Principles in Academic Leadership / Management

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

October 2010 ... Ken Lambla, 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
“[Administration] 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
“Things which matter the most must never be at the mercy of things which matter the least.”

-Goethe
Sometimes you know where you are going.....
Most of the time you don’t...
Sometimes you know where you are going.....
Most of the time you don’t...
IT’S OK!
But are you prepared and can you encourage this uncertainty?
As department chairs or would be chairs, they all 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 the transition from baccalaureate/masters programs to doctoral programs. 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 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.” Joan Lorden
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Leadership  
(skills)

A. Contexts  
(disciplines...institutional mission, environment)

B. Strategic Planning  
(planning to assessment to resource development)

C. Engagements  
(people)
Leadership

DRAWING ONE:

Draw a picture of yourself as an academic leader.
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.

A. Bartlett Giametti
- Renaissance scholar
- President, Yale University
- Commissioner of Baseball
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Thursday, October 21, 2010
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.
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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.

• 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?
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

(issues)

- Diversity and Community
Leadership

(issues)

• Diversity and Community

• Framing Leadership

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

• Diversity and Community

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• Finance and Budget Strategy
  Connecting budgeting processes and institutional change.
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(issues)

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  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.
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  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).

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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?
--The BUSINESS of education is completely different?
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• Governance
Leadership

Diversity and Community

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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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How institutions confront and internalize changes, and how leadership works toward changes in identity.

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Alignment of vision, mission, priorities and resources, including debate on the role of leaders in designing processes and directing change.

• New Institutional Models

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• New Institutional Models

• Entrepreneurship in Higher Education vs. Creative Leadership
Leadership

(issues)

• Entrepreneurship in Higher Education / Creativity
Leadership
(issues)

Creativity
Leadership
(issues)
Leadership

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.
A. Contexts

(disciplines...institutional mission, environment)
B. 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.
Strategic Planning

DRAWING TWO:

Draw the academic organization of UNC Charlotte.
B. Strategic Planning
(planning to assessment to resource development)

Strategic Leadership

THINKING

ACTING

INFLUENCING
B. Strategic Planning
(planning to assessment to resource development)

Strategic Leadership

•• Vision
•• Core Values
•• Culture and Climate
•• Structure and Systems
•• Strategy
•• Leadership Capacity
•• Strategic Alliances and Partnerships
B. Strategic Planning
(planning to assessment to resource development)

Strategic Leadership

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- COMPLEXITY
- DIVERSITY!
B. Strategic Planning
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- CHANGE
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- COMPLEXITY
- DIVERSITY.....of mind!
a definition of Strategic Leadership:

Individuals and teams (who) enact strategic leadership when they Think, Act, and Influence others (how) in ways that enhance the organization’s sustainable competitive advantage (what).
Engagement
(people)

Balance | Focus | Priorities | Externalities
Engagement

DRAWING THREE:

Draw the IDEAL academic unit.
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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3. Be attentive to process – in academic organizations process is equated to substance.
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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. 

(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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6. Do not underestimate the power of doing ordinary things very well!
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and....
10. Take your work seriously. Take your colleagues seriously. Take your students very seriously. *Just don’t take yourself seriously.*
summary........................................................................................................

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(skills)

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(disciplines...institutional mission, environment)

B.  Strategic Planning
(planning to assessment to resource development)

C.  Engagements
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It takes a hard look at who you are!
Thank you!