

## IDENTIFYING & DEVELOPING FUTURE DEPARTMENT CHAIRS

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**ai** ACADEMIC  
IMPRESSIONS

### AGENDA

1. Welcome and Thanks
2. My Background and Experience
3. The Department Chair Role
4. Talent Identification and “Planting the Seed”
5. Getting Colleagues Ready for Academic Leadership roles
6. Working with New Department Heads
7. Ongoing Development and Support
8. Additional Discussion and Questions/Answers
9. Further Resources and Closing Comments

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IMPRESSIONS 2



## LEARNING OUTCOME

### After participating...

...you will be able to better identify and develop faculty to successfully assume leadership roles in your academic unit.



## BACKGROUND



(How Did I get Here?)

- Academic area - teach/work with graduate students in the area of leadership
- Variety of leadership roles in higher education - last 18 as Dean - Windsor/Western)
- Special Advisor to the Provost Role
- Leadership consultant - in house, in field, with Academic Impressions



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## THE DEPARTMENT CHAIR ROLE



## THE DEPARTMENT HEAD ROLE



- Rising importance
- Rising expectations
- Dwindling resources
- Meagre (tangible) rewards (salary, workload adjustment, career advancement)
- Multiple negative impacts of ineffective Department Head/Chairs





## CHAT

What words would you use to describe the most effective Department Chairs you have observed/worked with?

## MANAGING THE UNIT... LEAD THE PEOPLE

### MANAGING

- Plan and Budget
- Organize and Staff, set policies
- Control and Problem Solve, monitor, consistently produce, solve problems
- Produce Order
- About... status quo, efficiency, "how", controls, procedures, policies

### LEADERSHIP

- Establish direction - vision, produce change
- Align people, communicate direction, create teams that understand vision
- Motivation and Inspiration - energize people to overcome barriers to change
- Produce change - sometimes dramatic
- About... innovating, effectiveness, trust, teams, collaboration

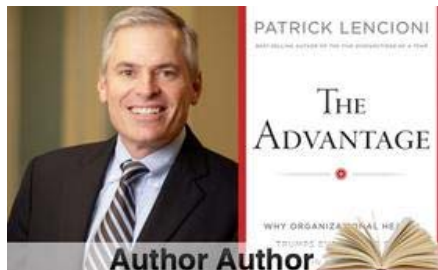
## A LOOK TO THE LITERATURE



- Best executive skill - make superb people decisions (Jim Collins)
- don't overlook the introverts (Susan Cain)
- First who - then what (Jim Collins)



## A LOOK TO THE LITERATURE: PATRICK LENCIONI - THE ADVANTAGE



- Leadership Team
  - Common values - push back, vulnerable
  - Clear, goal-focused, trust
  - Stakeholders feel part of what we are doing - know what? Know why, engaged - all could give elevator speech
- Clarity, support, engagement, excitement - that will make us great

## COMMON MISTAKES IN INSTALLING A DEPARTMENT CHAIR



- Leaders not ahead on search process (i.e., filing at last minute) and internal colleagues not prepared, profiled or ready
- Installing someone who says any or all of the following:
  - “I guess it is my turn”
  - I will do it if no one else will.
  - I could use the extra \$2500 stipend
  - Can get teaching relief if I do this job?

*There is a better way!!!*

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## AVOID CANDIDATES WHO...

1. Do not show up for special events in the Department/Faculty
2. Are not active and effective in committee roles (and avoid committee chair roles)
3. Rarely or never step forward to lead a standing or task force committee
4. Do not connect (get along) with colleagues
5. Seek prestige and/or and impressive job title/business card



## CHAT

Any horror stories that you would like to share (names changed to protect the guilty)?



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## TALENT IDENTIFICATION



■ LOOK FOR  
COLLEAGUES  
WHO:

- Have a service mentality - and who demonstrate it with their feet (volunteer activities in Department, Faculty)?
- Show up for meetings prepared and committed?
- Work well with/connect with colleagues (i.e., has emotional intelligence (more on EI later)?



■ LOOK FOR  
COLLEAGUES  
WHO:

- Routinely work well effectively collaboratively with others (they play nice, no scarcity mentality, builders/facilitators).
- Gravitate to leadership roles (Committee Chair, Project Lead) - or command respect in meetings, in lunchroom?
- Have expressed an interest in academic leadership (they ask you about it).





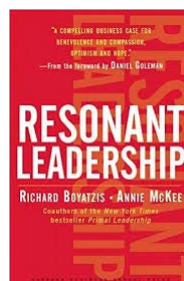
## RICHARD BOYATZIS

Emotional Intelligence Expert • Professor

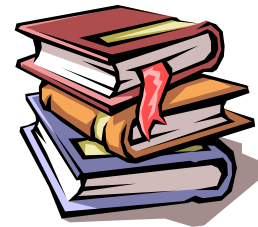


Ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, to reflectively regulate emotions to promote emotional and intellectual growth

Daniel Goleman "What Makes a Leader" - Harvard Business Review (1998).  
Empathy and self-knowledge (emotional intelligence)



### TALENT IDENTIFICATION



- Confirmed - neuroscience experiments
- Importance of social skills (gender differences in leadership?)
- Effective leaders/those who influence produce more smiles and laughter
- Top leaders elicited laughter from subordinates 3X as often to mid-performing leaders

## ACID TEST

*Will your members say that this person...*

- Genuinely likes people
- Treats me with respect
- Inspire me with our vision
- Teaches me something - I am growing
- Is tolerant of my mistakes
- Is visible and available
- Talks with me (and more importantly - listens to me)
- Doesn't give up, or change directions based on what is safe or easy
- Has the courage of his/her convictions
- Tells me the truth and "walks the talk"

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## WHAT BACKGROUNDS TO LOOK FOR?



- Credibility (teaching, research and service) and why this is important
- "Age and stage" considerations (career growth or career suicide)
- Look for "team players" - duality of focus, help others, help you with big picture.

## PLANTING & SOWING THE SEED



- Build the bench - no need to limit to one or two
- Power of compliments and encouragement
- The Approach: What to say and how to say it
- Anticipate and appropriately counter (guaranteed) colleague advice they will receive re: going to the dark side. My mentor - "how do you want to build your career?"
- Changing the mindset - imagining new possibilities igniting a hunger to grow into an academic leader.

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GETTING COLLEAGUES READY FOR  
MANAGEMENT / LEADERSHIP ROLES

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## GETTING COLLEAGUES READY FOR THE ROLE



- Providing challenging assignments for learning and development (Committee Chair roles - and of Committees of escalating importance.
- Nominate person for larger campus roles
- Suggest campus mentors
- Creating leadership opportunities for colleagues to demonstrate skills and raise their profile/credibility as academic leaders in the eyes of colleagues (Acting Dean; Acting Department Head)

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## GETTING COLLEAGUES READY FOR THE ROLE



- Encouraging and supporting internal and external leadership development programs (build credibility). On Campus leadership Development programs, Academic Impression Webinars, off campus seminars (perhaps with high potential leadership colleagues identified by your Decanal counterparts)
- Mentor colleagues and deconstruct and analyze situations, decisions rendered with them (i.e., case-in-point situations deconstruction, reflection, discussion)

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## GETTING COLLEAGUES READY FOR THE ROLE



- Use of books, videos and debriefing sessions - group debrief - book club - confirmation of leadership lessons and implications
- On/off campus leadership development programs
- Encourage leadership development and learning in academic areas, community
- Appropriate advocacy, championing, support, encouragement

## CHAT

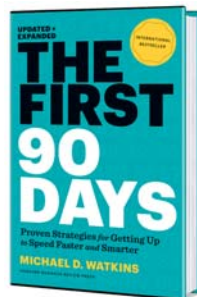
Reflect on your mentors/experience. Can you see evidence of these practices taking place? Please share.

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## WORKING WITH NEW DEPARTMENT HEADS

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### WORKING WITH THE NEW DEPARTMENT HEAD



Getting off to a good start...

- Book I give every new leader (with an encouraging hand-written note inside)
- Staying close, but not too close
- Importance of first impressions/relationship building. Help them make a great first impression
- Importance of “listen and learn” sessions.

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## WORKING WITH THE NEW DEPARTMENT HEAD

- If your member - ensuring a clear mandate
- Schedule some early de-brief sessions
- Assigning a peer mentor (another Department Head)
- Keeping members on a continual learning and development path (discuss learning needs/ambitions)
- Providing honest and helpful feedback/coaching

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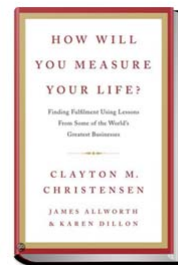
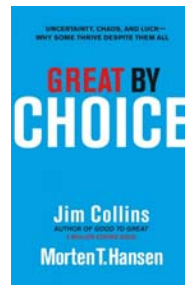
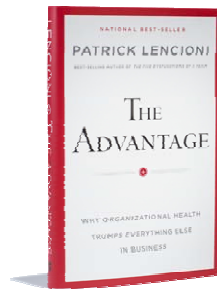
ONGOING DEVELOPMENT & SUPPORT

## ONGOING DEVELOPMENT & SUPPORT



- Keeping in close contact - check in
- Lunch/coffee sessions - informality signals genuine interest
- Model on-going leadership development - you - and share learnings
- Make their on-going professional development a priority
- Consider a Leadership Book Club with your Department Heads/Chairs

## WEESE BOOK CLUB - LAST FOUR YEARS



- Read it
- Meet with your discussion group - address the questions.
  - What are the key messages in the book?
  - What are the most meaningful messages for you?
  - How can the key concepts be incorporated into your leadership style?

Group presentations/Discussion/Reflection/Imbed



## ONGOING DEVELOPMENT & SUPPORT



- Honest reflection - strengths and challenge areas - and plan to address
- Turn them into academic leadership consultants to heighten learning mentoring others in and outside the Faculty, panelists/facilitators in campus leadership development programs, encourage them to be leaders in academy/community
- Ensure that they understand the importance of leadership succession planning - who's next; what to look for; the cycle continues.
- "Two Envelopes"

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## LEADERSHIP

- Dean's CFO: *What happens if we spend money getting Brenda to leadership development program and she leaves?*
- Dean: *What happens if we don't and she stays?*

## RECAP

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## TAKEAWAYS

- Getting right people in these roles the key to academic leadership success and survival
- Perhaps your most important role
- Don't leave to chance - be strategic
- Don't underestimate the satisfaction of watching your people soar (and follow them with pride and interest.
- Start implementing these practices tomorrow (or better yet, this afternoon)



## RESOURCE

- Bolman, L. G., & Gallos, J. V. (2011). *Reframing Academic Leadership*. San Francisco: Wiley.
- Buller, J. L. (2013). *Positive academic leadership: How to stop putting out fires and start making a difference*. San Francisco:Wiley.
- Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking*. Random House: New York.
- Collins, J. (2001). *Good to Great*. New York. Harper and Collins.
- Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco, CA: Jossey-Bass.
- Lencioni, P. (2016). *The ideal team player: How to recognize and cultivate the three essential virtues*. Hoeboken, NJ: Jossey-Bass.
- Parks. S. D. (2005). *Leadership can be taught*. Boston, MA: Harvard Business School Press.



 **QUESTIONS**





  
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## EVALUATION

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