



2011 LEADERSHIP FORUM
EAST CAROLINA UNIVERSITY
SEPTEMBER 8 – 9, 2011

Keynote Session Discussion Highlights

- Implications for Leadership Development Models
- Develop simplified version of the ECU Framework
- Identify consistencies between ECU Framework and existing models/programs
- Use in assessment of students prior to admission to programs or majors
- Use social media and social networks to enhance and support delivery of leadership development
- Technology allows for connection and collaboration
- Selection and development of leadership capacity are not mutually exclusive – i.e. selection of students for programs can focus on students with high potential as well as identify students with high achievement
- Increase use of leadership development with graduate students and graduate faculty
- Foster a collaborative team approach – leadership framework can be useful
- Link leadership development and ECU Framework to future career development and performance review
- Develop some “Train the Trainer” programs to aid in communication and dissemination of leadership concepts across campus
- Use of Voluntary Teams and Informal Teams to help demonstrate the success and productivity of collaborative, shared and non-hierarchical leadership
- Does a perfect team need a leader?
- Could leadership development be seen as developing more fully human teams, or developing leader-full teams?
- Could leadership be seen as an organic process, with organic dynamic processes – similar to systems theory and other approaches common across disciplines
- As we learn the ECU definition and model of leadership development, we will be translators across the university
- Use text analysis software to assist in assessing leadership development in students via written thematic elements – can use with discussions captured via BlackBoard so that DE courses can contribute and our DE students will gain from this leadership model, as well



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Potential Sticking Points

- Online delivery of leadership development programming and assessment
- Faculty potentially reluctant or sceptical
- Competing competencies/standards from different accrediting bodies
- Understanding of our own model
- Complexity of model
- Isn't this just teaching "common sense" ?
- Consistency with existing programs and models
- Scarcity of resources, appropriate resource allocation for leadership initiatives if it is a priority
- Define goals of developmental model
- How far outside students to go – i.e. define ECU community, external constituents, faculty, staff, etc.