

Principled Academic Leadership

Session 9: Becoming a Leader Who Makes a Difference

By the National Center for Principled Leadership & Research Ethics at the University of Illinois at Urbana-Champaign

based on the work of C. K. Gershick

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Homework

1. Review the second version of the Professor Major video posted on the cohort webpage, watching for: what did the department chair learn in this program?
2. Meet in a group to develop a list of skills you've acquired through this cohort program that you see being applied in the second version. Report at next session.
3. Meet in a Critical Friends group.



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Becoming a Leader Who Makes a Difference



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Leading with Intention



Leadership with a clear sense of purpose and direction in mind.

— and —



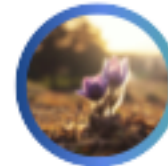
How you get there is just as important as what you are trying to achieve; the right goal can be undermined by flawed or absent process.



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The role of the leader is to create conditions for organizational success.

Leadership as Growth



Process of
Development



Practice and Learning
from Mistakes

Within and Fitting Your Context

Layers of Challenges



Personal



Interpersonal



Institutional

Change

Is happening all of the time

Everyday small changes



Intermittent large changes

Change

Comes in different guises...

- ✓ Incremental
- ✓ Radical
- ✓ Discontinuous
- ✓ Physical
- ✓ Cognitive
- ✓ Cultural
- ✓ Organizational
- ✓ Global / Local
- ✓ Spiritual
- ✓ Positive / Negative
- ✓ Other?

Making a Difference Through Change



*Think about **two** events that interfered with effecting needed change*



Discuss with your group: are there common elements or factors?



Barriers To Change

- ✓ Gains & losses
- ✓ Fear of uncertainty
- ✓ Effort / inertia
- ✓ Habits
- ✓ Denial / readiness
- ✓ Laws, regulations
- ✓ Social norms
- ✓ Indecision
- ✓ Other?



Resistance To Change



Respond to Changing Needs








Current and Future Students
Implications for curriculum
Changing metrics for success
New forms of support



Early Career Faculty
Implications for research areas
"Impact" vs. what's institutionally rewarded
Conditions for growth and success

What are *you*
bringing to this?

Leading for the Future

-  Center inclusive excellence goals and expectations
-  Anticipating and planning for institutional change
-  Lead with courageous vulnerability
-  Strive for intellectual humility
-  Plan for a marathon, not a sprint

Create Conditions for Change

*"Change cannot be put on people.
The best way to install change
is to do it with them."*

Create it with them.



Lisa Bodell

Key Lessons about Culture



Culture exercises powerful influences over how we relate to each other, how we work together, and how we see ourselves.



Organizational cultures evolve over time.



As a leader, what you do—as much as what you say—has the strongest influence on your unit's culture.

Effective change efforts are rooted in thoughtful approaches to building organizational culture.

Types of Power



French, J. R., Raven, D., & Gribbitt, D. (1988). The bases of social power. *Classics of organizational theory*, 7, 284-305.

Mini Reflection

- 1 What kinds of influence do you have—and which do you use most often—in your role(s)?
- 2 How might you develop influence with your colleagues and those who report to you?

Organizational Truth

Individuals perform best when they are *respected, valued, and trusted* by someone who through their actions demonstrates *genuine* care for their well-being.

What the Research Tells Us



Shared goals
matter



WHY
matters



Purpose helps us make
better decisions

“The most significant aspect
of leadership is...**trust.**”



Aligning with Upper Leadership

Establish Relationships

To support your mission and goals



Chancellor
Provost
Dean

Goals and Mission
extend vertically

Overview



Be Strategic



Focus on
Building
Shared Goals



Communicate
Thoughtfully



Be Human

**To effect change,
alignment is necessary
and not sufficient.**

Working Toward Shared Goals



Are you engaging your faculty and do you have effective shared governance aligning with you?



Are you aligning with your upper levels of leadership?



Are you encountering alignment barriers?



Work to align
priorities at all levels
of leadership.



Homework

1. Prepare a presentation to discuss the Capstone Case at our next (final!) session.
2. Review your journal and make notes about specific action you can take or plans for how you will continue your growth as a leader.

Questions or concerns?

Key takeaways?

Thank You