SUBJECT: A Framework for Administrative, Managerial, and Executive (AME) Development Program

A. References:

University Administrative Policy 2.1, Management Development and Evaluation.

B. Purpose:

To provide a Community College systemwide program for Administrative, Managerial and Executive Development.

C. Responsibilities:

1. Chancellor for Community Colleges:
   a. To establish program through issuance of this document, Appendix A.
   b. To assess, with Provosts, annual AME needs.
   c. To take part in the screening and selection process (personally or through designee).
   d. To serve as mentor, when appropriate.
   e. To consult with Provosts on funding needs, when necessary.

2. Provosts (or other equivalent Community College executive):
   a. To assess, with Chancellor, annual AME needs.
   b. To take part with Chancellor in the screening and selection process (personally or through designees).
   c. To serve as mentors, when appropriate.
   d. To arrange for funding for their participants in consultation with the Chancellor if necessary.

D. Revisions:

None.
Attachment

Dewey H. Kim
A FRAMEWORK FOR ADMINISTRATIVE, MANAGERIAL, AND EXECUTIVE (AME) DEVELOPMENT PROGRAM

University of Hawaii Community Colleges
The University of Hawaii's Community College System is committed to an ongoing process for the development of management talent to have administrative leadership and a ready pool of persons with leadership potential. This commitment has grown out of the recognition that a very limited pool of administrators has existed to assume leadership of its campus programs and to serve as executives with operating policy development and implementation responsibilities. Accordingly, this Administrative, Managerial, and Executive (AME) Development Program has been instituted with its focus upon two principal goals:

- To develop from within the University of Hawaii's Community Colleges a pool of committed and qualified potential administrators ready to administer the major programs at the campuses to include instruction, community service, student services, academic support services, and institutional support services.

- To develop from within the existing AME staffs of the Community Colleges a pool of committed and qualified individuals to assume increasingly responsible AME leadership positions within the Community College System.

The Administrative, managerial, and Executive (AME) Development Program, through learning opportunities arranged for participants, is designed to promote familiarity and sensitivity to the purposes, functions, and relationships essential for success within the University's administrative corps. It is through such exposure that individuals can be prepared to assume leadership roles within the unique public institution of the University of Hawaii.
SUBJECT AREAS FOR LEARNING PLANS

1. Leadership/General Management
   a. Campus Management
   b. Decisionmaking
   c. Organization Theory
   d. Management and Executive Styles
   e. Organizational Behavior
   f. Organizational Change
   g. Departmental/Divisional or Program Administration
   h. Institutional Governance Models and Practices
   i. Policy and Procedure Development
   j. Legal Obligations

2. Personnel Management
   a. Hiring
   b. Promotions and Tenure
   c. Employee Relations, Collective Bargaining, Complaints and Grievances
   d. Sabbatical and Other Leaves
   e. EEO and OSHA
   f. Staff Development
   g. Supervisory Skills: Mentoring, Appraisal

3. Planning and Budgeting
   a. Budget Planning and Execution to include CIP and Operating
   b. External Funding
   c. Resource Allocations

4. Administrative Services
   a. Management Information Systems
   b. Physical Plant Operation, including maintenance/parking/security
   c. Auxiliary Services such as phone, mail, copying, bookstore, and food services
   d. Purchasing
   e. Recordkeeping
   f. Facilities Use Policies
   g. Legislative Responsibilities

5. Student Services
   a. Recruitment
   b. Counseling
c. Admissions and Records
d. Registration
e. Orientation
f. Financial Aids
g. Academic Recordkeeping
h. Catalog Preparation
i. Career Guidance
j. Student Governance
k. Student Activities

6. Community Services
   a. Community, Auxiliary, Foundation Relationships
   b. Advisory Committees
   c. Community Needs Assessments
   d. Non-Credit Programming

7. Instruction
   a. Educational Development Plans
   b. Curriculum Composition and Modification
   c. New Program Proposals
   d. Program Reviews
   e. Master Schedule Planning and Preparation
   f. Class Observations, Evaluations
   g. Faculty/Staff Development
   h. Faculty Workload
   i. Summer Session
   j. Outreach Programming
A FRAMEWORK FOR ADMINISTRATIVE, MANAGERIAL, AND EXECUTIVE DEVELOPMENT PROGRAM
University of Hawaii Community Colleges

This document has been developed in response to University Administrative Policy 2.1, Management Development and Evaluation.

It provides a process for the identification, development, and advancement of academic, quasi-administrative, or administrative staff for administrative, managerial, and executive positions. While recognizing the existence of additional sources of talent, and acknowledging the need for the infusion of people from outside the system, it is the intent of the Community Colleges that most AME staff be developed from within the system. In the belief that talented individuals can develop through planned exposure to various experiences according to needs, this document provides a process for the identification, exposure, reinforcement, placement, and continuing development of such individuals. The immediate result of this process is the creation of a pool of individuals ready to compete for AME positions within the Community College System and University of Hawaii system as well.

There are two major parts to the program:

I. The selection and development planning for non-AME personnel interested in AME career preparation.

II. The development planning for AME personnel desiring to improve upon their current Performance and to prepare for career advancement

The foregoing major program elements require the existence of a sound evaluation process. As a consequence, a third major program element is such a process.

I. The Administrative, Managerial, and Executive Development Program

The Administrative, Managerial, and Executive Development Program is open to community college staff who exhibit potential for and interest in leadership roles. They will indicate such interest, or may be identified by others. Generally, experiences of department/division chairpersons, program coordinators, and similar positions provide personnel with opportunities to gauge interests, abilities, and potential for administrative endeavors. Thus, it is from such persons that AME participants would generally be drawn.

Persons with such quasi-administrative experiences will be encouraged to consider AME careers. This AME program could provide them with opportunities to broaden their focus from a disciplinary to an institutional perspective while gaining understandings of basic administrative knowledge and skills. Such opportunities could include temporary reassignments to A-E positions and workshops, collateral readings, and visitations.
A selected participant would be assigned a mentor who will assist in developing and scheduling assignments and activities based upon determined developmental needs.

Periodic self-evaluation with mentor consultation would be made to assess the appropriateness of developmental experiences and progress and to revise developmental plans as may be necessary.

This developmental program phase will be a process through which individuals learn through experiences to become better equipped to perform current responsibilities and to prepare for other increasingly responsible positions. While completion of a developmental program would certainly enhance an individual's background and ability to compete for positions, it would not necessarily guarantee appointment to AME positions. Actual selections to such positions would be made under the applicable University selection process and procedures.
CONTEXT FOR ADMINISTRATIVE, MANAGERIAL, AND EXECUTIVE (AME) DEVELOPMENT PROGRAM

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<tr>
<th>&quot;E&quot; Personnel</th>
<th>Temporary Chancellor Staff</th>
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<tr>
<td>Campus A/M</td>
<td>Chancellor's Staff</td>
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<td>Temporary A/M Position</td>
<td>Temporary Staff Position</td>
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AME Development Program

- Pool of Faculty and Staff with Quasi-Administrative Experience
- Department/Division/Discipline Chairs
- Program Coordinators
- Librarians (Head)

- Interested Faculty and Professional Staff
A. Recruitment and Application Process

An annual assessment of AME needs by the Chancellor and Provosts will determine the estimated number of participants for selection to the program.

Announcement of the Administrative, Managerial, and Executive Development Program recruitment will be made through system and campus bulletins and newspapers and be timed to provide a sufficient period for the preparation, receipt, and screening of applications. Announcements will be annual unless adequate pools of candidates exist for estimated vacancies.

Applications and instructions will be available at campuses.

B. Screening and Selection Process

An Administrative, Managerial, and Executive Development Program Committee of Provosts or designees and the Chancellor or designee will review applications and confidential evaluations, interview promising applicants, and make selection and placement decisions.

However, the selections may also depend upon the availability of mentors who could arrange for the types of required learning experiences needed by potential selectees and upon funding availability.

C. Selection Criteria

Selection of participants will be qualitative and subjective, assessed upon the criteria below.

A participant should:

1. Have at least a half-time appointment within the Community College System;
2. Have a serious commitment to an A~ career;
3. Have demonstrated evidence of vision, leadership potential,
4. Possess or be pursuing academic credentials required for positions of interest;
5. Be willing to accept varied assignments anywhere within the system during the training period; and
6. Demonstrate possession of communication skills.

In addition, the following desirable criteria will be considered:
1. Supervision and/or consultation experience with faculty, students, and staff.

2. Familiarity with University and Community College System policies and procedures.

3. Planning and evaluation activities, such as with educational development plans (EDPs), program plans, budget plans, and program reviews.

4. Personnel recruitment, selection, and evaluation involvement.

5. Permanent or probational status.

6. Community service activities.

D. Placement

Program applicability at the campuses among their staff will vary in terms of interests, needs, availability, and mobility.

The developmental assignments for selectees will provide opportunities for gaining experiences related to areas or priority needs in preparation for the assumption of AME responsibilities.

Placement will generally be for one year, but continuing value would be assessed after the first semester. Based upon individual and campus needs, developmental assignments could be made at more than one campus. Furthermore, assignment at other than a participant's campus is encouraged for at least a portion of the training year.

The assignments are to be in actual programs through which participants will learn while contributing ideas and perspectives. Accordingly, success of assignments will result to a large measure from the willingness of host campus staffs to share expertise and insights with participants.

E. Timetable

January: Determination of campus/system needs and training opportunities.

February: Announcement for the annual program.

March: Deadline for applications.

April: Selection committee interviews; decisions and notifications.

May: Orientation sessions and participants mentor sessions to develop
learning plans.

June  
Developmental assignments begin.

July

August

September

October

November  
Midpoint assessments by participants and mentors to include decisions on whether to continue participation.

December

January

February

March

April  
Evaluation of experiences and the program by participants and mentors and by the A~ Development Program Committee.

May  
Participants' programs end.

F. Mentors

The Chancellor, Provosts, or their designees at the Dean's/ Director's levels or equivalent will normally serve as mentors. The mentors will be the counselors, guides, and expeditors for participants assigned to them. Besides sharing professional insights and views, they will arrange for access to people, meetings, and records, as appropriate.

Principal mentors may be from either participants' home or host campuses. Participants may be provided associate mentors when assignments are not at the home campus of the principal mentors.

Mentors will assist in the development of "learning plans" in the arrangement of relevant learning experiences, in the arrangement for appropriate physical working locations, in the orientation to program and campus situations, and in the evaluation of participants and of the program. Since the quality of mentorship will be critical to the success of the program, assigned and potential mentors will have an opportunity to receive
training in mentoring

G. Individual Learning Plans

Learning plans will be developed by participants, assisted by their mentors and Provosts. They will address participants' priority developmental needs to include theory and practice.

Each individual will assess areas of strengths and weaknesses to determine which learning areas and assignments are most appropriate for his/her personal development. Concepts, policies, procedures, and practices on subject areas for consideration for learning plan inclusions are included in Attachment A.

They will be modified, when appropriate.

Guidelines for Learning Plan Development

Learning plans will include:

1. Specifications of the planned activities and objectives sought through each.

2. Estimated blocks of time planned for the activities.

3. Learning about and participation in campus and/or system processes and programs.

4. Reasonable balance among types of experiences such as observation, non-directive participation, project assignment, research and independent study for participants at all levels of development.

5. Increased emphasis on direct management and decision-making assignments, as the individual progresses.

H. Workshops and Conferences

Workshops and conferences will be scheduled as integral parts of the AME Development Program with current AME personnel serving as the consultants and discussion leaders. Activities may be sponsored by the Chancellor's Office or the campus under the appropriate staff development plans.

Information will be available on other external management or educational administration workshops and conferences, locally and nationally, such as ACE sponsored events that may be appropriate to furthering the objectives in individual learning plans.

I. Salaries and Financial Resources
Participants will be on "temporary reassignment" status, retaining their current salaries for a period not to exceed one year. Upon development of learning plans, home campuses will review them for substance, estimated costs, and funding. The Chancellor and Provosts will consult on funding needs, as appropriate.

Participants who are normally on 9-month employment status will be compensated for the summer months devoted to their approved development plans.

They will include the projected AME Development Program expenditures in their six-year and biennium operating budget planning.

II. Continuing Development Program for AME

The Offices of the Chancellor and the Provosts will schedule workshops and conferences for the continuing development of current AME employees, through the system and campus staff development programs. As appropriate and within resource availability, AME employees will be considered for participation in courses/programs available through external organizations such as Hawaii Institute for Management and Analysis in Government (HIMAG), American Council on Education (ACE), and American Association for Community and Junior Colleges (AACJC). Within the system, the UH Advanced Management, Executive MBA and Educational Administration Programs can also be utilized.

Every AME employee will be eligible to participate. Involvement in such development experiences will vary, however, as determined by interest, need, and resource availability. The system staff development program will conduct an annual needs assessment and sponsor in-service activities on an ongoing basis for AME staff.

Current AME employees are encouraged to develop individual development plans in much the same way as those participating in the AME Development Program for non-AME employees. Such plans can provide needs assessment data and identify common interests and development areas within the community college system. Appropriate in-house seminars can be planned on an inter-system basis.

Current AME employees are encouraged to consider exchanges for developmental benefits with other units of the University of Hawaii, other academic, and possibly non-academic institutions which provide a managerial setting.

III. Performance Appraisal for AME Employees

Performance appraisal for AME employees is based upon the premise that our organization functions best when AME employees' performances satisfy the organization's needs as well as the employees' development and personal growth plans. Accordingly, performance appraisal (i.e., evaluation) will be a shared exercise involving the supervisor and the AME employee who will address the understanding of functional requirements of
the position, work objectives and assignment expectations, and personal development objectives of the employee. More detailed explanation of each element follows:

A. **Functional requirements** are those discreet functions or grouping of activities which the AME employee performs as a professional. Such functions may well carry different "weighting" or intensity of effort, based on the demands on the employee over the evaluation period (academic year). The functions, outlined by the supervisor, define the scope of the position and form the basis for its formal position description.

B. **Work objectives and assignment expectations** are those specific accomplishments for which the employee will be accountable during the evaluation period.

C. **Personal development objectives** are those activities, actions, or results which the employee and supervisor agree will result in improved employee performance capabilities to benefit the institution and the employee. Such personal development objectives should be consistent with the career goals of the employee and may encompass any or all of the following: correction of performance deficiencies, increased performance capability, and preparation for increasing future responsibilities.

Evaluations will be assessments jointly conducted by the supervisor and the employee who will address B and C given the position parameters specified under A above. The process will consist of the formalized consultations between supervisor and employee. Since realistic appraisal will be crucial to the learning experiences of in-service personnel, supervisors will be given the opportunity to refine their skills in conducting effective appraisal sessions.

Since those familiar with or affected by the actions of the employee can provide insights for the employee and supervisor about performance, the evaluation process should include means for obtaining such constituency commentary. However, such constituents should not be viewed as singularly knowledgeable about the total functional requirements, objectives and assignments, quality of performance, and personal objectives of the employee being evaluated.

**Evaluation Format**

The format for evaluations of AME employees appear in CCCM #2105, revised.