

JOAN V. GALLOS | LEE G. BOLMAN

REFRAMING

Academic Leadership

SECOND EDITION



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Reframing Academic Leadership

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Joan V. Gallos
Lee G. Bolman

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Preface

With a sense of relief and completion, we submitted what we thought was the final manuscript for this second edition of *Reframing Academic Leadership*. Then Covid-19 hit with a vengeance. The world that everyone knew suddenly stopped in hope of slowing the viral spread – adding economic, political, societal, educational, and mental health challenges to the already devastating global health crisis of a fast-spreading virus with no vaccine or cure. As we worked to tease out the myriad implications for academic leaders, Americans and allies around the world took to the streets for equity and racial justice following the death of George Floyd under the knee of a Minneapolis police officer. We knew that we could not ignore the impact of both on higher education. We recalled our submission and went back to the drawing board. Much of what we had written about academic leadership still holds, but no institution and none of us will ever be quite the same. Both stories remain very much in motion – and will for some time – but two things are very clear. Every crisis contains opportunities for innovation and progress if we stay strong and search for them, and leadership feels more important now than ever.

The death of George Floyd was the latest in a long line of police shootings of Black citizens, and the broad protest movement under the banner of *Black Lives Matter* had been pushing for reform since early 2012. It took the actions of a courageous 17-year-old girl who recorded the dramatic and painful 8 minutes and 46 seconds-long video of Floyd's death on her cell phone that was played and replayed on television and across the internet to finally open the eyes of a nation and the world to systemic racism

and to send outraged citizens into the streets of large and small cities during a pandemic demanding change – to move the country, in the words of scholar Ibram Kendi ([2016](#), [2019](#), [2020](#)), from denying a history of racial injustice that has haunted the United States since the 17th century to launching a proactive, “anti-racist revolution” (2020). To quote Margaret Mead, “Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

The pandemic tells its own leadership story. It might have been stopped in its tracks in January 2020, but for an attempted coverup by local officials in Wuhan, China. The discovery of the “SARS coronavirus” in a group of Wuhan patients with an unusual and virulent pneumonia should have been entered into a high-tech national reporting system that China had created expressly for such situations after the 2002 SARS epidemic (Cook, 2020; Kuo, 2020; Myer, [2020](#); Shi, Rauhala, and Sun, 2020). The rules and procedures were clear. But they were not followed. The failure was catastrophic, the coverup deadly. But the causes were dismayingly ordinary. Regardless of country or sector, leaders routinely try to protect themselves and their organizations by hiding problems in hopes of fixing them before anyone notices. They prioritize their own comfort and interests over those of their constituents and communities. They act as if they must choose between competing needs without recognizing there are options that address both. Officials in Wuhan unleashed a global disaster while trying to avoid local embarrassment. They failed to anticipate that their decisions would be catastrophic for themselves, their constituents, the globe, and, as one piece of the collateral damage, institutions of higher education.

Here's the rub: the same dynamics that produced the coverup in Wuhan – and allowed so many to deny the

meaning and implications of Black Lives Matter for so long – are also endemic in academic leadership. In a later chapter on ethics ([Chapter 14](#)), we catalog examples of leaders in colleges and universities following their own versions of the Wuhan playbook. Even as we write in late 2020, academic leaders are wrestling with how to balance the financial health and even the survival of their institutions against possible health risks to faculty, staff, students, families, and local communities. At least implicitly, circumstances are asking them to put a price on human life.

Nearly 400,000 Covid-19 infections and more than 90 college employee and student deaths were recorded across 1,800 institutions in 2020 (Ivory, Gebeloff, and Mervosh, 2020). Is this reason to celebrate the success of classroom safety measures? Are 90 deaths an acceptable sacrifice? Contact tracing and genetic analysis now confirm that community spread from students to their surrounding communities led to a higher death rate for older adults in college towns than elsewhere (Ivory, Gebeloff, and Mervosh, 2020). How far beyond campus borders do institutional responsibilities for health and welfare extend? How many constituent and community deaths should administrators risk in order to save their college and their stewardship of it? Sobering – and a strong incentive to clarify values and transcend either/or thinking.

These are indeed extraordinary times, and we have done our best to produce a volume that acknowledges the uncertainty and the possibilities in them. Returning from an unprecedented global calamity and seeking to build together a more just world, while overwhelming and disequilibrating, hold seeds for learning, innovation, and change. The world will go on and so will most – although probably not all – of our academic institutions. The wise and thoughtful will seize this transformational moment to

recalibrate and to come back stronger and better. Louis Pasteur got it right: chance favors the prepared mind. Our goal for this new edition of *Reframing Academic Leadership* is the development of confident leaders who are prepared for the myriad opportunities and challenges they will face.

Threads of both continuity and change are woven throughout higher education's history. They continue as we enter the third decade of the 21st century, magnified by the extraordinary turning point of Covid-19. Both are central themes in this second edition of *Reframing Academic Leadership*. So is our belief in the vital role of academic leaders for bringing fresh thinking to perennial concerns like access, affordability, and quality.

Interviewed in the midst of the pandemic, E. Gordon Gee – who has held more university presidencies than any other American – noted that when he began his first presidency in 1981, surveys found that 95 percent of the population believed higher education was important. Now, said Gee, it's less than 50 percent, “even though higher education is the most important element in our culture and our economy right now” (Carlson & Friga, 2020). When Covid-19 threatened health and lives around the globe, political leaders turned to university-educated scientists, physicians, professors, and campus-based research centers and labs to help them understand and manage what was happening and what could be done about it. When they ignored or downplayed that expertise, they paid a price in lives and livelihoods lost. The pandemic is a particularly dramatic example of the extraordinary pace of change in our society and around the world that has put new pressures on colleges and universities to adapt and to deliver – and of the value when they do. History reminds us that innovation and change in response to radically shifting circumstances have always been key to the sector's survival and growth.

Our goal in this revision is to support academic leaders as they find ways to do that again.

We are writing for an audience of readers who care deeply about colleges and universities, appreciate their strengths and imperfections, and are committed to making them better. We have worked to provide a research-based yet pragmatic approach to academic leadership. This new volume reflects changes in higher education, in the world, and in our own understandings. Additions, revisions, and occasional excisions all contribute to a book that aims to offer guidance for today and beyond. This second edition includes four new chapters – one each on ethics and on strategy and governance, and two on understanding the changing higher education landscape. Meanwhile, many ideas and some of the cases that we used in the first edition return because they are as relevant and instructive as ever. Throughout, the emphasis is on encouraging academic leaders to understand the unique context in which they work and to build their skills and confidence so as to lead well in response to it.

There are many roads to careers in academic administration. Some leaders in student affairs, advancement, business, operations, and other nonfaculty posts bring extensive training in their fields and in higher education administration. Other administrators are scholars and educators who hope for impact in a leadership role or who have chosen a different path in response to disappointment with the pace and focus of faculty life or to an honest assessment of their interests and strengths. Then there are the many accidental leaders for whom an administrative career just seems to happen. A nudge from somewhere combines with a willingness to serve – to fill an unanticipated administrative gap, to take one's turn as a division chair, to use one's talents to salvage a program or launch a needed project. Before long, service turns into

more than a temporary assignment. Many an interim becomes permanent after a year or so on the job. This sets in motion a series of choices, consequences, and rewards that can turn an initial administrative foray into a longer journey down a road with no turning back: years away from teaching require retooling for the classroom, and scholarship once put on hold gets ever harder to restart as fields march forward.

The administrative world is different from faculty life, and it offers many rewards. Academic leadership is a highly social endeavor. The collaboration and partnerships needed to get things done foster a sense of community, connection, and shared purpose often missing in the isolation of the classroom, research desk, or laboratory. Much as we may complain, a calendar filled with meetings and events has its charms. Administrative life offers a pace, rhythm, and structure that focus one's time and energy. Deadlines and academic calendars encourage discipline and closure. And there is deep excitement and satisfaction in seeing tangible and measurable outcomes from one's efforts. A new degree program, dormitory, or sports complex has a durability and sense of completeness that are not always as easy to find in teaching and research.

But along with its benefits, academic leadership brings challenges and even heartaches, particularly in times of political controversy, public doubts, technological changes, demographic shifts, mission drift, and financial crisis. In the pandemic of 2020, administrators had to solve problems they had never encountered under extraordinary pressures of time and resources. Mistakes get made in decision-making under conditions of uncertainty and emergency, and many campuses will find in after-action reviews that some things could have been done better. But even under the best of conditions, higher education administration is demanding work that tests the mind, soul,

and stamina of all who attempt it. We know because we've been there, and we have worked with many others over the years to help them learn to do it better. We have studied the factors that make the work so difficult, written about them, and benefited from the research of colleagues. Colleges and universities constitute a special type of organization whose complex mission, dynamics, personnel structures, and values require a distinct set of understandings and skills to lead and manage well. That is what this book aims to provide: ideas, tools, and encouragement to help readers make better sense of their work and their institutions, and to become more skilled and versatile in handling the vicissitudes of daily life.

Our approach builds from multiple sources. One is our experience both working in and teaching higher education leadership for more years than either of us likes to acknowledge. One or both of us have served as an adjunct instructor, tenured faculty member, alumni affairs officer, principal investigator, academic program director, campus accreditation coordinator, department chair, dean, academic vice president, and special assistant to a university president for strategic planning. We have studied, lived, and worked in both elite private and urban public institutions, large and small. We have years of experience teaching higher education leadership to aspiring professionals in graduate and undergraduate courses and to experienced administrators in executive programs and summer institutes. We hope this book reflects all that we have learned from our experiences and from our students and colleagues. We are grateful and better for having had them in our lives.

Throughout this second edition are cases and examples drawn from our experiences and from the experience of the many thousands of academic leaders with whom we have worked over the years. Some of the cases are clearly

labeled public examples. Others are amended and disguised. Some are composites created, like good teaching cases, to illustrate dynamics regularly seen across institutions and situations. You're likely to encounter more than one example that sounds a lot like something that happened at your institution not so long ago, but that is purely coincidental. In higher education, it can truly be said, "What has been will be again, what has been done will be done again" (Eccl. 1:9, NIV). That is true even of pandemics. A century ago, more than half the students on many campuses were infected with the Spanish flu, a virus that was particularly lethal for young people. The University of North Carolina lost two presidents within a few months to the disease (Carlton, [2020](#); Cozens, 2020). Masks, social distancing, and outdoor classes were all among the methods universities employed then to combat the deadly disease (Carlton, [2020](#)).

Outline of the Book

The chapters in [Part I](#) (Leadership Epistemology: When You Understand, You Know What to Do) develop a central theme in the book: deep thinking and learning are at the heart of effective leadership. The opening chapter ([Chapter 1](#): A Tale of Two Presidents: Opportunities and Challenges in Academic Leadership) contrasts the experience of two talented, well-known, long-term college presidents in very different institutions whose presidential denouements were sharply contrasting. Their stories provide an entry point for exploring the many factors that make leadership in colleges and universities simultaneously complex, satisfying, and dangerous. [Chapter 2](#) (Sensemaking and the Power of Reframing) explores how you come to know and understand your world and the people in it, and how your thinking can limit or enhance your vision, choices, and

strategies. [Chapter 3](#) (Knowing What You're Doing: Learning, Authenticity, and Theories for Action) extends the discussion of sensemaking to the specific issue of learning from experience and from relationships with others. Starting from a key premise that leadership is in the eye of the beholder, it discusses how leaders can learn more about their tendencies, strengths, and gaps.

[Part II](#) of the book (Reframing Leadership Challenges) focuses on the big picture: how to understand the institutional landscape and translate intentions into effective action. We take on four of the knottiest concerns endemic to higher education administration and use a variety of case examples to provide concepts and guidelines for both diagnosis and action. [Chapter 4](#) (Building Clarity and Capacity: Leader as Analyst and Architect) addresses the leader's role in institutional structure and design, as well as the challenges in building linkages that enable people to work together in institutions that often seem designed for disconnection and dissension. [Chapter 5](#) (Respecting and Managing Divergent Agendas: Leader as Compassionate Politician) tackles head-on how leaders can best handle political realities they would often prefer to avoid: enduring differences and the ubiquity of conflict in higher education. [Chapter 6](#) (Fostering a Caring and Productive Campus: Leader as Servant, Catalyst, and Coach) examines the complexity and importance of managing people in ways that foster respect, creativity, and commitment. [Chapter 7](#) (Keeping the Faith and Celebrating the Mission: Leader as Prophet and Artist) uses a contemporary case at a well-known public university to explore ways that academic leaders can bring meaning and vision to their institution by embracing skills and strategies often associated with spiritual leaders and spirited artists.

[Part III](#) of this volume (Leadership Pragmatics: New Ideas for Old Challenges) tackles a series of issues that are

chronic features of academic leadership. Each of the four chapters offers practical advice on how to diagnose and respond to recurrent dynamics that can derail even the most skilled. [Chapter 8](#) (Leading from the Middle) examines the opportunities and hurdles in working with multiple constituencies. When you are buffeted by conflicting demands from every direction, how do you cope? [Chapter 9](#) (Managing Your Boss) addresses the important but often neglected issue of how to influence and work effectively with your boss and other powerful players in the institutional hierarchy. Leadership is sometimes equated to managing people who report to you, but wise academic leaders understand that leading up is every bit as important. [Chapter 10](#) (Managing Conflict) explores a perennial hazard of administrative life: conflict. Effective administrators look for the possibilities in conflict and use it to foster creative problem solving, to build commitment, to weed out inefficiencies, and to make wise trade-offs among competing institutional objectives. We offer tips for how to generate lasting solutions from thorny situations by orchestrating disagreements so that things don't get too hot or too cold for progress. [Chapter 11](#) (Leading Difficult People) addresses ways to productively handle the dysfunctional relationships and rogues' gallery of idiosyncratic folks who sometimes seem overrepresented in higher education. People problems regularly top the list of challenges that can easily overwhelm leaders' coping strategies and produce harm for both academic administrators and their institutions.

[Part IV](#) (Leadership in a Changing World) looks at the larger world in which higher education is embedded, emphasizing strategy, context, and the power of a clear direction. The first two chapters review and reframe today's challenges as tomorrow's opportunities for innovation and growth. [Chapter 12](#) (Coping with a World in

Motion: Students and Faculty) explores needs and changes for two of higher education's key constituents: students and faculty. [Chapter 13](#) (Coping with a World in Motion: Money and Technology) examines the perennial issues of funding and technology as complications on the road to a better future. [Chapter 14](#) (Leadership, Strategy, and Governance: Institutional Survival) examines the roles of both boards and academic leaders in building a workable strategy and working relationships that chart a course toward institutional well-being.

[Part V](#) (Sustaining Higher Education Leaders: Courage, Hope, and Values) focuses on the deeply personal relationship between leaders and their work. The chapters are written to sustain (or reawaken) your search for the best in yourself and in your institution. [Chapter 15](#) (Sustaining Integrity: Ethics and Leadership) looks under the rocks of several well-publicized ethics scandals, asking why such things keep happening and what leaders can learn. [Chapter 16](#) (Sustaining Health and Vitality) addresses the reality that administrative life can tax a leader's physical and psychological health. The chapter offers a series of steps academic leaders can take to sustain their stamina and work-life balance. [Chapter 17](#) (Feeding the Soul) explores the ethical and spiritual dimensions of higher education leadership: the role of faith, calling, and a deep sense of self as essentials for steering academic institutions and programs to greatness.

We conclude with an Epilogue (The Sacred Nature of Academic Leadership) that challenges higher education leaders to recognize and embrace the sacred nature and moral purpose of their work.

Acknowledgments

We have been helped by far more people than we will ever succeed in acknowledging, so we will name only a few who have been particularly significant for us. One is Terry Deal, whose ideas and influence are everywhere in this book – and elsewhere in our lives. Another is the late Chris Argyris, an extraordinary teacher and wonderful friend who was instrumental in both our decisions to make a career of studying organizations and leadership. Our first-born son is named Chris, so no more need be said about the place that Chris Argyris holds in our hearts.

We continue to be thankful for everyone who helped us with the first edition, and to the many more who have taught, challenged, and inspired us in the years since. They include the bright students with whom we have tested many of our ideas and the many gifted and dedicated higher education leaders and faculty colleagues with whom we have worked at Babson College, Carnegie-Mellon, Harvard, Princeton, Radcliffe, the University of Missouri-Kansas City, the University of Massachusetts-Boston, the former Wheelock College, and Yale. We have also learned from participants in many workshops, programs, and institutes across the world. We are particularly grateful to those we have taught over many years in summer programs under the auspices of the Harvard Institutes for Higher Education (HIHE). These talented academic leaders trusted us with their professional stories, some of which are the basis for case examples in this book. We also appreciate our HIHE faculty and staff colleagues, many of whom have become dear friends.

We are grateful for the friendship and collegiality of Orlando Taylor, whose many leadership hats currently include strategic initiatives and research as VP at Fielding Graduate University and as the Association of American Colleges and Universities (AAC&U) Distinguished Fellow in the Office of Undergraduate STEM Education, as well as

significant NSF-funded grant projects to advance women in the STEM fields into leadership positions at Historically Black Colleges and Universities (HBCUs) and at Tribal Colleges. Dr. Taylor has infused the central ideas in *Reframing Academic Leadership* into these important initiatives, and we have learned much from them. Joan adds appreciation for the amazing work of Dr. Kelly Mack and her teams at Project Kaleidoscope and AAC&U, and Dr. Camille McKayle and her colleagues and students at the University of the Virgin Islands.

Lee is ever grateful to the members of the Brookline Group – Dave Brown, Tim Hall, Todd Jick, Bill Kahn, Phil Mirvis, and Barry Oshry – who have provided 40 years of learning, inspiration, and camaraderie. Joan gives a special shout-out to gal pals – Marcy Crary, Diane Kellogg, Judy Paradis, Ava Penman, and Sandy Renz – who are joys to be with and impressive forces in their efforts for a better world.

We have been hanging around Jossey-Bass and now John Wiley & Sons for so long that they feel like family. We deeply thank all who have helped us along the way, especially David Brightman, our friend and editor for the first edition (now senior editor at Stylus Publishing), and now Pete Gaughan, Riley Harding, Jeanenne Ray, and Mackenzie Thompson, who worked with us to bring this second edition to fruition.

We dedicate this book to our family. Our two sons, Brad and Chris, are talented young men who enrich our lives. We love them, and we're so deeply proud of them both. Chris is a serial entrepreneur currently building Brightest (<https://www.brightest.io>), a software and internet organization that aims to help nonprofit and other purpose-led groups and organizations bring people together around their missions. His projects always wed technology and soul; and his love of learning, passion for social change,

and artistry at work and in his music impress us. We await a new album of his music to drop soon. Brad deserves a special nod as the last in the roost. He was still at home through the daily ups, downs, and sideways of the first edition. Since then, he has finished college, guided debate teams to national championships, plunged into a doctoral program in the history of science, and worked on a dissertation about the use of dogs in experimental science and medicine. A committed scholar with plenty of awards and publications already under his belt – and undeniably a better writer than either of his parents, Brad is a continuing source of ideas and intellectual stimulation.

Lee's older children contribute their own brands of artistry, gifts, and grace to the family. Theater, music, teaching, writing, and our dance-wizard of a grandchild, Foster, fill the lives of Shelley and Christine Woodberry. Scott Bolman is the jet-setter as international lighting designer extraordinaire and theater faculty member. Lori Holwegner anchors part of our Arizona contingent and stays close to her talented daughter Jazmyne, who has finished college with honors and moved on to graduate school in digital media relations. Our other Arizonans, cartoonist Edward and his film-making son James, amaze us on a regular basis.

Finally, we continue our tradition of giving a nod to some wayward canine who has served as a loyal distraction from writer's block. This book's award goes to the gorgeous, toy-playing, love sponge of a Springer Spaniel, Charles Darwin, whose growing social media presence as the world's first #VirtualComfortDog during the trials of pandemic life surprised even us. Family life in all its richness is grand!

The two of us, like many others, stumbled unplanfully into academic life and later into academic administration. As children, neither of us imagined a university paycheck in

our future. None of our parents were college graduates, and all were chronically puzzled about what we did and how it could qualify as real work. Elizabeth and John Gallos and Florence and Eldred Bolman are no longer with us, but we know they would have been tickled to see this joint venture and to see themselves saluted in it. We honor their encouragement and support – and love of learning that we hope we have passed along to our children – by proudly adding their names to our acknowledgments.

It was more than 40 years ago that we made our first attempt to write together. It resulted in an unpublished manuscript that may still lie buried in a file drawer somewhere. It is not accidental that we waited a long time before trying again. But we didn't give up. It was worth it for us, and we hope for you as well, to persist on both the first and second editions of this book and on *Engagement: Transforming Difficult Relationships at Work*. We're proud of what we've been able to do together in life and work, and we reconfirm our commitments to each other and to our shared interests. Onward!

About the Authors

Lee G. Bolman is retired as Marion Bloch/Missouri Chair in Leadership Emeritus at the Henry W. Bloch School of Management at the University of Missouri-Kansas City, where he also served as department chair and interim dean. He holds a BA in history and a PhD in organizational behavior from Yale University.

He has written numerous books on leadership and organizations with coauthor Terry Deal, including *Reframing Organizations: Artistry, Choice, and Leadership* (7th ed., 2021); *Reframing the Path to School Leadership: A Guide for Principals and Teachers* (3rd ed., 2018); *How Great Leaders Think* (2014); *Leading with Soul: An Uncommon Journey of Spirit* (3rd ed., 2001); *The Wizard and the Warrior: Leading with Passion and Power* (2006); *Escape from Cluelessness: A Guide for the Organizationally Challenged* (2000); *Becoming a Teacher Leader* (1994); and *Modern Approaches to Understanding and Managing Organizations* (1984). His books have been translated into more than 10 languages; and his publications also include numerous cases, chapters, and articles in scholarly and professional journals.

Bolman consults and lectures worldwide to corporations, public agencies, universities, and schools. Prior to his position at the University of Missouri-Kansas City, he taught at Carnegie Mellon and then for more than 20 years at Harvard, where he also served as director and principal investigator for the National Center for Educational Leadership and for the Harvard School Leadership Academy and as educational chair for two Harvard executive programs – the Institute for Educational

Management (IEM) and the Management Development Program (MDP) – and as co-founder of MDP.

In 2003, Bolman received the David L. Bradford Outstanding Educator Award from the Organizational Behavior Teaching Society for his lifetime contributions to teaching and learning in the organizational sciences.

Joan V. Gallos is Professor of Leadership Emerita at the former Wheelock College, where she also served as Vice President for Academic Affairs. She holds a bachelor's degree *cum laude* in English from Princeton University and master's and doctoral degrees in organizational behavior and professional education from the Harvard Graduate School of Education.

Prior to Wheelock, Gallos was tenured Professor of Leadership, University of Missouri Curators' Distinguished Teaching Professor, and Director of the Executive MBA Program at the Henry W. Bloch School of Management at the University of Missouri-Kansas City, where she had also served as Dean of Education, Director of the Higher Education Graduate Programs, Coordinator of University Accreditation, and Special Assistant to the Chancellor for Strategic Planning. Gallos has also held academic appointments at the Radcliffe Seminars, Harvard Graduate School of Education, University of Massachusetts-Boston, and Babson College; and has taught in executive programs at a wide variety of institutions around the world.

Gallos has published widely on issues of professional effectiveness, organizational change, and leadership development. She is the editor of *Organization Development* (2006) and of *Business Leadership* (2nd ed., 2008); coauthor with V. Jean Ramsey of *Teaching Diversity: Listening to the Soul, Speaking from the Heart* (1997);

creator of a wide variety of published management education teaching and training materials, including the instructional guides for the *Jossey-Bass Reader* series in management and for the seven editions of *Reframing Organizations: Artistry, Choice, and Leadership*; and author of numerous articles and chapters in scholarly and professional journals. She is also the former editor of the *Journal of Management Education*.

Gallos lectures and consults in the United States and abroad on leadership and organization development. She has served as a Salzburg Seminar Fellow; as president of the Organizational Behavior Teaching Society; on a large number of national and regional advisory boards, such as the Forum for Early Childhood Organization and Leadership Development, the Kauffman and Danforth Foundations' Superintendents Leadership Forum, the national steering committee for the New Models of Management Education project (a joint effort of the Graduate Management Admissions Council and the Association to Advance Collegiate Schools of Business), and the W. K. Kellogg Foundation College Age Youth Leadership Review Team; and on civic and nonprofit boards, including the Friends of Chamber Music, the New Repertory Theater, and as a founding board member for Actors Theater of Kansas City and for the Kansas City Library Foundation.

Gallos has received numerous awards for her writing, teaching, and professional service, including both the Sage of the Society and the Distinguished Service awards from the Organizational Behavior Teaching Society; the Fritz Roethlisberger Memorial Award for the best article on management education (and finalist for the same prize in subsequent years); and the Radcliffe College/Harvard University *Excellence in Teaching* award. She also served as founding director of the Truman Center for the Healing Arts, based in Kansas City's public teaching hospital, which

received the 2004 Kansas City Business Committee for the Arts Partnership Award as the best partnership between a large organization and the arts.

Joan Gallos and Lee Bolman have worked together for more than 40 years on a variety of teaching, training, and consulting projects for universities, corporations, nonprofits, and government agencies. In addition to the first edition of this book, they are co-authors of *Engagement: Transforming Difficult Relationships at Work*.

Part I

Leadership Epistemology: When You Understand, You Know What to Do

The three chapters in Part I develop a central theme in the book: thinking and learning are at the heart of effective academic leadership. Colleges and universities are complex institutions that put a premium on sensemaking: the ability to decode messy and cryptic events and circumstances. One source of that complexity is the reality that academic institutions are inhabited by people and are designed to foster human creativity and development, which means that all the mysteries of the psyche, human groups, learning, personal and professional growth, and human relationships are central to the everyday work of academic administrators. Effectiveness in such a world requires both self-knowledge and intellectual tools that enable leaders to understand and decipher the ambiguous situations they regularly face in order to make sensible choices about what to do.

[Chapter 1](#), “A Tale of Two Presidents: Opportunities and Challenges in Academic Leadership,” opens with stories of two prominent university presidents whose careers ended very differently, before digging into the institutional characteristics that make academic leadership unique, rewarding, and tough. It previews many of the central ideas and issues that will be developed in later chapters. [Chapter 2](#), “Sensemaking and the Power of Reframing,” examines everyday epistemology: how leaders come to know and