

Forum of European Heads and Deans of Dental Schools

Effective Practices in Leadership Development

34th



Zagreb, Croatia
3 September 2008

Presenter: N. Karl Haden, Ph.D.



“We should prefer the steadiest and bravest and, so far as possible, the best looking. But we shall also look not only for moral integrity and toughness, but for natural aptitude for this kind of education.... They need intellectual eagerness, and must learn easily.... They must have good memories, determination, and a fondness for hard work.





If we pick those who are sound in limb and mind and then put them through our long course of instruction and training, Justice herself can't blame us and we shall preserve the constitution of our society.”

Plato, *The Republic*, 325 BC

“In this environment of continual change and increasing demands on academics, there is a pressing need for professional support and development.”

Townsend G, Thomas R, Skillner V, Bissell V, Cohen L, et al. Leadership, governance and management in dental education – new societal challenges. *Eur J Dent Educ* 2008(12 Suppl. 1):131-148.

Objectives

1. Describe the **history** of leadership development and contemporary theories.
2. Engage in a **self-assessment** of leadership style and identify ways to improve.
3. Identify **European deans' perspectives** on competences for leading in an academic dental institution.
4. Describe the **process** for establishing leadership programs.
5. Determine **next steps** for leadership development in European dental schools.

Key Questions



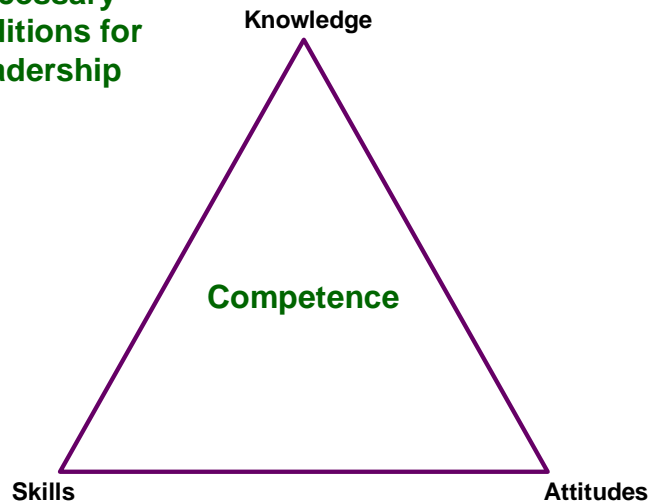
- Can leadership be taught?
- How did you learn to be a leader?
- What impact could leadership development have in dental education in Europe?

Leadership: Some Contemporary Theories

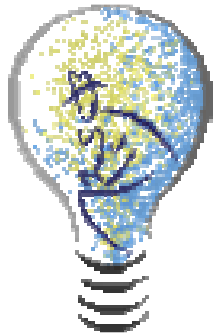
- Trait Theories
- Situational Theories
- Transactional Theories
- Transformational Theories
- Hybrid Explanations of Leadership



**Necessary
conditions for
Leadership**

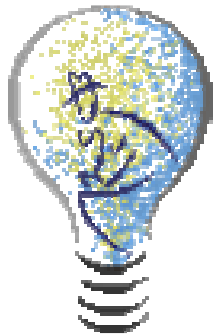


Assumptions about Leadership Development



- Leadership can be taught
- Leadership development is a continuous process
- Leadership development includes:
 - personal transformation
 - development of competences

Assumptions about Leadership Development



- building and maintaining networks
- Leadership development requires a multifaceted approach

The Leadership Challenge

Structural	Human Resource	Political	Symbolic
Set goals and policies; track and guide large complex sets of activities	Motivate, coordinate, and control a diverse group of subordinates	Allocate resources, gain support from internal and external stakeholders	Inspire, establish vision, exhibit values and purpose that give meaning to employees

Source: Bolman LG, Deal TE. *Reframing Organizations*. San Francisco: Jossey-Bass, 2003.



Frame	Effective Leadership		Ineffective Leadership	
	Leader	Process	Leader	Process
Structural	Analyst, Architect	Analysis, Design	Petty Tyrant	Management by detail and fiat
Human Resource	Catalyst, Servant	Support, Empowerment	Weakling, Pushover	Abdication
Political	Advocate, Negotiator	Advocacy, Coalition Building	Con Artist, Thug	Manipulation, fraud
Symbolic	Prophet, poet	Inspiration, purpose	Fanatic, Fool	Mirage, smoke and mirrors



Approaches to Leadership Development

Comparison	Leader	Leadership
Capital Type	Human capital (person centered; individual)	Social capital (organization centered; collective)
Leadership Model	Individual (personal power; knowledge; trustworthiness)	Relational (commitments; mutual respect; trust)
Competence Base	Intrapersonal	Interpersonal
Skills	<p>Self-awareness (emotional; self-confidence; accurate self-image)</p> <p>Self-regulation (self-control; trustworthiness; responsibility; adaptability)</p> <p>Self-motivation (initiative; commitment; optimism)</p>	<p>Social awareness (empathy; service orientation; political awareness)</p> <p>Social skills (building bonds; team orientation; change catalyst; conflict management)</p>

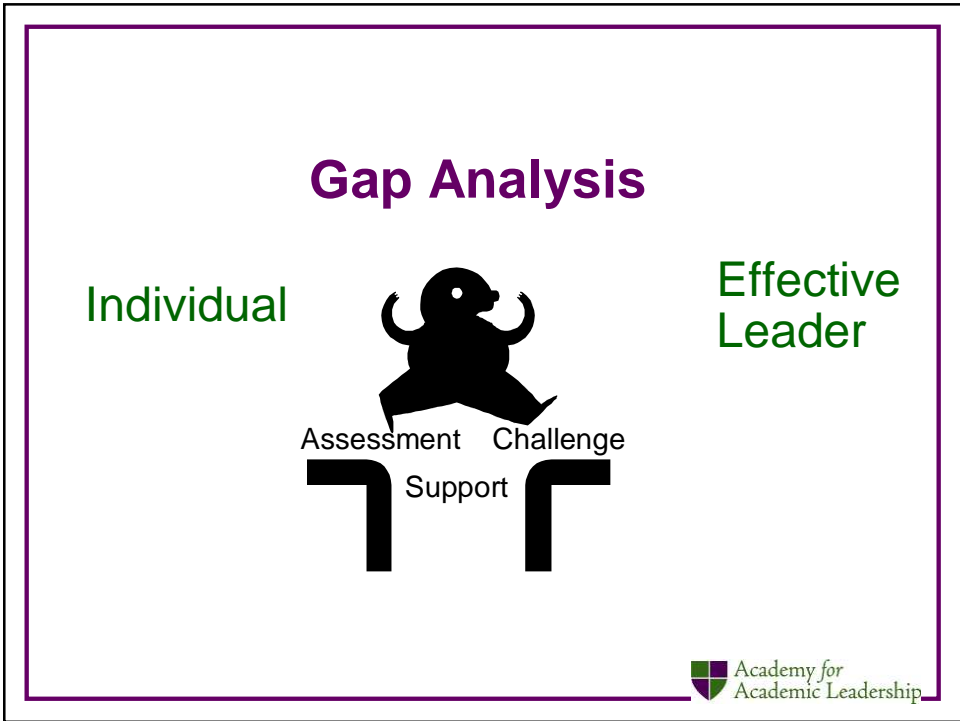
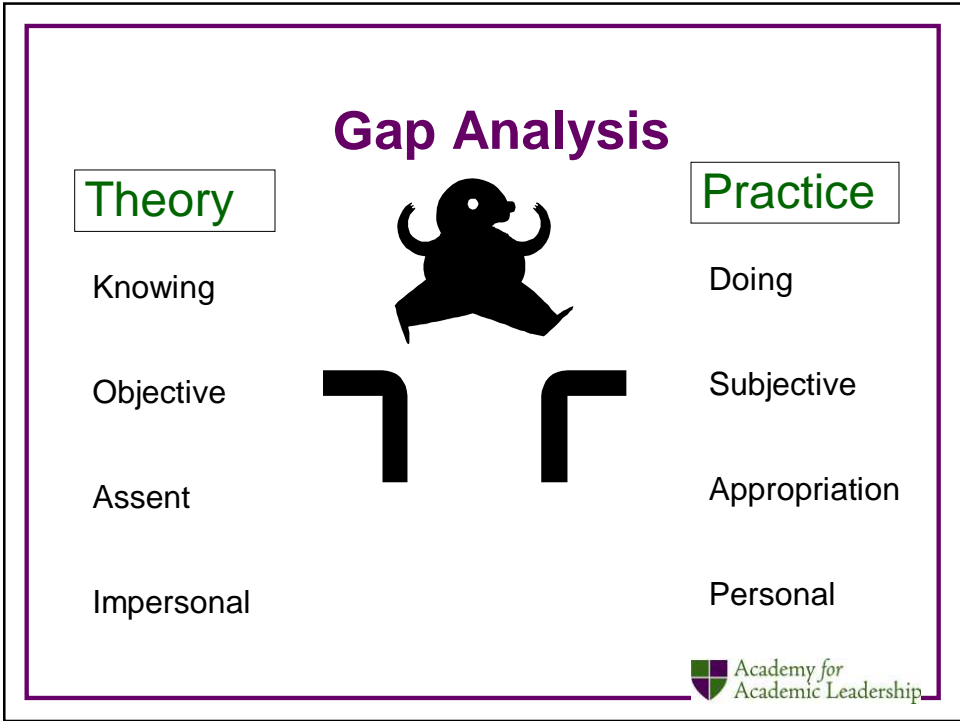
Source: Day D. Leadership Development: A Review in Context. Leadership Quarterly 11;2001:581-613.



Methods of Leadership Development

- 360 degree feedback
- Mentoring
- Coaching
- Networking
- Action learning
- Job challenge
- Succession planning





Elements of a Developmental Experience

Element	Role in Motivation	Role in Resource
Assessment	Desire to close gap between current self and ideal self	Clarity about needed changes; clues about how gap can be closed
Challenge	Need to master the challenge	Opportunity for experimentation and practice; exposure to different perspectives
Support	Confidence in ability to learn and grow; positive value placed on change	Confirmation and clarification of lessons learned

Source: Center for Creative Leadership, Greensboro, NC



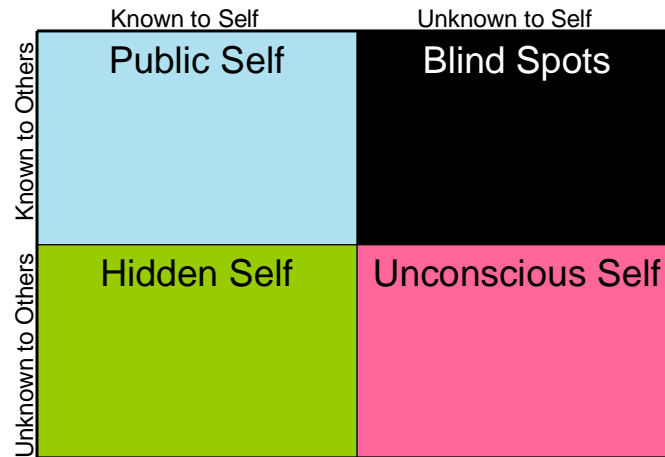
Self-Assessment Part I

Leadership Practices Inventory

Source: Kouzes JM, Posner BZ. *The Leadership Challenge*. 3rd ed. San Francisco: Jossey-Bass, 2003.



Why Feedback?



Johari's Window

LPI APPROACH TO LEADERSHIP

- Leadership is a relationship
- Leadership development is self-development
- Effective leadership can be studied, modeled, and practiced



THE LEADERSHIP PRACTICES INVENTORY (LPI)



Model the Way



Inspire a Shared Vision



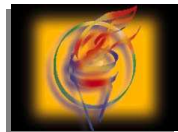
Challenge the Process



Enable Others to Act



Encourage the Heart

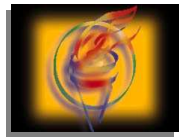


MODEL THE WAY

- Find your voice by clarifying your personal values
- Set the example by aligning actions with shared values

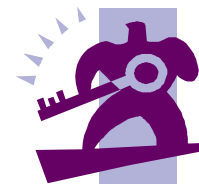
See Questions 1-6





MODEL THE WAY

Key Question: What are your values?



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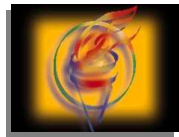
INSPIRE A SHARED VISION

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations



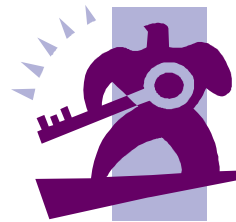
See Questions 7-12

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INSPIRE A SHARED VISION

Key Question: What is your vision?



CHALLENGE THE PROCESS

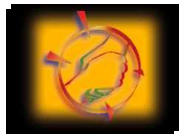
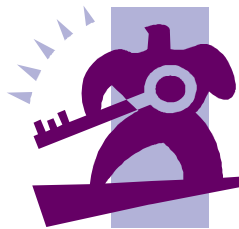
- Search for opportunities by seeking innovative ways to change, grow, and improve
- Experiment and take risks by constantly generating small wins and learning from mistakes
- Lead change

See Questions 13-18



CHALLENGE THE PROCESS

Key Question: What needs to change?



ENABLE OTHERS TO ACT



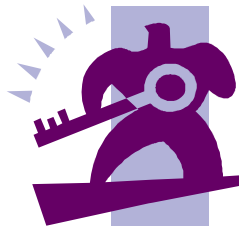
Foster collaboration by promoting cooperative goals and building trust
Strengthen others by sharing power and discretion

See Questions 19-24



ENABLE OTHERS TO ACT

Key Question: How do I help others succeed?

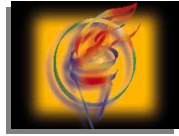


ENCOURAGE THE HEART

- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and the victories by creating a spirit of community

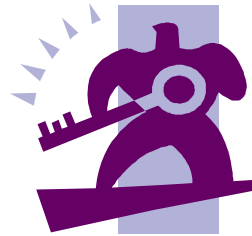


See Questions 25-30



ENCOURAGE THE HEART

Key Question: How do I recognize others' contributions?



LEADERS MAKE A DIFFERENCE

Leaders who use LPI behaviors frequently are seen as:

- More effective in meeting job-related demands
- More successful in representing departments/units to upper administration
- Creating higher-performing teams, work groups and departments

LEADERS MAKE A DIFFERENCE

- Fostering loyalty and commitment
- Increasing motivational levels and willingness to work
- Reducing absenteeism, turnover, and dropout rates
- Possessing high degrees of personal credibility

LPI Construct

- 5 Leadership Practices
- 30 behavioral statements (6 for each practice)

Leadership Practices Inventory Self-Assessment, Part II

- Of the five leadership practices, in which are you the strongest?
- Of the five leadership practices, in which practices do you need to improve?
- Of the practices to improve, select one and consider how to grow in that area.



Survey of Dental Deans and Heads in Europe

2008



Survey of European Dental Deans and Heads 2008

Total Responses	31
Countries represented	17
Serve in country of birth	29
Males	24
Females	7
Prior service as acting or interim dean	8

Survey of European Dental Deans and Heads 2008

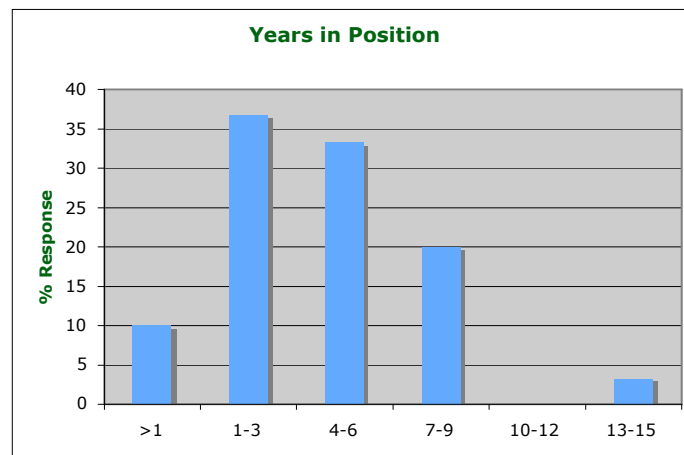
Countries of Responding Schools

United Kingdom	7	Turkey	3	Croatia	2
Finland	2	France	2	Germany	2
Norway	2	Portugal	2	Sweden	2
Czech Rep	1	Denmark	1	Estonia	1
Hungary	1	Poland	1	Romania	1
Spain	1	Switzerland	1		

Survey of European Dental Deans and Heads 2008

	<u>N</u>	<u>Range</u>	<u>Av'g ± SD</u>
Age at first appointment	29	36-65	49.5 ± 7.2
Age at response	30	42-69	57.3 ± 6.9

Survey of European Dental Deans and Heads, 2008



Survey of European Dental Deans and Heads, 2008

Degrees Held

DDS/DMD or postgraduate	38.7%
MD	12.9%
PhD	38.7%
DDS/PhD	45.2%
MD/PhD	12.9%
MS after dental graduation	45.2%
Other	16.1%

Survey of European Dental Deans and Heads, 2008

Primary Discipline

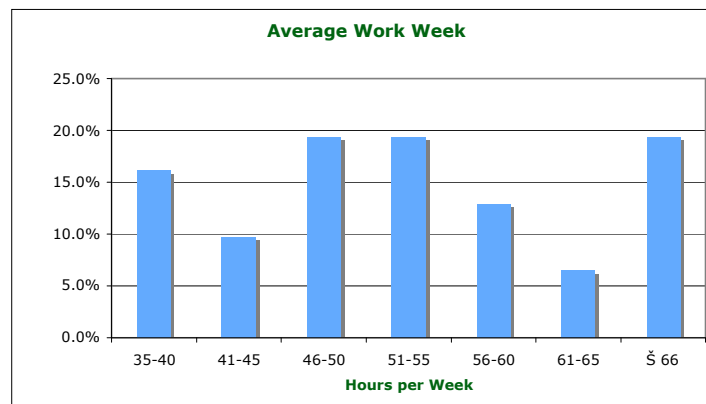
Gen/Cons/Rest Dent	9
“Other”	7
Oral & Maxillofacial Surgery	6
Periodontics	5
Endodontics	4
Pediatric Dentistry	4
Prosthodontics	4
Dental Public Health	4
Oral & Maxillofacial Pathology	2
Orthodontics	2

Survey of European Dental Deans and Heads, 2008

Academic Rank at Appointment as Dean

Professor	80.6%
Assoc Prof/Sr Lecturer	16.1%
Asst Prof/Lecturer	3.2%

Survey of European Dental Deans and Heads, 2008



Survey of European Dental Deans and Heads, 2008

Percent Time Spent

	Range	Av'g \pm SD
School Administration	10 - 70	42.4 \pm 17.5
Patient Care	0 - 50	15.3 \pm 15.0
Teaching	0 - 30	13.4 \pm 7.5
Research	0 - 40	10.7 \pm 9.8
University Service	0 - 30	9.3 \pm 8.1
Manage local health service	0 - 20	3.9 \pm 5.4
Fundraising	0 - 25	2.5 \pm 5.1
Alumni relations	0 - 25	2.0 \pm 4.7
Other	0 - 10	1.3 \pm 3.1

Survey of European Dental Deans and Heads, 2008

Job Satisfaction



Survey of European Dental Deans and Heads, 2008

Greatest Contributors to Job Satisfaction (4 points for 1st choice, 3 for 2nd, 2 for 3rd, 1 for 4th)

<u>Factor</u>	<u>Points</u>
Students	52
Academic environment	40
Teaching	37
Faculty	36
Research	36
Collaboration, other units	28
Administration	24

Survey of European Dental Deans and Heads, 2008

Factors Contributing Least to Job Satisfaction (4 points for 1st choice, 3 for 2nd, 2 for 3rd, 1 for 4th)

<u>Factor</u>	<u>Points</u>
Budget/financial management	83
Staff (not faculty)	38
Administration	34
Collaboration, other units	22
Community relations	20
Alumni relations	12

Survey of European Dental Deans and Heads, 2008

Most Important Skill for Deanship
(5 points for 1st choice, 4 for 2nd, 3 for 3rd, 2 for 4th, 1 for 5th)

<u>Factor</u>	<u>Points</u>
Communication	87
Conflict resolution	57
Finance/Budget	43
Faculty work-life	40
Curriculum	34
Public relations	33
Professional orgs	33

Survey of European Dental Deans and Heads, 2008

Aspect of Deanship Least Prepared For
(3 points for 1st choice, 2 for 2nd, 1 for third)

<u>Factor</u>	<u>Points</u>
Finance/Budget	40
Fundraising	35
University interactions	17
Personnel management (staff)	15
Technology applications	14

Survey of European Dental Deans and Heads, 2008

Single Greatest Challenge of Deanship
(in decreasing frequency of mention)

1. Communication and human relations
2. Curriculum design and management
3. Budget and finance
4. Faculty and staff recruitment

Survey of European Dental Deans and Heads, 2008

Extent of Conflict between School and University Missions

Very High or High	0%
Moderate	40.0%
Very Low or Low	46.7%
Not Applicable	13.2%

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Has Responsibility for Managing School's Finances

Yes	75.9%
No	24.1%

Survey of European Dental Deans and Heads, 2008

Greatest Challenges for Next Ten Years (3 points for 1st choice, 2 for 2nd, 1 for third)

<u>Challenge</u>	<u>Points</u>
Faculty recruitment/retention	48
Financing dental education	44
Research	25
Curriculum change	17
Collaboration, other professions	15

Survey of European Dental Deans and Heads, 2008

Second Greatest Challenge for Next Ten Years

<u>Challenge</u>	<u>% Response</u>
Faculty recruitment/retention	54.5%
Curriculum change	38.9%
Financing dental education	33.3%
Relationship with org. dentistry	33.3%

Survey of European Dental Deans and Heads, 2008

Appropriate Term for Dean?

4 to 7 years	59.4%
4 years or less	12.5%
8 to 11 years	9.4%
Other	18.8%

Survey of European Dental Deans and Heads, 2008

Participation in Leadership Development Activities

Did participate	66.7%
Did not participate	33.3%

Survey of European Dental Deans and Heads, 2008

Types of Leadership Development Activities (N = 19)

One or a few sessions on leadership	5
One or a few courses on leadership	12
Masters Degree in mangt/education	2

Survey of European Dental Deans and Heads, 2008

Is there a need for formal leadership training in
preparation for deanship? (N = 29)

Yes	82.8%
No	17.2%

Survey of European Dental Deans and Heads, 2008

Local career opportunities after deanship

Return to faculty	14
Limited to None	7
Retirement	2
Don't know	2
Clinical/Hospital	2

Survey of European Dental Deans and Heads, 2008

Advice for future deans

About one-third of the responses related to open communication, collaboration, and working with faculty and staff.

The others were different individual items.



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Survey of European Dental Deans and Heads, 2008

Summary (1)

- 31 responses from 17 countries
- 80% male, average age 57, 1/4 previously acting or interim
- 1-3 years in position (mode), 4-6 years next
- majority with more than one earned degree
- variety of dental disciplines represented
- 4/5 held rank of Professor at appointment
- average long work week (46-66 hours or more)
- 42% of time in administration, most of rest patient care, teaching, or research
- high level of job satisfaction
- greatest contributors to satisfaction: students, academic environment, teaching
- contributed least to satisfaction: finances, administration, personnel management of staff



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Survey of European Dental Deans and Heads, 2008

Summary (2)

- skills/experience most required: communication, conflict resolution, finances
- least prepared for: finances, fundraising, university administrative interactions
- greatest challenges: communication, curriculum, finances
- greatest future challenges: faculty recruitment & retention, financing, research
- conflict between school and university missions: low to mod.
- ideal term: 4-7 years (mode)
- deanship impacts personally on: teaching neutral, patient care and research slightly negative
- 2/3 had some leadership training
- 80% see need for leadership training for future deans
- after deanship: return to faculty
- advice to future deans: communicate, collaborate

If you were designing a leadership curriculum for future deans, what would you include?



A Process for Creating Leadership Programs



Six Step Process for Creating Leadership Programs

1. Diagnosis
2. Assessment
3. Program Design
4. Implementation
5. On-the-job Support
6. Evaluation of Outcomes



1. Diagnosis

- ✓ What are the drivers and rationale for creating a leadership program?
- ✓ Is there a consensus and a sense of urgency about leadership development?
- ✓ What is the purpose of leadership development?
- ✓ What resources—human and financial—are required to create the program?
- ✓ How will we define and measure success?

2. Assessment

- ✓ Who is the target audience for the development?
- ✓ What competences are needed?
- ✓ How will we conduct a needs assessment?

3. Program Design

- ✓ What topics do we need to address in the curriculum to develop the desired competences?
- ✓ What format is most appropriate? (**length, location, balance of pedagogy and resources**)
- ✓ Are there existing models from which to learn and/or with which to collaborate?
- ✓ Who will we engage as faculty?
- ✓ How will we position and promote the program?

4. Implementation

- ✓ How do we keep participants engaged in all aspects of the curriculum?
- ✓ How do we insure quality in program delivery (**both curriculum and logistics**)?
- ✓ Other than participants, who else must be involved in the leadership development experience for the participants?

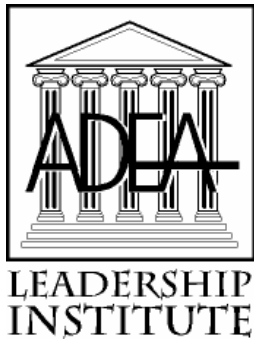
5. On-the-Job Support

- ✓ Who should serve as mentor(s)?
- ✓ What competences are needed by mentors?
- ✓ What onsite activities, projects, and challenges should complement the offsite program?
- ✓ How will we measure the success of the on-the-job support?

6. Outcomes Assessment

- ✓ What are the most important outcomes to measure (see Step 1, Diagnosis)?
- ✓ How will we measure these outcomes?
How often?
- ✓ How do we implement continuous quality improvement?
- ✓ When do we cease conducting the program?

Example of a Leadership Development Program



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ADEA Leadership Institute

- Ninth class began at the 2008 Annual Session
- Each year, up to 21 Fellows are selected
- With the Class of 2009,
 - 170 Fellows
 - 50 dental schools
 - 4 community colleges, one hospital based program, and the Navy Postgraduate Dental School



 Academy for
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Influences

- Best practices
- Deans' Profile
 - Valachovic RW, Weaver RG, Haden NK, Robertson PB. A profile of dental school deans. J Dent Educ 2000; 64:433-9.
 - Chmar JC, Weaver RG, Ranney RR, Haden NK, Valachovic RW. A profile of dental school deans, 2002. J Dent Educ, Forthcoming.



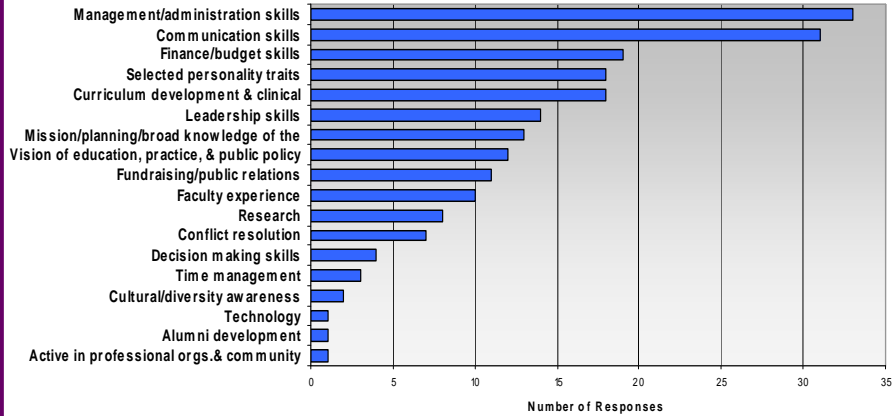
Influences

- Bass BM. Bass & Stogdill's handbook of leadership: theory, research, and managerial applications. New York: The Free Press. 1981.
- Brundo GC. Preparing to be a dean. J Dent Educ 2000; 64:430-432.
- Brundo GC, O'Brien WJ. Characteristics identified by deans as essential to success. J Dent Educ 1997; 67:484-488.
- Conger JA. Learning to lead: the art of transforming managers into leaders. San Francisco: Jossey-Bass Inc. 1992.



Essential Knowledge, Skills, and Experience for a Successful Deanship

Essential Knowledge, Skills, and Experience for a Successful Deanship

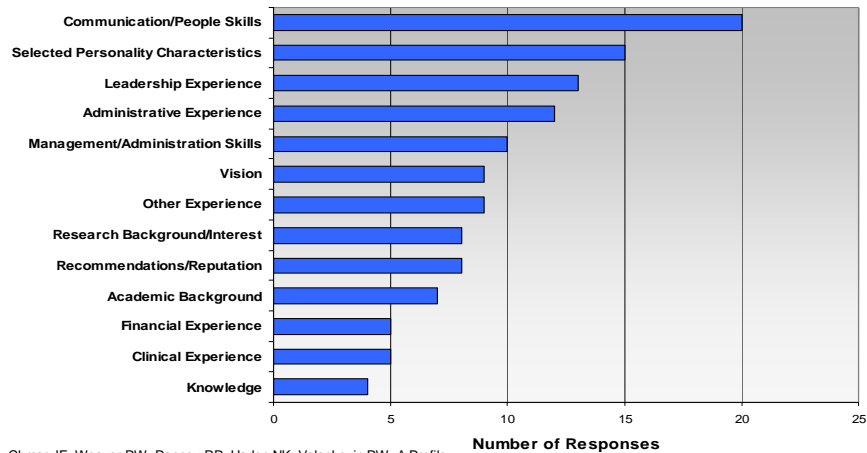


Chmar JE, Weaver RW, Ranney RR, Haden NK, Valachovic RW. A Profile of Dental School Deans, 2002. J Dent Educ, 86(4):475-487.



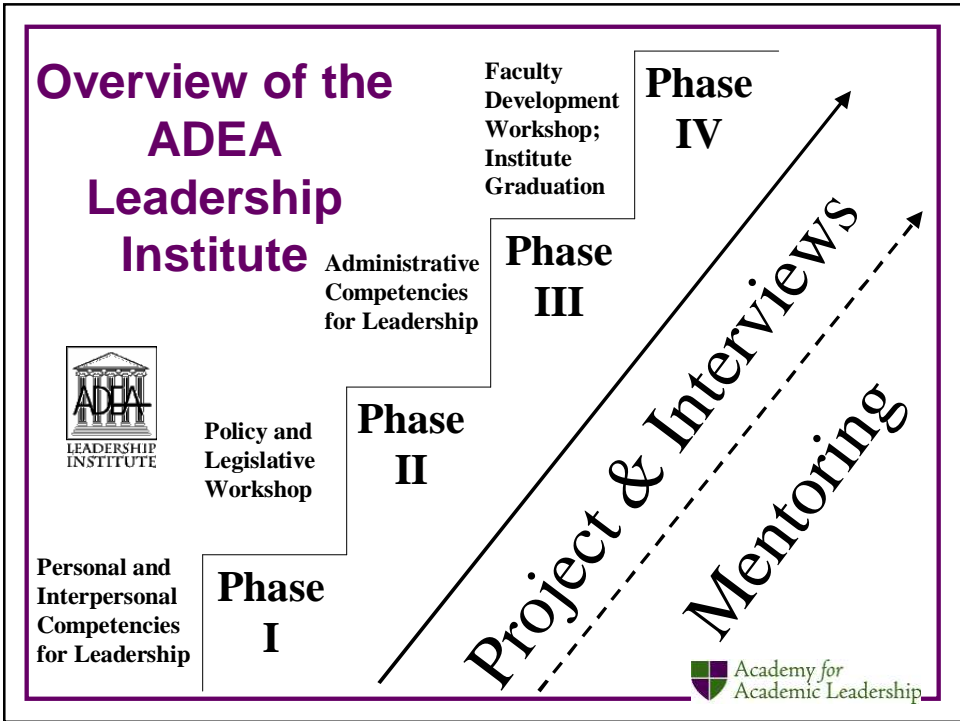
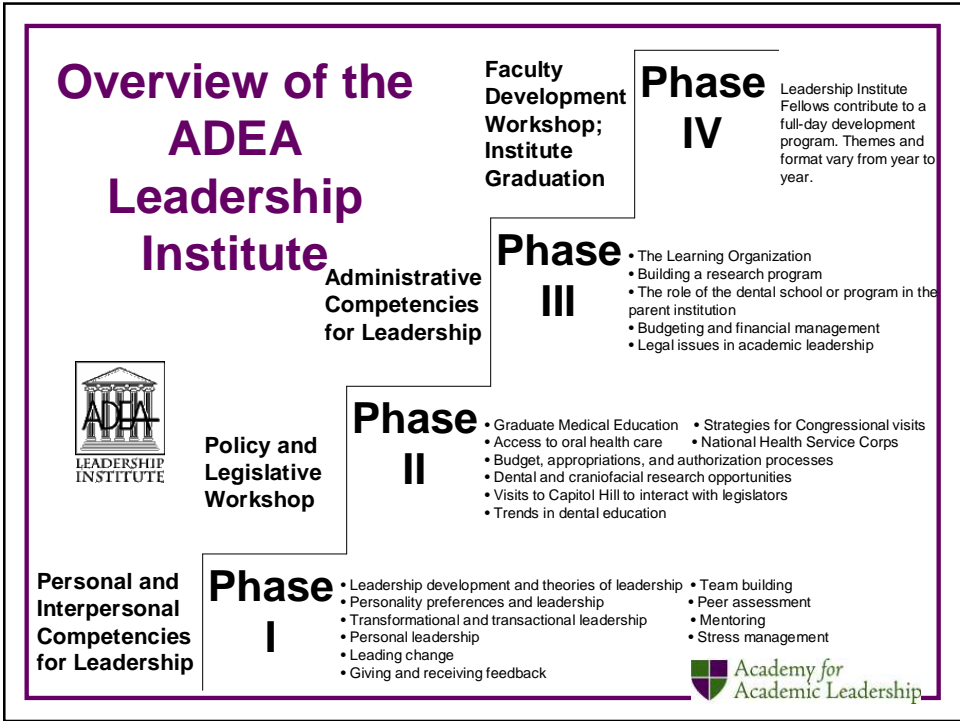
Qualifications Essential to Appointment as Dean

Qualifications Essential to Appointment as Dean



Chmar JE, Weaver RW, Ranney RR, Haden NK, Valachovic RW. A Profile of Dental School Deans, 2002. J Dent Educ, 86(4):475-487.





Leadership Interviews

Purpose: To gain a broad understanding of major issues facing the parent institution and/or oral health care from the viewpoints of various positional leaders and the impact of these issues on dental education.



Position Paper



Goals:

1. To explore a particular issue so that the Fellows acquire a thorough understanding of that issue from a broad perspective;
2. To gain a perspective of the Academic Dental Institution (ADI) in the broad context of that issue, the parent institution, and the external environment;
3. To learn to work in a team.
4. Publish a peer-reviewed paper.

Role Descriptions for Mentors, Advisors, and Peers			
CRITERIA	MENTOR	ADVISOR	PEER
Definition	Senior Colleague who serves as role model to an individual Fellow. Mentor and Fellow engage in a formal relationship. Mentor gives expert advice as the Fellow pursues professional, project, and personal goals.	Senior educator who gives a designated group of Fellows feedback on their individual professional, project, and personal goals.	A "fellow Fellow." Fellow participant who gives and receives feedback to and from other fellows, upon request, about professional, project and personal goals.
Goals & Objectives	Establish regular interaction with Fellow. To help Fellow complete the Phase II project and to reach other professional and personal development goals.	To listen to ideas. To stimulate new ways of thinking. To provide feedback on progress. To advise on projects, when requested by Fellows.	To help other Fellows by providing feedback and advice on project, professional and personal development.
Contact	Contact on a regular basis. Relationship is one-on-one. Contact should be in person when possible, but can also be maintained through telephone calls and e-mails. Occurs naturally and as a part of mutually agreed upon expectations, including planned meetings and other arrangements.	Contact occurs as scheduled within the Institute. Relationship is usually within a designated peer group, but can be one-on-one, when requested by the Fellow, through e-mail or telephone calls. Contact occurs during Phases I and II, especially during small group sessions	Contact occurs as scheduled within the Institute. Relationship is usually within a peer group, but can be on an individual basis, when requested by the Fellow or as occurs naturally. Establish foundation for long-term networking.
Life Skills & Experience	Typically has a more extensive background than the Fellow, but there should be similarities between Fellow's career goals and mentor's current position and experiences.	Involved in or previously associated in the same career area as Fellows; life stories of advisor provide inspiration and education.	Fellows have similar motivation for professional development (and career advancement)
Typical Activities	<ol style="list-style-type: none"> 1. Helps Fellow define and narrow the scope of his or her project. 2. Works with Fellow to develop a timeline and target dates for project completion. 3. Gives feedback and input into Fellow's professional development. 4. Helps Fellow network with "experts" who can offer advice on the Fellow's project. 5. If the mentor is not the dean, mentor works with Fellow to keep the dean informed about Fellow's progress. 6. Helps Fellow network with higher education and dental education colleagues for professional development. 7. Periodically assesses Fellow's progress. 	<ol style="list-style-type: none"> 1. Participates in roundtable discussions during Phase I by listening and selectively providing input into discussion. 2. Helps facilitators* with logistical matters, as requested. 3. Advises individual Fellows, when requested by the Fellows, about professional, project, and personal development. 4. Privately gives observations to facilitators about individual Fellow's participation and involvement in activities. 5. Privately gives constructive suggestions to ADEA staff regarding program changes and improvements. 	<ol style="list-style-type: none"> 1. Formally requests feedback from other Fellows about personal attitudes and behaviors. 2. Observes individual and group interaction. 3. Helps other Fellows determine how to give feedback, when requested. 4. Successfully completes all Institute requirements, including full attendance, completion of project and other assignments and tasks in a timely manner.

*Facilitators are responsible for engaging all Fellows in participatory training sessions through which Fellows learn specific aspects of leadership. Facilitators teach Fellows various principles of leadership and lead exercises to assist Fellows in the practical application of the principles for their professional, project and personal development.
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Suggestions for Deans as Mentors

- Meet with the Fellow regularly, at least once per month
- Provide appropriate release time for the project and interviews
- Provide suggestions for interviews and for the project
- Help the Fellow schedule interviews



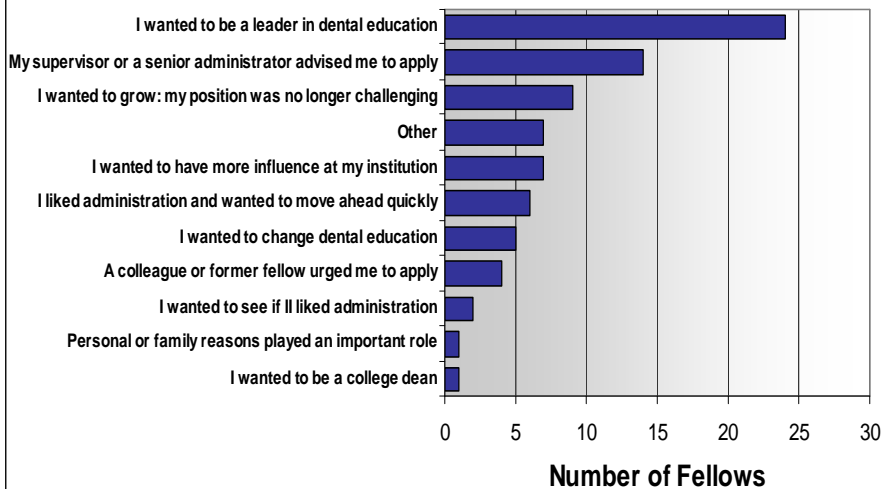
Suggestions for Deans as Mentors

- Share your professional experiences
- Develop an agenda of meetings and other events within the school and parent institution for the Fellow to attend (e.g., about strategy, operations, and other issues the Fellow would not normally experience)
- Determine and arrange for the Fellow to meet with specific individuals to broaden his or her understanding of dental education and higher education



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Primary Reason Fellows Applied 2000-2005



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2007 Global Congress Working Group 10: Elements of a Leadership Curriculum

- An understanding of what success means for the school
- Succession planning
- Organizational structure and management
- Appraisal, performance review, and evaluation
- Using and motivating teams and individuals
- Process management
- Communications
- Recruitment, retention, and development of faculty
- Governance and management systems, including those associated with the parent institution



There is “a dearth of formal induction programmes for such roles as being dean....”

Townsend G, Thomas R, Skillner V, Bissell V, Cohen L, et al.
Leadership, governance and management in dental education – new societal challenges. Eur J Dent Educ 2008(12 Suppl. 1):131-148.



Discussion: *Diagnosis*

Is there a need for formal leadership development in European Dental Schools?



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Leadership is a relationship

“When you wake up in the morning, tell yourself: The people I deal with today will be meddling, ungrateful, arrogant, dishonest, jealous, and surly. They are like this because they can’t tell good from bad. But I have recognized that the wrongdoer has a nature related to my own...”

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We were born to work together like feet, hands, and eyes, like two rows of teeth, upper and lower. To obstruct each other is unnatural. To feel anger at someone, to turn your back on him: these are obstructions.”



Marcus Aurelius,
Meditations, Book II



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