My Approach to Academic Leadership

Based on my core values, the things I want most for my program and institution are _____,
                                                                                        [NOUN]
_____, and _____.
      [NOUN]   [NOUN]
In order to obtain those things, I will need to be _____ with regard to my planning,
                                                          [ADJECTIVE]
_____ with regard to the faculty and staff under my supervision, and _____ with
    [ADJECTIVE]   [ADJECTIVE]
regard to my own supervisor(s).

Currently, I am least satisfied with my performance in _____, but I believe that my strengths
                                                          [VERBAL NOUN ENDING IN -ING]
include my ability to _____ and to _____ extremely well. I will consider my work as
                            [VERB]   [VERB]
an academic leader to have been particularly successful if I achieve this major goal:

_____ [PHRASE].

And I will be most disappointed if the following occurs:

_____ [PHRASE].

Buller, J. (2013). *Positive Academic Leadership*. San Francisco, CA: John Wiley & Sons.

What Chairs CAN do

- Openly discuss what collegiality is and what it is not. Transparent and consensus building.

- Discuss why collegiality is important and how non-collegial behavior can ruin a department.

- Recognize: People do not respond to your techniques – people respond to your values.

- Invest in People: Help people achieve their goals. Develop a genuine interest in every faculty member. Treat people with dignity and respect – always.

- Foundation: Relationships built on trust and fed by personal integrity.

- Personal attributes outrank surface credentials.

- Poor behavior by others does not require you to respond in kind.

- Model characteristics you wish the faculty and staff to exhibit.

- Leadership is more a function of people's relationships than the position.

- Celebrate! Recognize people publicly for their achievement(s)
    - Formally (public meetings, note to the dean)
    - Informally (handwritten note, personal statements)

- Chairs need to "walk the halls" instead of relying on impersonal 'communication' techniques (e-mail, texting).

- The most valuable assets in a university are its people, the intellectual capital they possess and the culture they create.

WHAT'S CREATING THE GAP?

Individually:

Interpersonally:

Departmentally:

Institutionally:

Core Value Diagramming

Choose a core value with which to begin working. For that value, diagram as below by asking yourself the following questions:

- What does this core values suggest I should be doing?
- How would I recognize this value if I saw it demonstrated in others?
- What goals in my professional work would be appropriate if I were to base all my actions on this value?

When you feel you've completed one value diagram, move on to the next …

FIGURE 6.3   Mind Map for a Philosophy of Leadership Statement
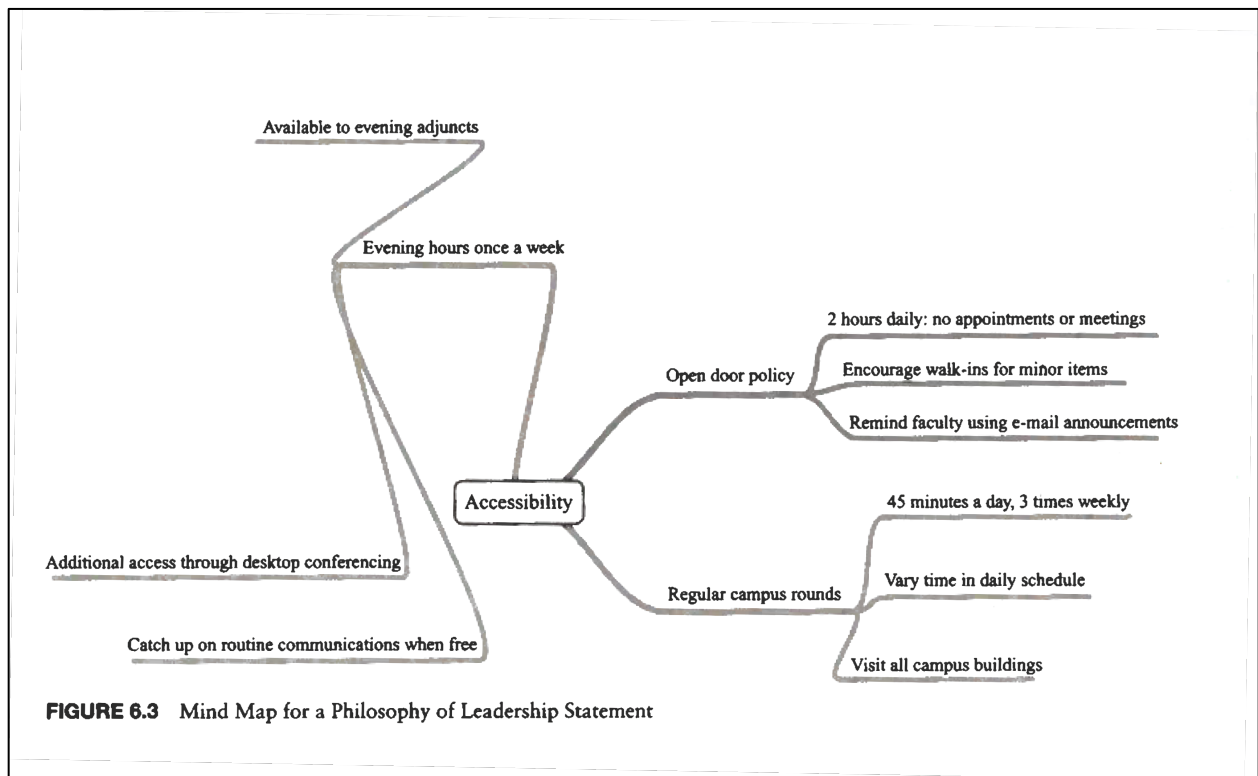
Action Planning

Maybe you have a project in mind that you've been hesitating about starting – or maybe you'd just like your department to engage and interact more positively…. Pick a project, and use strategies from today to plot a course forward.

Planning and Approach	More Information Needed? How to get it?
1. Clarify, what are you trying to accomplish? Goals: Project or Question:	
2. Who needs to be involved, and how? Point or Lead: Core Team: Champions: Supports or Consultants: Experts: Resisters: Other:	
3. How can this project be pitched to faculty interests? To institutional interests?	

4. **What aspects of your AAU/group dynamics and AAU climate need to taken into account in planning? Strategies?**

5. **What are the possible barriers and strategies to address them?**

Barrier	Strategies to Address Barrier

6. What resources do you need to have or to access? (People, facilities, funds, etc.)

Resource	Provider

What other projects, trends, successes or priorities can be leveraged to increase the chance of success (e.g., to access $$$)?

Strategic Thinking for Systems

Thinking systemically about change: a who, what, when, where, why and how approach based on the research and personal experience. We look forward to adding your insights and strategies.

How	
- Knowing how to proceed - Knowing how to work with others - Knowing how to rethink	- Share the work of learning with others – learning is the core of change for everyone involved (Fullan & Scott, 2009). - Communicate. Communicate. Communicate. - Ask. Keep asking. - More generally, consistently facilitate the flow of information (Meadows, 2008; Senge, 1990). - Acknowledge and celebrate other people's expertise and experience, even when you don't agree with their point of view. - Recalibrate based on incoming information (Fullan & Scott, 2009; Heath & Heath, 2009). - Think carefully about the different ways you can work with others, and do – colleague, learner, teacher, fellow traveller, decision maker, worker bee…. - Apologize and take responsibility when you make mistakes. - The goal is change – not compliance. Making things mandatory isn't necessarily the shortest route to your destination (Hannan & Silver, 2000; Trowler, Saunders, & Knight, 2003).
What	
- Knowing your initiative – know what it is, and what it isn't - Knowing about other examples of this initiative - Knowing what the impact of the initiative will be for different people, and working carefully in response to that	- Consider what "slippery" characteristics your initiative involves, and how they might be addressed – and reconsider on an ongoing basis. - Study the problem you are trying to solve carefully – is it the root of the problem, or a symptom of something else? Are the limits you're drawing on the problem workable, or are there things "outside" that circle that are going to have major impacts (Meadows, 2008; Senge, 1990)? - Consider whether there is cognitive distance to be bridged as you establish the initiative (e.g., by seeding the idea, adjusting it, developing a multi-stage plan). - Use pilot studies to learn more about how the initiative impacts people in various roles and areas. They will also help to build credibility and engagement (Fullan & Scott, 2009). - Use scholarship to inform what you are doing – and to inform other people that you know what you are doing. - Pay attention to how history will impact people's reception and reaction to new initiatives. The history others connect with your initiative may not be readily obvious to you in advance (Sterman, 2006).

Why	
• Knowing your core goal, and recognizing what can be changed while still pursuing the core goal • Keeping why you're doing it central to planning, adjustments, and communications	• Reflect carefully on the values underlying the initiative – are you prepared to stand by them? • Keep your end goal and key milestones in mind. The rest can be adjusted or changed based on emerging conditions (Fullan & Scott, 2009). • Think about other people's "whys" – why, from different perspectives, this initiative holds promise or threat, and whether there are ways to limit the threats and increase the promise (Schein, 2010; Wright et al., 2014a).
Who	
• Knowing who you're impacting and how, and keep exploring that all the time • Knowing who you are in different networks and roles • Knowing who else could be invited to be part of the initiative • Knowing who your resisters are and really listening to them • Knowing and respecting networks	• Know your spheres of influence, and their limits – who else might need to be involved (and why and when) (Hultgren, 1989). • Stay aware of how information is flowing through the networks your AAU members are engaged with, and the meanings being created through that activity (Roxå & Mårtensson, 2013). • Remember, as Covey (2006) says – change moves at the speed of trust. • Think about whether you or someone else is the best "front person" at any given point for the project. Plan for capacity building so that you don't have to be. • Think about the kinds of traction you do or don't have because of your role and institutional identity. Use those, but also build a multi-level, diverse team (Roxå & Mårtensson, 2013; Trowler, Saunders, & Knight, 2003). • Seed the idea in multiple fields and networks, and keep reseeding (Roxå & Mårtensson, 2013). • Think about the people who oppose what you're doing. Listen to them carefully – also think who might be most effective in bringing them along. • Intentionally reframe the project to articulate its benefits for various groups or networks, if and when you can. How does it speak to their specific needs and concerns (Wright et al., 2014a)? • Be aware that in any given meeting or initiative, a big proportion of what people are trying to achieve in whatever group setting has nothing to do with your initiative (Schein, 2010) – uncovering and understanding those dynamics can help to keep initiatives on track. • Develop collaborative networks with people at other institutions, for information exchange and to show that the initiative is credible. • As Peter Drucker once said: "Culture eats strategy for breakfast. Every time." This may mean that some of the most important work we can be doing is in helping cultures to identify and understand the urgency of problems they

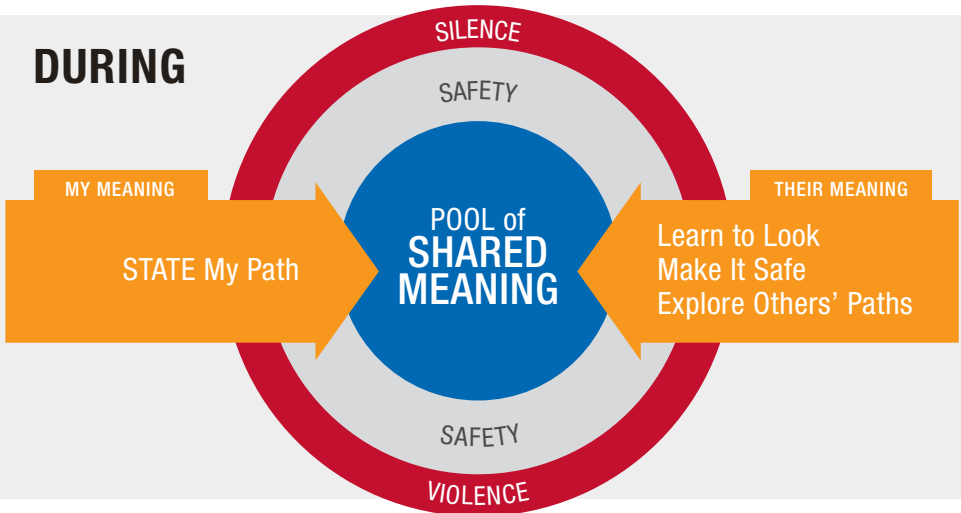|	face, and in enhancing the culture's ability to solve its own problems, then getting out of the way (Meadows, 2008). It may also mean that the way forward is to create conditions in which change in certain directions is most likely to happen, and then to adapt and seed as networks adapt based on their own perceptions and interests.
Where • Knowing your context…and where you are in it at any given moment • Knowing all the contexts you're going to have to navigate	• Consider the possible challenges your project might face within your context. • Keep in mind the autonomy, cultures, values, and adaptive learning capability of the networks in your institution – and that they will always act in support of their interests as they understand them (Baets, 2006; Hamilton & Graniero, 2012). • Think of knowledge and decision making operating in a kind of "capillary system" and understand that those capillaries are critical to the overall health of the organization (Trowler, Saunders, & Knight, 2003). • Contact people with oversight for major approval processes very early and seek their advice about navigating the processes. • Make sure everyone is clear on realistic timelines given approval processes. • Do your advance work when entering unfamiliar networks or territory. • Tolerate – even embrace – uncertainty as a normal part of change initiatives (Flinn, 2011).
When • "Knowing when" – strategic awareness • Knowing that change produces other change and being aware of shifting dynamics • Knowing how fast to proceed	• Waiting is doing something. Often it's the most important thing to do. Sometimes it's not. Knowing when appears to be a core part of leadership – reflective practice can hone that knowledge (Trowler, Saunders & Knight, 2003; Wright et al., 2014b). • Operate on the basis that one of the moving, changing parts in any initiative is you – as the initiative evolves, so will you, your role, the way others understand you, and the way you think (Flinn & Mowles, 2014). • Think about moving more slowly, when possible. Don't take short cuts with engagement or hierarchical approval systems (Trowler, Saunders, & Knight, 2003). • Cultural change is slow, and rarely moves in a single (or even consistently forward) direction

THE LAW OF CRUCIAL CONVERSATIONS

Anytime you find yourself stuck, there's a crucial conversation you're either not holding or not holding well.

BEFORE

WORK ON ME FIRST

Get Unstuck
Start with Heart
Master My Stories

DURING

SILENCE

SAFETY

MY MEANING

STATE My Path

POOL of **SHARED MEANING**

THEIR MEANING

Learn to Look
Make It Safe
Explore Others' Paths

SAFETY

VIOLENCE

AFTER

MOVE TO ACTION

Who does What by When
Follow up

	SITUATION	PRINCIPLES & SKILLS
BEFORE	**1** **Results** and **Relationships** are suffering.	You need to hold a **Crucial Conversation.** • Identify where you are stuck. • Unbundle with CPR.
	2 You need to initiate a **Crucial Conversation**, or one is evolving.	**Start with Heart** **Focus on What You Really Want** for: you, them, the relationship, and the organization (your long-term results).
	3 If you are getting **emotional** or telling **clever stories.**	**Master Your "Clever" Stories—Tell the Rest of the Story** **Victim Story:** "What am I pretending not to notice about my role in the problem?" **Villain Story:** "Why would a reasonable, rational, decent person do this?" **Helpless Story:** "What should I do right now to move toward what I really want?"
DURING	**4** If you have a **tough message**, be **honest** *and* maintain **safety.**	**STATE Your Path** **S**hare your Facts: "I noticed …" "Twice you …" **T**ell your Story: "I'm beginning to wonder if …" "It seems to me …" **A**sk for Others' Paths: "How do you see it?" "Help me understand …" **T**alk Tentatively: Own your story and avoid absolutes. **E**ncourage Testing: "Do you see it differently?"
	5 Others are **already in silence or violence** and you missed the early warning signs.	**Learn to Look** • For the signs that a conversation is turning crucial. • For early warning signs of silence and violence.
	6 If someone **misunderstands** your intent regarding **Purpose** or **Respect.**	**Contrast** "I **don't** think/mean/want _____ (their fear/misunderstanding)." "I **do** think/mean/want _____ (your actual purpose/meaning)."
	7 The discussion is going in **circles**. People are **arguing**. You're beginning a **tough project** or **discussion**.	**Create Mutual Purpose** **Commit to seek Mutual Purpose**. "Can we look for something we both agree on?" **Recognize the Purpose behind the Strategy.** "Why do you want _____?" "This is why I want _____." **Invent a Mutual Purpose.** "So, if you get _____ and I get _____, we're both happy?" **Brainstorm new strategies.** "What ideas do you have?" "I was thinking it may help if …"
	8 If someone else is going to **Silence** or **Violence**, their full meaning isn't getting into the Pool.	**Explore Other's Paths** **A**sk: "I want to know what you think about …" **M**irror: (Silence) "You seem reluctant. Are you sure you're OK with it?" (Violence) "Wow, you seem really upset. What's up?" **P**araphrase: "So you're saying _____." **P**rime: "Do you think that _____?"
AFTER	**9** When you're ready to **Move to Action.**	**Move to Action**—Determine **Who**, does **What**, by **When**, and how we will **Follow up**.