

Abstract

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Leadership Development in Higher Education

Our experience in designing formal leadership development programs and leadership coaching in higher education suggests a universal assumption that academic leadership is fundamentally different from leadership in other sectors of society. It is important to address this assumption because the degree of difference between leadership in various sectors affects how much of the proven methods in leadership development from other sectors will also be useful in higher education. At the core of this assumption rest the values of higher education: academic freedom in the classroom, independent and trustworthy scholarship, principles over profits, peer evaluation, loosely coupled organizational structure, faculty governance and so on. Those values are certainly evident, though sometimes ignored by faculty and administration alike. In this paper we show that the leadership values and competencies needed (as seen through two well researched assessments: SYMLOG and VOICES) reflect many—if not, most—of the same leadership competencies required in other sectors.