

EFFECTIVE ACADEMIC LEADERSHIP - SHARING THE VISION

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Development of Tertiary Institutions in Ghana Amidst
Economic and Security Challenges

THE STORY

- **Who is an academic leader?**
- **The environment**
- **What is (academic) leadership?**
- **Sharing the vision - getting the best out of your staff without burn out**

WHO IS AN ACADEMIC LEADER?

Richard Bolden (Univ. of Exeter, Business school)

Academic leadership - Changing conception, identities and experience

Academic leadership in UK HE

- **Starting point - leadership was viewed as a form of social influence.**
- **explored people thoughts on their academic experience in terms of teaching, Research and other forms of engagement**

- **Respondents did not look for academic leadership from people in formal leadership positions**
- **They talked more of people close to them colleagues, first line managers, post doc and PhD supervisors as people who have shaped their academic careers**

So we are all academic leaders!

They expect people in formal leadership positions to create and sustain an enabling environment for work

Formal leadership positions include:

- **HoDs**
- **Deans**
- **Provosts**
- **Vice Chancellors**

SO FAR

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Kindly answer the following:

- **How many HoDs are here?**
- **How many of you applied for your positions?**
- **For many, administrative careers just happen.**

Many get into academic leadership at the faculty level to either:

- **fill an administrative gap**
- **take one's turn as a dean or head of dept**

Thus most are ill-prepared for administrative roles

**HOW TRUE IS THE STATEMENT BY NOBEL LAUREATE
HERBERT SIMON THAT?:**

**UNIVERSITIES ARE PLACES RUN BY AMATEURS TO
TRAIN PROFESSIONALS**

THE REALITY

Most HoDs, are **accidental leaders for who administrative careers just seem to happen.**

It should not be so; because, the "foot soldiers" are at the department . Managing them requires skill

MOST ACADEMIC ADMINISTRATORS HAVE TO CONTEND WITH A FEW UNUSUALLY DIFFICULT PEOPLE WHO CAUSE A DISPROPORTIONATE SHARE OF THEIR HEADACHES.

- ❑ Employees have more autonomy and room to bring their full personal baggage to the workplace than do workers elsewhere**
- ❑ Idiosyncratic individuals, cranks,**
- ❑ Dinosaurs may be there! Despots**
- ❑ Manipulative administrators**

THE ENVIRONMENT COULD BE INTIMIDATING !

- **Case 1: Composition of faculty/college board**
- **Case 2 – Dr No and disdain for authority**

ACADEMIC LEADERSHIP IS SERIOUS BUSINESS

A business short on capital can borrow money, and one with a poor location can move. But, a business short on leadership has little chance for survival.

— Warren Bennis Leaders: The Strategies for Taking Charge



Universities are exceptional. Their natures do not fit viable businesses .

This makes management in them different

ACADEMIC LEADERSHIP IS CHALLENGING!

Scott Cowen, president of Tulane University, summed up the challenges of leadership in business schools, in his remarks as the 1996 outgoing president of AACSB — With the following:

ASSUME THAT YOU WERE TOLD THE FOLLOWING CHARACTERISTICS OF A HYPOTHETICAL ORGANIZATION IN A HYPOTHETICAL INDUSTRY:

- **The services provided are driven by what the organization wants to do.**
- **Customer service/responsiveness is anathema to the organization's culture.**
- **A significant percentage of its work- force has lifetime employment contracts,**

- **The culture often values process more than results.**
- **The organization's key human resource can spend at least 20% of its time on activities external to the organization, including working for a competitor.**
- **The leaders of the organization often lack the knowledge and skills needed to lead and manage an effective organization.**

THE ENVIRONMENT IS EVEN MORE CHALLENGING NOW WITH EXTERNAL NEW DRIVERS OF CHANGE:

- i. increased competition,**
- ii. growing and conflicting demands of diverse constituents,**
- iii. changing demographics,**
- iv. limited funds and the pervasive influences of technology.**
- v. vigorous calls for innovation in curriculum, learning methods and education program delivery.**

**TO THRIVE, OR EVEN TO JUST SURVIVE AMID THESE
CONDITIONS, THE EFFECTIVE ACADEMIC LEADER MUST
KNOW THAT:**

**No academic unit can be successful for long if it isolates itself
from knowledge of its constituencies' changing needs or fails to
maintain value-adding relevance within its scholarship,
education programs and services.**

THE EFFECTIVE LEADER MUST KNOW THE ENVIRONMENT – THE INTERNAL AND EXTERNAL DRIVERS OF CHANGE

The days of mission and strategy that are determined solely by faculty interests, independent of these market-driven imperatives, have ended!

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UNDERSTANDING ACADEMIC LEADERSHIP

The core issues

WHAT IS LEADERSHIP?

- leadership is the capacity to **release and engage human potential** in the pursuit of common cause.
- Leadership is something that translates into the **performance of others or it is not leadership.**

CASE 3 – PROF. ARTHUR AND ZOOLOGY DEPARTMENT

FACTS:

- **Newly appointed HoD**
- **Writes to staff at beginning of academic year requested to submit synopsis of projects with detailed requirements for each project.**
- **Word spreads to other departments and staff of zoology department ridiculed as being students under Headmaster (Prof Arthur)**
- **Results in revolt of staff against Prof Arthur**
- **What is the problem here? How do you carry people along?**

LEADERSHIP IS ABOUT CHANGE, AND CHANGE IS ALWAYS DISRUPTIVE!

You place yourself on the line when you tell people what they need to hear rather than what they want to hear.

Although you may see with clarity and passion a promising future of progress and gain, people will see with equal passion the losses you are making them to sustain –(Heifetz & Linsky, 2002)

In the face of loss people hold on. They may lash out – with attacks intended to marginalise the leaders influence

(How many remember – Case of Dr Annan and UTAG leadership?).

ACADEMIC LEADERSHIP ENTAILS SKILL!

Turning a team of champions into a championship team is accomplished by building upon, not by destroying, the motivation for high individual performance.

How do successful football coaches manage?

HOW DO YOU GET THE MOST OUT OF YOUR STAFF- ACADEMIC LEADERSHIP

Who is an academic leader?

The environment

What is (academic) leadership?

**Sharing the vision - getting the best out of your staff
without burn out**

THE PROCESS

- **John Maxwell 5 levels of leadership**

LEVEL 1 - POSITIONAL

- **Positional, rights – least amount of people's energy and mind.
People follow you because you have a title**
- **the position does not make you a good leader.**
- **Remaining at this level breeds mediocrity**
- **But all new appointees have to go through this level**

IS YOUR DEPARTMENT A POSITION 1 LEADERSHIP DEPARTMENT/FACULTY??

People do have negative power — the capacity to withhold power from their leaders, usually not openly and defiantly, but simply by inattention and benign neglect — by just keeping busy with other defensible priorities.

A LEADERS FIRST STEPS ARE CRUCIAL.

1. They set a tone, shape expectations and define an initial trajectory

2. People must see you to be:

- generating excitement,**

- offering hope and opportunities to those willing to join in the effort to turn a dream into reality**

IT IS IMPORTANT TO REFRAME.

THE CASE OF ANN DODGE:

- **Female**
- **Age 20 yrs**
- **PC:** eating meals produce pain, nausea, vomiting and diarrhoea.

Over time, saw 30 doctors

- **Diagnosis:** psychiatric disorder, anorexia nervosa with bulimia.
- **Rx:** diet, drugs and talk therapy
- **But condition got worse. Her doctor told her to consume 3000 calories a day in easily digested carbohydrates like pasta.**

Condition got worse and was admitted 4x in 2004.

FINALLY, AT HER BOYFRIENDS INSISTENCE AND AGAINST HER GPS ADVICE SHE WENT TO DR MYRON FALCHUK IN BOSTON

- **Dr Falchuk studied her files, then listened to her.**
- **Diagnosed intolerance of gluten, commonly found in wheat, barley**
- **The lesson: Importance of reframing!**
- **No anchoring of mind if you want to be an effective leader!**

LEVEL 2 – PERMISSION/BOUNDARIES

- **Keyword is** - relationship. You are connecting with people
- **relationships are the foundation of good leadership skills**
- **Observe your people for clues that you can intervene in to enhance productivity**

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- **Attitude of servitude – no egos (leadership without ego). You must genuinely like to serve**

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PEOPLE LIKE YOU BECAUSE YOU LIKE THEM

**DO YOU KNOW SOMEONE WITH POSITIONAL LEADERSHIP
AND IS NOT LIKEABLE?**

Case Of Prof OWL

– departmental appeal to signed by senior professors to chairman of a university council for removal of OWL as head of department. Among his charges was a statement that he does not visit sick members of the department

- **You must appreciate the emotional needs, fears and needs of your staff.**
- ***But be careful not to carry their burdens because there is a high emotional cost. Practice the skill of detached concern.***
- **Accumulated stress from close relationships with those in need and from toiling with constant *waves of emotions* leads to *compassion fatigue*. This is otherwise known as *burnout*.**

LEVEL 3 - PRODUCTION LEVEL

KEY WORD - RESULTS

- **You are effective at this level**
- **You lead/produce by example.**
- **GEN DWIGHT EISENHOWER'S CHAIN**
- **People do what people see – this is the greatest motivational principle**
- **This is why departmental heads are senior academics.**
- **You cannot be a travel agent – taking people to where you have never been.**
- **Be a tour guide - be there!**

- **You attract who you are and not who you want – perpetuating mediocrity if the leader is mediocre**

Model the behavior you want to elicit. Expect a lot. Get a lot. High expectations are an expression of confidence and belief in others. And the effects of high expectations are empowering for everyone.

Leadership empowers people to act - it enables people to achieve their potential (Ayim as Dean).

LEVEL 4 - GROW YOUR PEOPLE

- **Recruitment – this is the beginning. Your success depends on who you hire/employ**
- **position people well**
- **This is the level where you develop people – PhD programs.**
- **How many take pride in number who get promoted during your term or pursue terminal degrees or increase publication level (create healthy competition)**

When you succeed at this stage colleagues do not look up to institution for leadership.

- **they know what they want**
- **why they want it**
- **how to get it - research proposals**
- **these are the people who can reproduce themselves**

That is effective leadership!

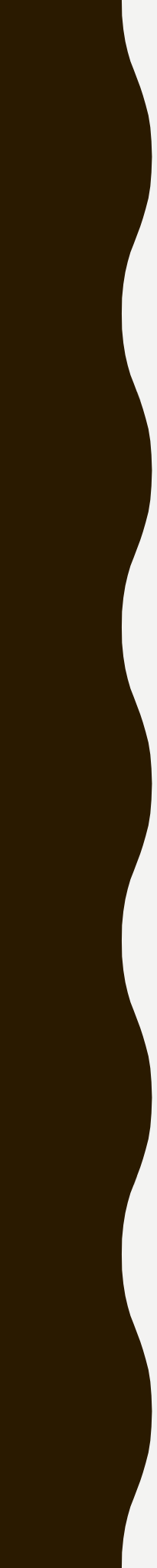
LEVEL 5 - PINNACLE

- **People follow you because of who you are. Inspirational**
- **The department is not so neatly compartmentalised. You are at different levels with different individuals.**
- **Know these levels and plan your strategy**

A MESSAGE FROM WARREN BENNIS:

“The most dangerous leadership myth is that leaders are born – that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That is nonsense; in fact, the opposite is true. Leaders are made rather”

So we can all be effective academic leaders!



• **THANK YOU**

- **That leadership is:**
- **Purposeful** – it has a vision, a focus and an end in mind. An effective leader has purpose – vision (KNUST vision), shared values and common cause. The leader does not have to create a vision. There must be one, which is shared by constituents who willingly commit themselves to a common purpose

EARLY PEARLS

- **Do not worry about the everyday cranks and critics. They may be irritating but they could be an asset or ally. They offer early warning signs of trouble because they voice what others are thinking and feeling but not saying.**



- **be concerned about those who spread toxicity and misery and draining away everyone's time and energy from getting work done.**
- **Are you prepared to handle these individuals before they erode collective morale – and your sanity?**