INDEX

Page references followed by fig indicate an illustrated figure; followed by t indicate a table.

_Academe_ (journal), 66, 120

Academic administration: championing the cause, 54–56; comprehensive planning for, 56–57; need for specific responsibilities for tasks in, 54; taking stock of current state of, 57–63

Academic administrators: “boundary span” participation by, 32; cost of poor preparation of, 3–5; habits of heart: reflective practice by, 12fig, 48–49, 81–83, 116, 119t, 191; habits of mind: conceptual understanding by, 12fig, 45–46, 79–80, 116, 119t, 191; habits of practice: skill of, 12fig, 46–48, 80–81, 116, 119t, 191; how inadequate preparation impacts career of, 4–5; setting aside time for LD reflection by, 31; skills required of, 122–124. See also Leaders

Academic Chairpersons Conference, 6

Academic community: academic leadership role in building, 42–44; empowerment of faculty and staff to build, 43

_Academic Leader_ (journal), 66

Academic leadership: creating inclusive, 194–195; as entailing followership, 41; faculty and staff empowerment by, 42–44; selecting consistent definition of, 40–44. See also Leadership; Leadership development (LD) programs

Academic Leadership Center (Saudi Arabia), 54–55, 109, 131, 146

Academic Leadership Forum (ALF): adequate administrative support and involvement in, 54–55; “business casual” style adopted at, 17, 145–146; “commons time” concept of, 17; comprehensive academic leadership (CAL) supported by the, 12fig, 185–198; initial goals of the, 8–9, 191; introduction to the 7-S model of the, 9–19; leadership development results of the, 20–22; origins and description of, 8; staff-as-support-group model of, 98–99; value-added assessment of, 20. See also Iowa State University; Leadership development (LD); The 7-S model (ALF)

Academic podcasts, 4

ACE Fellows Program, 57

Achua, C. F., 79

Acker, D. G., 3

Actionable competencies, 123t

Active Training (Silberman and Auerbach), 108

Administrative and clerical support staff, 96fig, 104–106

Administrators. See Academic administrators

Advisory Board: on Centralia College survey findings, 197; Comprehensive Academic Leadership Inventory based on practices advocated
Advisory Board (Continued)
by, 186–190; on lack of higher education use of executive coaching, 82; outline of administrative tasks created by, 122, 123; study conducted on need for administrator skills, 132–133; on typical chair training, 121; on unique requirements of academic leadership programs, 196
Akey, T. M., 20
Allen, B., 8
American Assembly of Collegiate Schools of Business, 47
American Association of Colleges of Teacher Education (AACTE), 118
American Association of State Colleges and Universities (AACSU), 118
American Conference of Academic Deans (ACAD), 118
American Council on Education (ACE), 2, 5, 55, 118
American Council on Education (ACE) Fellows Program, 57
American Dental Education Association Summer Program for Emerging Academic Leaders, 195
American Society for Training and Development (ASTD) certification, 109
Americans with Disabilities Act, 58
Assessment: of existing administration offices and resources, 57–63; value-added, 20. See also Surveys
Assessment instruments: DiSC
Assessment Tool, 82; FIRO-B (Fundamental Interpersonal Relations Orientation), 82; GLOBE taxonomy, 159; Management Skills Assessment Inventory, 159;
Myers-Briggs Type Indicator, 82, 106; Octogram, 159; Strength Deployment Instrument, 82;
Thomas-Kilmann conflict Mode Instrument, 82; 360-degree feedback, 81
Association of American Colleges and Universities (AACU), 118
Association of American Medical Colleges Minority Faculty Career Development Seminar, 195
Association of Governing Boards of Universities and Colleges, 2
ATLAS: Academic Training, Leadership, and Assessment Services, 6
Auerbach, C., 108
Authentic Leadership Program (Naropa University), 149
Authenticity, 165
Barr, R., 88
Behling, L. L., 129
Beinike, J. A., 2, 31
Belasen, A. T., 159
Benjamin, B., 1, 16, 80, 90
Bennis, W. G., 40, 79
Bess, J. L., 79
Beyer, K. D., 124
Beyond Culture (Hall), 154
Birnbaum, R., 79
Blended group staff, 96, 101–104
Bolman, L. G., 10, 21, 64, 79, 124
Borzelleca, J. F., 40
“Boundary span” activity, 32
Bregman, P., 28–29
Brews, P., 137
Brown, K. A., 167
“Bruised, Battered, and Loving It” (Glassner and Schapiro), 4–5
Bryn Mawr College, 194
Buchanan, D., 37
Buckley Amendment (Family Educational Rights and Privacy Act) [1974], 58
Budgets. See Financial issues
Buller, J. L., 10, 32, 38, 43, 44, 56, 74, 86, 96
Burns, J. M., 71
Business office, 58
California State University Bakersfield, 148–149
INDEX

California State University East Bay, 147–148
California State University Fresno, 148
California State University Northridge, 148
Cameron, K. S., 156, 159
Case studies: innovative approaches to staffing using, 106; as instructional method, 89; as leadership development strategy, 47; treating institution as evolving leadership development, 87; on University of Alaska Anchorage’s CAFE shared values, 176–177; on University of San Francisco (USF) shared values, 177–179
Cashman, K., 18, 81
Center for Advancing Faculty Excellence (CAFE) [University of Alaska Anchorage], 101–103, 144–145, 176–177
Center for Creative Leadership, 6, 81, 195
Center for Faculty Leadership, 43
Center for Organizational Learning (MIT Sloan School of Management), 13
Center for the Study of Academic Leaders, 6
Center for University Learning (Kennesaw State University), 99–101
Centralia College (Washington State), 197, 198
Chairs Leadership Program (CLP), 98–99
Championing the cause, 54–56
Change. See Transformative change
Change (journal), 66, 120
Charney, C., 108
Charter Oak State College, 105
Christine E. Lynn College of Nursing (Florida Atlantic University), 143
Chronicle of Higher Education (journal), 3, 4–5, 66, 120
Cipriano, R. E., 1, 125
Clarifying sections: designed to help make systematic analysis, 186; Developing Academic Leadership Comprehensive Academic Leadership Inventory, 186–190
Clerical and administrative support staff, 96fig, 104–106
Cockell, J., 44
Cockerell, L., 167
Cohort groups: leadership development program role of, 27; partners in academic leadership (PAL), 13–14, 27
The College Administrator’s Guide (Gunsalus), 136
College Deans: Leading from Within (Wolverton and Gmelch), 42
Collins, J. C., 11, 46, 137
Committee on Institutional Cooperation, 5
Common Fire (Daloz, Keen, Keen, and Parks), 17
“Commons time,” 17
Communication: ALF’s “commons time,” 17; to reinforce institutional shared values, 170
Communications department, 60
Competencies: actionable, 123t; description of, 19; GLOBE’s nine cultural, 151–154, 161; informational, 123t; interpersonal, 123t; managerial, 123t; personal, 123t. See also Skills
Competing values framework (CVF), 156–159
Comprehensive academic leadership (CAL): conceptual understanding component of, 12t, 45–46, 79–80, 119t; use the connections to give your program a distinctive identity, 186, 192–194; Developing Academic Leadership Comprehensive Academic Leadership Inventory for, 186–190; ensuring the inclusive nature of, 194–195; having all the components required for, 185, 186–190;
Comprehensive academic leadership (CAL) (Continued)
identifying points of overlap and connection among components, 186, 191–192; illustrated diagram of, 12fig; recommendations on application and practice of, 196–198; three critical steps required for, 185–186
Conceptional understanding habit: as comprehensive academic leadership (CAL) component, 12fig, 191; delivery system for, 79–80; description of, 45; development of, 45–46; strategies for developing, 119r
“Conference tournaments,” 80
Conger, J. A., 1, 11, 16, 38, 71–72, 80, 81, 90
Contingency theory, 77
Conway, K., 108
Cook, B. J., 2
Core values. See Shared values
Cornell Interactive Theatre Ensemble (CITE), 106–107, 147
Cornell University’s Leadership Development Academy, 11, 106–107, 109, 147
Council for the Advancement and Support of Education (CASE), 118
Council of Colleges or Arts and Sciences (CCAS), 47, 118
Counseling center, 59
Cousson-Read, A., 132
Coutu, D., 83
“Creating Magic” (Cockerell), 167
Credibility, 165
Creswell, J. W., 124
Culture. See Organizational culture
Curricular design department, 61
Daloz, L. P., 17
Damico, S., 9, 10, 45, 165
Deal, T. E., 10, 21, 64, 124, 167
Dean and Provost (journal), 66
Deans: developing leadership skills through interacting with, 136; skills required by, 127–131
Dee, J. R., 79
Defining My Leadership System, 75–76
Delivery systems: habits of mind or conceptual understanding, 79–80; reflective practice, 81–83; skill building, 80–81
Department Chair (journal), 66
Department chairs: Chairs Leadership Program (CLP) for, 98–99; skills of, 124–127
Developing Academic Leadership Comprehensive Academic Leadership Inventory, 186–190
Difficult Dialogues Initiative (Ford Foundation), 144–145, 176
DiSC Assessment Tool, 82
Disney, 167
Distance learning department, 61
Dolasinski, M. J., 180
Donnelly, J. H., Jr., 37
“Don’t Be Evil” (Vise and Malseed), 167
Dorman, P. W., 151
Drath, W., 36
Drucker, P., 32
Eckel, P. D., 2, 29, 33, 55
Educational leadership department, 60
The Effective Executive (Drucker), 32
Eggers, D., 39
Egley, N. J., 124
Elite Leadership Training, 6
Empowerment: to achieve common goals and community, 43; how academic leadership creates faculty and staff, 42–44
Engines of Innovation (Thorp and Goldstein), 137
Equipment resources, 66
Erhard, W., 81
Ericsson, K. A., 8, 80
Ernst and Young, 170
The Essential Academic Dean (Buller), 129
EST (Erhard Seminars Training), 81
Executive Leadership (journal), 67
Expert consultant staff, 96ffg, 99–101

Facilities resources, 66
Faculty: building academic community through empowerment of, 42–44; responsibility to transform them into academic leaders, 198; retreats for, 136. See also Staff
Faculty Learning Community on Strategic Leadership (FLC) [UNC-Chapel Hill], 137–138
Faculty retreats, 136
Faculty senate, 62
Family Educational Rights and Privacy Act (1974) [Buckley Amendment], 58
Feedback (360-degree), 81, 106, 107
Fethke, G. C., 5
Financial resources, 65
FIRO-B (Fundamental Interpersonal Relations Orientation), 82
Fisher, R., 80
Flexible systems: designing a learning development as a, 88–90; viewing learning development system as a, 88
Florida Atlantic University: Christine E. Lynn College of Nursing at, 143; Leadership Education Advancement Program (LEAP) at, 149–150; Nursing Leadership Institute (NLI) at, 143–144
Florida International University’s Leadership Development Institute (LDI), 149
Ford Foundation’s Difficult Dialogues Initiative, 144–145, 176
Gallos, J. V., 79
Gärdenfors, P., 80
Gardner, J. W., 85, 121, 179, 181
George, B., 44
Getting to Yes (Fisher, Ury, and Patton), 80
Gibson, J., 37
Gillings School of Global Public Health, 98
Gladwell, M., 8, 80
Glassner, B., 5
Global Consortium of Higher Education, 3
GLOBE (Global Leadership and Organizational Behavior Effectiveness) study, 151–154
GLOBE taxonomy, 159
Gmelch, W. H., 1, 8, 9, 10, 15, 20, 42, 45, 46, 67, 83, 120, 124, 125, 126, 130, 165, 171, 180, 196
Goals: of Academic Leadership Forum (ALF), 8–9, 191; empowerment of faculty and staff to achieve common, 43; leadership as driving collective progress toward, 34, 36; leadership as engaging others when guiding toward visionary, 39–40; leadership as influencing others toward, 36–37; leadership as resulting in movement toward established, 38–39; setting department, 136
Goldstein, B., 137
Gonzales, L. D., 79
Good to Great and the Social Sectors (Collins), 137
Good to Great at Carolina video series (UNC-Chapel Hill), 137
Good to Great (Collins), 137
Google, 16, 167
Gould, C., 43
“Great Expectations: Strategy as Creative Fiction” (Brews), 137
Green, M. F., 2, 20, 29, 55, 120, 186
Grounded theory, 85
Guetzkow, H. S., 79
Gunsalus, C. K., 136
Gupta, V., 151
INDEX


Hall, E. T., 154
Hall, K., 108
Hanges, P. J., 151, 152
Harrison, R., 80


Harvard University: Institute for Educational Management at, 6; Institute for Management and Leadership in Education at, 6; Institute in Higher Education at, 2; Institute in Higher Education Resource Services at, 2; Management Development Program (MDP) at, 6, 84

Health center, 59

Health Insurance Portability and Accountability Act (1996), 58

Hecht, I.W.D., 120

Hermanson, M., 1, 42

Hewlett-Packard, 167

Higgen, M. L., 48, 120

High-context culture, 154–155

High-context/low-context continuum, 159

Higher Education Resource Services (HERS) Summer Institute (Bryn Mawr College), 194

Hill, B., 2, 29, 55

Hofstede, G., 151

*A Hologram for the King* (Eggers), 39

Hopkins, D., 9, 10, 45, 165

House, R. J., 151

*The How of Happiness* (Lyubomirsky), 48–49

“The HP Way” (Packard, Kirby, and Lewis), 167

Huczynski, A., 37

Hyde Foundation, 98

“IBM’s Values” (Watson), 167

IDEA Education, 5

Identity of LD program, 192–194

In-house mentorships, 47, 82, 89, 117, 136, 158\textit{fig}

Indian River State College (IRSC), 134–135

Inductive coding, 20

Influence (leadership), 36–37

Information resources, 66–67

Informational competencies, 123t

Institute for Academic Leadership (IAL) [State University System of Florida], 103–104, 109, 111, 112t

Institute for Educational Management (Harvard University), 6

Institute for Electrical and Electronics Engineers Deans’ Summit, 67

Institute for Management and Leadership in Education (Harvard University), 6

Institute of Electrical and Electronics Engineers (IEEE), 118

Institutional level: leadership development at the, 166–167; shared values at the, 167–170; skill development at the, 117

Institutions: cost of poor administrator preparation to, 4; as evolving case study in leadership development, 87; providing incentives to reduce administrator turnover, 32–33. See also Mission; Organizational culture; Vision

Integrity, 19


Interpersonal competencies, 123t

Interpretive coding, 20

Inventory of the Top Ten Strategies for sustaining Change in Higher Education, 68, 69

Iowa State University: academic leadership development lessons learned at, 27–33; partners in
academic leadership initiative at, 47; purpose of the partners in the academic leadership initiative at, 82. See also Academic Leadership Forum (ALF)

iTunes University, 4

Ivancevich, J., 37

Javidan, M., 151

Jossey-Bass, 6

Journal of Leadership Education, 67

Journal of Leadership Studies, 67

J.P. Morgan, 179

Kansas State University, 6

Kauffman, C., 83

Keen, C. H., 17

Keen, J. P., 17

Keeps, E., 108

Kellogg Commission, 2

Kellogg Foundation, 67, 109

Kelly, P., 170

Kennedy, A. A., 167

Kennesaw State University, 99–101, 108

Kennesaw State University Management Development Certificate, 100

Kim, Y. M., 2

Kirby, D., 167

Kotter, J., 67

Kouzes, J. M., 18, 19, 32, 48, 165, 170, 179, 180

Kramer, M. W., 171

Krampe, R., 8

Krueger, R., 20

Landis, K., 145, 176–177

Law school/office of legal counsel, 58–59

Leader-member exchange theory, 78

Leaders: Academic Leadership Forum for, 8–23; creating and delivering their own learning opportunities, 29; a new paradigm for developing, 7–8; preferred traits of, 19; shared values socialization strategies used by, 171–176; YouTube video on “shirtless dancing guy” as, 37–38. See also Academic administrators

Leadership: comprehensive academic leadership (CAL), 12fig, 185–198; credibility and authenticity as the heart of, 165; definitions of, 19, 33–40; incorporating personal values into, 179–181; universal ability to improve skills for, 195; word cloud on, 34, 35fig. See also Academic leadership

Leadership: Theory and Practice (Northouse), 77–78

Leadership and Employee Enrichment Program (LEEP) [California State University East Bay], 147–148

The Leadership challenge (Kouzes and Posner), 48

Leadership definitions: as affecting a group of people, 37–38; as driving collective progress toward goal, 34, 36; as engaging others most effectively when guiding toward visionary goal, 39–40; as involving influence, 36–37; LD program based on consistent, 40–44; as a process, 35–36; as resulting in movement toward an established goal, 38–39; as taking people into a shared direction, 38; word cloud of, 34, 35fig

Leadership Definitions by Scholars (Mayowa), 34

Leadership Development Academy (Cornell University), 11, 106–107, 109, 147

Leadership Development Institute (LDI) [Florida International University], 149

Leadership development (LD): the cost of inadequate, 3–5; increasing need for effective, 1–3; as ongoing process, 28–29; reflection as prerequisite for, 85–86; strategies for academic, 119t. See also Academic Leadership Forum (ALF)
Leadership development (LD) programs: build around single LD model, 33; capitalizing on small wins as they proceed, 30–31; cohort group role in, 27; comprehensive academic leadership (CAL) approach to, 12fig, 185–198; consistent definition of leadership for basis of, 40–44; creating inclusive academic leadership through, 194–195; delivery systems of, 79–83; distinctive activities of, 147–149; examples of available, 5–6; the identity of your, 192–194; lack of current, 5–7; shared values component of, 9, 17–19, 165–181; skills development component of, 9, 15–16, 115–139; strategy component of, 9–14, 27–50, 53, 68; structure component of, 9, 13, 53–69; style component of, 9, 13–14, 141–161; support group function of, 27–28; supportive culture required for, 29–30; systems component of, 9, 13–14, 71–91; toolbox of instructional methods for, 89; what they can and cannot do, 35–36fig. See also Academic leadership; specific program

Leadership development systems: Defining My Leadership System, 75–76; delivery models as, 79–83; four approaches to, 72; leadership environment as a, 73–77; questions to ask about, 78–79; systems-oriented leadership theories, 77–78

Leadership Development Initiative Resource Checklist, 65–67, 69

Leadership Education Advancement Program (LEAP) [Florida Atlantic University], 149–150

Leadership education systems: creating a comprehensive academic leadership, 87–88; focused on academic leadership, 84; grounded theory and practice, 85; propositions for developing, 83–88; reflection as prerequisite for leadership development, 85–86fig; sharing experiences to improve leaders' understanding, 86–87; that take full advantage of the university resources, 84–85; toolbox of instructional methods for, 89; treat institution as evolving case study in leadership development, 87; viewing LD system as engaged in flexible design, 88

Leadership from the Inside Out: Becoming a Leader for Life (Cashman), 81

Leadership initiatives: Conger's four major approaches to, 71–72; Difficult Dialogues Initiative (Ford Foundation), 144–145, 176; Iowa State University partners in academic, 47, 82; Leadership Development Initiative Resource Checklist, 65–67, 69

Leadership styles, competing values framework (CVF) on, 158fig

Leadership Training (Russell), 108

Leadership transcript, 47–48

Leading from the Middle (Stone and Cousson-Read), 132

Learning: opportunities created by leaders for, 29; reflection-in-action role in, 86fig, 165; reflection-on-reflection role in, 165–166; reflective practice for, 48–49, 78–79, 81–83, 85–86fig, 119t. See also Socialization

Lecci, L., 43

Lewis, K. R., 167

Lomi, A., 80

Low-context culture, 154–155

Low-context/high-context continuum, 159

Lowney, C., 169, 179, 180

Lussier, R. N., 79

Lyubomirsky, S., 48–49
INDEX

Magna Publications, 6, 120
Mallon, B., 55
Malseed, M., 167
Management department, 59
Management Development Program (MDP) [Harvard University], 6, 84
Management Skills Assessment Inventory, 159
Managers Not MBAs (Mintzberg), 84, 87
March, J. G., 79
Marion, R., 79
Marketing department, 59
Marriott, J. W., 167
Mayowa, A., 34, 37
McArthur-Blair, J., 44
McCade, S. A., 120, 186, 196
McGill University, 71
McGrath, J. E., 127
Melsa, J., 8
Mentorships/mentoring, 47, 82, 89, 117, 136, 158/fig
Merculieff, I., 176–177
Mintzberg, H., 71, 83, 84, 87, 88, 122, 123
Mishler, E., 20
Miskin, V. D., 9, 15, 124, 125, 126
Mission: description and examples of, 142; scheduling programs to reinforce the institutional, 169–170; style and how it relates to, 142–144, 160; University of San Francisco (USF), 177. See also Institutions
Mission statements, 169
MIT Sloan School of Management, 13
Mobus, G., 41
Moeser, J., 137
MOOCs (massive open online courses), 4
Morrison, A. M., 195
Moses, L., 124
Myatt, M., 7
Myers-Briggs Type Indicator, 82, 106
N2growth, 7
Naropa University, 142, 149
North Carolina at Chapel Hill, 98
Northouse, P., 36, 77–78
NTL Institute, 81
Nursing Leadership Institute (NLI) [Florida Atlantic University], 143–144
Octogram, 159
Office of human resources, 58
Office of legal counsel/law school, 58–59
Office of research, 58
Ohio State University’s Program for Research in Leadership and Organization, 34
Leading Change (Kotter), 67
Onboarding (or organizational socialization), 171–176
“The #1 Reason Leadership Development Fails” (Myatt), 7
Organizational culture: competing values framework (CVF) on, 156–159; GLOBE study on, 151–154; high-context versus low-context, 154–155; impact on leadership development style by, 150–156; successful LD programs require a supportive, 29–30. See also Institutions; Shared values
Organizational socialization (or onboarding), 171–176
Oriz, F. I., 9
Orwell, G., 18
Outliers (Gladwell), 8, 80
Outward Bound, 81
Packard, D., 167
Palus, C., 36
Parks, S. D., 17
Partners in academic leadership (PAL): description of, 13–14; leadership development program role of, 27
Path-goal theory, 78
Patton, B., 80
Peer-level confident, 47
Peer-to-Peer Leadership Development Group: Calendar of Activities, 97
INDEX

Peer-to-peer (or blended group) staffing, 96

96fig, 101–104

Personal competencies, 123

Personal level: incorporating personal values into leadership, 179–181; leadership development at the, 165–166; mentorships/mentoring for development at the, 47, 82, 89, 117, 136, 158fig; skill development at the, 116–117

Personnel resources, 65–66

Peter, T., 9

Physician Sales and Services, 170

Pilot program staff, 14

Policano, A. J., 5

Political science department, 61

Porras, J. I., 46

Porter, M., 137

Posner, B. Z., 18, 19, 32, 48, 165, 170, 179, 180

PreDoctoral Leadership Development Institute (Rutgers University), 2

Preparing Faculty for Academic Management (UCB), 196–197

Professional level: leadership development at the, 167; skill development at the, 118–120

Program for Research in Leadership and Organization (Ohio State University), 34

Project on Leadership and Institutional Transformation study (ACE), 55

Psychology department, 60–61

Public administration department, 62

Quinn, R. E., 156, 158, 159

Quinn’s competing values framework (CVF), 156–159

Reason, R. D., 20, 46, 124

Refelction-in-action, 86fig, 165

Reflection-on-reflection, 165–166

Reflective practice: as comprehensive academic leadership (CAL) component, 12fig, 191; delivery system for, 81–83; habits of heart for, 48–49, 81–83, 116, 119; as prerequisite for leadership development, 85–86fig; setting aside time for administrator, 31; on systems approaches to leadership, 78–79

The Reflective Practitioner (Schön), 11, 85

Regional Education for Achievement in Leadership (REAL) program [California State University campuses], 148–149

Research Institute for Studies in Education (RISE), 20

The Resource Handbook for Academic Deans (Behling), 129

Resources: allocating sufficient, 64–67; assessing current administrative, 57–63; Leadership Development Initiative Resource Checklist, 65–67, 69; leadership education systems that take full advantage of university, 84–85

Riccardi, R. L., 1, 125

Roe, E., 124

Rohrbaugh, J., 156

Rosetta Stone Language Courses, 4

Ross School of Business (University of Michigan), 30, 67

Russell, L., 108

Russell, R. F., 18

Rutgers University’s PreDoctoral Leadership Development Institute, 2

Sahlin, N.-E., 80

Salkind, N. J., 20

Sanborn, M., 133

Sarros, J. C., 15, 180

Saudi Academic Learning Center (ALC), 54–55, 131, 146

Saudi Academic Learning Center (ALC) certification, 109

Schapiro, M., 5

Schein, E. H., 171, 174

Schmidt, W. H., 18

Schön, D. A., 11, 31, 85, 165
Schuh, J. H., 20, 46, 124
Schwab Institute for Academic Leadership, 105–106, 109, 147
Schwinghammer, T. L., 172
Scully, J., 40
Seagren, A. T., 124
“Season games,” 80
Seldin, P., 48
Senge, P., 13
A Sense of Urgency (Kotter), 67
The 7-S model (ALF): comprehensive academic leadership (CAL) approach supported by, 126, 183–198; overview of the seven components of, 9; shared values component of, 9, 17–19, 165–181; skills component of, 9, 15–16, 115–139; staff component of, 9, 14–15, 95–113; strategy component of, 9–14, 27–50, 53, 68; structure component of, 9, 13, 53–69; style component of, 9, 16–17, 141–161; systems component of, 9, 13–14, 71–91. See also Academic Leadership Forum (ALF)
Shared values: clarifying, 181; communication used to reinforce institutional, 170; creating “commons time” to reflect on, 17; effective leadership development should be built around, 31–32; incorporating personal values into leadership along with, 179–181; institutional, 167–170; introduction to ALF’s 7-S model component on, 9, 17–19; leaders’ strategies for socialization of, 171–176; media used to reinforce, 169; mission statement based on, 169; survey on three most important, 19; transformation through worthy, 17. See also Organizational culture
Shared values case studies: University of Alaska Anchorage’s Center for Advancing Faculty Excellence (CAFE), 176–177; University of San Francisco (USF), 177–179
Shelley, M. C., 20, 46, 124
“Shirtless dancing guy” (YouTube video), 37–38
Shulman, L. S., 89
Silberman, M., 108
Simon, H. A., 79
Sims, P., 44
Simulations: innovative approaches to staffing using, 106; as instructional method, 89
Situational theory, 77
Sivers, D., 37, 40
Skill development: ALF survey related to, 15–16; of broad base of skills, 120–133; clarifying, 138–139; as comprehensive academic leadership (CAL) component, 126, 191; delivery system for, 80–81; habit of practice of, 46–48, 116, 119; introduction to ALF’s 7-S model component on, 9, 15–16; of leadership skills, 134–138; regular practice in leadership, 10–11; strategies for, 47–48, 116–120
Skills: of administrators, 122–124; of deans, 127–131; of department chairs, 124–127; importance of developing a broad base of, 120–133; managerial competences and, 123; of other academic leaders, 131–133. See also Competencies
Small wins: description of, 30; successful LD programs capitalize on, 30–31
Smith, J., 80
Socialization: learning shared values at colleges or universities, 175; recognizing the context of campus leadership, 171–173; understanding one’s role in the organizational structure, 173–174; understanding the content of campus leadership, 173. See also Learning
Sociology department, 61
Sorensen, G. J., 171
Spicer, H. H., 172
INDEX

“The Spirit to Serve” (Marriott and Brown), 167
Staff: budgeting for, 109, 111, 112; building academic community through empowerment of, 42–44; clarifying issues related to, 111, 113; different models on, 94–107; introduction to ALF's 7-S model component on, 9, 14–15; Peer-to-Peer Leadership Development Group: Calendar of Activities, 97; personnel resources, 65–66; pilot program, 14; structuring adequate program, 63–64; training the trainers, 107–109, 110; See also Faculty
Staffing models: academic leadership program staffing continuum of, 96fig; innovative approaches to staffing, 106–107; staff as a blended group, 96fig, 101–104; staff as administrative and clerical support, 96fig, 104–106; staff as expert consultants, 96fig, 99–101; staff as support group, 96fig–99
Stanford University, 84, 89
Start Speaking handbook (CAFE), 145
State University System of Florida's Institute for Academic Leadership (IAL), 103–104, 109, 111, 112
Staton-Spicer, A. Q., 172
Stevens, M., 9
Stewart, P., 33
Stogdill, R., 34, 39
Stolovitch, H., 108
Stone, T., 132
Strategy lessons: 1: cohort groups can play key role in LD programs, 27; 2: LD programs should act as support groups, 27–28; 3: leadership development must be an ongoing process, 28–29; 4: leaders can create and deliver their own learning opportunities, 29; 5: successful LD programs require a supportive culture, 29–30; 6: successful LD programs capitalize on small wins, 30–31; 7: LD is most effective when done within a specific context, 31; 8: administrators’ reflection is indispensable, 31; 9: LD must have moral, ethical, and spiritual dimensions, 31–32; 10: leaders must leave campus to gain broader perspective and vision, 32; 11: administrator turnover must be controlled to gain LD value, 32–33; 12: effective LD programs are built around single LD model, 33
Strategy/strategies: academic leadership development, 119; academic leadership role in, 40–44; clarifying the, 49–50; for comprehensive academic leadership (CAL), 12fig, 185–198; debating whether to include distinctive focus, 44–45; for development of conceptual understanding, 45–46; for development of reflective practice, 48–49; for development of skill, 46–48; how the definition of leadership impacts, 33–49; introduction to ALF’s 7-S model approach to, 9–14; Inventory of the Top Ten Strategies for sustaining Change in Higher Education, 68, 69; for shared values socialization by leaders, 171–176; skill development, 47–48, 116–120; structure as flowing logically from, 53; twelve lessons learned from the ALF, 27–33
Strauss, A., 20
Strength Deployment Instrument, 82
Structure: adequate staff of program, 63–64; allocate sufficient resources, 64–67; championing the cause, 54–56; clarifying the, 69; comprehensive plan for, 56–57; as flowing logically from strategy, 53; introduction to ALF’s 7-S model
approach to, 9, 13; Inventory of the Top Ten Strategies for sustaining Change in Higher Education, 68, 69; sustain the charge, 67–68; taking stock of your, 57–63
Student affairs department, 61–62
Style: ALF’s “business casual,” 17, 145–146; clarifying the, 160–161; competing values framework (CVF) and, 156–159; description of, 16, 141; desired program outcomes element of, 149–150; distinctive program activities element of, 147–149; introduction to ALF’s 7-S model approach to, 9, 16–17; local culture influence on, 150–156; mission and vision as it relates to, 142–144, 160–161; modes of interaction element of, 145–147; specific focus element of, 144–145
Sublett, R. H., 2, 31
Support group staff, 96 fig–99
Surveys: Centralia College, 197; on most important values in supervisors, 19; on preferred leader traits, 19; Wilcoxon signed-ranks test for analysis of data, 20. See also Assessment
Symbolic frame concept, 21, 64, 124
Systems: clarifying the, 91; Conger’s four major approaches to leadership initiatives, 71–72; delivery models as, 79–83; introduction to ALF’s 7-S model approach to, 9, 13–14; leadership development systems approach, 72–83; learning development as a flexible, 88–90; partners in academic leadership (PAL) peer support, 13–14; propositions for developing leadership education, 83–88; reflection on systems approaches to leadership, 78–79; systems-oriented leadership theories, 77–78
Tagg, J., 88
Teaching Company, 4
Team theory, 78
Telling Ain’t Training (Stolovitch and Keeps), 108
Tesch-Römer, C., 8
Thomas-Kilmann conflict Mode Instrument, 82
Thorpe, H., 137
360-degree feedback: innovative approaches to staffing using, 106, 107; reflective practice using, 81
Tierney, W. G., 21
Time resources, 66
Title IX, 58
Trainers: American Society for Training and Development (ASTD) certification for, 109; Saudi Academic Learning Center (ALC) certification for, 109; training for the, 107–109
The Trainer’s Tool Kit (Charney and Conway), 108
Training the Trainer (Dolinski, Williams, and Hall), 108
Transformative change: Inventory of the Top Ten Strategies for sustaining Change in Higher Education, 68, 69; structure that sustains the, 67–69; worthy shared values required for, 17
Tucker, A., 120
20-Minute Mentors, 120
Tyson, R., 98
University of Alaska Anchorage, 101–103, 144–145, 176–177
University of California, Berkeley, 196–197, 198
University of Colorado at Boulder, 142
University of Michigan, 30, 67, 156
University of North Carolina at Chapel Hill (UNC-Chapel Hill), 134, 135–136
University of North Carolina Wilmington, 43
University of Pennsylvania, 151
Index

University of San Francisco (USF), 177–179
University of Texas-Pan American, 127
University of Washington, 41
University System of Georgia, 101
Ury, W., 80

Value-added assessment, 20
Values. See Shared values
Van Maanen, J., 171, 174
Van Velsor, E., 195
Vise, D. A., 167

Vision: leadership as engaging others when guiding toward visionary goal, 39–40; style and how it relates to, 142–144, 160–161; University of San Francisco (USF), 177. See also Institutions

Waterman, R. J., 9
Watson, T. J., 167
Weick, K., 30, 67

Westley, F., 80
Wharton School of Business (University of Pennsylvania), 151
What Is Strategy? (Porter), 137
Wheeler, D. W., 44, 124
White, R. P., 195
Wiley Learning Institute, 120
Williams, A. G., 108
Williams, C., 80
W. K. Kellogg Foundation, 55
Wolverton, M., 1, 15, 42, 120, 130
Wolverton, M. L., 1, 15, 42
Women in Engineering Leadership Institute, 195
Wordle.com, 34, 35 fig

You Don’t Need a Title to Be a Leader (Sanborn), 133
YouTube’s “shirtless dancing guy,” 37–38
Zen training, 171