



Co-funded by the  
Erasmus+ Programme  
of the European Union

# **PERCEPTIONS AND PRACTICES OF ACADEMIC LEADERSHIP**

Prof. Dr. Yasar Kondakci, METU  
Prof. Dr. Rita Costa, NOVA  
Dr. Zhang Mengqi, BNU

**March, 2019**  
**Brussels**



IRON  
MAN

CAPTAIN  
AMERICA

THOR

BLACK  
WIDOW

HULK

# ACADEMIC LEADERSHIP

## ISSUES & CHALLENGES

Two key challenges of Academic Leadership (AL)



Possessing necessary skills in identifying learning programs, research initiatives, engagement projects, structures, approaches, priorities, quality improvements and strategic developments consistent with their mission



Keeping up with the continuous movement in their operating context and make sure these agreed changes are put into practice successfully and sustained.

# ACADEMIC LEADERSHIP

## ISSUES & CHALLENGES

- Issues in academic leadership
  - Selection and development processes for AL are often unrelated to their daily realities
  - The nature and focus of leadership development programs don't always address the capabilities that count
  - The central role of ALs in building a change capable culture is either unrecognized or misunderstood.
  - Lack of a professional support system to develop their leadership skills, they largely rely on collegial and ad hoc supports in instances (Debrowksi and Blake, 2004; Orsmond & Stiles, 2002).
  - AL succession challenge (Scott et al. 2008)
    - Not having a coherent succession plan of what is needed to fill the gap in high-level expertise that will result from this departure
    - The pool of potential leadership talent is decreasing, the urgency of putting in place change capable leaders is increasing

# ACADEMIC LEADERSHIP ISSUES & CHALLENGES

- ALs have a critical role in **managing continuous change** while maintaining quality
  - **Engage people** in the process of personal and institutional change
  - **Set up an efficient and supportive environment** that fosters productive engagement
  - Reshape the operating context of their institutions to **break resistance** and accomplish **openness to change** capable.
  - Mobilize resources, material and tools for the success of change





# ALs CHANGE LEADERSHIP ROLE - CHALLENGES

- “No room too lead”: little time left to lead or to think and operate strategically
  - Complying with **bureaucratic and reporting** procedures that do not add value to achieve goals, operate strategies
  - Occupied by dealing with **complaints** arising from faulty systems or miscommunication
  - Involved in responding to **unexpected events** or **attending meetings** that are poorly formulated, chaired, or which have no outcome



# ALs CHANGE LEADERSHIP ROLE - CHALLENGES

- Effectiveness of the leaders depends on **the context surrounding them. Hence**, they should be effective designers of the elements surrounding them (colleagues, management team etc.). However, their context is mostly shaped by other authorities (e.g. Turkey)
  - The quality of their team
  - Capacity and capability of the full organization

# EXERCISE 1:

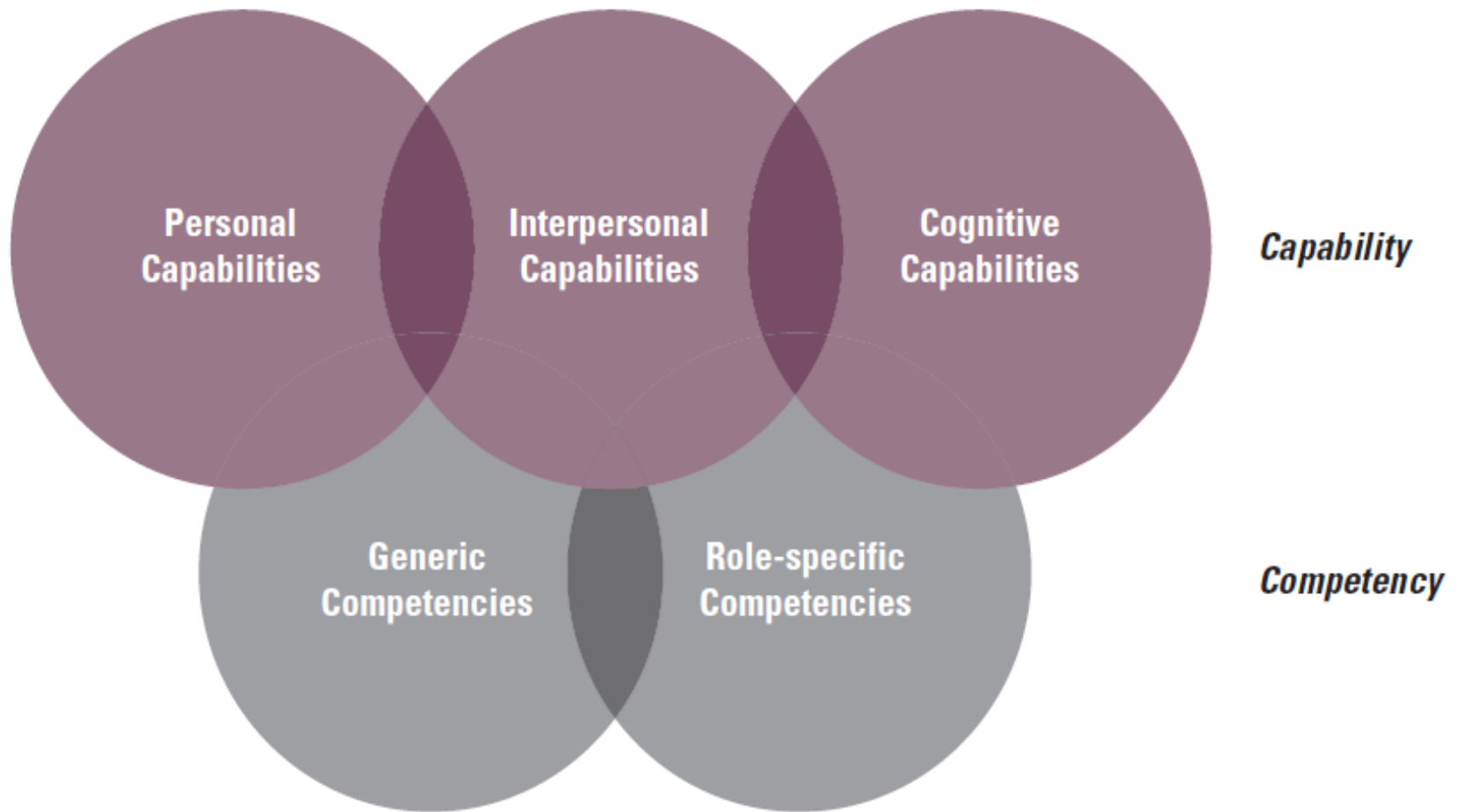
- Your perceptions of academic leadership?
  - What is academic leadership?
  - What do you think is a good academic leader?
- Why do they want to become AL?
  - What are the intrinsic and extrinsic motivators?
- Academic leaders' practices at your institution (choose the level that you are most familiar with)
  - Present/share stories/cases if any o your reflections & expectations of the project



# AL COMPETENCIES

- Management vs leadership competencies (expected performance) tend to be clustered into lists of key tasks to be performed and things to be known
  - budgeting and resource allocation;
  - curriculum and programs;
  - department administration;
  - external communication;
  - faculty affairs;
  - internal communication;
  - legal;
  - office management;
  - professional development;
  - staffing; and
  - student affairs.

# AL CAPABILITY FRAMEWORK



# ALCF-PERSONAL CAPABILITIES

## EMOTIONAL INTELLIGENCE

Being able to measure their own emotional reactions to uncertainty and discomfort,  
Not to overreact, to tolerate uncertainty, and to be able to remain calm.  
Resolving tension, listen and responding appropriately to others and of reading social dynamics

## SELF-REGULATION

Judgement before resolving a problem  
Understanding strength and limitations,  
Admitting and learning from errors

## PERSONAL CAPABILITIES

## DECISIVENESS

Being willing to make a hard decision  
Being confident to take calculated risks  
Tolerating ambiguity and uncertainty

## COMMITMENT

Having energy, passion and enthusiasm for academic practices  
Wanting to achieve the best outcome possible  
Taking responsibility for program activities and outcomes

# ALCF-INTERPERSONAL CAPABILITIES

## Influencing

- Influencing people's behavior and decisions in effective ways
- Motivating others to achieve positive outcomes
- Developing and using networks of colleagues

## Empathizing

- Empathizing and working productively with students from a wide range of backgrounds
- Listening to different points of view before coming to a decision
- Developing and contributing positively to a team-based program

# ALFC-COGNITIVE CAPABILITY

## Diagnosis

- Recognizing how seemingly unconnected activities are linked
- Recognizing patterns in a complex situation
- Identifying what the human as well as technical or administrative dimensions are

## Strategy

- Seeing and then acting on an opportunity for a new direction
- Thinking creatively and laterally
- Seeing the best way to respond to a perplexing situation

## Flexibility & Responsiveness

- Making sense of and learning from experience
- Knowing that there is never a fixed set of steps for solving workplace problems
- Adjusting a plan of action in response to problems



# ALCF-GENERIC AND ROLE SPECIFIC COMPETENCIES

## Learning & Teaching

- Understanding how to develop an effective program
- Understanding how to design and conduct an evaluation programs
- Understanding how to implement successfully a new program

## University Operations

- Understanding the role of risk management and litigation in his/her work
- Understanding how universities operate
- Having sound administrative and resource management skills

## Self-Organization Skills

- Being able to manage ongoing professional learning & development
- Being able to organize work and manage time effectively
- Being able to make effective presentations to a range of different groups

# **EXERCISE 2:**

## **WHAT ARE THE KEY AI BEHAVIOURS?**

## **ACADEMIC ACTIVITIES**

Delivering presentations  
Developing learning programs  
Reviewing teaching activities  
Scholarly research  
Institutional research

## **NETWORKING**

Liaising with external constituencies  
Marketing activities  
Networking within the University

# **ACADEMIC LEADERSHIP BEHAVIOR**

## **MANAGING STAFF**

Managing other staff  
Reviewing people's performance  
Staff development

## **PLANNING AND POLICY DEVELOPMENT**

Developing organizational processes  
Developing policy  
Identifying new opportunities

## **MANAGEMENT & ADMINISTRATION**

Budget management  
Chairing meetings  
Dealing with complaints  
Responding to ad hoc requests