BUILDING ACADEMIC LEADERSHIP CAPACITY

A Guide to Best Practices

WALTER H. GMELCH

JEFFREY L. BULLER

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For Val Miskin, Irene Hecht, Mary Lou Higgerson, and Peter Seldin, our dear colleagues, friends, and co-conspirators, and for Saeed M. Alamoudi, the hardest-working man in academic leadership

THE AUTHORS

WALTER H. GMELCH is one of the leading researchers in the study of academic leaders in higher education today. Formerly the dean of the School of Education at the University of San Francisco (2004–2013) and currently professor of leadership studies, he also served as dean of the College of Education at Iowa State University and interim dean of the College of Education, professor, and chair of the Educational Leadership and Counseling Psychology Department at Washington State University. Currently Gmelch also serves as director of the National Center for the Study of Academic Leadership. He has published over two hundred articles, twenty-seven books and monographs, and numerous scholarly papers in national and international journals. Gmelch is the author of three books on leadership with Val Miskin (*Chairing an Academic Department*, *Leadership Skills for Department Chairs*, and *Productivity Teams: Beyond Quality Circles*) and two on management and stress *(Coping with Faculty Stress* and *Beyond Stress to Effective Management*). With Irene W. D. Hecht and Mary Lou Higgerson, he coauthored *The Department Chair as Academic Leader*. Recently he has coauthored four additional books on the deanship: *College Deans: Leading from Within*, *The Dean's Balancing Act, The Changing Nature of the Deanship,* and *Seasons of a Dean's Life*. With John Schuh, he coauthored *The Life Cycle of a Department Chair*.

JEFFREY L. BULLER has served in administrative positions ranging from department chair to vice president for academic affairs at a diverse group of institutions: Loras College, Georgia Southern University, Mary Baldwin College, and Florida Atlantic University. He is the author of *The Essential Department Chair: A Comprehensive Desk Reference*, *Academic Leadership Day by Day: Small Steps That Lead to Great Success*, *The Essential College Professor: A Practical Guide to an Academic Career*, *The Essential Academic Dean: A Practical Guide to College Leadership*, *Best Practices in Faculty Evaluation: A Practical Guide for Academic Leaders*, *and Positive*

Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference. Buller has also written more than two hundred articles on Greek and Latin literature, nineteenth- and twentieth-century opera, and college administration. From 2003 to 2005, he served as the principal English-language lecturer at the International Wagner Festival in Bayreuth, Germany. More recently, he has been active as a consultant to the Ministry of Higher Education in Saudi Arabia, where he is assisting with the creation of a kingdom-wide Academic Leadership Center. Along with Robert E. Cipriano, Buller is a senior partner in ATLAS: Academic Training, Leadership, and Assessment Services, through which he has presented numerous training workshops on developing leadership in higher education.

PREFACE

THOSE OF US WHO serve as academic leaders often come to our positions in an unusual way. Whereas in most professions, people train specifically for that career, receive a credential that signifies their mastery of the basic skills needed to succeed in the field, and then become more acquainted with the practicalities of their professions through internships or entry-level positions, academic leaders tend to be selected in a different and rather idiosyncratic way. They devote many years to advanced learning and research in a particular academic field, enter the professoriate where many of their responsibilities (such as teaching, serving on committees, and developing curricula) have little or nothing to do with the actual courses they took in school, and then, if they are successful at that, they are selected for even more tasks for which they have received no formal training whatsoever: proposing and implementing budgets, mediating disputes, setting priorities, managing facilities, hiring staff, supervising employees, evaluating peers, and engaging in countless other administrative tasks.

It is largely due to this strange career pathway that campuses and university systems decide to create their own leadership development programs. But these programs also have a few peculiarities. Rather than borrowing from successful practices developed by similar programs at other schools, they reinvent the wheel. In many cases, they assume that just as anyone who is a skilled researcher in an academic discipline can teach that discipline, those who are effective as administrators can train others to be like them. They also assume that this training will produce meaningful results even though the administrators who provide it have no background in how effective training is done and may never have given serious reflection to why their own practices have been successful.

Developing Academic Leadership is intended to remedy that situation. This book is a guide for those who want to begin or improve a program that prepares others for leadership roles and draws on best practices as they are found in model programs all over the world. We have worked extensively with administrators who have built successful programs and

have established programs at the institutions where we work. We have also conducted research into effective training procedures, the results of which we present in the pages that follow. At the end of most chapters, we have included a section designed to help readers reflect systematically on how they might apply certain concepts to their own programs. These sections—called "Clarifying the Style," "Clarifying Shared Values," and the like—are intended to provide a bridge between theory and practice at the same time that they review several of the key principles of that chapter.

We are grateful to earlier researchers into effective leadership development programs at colleges and universities whose work provided invaluable background to this study:

- Gailda Pitre Davis whose study of leadership development programs is available through the American Council on Education (www.acenet.edu/news-room/Pages/On-Campus-Leadership -Development-Programs-A-Sampling-of-.aspx)
- The Education Advisory Board whose April 10, 2008, research brief, *In-House Leadership Development Programs for Faculty and Staff*, is available to subscribers only
- The University of California report *Preparing Faculty for Academic Management* published in January 2007
- John Schuh, Robert Reason, and Mack Shelley who collaborated with Walt Gmelch to conduct a year-long study for the Center for Academic Leadership and Research Institute for Studies in Education that resulted in *The Call for Academic Leaders: The Academic Leadership Forum Evaluation Project*

Most important, we thank the many organizers and directors of successful leadership development programs who were so generous in sharing information about their program's goals, structure, history, staffing, and budget. Among those to whom we owe a debt of gratitude are:

- Larry Abele, former provost of Florida State University and the director of the Institute for Academic Leadership of the State University System of Florida
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- Libby Roderick, associate director of the Center for Advancing Faculty Excellence at the University of Alaska Anchorage

- Pamela Strausser, senior consultant in organizational development for faculty and staff for the Leadership Development Academy at Cornell University

- Christina (Tina) Hart, vice president of institutional effectiveness at Indian River State College in Florida

- Brent Ruben, executive director of the Center for Organizational Development and Leadership at Rutgers University

- Former deans Ben Allen and Jim Melsa and executive assistant Heidi Eichorn who cocreated and delivered the Academic Leadership Forum program at Iowa State University

- John Schuh, the director of the Emerging Leader Academy at Iowa State University

- Blannie Bowen, vice provost for academic affairs, who has led programs for academic leaders at Penn State University for over two decades

- David Diehl, director of the Center for Teaching and Learning Excellence, Houston Community College

- Val Miskin, professor of management at Washington State University, who has blended his business leadership expertise with the needs of studying department chairs

- Mimi Wolverton, professor emeritus of educational leadership at the University of Nevada, Las Vegas, who has done so much to advance the research on and knowledge about academic deans in the United States

- James C. Sarros, professor of management at Monash University, for his collaboration in undertaking comprehensive studies of deans and heads of departments in Australia

Finally, we are grateful to Sandy Ogden, Megan Geiger, and Selene Vazquez for research and editorial assistance.

No matter whether you are just considering the creation of an academic leadership program or already have one that you would like to make even better, we hope that this study of best practices and emerging paradigms will be useful to you. Certainly we have enjoyed communicating with so

many dedicated directors of creative centers and programs; universally they were passionate about what they did and committed to making their institutions even better. As you read this book, remember that what you do when you prepare others for academic leadership is critically important. We wish you the greatest possible success in your work to develop academic leadership in higher education.

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THE CALL FOR ACADEMIC LEADERSHIP DEVELOPMENT

WHERE HAVE ALL THE leaders gone? Have they ever really been here? In the corporate world, some of the most widely quoted experts in management have complained that advances in leadership simply have not kept up with achievements in other areas:

> We have learned a great deal over the last decade about designing more sophisticated interventions to educate our future leaders. Yet in other ways, we have simply progressed from the Bronze Age of leadership development to the Iron Age. We have advanced, but we have yet to truly enter the Information Age. (Conger and Benjamin, 1999, 262–263)

If the situation is that dire among the Fortune 500, we in higher education must be in severe trouble indeed. Business may not yet have made it into the Information Age, but colleges and universities should count themselves lucky if they have progressed beyond the Stone Age. In 1996, more than two thousand academic leaders were surveyed, and only 3 percent reported that they had any systematic leadership development programs on their campuses (Gmelch, Wolverton, Wolverton, and Hermanson, 1996). Not much has changed in the past two decades. A 2013 study by Robert Cipriano and Richard Riccardi found that only 3.3 percent of department chairs came to their positions with formal course work in the administrative skills they need.

The same sorry state of affairs is likely to be true of deans as well. Many of them rose to their leadership positions because of their success at committee work and their duties as teachers and scholars, not because they had any formal training in the best way to run a program. Presidents and provosts may fare a little better. Although practically everyone in higher

education knows of upper administrators who came to their positions as the result of political appointments or successful careers in the military or corporate worlds, most university chief executive officers and chief academic officers have practical, on-the-job experience in academic settings. Most, too, have probably participated in formal leadership training programs like those run by the Harvard Institutes in Higher Education, Higher Education Resource Services, the American Council on Education, and others that are profiled throughout this book. In short, many administrators, at least at the college or department levels, begin their positions without:

- Formal training
- Significant prior experience
- A clear understanding of the ambiguity and complexity of their roles
- A solid grasp of what it means to lead within a system of shared governance
- A realization that full-time administrative work requires not a mere shift in focus but a metamorphic change from what their perspective was as a faculty member, as well as a corresponding change in their self-image (the "Who am I now?" question)
- An awareness of the full cost that administrative assignments will have to their careers as scholars, artists, and researchers
- Preparation to balance their personal and professional lives

To put it bluntly, academic leadership is one of the few professions one can enter today with absolutely no training in, credentials for, or knowledge about the central duties of the position.

As a result, while institutions of higher education become increasingly complex, many academic leaders begin their jobs woefully unprepared for the challenges awaiting them. Only the very rare graduate program, like the PreDoctoral Leadership Development Institute at Rutgers University (www.odl.rutgers.edu/pldi/), makes a sustained effort to provide leadership training to potential faculty members before they receive their PhD. And it is not as though the dangers of a lack of administrative training have not been identified. For years, blue ribbon commissions and executive reports from such organizations as the American Council on Education (Eckel, Hill, and Green, 1998; Kim and Cook, 2013), the Kellogg Commission (Beinike and Sublett, 1999), the Association of Governing Boards of Universities and Colleges (Eckel, 2012), and the

Global Consortium of Higher Education (Acker, 1999) have been calling for bolder and better college and university leadership. Nevertheless, little has changed. Despite the high profile given these white papers when they are released, there is still no universally accepted credential or certification process that indicates who is qualified to deal with the opportunities and challenges of higher education today. Even on the campus level, the literature is all but silent on best practices for developing deans, directors, and department chairs. There is simply no broad consensus as to what effective leadership training looks like at the level of the system, institution, program, or individual discipline.

The sheer magnitude of this problem is all but overwhelming. Nearly fifty thousand people currently serve as department chairs in the United States, with about a quarter of them being replaced each year. Deans, on the average, serve six years. The training programs provided to most of those who will fill the resulting vacancies may charitably be described as episodic and well intentioned. In-house programs are often only half a day long, with more extensive retreats rarely extending beyond two or three days. Many sessions at these workshops are devoted to legal and fiscal issues; the goal, it would appear, is to keep the institution out of trouble (and out of the *Chronicle of Higher Education*) rather than to develop well-rounded academic leaders. Even some very good programs, which hire a skilled trainer or experienced administrator for an intense, multiday workshop, often deal with only general issues. Outside consultants may be experts in their areas, but they cannot be expected to know the local culture of every institution they visit. (We know: we are those consultants.) For all these reasons, it is not an exaggeration to conclude that the development of academic leadership is one of the most misunderstood, least studied, and most critical management challenges that exist in higher education today.

The Cost of Poor Administrative Preparation

Our failure to provide adequate training for leaders at colleges and universities affects us in several important ways.

Programs Suffer

Higher education is undergoing a period of intense change. Academic programs are facing increased competition for resources, including students (whom we often describe as our most important resources), as for-profit universities, nonprofit universities, and online universities all compete with one another for the same tuition dollars. Moreover, low-cost or

no-cost sources of higher education—such as MOOCs (massive open online courses), iTunes University, academic podcasts, the Teaching Company, Rosetta Stone Language Courses, and the like—mean that potential students have a far greater menu of educational choices than they ever had before. In order to be nimble enough to respond to all the challenges their programs face, chairs, directors, and deans cannot afford to approach administration with the belief that "I'll be able to pick it up as I go along." If these administrators do not hit the ground running, their programs will suffer, perhaps irreparably, because their competitors will be succeeding while they are still winding their way up the learning curve.

Institutions Suffer

Because of their complexity, colleges and universities are governed by what sometimes seems to be a bewildering array of rules and regulations. There are institutional policies, state educational guidelines, state and federal laws, accreditation requirements for both the school as a whole and individual programs, trustee or legislative initiatives, and more. Administrators who are unaware of how all these policies fit together might act in a way that leaves their institutions liable for fines, damages, and other sanctions. For example, someone who is unfamiliar with where academic freedom ends and protection against hate speech begins could make a decision that results in a lawsuit that proves disastrous to the institution and its reputation. Members of a governing board sometimes place pressure on administrators to act in a way that would violate the principles of academic freedom and thus put the school's accreditation in jeopardy. With legislatures and governing boards taking more of an activist approach in their treatment of universities, even one poor decision—no matter how pure the administrator's intentions may have been—could set back the goals of the entire institution. Administrators need to know not only where these potential land mines are, but also what effective strategies exist for negotiating their way through them.

Individuals Suffer

Not being adequately prepared for the challenges of leading a college or department can wreak havoc with an administrator's career. It is not uncommon in higher education to hear about university presidents who either resign or are forced out of their positions in fewer than three years because they were not fully prepared for the job and the public scrutiny that came with it. While one article in the *Chronicle of Higher Education* describes university presidents as "Bruised, Battered, and

Loving It" (Glassner and Schapiro, 2013), another calls their occupation a "Precarious Profession" and notes that their time in office "is shrinking rapidly" (Fethke and Policano, 2012). That same sort of career damage occurs elsewhere on the institutional hierarchy as well. By not being adequately trained for the challenges they face, chairs, deans, and provosts sometimes experience votes of no confidence from the faculty that result in a swift and painful exit from their positions. Finding another administrative appointment after a public and humiliating failure is difficult. Even returning to the faculty can have its challenges. It can be difficult to restart a research agenda once it has been interrupted for several years. As a result, many well-intentioned administrators find their careers stalled because they got in far over their heads in terms of leadership challenges. Even worse, their personal lives may suffer in the meantime because they end up spending so much time trying to address a rapidly spiraling series of problems that they stint their obligations to their family and other loved ones. They come away from their brief administrative careers convinced that becoming a chair or dean was the worst mistake they ever made.

But Don't Current Programs for University Administrators Already Fill This Need?

It can seem a little hard to reconcile our claim that leadership training is lacking in higher education with the numerous advertisements found in professional journals that promote conferences, consultants, and publications intended to help administrators improve their performance. Certainly a broad range of programs and resources exists, and these opportunities can be a valuable component in a comprehensive program for academic leadership development. The following are examples of just a few of the programs and services available for training administrators in higher education:

- A number of organizations like the American Council on Education (www.acenet.edu/leadership/Pages/default.aspx) and the Committee on Institutional Cooperation (www.cic.net/faculty/academic-leadership-development) offer well-established programs to groups ranging from potential faculty leaders all the way to university presidents and system chancellors.
- IDEA Education offers a feedback system for department chairs (ideaedu.org/services/department-chairs), as well as access to consultants in a wide variety of administrative areas (ideaedu.org/services/consulting-services).

○ Kansas State University sponsors the annual Academic Chairpersons Conference that assembles experts on a variety of topics related to leadership issues in higher education (www.dce.k-state.edu/conf/academicchairpersons).

○ Each summer Harvard University conducts three well-established and intense programs in academic leadership development. The Institute for Educational Management is intended for senior-level administrators like presidents and vice presidents, the Management Development Program is intended for midlevel administrators, and the Institute for Management and Leadership in Education is intended for deans and academic vice presidents who are roughly in the middle of their careers (www.gse.harvard.edu/ppe/programs/higher-education/portfolio/index.html).

○ Publishers that specialize in topics related to higher education, such as Jossey-Bass (www.departmentchairs.org/online-training.aspx) and Magna Publications (www.magnapubs.com/online/seminars/), regularly sponsor webinars on academic leadership and offer short DVD courses.

○ Private training firms, such as the Center for Creative Leadership (www.ccl.org), ATLAS: Academic Training, Leadership, and Assessment Services (www.atlasleadership.com), the Center for the Study of Academic Leadership, the Academy of Academic Leaders (www.academicleaders.org), and Elite Leadership Training (www.eliteleadershiptraining.com) conduct workshops on site at host universities or at regional conferences or both. They also offer the services of consultants who can coach individual administrators on possible solutions to their most pressing problems.

We give more examples of national programs in academic leadership development in the appendix.

The fact is that there is no dearth of expertise available on ways in which academic leaders can be more effective in their jobs. The programs we listed are among the resources we return to repeatedly throughout this book as we explore best practices in developing leadership. But there is a difference between a short-term leadership development opportunity and a sustained, ongoing program that provides the infrastructure administrators need in order to learn how to do their jobs better, enough consistency for them to receive reinforcement in their efforts, and a well-scaffolded structure that helps them move from an introductory to a more advanced level of understanding. What academic administrators need is not a program that lasts for a day, a week, or even a month but

a career-long development program that meets them where they are and carries them wherever they need to be.

As Mike Myatt, managing director and chief strategy officer at N2growth, concludes in an article aptly titled "The #1 Reason Leadership Development Fails":

> You don't train leaders; you develop them—a subtle yet important distinction lost on many. . . . Don't train leaders, coach them, mentor them, disciple them, and develop them, but please don't attempt to train them. Where training attempts to standardize by blending to a norm and acclimating to the status quo, development strives to call out the unique and differentiate by shattering the status quo. Training is something leaders dread and will try and avoid, whereas they will embrace and look forward to development. Development is nuanced, contextual, collaborative, fluid, and above all else, actionable. (www.forbes.com/sites/mikemyatt/2012/12/19/the-1-reason-leadership -development-fails/)

In other words, the standard approach to leadership training in higher education tends to be short term and task oriented; it emphasizes strategy, tactics, and techniques and bases its approach on the assumption that if we can only teach administrators the best methods of leadership, then administrators will become the best leaders. But as important as it is in higher education for deans, chairs, and others to master such processes as strategic planning, program review, budget management, and outcomes assessment, these processes are really only the tools that leaders use; they are not keys to leadership itself. The development of genuine academic leadership must be much more comprehensive. It must combine a task orientation (What is our goal?) with a people orientation (How are we treating our stakeholders?). It must build on what administrators already know and who they already are rather than attempt to replace their current knowledge with a universal secret to administrative success. It should avoid giving people false impressions like the belief that all academic leaders fit a specific Myers-Briggs profile. It must, in short, emphasize development rather than training, growth rather than the mastery of technique.

A New Paradigm for Developing Academic Leaders

If higher education is to create a new, more effective paradigm for developing academic leaders, its most important requirement will be a commitment to take the time to do the job right. The transformation from successful faculty member—which involves one set of highly developed

skills and attributes—to effective academic leader—which involves an entirely different set of highly developed skills and attributes—cannot be accomplished by reading a book or attending a seminar. In the corporate world, as well as in such pursuits as athletics and the fine arts, K. Anders Ericcson, Ralph Krampe, Clemens Tesch-Römer, and others have suggested that it takes roughly ten full years of preparation to achieve a world-class level of success (Ericsson, Krampe, and Tesch-Römer, 1993; Ericcson, 1996). In his 2008 book *Outliers*, Malcolm Gladwell popularized these findings, arguing that it takes ten thousand hours of practice (the equivalent of five years' worth of forty-hour workweeks) to become an expert in most fields. That timetable is one we should be quite familiar with in higher education. Most American universities, for example, expect that it will take faculty members six or seven years to attain the level of expertise expected for them to receive tenure, with an additional five to seven years required before they can be considered for promotion to the rank of full professor. Moreover, all that preparation comes only after the faculty member has already spent between three and ten years as a graduate student and postdoc. So if we assume that it takes ten to twenty years for a highly intelligent person to become an expert in an academic discipline, why do we assume that we can train academic leaders in a three-day workshop?

Case Study: The Academic Leadership Forum

As a way of understanding how a new paradigm for developing academic leaders might work at a college or university, we consider the example of the Academic Leadership Forum (ALF), a pilot program run by three deans—Walt Gmelch, Jim Melsa, and Ben Allen—at Iowa State University from 2000 until 2004 (Gmelch, 2013). The idea behind ALF was to incorporate learning about academic leadership with applying the concepts learned over an extended period of time. The program would thus be a workshop, learning laboratory, mentoring environment, and support group simultaneously, providing its participants with a more comprehensive understanding of how to be effective administrators than they would have received from course work alone. Its initial goals were:

1. To help its participants develop a better understanding of various leadership styles, motives, and roles played by department chairs and deans
2. To acquire the key leadership skills required to be an effective academic leader

3. To build a peer coaching system that could support academic leaders at the institution

4. To help department chairs and deans deal with the professional and personal challenges inherent in their positions

To achieve such ambitious goals, the developers of the program adapted appropriate elements from a corporate concept known as the 7-S model (Peters and Waterman, 1982; Stevens, 2001). The name of the model is derived from seven core components that can be divided into two subsets as follows:

THE THREE HARD S'S

1. Strategy

2. Structure

3. Systems

THE FOUR SOFT S'S

4. Staff

5. Skills

6. Style

7. Shared values

In order to understand how these seven elements work together to create an effective program of academic leadership development, we examine each of them individually.

Strategy

The originators of the ALF program based their strategy on existing research about the best ways to help new department chairs make the transition from faculty to administration (Gmelch and Miskin, 2004, 2011), new deans move through the various stages of their careers (Gmelch, Hopkins, and Damico, 2011), and new school administrators become socialized into their positions (Ortiz, 1982). This research suggested that any successful strategy for developing academic leaders must consist of three ingredients:

1. *A conceptual understanding of the unique roles and responsibilities that are associated with academic leadership.* Conceptual understanding involves the knowledge that administrators need in order to do their jobs effectively. It includes understanding the organizational culture and mastering the dynamics that distinguish the university from

other work environments. In addition, successful academic leaders have to know the perspectives or frameworks different stakeholders will use in order to understand their relationship to the college or university and how this affects their interactions with other institutional constituencies. In the area of academic leadership, development programs need to address two major aspects of conceptual understanding. First, as faculty members move from teaching and research to positions of administrative leadership, their understanding of their relationship to the institution, their work, and their colleagues will change in ways they may not anticipate. They need to be better prepared for what their new assignments, responsibilities, and relationships will entail. Second, the role that managers and leaders play in higher education is distinctly different from the role that bosses, supervisors, commanders, and directors play in other types of organizations (see Buller, 2013). In the approach developed by Lee Bolman and Terry Deal (2013), we may speak of four major frames through which organizational culture can be examined: its political, symbolic, human, and structural dimensions. As faculty members assume administrative roles, they approach their work in terms of the human and structural aspects of their leadership roles: Who are my primary stakeholders? Where does my area of authority begin and end on the organizational chart? But as they grow in their positions, the political and symbolic aspects of the job assume far more importance: Who possesses more power or influence at the institution than that person's title would suggest? What are the traditions and values of our institution that affect the way we see things and make decisions? Universities have a great deal of experience in how best to teach students about leadership. That body of conceptual knowledge can also be used to improve the effectiveness of administrators. We can begin by teaching them, for example, what it means to build a community, empower others, and set direction in the distinctive organizational culture of higher education (see Gmelch, Hopkins, and Damico, 2011).

2. *Regular practice in the skills necessary to be an effective leader, particularly in how to work successfully with diverse stakeholders, such as faculty, staff, students, other administrators, and external constituencies.* In order to perform their roles and fulfill their responsibilities effectively, academic leaders need to hone their skills. While there is much that they can learn through clinical approaches such as seminars, workshops, and lectures, conceptual understanding alone does not guarantee successful leadership. They must then practice what they've learned by means of simulations, case studies, role plays, action planning, and on-the-job training. Many of the training opportunities we mentioned are designed

for institutions that can afford to send their administrators off site for a three- or four-day program. While these efforts can be highly effective in conveying the knowledge needed for skill development, Jay Alden Conger (1992) found more than twenty years ago that leadership training has only limited value unless there is appropriate follow-up. Conger discovered that the most effective approach is to provide training in work teams (e.g., a chair along with faculty members from his or her department or a dean with several of his or her chairs and associate deans). The work team would attend the same program, use simulations and role plays to practice what they learned, and then continue supporting and reinforcing each other's efforts after they returned to campus. Incorporating these ideas, the founders of the ALF program designed it so that it included teams of deans, associate deans, and department chairs in an ongoing activity that would provide sufficient practice of the concepts discussed. (For an example of a leadership development initiative that has skill development as a central focus, see the discussion of Cornell University's Leadership Development Academy in chapter 5.)

3. *A formal process of reflection that helps leaders learn from their mistakes, base their decisions on solid core values, act with greater integrity and transparency, and continue to grow as dedicated professionals*. Even when administrators understand their roles and possess the skills needed to perform their duties, they are not yet in a position to make the leap that Jim Collins (2001) calls the transition "from good to great." Leadership development is first and foremost an inner journey. Self-knowledge, personal awareness, and corrective feedback must be part of the strategy for each leader's development. In *The Reflective Practitioner*, Donald Schön (1983) asked, "What is the kind of knowing in which competent practitioners engage? How is professional knowing like and unlike the kinds of knowledge presented in academic textbooks, scientific papers, and learned journals?" (p. viii). Schön's thesis is that effective professionals engage in what he calls reflection-in-action, an attempt to understand what can be learned from situations that do not go as planned. Results that deviate from our expectations cause us to question our underlying assumptions and, Schön concluded, successful leaders develop by allowing these underlying assumptions to evolve continually. Merely engaging in activities by rote or enforcing policies "because that's what the manual says" results in stagnation, not personal growth. The goal for college administrators therefore should be to reflect continually on what it is they are trying to do, why they made that decision, whether their actions lead to the desired results, and how they might respond differently to similar situations in the future.

In our conversations with directors of various leadership development programs around the world, we found that these three ingredients recur frequently in highly effective initiatives. We will encounter them again in our discussion of best practices in preparing faculty members for leadership roles.

An important aspect of the strategy behind the ALF program was a consideration of how each of these three ingredients related to the other two. For instance, at the intersection of developing conceptual understanding and practicing leadership skills, participants in the program would be required to apply what they learned to real situations. By reflecting on how their leadership skills were improving, they would discover new ways to incorporate these skills into their regular practices. And by reflecting on the insights gained from their development of conceptual understanding, they would find new ways to ground leadership theory in application. Putting all these elements together, the participants in ALF would, it was hoped, emerge from the program with a much more nuanced approach to academic administration, one we might call comprehensive academic leadership (CAL; see figure 1.1).

Figure 1.1 Academic Leadership Development
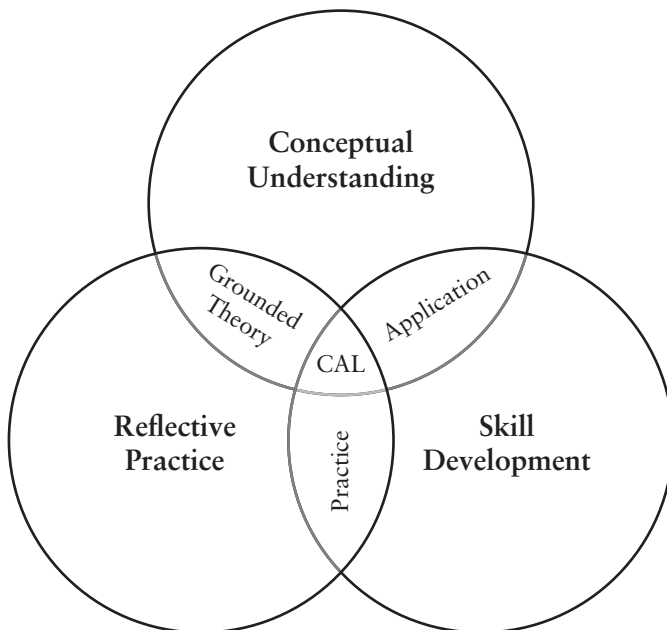
Note: *CAL = comprehensive academic leadership.*