Development resources helpful for multiple competencies and behaviors:

1) Lessons learned from executive churn (Podcast)
http://www.ccl.org/leadership/podcast/transcriptLessonsLearned.aspx

   Talented managers may make it to the top, but many these days don’t stay for long. Turnover at the executive and CEO levels has hit all-time highs. In response, says the Center for Creative Leadership’s Michael Campbell, boards of directors should re-examine their CEO selection processes. Meanwhile, leaders at all levels can learn from the mistakes made by short-time CEOs.

   The study revealed six differences between long-term CEOs and those who are replaced after fewer than seven years:

   1: Delivering Results; 2: Acting with Integrity; 3: Communicating and Executing a Clear Vision, Goals and Strategy; 4: Maintaining Key Relationships; 5: Exhibiting an Appropriate Leadership Style; 6. The Cultural Fit.


   This leadership development approach revolves around a set of competencies of highly effective senior leaders in higher education, developed in consultation with university presidents and vice presidents, former American Council on Education (ACE) Fellows, and others. The Class of 1999-2000 ACE Fellows, aspiring senior leaders in higher education, used these outcomes to assess their knowledge and skills, to plan learning activities to address identified gaps, and to document their learning during the Fellowship. Reflecting, developing, and documenting their leadership using the outcomes promotes continuing leadership development of Fellows upon return to their campuses and throughout their careers.


   This article highlights exploratory research in which a qualitative higher education leadership competencies model is refined through quantitative methods. Three groups of higher education leaders identify important competencies necessary for effective leadership. A survey was administered and analyzed. Five competency categories emerged: analytical, communication, student affairs, behavioral, and external relations.
The development of competency lists, or competency models has become a popular way to assess the strengths, needs, and potential contributions of individuals in an organization. The success of libraries as organizations is determined by the actions of the individuals who work in those libraries; the success of those individuals in carrying out the missions of those libraries is in large measure a reflection of the type and quality of leadership. Successful library leaders demonstrate certain skills that are instrumental in the delivery of desired outcomes. We usually think of the demonstration of these skills as competencies.

The U.S. health-care industry has exploded into 1 of the largest and fastest growing economies in the world. Currently, it is larger than the Gross National Product of all countries except for the United States, Germany, and Japan. Unfortunately, it is debatable whether the quality and the delivery of patient care have kept pace with the economic growth rate of this gargantuan entity. As the complexity and the scope of the health-care industry have grown, the physician’s role as a leader in the marketplace has been marginalized. Without formal training in leadership skills, many physicians are not equipped to lead in this marketplace. Leadership training in other industries is grounded in the science of behavioral and developmental theory. Currently, an effective leader in the health-care marketplace must possess a working knowledge of this science. Leaders should cultivate skill sets in finance, self-assessment, behavioral management, and personnel analysis, regardless of their clinical field of expertise. This 2-part series serves to review fundamental leadership theories and skills (excluding finance) that are necessary for physicians to lead in the expanding health-care system of the future.

Purpose – The purpose of this research is to set out to investigate the role of the Pro-Vice-Chancellor, Rector, or Principal of a university, and the competencies (attitudes, knowledge and behaviour) that are needed for effective leadership in higher education.

Design/methodology/approach – Semi-structured interviews were held with Pro-Vice-Chancellors at ten UK universities representative of the sector. Findings – Most respondents perceived that academic credibility and experience of university life were crucial for effective leadership in higher education, and continued with their research and teaching activities alongside their managerial roles. People skills, including the ability to communicate and negotiate with others, were also felt to be important. Most universities in the study had no systematic approach for either identifying or developing leadership skills.
Research limitations/implications – Although this was a relatively small study, the research highlights the need for a more proactive approach to identifying leadership competencies and developing leadership throughout universities.

Originality/value – The effective leadership and management of universities is a crucial issue for policy makers, leaders themselves, and for university staff. The research shows that university leadership is fundamentally different from leadership in other contexts, and demands additional competencies. It adds to debates about whether leaders in higher education should be academics, or professional business administrators.

7) What Great Leaders Do – Bob Sutton, Stanford’s Entrepreneurial Thought Leaders Lecture Series (Internet video)

http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2564

In this lecture that parallels his book Good Boss, Bad Boss, Stanford professor Bob Sutton unpacks the best habits of beloved and effective managers, and details the worst habits of those who fail to lead. The best leaders develop and nurture those who work for them. However, when bosses gain more power, they can easily grow oblivious to the needs of those they lead.
Demonstrates Organizational Savvy
Understands the context of issues and dilemmas; is attuned to organizational politics; skillfully navigates University cultures; knows when and how to challenge “the way it has always been done.”

- **Understands unique dynamics and organizational cultures when working across units and enterprise-wide.**

  What you do defines your culture Andy Friere, Stanford’s Entrepreneur’s Summit (Internet Video)
  

  Andy Friere, Co-founder and CEO of Axialent, argues that what leaders do—not what they say—defines the organization’s culture. Friere suggests that most leaders are not actually aware of how what they do is perceived and shapes culture. However, shaping a strong culture is one of the most important activities for any entrepreneur because it determines, in part, whether the company goes on to success after the founder leaves or whether it fails.

- **Adapts appropriately to the realities and constraints of the University.**


  *Executive coach and organizational psychologist Martin Seldman has designed an Organizational Savvy Model to help organizations develop better leaders, and Jovita Thomas-Williams, vice president of human resources at MGM Grand Detroit Casino, has put it to the test. Organizational savvy leadership training equips leaders to be good stewards of their company’s resources and reputations by giving them skills and strategies to *identify and diminish the impact of the overly political individuals* *identify and elevate competent leaders who possess integrity and core values* *reduce dysfunctional political behavior throughout the enterprise. At MGM Grand Detroit Casino, Thomas-Williams proposed a two-part plan to organizational savvy training to help the company achieve the attitudes and behaviors leaders expected from employees: Step 1. Introduce Chief Operating Officer George Boyer to the organizational savvy training model to provide him with practical tools he could use to elevate people in the organization. Step 2. Extend that training to the top 100 supervisors and leaders at the casino as part of the Corporate University Thomas-Williams was developing. That training lead to a substantial increase in employee satisfaction and a reduction in complaints.*

“Have you ever walked into a school and had an immediate sense of how things got done around there? Culture! Do you know what your school district places a high value on? Culture! Do you know who has power or garners respect in your organization? Culture! If you can answer in the affirmative, you have a sense of the culture of the organization. As an educational leader, if you cannot answer yes, you have a lot to learn or are in serious trouble. Recognizing, acknowledging and understanding culture is essential to leading the organization, and ultimately enabling it to change and progress.”


At a time of great economic uncertainty, The Business of Higher Education looks at the pros and cons of colleges and universities taking a more business-like approach to fulfilling their missions.

For nearly three decades, institutions of higher education have dealt with both steadily declining revenues and increasing demands to deliver more to students and communities. Furthermore, the current economic upheaval is causing even more fiscal strain on our nation’s colleges and universities, even as it leads increasing numbers to begin and remain in school.

How can colleges and universities navigate their way between shrinking commitments and the increasing expectations of their students? Does the answer lie in taking a more business-like approach? This extraordinary resource considers the costs and benefits to both public and private institutions and to society when academe embraces business models for improving cost-efficiency, marketing, hiring practices, and customer service.

• **Champions critical ideas and initiatives.**


_Idea champions, sometimes called change agents, serve as advocates for new technologies or procedures. Although the effects of such individuals may be powerful, how they have their effects has been studied relatively little. A longitudinal study was conducted to determine factors that might affect use of the Internet. A model focused on the presence of an idea champion was developed and tested. This model stressed the criticality of a supportive climate and some level of dissatisfaction with the way work was being accomplished. The model allowed the examination of direct and indirect effects of the presence of a champion on the use of the Internet. Analyses supported our theoretical model. Implications and potential research directions are discussed._

2) How to Stop Good Ideas From Getting Shot Down, John Kotter, Harvard Business Review Ideacast (Internet Video)
http://www.blip.tv/file/4304025
John Kotter, emeritus professor at Harvard Business School, outlines four common attacks and explains the best ways to defend against them.

- **Negotiates effectively to achieve outcomes that address the interests of all parties.**

  1) Communication and Negotiation, Stan Christensen, Stanford’s Technology Ventures Lecture Program (Internet video)
  
  http://ecorner.stanford.edu/authorMaterialInfo.html?mid=1878

  Stan Christensen, Arbor Advisors, believes that communication is a key element in negotiation. He stresses the fact that communication is about convincing the other side that you can hear them and that they are being heard.

  2) Negotiating Success in a New Leadership Role, Michael Watkins, Harvard Business Review Ideacast (Podcast)
  

  Michael Watkins, chairman of Genesis Advisers and author of *Shaping the Game: The New Leader’s Guide to Effective Negotiating* shares four fundamental objectives of negotiating.

- **Recognizes which battles are worth fighting and when it is time to compromise.**


  Like organizations in other sectors, military settings can be appropriately characterized as political arenas. As such, political skill is critical for military leader effectiveness and leader reputation. This article proposes a conceptual model that articulates the roles of political skill, contextual learning, impression management, and adaptation in leader reputation development for military personnel aspiring to leadership positions. Political skill is shaped by mentoring and contextual learning experiences, which, in turn, affect the flexibility needed for making favorable impressions on others, adaptation, and fit. Implications of the proposed model for developing a more informed understanding of leader effectiveness and reputation in the military are discussed, as are directions for future research.