

The Presidents and Provost's Leadership Institute ...facilitative leadership training for emerging academic leaders...

2008

Background

The Ohio State University created The Women's Place (TWP) "to make OSU a cutting edge institution which supports and develops women's opportunities for achievement." The Women's Place was "designed to be a mechanism to influence critical institutional policies that impact women and the environment for women."¹

As part of its mission to create a climate conducive to women's opportunities for achievement, The Women's Place, under the auspices of the Office of Academic Affairs, and in collaboration with the Office of Human Resources, in 2005 began offering a leadership training program—*The Presidents and Provost's Leadership Institute* – that focuses on long-term faculty leadership development. We are now issuing a call for nominations for the fourth cohort group of Institute participants to begin in June 2008.

Institute participants are tenured faculty who do not currently hold significant leadership positions, but who may be in a position to do so within two to five years. Up to 24 faculty can participate in the Institute. Each college, regional campus, and the libraries are guaranteed one participant. The deans and director of the libraries choose who participates from their units. The primary goal of the Institute is to create a pool of potential leaders from groups that traditionally have been underrepresented in key leadership roles, and in particular in the role of department chairs and school directors. For most units this will be women and underrepresented minority men. However, majority men are welcome to be participants. We have several men in each of the Institute's classes.

The Program

Successful academic leaders create a productive place for everyone to work. Academic leaders must be able to motivate people to work well together. In addition, academic leaders rarely exercise their full authority, relying instead on the leadership skills of persuasion, coaching, and achieving consensus.

The goal of the Presidents and Provost's Leadership Institute is to help leaders develop themselves and their leadership skills so that they become highly effective in the academic environment. Leaders must have the skills to manage departments and units, and to lead faculty, staff, and students in creating a climate consistent with the goals of academia as stated in our Academic Plan: one that values "the differences in one another along with the similarities," one that appreciates that "the human condition is served through understanding, acceptance and mutual respect," and one that permits faculty and staff "to find the highest levels of fulfillment and satisfaction as they collaborate to educate and support our student body." Achieving these goals requires that we examine the ways in which gender influences leadership styles.

¹ The President's Council on Women's Issues 2002 Report, Appendix I.

The Leadership Institute will focus primarily on the nature of effective leadership rather than primarily on various leadership tasks. The program will not duplicate any of Ohio State's existing leadership training programs and in fact can be complementary to them. For example, ACE fellows could participate in the program. Moreover, any participants who do become academic leaders would still be benefited by participating in the Academic Leaders series which focuses on a different set of leadership topics.

To facilitate the involvement of faculty with care-giving responsibilities, no overnight events or events requiring out of town travel will be held. If any evening or weekend events are scheduled, child care will be provided as needed and referrals will be made for elder care.

Specifics of The Program

The Presidents and Provost's Leadership Institute is a two-year program. It is designed to allow participants to engage in both performance appraisal and professional development. We encourage deans and department chairs to recognize in some way the time commitment required to participate in this program (e.g., it should be counted as part of the faculty member's service commitment for the duration of the program). Department chairs will be expected to accommodate participants' involvement with compatible teaching schedules. Participants are expected to attend all workshops and other program activities. All workshops will be held on Friday mornings and the participants' teaching schedules will need to permit attendance at the workshops.

The cost of the program for each participant, to be borne by the participant's college, will be \$1,600.

June, 2008

A day-long orientation program at the end of spring quarter will include an orientation to the program and a team simulation activity that will involve participants in leadership roles.

Fall Quarter 2008 through Spring Quarter 2010

- I. Workshops (see below for descriptions)
 - Two 4-hour workshops per quarter.
 - Each workshop will combine the delivery of content with experiential and training activities.
 - Every workshop leader will assemble and distribute a notebook of background materials with at least one background reading to be completed in advance of the workshop.
- II. Lunches with university leaders
 - Four to five lunches per quarter will be open to all interested participants and will include a talk by a university leader on a specific topic followed by discussion. Participants will choose the lunches they wish to attend. Each participant will be expected to attend two per quarter. A variety of vice presidents, deans, vice provosts, department chairs and school and center directors will be invited to participate, ensuring as diverse (scholarship, gender, race, sexual orientation, etc.) a group as possible.

III. Leader Interviews and Professional Development Plan

- Each participant will interview six academic leaders to explore leadership issues.
- Each participant will formulate a leadership-focused professional development plan based upon information learned through individual assessments in the first year of the Institute..

Workshops

Introduction

1. Self-Assessment and Leadership Skills

Participants will complete the Leadership Practices Inventory that will reveal their leadership style on numerous dimensions that are important for leadership success. Workshops will focus particular attention to the potential strengths and weaknesses of gender-based leadership styles. Comparisons to national norms and the distinction between leadership and management will also be discussed.

Understanding People and Communicating Effectively

2. Understanding Personality Types

Through the use of various personality assessment instruments (Enneagram and Myers-Briggs Type Indicator), participants will gain insight into their personal style and preferences regarding decision making and interactions in teams.

3. Understanding Diversity And Leading Multicultural Organizations

One of the most challenging facets of leadership in higher education is creating an inclusive and welcoming environment for individuals who do not occupy the majority position with the group. This session will help participants consider their personal and professional roles in facilitating an inclusive environment. Participants will also identify specific techniques to use to create and maintain environments that embrace diversity as a necessary ingredient for excellence.

4. EQ: Tapping Into Your Greater Leadership Potential

Emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional IQ. Emotional intelligence (EQ) is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. EQ helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a way, EQ measures one's "common sense" and the ability to get along in the world. Participants will be able to: (1) understand what emotional intelligence is and why it is so important for personal and professional success; (2) recognize and understand the five competencies which build on

each other to raise an individual's EQ; and (3) develop strategies to improve and enhance their EQ.

5. Difficult Conversations/Dealing With Difficult People

This workshop will focus on using skills that derive from mediation to hold those conversations that are likely to be highly emotional. The workshop will involve practice in role-played situations that are the hardy perennials in academic administration.

6. Conflict Management And Negotiation Skills

The university environment is packed with conflict. People have different preferences for what they want, how they want things done, and how problems should be handled and resolved. In the middle of these different views and diverse cross-pressures, academic leaders have to move their agendas forward and resolve their differences with others.

This workshop will highlight and practice effective negotiation skills and conflict management for academic administrators. The workshop will review key principles of negotiation and conflict management for the academic environment and provide helpful tutorials in implementing these tools. Special attention will be paid to the challenges that women often experience in negotiating and managing conflict effectively.

Leading

7. Transformational Leadership: Leading Change

Universities are a paradox. On the one hand, they are bastions of tradition. On the other, they are the forefronts of new ideas. Leaders of the future must learn to understand and embrace this paradox while at the same time enabling the university to adapt to new contexts and circumstances. This workshop will highlight the skills required to be a transformational leader, one who can inspire others, generate a shared vision of the future, engage committed colleagues, to transform the organization. This effort requires understanding the dynamics of personal leadership as well as the dynamics of organizational behavior. Using readings and a case study of a college transformation, participants will understand the dynamics of organizational culture, the requirements of leadership in situations of increased change, and the relationship between change, culture, and leadership.

8. Developing and Managing Talent

This workshop will address how talent management practices relate to retention, turnover, satisfaction, productivity, and the quality of service provided to an individual's or department's "customers." Successfully identifying, selecting, and developing faculty and staff, as well as effectively recognizing faculty and staff contributions, can have an enormous positive effect on the department.

9. Strategic Thinking: Having Influence, Creating the Future, Impacting the Organization

Academic leaders are faced with strategic choices nearly every day. This workshop will focus on two different and related methods of strategic thinking (a) scenario-based planning, a formal decision strategy focused on alternative futures, and (b) a witness's account of the best attributes of successful leaders at Ohio State.

10. Women's Ways of Leadership

This workshop will explore differences between masculine and feminine styles of leadership, and the implications of these differences from women's and men's experiences in organizations.

Budget and Finance

11. Using Budget And Finance As A Strategic Tool

Highly effective academic leaders are also successful resource managers. They understand how to leverage limited resources to achieve the greatest impact. Workshop participants will gain an understanding of higher education finance including reviewing a portfolio of funds commonly available in an academic unit. Participants will review key budgeting principles and discover that budgeting is much more than a math exercise. Several financial planning tools for future use will be provided.

12. Making Sense of Financial and Budget Information

Leaders need to understand what they are looking at when they pick up a budget report. This session will orient you to Ohio State's typical financial reports, how to read them, and how to make sense of them. Each participant will receive and learn to understand budget information from their particular department.

13. Final Self-Assessment and Wrap-Up

Assessment

The program will be assessed in three ways:

1. Participants will assess each workshop.
2. Focus groups will be conducted with participants at the end of the first year.
3. An assessment of the entire institute will be done the quarter after the institute is completed.