituents and the sector.

CoP	• Increased competition for talent, and for college services
	• Value of leadership development based on sector research (Molinaro report) and confirmation of key environmental drivers:
	    ○ The future of work
	    ○ The increasing diversity of students
	    ○ Shifting government policy and funding models.
	    ○ The digitization of learning.
	    ○ Talent matters more than ever
	    ○ Increasing competition will drive the need to establish partnerships.
	• Future readiness of colleges, locally, and more broadly (internationally)
	• Disruptive environment, constant change needs leaders with these leadership expectations

VP HR/HRCC	
CCVPA	
ASCC/CFO/CIO	
CCVPS	
VP Advancement/Business development/Innovation/research	
CCHRD/Management Academy	
Heads of Groups	
WDCC	
Colleges Ontario/CEC	
College Centre (BE/LE)	
OCAS	
OCLS/OntarioLearn	
OCASA	

Conclusion

It is understood that not all colleges will adopt the six Leadership Expectations. The purpose of this report is to put context around the Molinaro Report from 2011, identify barriers to the implementation of a leadership framework to support leadership development, and recommend some best practices for the adoption of this framework so as to achieve and develop strong organization leadership. It was clear that for a successful leadership framework and supporting leadership development programs, executives should build and scale accountable leadership for the entire organization, from the President, to the executive team, to senior leadership so as to model leadership expectations.

The chart is designed to provide guidance as to the operation of the expectations according to three levels of leadership, and to assist those at one level to move to another.

It should be read in conjunction with the report below, and needs adoption across all levels, on an individual and departmental basis.

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This report presents a set of emerging leadership expectations for all College leaders.

February 24, 2020
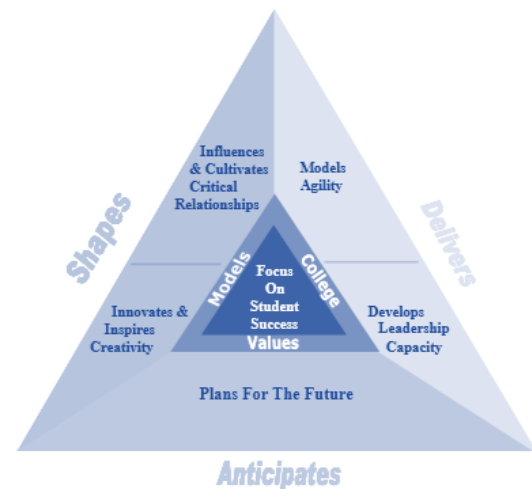
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I. Introduction

In 2011, The College Employer Council commissioned the creation of a custom leadership framework. Based on input from a variety of stakeholders, six leadership competencies were identified including: focus on student success, plans, innovates and inspires creativity, influences and cultivates critical relationships, models agility and develops leadership capacity.

The leadership framework served the College system well over the past eight years. Many Colleges integrated the framework into their organizations and used it as a foundation for succession management, leadership development and performance management. It also helped to:

- Facilitate a shared vision of leadership in Ontario Colleges
- Identify personal characteristics that describe effective leadership in the most senior roles
- Guide the design and implementation of professional learning and development for College leaders
- Provide a foundation to assist in the recruitment, development, selection and retention of College leaders

The Changing Context Demands a Change in Leadership Expectations

However, the post-secondary environment in Ontario has been going through significant changes and disruption in recent years, including:

- The onset of new digital technologies,
- Threats from non-traditional competitors,
- The reinvention of work through emerging technologies such as artificial intelligence, machine learning and robotics,
- Sweeping demographic changes in both the workforce and student population, and
- The chronic political and economic uncertainty prevalent concerning funding changes announced by the Ontario government.

Collectively, these drivers are creating a host of new challenges and opportunities for College leaders. The time was right to revisit and update the leadership framework and identify what it means to be a leader in Ontario Colleges today and tomorrow.

In the Summer of 2019, a stakeholder interview process took place involving 24 key leaders (See Appendix) representing board directors, College presidents, heads of human resources and heads of organizational and leadership development. Through these critical discussions, a renewed set of leadership expectations emerged. The feedback also suggested that the new expectations needed to be more straightforward, more inspiring and relevant to all leaders across the College system. These

leadership expectations are expected to apply for leaders at all levels across the College system as they work to drive student success. The leadership expectations also express the standard of behaviour for how leaders conduct themselves and how they need to develop and grow.

This report summarizes the outcomes of this work. It begins first by describing an understanding of the context in which College leaders are leading today. Then, it addresses the implications of this environment on how leaders need to step up. Finally, it presents a new set of leadership expectations intended to define what it means to be a College leader. At a high level, these expectations are designed to apply to leaders at all levels across Ontario Colleges.

II. The Environment in Which College Leaders are Leading

The College system in Ontario is experiencing a period of unprecedented change. Through our stakeholder interviews, several key drivers emerged as being critical in reshaping the world in which College leaders are leading today and over the next few years.

- **The future of work**. Many in our discussions spoke of the disruption anticipated in the world of work. With the advent of artificial intelligence, machine learning, robotics and the rise of a digital economy, new skills and capabilities are emerging at breakneck speed. Many believed that the Colleges are in a prime position to create programs to help students gain the critical capabilities to thrive in a period of significant change. At the same time, the future of work will pose a challenge to Colleges. They will face more considerable disruption from non-traditional competitors in the education sector. Leaders will need to enhance their digital literacy to drive success. Colleges will also need to "walk the talk" and be expected to develop and model the same capabilities that students will need to succeed.

- **The increasing diversity of the student population.** In recent years, Colleges have seen a dramatic change in diversity among the student population. For example, all stakeholders we interviewed commented on the declining number of "domestic" students. While at the same time, most Colleges have seen an increase in the number of international students. Additionally, the number of Indigenous students is also on the rise. Campuses are more diverse than ever before. However, several social issues are emerging, such as an increase in racism which is evident on some College campuses. International students need additional support for language and learning assistance. Also, the mental health and wellbeing of students are becoming more of a priority. Colleges must adapt to create inclusive environments that address the needs of Indigenous and international students. From a classroom perspective, this driver is also affecting approaches to how learning takes place and increased demands placed on faculty and support staff. Finally, the geopolitical strife currently occurring across the world is creating an uncertain climate concerning international students.

- **Shifting government policy and funding models**. Recent changes implemented by the provincial government (e.g., pay for performance and reduced funding) is significantly impacting the way Colleges do business. Shrinking budgets and rising costs mean decreased funding for students

that the Colleges must absorb. These changes are shifting the model of how Colleges have worked in the past. There is an opportunity for Colleges to work differently than they have in the past to create a sustainable model to meet the current and future needs of students.

- **The digitization of learning.** Many saw this trend as an opportunity. However, many of those we interviewed expressed concerns about leaders having the "digital competency" needed to lead in the future. Many also saw the impact of digital technologies on how learning will be designed and delivered in the future. Colleges have a unique opportunity to be on the frontlines of these exciting and daunting changes. The question is whether they will change quickly enough to take advantage of the emerging opportunities in our digital world.

- **Talent matters more than ever.** The issue of talent was high on the list of concerns expressed throughout the interviews. Talent attraction is anticipated to be a challenge, especially in hiring staff with the skills needed in the new world of work. Geographic issues will pose a challenge to attract talent because of the location. Succession planning continues to be a top of mind HR challenge. There is an anticipated high number of retirements in the next few years. Many do not feel their organizations are ready for the impact of the loss of this talent. In addition, many expressed concerns that the mid-management layer is not equipped with the capabilities they need to succeed. Several gaps exist at this level (e.g., having tough conversations, managing poor performers, taking the initiative rather than waiting for permission for VP level), and Colleges will need to do a better job in developing these leaders. Finally, there was a strong sense that Colleges would need to invest more in leadership development, not just at the senior level but across all levels within their organizations.

- **Increasing competition will drive the need to establish partnerships**. These partnerships will continue to be critically important in the future. Competition from globalization and private career colleges, as well as easy access to learning (e.g., LinkedIn Learning), are growing concerns. Partnerships will become even more critical to creating innovative programs, meeting the evolving skill sets needed by industry for the future of work and generating alternative revenue streams.

The Implications of Key Drivers and Impact on College Leaders

During our interviews, we explored the implications of the key drivers and the impact on College leaders. The good news is that no College is standing still. Many with whom we talked shared that their Colleges have been either updating or articulating new, multi-year strategic plans for their institutions. These strategic plans are designed to address many of the external drivers discussed above.

We also explored what this context will mean to the shifting expectations of College leaders. There was no shortage of perspective on this point. The expectations of leaders are high, and they will need to step up in significant ways to drive future success. Let's explore the most frequent themes that emerged from our interviews:

- **Be adaptable.** College leaders will need exceptional capabilities to lead change in their organizations. This means they will need to be visionary, inspirational and build the resilience of their teams while at the same time demonstrate nimbleness, flexibility and agility.

- **Embrace diversity.** Diversity will continue to be a significant issue that leaders will need to embrace at a personal level, and in turn, be reflected in how they lead. College leaders will need to demonstrate increased intercultural literacy and the ability to create inclusive environments for students, staff and community partners.

- **Develop talent.** The workforce in the College system will undergo dramatic change over the next three to five years. Significant retirements, coupled with new skillsets for the future of work, mean that leaders will need to invest in finding talent, developing and retaining them.

- **Demonstrate an entrepreneurial focus.** College leaders will need to be innovative and strategic in their thinking. Practices and approaches that worked in the past will not be of value in the future. They will need to see opportunities amid complexity and change.

- **Possess a high degree of emotional intelligence**. We repeatedly heard the need for College leaders to have exceptional people skills. They will need to be able to effectively communicate with employees, lead change and inspire others.

- **Demonstrate strong personal accountability.** College leaders will need to have a high degree of resolve and step up in significant ways. College leaders will need to demonstrate more accountability for more difficult leadership tasks such as addressing conflict directly and holding others accountable for high performance.

III. The Emerging Leadership Expectations for All College Leaders

In addition to the insights gathered above, our stakeholder interviews yielded additional ideas to help shape the emerging set of expectations. Overall, most stakeholders agreed that the existing leadership competencies from the 2011 framework had value. However, there was consensus that the framework looked dated, needed to be simpler, more compelling and accessible (in its language) and more widely applicable for all leaders across the College system (not just for senior level roles).

At the same time, many emphasized that a focus on student success will continue to be the focal point of leadership across the College system.

It is with these ideas in mind that we proposed redefining the leadership expectations to achieve the expectations expressed above. The image below presents the redefined leadership expectations for all College leaders in Ontario.

The Leadership
Expectations for
College Leaders
in Ontario

(Surrounding circles: Leads through complexity and change; Leads with bold and innovative thinking; Leads with agility and speed; Leads by collaborating and building partnerships; Leads with an inclusive mindset; Leads by developing and growing other leaders)

Below we define the leadership expectations in more detail by describing what they mean, why they are important and what each expectation looks like in action. In the end, this list of leadership expectations represents a leadership contract for all College leaders at every level. The leadership expectations will serve to establish a common understanding of what it means to be a College leader. They will also clarify how leaders must step up to focus on student success, create compelling organizations and meaningful relationships with stakeholders and partners.

A Detailed Look at the Leadership Expectations for College Leaders

Leadership Expectation	Leads through complexity and change
What it means	The post-secondary environment will continue to bring uncertainty and challenge. College leaders will, therefore, need to be adept at leading through this climate and support their teams and organizations to drive change and successful outcomes.
Why it's important	The next five to ten years represent a critical one for the College system. There is an onslaught of variables, each creating the need for Colleges to change and even transform. College leaders will need to plan and bring foresight to their roles while not losing sight of current obligations.

What it looks like in action	• Scans their environment and displays a high degree of clarity about external trends/drivers • Anticipates changes and decides what initiatives are required to move the College forward in a way that responds to changing domestic and international demand for post-secondary education • Demonstrates excitement about the future in a way that inspires employees and drives their level of engagement and performance • Possesses a high degree of personal resilience and resolve and models it for the rest of the organization

Leadership Expectation	**Leads with bold and innovative thinking**
What it means	College leaders will need to be adept at challenging the status quo while creating an environment that supports an entrepreneurial-orientation, experimentation and prudent risk-taking that creates a financially sustainable future.
Why it's important	College leaders will need to be technologically savvy individuals who can bring fresh perspectives on how to create sustainable value for students, industry and other key stakeholders. While this expectation may vary by level, all leaders will need to be stronger at driving innovation.
What it looks like in action	• Challenges current thinking and drives continuous improvement while addressing barriers to innovation • Looks for new ideas and sources of innovation that can be adapted to work within the College system • Creates the expectation for team members to think creatively and bring forward plans to drive innovation and change • Acts in the best interest of the College, rather than for themselves or their teams/department

Leadership Expectation	**Leads with agility and speed**
What it means	College leaders will need to be nimble and resourceful as they lead their people. They will need to be planful and deliberate while at the same time driving greater speed on the execution of organizational priorities.
Why it's important	Colleges will need to continue to be at the forefront of new approaches to learning and in driving student success. Their ability to quickly develop new programs to meet the emerging needs of students and industry will be critical.
What it looks like in action	• Seeks input from stakeholders to gain buy-in and improve the quality and effectiveness of initiatives within the College

	• Works collaboratively with peers to break down silos and align the efforts of teams across the College • Removes internal barriers and roadblocks that slow down progress • Celebrates the success of key milestones to recognize the vital contribution and efforts of their teams

Leadership Expectation	**Leads by collaborating and building partnerships**
What it means	College leaders will need to proactively build and maintain respectful relationships with stakeholders. They will need to set up win-win conditions, both within their Colleges and their communities, to ensure high trust in driving to mutually successful outcomes.
Why it's important	Given the constraints that College leaders will continue to face, partnerships and collaboration will continue to be a powerful way forward.
What it looks like in action	• Acts as an ambassador of the College in the community • Demonstrates clarity of what stakeholders' value and nurture networks within and across the College system • Forms strategic alliances with partners to advance the College's priorities and diversify revenues through new initiatives in fundraising, corporate education and entrepreneurial activities • Maintains an extensive network of external contacts, including key decision-makers and influencers at the local, provincial and, where appropriate, federal levels

Leadership Expectation	**Leads with an inclusive mindset**
What it means	College leaders will need to embrace diversity in how they approach their roles. They will need to be inclusive, creating culturally meaningful environments that support the success of others regardless of race, ethnicity, gender, sexual orientation, age, socio-economic status, physical abilities, religious or political beliefs, and other ideologies.
Why it's important	The cultural diversity that exists within the Colleges contributes to students becoming global citizens, provides learning and personal growth, and prepares them to work with a diverse cross-section of society where they may welcome new ways of engaging the unique contributions of all people.
What it looks like in action	• Encourages an equitable and accessible environment that promotes, involves and reflects the diverse communities within the College • Brings an inclusive approach to learning and curriculum design

	• Ensures communications and organizational practices demonstrate a commitment to diversity and inclusion • Models the values of the College

Leadership Expectation	**Leads by developing and growing other leaders**
What it means	College leaders will need to invest in developing the mindset and capabilities of those they lead to expand the leadership capacity within and across their organizations.
Why it's important	Developing other leaders will be critical to the success of Colleges. It will be essential to create the conditions for others to grow, take personal risks and gain confidence in their leadership capabilities.
What it looks like in action	• Establishes a clear set of leadership expectations for each team member • Builds the leadership capabilities of themselves and their direct reports • Provides leadership development opportunities that effectively strengthen the capacity of College leaders through coaching, assessment and other developmental activities • Sets the tone for others by being open to feedback, demonstrating emotional intelligence and living the leadership expectations on a daily basis

IV. Recommendations to Roll Out the Leadership Expectations

Creating a set of leadership expectations is an important task. However, how the leadership expectations are communicated and cascaded to College leaders will also be critical. Through our interviews, we gathered several ideas and recommendations to guide the eventual roll out. Below is a summary of the key insights from the various stakeholders:

1. **Communicate Broadly and Frequently**. Many stakeholders expressed that the communication of the 2011 leadership framework was inconsistent. There was a focus on communicating with College presidents, and it was unclear whether messages went beyond this group. As a result, it will be essential to communicate this set of leadership expectations more broadly. It is also vital to ensure the communication is frequent and ongoing rather than a one-time event.

2. **Engage Critical Stakeholder Groups.** Many existing cross-College stakeholder groups need to be involved in the roll out of these leadership expectations (either face-to-face meetings or via webinars). These groups involve HR leaders as well as OD and leadership development leads who come together across the province.

3. **Assist Current and Future Leaders.** It is important to ensure that existing and future leaders learn about these leadership expectations. For those already in leadership positions, many felt it would serve as a valuable tool for self-reflection and self-assessment. For those aspiring to move into leadership roles, it will help them understand what it means to be a College leader. Finally,

the expectations must support the work of those in HR who are responsible for recruiting, selecting, developing and retaining new College leaders at all levels.

4. **Create Supporting Toolkits.** Many asked for a toolkit to be created that demonstrates to the Colleges how to embed the leadership expectations in succession planning, recruitment, leadership development, performance management and career development.

5. **Embed the Leadership Expectations in Existing Programs.** There are already several leadership programs in place to support the development of College leaders. There is an opportunity to embed the leadership expectations in these programs to help leaders at other levels understand them and begin to internalize them.

V. Conclusion

The post-secondary environment in Ontario has been and will continue to experience significant change and disruption over the coming years. A host of trends and drivers are collectively challenging College leaders. As the context changes, so to must the expectations of leaders. College leaders must step up in new and important ways.

This report summarized the insights gleaned from several stakeholders to create a new set of leadership expectations for all College leaders. It builds on the work done in 2011, to redefine the leadership expectations for the future, where College leaders will continue to drive student success by leading through complexity and change, being bold in their thinking, leading with greater agility and speed, build partnerships, bringing an inclusive mindset and developing and growing other leaders.

About College Employer Council

About the Author

Vince Molinaro, Ph.D., is the founder and CEO of Leadership Contract Inc. As a global leadership adviser, speaker, and researcher on leadership accountability, Vince travels the world helping organizations build vibrant leadership cultures with truly accountable leaders.

Vince experienced a defining moment early in his career when he saw a respected colleague and mentor succumb to cancer that she believed was the by-product of a stressful, toxic work environment. As a result, he has made it his life's work to confront mediocre and unaccountable leadership boldly.

Vince calls out the global leadership crisis today and thoughtfully lays out the strategy to address it head-on. His unique combination of provocative storytelling, evidence-based principles and grounded practicality has leaders at all levels stepping up to fulfill their obligations to drive the success of their organizations.

He is a *New York Times* best-selling author and has published several books, including *Accountable Leaders* (Wiley, 2020), *The Leadership Contract* (3rd ed., Wiley, 2018) and *The Leadership Contract Field Guide* (Wiley, 2018). He has also co-authored two other books: *Leadership Solutions* (Jossey-Bass, 2007) and *The Leadership Gap* (Wiley, 2005).

Vince lives leadership accountability every day as an entrepreneur and global executive. His research and writing on leadership accountability are featured in some of the world's leading business publications. He also shares his insights in his *Gut Check for Leaders*^{TM} blog and through the Leadership Contract App available from the Apple and Google App stores.

Appendix

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