Resources on Leadership

- MSU LEAD Competencies
- Higher Education Organizations
- Higher Education Research Center
- Higher Education Projects
- Academic Leadership Training Opportunities (Brief and Extended Programs)
- Journals/Periodicals
- Books and Articles on Leadership
- Department Chair and Dean Leadership

Higher Education Organizations

- American Council on Education
- American Council on Education Department Chair Services
- American Council on Education Office of Women in Higher Education
- Association of American Colleges and Universities (AAC&U)
- Association of American Universities (AAU)
- Committee on Institutional Cooperation (CIC)
- Higher Learning Commission of the North Central Association of Colleges and Schools
- American Association of State Colleges and Universities (AASCU)
- Association of Public and Land-Grant Universities (APLU)
- The Carnegie Foundation for the Advancement of Teaching and Learning
- Faculty Development Associates
- American Conference of Academic Deans

Higher Education Research Center

- The National Center for Public Policy and Higher Education

Higher Education Projects

- The Futures Project: Policy for Higher Education in a Changing World
- Higher Education Resource Hub
- National Forum: Higher Education for the Public Good
Academic Leadership Training Opportunities (Brief and Extended Programs)

**Brief Programs (one day to one week)**

- ACE Center for Institutional and International Initiatives: Workshop on Chairing the Academic Department for Division and Department Chairs and Deans [3]
- Collaboration for the Advancement of College Teaching and Learning: Traveling Workshops [5]
- Cornell University Administrative Management Institute (AMI) [18]
- Higher Education Resource Services (HERS) Institute [19]
- Kansas State University Academic Chairpersons Conference [20]
- The Program on Negotiation: Executive Education Seminars [21]

**Extended Programs (two weeks to one year)**

- ACE Fellows Program [22]
- Carlson School of Management Executive Development Center [23]
- CIC Academic Leadership Program [24]
- HERS (Higher Education Resource Services) Institutes for Women in Higher Education Administration [19]
- Harvard Institutes for Higher Education [25]

**Journals/Periodicals**

- Leader to Leader [26], published by Leader to Leader Institute and Jossey-Bass
- The Chronicle of Higher Education [27]

**Books and Articles on Leadership**

HE - higher education work  
B - business related work  
W - focus on women  
M - focus on people of color  
Magic - refers to the MSU electronic retrieval system


*This critical literature review discusses the status and treatment of women and minority faculty in academia. It compares and contrasts the workplace experiences of female, Latino, Black, Asian, and Native American faculty. Aquirre examines the organizational features of the academic workplace and explores the challenges of professional socialization.*

This book shows how business, like people, can be afflicted by "disease" - in this case self-deception, the major culprit in corporate failure. It explains how leaders can escape self-deception and put to use the skills, systems, and techniques that will bring success to themselves and their organizations. The reader is introduced to an important new idea in organizational thinking and shown how the problems that typically prevent superior performance in organizations are the result of a little-known problem called "self-deception."


This article is excerpted from Leadership Reconsidered: Engaging Higher Education in Social Change, edited by Alexander Astin and Helen Astin. Astin and Astin (2001) assert that everyone can become effective leaders in higher education. The article describes the principles of transformative leadership, considers group and individual principles underlying effective leadership, describes how to integrate these principles in the actual practice of leadership, and discusses the implicit and explicit values that guide the implementation of these principles.


In his book, Badaracco asserts everyday leadership is not so dramatic, and daily leadership decisions are rarely carried out at the top of an organization. He focuses on helping the middle- and senior-level managers who make the ordinary decisions that ultimately determine an organization's success. Emerging from a four-year study of real-life leaders, the book describes eight strategies for making effective leadership decisions. The strategies range from commonsensical to counterintuitive. Each is presented with brief introduction, followed by a case study and summary of the lessons to be learned.


This book presents a biography of and examination of the business philosophy of Peter Drucker, one of the nation’s influential management thinkers. Born in Austria in 1909, Drucker has an ability to spot trends years ahead of other thinkers who then pick them up and make them the height of managerial fashion. The authors present an objective and at times critical assessment of Drucker’s ideas and views.


Bennis and Goldsmith reveal the underpinnings of leadership, integrating insights from the world's most accomplished leaders. The book includes self-assessments and dozens of interactive skill-building exercises. It suggests ways to see beyond leadership myths, translate failures into springboards for renewed creativity, and communicate vision for individuals, teams, and organizations.


This book examines the qualities that define leadership, the people who exemplify it, and the strategies essential for effective leaders. Bennis, a distinguished professor, former college president, and key figure in leadership scholarship provides a discussion of the challenges and opportunities facing leaders today. Although written almost 20 years ago, the messages still largely hold today.

This article explores how a traumatic event forces a profound redefinition of the self forges leadership. The stories of a diverse group of business leaders and the "crucible experiences" that shaped them reveal four essential skills: ability to engage others in shared meanings, compelling voice, integrity, and adaptive capacity (applied creativity). Whether losing an election or burying a child, learning from a mentor or mastering a martial art, crucibles are turning points: defining events that force us to decide who we are and of what we are capable. A more complete discussion of the crucibles of leadership is found in the 2002 Bennis and Thomas book, Geeks and Geezers: How Era, Values, and Defining Moments Shape Leaders Boston: Harvard Business School Press.


The three-part book takes a critical look at the rise and fall of management fads in higher education since the 1960s. Part 1 introduces the fad concept and analyzes the development of seven new management systems in higher education. These include ways in which academic institutions have adopted the trends of the private sector and government in often uncritical ways and with less than documented success. Part Two addresses how fads begin and end, why some organizations are vulnerable to fads, and why some managers adopt them. Understanding the psychology of management fads is useful in not falling prey to them while searching for the means to improve effectiveness and efficiency. Part Three deals with outcomes of the adoption of fads in higher education. Throughout the text, Birnbaum provides thoughtful critique of the myriad management strategies undertaken in higher education and offers leadership insights for decision makers at any organizational level.


This book offers an individualistic approach to "empowerment," and describes Block’s original view on running organizations. Block shows executives how to move from controlling and directing to his vision of shared governance, partnership, and total ownership of a business by all team members. This concept represents a complete redistribution of power and a total restructuring.


Reflecting on a career as an academic leader, Bogue explains how values shape a university and college leader’s realities. He shows how leadership is a conceptual, moral, and performing art form: built on ideas and ideals as well as a solid philosophical and empirical foundation, and perfected in practice. As embarrassing reports of misconduct and wrongdoing in the highest offices of our universities and colleges continue to circulate, it is important to step back and ask a couple of important questions. What should leaders stand for? And what are the ideals that will enable them to design climates that nurture the potential of colleagues, students, and other constituents? Arguing that effective leadership is as much a test of character as a test of intellect, Bogue identifies those ideals that are essential to successful leadership performance in colleges and universities.


In this updated version of their best-selling classic, the authors explain how the powerful tool of reframing --appraising situations from diverse perspectives--can be used to build high-performing, responsive organizations. Revised and updated for the first time, this business classic provides a readable and practical guide to understanding complex organizations, including colleges and universities. Authors Bolman and Deal refine their exploration of powerful, imaginative leadership, offering provocative yet practical ways of thinking about contemporary organizational challenges.

Bowen and Shapiro have compiled original essays from presenters at the Princeton Conference on Higher Education. Individually, these essays discuss aspects of contemporary higher education in the U.S. Taken together, they offer a useful perspective on issues that face American universities as they enter the twenty-first century. Among other essays in the text is Frank Rhodes’ piece entitled "The University and Its Critics", which confronts criticisms of the American university, examining how universities have changed over recent decades, and suggesting a plan of action to restore public confidence and strengthen bonds of community within universities. It also includes Martin Trow’s essay addressing the issue of responsibility and Harold Shapiro’s work, "University Presidents--Then and Now," which blends personal insights with a historical account of changes over time in the roles of university presidents.


This book provides a clear understanding of what change does to employees and what employees in transition can do to an organization. In an era of mergers and restructuring, thousands of lives are altered by change. Most managers and employees, however, do not have the experience to effectively work through such transitions. In Managing Transitions, William Bridges provides a clear understanding of what change does to employees and what employees in transition can do to an organization, and he shows how to minimize the distress and disruptions caused by change. The author focuses on what is going on inside amongst the people who have to make the change work. The work provides a real sense of the emotional impact of change and what can be done to keep it from disrupting the entire organization.


This report is the companion publication to Breaking the Barriers: Presidential Strategies for Enhancing Career Mobility, which reviews and analyzes the Advancing Women's Leadership project of the American Council on Education's Office of Women in Higher Education. The workbook suggests strategies for campuses to review their practices in fostering women's leadership development and career advancement, improving the workplace and campus climate for women, and establishing mentoring programs. Designed to be used at every level of a college or university, from presidents to staff members, this report offers examples of successful programs and provides guidance on collecting evidence that demonstrates the success of campus programs.


This book is based on the largest study of its kind ever undertaken where more than 80,000 managers in 400 companies reveal revolutionary insights about successful managerial behavior. It explains why great managers break all the rules of conventional wisdom. Drawing on vivid examples of how real-life managers select, focus, motivate, and develop their people, the authors discuss great managers turn talent into performance, and build a great company, one employee at a time.


This critical literature review explores the past and present of women's roles in higher education, analyzing the lack of women's leadership and the reasons behind the phenomenon. As a single source text, this report provides a broad overview of the extant literature on women in higher education, organized thematically to provide an integrated synthesis of key issues found in the research.

Cohen and Prusak examine and explain the role that social capital--the value inherent in human connections, including trust, personal networks, and a sense of community--plays in the successful running of organizations. Cohen and Prusak identify the social elements that contribute to knowledge sharing, innovation, and high productivity and show how nearly every managerial action can enhance or diminish an organization's social capital. Drawing on examples from the social sciences, economics, and engaging stories from organizations including the World Bank, IBM, the New York City Diamond Trade, and UPS, the book offers practical advice on how to recognize and develop this hidden resource for employee fulfillment and economic gain.


Related to their more complete book, this article describes how managers can help their organizations thrive by making effective investments in social capital. For instance, companies that value social capital demonstrate a commitment to retention as a way of limiting workplace volatility. The authors cite SAS's extensive efforts to signal to employees that it sees them as human beings, not just workers.


This book offers insight into why some businesses excel towards greatness while others stagnate. Among other things, Collins shows that great leaders are not the ones who are most brash and controversial but those who combine vision and dedication with humility and selflessness. Collins' research reveals that the truly great leaders are those who seek fortune and fame for their companies, not for themselves. Collins "argues that 'good is the enemy of great.' It's not important to simply be good, he says, but rather to become great. He then goes on to explain how only eleven companies have done it since 1965.


Curry's study of African American leaders provides rich stories of the challenges faced by these women as they carved pathways to academic presidencies. A thoughtful depiction of traditional views of leadership and their impact on those who are considered “different” from the norms of the organization is presented, as is a framework for understanding the leader persona. Throughout the book, Curry weaves survival and leadership strategies experienced by the study participants, as well as an understanding of institutional and cultural factors that impacted leadership practice.


The higher education changes chronicled over 30 years of publication in Change Magazine, and compiled in Learning from Change: Landmarks on Teaching and Learning from Change Magazine (1969-1999) were propelled by many different developments acting as levers, shaping attitudes, creating opportunities and promoting shifts in policies and practices. To better understand these phenomena, thirteen sections were constructed to organize the cumulative knowledge found in 160 Change articles (many of which are excerpts), providing a thematic organization for the reader. Introductory commentaries for each of sections are provided by experts in the field who clarify the context and the evolutionary and often dialectical nature of the conversations over time about dimensions of teaching and learning. These expert commentators also served as contributing editors, selecting the articles in their sections. Foreword by Theodore Marchese and Introduction and Conclusions by editor Deborah DeZure frame the collection and provide an analysis of trends and unfinished agendas as we enter the 21st century.

Duderstadt discussed the array of powerful economic, social, and technological forces that are driving rapid and profound change in American social institutions and particularly, in research universities. Based on his experience as university president and academic leader, Duderstadt offers critical analyses for institutional decision makers on the signs and challenges of change. The book is a comprehensive review of university life and raises important issues about the future of the academic enterprise.


This guide is a compilation of resources for academic leaders who are embarking on institutional change. It reflects the experiences and insights gained over the last four years of the American Council on Education’s Project on Leadership and Institutional Transformation and uses examples from some participating institutions to illustrate "what works." Although it follows a logical sequence, it is designed to be used according to campus needs. Each chapter addresses a particular aspect of the change process, such as addressing key issues related to institutional change; understanding the change process; analyzing institutional culture; leading change with teams; engaging the campus; deploying money, time, and attention; and providing evidence for change.


Eggins examines the problem of the low number of women who hold senior management positions in universities worldwide, and suggests ways in which it might be remedied. Case studies based on interviews with senior academic women are presented, and the benefits of support mechanisms are assessed.


This article looks at the methods two veteran team leaders of the AAHE Summer Academy used to overcome impediments to their change initiatives in four general areas: communication; leadership; policies, procedures, and processes; and resource strategies. Over a period of five years, campus teams from a range of institutions came together for five days at the Summer Academy to explore and refine their vision of how to bring about meaningful improvements in student learning on their campuses. The changes the participants pursued go far beyond tweaking an existing program. Enhancing student learning requires challenging struggles with curriculum implementation, organizational structure, and university systems. The action strategies that teams developed during their intensive summer work sessions reflect their experience and the understanding that the change process is frequently difficult, fraught with resistance, and yet, ultimately, well worth the effort.


The authors describe four principles for effective negotiation. In the book, they also describe three common obstacles to negotiation and discuss ways to overcome those challenges. Fisher, Ury and Patton explain that a good agreement is one that is wise and efficient, and that improves the parties' relationship. Wise agreements satisfy the parties' interests and are fair and lasting. The authors' goal is to develop a method for reaching good agreements. Negotiations often take the form of positional bargaining, in which each party opens with their position on an issue. The parties then bargain from their separate opening positions to agree on one position. Haggling over a price is a typical example of positional bargaining. Fisher et al. argue that positional bargaining does not tend to produce good agreements. It is an inefficient means of reaching agreements that tend to neglect the parties' interests. It encourages stubbornness and so tends to harm the parties' relationship. Principled negotiation provides a better way of reaching good agreements. Fisher et al. posit the following four principles of negotiation: 1) separate the people from the problem; 2) focus on interests rather than positions; 3) generate a variety of options before settling on an agreement; and 4) insist that the agreement be based on objective criteria.
This book offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process. Michael Fullan, an internationally acclaimed educator and expert in organizational change shows how leaders in all types of organizations can accomplish their goals and become exceptional leaders. He draws on the most current ideas and theories on the topic of effective leadership, incorporates case examples of large scale transformation, and reveals a remarkable convergence of powerful themes he calls five core competencies: attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations. According to Fullan, integrating the five core competencies empowers leaders to deal with complex change by mobilizing their colleagues to do important and difficult work under conditions of constant change.

After a distinguished leadership career in education, government and other organizations, John Gardner offers hands on advice for leadership required to address the increasingly complex challenges that regional stewards face today. He outlines how strategic leaders distinguish themselves in at least six major respects: They think longer term; they grasp relationships to the larger realities; they reach and influence constituencies beyond their jurisdiction, beyond boundaries; they put heavy emphasis on the intangibles of vision, values, and motivation; they have political skill to cope with conflicting requirements of multiple constituencies; and they think in terms of personal and organizational renewal.

With its case study approach, this book provides practical, easily applied tools, instruments, training, and competency models that fifteen world-class organizations use as benchmarks to successfully implement their leadership development programs. The book will help anyone who is charged with a leadership development initiative or is learning about leadership development. The book is full of practical examples and tools from companies that are known for having a reputation for developing leaders.

Gladwell reveals how easy it is to cause group behavior to tip in a desirable direction by making small changes in the immediate environment. According to Gladwell, the Tipping Point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. The author introduces particular personality types that are natural pollinators of new ideas and trends, the people who create the phenomenon of word of mouth. He analyzes fashion trends, smoking, children's television, direct mail, and the early days of the American Revolution for clues about making ideas infectious. He also visits a religious commune, a successful high-tech company, and one of the world's greatest salesmen to show how to start and sustain social epidemics.

This book makes the case for cultivating emotionally intelligent leaders. In his second work on the subject, Goleman and his colleagues once again convincingly spell out the need for leaders who, in addition to having a strong intellect, also are intelligent about emotions. The book details not just why emotionally intelligent leaders are the most successful (and therefore, lead the most successful organizations) but also how an individual can become more emotionally intelligent, and then spread that intelligence throughout his or her organization. The authors focus first on the individual, then on building emotional intelligent teams and, finally, entire organizations. Packed with useful exercises to help one develop specific emotional intelligence “competencies,” the book lays out not just one way, but a variety of ways to help reach one’s leadership goals while drawing on real-life experiences from well-known leaders. The authors provide an action plan to help ensure effective personal and employee leadership development, and stress the importance of looking at such development as a process that must permeate every level and layer of the organization.


Robert Greenleaf remains the person most associated with the concept of servant leadership in organizations. This book is a collection of a set of his essays written from 1970 to 1977. Greenleaf basically turned the idea of formal leadership upside down, asserting that instead of leaders being in command of others, they are here to serve the common good. The primary focus of each essay is on service to something greater than oneself. Despite the gentleness and quiet intellectual strength of Greenleaf's writing style, the ideas presented about leadership, purpose, self-development, and the growth of institutions are quite radical and inspirational.


This article explores eleven strategic challenges college and university leaders need to address as they transform their institutions to meet the demands of an increasingly complex and dynamic environment.


Heifetz posits a new theory of leadership for both public and private leaders who are involved in tackling complex contemporary problems. Central to his theory is the distinction between routine technical problems, which can be solved through expertise, and adaptive problems, such as crime, poverty, and educational reform, which require innovative approaches, including consideration of values. Four major strategies of leadership are identified to approach problems as adaptive challenges: diagnosing the situation in light of the values involved and avoiding authoritative solutions; regulating the level of stress caused by confronting issues; focusing on relevant issues; and shifting responsibility for problems from the leader to all the primary stakeholders. The theory is applied to an analysis of historical accounts of local, national, and international events.


This book is best read as a demonstration of the practical import of the theoretical construct that underlies the Heifetz’s earlier work, Leadership Without Easy Answers. It is decidedly more personal and practical, seasoned with an intriguing array of stories. This text serves as an encouragingly practical guide to putting yourself on the line and negotiating the hazards of leadership. The authors' points are illustrated by the experiences of leaders from all walks of life, making this a useful and inspiring manual for anyone hoping to put themselves on the line and make a difference in the lives of others. Although often using illustrations from the private sector, Heifetz and Linsky are leadership and management educators who write inclusive of their experiences in medicine, law, music, journalism and politics. The stories they share in the text come from leaders at all organizational levels, and reflect professional, civic and personal experiences of these leaders. The stories make clear that leadership is difficult and dangerous, but also that there are many powerful and practical ideas that can reduce the risks; moreover, exercising leadership is worth doing because it adds significance and meaning to your life.”

This book shows new challenges higher education is facing and how schools are coping. The rise of "for-profit education," shrinking budgets and enrollment challenges, technological advances in education methodology, the graying of the higher education workforce, and increasing minority and adult enrollment are just some of the challenges discussed.

Johnson, Michael J., Donald E. Hanna, & Don Olcott, Jr (eds.) (2003). Bridging the Gap: Leadership, Technology, and Organizational Change for Deans and Department Chairs. (HE)

The editors have compiled an impressively informative and strongly recommended anthology of interviews concerning the crucial responsibilities that academic deans have for maintaining the spirit of education and leading dynamic change to keep in line with new knowledge and new organizational directions. Focusing on the keys to managing the dimensions of organized change - leadership, technology, and culture - Bridging the Gap offers a road map to adapting to both daily complications and long term shifts.


Kanter provides an inside perspective on the challenges facing America's corporate structure in part because of pressures from global economics. Corporations must streamline operations and reduce bureaucratic layers to become more competitive and responsive to the needs of the market. Methods of initiating innovative ideas are shown through case studies of how various corporations prepared themselves to be more effective in meeting these challenges. Corporations must also "do more with less." By establishing strategic alliances (sometimes with past adversaries), building quality teams, and developing synergies, product quality can be enhanced. Shifting from a philosophy of "individual stars" to "groups of stars" also achieves higher levels of quality with less bureaucratic structure. Kanter argues that a move away from bureaucratic structure to a post-entrepreneurial structure facilitates needed changes and increase corporate effectiveness. The book also presents a new view of job security in which it is no longer the responsibility of the corporation but the individual. Job security is not in a particular job, but in the individual's employability. Job security is built by the worker seeking ways to enhance his or her abilities and expertise. A "build-your-resume-as-you-go" philosophy is needed to prepare people for this change.


This report provides a synthesis of scholarly research and literature on the process of organizational change at the institutional level. Kezar presents a common language for organizational change; describes the literature; reviews the distinctive characteristics of colleges and universities; compares models of change presented in the literature; and offers a set of research-based principles for change.


This article examines the impact of institutional culture on the change process in colleges and universities. Using an ethnographic approach and two-tiered cultural framework, the authors investigate comprehensive change at six institutions. Results suggest that leaders should conduct audits of their institutional culture before engaging in the change process.

This book goes behind the scenes with accomplished mediators to show how professionals resolve conflicts in families, businesses, communities, and between nations. In twelve personal, interview-based profiles in the style of The New Yorker, Deborah M. Kolb and her associates present an inside view of mediators at work: who they are and what techniques they use to achieve successful results in all areas of society where conflicts arise -- from business, law and public policy to public education, the environment, and labor relations. The mediators speak candidly about their work, its challenges, rewards, and failures. Their compelling stories illustrate the many ways to "make talk work," offering insights to mediators currently working in the field, those seeking to enter the profession, and others who find that mediation skills are critical to success in their careers.


Kotter identifies an eight-step process that every company must go through to achieve its goal, and shows where and how good people often derail. The book also details change issues, the force behind successful change and future trends for organizations. To help illustrate principles, the author provides interesting stories and examples.


This article examines the leadership role required for change efforts and explores several critical mistakes made by leaders of such efforts. The elimination of such mistakes undoubtedly will go a long way toward ensuring the success of any change effort. This article is a highly recommended reading for any manager who is contemplating embarking on a significant improvement effort and was the forerunner to the 1996 book, Leading Change.


This book addresses issues the authors uncovered in research on ordinary people achieving "individual leadership standards of excellence." The keys they identified--model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart--have now been reexamined in the context of the post-millennium world and updated in a third edition. After explaining their concept and methodology, the authors detail the five essentials noted above in a pair of chapters apiece and bring clarity to their theories with case studies and recommended actions. The specificity of each (motivating through "the meaningfulness of the challenge, not the material rewards of success," for example, and being able to "accept the mistakes that result from experimentation") is enhanced by advice on sustaining the commitment and making leadership skills accessible to all. The results remain as relevant as when they were first published.


This book shows how anyone can develop the key leadership skills needed to get extraordinary things done on their campuses. This important resource outlines the principles and practices that are solidly based in more than two decades of quantitative and qualitative research. The principles defined in earlier work by Kouzes and Posner are brought into the college and university environment in this guidebook.

The Center for Creative Leadership (CCL) is the world's largest institution devoted exclusively to leadership research and education. For more than three decades, CCL has studied and trained hundreds of thousands of executives and worked with them to create practical models, tools, and publications for the development of effective leaders and leadership. This book brings together the wealth of practical knowledge generated through this long history of leadership development. The book explores the essence of leadership development, reveals how individuals can effectively enhance their leadership skills, and demonstrates what organizations can do to help build leaders and leadership capacity. The book also includes a companion CD-ROM that contains a library of classic CCL publications for practicing leaders.


This book looks at the way people bring about change, how to leverage small wins and how to organize collective action. The author coins the term “Tempered Radicals” to describe people who may not sound like those who will start revolutions or topple corrupt governments, who want to succeed in their organizations without compromising ideological beliefs and personal lives. As Meyerson found, in the corporate world it is often these quiet change advocates that get the ball rolling and the policies changing. Meyerson conducted in-depth interviews with almost 200 people in three very different organizations to develop her concept. While contributing to their companies' success, tempered radicals represent agendas or differences that are often at odds with the dominant culture. They are not radicals in the sense that they want to enact a marked departure from the traditional, but tempered radicals in that they both challenge and uphold the status quo, working "within systems, not against them".


This book builds on Breaking the Glass Ceiling (Addison-Wesley, 1987), which Morrison coauthored, and addresses issues of concern to white women and people of color. It is based on a study involving 16 organizations (both profit and nonprofit) identified as role models in diversity in management. The book is organized in three parts. The first discusses organizational benefits of developing diversity. The next part presents a strategy designed to make upper-level management positions available to nontraditional managers. The last part suggests specific steps to design and implement a diversity plan. Effective coverage of an important topic for the future; recommended for practitioners and students of management.


Regan and Brooks develop six key ideas in this unique study of educational leadership drawn from the experience of women. They examine the special qualities that women bring to leadership roles and show how these attitudes, characteristics, and techniques can be used to improve the practice and teaching of educational leadership for men and women. The themes are illustrated through insightful case studies of women leaders, emphasizing five important attributes of effective leadership: caring, vision, collaboration, courage, and intuition. Using the double helix as a metaphor, the authors identify and explore the essence of leadership grounded in women's experience and develop the concept of "relational leadership." This model incorporates and interweaves both traditional and relational leadership practices to create a more comprehensive, responsive repertory of skills for everyone. The book is an intriguing exploration of leadership that holds the promise of initiating significant and positive change in academic organizations.

This book cuts through 200 hundred years of ivory tower mentality and reminds educators that if higher education is not revolutionized soon, it will be replaced. Rhodes quotes the prescient Peter Drucker, who believes that, "Thirty years from now the big university campuses will be relics...Universities won't survive. It's as large a change as when we first got the printed book...Already we are beginning to deliver more lectures and classes off-campus via satellite or two-way video as a fraction of the cost. The college won't survive as a residential institution. Today's buildings are hopelessly unsuited and totally unneeded...I consider the American research university of the last 40 years to be a failure. The great educational needs of tomorrow are not on the research side, but on the learning side." To back up what he believes, Rhodes examined 125 major research universities and offers a blueprint for a future where learning is truly universal and useable.


In this fourth edition book, Rogers presents the culmination of more than thirty years of research that will set a new standard for analysis and inquiry. The edition is both a revision of the theoretical framework and the research evidence supporting Rogers’ model of diffusion, and a new intellectual venture, introducing a new concept and new theoretical viewpoints. Rogers analyzes the limitations of previous diffusion studies, showing, for example, that the convergence model, by which participants create and share information to reach a mutual understanding, more accurately describes diffusion in most cases than the linear model. Most important, Rogers discusses recent research and current topics, including social marketing, forecasting the rate of adoption, technology transfer, and more. This all-inclusive work is a useful reading for scholars and students in the fields of communications, marketing, geography, economic development, political science, sociology, education and other related fields.


Like its predecessor The Fifth Discipline Fieldbook, this book is designed as a source book and reference compendium, and not just to be read and put aside. It combines concepts, examples and reference to further resources in a way that is both accessible and tempting of further exploration. An indispensable collection of theory, practice and tools for initiating and sustaining change, organized within a systemic framework. This is useful for anyone seriously concerned with organizational change and organizational learning.


With its panoramic view of the leadership landscape, this book explores the provocative themes of spirituality and authenticity, and connects leadership to chaos and complexity theories and other important concepts that matter most to leaders. In this book, Robert Terry details a map composed of seven leadership worlds, or zones that cuts through theme-of-the-day leadership solutions to connect leadership, within the context of real situations in organizations, work teams, or communities, to the strategic actions that will help you achieve your goals. From Building Core Competencies and Designing Sustainable Systems to Affirming Shared Identity and Creating Ownership, the seven zones form a comprehensive map of leadership reality and action.

This book reports the findings of the author’s study on the progression of racial minorities at three large U.S. corporations. It explains the three career stages through which all professionals advance, and discusses why promising white professionals tend to enter fast tracks early in their careers, whereas high-potential minorities typically take off after they have reached middle management. Thomas' research shows that minorities who advance the furthest share one characteristic: a strong network of mentors and corporate sponsors. He found that minorities who plateaued in middle management received mentoring that was basically instructional; it helped them to develop skills. By contrast, minorities who became executives enjoyed fuller developmental relationships with their mentors. Thomas explains the types of support mentors provide for their protégés and outlines the challenges of mentoring across racial lines.

(M) http://magic.msu.edu/record=b3862614

Using clear and accessible language, analysis of case studies, and a progression of questions for critical reflection, this book presents a conceptual framework for the analysis of the interlocking nature of race, class, gender, and sexuality systems of oppression. The framework illustrates that race, class, gender, and sexuality are socially constructed, historically and globally specific power relations that are simultaneously expressed at the macro/institutional and the micro/individual levels. The analysis presented is complex, addressing the intersections of oppressive systems without rank ordering them, and points toward effective strategies to promote social justice. Weber has carefully devised the pedagogy of the text and the case studies to reflect the knowledge she gained from almost twenty years of teaching and consulting with faculty and students across the country about the most effective ways to communicate these complex and sometimes emotionally charged ideas in ways that engage diverse audiences.


In this book, consultants Etienne C. Wenger, Richard McDermott, and William Snyder take the concept “tech clubs” to another level. From the time our ancestors lived in caves to that day in the late '80s when Chrysler sanctioned unofficial "tech clubs" to promote the flow of information between teams working on different vehicle platforms, bands of like-minded individuals gathered in a wide variety of settings to recount their experiences and share their expertise. Few paid much attention until a number of possible benefits to business were identified. This book describes how these groups might be purposely developed as a key driver of organizational performance in the knowledge age. Building on a 1998 book by Wenger that framed the theory for an academic audience, Cultivating Communities of Practice targets practitioners with pragmatic advice based on the accumulating track records of firms such as the World Bank, Shell Oil, and McKinsey & Company. Starting with a detailed explanation of what these groups really are and why they can prove so useful in managing knowledge within an organization, the authors discuss development from initial design through subsequent evolution. They also address the potential "dark side"--arrogance, cliquishness, rigidity, and fragmentation among participants, for example--as well as measurement issues and the challenges inherent in initiating these groups company-wide.


This book shows how the "New Science"- the revolutionary discoveries in quantum physics, chaos theory, and biology that are overturning centuries-old models of science-provides powerful insights for transforming how we design, lead, and manage organizations. This book shows how new science provides equally powerful insights for changing the ways we design, lead, manage, and view organizations and applies these concepts to shed new light on the fundamental issues of organizing work, people, and life.

This book explores how it is important for an entire organization to unify to create a culture of competence. This culture can then be passed along to succeeding generations of employees who continue to contribute to, and strengthen, a company's future. Zwel provides a bold, prescriptive approach to achieving organizational success through improved individual and group job performance and satisfaction. Creating a Culture of Competence offers a blueprint for hiring, developing, and retaining a superior workforce. By encouraging individuals to realize their potential, then motivating them to work in concert, Zwel argues that organizations can be lead to reach their objectives and get superior business results.

Department Chair and Dean Leadership

Bensimmon, Estela Mara, Kelly Ward and Karla Sanders (2000). The Department Chair’s Role in Developing New Faculty into Teachers and Scholars. Bolton, MA: Anker. (HE) http://magic.msu.edu/record=b3666170

This book is designed to help chairs with the three critical stages of junior faculty socialization: 1) recruitment and hiring; 2) the first year; and 3) evaluating new faculty performance. The authors offer concrete advice and activities: make extensive use of real-life situations; and provide generic examples of letters, checklists, and orientations that can be adapted to individual contexts. This book provides the tools chairs need to adapt habit and intuition into effective management practices. The advice will help department chairs achieve the mission and objective of their own units, as well as their colleges and campuses.


By following its practical, easy-to-use rules, novice faculty can learn to teach with the highest levels of student approval, involvement, and comprehension, with only modest preparation times and a greater reliance on spontaneity and student participation. Similarly, new faculty can use its rule-based practices to write with ease, increasing productivity, creativity, and publishability through brief, daily sessions of focused and relaxed work. And they can socialize more successfully by learning about often-misunderstood aspects of academic culture, including mentoring. Each rule in Advice for New Faculty Members has been tested on hundreds of new faculty and proven effective over the long run -- even in attaining permanent appointment. It is the first guidebook to move beyond anecdotes and surmises for its directives, based on the author’s extensive experience and solid research in the areas of staff and faculty development. Even though written for new faculty, this book is an important resource for department chairs trying to support new hires.


Bright and Richards provide a guide for aspiring or new deans, offering practical advice on how to approach the interview process and the new job, as well as providing a thoughtful assessment of the deanship in its wider context. The authors--both experienced academic deans at a variety of institutions--encourage the new or experienced dean to reflect on the larger issues, and address the realities of deaning from several perspectives in efforts to illuminate both the challenges and rewards of the job.

Based on extensive interviews with department chairs, this handbook focuses on what effective chairs do to facilitate faculty growth and development and develop the departmental culture. Pertinent chapters address helping newly-hired faculty, improving teaching performance and scholarship, refocusing faculty efforts and addressing personal issues of faculty. A multitude of strategies are provided to address these issues.


This work is written to help department chairs, faculty, and administrators understand and address the increasing complexity of relationships within higher education, as well as the growing influence of external factors. The Department Chair as Academic Leader is a completely updated revision of Allan Tucker's seminal contribution, Chairing the Academic Department, last published in 1992. This work reflects the approach used in the American Council on Education Workshops for Division and Department Chairs and Deans.


This well-written, current, and practical guide to managing an academic department covers all the many responsibilities of a department chair, including some of the newest and trickiest. Based on his 20 years of experience as a department chair, the author offers a comprehensive and uniformly practical resource for effectively managing an academic department. It is filled with helpful summaries, checklists, tables, and sample forms. Invaluable for new chairpersons, and a handy resource for experienced chairpersons as well, all will find this a friendly mentor, always there for consultation, advice, and suggestions.


This book is a practical guide to developing the survival skills that chairs need in order to function as leaders and build cohesive teams in departments.


This visionary yet practical book shows how to manage academic change at the department level. It provides useful ideas and strategies on handling resistance to change, transforming departments into productive learning communities, and improving educational quality for students. In twelve incisive chapters, top academic scholars, authors, and consultants address topics and trends as diverse as service learning, technological change, curriculum renewal, faculty reward systems, and post-tenure review. They offer effective models to help department chairs and administrators work through the change process, including recommendations based on real-world experiences. They also integrate the latest research with examples of best practices into a readable, accessible format. Whether one is a department chair, administrator, or a faculty member aspiring to improve one's department, Leading Academic Change is the expert's guide to mobilizing faculty energy towards academic success.

This AAHE booklet is based on conclusions of the Heeding New Voices study, which surveyed graduate students and new faculty over the course of a year. The study's intent was to both give voice to those who are just beginning their academic careers and provide evidence for the senior faculty, chairs, deans, and others in higher education responsible for shaping the professorate of the future.

The Department Chair: A Resource for Academic Administrators, quarterly newsletter, Anker Publishing, Bolton, MA. (HE)

This newsletter offers practical information, useful advice, and other resources that can be readily applied in managing an academic department. This acclaimed, widely-read newsletter is a versatile and proven tool for thousands of chairs and deans across disciplines and institutions. Short articles, current issues, leadership strategies and key resources are provided in each edition.
[28] http://magic.msu.edu/record=b3715631
[29] http://magic.msu.edu/record=b3660290
[31] http://magic.msu.edu/record=b3287673
[33] http://magic.msu.edu/record=b2217566
[34] http://magic.msu.edu/record=b3690645
[36] http://magic.msu.edu/record=b2958326
[37] http://magic.msu.edu/record=b3494946
[38] http://magic.msu.edu/record=b3339280
[40] http://magic.msu.edu/record=b3652569
[41] http://magic.msu.edu/record=b3600684
[42] http://magic.msu.edu/record=b3845710
[43] http://magic.msu.edu/record=b3259577
[44] http://magic.msu.edu/record=b2454870
[46] http://magic.msu.edu/record=b2309557
[47] http://magic.msu.edu/record=b3620780
[48] http://magic.msu.edu/record=b3612667
[49] http://magic.msu.edu/record=b3908616
[50] http://magic.msu.edu/record=b1354684
[51] http://magic.msu.edu/record=b2915213
[52] http://magic.msu.edu/record=b3923299
[53] http://magic.msu.edu/record=b3653188
[54] http://magic.msu.edu/record=b2343794
[55] http://magic.msu.edu/record=b2213552
[56] http://magic.msu.edu/record=b2807486
[57] http://magic.msu.edu/record=b3121160
[58] http://magic.msu.edu/record=b2210954
[59] http://magic.msu.edu/record=b1699370
[60] http://magic.msu.edu/record=b3507350
[61] http://magic.msu.edu/record=b3879094
[63] http://magic.msu.edu/record=b2971849
[64] http://magic.msu.edu/record=b2973489
[65] http://magic.msu.edu/record=b3558700
[66] http://magic.msu.edu/record=b3862614
[67] http://magic.msu.edu/record=b3660818
[68] http://magic.msu.edu/record=b3666170
[69] http://magic.msu.edu/record=b3612685
[70] http://magic.msu.edu/record=b3817788
[71] http://magic.msu.edu/record=b2377255
[72] http://magic.msu.edu/record=b3515484
[73] http://magic.msu.edu/record=b2958269
[74] http://magic.msu.edu/record=b3690648
[75] http://magic.msu.edu/record=b3695061