CADREI New Deans’ Institute Objectives

- To deepen your understanding of the dean’s role and factors related to success
- To share strategies of experienced deans for dealing with critical responsibilities
- To expand your network of CADREI deans for friendship and support
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 a.m.</td>
<td><strong>Breakfast</strong></td>
</tr>
<tr>
<td>9:00 – 9:15 a.m.</td>
<td><strong>Introductions and Objectives</strong></td>
</tr>
<tr>
<td></td>
<td>Ginnie McLaughlin, College of William and Mary</td>
</tr>
<tr>
<td>9:15 – 10:45 a.m.</td>
<td><strong>Leadership and Developing Your Team</strong></td>
</tr>
<tr>
<td></td>
<td>Walt Gmelch, University of San Francisco</td>
</tr>
<tr>
<td></td>
<td>Ginnie McLaughlin, College of William and Mary</td>
</tr>
<tr>
<td>10:45 – 11:00 a.m.</td>
<td><strong>Coffee and Camaraderie</strong></td>
</tr>
<tr>
<td>11:00 – 12:30 p.m.</td>
<td><strong>Faculty, Staff and Personnel Issues</strong></td>
</tr>
<tr>
<td></td>
<td>Alfonzo Thurman, University Wisconsin Milwaukee</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>12:30 – 1:30 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30 – 3:00 p.m.</td>
<td>Fund Raising and Development</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:15 p.m.</td>
<td>Coffee and Camaraderie</td>
</tr>
<tr>
<td>3:15 – 4:45 p.m.</td>
<td>Panel Discussion on Critical Issues Facing New Deans</td>
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</tr>
<tr>
<td>4:45 – 5:00 p.m.</td>
<td>Concluding Thoughts</td>
</tr>
</tbody>
</table>
Leadership and Developing Your Team

Walt Gmelch
University of San Francisco
Ginnie McLaughlin
College of William and Mary
Dean Leadership and Teamwork

Learning Outcomes

1) Respond effectively to the “Call to Leadership”

2) Explore how to develop your three qualities of strategic leadership.

3) Develop strategies and skills for managing your dean molecule.

4) Learn how to manage your leadership transition and life-cycle as a dean.
Motivation to Serve as Dean

- Desire to contribute/improve college: 95%
- Influence faculty development: 83%
- Personal growth: 77%
- Advancement of career: 53%
- Financial gain: 25%
- Power/authority of position: 20%

The Dean’s Call to Leadership

- Without leadership training
- Without administrative experience
- Without understanding of ambiguity conflict
- Without recognition of metamorphic changes
- Without awareness of the cost to scholarship
- Without leadership succession planning
Dean Leadership Development

- Conceptual Understanding
- Skill Development
- Reflective Practice
Domains of Leadership Development

- **Conceptual Understanding** of roles, frames, systems, theories, responsibilities… (*habits of mind*)

- **Skill Development**: teamwork, empowering, communication, visioning, conflict, change… (*habits of practice*)

- **Reflective Practice**: observations, feedback, mentoring, networking, values, dreaming… (*habits of heart*)
Dean Leadership Development

Conceptual Understanding

Skill Development

Reflective Practice

Grounded Theory

Practice

Application
As a faculty member, it takes on average 6 years to associate and 14 years to full professor.

As a college dean, how long does it take to become an expert?

- 10-year rule
- 10,000-hour rule
- 10 hour seminar rule

As a dean, how do you equip yourself for success?
Dean Leadership Development

Conceptual Understanding

Skill Development

Grounded Theory

Practice

Reflective Practice

Application
Block Time for Reflection

- When do you find time to reflect?  
  *(Flow Time)*

- Where do you reflect?  
  *(Hearth Time)*

- Do you have confidants? Personal and professional?  
  *(Introspection Time)*
Definition of Academic Leadership

“Academic leadership is the act of building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff”
Qualities of Effective Deanship

1. Building a community of colleagues

2. Setting direction

3. Empowering others
Qualities of a Dean

- Complete the *Qualities of a Dean Inventory*.
- Select the top five qualities you believe are important for a dean to possess.
- Compare your list with others at your table.
- By consensus, agree on the top three qualities for being an effective dean.
Qualities of a Dean

Each of the following statements describes a certain leadership behavior, or effect that a dean might have on a college. Reach each statement carefully and decide to what extent it is an accurate description of the qualities you desire in a dean.

<table>
<thead>
<tr>
<th>Extent that the statement characterizes you . . .</th>
<th>Little/no</th>
<th>Slight</th>
<th>Moderate</th>
<th>Great</th>
<th>Very Great</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1 (BC)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Shows care about others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Shows concern for the feelings of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Involve others in new ideas and projects.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Supports effective coordination by working cooperatively with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Communicates feelings as well as ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Treats others with respect regardless of position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Provides opportunities for people to share ideas and information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Make others feel a part of the group or organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Score

| **Dimension 2 (SD)**                            |          |       |          |       |            |
| 9. Communicates clear sense of priorities.      | 1        | 2     | 3        | 4     | 5          |
| 10. Encourages others to share their ideas of the future. | 1        | 2     | 3        | 4     | 5          |
| 11. Engages others to collaborate in defining a vision. | 1        | 2     | 3        | 4     | 5          |
| 12. Willingly puts self out front to advance group goals. | 1        | 2     | 3        | 4     | 5          |
| 13. Has plans that extend beyond the immediate future. | 1        | 2     | 3        | 4     | 5          |
| 14. Oriented toward actions rather than maintaining the status quo. | 1        | 2     | 3        | 4     | 5          |
| 15. Considers how a specific plan of action might be extended to benefit others. | 1        | 2     | 3        | 4     | 5          |
| 16. Acts on the basis that what s/he does will have an impact. | 1        | 2     | 3        | 4     | 5          |

Total Score

# Qualities of a Dean (continued)

<table>
<thead>
<tr>
<th>Dimension 3 (EO)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Makes sure people have the resources they need to do a good job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Rewards people fairly for their efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Provides information people need to effectively plan and do their work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Recognizes and acknowledges good performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Helps people get the knowledge and skills they need to perform effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Expresses appreciation when people perform well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I make sure that people know what to expect in return for accomplishing goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Shares power and influence with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:**
Qualities of Effective Dean Leadership

Community Building

Setting Direction  Empowering Others
## Dean Leadership Qualities

<table>
<thead>
<tr>
<th></th>
<th>Overall Mean (n=749)</th>
<th>Men</th>
<th>Women</th>
<th>Minority</th>
<th>Majority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Community</td>
<td>34.4</td>
<td>33.8</td>
<td>35.2***</td>
<td>35.2**</td>
<td>34.3</td>
</tr>
<tr>
<td>Setting Direction</td>
<td>33.6</td>
<td>33.0</td>
<td>34.4</td>
<td>34.4**</td>
<td>33.5</td>
</tr>
<tr>
<td>Empower Others</td>
<td>32.8</td>
<td>32.3</td>
<td>33.5***</td>
<td>33.9**</td>
<td>32.7</td>
</tr>
</tbody>
</table>

**P-value = .05 or greater**

***P-value = .001 or greater***
The Credible Dean

• **Honest** (truthful, ethical, trustworthy)

• **Competent** (capable, productive, effective)

• **Inspiring** (enthusiastic, positive, optimistic)

• **Forward Looking** (decisive, provide direction)
How to Build & Maintain Credibility

- Discover Yourself
- Appreciate Faculty
- Affirm Shared Values
- Develop College Capacity
- Serve the Purpose
- Sustain the Hope
Dean’s Management Molecule

Provost

External Others

You

Internal Others

Staff
Working with the Provost Worksheet

I work well with the Provost when:

•
•
•

I do not work well with the Provost when:

•
•
•
Working with Your Provost: Communicating Up

- Do you know the provost’s priorities? What are they?
- How do you make sure the provost is not blindsided?
- What is your provost’s preferred communication style?
- How do you handle disagreements with the provost or members of the leadership team effectively?
Managing Your Dean Molecule: Down and to your Sides

Provost

External Others

You

Staff

Internal Others
Communicating Down and to Your Sides

1. Draw a Dean Molecule: Who is hanging on your molecule? Do they belong there? If not, how do you remove them?

*Personal Reflective Activity*
Managing Your Molecule

“The Care and Feeding of Monkeys” (Onchen)

1. Determine if they are on your dean molecule.
2. Decide where the initiative should be.
3. Make sure the “next move” is where it belongs.
Communicating Down and to Your Sides

1. How do you cultivate productive and collegial relationships with other deans?
   - With chairs, faculty?
   - With staff? What does staff do that is helpful? What do you do that is helpful to staff?
   - With external constituencies?
Managing Your Personal Molecule

- Rely on confidants.
  - Can you name three?

- Connect with other deans.
  - Who are your allies?

- Team of two.
  - What is your relationship to the staff?

- Network, network, network.
  - Name three ways you can extend your existing networks.
  - How do you communicate/manage external constituencies?
How to Create and Use Communication Networks

- **Operational Network**: Getting work done efficiently.

- **Personal Network**: Developing skills through mentorships and coaching.

- **Strategic Network**: Visioning future priorities and challenges

Reflective Activity: Developing your Networks

- Who is in your operational network?
- How can they help you accomplish your dean duties?
- How often do you communicate?
Your Professional/Personal Network

• Are you networked with professional colleagues off campus?

• What do you discuss?

• Who will help you with your personal advancement?
Your Strategic Network

• Do you have a strategic network?

• Who is outside your control and can help you become a more strategic leader?

• Who will help you reach your organizational goals?
Thinking Strategically About Leadership Trade-offs

1. Trade-offs act like a ledger – a credit is countered with a debit.
2. Personal and professional trade-offs vie for the same resource – *time*.
3. Too many trade-offs in one direction create an imbalance – *stress*.
4. The clearer the distinction between academic and administrative roles and goals, the less conflict between trade-offs.
Dean Challenges

What are the three greatest challenges facing the Education Deans?

1.

2.

3.
Deans’ Greatest Challenges

1. Fiscal
2. Administration
3. Program Development
4. Faculty
5. Technology
6. Personal Balance
7. Diversity
A Day in the Life of a Dean
Unrelenting Pace, Fragmentation, Task and Work
Orientation, Intense Interaction, and Networking

Dean Priorities Matrix

<table>
<thead>
<tr>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>HIPOS</td>
</tr>
<tr>
<td>Not Urgent</td>
<td>LOPOS</td>
</tr>
</tbody>
</table>

**Hot spots**

**HIPOS**

**LOPOS**

**LOPOS**

**Important**

Contributes to mission, values, and high-priority goals.

**Urgent**

Implies immediate attention.
Find Balance Between Your Professional and Personal Lives

- High Pay-Offs (HIPOS)
  - Professional HIPOS
  - Personal HIPOS (Can you name two?)

- Low Pay-Offs (LOPOS)
  - Professional LOPOS (Can you name two?)
  - Personal LOPOS
## Top Education Dean Stressors

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Mean score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessively high self-expectations</td>
<td>3.55</td>
</tr>
<tr>
<td>Insufficient academic time</td>
<td>3.50</td>
</tr>
<tr>
<td>Too many meetings</td>
<td>3.44</td>
</tr>
<tr>
<td>Too heavy workload</td>
<td>3.29</td>
</tr>
</tbody>
</table>
Top Education Dean Stressors

- Professional and personal balance: 3.24
- Financial program support: 3.21
- Making decisions affecting others: 3.14
- Report and paperwork deadlines: 3.09
- Conflict with faculty: 3.06
- Activities outside regular hours: 2.99
Dean’s Stress: The 4-Way Test

Questions to ask yourself:

1. Identify with identity?
2. Comfort with conflict?
3. Focus on HIPOS?
4. Got a life?
Factors Influencing Transition

• Inside vs. Outside Dean

• Rookie vs. Veteran Dean

• Women & Minority vs. Men Deans

• Formal vs. Informal Socialization

• Shape of the Transition Stages
The New Dean’s Primary Emphases

EXPERIENCE

Veteran

Rookie

ORGANIZATIONAL ORIENTATION

Insider

 Outsider
The New Dean’s Rite of Passage

STAGE

Engagement  Separation  Transition  Incorporation  Re-Engagement

Engagement

Separation

Transition

Incorporation

Re-Engagement

CHANGE

Context  Content  Sociality  Identity

Response

Equilibrium  Exhilaration to Exhaustion  Chaos/Isolation  Renewal (Action and Learning)  Equilibrium

Transition Event:

Contract Signing  Farewell Speech  Dean’s Convocation  New Leader

Walter H. Gmelch, Center for Academic Leadership, University of San Francisco
# Incorporation of New Leaders: Taking Charge and Settling In

## Phases of Incorporation

<table>
<thead>
<tr>
<th>Taking Hold</th>
<th>Immersion</th>
<th>Reshaping</th>
<th>Consolidation</th>
<th>Refinement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer &amp; Fall</td>
<td>Spring</td>
<td>Summer &amp; Fall</td>
<td>Spring</td>
<td>Continuous</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 3</td>
<td>Semester 4</td>
<td></td>
</tr>
</tbody>
</table>

## Primary Themes

- Appoint Team
- Transition plan
- Orientation & introductions
- Establish values, style expectation
- Evaluation
- Networking
- Active learning
- Corrective actions
- Personnel issues
- Sense making
- Establish work relations
- Build leadership team
- Routine learning
- Learning routine
- Budget development
- Personnel changes
- Systemic actions – organization changes
- University service
- College image - GASing
- Coalition building
- Corrective action
- University, College visibility
- Leader’s personal interests (scholarship)
- New opportunities
- Fine tune operation
- Settling in

## Dominant Leadership Style

- Human Resources
- Structural
- Symbolic
- Political
- Situational

## Psychological Orientation

- Confusion
- Commitment
- Competence
- Confidence/Comfort
- Control?
The Metamorphosis of a Dean

**Leadership**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Tasks</td>
<td>Managing Symbols</td>
</tr>
<tr>
<td>Doing</td>
<td>Imagining</td>
</tr>
<tr>
<td>Fragmented</td>
<td>Focused</td>
</tr>
<tr>
<td>Professing</td>
<td>Persuading</td>
</tr>
<tr>
<td>Discipline Building</td>
<td>Coalition Building</td>
</tr>
</tbody>
</table>

**Academic Emphasis**

<table>
<thead>
<tr>
<th>Personal</th>
<th>Institutional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Student-Centered</td>
<td>Learning-Centered</td>
</tr>
<tr>
<td>Knowledge Creator</td>
<td>Information Broker</td>
</tr>
<tr>
<td>Manuscripts</td>
<td>Memo’s, Policies, Positions</td>
</tr>
</tbody>
</table>
## The Metamorphosis of a Dean

### Social Orientation

<table>
<thead>
<tr>
<th>Personal Intimacy</th>
<th>Social Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Reward</td>
<td>College Award</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Accountability</td>
</tr>
<tr>
<td>Stability</td>
<td>Mobility</td>
</tr>
</tbody>
</table>

### Professional Development

<table>
<thead>
<tr>
<th>Individual</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-directed</td>
<td>Other-directed</td>
</tr>
</tbody>
</table>

### Conflict

<table>
<thead>
<tr>
<th>Self Interest</th>
<th>Community Interest</th>
</tr>
</thead>
</table>

### Identify

<table>
<thead>
<tr>
<th>Scholar</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist</td>
<td>Generalist</td>
</tr>
<tr>
<td>Local</td>
<td>Cosmopolitan</td>
</tr>
<tr>
<td>Balance in life</td>
<td>“Getting a life”</td>
</tr>
</tbody>
</table>
1. What Opportunities Are Available to You at the **Personal** Level?

- **Reflection:** Expand your Arena from feedback, confidants, mentors, personal reflection, journaling
- **Balance:** Protect personal HIPOS (family) and professional HIPOS (scholarship)
- **Develop yourself as a leader:** Key skills in building community and empowering others
- **Reading:** CHE, HBR, journals, leadership books
2. What Opportunities Are Available to You at the Institutional Level?

- Manage your Dean Molecule.
- Work strategically with the provost, chairs, staff, faculty.
- Focus on strategic HIPOS, delegate/eliminate time-consuming LOPOS.
- Make decisions strategically: Who, when, and how decisions should they be made.
- Take advantage of formal mentoring, internships, and seminars on your campus.
3. What Opportunities Are Available to You at the Professional Level?

- Get networked! Get connected!
- Take advantage of forums, webinars, and classes.
- Attend professional conferences, e.g. CADREI, AACTE.
- Explore Harvard MDP, Bryn Mawr, CASE.
- Read literature on academic leadership.
Dean Survival Skills

1. Be principled in resolving conflicts.
2. Communicate in all directions.
3. Hallucinate – see the vision vertically and horizontally.
4. Serve others – it is not about you.
5. Play well with others – collaborate.
6. Enhance leadership and learning.
7. Know yourself – enlarge your arena.
Know Yourself – Enlarge Your Arena (Johari Window)

- Known to self
- Unknown to self

- Known by others
- Unknown by others

<table>
<thead>
<tr>
<th>Arena</th>
<th>Blind Spot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Soliciting feedback
- Disclosure

Facade  Unknown
(Faculty) don’t care what you know until they know that you care.
“We’re all in this alone”

-Lily Tomlin
Legacy Worksheet

How do you want to be remembered as a Dean?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Old Buddhist Saying

To know and

Not to use,

is not yet to know
Strategies for Dean Leadership Development

Leadership Development Component
1. Conceptual Understanding
2. Skill Development
3. Reflective Practice

Levels of Intervention
1. Personal Intervention
2. Institutional Intervention
3. Professional Intervention
Advice to New Deans

1. Be clear why you want to be dean.
2. Become centered in your philosophy, values and beliefs.
3. Pay attention to national issues.
4. Develop a university-wide perspective.
5. Build a multi-layered support network.
6. Develop your leadership team.
7. Identify a mentor.
8. Take time for professional development.
9. Continue your strong academic record.
10. Play well with others – collaborate.
11. Find personal/professional and scholar/leader balance.
12. Take care of yourself – physically, socially, intellectually.
Dean Loop: “Zoom to Doom”

Competence/Effectiveness

“Good Dean”

“Mandate of Heaven”

“Damn Dean”

Established

Learning curve

“New Dean”

High Commitment
(time, learning, skills, interest)

“Doomed Dean”

Tyranny of competence

Low Commitment

Time in Years

0 5 10

Walter H. Gmelch, Center for Academic Leadership, University of San Francisco
Roles of an Academic Dean

• Internal College Productivity
• Academic Personnel Management
• External & Political Relations
• Leadership
• Fiscal Resource Management
• Personal Scholarship

(Ranked by level of importance)