

2016 42<sup>nd</sup> Annual Conference Roundtable  
East Coast Colleges Social Science Association



***Rethinking Leadership in Higher Education***  
***Vision, Models, Expansion, Inclusion, Development and***  
***Transformations***

**Dr. Rosalyn M . King, Chair, Board of Directors**

**April 1 & 2, 2016**

**Center for Innovative Technology**  
**Herndon, Virginia**  
**9am to 6pm**

# Conference Background and Overview

2016 Theme: *Rethinking Leadership in Higher Education*

## Examines:

- *Construct of Leadership*
- *How Envisioned*
- *How Understood*
- *How Implemented*
- *Effects of Leadership*

## Calls for:

- *New Thinking*
- *New Paradigms*
- *New Models*

## Searches for:

- *Vision*
- *Wisdom*
- *Equitable Practice*

## Allows for:

- *Opportunities for All*



# *The Problem*

## **The State of Leadership**



# Leadership is in Crisis!

The construct of leadership remains a challenging potential in society and world.

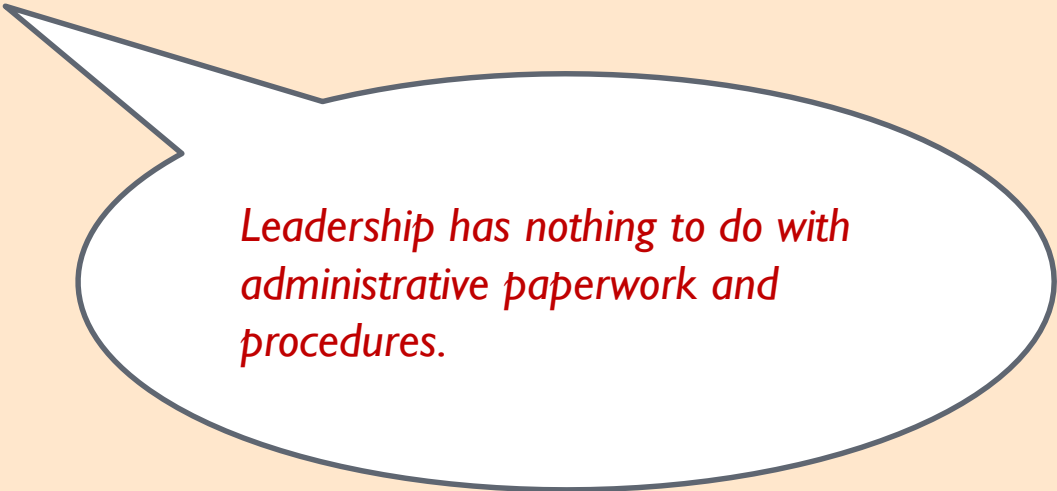
It is the view of many scholars that the problems plaguing American society are largely problems of leadership.

Research findings reveal the need for much greater focus on innovation in leadership development and models at all levels of society, but particularly in higher education.

(Petrie, 2014).

# What Leadership is Not!

- Leadership is often seen as administrative work.



*Leadership has nothing to do with administrative paperwork and procedures.*

- This type of leadership represents largely administrative task masters or transactional leaders.

# What Leadership is Not!

- Not Hierarchical! Not Servant! Not Management! Not Decision Making! Not Authority! Not Brute Force! Not Raw Power! Not Incentivization!

*In American higher education the typical model of leadership is the hierarchical model, where authority and power are assumed to be proportional to one's position in the administrative pecking order.*

**(See, Astin, Astin & Associates, 1999)**

*We suggest that such things are indicators and consequences of the failure of leadership.*

**(See Haslam, Reicher and Platow, 2011).**

# What Leadership is Not!

Other research also discusses how not to lead and provides some of the following characteristics typical of some in leadership roles:

Failing to consult;

Undermining autonomy;

Actions that undermine collegiality;

Not respecting existing values;

Not promoting the interests of those for whom the leader is responsible;

Being uninvolved in the life of the department/institution.

(Bryman, 2007)

# Leadership: Historical Perspectives

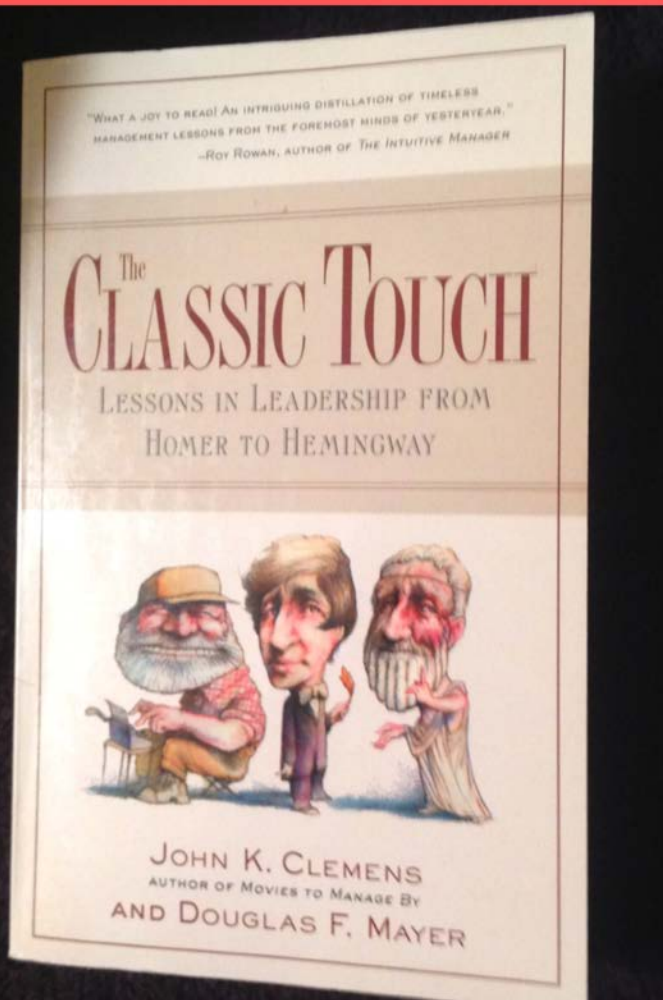
Such historical works such as Plutarch's *Lives*, Shakespeare's *King Lear*, Hemingway's *For Whom the Bell Tolls*, Plato's *The Republic*, Homer's *Iliad* and *The Odyssey*, Arthur Miller's *Death of a Salesman*, and, Thoreau's *Walden*, offers rich perspectives about leading.

Problems central to effective leadership—motivation, inspiration, sensitivity and communication-have changed little in the past 3,000 years

Leadership is an elusive concept. One researcher after reviewing more than 3,000 books on leadership came to the conclusion that not much more is known about the subject than in historical times.



# Leadership: Historical Perspectives



- Experts on the history of leadership indicate that *“leading is much more than formulas and techniques, accounting and computers”* (Clemens and Mayer, 1999).

*Leaders work in a world where contradiction is commonplace, where today’s right answer is tomorrow’s disaster, a world in which hunch, intuition, experience, openness to untested ideas, and certainly self-assurance are more important to success than mere technical skills.*

*“The art of leading is the art of being human.”*

# What is Leadership?

## Many Perspectives!

*Leadership has been defined as:*

*“A social construct which derives from observations made about specific interactions within a society; and, is defined differently in each social circumstance.*


*Leadership is thus a property of culture and reflects the values – both stated and operating – of a specific society”*

*(Astin & Astin, et al, Kellogg Foundation, 2000).*

# What is Leadership?

## Many Perspectives!

- **World Economic Forum**



*A leader is focused on serving other people in a way that other human beings begin to unfold their true talents and capacities. It is by one's way of being as to how the leader inspires other people to be their best. A leader becomes such by the beauty of his or her intention and commitment expressed in resolved action.*

World Economic Forum. (2012). New Models of Leadership. (Online: <http://reports.weforum.org/global-agenda-council-on-new-models-of-leadership/#>)

# What is Leadership?

## Many Perspectives!

- *According to psychological scientists:*

*Leadership is about shaping beliefs, desires, and priorities. It is about achieving influence, not securing compliance.*

*Leadership needs to be distinguished from such terms as management, decision-making and authority.*

Haslam, Reicher and Platow, 2011.

# What is Leadership?

## Many Perspectives!

### ***Leadership is a Relationship!***

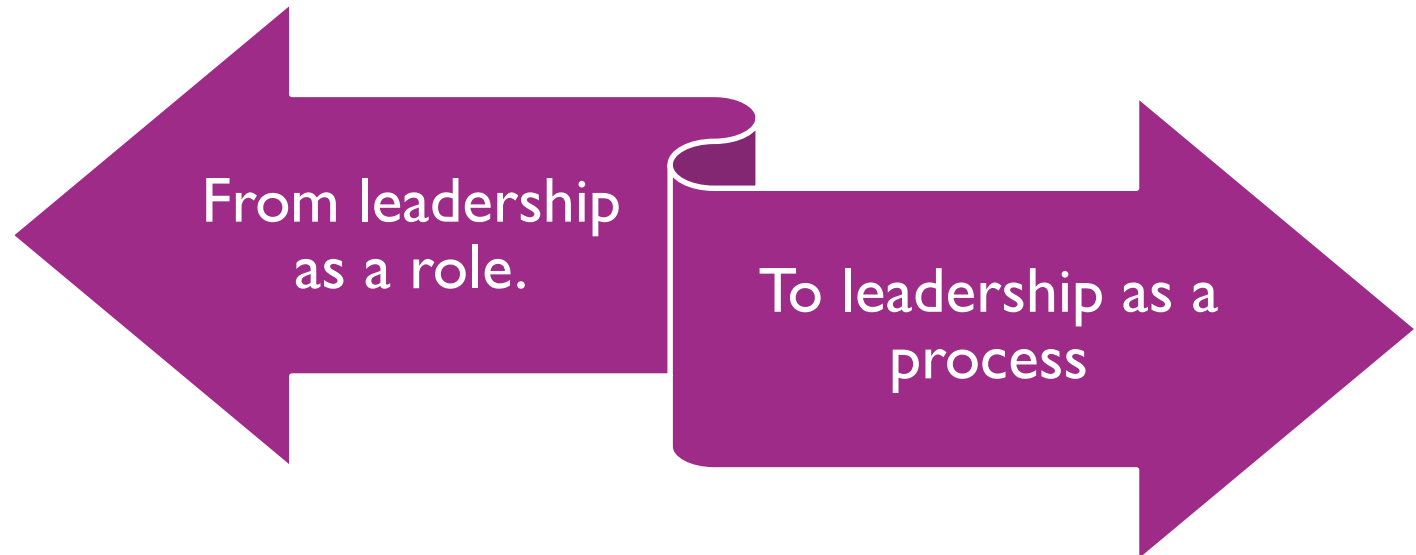
***“Leadership is a relationship between those who aspire to lead and those who choose to follow.” Practicing followership requires that leaders think through how they will create, develop and grow relationships with followers.***

**Kouzes, J. and Posner, B. (2012). *The Leadership Challenge*, Jossey-Bass.**

# What is Leadership?

## Many Perspectives!

- According to organizational theorists, a good starting point would be to begin with redefining what leadership truly should encompass (Petrie, 2014).
- Toward this end a new mind set is necessary along with new skills and knowledge for a new leadership model of the future.



# What is Leadership?

## Many Perspectives!

### *A New Mind Set is Needed!*

*“All the tools in the world will not change anything if the mind-set does not allow and support change” (McGonagill and Doerffer, 2011).*

### *A Shift in Consciousness and Worldview is Needed!*

*“It is only an internal worldview shift that can enable, or more accurately allow, new external possibilities, resources, innovations and pathways to become knowable and available to us” (World Economic Forum, 2012).*

# What is Leadership?

## Many Perspectives!



### **Construct of Leadership should be broadened:**

*A leader can be anyone who is actively engaged in making a positive difference for society and who serves as an effective change agent. In this case, every faculty, staff and student in higher education has the potential of being a leader.*

Center for Creative Leadership, 2016.

### **The Global Agenda Council on New Models of Leadership, would agree:**

*We all are born with the possibility of becoming a source of inspiration and support for other people, but very few among us have the determination, persistence and patience which are needed to tap into our true inner resources and unfold our natural capacities. The inner journey of a leader is the process through which one discovers not who one is but who one could be. (World Economic Forum, 2012).*

(Online: <http://reports.weforum.org/global-agenda-council-on-new-models-of-leadership/#>)





Leadership in Higher Education

# CORE AREAS OF FOCUS



# Core Areas of Focus

## Vision

- Visionary leaders are uncommon.
- Futuristic, Innovative, Imaginative, Wise.
- Ability for Insight and Foresight.
- Highly Sensitive.
- Possess a Sense of Personal Destiny.
- Dreamers that work toward fulfilling their dreams.

## Expansion-Faculty

- Extend leadership to all.
- Empower faculty, staff and students.
- Faculty provide leadership as teachers, scholars and public servants to society.
- Transformational leadership is a critical feature of transformational teaching.

## Expansion-Student Services

- Encourage leadership development among student affairs and student services personnel.
- Student affairs should be involved in holistic leadership and development of students across all developmental domains.
- Provide opportunity for transformational leadership.

# Core Areas of Focus

## Expansion- Students

- Leadership Development.
- Teaching for Responsibility.
- Broadening Sense of Self.
- Teaching Civic Responsibility.
- Change Culture of Students and Institution.

## Expansion- Campus

### Provosts, Divisions, Departments:

- Development of Effective Leadership Skills and Qualities
- Clear Sense of Direction.
- Strategic Vision.
- Treating Academic Faculty Fairly and with Integrity.
- Creating Positive-Collegial Work Environment.

## Expansion- College Admin

- Clearly Defining the Role of Presidents.
- Designing Structures to Support Change.
- Higher Education Business Model not Sustainable.
- Call for Visionary, Inspirational New Leaders, Able to Lead Cabinet, Trustees and Campus Community in New Directions.
- CFO role change.
- Shared Governance

# Core Areas of Focus

## Inclusion

- Policies and Practices to Promote a Civic Culture Inclusive of Diversity.
- Creating an Environment of Involvement, Respect and Connection, Richness of Ideas, Backgrounds and Perspectives.
- Current practice includes differential treatment for some minorities, lack of participation, bullying, psychological domination, and micro-aggression.
- Empowerment.

## Development

- There are no development and training models.
- Leaders need inner discovery and journey as part of professional development—mindfulness training.
- Development should be horizontal and vertical.
- The *what* and *how* of development.
- Each person owns development.
- Networking is key.

## Models

- Building Theoretical Frameworks.
- Building Models.
- Developing Simulations.
- Piloting, Testing and Assessing Models.

# Core Areas of Focus

## Transformations

- New Thinking, Learning and Action in Leadership.
- Leaders who are visionary, creative and ethically based.
- Leadership that leads to sustainable change.
- Leadership that requires a new science of mind—a new mindset and consciousness.
- Mindfulness leadership.

## Transformations

- Leadership that represents diversity of people and ideas.
- Leadership that connects to the human spirit, understanding the human psyche.
- Leadership that represents the personal qualities of wisdom and maturity.
- Leadership that promotes development of human potential and not destruction.

## Transformations

- Objective and nonjudgmental leadership.
- Leadership that is non punitive and non antagonistic.
- Leadership that is not political.
- Leadership that empowers and develops human potential.
- Leadership that provides opportunities for growth for all, not a select favored few.

# Critical Questions

- *What are the visionary perspectives on new models of leadership in the 21<sup>st</sup> century?*
  - *What are alternatives to the “leader-follower” model that could be impactful?*
  - *What are the innovative models that are being envisioned, proposed, created or implemented?*
  - *How do we prepare current and future leaders to be authentic, principle-centered, and people focused leaders of change?*
- *How do we develop models that are inclusive, diverse and empowering to all levels of leadership?*
  - *How do we change traditional structures?*
  - *How do we prepare students for leadership roles within the college environment and beyond?*
  - *What is required and how do we shift the foundational focus of higher education from a business-centered model to an education-centered model?*

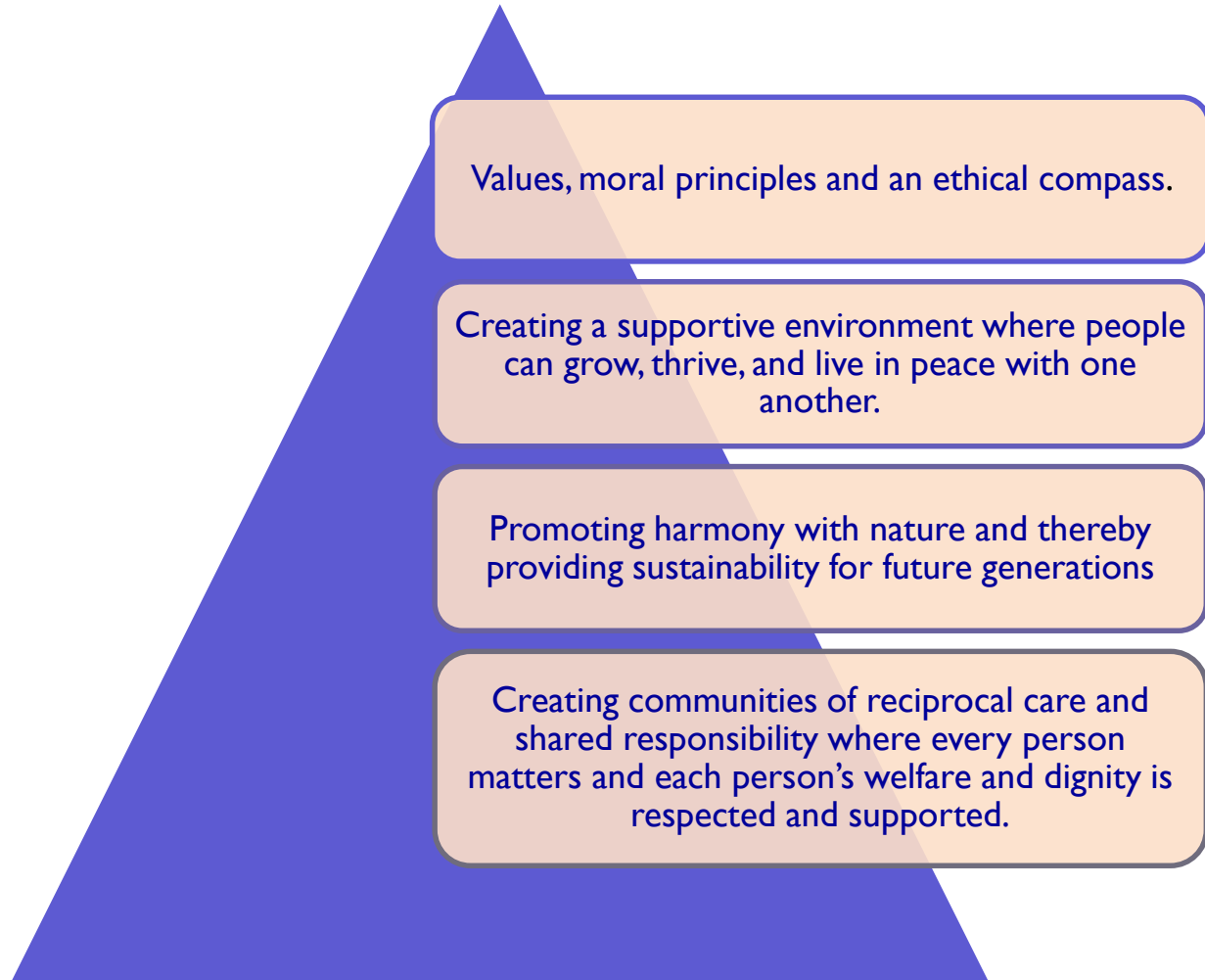
*Research Findings on...*

# **CHARACTERISTICS OF EFFECTIVE LEADERS**



Creativity & Innovation Week

# Characteristics of Effective Leaders

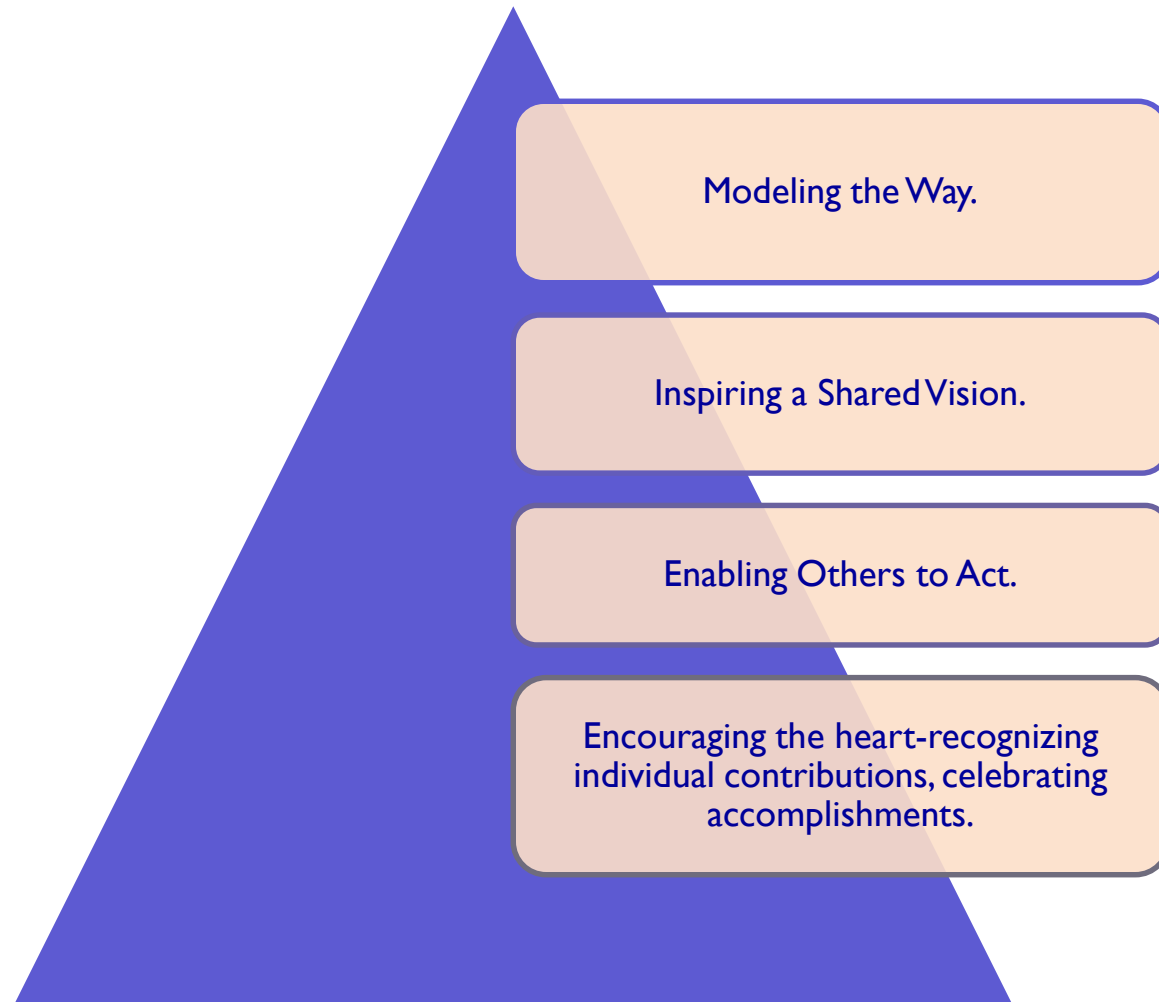




# Characteristics of Effective Leaders

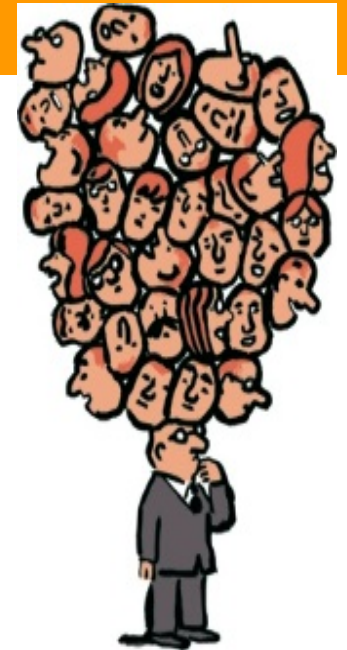


# Characteristics of Effective Leaders

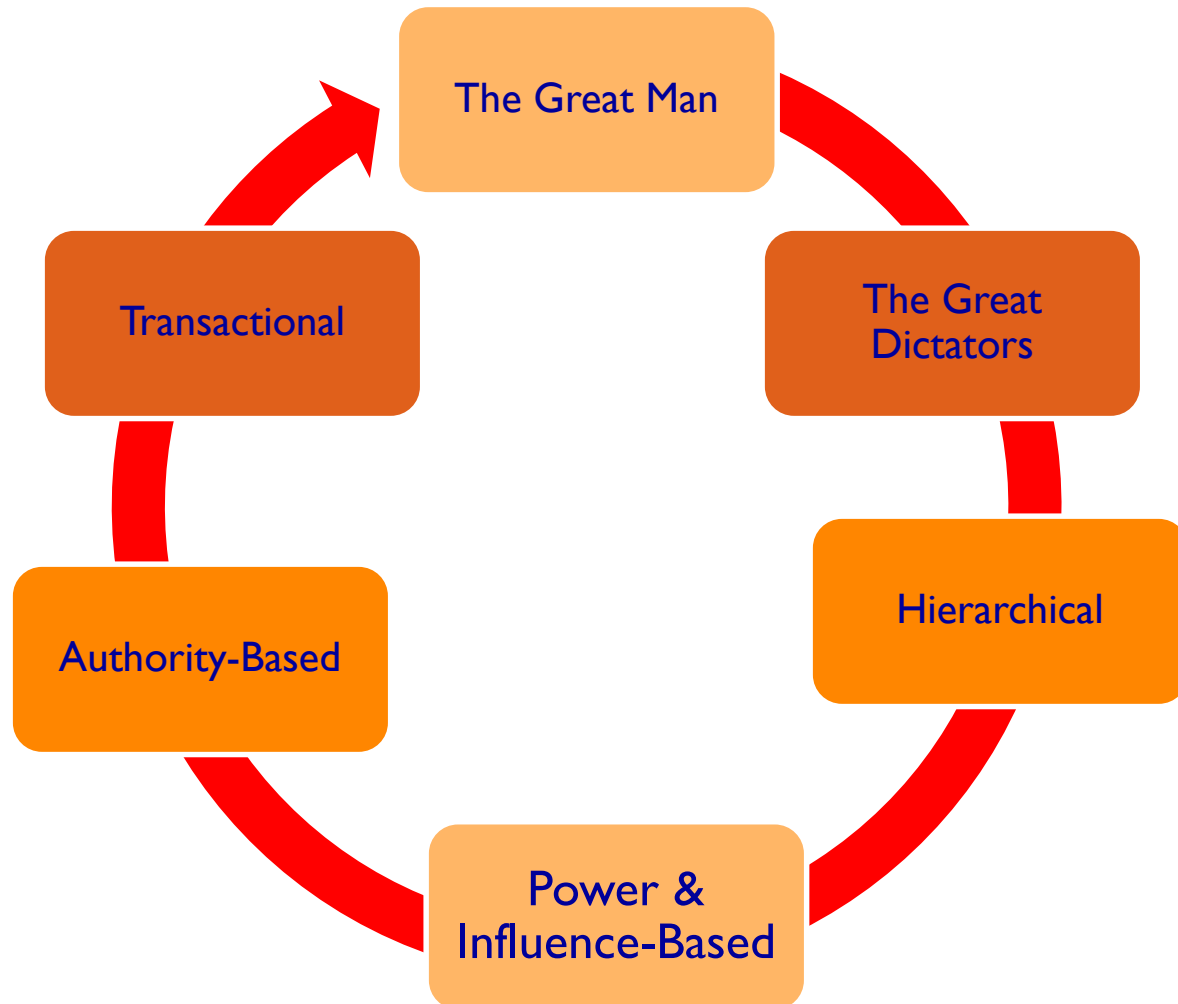


*Old Paradigms*

# ***CURRENT MODELS OF LEADERSHIP***



# *Current Models of Leadership*

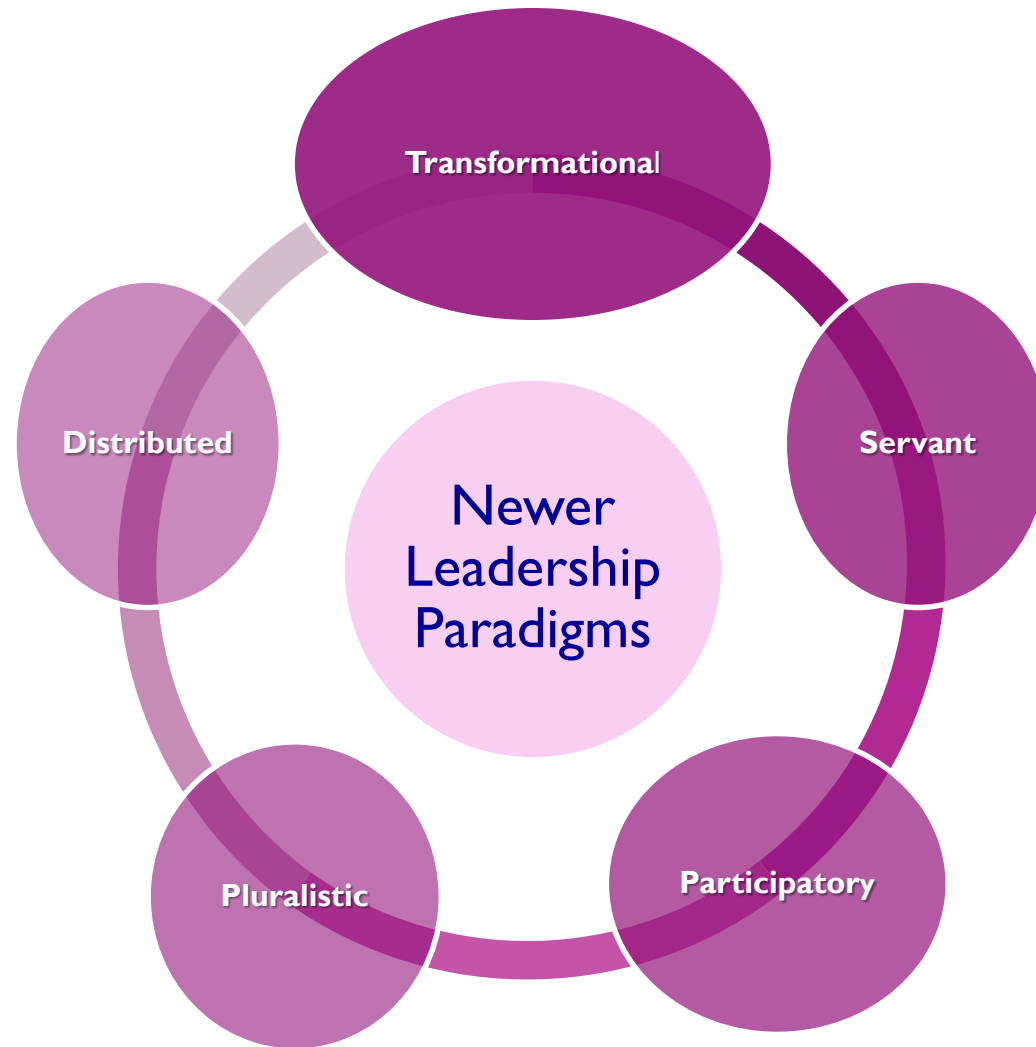


*The Search for New Paradigms*

# ***NEW MODELS OF LEADERSHIP***

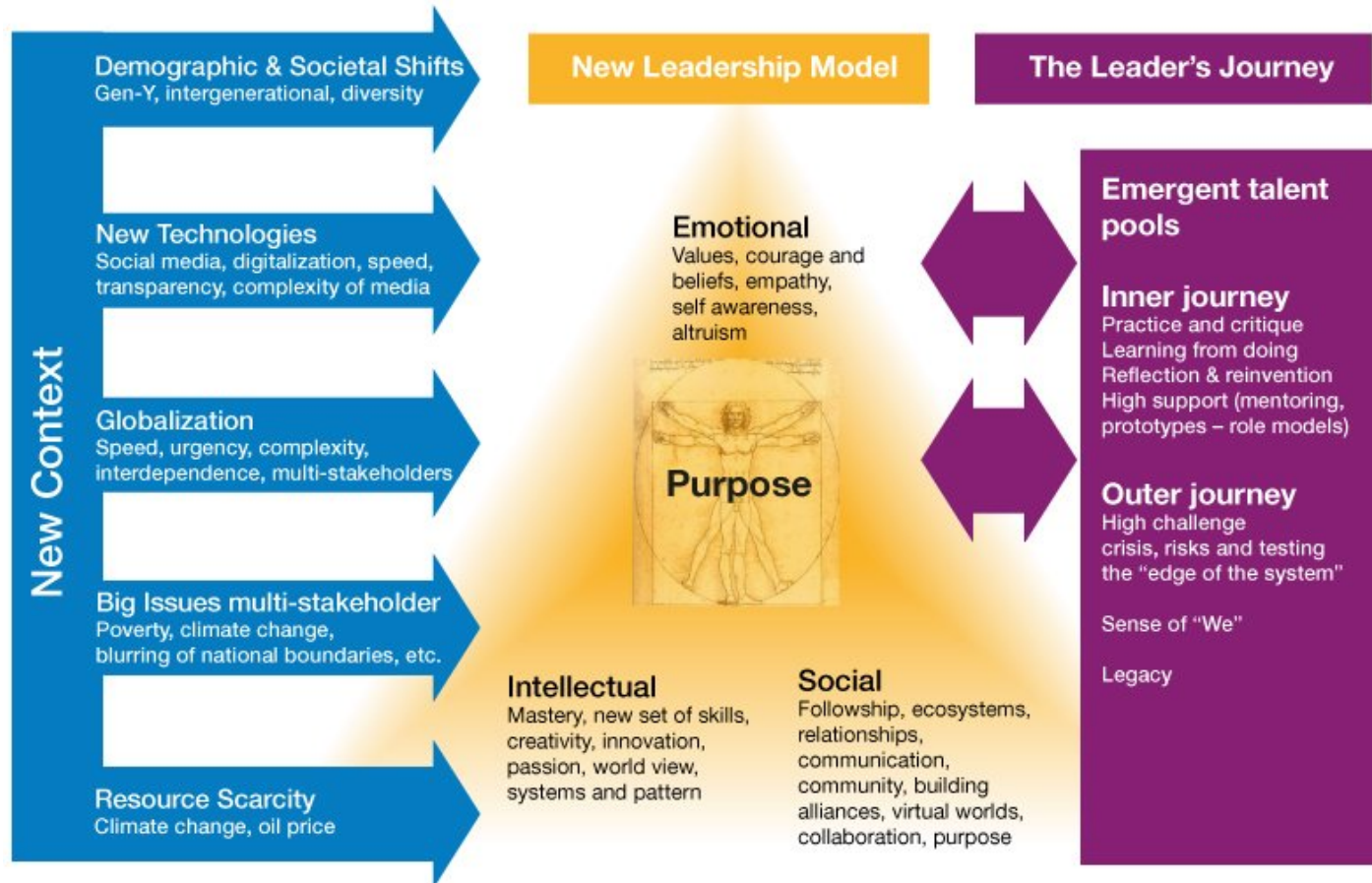


# Newer Leadership Paradigms



# The Search for New Models of Leadership

## Towards a New Model





# The Search for New Models of Leadership

## Old models of leadership

## New models of leadership

### External shifts

#### from...

- 1 Building high performance (achiever) cultures
- 2 Controlling linear value chains
- 3 Technology as enabler
- 4 Silos and matrices structures (mechanical)
- 5 Objective, planned strategies
- 6 Profit-driven (i.e. gain)
- 7 Baby boomers & Generation X as the dominant worldview we need to manage
- 8 The management of change
- 9 The dominance of hub and spoke operational teams and agenda-based meetings
- 10 Innovation as the management of a process

#### to also...

- Building cultures of innovation
- Innovating across complex ecosystems
- Technology as catalyst
- Adaptive cells and self-organizing communities (biological)
- Creative journeys and innovation pathways
- Purpose-driven (i.e. contribution)
- Generation Y & Millennials as the dominant worldview we need to inspire
- The choreography of transformation
- The power of creative teams and the design of leadership containers
- Innovation as a way of thinking, relating and learning

### Which require internal shifts

#### from...

- 1 The linear management of time
- 2 Fact-based decision-making
- 3 Competencies and capabilities
- 4 Driving performance (push)
- 5 Systems thinking: using the power of our intellect to decode cause and effect and to interrupt reinforcing and balancing loops
- 6 Minimizing tension
- 7 Message-based communication
- 8 Ideation-based creative tools
- 9 Working with tangible forms
- 10 Learning how to plan work

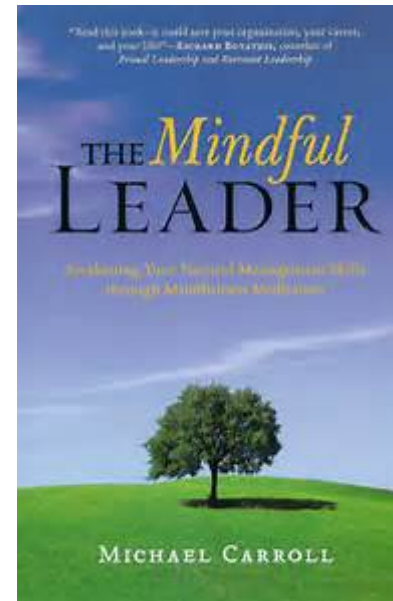
#### to also...

- Knowing how to speed up and slow down of time
- Pattern-based evocation
- Subtle skills and complex capacities
- Calling forth potential (pull)
- Systemic awareness: using embodied and phenomenological data to unblock energetic entanglements and to restore creative flow
- Harnessing creative tension
- Outcome-based communication
- Insight-based collective intelligence
- Working with intangible energies
- Learning how to design breakthrough



# Positive Strategies for Leadership

## Practicing the Psychology of Meditation and Mindfulness



# *Positive Strategies for Leadership*

## ***The Leader's Journey-an Inner One***

- MIT Professor, Otto Scharmer has spent decades working with leaders to support them on their journey.
- He believes that leaders are required to cross the threshold between themselves and the edge of their system, and by doing so to expose themselves to situations very different from their normal life.

# Positive Strategies for Leadership: The Leader's Journey

First threshold is an exterior one: going to the edges of one's own system, where the new shows up first. Leaders need to develop practices that expose themselves to the edges of their systems (example: stepping into the shoes and seeing the system through the eyes of the most disenfranchised communities).

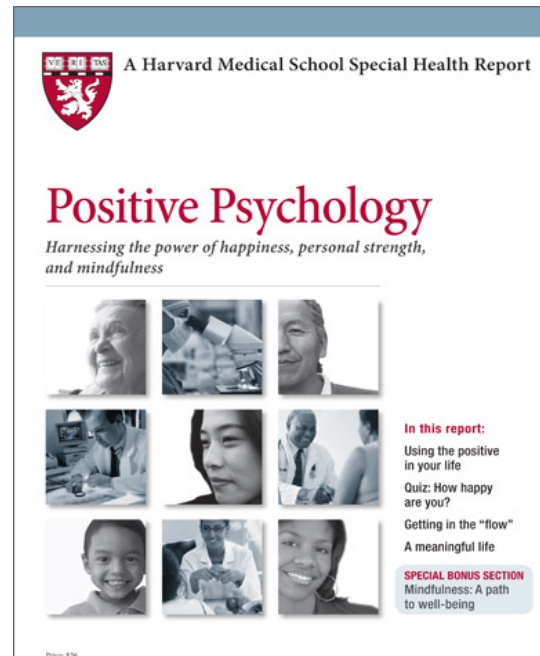
The second threshold is an inner one: waking up to the deeper journey they are on in their own work and life. Leaders need to ask themselves: Who is my Self? What is my Work? The "Who is my Self" question refers to the leader's highest future possibility. The "What is my Work" question refers to a deeper sense of purpose and source of energy. All great leadership starts with exploring these deeper foundations of one's Leadership Presence.

Finally, the third threshold is to create and hold a space in which one's core group or organization can go through the same process collectively. As leaders and communities of leaders move through this journey they realize that they can only discover their true or authentic self, when they immerse themselves deeply into the world, and they can only recognize what is truly wanting to emerge in the world, when their listening extends to the deeper levels of inner knowing.

# Positive Strategies for Leadership: The Leader's Journey

- The most critical question, according to leading researchers is:

*How do you manage your own psychology?*



# ***Recommendations and Conference Lineup***

- *Overview of Conference Presentations*
- *Stay for Entire Conference*
- *Assessment, Input and Recommendations for New Models of Leadership*
- *Recommendations for Next Conference Theme.*
- *Board Positions for Vacant East Coast States.*

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