Principles of Academic Leadership

...only one view
...or, what I wish I had known before
...and what I might do if I could ...

November 2017 ... Ken Lambla, Dean / College of Arts+Architecture
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February 2017 ... Ken Lamblo, Dean / College of Arts+Architecture
“Writing is like driving at night in the fog. You never see further than your headlights, but you can make the whole trip that way.”

-E.L. Doctorow
(author)
“Things which matter the most must never be at the mercy of things which matter the least.”

-Johann Wolfgang von Goethe
(German playwright, poet, novelist, dramatist)
“As department chairs or would be chairs, they [YOU] have to be able to think about their departments in the context of their disciplines and the institutional mission and environment. In many cases they are managing transitions in degree programs, accreditations, and personnel. They haven’t really had any discussion about leadership per se and as the person who has attended the greatest number of leadership programs this side of the continental divide, you should have something useful to offer on leadership development. Helping them think about the purposes of strategic planning, ways to engage their faculty thoughtfully in the process, and how to think about tying [strategic?] planning to assessment and resource development would be good. Of course, there isn’t much time so select the things that you wish you had known when you started out in a leadership position and work from those.” — Provost Joan Lorden
self

background
perspective
skill development

authenticity
realism
ambition

failure
an environment of risk
students
..design
..visual / kinesthetic / spatial data
..art | science
..models of design thinking:
- rational
- conjectural
  - pattern
..core values:
- accountability
- effectiveness
  - elegance
  - respect
..creative work|space

self
Leadership (principles)

borrowing from Ron Heifetz
“Leadership without Easy Answers”
(Belknap Press, 1994)

Distinguishing between:
 technical and adaptive problems
 and between leadership and authority

Involving self-image and moral codes.

“Interchanged” by Willem de Kooning (1935)
Leadership

define leadership as an activity
(Leadership is more than influence or personality)

the hardest and most valuable task of leadership is advancing goals and designing strategy that promote adaptive work
Leadership

define leadership as an activity
Leadership is the ability to combine expertise, experience, and ethics to lead a team to a successful outcome through positive actions including:

• serving the interests of others
• implementing a vision
• building enduring relationships
• taking risks and learning from mistakes
• earning trust
Leadership vs. Management

*Management* is the capacity to handle multiple problems, neutralize various constituencies, motivate personnel...

*Leadership*, on the other hand, is an essentially moral act, not - as in most management, an essentially protective act.

It is the assertion of a vision - of the institution in the future - along with the intellectual energy to persuade the community and the culture of the wisdom and validity of the vision... to make it practical and compelling.

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- Renaissance scholar
- President, Yale University
- Commissioner of Baseball
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Leadership  
(in the Academy)

Training  
Mentoring  
Resource provider  
Advisor  
Collaborator  
Community

This work is primarily driven by people, and their accomplishments….but also by their individual and collective foibles.
“This So-Called Disaster” (film, 2003)
Sam Shepard directs
“The Late Henry Moss”

_Sean Penn
_Nick Nolte
_Cheech Marin
_Sheila Tousey
_T-Bone Burnett
_Sam Shepard
_James Gammon
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dance
character
titles

burning through the heart
respect

revisions
long days

look into darkness
speed

4th wall

acting is a search
Leadership (skills)

Language of leadership...foundation for understanding choices.

Leadership development as the expansion of a person’s capacity to be effective in leadership roles and processes......to enable groups of people to work together in productive and meaningful ways (that “4th wall”).
Leadership (skills)

Language of leadership...foundation for understanding choices.

Leadership development as the expansion of a person’s capacity to be effective in leadership roles and processes......to enable groups of people to work together in productive and meaningful ways.

audition questions:
• how to develop (learn) leadership capacities in the individual?
• what makes a person effective in a variety of leadership roles and processes?
• when can/should you expand your leadership capacity?

(musicianship auditions)
Leadership (skills)

Language of leadership...foundation for understanding choices.

• self-awareness  
• self-confidence  
• ability to take a broad, systemic view  
• ability to work effectively in social systems  
• ability to think creatively  
• ability to learn from experience
Leadership
(skills)

Language of leadership....

• decision science
• gender / diversity
  • ethics
  • finance
  • representation
  • judgment
  • evaluation

• protest
• trust
• freedom of speech
  • clarity
• emotional intelligence
Leadership

(issues)

- Diversity and Community
• Diversity and Community
• Framing Leadership

Four “frames” conditioning all leadership decisions: structural, human resource, political, and symbolic.
Leadership

(issues)

• Diversity and Community

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Four “frames” conditioning all leadership decisions: structural, human resource, political, and symbolic.

• Finance and Budget Strategy

Connecting budgeting processes and institutional change.
Leadership

(issues)

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• Finance and Budget Strategy
  Connecting budgeting processes and institutional change.

• Concepts of Leadership
  Readings from the Old Testament, Dostoevsky’s *The Brothers Karamozov*, and Vaclav Havel to challenge how leaders effectively build trust and partnerships. Frames leadership as part of civility and cultural development.
Leadership

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- The Language of Leadership
  How communication is developed, how we craft our language skills, and how language is a key part in transformation (or, just as likely, a key part in our immunity to change).
• Diversity and Community

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• The Changing Environment for Education
  Similarities between education and other popular institutions – religious, popular culture, commerce. How institutions confront internal cultural changes, and how leadership works toward changes in identity.

-- How are our students different?
--How are we approaching the task of education differently?
--WHO are your faculty colleagues? WHAT are they looking for?
--HOW are faculty different?
--The BUSINESS of education is completely different?
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• Governance
Leadership (issues)

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- Governance
- Planning and Strategy Development
  Alignment of vision, mission, priorities and resources, including debate on the role of leaders in designing processes and directing change.
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- New Institutional Models
Leadership (issues)

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- New Institutional Models
  - Entrepreneurship in Higher Education vs. Creative Leadership
Award-winning global design firm that takes a human-centered, design-based approach to helping organizations in the public and private sectors innovate and grow.

Our work is possible because of the design thinking process and a strong common belief in our seven core values, which are written on our walls:

- Be optimistic
- Collaborate
- Embrace ambiguity
- Learn from failure
- Make others successful
- Take ownership
- Talk less, do more
Creativity
Creativity

Remember that you are not the sole fount of ideas.

Enable collaboration.

Enhance diversity.

Map the different stages of creativity and tend to their different needs.

Accept the inevitability and utility of failure.

Motivate with intellectual challenge.
Strategic Planning
(planning to assessment to resource development)

Strategic Leadership

“Strategy reflects the pattern of choices an organization makes to position itself for sustained competitive advantage.”
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(planning to assessment to resource development)

Strategic Leadership

“Strategy reflects the pattern of choices an organization makes to position itself for sustained competitive advantage.”

BUT...

A fairly linear - reductive(?) - approach to aligning goals-resources-decision chains-outcomes NO LONGER FITS the world of high-speed communication, opportunity/adaptation, turbulence, complex human systems.
Strategic Leadership

THINKING

ACTING

INFLUENCING

Alice Aycock, “Three-Fold Manifestation II (1987, Storm King Art Center)
Strategic Leadership

- Vision
- Core Values
- Culture and Climate
- Structure and Systems
- Strategy
- Leadership Capacity
- Strategic Alliances and Partnerships
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...CHANGE

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CHANGE
UNCERTAINTY
Strategic Leadership

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- CHANGE
- UNCERTAINTY
- COMPLEXITY

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Strategic Leadership

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CHANGE
UNCERTAINTY
COMPLEXITY
DIVERSITY!

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Strategic Leadership

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- Structure and Systems
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- Leadership Capacity
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**CHANGE**
**UNCERTAINTY**
**COMPLEXITY**
**DIVERSITY.....of mind!**
Strategic Leadership

Alice Aycock, “Three-Fold Manifestation II (1987, Storm King Art Center)
Strategic Leadership

•••CHANGE....GROWTH

Alice Aycock, “Three-Fold Manifestation II (1987, Storm King Art Center)
Our Team’s Collective Improvement Goal is:

To pick our heads up. And in doing so, we will create intentional opportunities to connect and invest in our colleagues’ interests and activities – and new degree programs! – with the goal to engender mutual commitment to interdisciplinarity.

(In this context the definition of interdisciplinarity would invoke William Condee’s work: “Interdisciplinary studies should ask complex or vexing questions that cannot be answered adequately within the boundaries of the given discipline as it is defined at a particular moment. Interdisciplinary studies provide the essential mechanism by which the discipline questions itself and opens itself up to external examination. Disciplinarity without interdisciplinarity is a dead discipline. I [Condee] argue for a form of interdisciplinarity that is solidly grounded within a discipline; interdisciplinary research transforms the discipline.” (William Condee is Professor of Interdisciplinary Studies at Ohio University.)
Collective Improvement Goal

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WHAT IS YOUR ROLE AS A LEADER?
HOW DO YOU KNOW?
DATA
MEASURING IMPACT?
Collective Improvement Goal

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WHAT IS YOUR ROLE AS A LEADER?

HOW DO YOU KNOW?
DATA

MEASURING IMPACT?
1. Try to understand your own underlying assumptions (how do you see people, the multiple frames of leadership, a balance of rational and irrational processes).
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2. Give your organization its due - institutional change is not a reasonable expectation – there are a tremendous number of change agents and an even more dramatic number of people who do not want to be changed.
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2. Give your organization its due - institutional change is not a reasonable expectation – there are a tremendous number of change agents and an even more dramatic number of people who do not want to be changed.

3. Be attentive to process – in academic organizations process is equated to substance.
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4. The most important function of leadership is to shape agendas, not to dictate results. Frame issues for consideration without predetermining outcomes.
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   It is a concept that is oversold(!) through an overemphasis on strategic plans, mission statements, visions, etc., which are generally hallucinations when studied relative to results.

   *(The concept here is to think about leadership in the academy as a few border collies – they work the margins, control outliers, and do their work by nipping at heels rather than blunt force.)*
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5. Do not overestimate the power of “visionary leadership.” It is a concept that is oversold(!) through an overemphasis on strategic plans, mission statements, visions, etc., which are generally hallucinations when studied relative to results.
6. Do not underestimate the power of doing ordinary things very well!
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7. Remember that what doesn’t work on you, won’t work for you. If you’re not ready to do something, then others are probably not ready. “We are they, they are us!”
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9. Management style only works with **authenticity**.
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and....
10. Take your work seriously.
BUT......while you take your work seriously.....
Take your colleagues seriously.
Take your students very seriously.

*Just don’t take yourself seriously.*
It’s all about...
...how you
...see.

And paying attention...
Thank you!