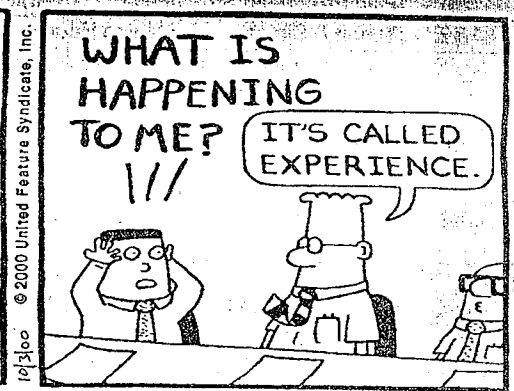
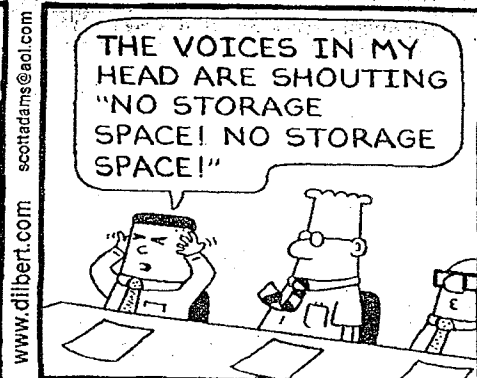


Leadership begins with self-confidence derived from personal accomplishment. Such accomplishment is not measure in administrative achievement; rather it is measured in personal growth and scholarship. Each academic leader from the senior faculty member to the chancellor must continue to mature personally and intellectually. This continuing evolution will instill the vitality required of an individual in a leadership position. Individuals involved in academic leadership, from the most seasoned veteran to the newly appointed can learn from each other. It is also important to remember that the perspective necessary for leadership is usually found outside of the position. The life beyond administrative duties is the real world.

Observations from the Edge

Observations from the Edge: where the insight is



Observations from the Edge

Observations from the Edge: where the insight is

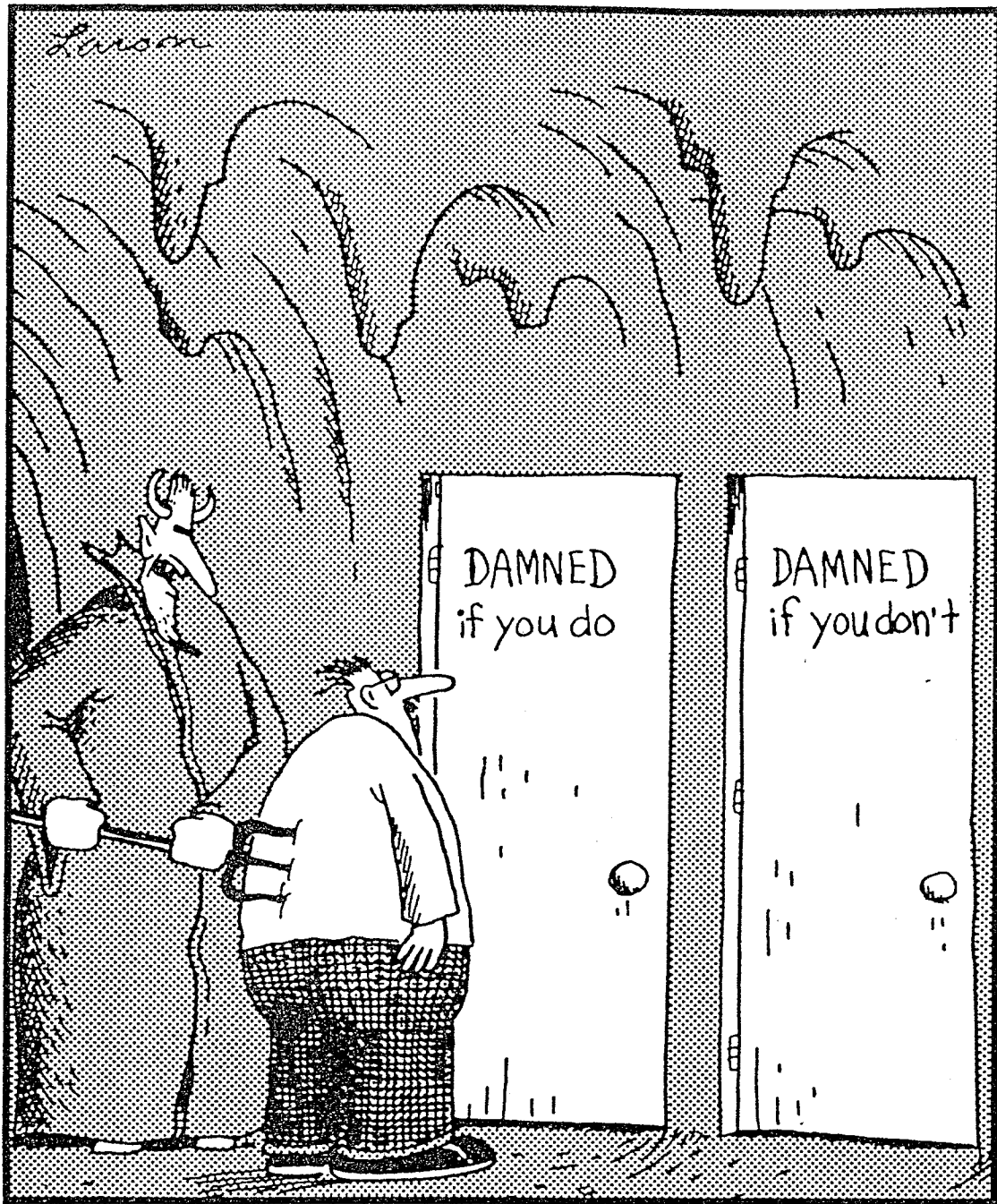
Leadership is driven by a sense of personal accomplishment largely reinforced by the joy derived from the accomplishment of others. While administrative achievements must be a hallmark of the able academic administrator these are secondary to continuing personal and professional growth. Each academic leader from the Chancellor to the senior faculty member must continue to mature personally and intellectually. It is this continuing growth that instills openness to good ideas no matter their source, and it is this vitality that inspires a life beyond administration. To remain forever young in the academic leadership positions requires a constant sense of curiosity and a venturesome spirit. It requires a balance life of teaching, service, scholarship and family. Life beyond administrative duties is the real world.

Workshop Agenda:

The Voice of Experience
Incentives for Continuing Growth
A Fresh Perspective
The Power of Ideas
The Balanced Life
Teaching
Scholarship
Service
and Family
Life Beyond Administration
Understanding Personal Aspirations

Relevant Articles:

A Perspective of Ten Years
Bob Hershberger
A Fable
Gifford Pierce
Message from an Orphanage
Mother Theresa
When Ideas lead People Follow
Sander A. Flaum
A Master Course in Leadership
Rosanne Badowski
So you want to be a Dean of a College of Design
Jerry Davis
Deanship Selection: Connections and Consequences
Mary Ann D. Sagaria
To the Young Vermouth is a State
Donald G. Smith



"C'mon, c'mon—it's either one or the other."

After ten years in academic administration. University of Arizona. Dean Bob Hershberger shares some thoughts on leadership:

1. Hiring outstanding people is everything. Take your time to get the best. It is better to be blessed with quality for a short time, than to live with mediocrity a long time. Mediocre people never leave of their own accord, and no one lures them away.
2. Careful development of curriculum and standards is essential, but unimportant if you do not have the people who are willing and able to follow through.
3. "Good is the enemy of excellence." If you strive to be a good program, you may become a "good" program. You must aim at excellence to achieve it. There is a big difference. Do not reward mediocrity - especially incompetence. It never improves performance.
4. "That you cannot find outstanding women and minorities" is a myth. I have hired five outstanding women and three outstanding minority faculty in the last seven years. It depends on the culture you create as an administrator. If you create a culture that is not supportive, these people likely will not want to work at your institution. They are out there. It is your problem if you cannot find them.
5. Try to find special ways to reward initiative. Send faculty to every conference where they will deliver a refereed paper. Try to reduce teaching loads of those who consistently write grants. Congratulate accomplishments verbally and in writing. Mention accomplishments in every venue available.
6. Do not try to do a building project using donated materials. It complicates the procurement process beyond belief and raises the cost of bids on work not donated.
7. Your return on invested time will be better if you spend it developing a few donors or foundations of considerable means to secure a few major gifts. Your time involvement goes up greatly when you approach persons of modest means to obtain many small gifts...and the total never approaches that of the major gifts.
8. The paperwork, at least at state institutions, will be overwhelming. Try to short circuit it when you can. And avoid being a source of it for faculty and staff. They have more important things to do.
9. Choose your battles carefully. It is easy to lose friends, but difficult to lose enemies. If your enemies are bureaucrats, they can find an infinite number of ways to make it difficult for you to accomplish your objectives. If they are friends they can find an equal number of ways to help you. It is best to treat everyone with respect, even when they do not seem to deserve it. Who knows, they might even be right.

10. Do not take yourself too seriously. If you lose your cool, the battle is also lost, if not the war. After all, the place could run without you.
11. My biggest mistake was becoming a dean just as the bottom was falling out of the financing of higher education. It forced some short term decisions that were not in the long term best interest of the college.
12. My biggest triumph was improving the financial position of the college while the university budget was diminishing. I reduced the size of the student body by one-third and increased the state budget at the same time. This improved the quality of the students and increased the productivity of most of the faculty. I also used development to increase private support substantially to provide a margin of discretionary dollars for initiatives holding promise for return on investment.
13. My most creative initiative was the institution of a distinguished visiting alumni lecturer and short-term studio instruction program. We now have outstanding alumni from all over the world who return to the college to volunteer for two to four week time periods as design studio instructors. The stimulation to faculty and students has been enormous. It also provides the students with excellent role models and networking potential as they begin their careers.
14. Negotiate everything you will need to be happy and successful with your job before accepting the administrative position. Get everything agreed to in writing by the highest officer in the university. Do not forget your spouse. He or she will need a position, preferably at the university, one where the spouse will have time, or can take time, to support you, or at least be with you, on the many important social occasions required for you to be successful. When it comes to your salary or the college budget, the only time you will make major gains is during the initial negotiations. After that your superiors will be providing major gains to the incoming administrators ...not to you or your college. Furthermore, what little gains are made later come to the successful, not to the unsuccessful. Accomplishment is rewarded. Failure is punished by withdrawal of support...all kinds.
15. If you are still enjoying your job after six or seven years, get out before you forget how to do something that is really rewarding.

Children of my generation were taught to carry handkerchiefs. Many of us still carry handkerchiefs because they splendidly fulfill their fundamental use. Handkerchiefs are also handy for catching drafting pen leaks or stopping spilled coffee before it spreads to a drawing. The absence of handkerchiefs among the current generation of architecture students brought Harvey, our custodian, to my office in an emotional state.

At our university, the architecture department assignment is at the bottom of the custodial ladder. Custodians know that our students spend long hours in the studios and produce great amounts of trash. Periodically they spend nights without sleep creating piles of rubble unknown in other disciplines. Because Harvey had no custodial ambitions and because he had the patience to retrieve from the floor the scraps of paper scribbled with the essence of an important idea, I was anxious to restore Harvey's usual good spirits.

I'd noticed that the bathroom had been shut down several times lately. Harvey told me that the shut downs were occurring daily and had him at his wit's end. Students, he said, would reach into the toilet stall for nose blowing tissue and deposit the tissue in the urinal as they left. Eventually the urinal would overflow and Harvey would be forced to shut the door and mop. He asked me to solve this worrisome problem.

A faculty meeting or a letter about nose blowing behavior would only add to mounting evidence of the chair's eccentricities.. I didn't want to be remembered as the chair who worried about nose blowing and urinals so I tried an unusual tactic.

I typed an official memo on university stationery to be placed over the urinals. In officious language, it explained that a hidden camera had been installed above the urinals to record all behavior below. The next time a flood occurred, films would be reviewed and the culprit would be prosecuted to the full extent of the law.

Amazingly, no new floods occurred. I never had to confess that there were really no cameras in the ceiling. Harvey hung up his mop and the architecture department returned to its usual state of disorder.

Gifford Pierce
University of Idaho

Message from an Orphanage

People are often unreasonable, illogical and self-centered;

Forgive them anyway.

If you are kind, people may accuse you of selfish, ulterior motives;

Be kind anyway.

If you are successful, you will win some false friends and some true enemies;

Succeed anyway.

If you are honest and frank, people may cheat you;

Be honest and frank anyway.

What you spend years building, someone could destroy overnight;

Build anyway.

If you find serenity and happiness, they may be jealous;

Be happy anyway.

The good you do today, people will often forget tomorrow;

Do good anyway.

Give the world the best you have, and it may never be enough;

Give the world the best you've got anyway.

You see, in the final analysis,

it is between you and God:

It was never between you and them anyway.

From above the desk of Mother Teresa in Calcutta

So You Want to be Dean of a College

I make the following comments and observations after serving on several search committees and interviewing several dozen candidates. I've also dealt with the other end of the process. I've applied and interviewed for several positions.

Give a great deal of thought to the position and process. What does the committee want to see in my application? Follow the "rules" exactly as spelled out in the announcement. If you don't understand something, call and ask. Call and ask anyway, but only twice at the most.

Think carefully about the committee and what they would want to see as references. Men AND women. Faculty AND administrators. Don't send more than the required letters, unless you are unsure if one letter will make the deadline. Don't send reprints unless requested. Have the letter writers address, specifically, the "questions" in the announcement. Find out what kind of people are on the committee, and if possible, who.

Stress your good teaching and scholarly activity. Show continued interest in these areas. We don't want administrators that cannot or could not teach or could not do professional activities. We also want administrators with some background in administration. Usually a department chair is not enough experience.

If you make the interview step:

Know all you can about the campus, committee, position. Ask all you can about the campus, committee, position. Find out if the campus is strong in shared governance.

Be ready for:

Why do you want this position?

Why do you want to change positions?

What has given you the most satisfaction as a faculty member? researcher? administrator?

Do you want to continue to teach once in awhile?

Will you continue to do scholarly activities?

How can you do all these things?

What are your attitudes about affirmative action?

How long should a department chair serve?

How long should you be dean of this college?

How much would you like to be involved in hiring, promotion, retention?

Be ready to ask the committee members:

What do you like about your college?

What needs to be changed?

How could a new dean help you?

Why isn't the past dean here any longer?

Was s/he here "too long?"

What kinds of problems have you approached the past dean about?
How much should the dean have to say about hiring, retention, promotion?
Why did you accept this position as a faculty member?

Finally:

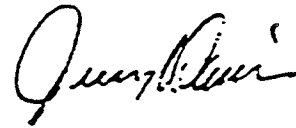
Don't "run" the interview.

Spend several minutes getting to know committee names and areas.

Keep answers reasonably short.

Ask about process, timing, who makes the final selection (maybe before, on the phone).

Be yourself. Be an ideal faculty member.



Jerry Davis
UW-Lacrosse

DEANSHIP SELECTION: CONNECTIONS AND CONSEQUENCES

Mary Ann D. Sagaria
Department of Educational Policy & Leadership
Ohio State University

One of the most critical decisions to be made by colleges and universities is that related to the selection of academic leaders, especially deans. Major consequences result from searching for and hiring deans, because these individuals represent both scholarly and administrative qualities that affect the institution as well as the unit which they administer. The purpose of this study was to identify patterns in the current approaches to the search and selection procedures for deanships of professional schools with graduate and undergraduate programs in research and doctoral granting universities.

Despite the institutional importance attached to the selection of deans and the individual career salience associated with being chosen for a deanship, the topic of academic administrator searches has only recently received serious scholarly attention. Much of the literature regarding the selection of academic administrators has consisted of descriptive accounts of search processes (Kelly, 1977; Sommerfield and Nagely, 1974; Stauffer, 1976). These writings emerged in the wake of the institutionalization of search committees and governmental affirmative action requirements. More recent scholarship contributed to an understanding of administrative searches from multiple perspectives. Studies systematically described the search process from the vantage points of members of search committees, chairs of search committees, and successful candidates. Lutz (1979), using

mail survey, studied 32 colleges that had selected new deans for liberal arts, business administration, and nursing, and found that candidates learned about the job opening from a variety of sources such as the Chronicle of Higher Education, someone within the institution or someone outside the institution. His findings also suggested that the "old boy" system was widely used. Reid and Rogers (1981) adapted the methodology of the Lutz research to study the hiring practices for vice presidents and provosts at 45 four-year colleges and universities. They found that "search committees operate with hidden agendas and that successful candidates are wise enough to discover the committee's real concerns" (p.5). Further, they claimed that the search process for selecting chief academic officers operates openly for white males aged 40 to 60 and is basically the same across all sizes and types of institutions. Moreover, they suggested that candidates for chief academic officer positions are much more likely to be nominated and to report receiving more information during the process than deans.

Research such as that conducted by Lutz (1979) and Reid and Rogers (1981) contributes important insights regarding the hiring of senior administrators. Concomitantly, it raises important questions about the extent to which candidates to key leadership positions, such as deans, have similar access to information regarding the search process and comparable opportunity to influence the outcome of the search. Moreover, knowledge about recently appointed deans and the conditions under which they are hired should be considered in conjunction with information about adjustment to the new position. This is necessary to begin to understand how the selection

process and exchange of information between the candidate and hiring institution prepare the successful candidate for a new job.

Selection as a portal to the deanship

The literature concerning the role of the deanship has emphasized that the position is central to the decision-making and work of an institution (Morris, 1981). Much of the writing has focused primarily on a particular type of deanship such as the education dean or arts and sciences dean. A smaller amount has focused on the role and functions of the position (Gould, 1964; Morris, 1981), and demographics of the deans (Higgins, 1947; Gould, 1964). Empirical studies exploring specific aspects of hiring and entry into the deanship are few in number (Lutz, 1979). Yet there should be serious concern about search and selection processes in higher education because current organizational staffing practices and career experiences of many newly appointed deans do not adequately prepare their entry into the deanship, a major administrative post.

Few deans have significant administrative experience or the opportunity to perform in a major administrative leadership role prior to assuming a deanship. In fact, after studying career histories of 653 academic deans Moore, Salimbene, Harlier, and Bragg (1983) found the most common career path was devoid of previous administrative appointments. Using variations of the career trajectory model, they found the largest percentage of deans, 34 percent, entered the deanship directly from a faculty position without a previous administrative position. The next largest group, 29 percent, entered the deanship as a department chairperson,

after serving as a faculty member. Therefore, many new deans enter competition for the deanship and eventually the position with unproven administrative skills or limited knowledge about the position.

The lack of demonstrated administrative experiences of newly hired deans underscore the critical role of the search and selection process for the deanship. Hiring officials in colleges and universities, unlike those in other corporate organizations, do not have long periods to observe and exchange information with candidates for leadership positions. Consequently, the recruiting and hiring activities become the principal mechanisms for reducing the risks of selection and easing the transition for leadership succession. For example, managers in the corporate sector tend to build their career in one business. Firms are heavily dependent upon spotting and encouraging executive development during the early career stages and then providing promising future executives with both management training and intimate contact with corporate leaders over extended time periods. Through such a process both the manager and corporation are well aware of each other's complexities, resources, limitations and expectations. Therefore, the corporate executive selection process which spans many years reduces the uncertainty associated with the hiring and entry of newcomers into the leadership circles.

However, such cases are rare in academe. Many newly appointed deans lack administrative experience or substantial contact with key administrators and are hired into a deanship from outside an institution. Consequently, the formalized search and selection processes immediately preceding the appointment to a deanship is especially critical. It is

essential to both the hiring organization and the candidate for securing and disseminating information as well as for quickly coming to know each other.

The salience of selection and entrance into a deanship is further illuminated when the career experiences of academic deans are considered within the context of the literature on work transitions. Research on a newcomer's entry consistently emphasizes the crucial role an individual's experience during the pre-entry and start-up period in a job plays in shaping his or her long term orientation and performance (Brim, 1966; Van Maanen, 1976). For example, a new dean hired from a faculty position outside of the organization is likely to depend heavily upon information gathered during the selection process to inform his or her view of the values, abilities, expected behaviors, and social knowledge for both assuming a new role and for participating as a newcomer in an organization. Furthermore, it is the contention of this researcher that the critical nature of breaking in to a new position is further exacerbated with the case of the deanship. Newly appointed deans often lack academic administrative experience in the hiring university or sustained related training. Thus, they must cope with considerable differences between anticipations and experiences in the start-up time (Louis, 1980) when they are learning new roles and establishing themselves as leaders.

METHOD

Sampling

The study was conducted to gain insights about the ways in which individuals became deans of professional schools with graduate and

undergraduate programs in research and doctoral granting universities. This class of deans was chosen for study because their highly complex, boundary-spanning roles are crucial to the well-being of the university. For these deans, communication within the institution — with individuals in other principally academic programs and graduate or undergraduate programs — is important for curricular and financial purposes. Concomitantly, linkages between the institution and the multiple constituencies in the environment — regarding such matters as licensing, research, service, and financial support — are the responsibility of these deans. Therefore, the selection of individuals for these deanships was thought to have highly significant consequences for universities as well as to be indicative of possible historical changes in the process of selecting deans.

Also, work by Corson (1968) regarding types of deans indicates the appropriateness of grouping deans on the basis of characteristics of faculty members, curricula, and administrative responsibilities of the deans' unit.

The professional schools in this study include:

agriculture	natural resources
architecture	nursing
engineering	physical education
forestry	public health
home economics	social work
journalism	technology

Further, the diverse disciplinary and professional groups associated with each professional school function as academic subsystems of a larger national higher education system. These subsystems generate work-relate

and social communication which form intracollege and interuniversity networks. These networks, in turn, function as conduits through which information can be transferred between hiring institutions and potential job candidates.

The sampling frame included those deans appointed to their present positions during 1982-1983. This group of new deans was thought to have the most accurate recall of individual candidate's perceptions of the hiring process and a vivid account of their experiences upon entering the deanship because they were the most recently hired deans. Currency was important because of the detailed nature of the interview questions. The sampling strategy also eliminated variations caused by trends over a long time-span. In addition, the new group of deans was thought to be the best predictor of those individuals who will become deans in the near future.

The sampling methodology consisted of examining two consecutive editions (1982 and 1983) of the Higher Education Publications Directory and selecting a sample of individuals listed as having one of the 12 designated deanships in the 1983 edition but not in the 1982 edition. The target population yielded 135 newcomer deans of professional schools housed in research and doctorate granting universities, as classified by the Carnegie Classification scheme (1976).

Instrumentation

A semi-structured telephone survey of 56 items was developed and pretested during February and March of 1984, with a sample of deans similar to those selected to participate in the major study. The interview guide was formulated to obtain both objective and subjective data. The objective data

included demographic variables such as educational and professional background. The subjective data included perceptions about the deanship search process, entry into the new job, and managerial skill needs. Career history data concerning full-time employment and formal education were also collected from the respondents' vita.

The telephone interview was chosen for its capabilities for collecting the kind of data necessary to address the research objectives. The telephone interview combines the advantages over the mail survey of high response rates and the capacity for clarifying ambiguous answers and probing for added detail. It also enabled the research to tailor questions on the basis of selected criteria such as whether a person assumed a deanship from within or outside an institution. Moreover, the lack of face to face exposure in a telephone interview is effective for reducing the probability of the respondent answering in a manner he or she thinks is socially desirable. The telephone interview is less expensive than the face to face interview and can be implemented in a relatively short period of time (Dillman, 1978).

Data Collection and Analysis

Data were collected in two phases. During the first phase (February 1984), letters were sent to the sample of new deans asking them to participate in telephone interviews concerning their appointment to a deanship, their position, and the managerial skills they brought to the job. The deans were asked to return a copy of their vita and a form indicating the times when they could be interviewed. A follow-up postcard confirming the scheduled time of the interview was then sent to.

respondents. Follow-up phone calls were also made to persons who did not respond to the first mailing. Ninety-nine deans agreed to participate. Another ten persons in the sample were no longer holding a deanship or had never held one, and two persons sampled were inaccessible during the project period. During March and April hour long telephone interviews were conducted with 99 deans to yield a participation rate of 78.5 percent. Nine completed interviews were excluded from the data analysis because the respondents had held their positions for longer than one year. Data were coded, key punched and analyzed using the Statistical Package for the Social Sciences (SPSS) at The Ohio State University. Descriptive statistics were used to identify patterns in the data.

FINDINGS

The results reported here are derived from the closed-ended interview questions and examinations of the deans' vita. Therefore, they offer a statistical skeleton of the new deans as well as their hiring experiences. At a later date the data will be embellished with subsequent analyses, including detailed analyses of open-ended responses derived from many hours of interviewing. This will create a more vivid profile of the new leadership cadre, the process through which they were selected, and related adaptations.

Personal and Professional Characteristics

In order to understand the experiences new deans have with the job search and entering into the decanal role, one must first understand who they are. The following section highlights key information concerning personal and professional characteristics.

Age

The respondents ranged in age from 37 to 66. The median age was 49 and the largest percentage (42.4 or $n = 39$) of the deans were between 45 and 51 years of age.

Gender and Race

Men account for 86.7 percent (78) of the deans and women 13.3 percent (12). The position most often held by a female is dean of the College of Nursing (5). Other women hold deanships in colleges of Home Economics, Social Work, Physical Education, Education, and Technology. The vast majority of academic deans are Caucasian, 93.3 percent (84), 2.2 percent (2) reported their racial group as Black and another 4.4 percent (4) indicated they were Oriental or a member of another racial or ethnic group. The sample contained no Hispanic or Native American deans. In order to assure anonymity for the few minority deans, their positions are not identified.

Marital Status

A total of 91.1 percent (82) of the respondents are married. Another 5.0 percent (5) are single and 3.3 percent are separated or divorced. Among the women 66.7 percent are married compared to 94.9 percent of the men.

Types of Deanships

The deans lead 16 different types of professional schools. The largest percentages of deans were in Colleges of Business (21.4 percent and $n = 15$) and Colleges of Education (17.8 percent and $n = 16$). These were followed by Deans of Colleges of Engineering (13.3 percent and $n = 12$) and Deans of Colleges of Agriculture and Deans of Nursing (5.6 percent or $n = 5$ respectively).

Nature of the appointment

The nature of the appointment has a bearing on the hiring and entry processes, thus, respondents were asked whether they were appointed as an acting dean or whether they held a permanent position. Of the total, 77.7 percent (70) held permanent positions and 22.3 percent (20) were appointed acting deans. The distribution of acting and permanent deans by field varies greatly. As Table 1 reports the deanship with the largest percentage of acting appointments is Education with 37.5 percent. This is followed by Business and Social Work with 25 percent each.

The hiring processes, terms and conditions of the position are different for acting and permanent appointments, therefore, data analyses reported here generally were restricted to the 70 deans with regular (permanent) appointments. The data on the acting deans will be analyzed and reported in a later paper.

Hiring and Entry Processes

Numerous writers (Louis, 1980; Wanous, 1976) point to the importance of the search process as the portal to a position and as a prime influence regarding one's expectations about the position requirements and responsibilities. The hiring process is also important to understand dissemination and gathering of information for the hiring organization and job candidate. The following findings pertain to the 70 deans with regular (permanent) appointments.

How deans became candidates for their positions

The majority of deans, 61.4 percent, became candidates for permanent appointments to the deanship, through the efforts of another person, either

by nomination or by invitation or without a search. The data indicate 32.8 percent (23) were nominated for their positions. The nomination process differs on the basis of whether a candidate was at the time of the search process employed by the institution where he or she took a deanship. Individuals advancing to their present position from the university where they were already employed were nominated by persons within their institution while those coming to their present position from another university were most likely to be nominated from outside the hiring university. Another common method of candidacy for a deanship is to be invited by the search committee. Of the respondents, 18.6 percent (13) became a candidate by invitation. An additional 10 percent (7) were appointed to a deanship or moved directly from an acting position without undergoing a job search. A few, 8.6 percent (6) of the respondents became candidates through other means, such as being asked to apply by the chief academic officer. Interestingly, the vast majority of those invited to apply were outside of their present institution (84.6 percent of 11). Lastly, 30 percent (21) of the new deans applied directly for the position.

How deans become aware of the vacancies for their positions

Most new deans became aware of the vacancy for their positions by personal contact. Some 45.7 percent deans (32) learned of their present job by personal contact with someone other than a member of the search committee, such as the chief academic officer or an influential alumnus. Another 24.3 percent (17) were informed about the job by a member of the search committee. Yet another 25.7 percent (18) of the respondents became aware of their present position through an advertisement in a newspaper,

magazine or journal, usually the Chronicle of Higher Education. Some 2.9 percent (2) deans became aware of the vacancy for their present position through the hiring institution's job notice and one learned about the job opening by another means.

How actively did deans seek their positions?

When asked how actively the new deans sought out their appointment, very few respondents, 14.3 percent (10), reported they actively sought the position by trying to influence the decision in their favor. Another 40 percent (28) reported they somewhat actively sought their appointment. Often this was done by researching the position and organization or attempting to promote themselves during the search process. The largest percentage of deans, 45.7 percent (32), reported they did not seek their position at all. These respondents indicated the position came their way or they were recruited for the job.

The kinds of job changes deans made

When asked to describe their recent job change the vast majority, 71.4 percent (40), considered their change vertical. Judging from their previously held positions, such as department chairperson, faculty member, and assistant dean, the description of a vertical move suggests an advancement. Another 16.9 percent (12) considered their move horizontal. Lastly, 11.5 percent (6) rated their move as another type of job change, such as moving from a governmental agency.

Important criteria for being selected a dean

Respondents were asked to evaluate the most important factors that determined their selection for the decanal role. The criteria and ratings

presented in Table 2 indicate that all 10 criteria were important requirements for becoming the successful candidate; however, some were more important than others. Ninety percent (63) of the respondents perceived leadership skills of high importance, and 80 percent (56) of the deans rated communication skills of high importance. These were followed by faculty relations skills with a high importance rating from 77.1 percent (54); decision-making skills, 74.3 percent (52); sensitivity to faculty needs, 74.3 percent (52); human relations skills, 67.1 percent (47); vision for education, 65.7 percent (46); planning and budgeting skills, 44.3 percent (31). These were followed by reputation as a scholar rated highly important by 42.9 percent (30) of the respondents and fund raising abilities rated highly important by 31.4 percent (22).

Why the deans accepted their present positions

To determine why deans accepted their present positions, respondents were asked to rate factors that influenced their decisions. As Table 3 indicates, no single item emerged as highly important. Instead several items were moderately important. Three considerations were of medium importance: the duties and responsibilities of the position, the competence and congeniality of their colleagues, and the feeling that they were ready for a change. Six items were of low importance: better institutional reputation, increased personal status and prestige, potential for advancement, salary, geographic location and others. Two items, retirement and benefit plans, and prerequisites were reported to be of no importance.

Negotiating conditions for the deanship

The individual with whom a dean negotiates is an individual who possesses the authority to settle the conditions of appointment. Since

most deans have extensive interaction with members of a search committee during the hiring process, deans were asked with whom they negotiated. Information about the individual negotiation of the appointment also indicated the degree of involvement of university leaders in attracting a candidate to the deanship. Deans were most likely to negotiate with the chief academic officer (61.4 percent or 43) or the president (28.6 percent or 20). The other 10 percent of the respondents (7) tended to negotiate with governing board members. The vast majority of the deans (81.4 percent or 57) negotiated with the individual to whom they report suggesting that most bargaining issues were within the purview of the authority and responsibility of the dean's superordinate.

As a method of determining to what extent new deans are able to shape their positions, respondents were asked to what degree they negotiated the conditions of their appointments. Thirty percent (21) indicated they negotiated their appointment conditions very much. For example, one dean indicated he was the unanimous choice of the faculty. He viewed the deanship as a service he was called to perform rather than a position that he sought. Therefore, to accomplish his goals of enhancing the quality of the faculty and developing rapport with the faculty, he bargained for increased faculty support as a condition of his appointment. He also successfully negotiated the addition of an endowed faculty chair for the college. However, the largest percentage of the new deans (47 percent or 33) reported that they negotiated the conditions of their appointment somewhat. The other 22.9 percent (16) indicated they negotiated very little. Several deans at public institutions indicated the conditions of

their appointment were set by state regulations, and one respondent stated that although he negotiated, it had minimal impact on the conditions of his job appointment. He noted "I asked for a car but instead I was given a reserved parking space."

How accurate was the information the dean received during the search process?

A person's expectations of jobs prior to entering organizations are significantly inflated as a result of organizational recruiting practices (Louis, 1980). However, factual information, rather than idealized information describing the position and the organization increases realistic expectations (Wanous, 1976). To ascertain the accuracy of the information communicated during the search process, new deans were asked to compare the information they received prior to their appointments with the information they gathered from their experiences on the job. The majority (55.7 percent or 39) thought the information was highly accurate. Another 35.7 percent (25) found the information accurate or somewhat accurate and 8.6 percent (6) reported the information was fairly inaccurate or very inaccurate. These findings suggest that the persons communicating with the successful dean candidates are conveying realistic information about the deanship and host organization.

SUMMARY AND DISCUSSION

This study has focused upon recently appointed dean's perceptions about how universities approach the search process for the deanship. This study contributes to our knowledge of deans in general, and the new cadre of academic leaders

particular. Thus, in the absence of planned channelling of job information and human talent over many years, which is characteristic of many non-higher education organizations, this research is an effort to make sense of the access and transition processes into the deanship, the principal academic leadership position.

Personal and professional characteristics

An examination of the personal and professional characteristics of the 90 newly appointed deans suggests several conclusions. The new cadre of academic deans is remarkably similar to its predecessors and colleagues who are faculty members. Most are white men in their mid-forties to mid-fifties and are married.

Heterogeneity is reflected in extremely few cases. A handful of men in their thirties and sixties have been selected to head professional schools as have a few women and minority men. However, opportunities for women are generally limited to the traditionally female dominated fields and extremely few minority men, less than 5 percent of the sample, have found portals into the deanship.

Characteristics of the recent deanship appointments

The deans surveyed hold appointments in sixteen undergraduate/graduate professional schools but the majority of the new deans (52.2 percent) are concentrated in the Colleges of Business, Education, and Engineering which are likely to be found at most universities. It would be informative to know whether the large representation among these three professional areas can be attributed to a higher turnover rate among deans of these particular colleges than among deans of other professional schools.

The sizable number of acting deans indicates that the deanship is a transitory position on many campuses. With slightly less than a quarter (23.3 percent) of the sample holding acting appointments for one year of less or until a permanent appointment is made, many professional schools are experiencing high turnover at the top. Moreover, the uncertain nature of the appointment may indicate that the leadership of the unit is in a holding pattern from which few governance and policy changes would be expected. Alternatively, the acting deanship appointment offers an opportunity for the organization and appointee to gather information and scrutinize each other prior to making a commitment. Thus, the acting deanship can be viewed as an in-house intensive management training program centered upon on-the-job experience. Such a thesis is substantiated by the finding that of the 24 insider deans to accept permanent appointments, 25 percent (6) had an acting appointment immediately preceding their current position. Deans coming to permanent positions from outside, however, were much less likely to have moved from an acting appointment (4.0 percent or $n = 2$).

Especially noteworthy is the finding that these new deans exhibited a job change pattern different from other groups of senior academic administrators recently studied (Moore 1982; Moore and Sagaria, 1981). Contrary to previously identified patterns, members of the present cohort of deans with permanent appointments were likely to come from other institutions (65.7 percent or 46). One explanation may be a need for an external infusion of vitality to stimulate a stationary faculty which would

appear to be corroborated by the three issues the new deans perceive to be most important for them to address in their work: faculty morale, faculty productivity, and faculty development (data not presented here).

Hiring and entry

Personal connections are a significant aspect of the job search and hiring process. The majority (62.5 percent) of the new deans entered the candidate pool for their present position through nominations by colleagues within and outside of the employing institution and by invitation for applications from search committees. Similarly, the vast majority (71.0 percent) of the new deans first learned about the vacancy for their positions through personal networks such as communication with a member of the search committee. The salience of personal contacts suggests that the structure and dynamics of one's network has a major impact upon how a candidate is presented to the search committee and how job information is communicated to a candidate. Some candidates enter the job search process with an identification attached to a particular individual or under someone's sponsorship. However, depending on the reputation of the nominator, this may send a powerful message about a candidate's sphere of influence or pedigree.

Moreover, because personal communication about a position generally conveys more information than a written job announcement, individuals entering the selection process by invitation or in communication with someone familiar with the position and the affiliate institution are likely to have more and perhaps better information than others (Granovetter, 1974). Also, the extensive use of personal contacts for hiring deans

demonstrates the presence and importance of professional subgroup network across institutions. The networks activate the search process by communicating selectively above and beyond the publicly disseminated standard communique. They control the information flow and maintain the search process so that some candidates are more familiar with the position i.e., the largest percentage of the new deans (45.7 percent) reported their involvement in the search was effortless. They did not seek their positions at all instead, "the positions came their way." Equally important the findings raise important questions for future research regarding the nature and conditions under which information is communicated and to whom.

With respect to influencing the conditions for the deanship, the majority of deans actively and successfully shaped their conditions of employment overall. Those who successfully bargained the conditions of their contract tended to negotiate items to help their college. Such issues included increased financial support for their administrative unit, additional faculty positions, or in at least one case, a direct reporting relationship with the president. This suggests a willingness on the part of the organizational negotiator to adjust institutional practices or conditions to "benefit the respective professional school." Moreover, it generated a strong signal that the dean is able to bring about organizational change.

In conclusion, the new cohort of deans possesses many characteristics similar to those of their predecessors and constituents. However, they differ from their counterparts by having crossed more institutional boundaries to obtain their new jobs. Moreover, the deans' experiences,

collectively, illuminate personal connections and communication as instrumental activities for reducing the uncertainty and uneasiness in the search, selection and entry processes. Personal connections enable some candidates to enter the job pool "more equal" than others by virtue of having been invited to apply for a position or having received an important endorsement. Concomitantly, the informal contacts enable an institution to both attract the people who may meet its organizational needs and to control the dissemination and collection of information during the hiring process. Lastly, these findings point to the need for further research concerning the extent to which talented candidates are excluded from the deanship and the degree to which hiring decisions are made before the selection process "officially" begins.

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To The Young Vermouth is a State

Donald G. Smith

The thought first stuck me last summer during a poolside party at our home when I noticed the martinis were moving only with the over-40 crowd. The under-40 group, while imbibing just as freely, seemed to be asking for things with rum and tequila, and the under-30 faction seemed to be exclusively beer people. I asked several of these less-than-middle-aged-drinkers if they ever drank, or had even tasted, a martini, and the answer was preponderantly negative.

With this small sampling as a base I broadened my survey in the following days by taking the question to every young person I met, and was unable to find a martini drinker under the age of 35. Carrying the project to the bartenders whom I am honored to consider my friends, I found that most of them had never thought much about the question but, on reflection, agreed that martini drinking is a middle-aged custom.

The implications of my survey are quite clear. The martini, a rock solid American Institution, is dying. My father's generation considered the preprandial martini a part of living and mine followed suit as though it were a matter of the sun rising in the east. When our friends gather for dinner, the only thing that the host needs to know is gin or vodka / rocks or straight up. With younger people this is no longer true. If they aren't drinking beer before dinner (what a ghastly thought!) they are tanking up on something called Long Island Iced Tea, which seems to be a mixture of various alcoholic beverages and pan cake syrup. I have't sampled this concoction, nor will I, but it is a visual disgrace strongly resembling lpecac.

The demise of the martini is a sad thing and I hate to see it end with my generation. Not only is a grand old tradition dying, but our society is also losing something of nobility and character. The martini is an honest drink. Tasting exactly like what it is and nothing else. There is no sugar in a martini, no egg whites, no black and white rums, no shaved almonds, no fruit juice, no chocolate, and no spices. A martini is not served up in a pineapple shell nor a piece of rolled up canoe bark, and there are no disgusting pieces of flotsam around the top. It is a clear, clean, cold, pure, honest drink-especially designed for people with established values and a liking for purity, even in their vices.

I regret the slow passing of this old friend from our culture, just as I regretted the seeing of the last Studebaker dealer and the end of single wing football. I don't like knowing that there is something higher than the Empire State Building. Why do good things have to pass away? Tonight I'm going to pour a martini and give this matter a lot of thought.

A Master Course Leadership

BY ROSANNE BADOWSKI

What's it like to work for one of the most successful leaders American business has ever seen? As executive assistant to Jack Welch—General Electric's former chairman and CEO—for fifteen years, I can honestly tell you that it's been no picnic. It has, in fact, been a challenge far greater than any I could ever have imagined. But as I look back over the years—the ups and downs, the successes and the failures, the good times and the bad—I can't imagine anyplace I would rather be, nor anyone I would rather work for. As Jack helped push GE's market value from \$12 billion when he became CEO in 1981 (I signed on as his executive assistant in 1988) to \$600 billion just before the dot-com implosion caused the bottom of the stock market to drop out in 2001, I was there with him just about every step of the way. And let me tell you, it was one exciting ride.

Jack is well known for being a demanding leader; his straight-talking management style is legendary. Whether it was “food fights” and “free for alls” at GE's Corporate Executive Council sessions, or bluntly informing close colleague and rising star (and future chairman and CEO) Jeffrey Immelt that Jack would have to make changes if Jeffrey didn't turn around his lackluster results (he did), or the often pointed “atta boy” and “naughty boy” notes that Jack handwrote and sent to thousands of GE employees around the globe over the years, Jack's ability to get others to focus on what was most important was truly astounding.

Sure, Jack was tough. (*Fortune* magazine in the early '80s named him one of the ten toughest bosses in America.) He expected a lot from himself, and from the people who worked for him. But I was fortunate to see a different side of the man—the human side—and he was no stranger to fairness, compassion, and the kind of leadership that depends on inspiring others rather than threatening. Make no mistake about it: Jack is driven, demanding, and uncompromising in his pursuit of excellence, but he

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also knows that people are the true secret of any leader's success, and he has always put people at the very top of his list.

One of the fringe benefits of being just a few steps away from Jack Welch's desk for fifteen years was being in a position to learn many lessons along the way. Not only did I have the opportunity to see Jack Welch in action firsthand, I also spent considerable time working with other leaders in GE. I was able to see how employees and colleagues responded to their different leadership styles, the financial and organizational impact of their approaches to decision making, and who rose up in the organization, and who was shown the door.

Not only that, but as executive assistant to the chairman and CEO of one of the largest companies in the world, I also had more than my share of opportunities to lead within the organization—and I did just that on a daily basis. In the pages that follow, I will describe some of the leadership lessons that I personally learned—both as a leader myself, and as an observer sitting outside the office of one of the strongest leaders the business world has ever seen.

Trust Is the Lifeblood of Leadership

The most important lesson I learned is that in business, trust is *everything*. It's trust that enables managers to delegate responsibility and authority to employees, it's trust that encourages employees to do their very best work, and it's trust that builds long-term relationships between companies and their customers, shareholders, and vendors.



Rosanne Badowski is executive assistant to former General Electric chairman and CEO Jack Welch and author of "Managing Up: How to Forge an Effective Relationship with Those Above You." Prior to becoming Welch's executive assistant, she spent twelve years in administrative positions in international human resources, executive management, and organization planning at GE.

For Jack, the value of trust was demonstrated when he blew the roof off a GE plastics plant early in his career (literally, when he authorized company scientists in 1963 to test a risky new production technique that required bubbling oxygen through a highly volatile solution—which exploded, taking the plant along with it but fortunately resulting in no serious injuries). To his surprise,

his superiors did not lose their trust in him. Sure, they weren't very happy to have a wrecked building on their hands, but they were much more concerned that Jack learn from his mistake rather than breaking the bond of trust by punishing him (or even worse, firing him) for an honest mistake.

To lead effectively, leaders must first gain the trust of their people—and then maintain it. Trust is a two-way street, and there is nothing that destroys trust on the part of employees quicker than a boss who doesn't trust them and who doesn't give them the authority and autonomy they need to get their jobs done. I always found that being up-front, straightforward, and honest was the best approach on the job because I was lucky to have a manager who was forgiving of errors that were honest mistakes—he never held them against me. As a result, I was willing to take risks and to try innovative approaches to improve my work because I knew I would never be penalized for anything if I did it with good intentions. This was just as true for GE's 315,000 other employees as it was for me, and it was

a direct result of the culture of innovation and risk taking that Jack Welch supported and promoted at every possible opportunity.

Think about your own employees for a moment. Do you discourage them from taking risks or from coming

up with new approaches to doing their jobs by punishing them when they make honest mistakes? Are you sending a message of trust, or is the message you're sending something else? How long do you think it will take for your people to stop trying if they aren't encouraged and rewarded for their honest efforts?

Four Magic Words: Take Care of It

Effective leaders know that it pays to delegate assignments rather than to bog themselves down with tasks that can be better performed by someone else in the organization. Jack Welch's approach was, "Just have the people who work for me take care of it. Don't come back to me with options, don't come back with alternatives of what would be a better thing to do—just do it." And, you know what? More times than not, the employees made the right decisions, and everything turned out just fine.

General Electric was an organization with minimal centralization and central planning, with a thin layer of simple but sophisticated controls. Instead of being under Jack's constant microscope, GE's major business units only had to plan on preparing for and attending six day-long business reviews a year. The reviews were very detailed—requiring extensive preparation on the part of those involved within each business unit—but, when they were done, they were done. This approach gave the company's leaders the flexibility and autonomy they needed to run their organizations (the plans were for the most part written by the leaders of each business unit) and to be

able to respond to fast-changing market conditions quickly, efficiently, and with a minimum of red tape.

At the heart of these reviews was a dialogue that encouraged participants to ask themselves and their colleagues a few simple questions: What are we doing right? What are we doing wrong? What can we do better? These questions weren't limited to the regular business unit reviews; they were constantly asked throughout the organization, by employees at all levels and in every corner of the company.

■
***"Tell me what you
would do to fix it
and just do it."***
■

Jack Welch never tolerated whining or complaints unless you had a couple of suggestions to fix the problem. When he toured a factory floor, for example, he'd walk through and ask employees, "What do you like about your job here?" That's how he would find out what was really going on in the business—by asking people on the shop floor. Invariably, someone would say, "You know, this works really well, but when we manufacture, we have a problem with this. . . ." And Jack would

say, "Tell me what you would do to fix it and just do it"—and he meant it.

Consider your own delegation style. When you say, "Take care of it," do you really mean it? Or do you end up sabotaging your employees' efforts by micromanaging their results or failing to give them the authority or autonomy they need to carry out their tasks effectively? How do you monitor progress toward agreed-upon goals, and what do you do when results diverge from expectation? When employees voice complaints, do you take the opportunity to empower them by re-

quiring them to bring forward suggested solutions along with their problems?

Reward Your Stars

Early in his career at GE, Jack Welch was ready to leave the company—he had in fact already given notice and his going-away party had been scheduled. Why did he decide to leave? Because he thought he had done a fabulous job during the preceding year—head and shoulders above his engineer peers—and then his boss decided to reward the team by giving all four engineers in the department, including Jack, the exact same raise.

Jack *knew* he had performed best out of the four, so being treated the same as his lower-performing colleagues was discouraging to him and it was a lesson he learned early and carried on with him. From that day forward, he knew exactly what happens to a star's motivation when the reward is the same as that of someone who performs at a lower level—and he resolved that he would never do the same.

Jack's tool for separating the stars from the rest of the pack was what he called the "vitality curve," a bell curve that classified each and every General Electric employee in one of three categories: the top 20 percent (the company's very best performers), the vital 70 percent (the midrange workers that the company depended on to get the majority of its work done, and who showed promise of doing even better work with continued development), and the bottom 10 percent (the employees who were poor performers and who were considered unlikely to improve).

Instead of treating the employees within these three groups equally—providing them with the same rewards and opportunities for advancement—Jack's idea was to motivate them in very different ways. Employees in the top 20 percent were showered with rewards—cash bonuses, stock options, and more—and were given the best opportunities for promotion and training. Employees in the vital 70 percent were encouraged to improve their performance and to take advantage of opportunities to learn and to grow. Finally, anyone who fell into the bottom 10 percent group was told exactly where they stood. In most cases, that was enough for

them to leave on their own. No one wants to be in an organization where they are not well thought of. Very few had to be asked to leave, and they had time to try and find something better.

What happened to managers who did not or would not apply the vitality curve to their employees? They soon found themselves in the bottom 10 percent.

In this way, General Electric's workforce was continually upgraded. There was no room for complacency or for "good enough." Employees were under constant pressure to improve and to become ever more effective and efficient. Those who did were richly rewarded. Those who didn't went elsewhere. And as our workforce performed better, so did the company.

Assign Extra Homework

While General Electric under Jack Welch's tenure experienced truly incredible growth and success, the road was not without its bumps along the way. On

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*What are we doing
right? What are we
doing wrong? What
can we do better?*
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many occasions, different operations or business units fell off target or failed to meet their goals. When Jack sensed that trouble was on the way, he took a personal interest in helping to turn the situation around and to get the unit performing back up to its full potential, and he would do this by assigning extra homework.

Assigning extra homework meant that Jack would become coach and mentor to the leaders of the organization that needed help. Rather than micromanaging the operation or performing a knee-jerk reorganization, he would help his managers find their way through their problems, building their self-confidence and skills along the way. But one thing was certain, when an organization found itself on Jack's radar screen, its people could be sure that they would not slip off until things had turned around.

When an organization caught Jack's attention, he would employ a wide array of tactics to both find and help the organization's leaders find their way out of their problem. These tactics included making personal visits and asking lots of questions by way of phone calls, e-mails, and faxes. Jack often phrased his suggestions and advice in the form of a question, such as "Do you think this is really the right course of action?" When a manager read a question like this, he knew that he would be wise to start rethinking.

Next, Jack would encourage his leaders to set goals and to develop a plan to achieve them. Once he had the goals and plan in hand, he would then require the unit's managers to report back to him every Friday with their progress in meeting their goals. You can bet that knowing that they would have to present a weekly progress

report to the company chairman went a long way to focus the efforts of the errant unit's management team and to encourage them to get off of Jack's radar screen as soon as they could.

The good news is that this extra homework really did motivate people to step up their game. In the early '90s, Jack began to hear complaints from customers about the company's underperforming CT scanner tubes. While GE's tubes were only good for approximately 25,000 hours of use, the competition's were good for 50,000 hours or more. To address the problem, Jack gave an extra homework assignment to Marc Onetto,

general manager for service and maintenance in Europe. The assignment? In Jack's words, "Fix it—I want 100,000 hours out of one tube!"

For four years, Jack required Marc to submit weekly reports on his progress toward meeting the goal of 100,000 hours. Sometimes, the feedback from Jack was encouraging, particularly when he praised Marc's team for their progress. And

sometimes the feedback refocused their efforts, like the time when the note from Jack to Marc (who is a Frenchman) read, "Too slow, too French, move faster or else."

But, after five years on the project, Marc's team didn't just meet Jack's goal of 100,000 hours, it exceeded it, producing tubes that lasted more than 200,000 hours. Said Marc about the experience, "I was just running a little business here, about \$450 million in revenues, and I was so amazed that he could find the time to read my reports and then even send me back notes."

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Jack did and, like a strict but supportive teacher, he helped an underachieving business find its full potential. It took five years of hard work, but Jack stuck with it. He wasn't interested in quick fixes. And he stuck with Marc because he trusted him.

As a leader, what do you do when you discover an underperforming business unit within your organization? Do you take the time to work with the organization's leaders to help them find a pathway out of their problems—coaching and guiding them along the way—or are so busy that you don't turn your attention to the organization until it's too late? Do you go for a quick fix or do you have the patience and perseverance to do the hard work of real change? And after goals have been set and plans made, do you regularly review progress toward their completion and meet with those who are responsible for achieving them?

Lack of Laughter Is a Sign of Trouble

Most working adults spend about two-thirds of their waking lives either at work, getting ready for work, commuting back and forth, or unwinding from a hard day's efforts on the job. If going to work is drudgery and you're not having fun there, you won't have the incentive to want to give it your all.

We often did things to keep the atmosphere in the office of the CEO light-hearted and informal. A joke or silly moment was all it took to let visitors know that having a little fun didn't take away from doing serious business. It was a maxim that a lack of laughter is a sign of a business that is in trouble, headed for trouble, or deserves to be in trouble.

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One of the ways that Jack Welch had fun at work was by celebrating his employees' successes. Most often he did this by writing them personal notes congratulating them for achieving a key goal, or just for being a great employee. And these notes didn't just go to his direct reports at corporate headquarters; they could just as easily find their way to the desks of hourly workers many time zones away. While more than a few of the personal notes that he wrote with his black marker pen (and he wrote hundreds each year, faxed, mailed, and hand-delivered all around the world) were written to challenge or to spur on an employee who might be falling behind a goal, many were written to

let employees know that he appreciated what they did for the company.

And to this day, if you take a walk around any of the many GE facilities—offices, factories, warehouses, maintenance shops, and other buildings—around the world, you'll find these notes framed, posted, and proudly displayed by the employees who received them. And, yes, Jack personally signed each and every one of them.

As I consider the many lessons that I've learned over the years, it comes to mind that two things above all make a great leader: Whatever work a leader does, it has to be done with energy and it has to be done with passion. And if there are two things that Jack Welch has, it is energy and passion. It's something I have shared with Jack since my very first day at General Electric, and it's something I share with him still today. Because, if there's one lesson I have learned above all, it's that with energy and passion, a leader can accomplish *anything*. ■

When Ideas Lead, People Follow

Sander A. Flaum

Great leaders understand that ideas rule when ideas are large enough for people to make them their own. The thing that makes people great is not their birthright or pedigree but the scope of their ideas. We wouldn't know the name "Mary Kay Ashe" if it weren't for the scope of her idea. The empire of "Mary Kay" is bigger than Ashe herself. Her idea produced a revolution in all areas of sales. The idea of "evangelical feeling"—of finding people who use and believe in the product to then go out and sell the product—now seems like common sense. But before Mary Kay Ashe put the idea into widespread execution, no one did it. Great ideas outlive their originators and take on new and more glorious forms than their creator could have imagined. Great leaders are individuals with the passion and perspective to champion great ideas and move them



forward to application. When the society integrates a new idea into its daily routine, the world changes. This shift in perspective brings about a range of effects that the original idea leader might never have predicted.

Henry Ford's ability to mold his ideas of manufacturing into the pragmatic application of an assembly line changed the life of a nation. Martin Luther King Jr.'s ideas on how to rally a nation toward equality changed us more deeply still.

Ford's affordable automobile got people off the back of a horse and into the gas-powered automobile. King's principles brought people from the disenfranchised back of the bus up to that great American symbol of freedom, the Lincoln Memorial. These ideas took on new lives under the reins of leaders who possessed the integrity and credibility to bring them

to the masses. Henry Ford didn't build the latest Mustang, but his idea made it possible.

What these leaders share in common is they get out of the way of a great idea and allow it to lead them rather than vice versa. They don't hold back ideas with the weight of their own egos and predilections. They set them free so that others may find their creativity, hope, and life's work within them. An idea shared becomes a movement toward inevitable progress. An idea hoarded becomes filled with the stain of personal ambition and idiosyncratic desire. Excellent leaders know that a great idea is a gift to be embraced. For ideas to be transformed into tangible results, open cooperation and collaboration is necessary. Broad-thinking leaders do not get caught in the web of seeking recognition; they spend their time on mobilizing talented people to translate ideas into fruitful outcomes for the benefit of others.

Nine Points That Connect a Leader's Life

To be the kind of leader that lets an idea lead takes enormous effort. It requires knowledge of things that are not innate, but are learned over time. I call this knowledge the nine points of connection, or nine P's for short: Principles, Purpose,

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People, Passion, Performance, Persistence, Perspective, Paranoia, and Practice. To lead through ideas these nine points are essential. What follows are some contemporary examples of leaders of today and people who are part of the Fordham Leadership Forum who exemplify at least one of these nine points.

Principles

Randy Thurman, former chairman of the board of Enzon Pharmaceuticals, stresses that leadership

terms of expecting high levels of performance and results from the people that work around them, but they're always fair in judging people. One of the things that I think most undermines a person's ability to be perceived as a leader is when he is inconsistent in how he assesses people who work for him. Consistency is a big part of leadership." Randy was insistent on this point with me: being a leader is being a model of fairness as much as it is being a model of achievement. In his view, without fairness, achievement is voided. The con-

possibly have imagined. After a thorough analysis, Fiorina saw that the potential for her new company's long-term growth lay in merging with long-time competitor Compaq. Opposed by many, Fiorina pursued the deal with single-minded vigilance because she believed it would fulfill the purpose of making HP the dominant global market player. She was right. It turned out her idea was bigger than she was, bigger than anything personal. It was about what was good for the long-term success of HP. The idea took root, became a reality, and changed the shape of her industry. Lesson: just because an idea is ruled out by the traditionalists of the company as "out of bounds," that doesn't mean it shouldn't be pursued.

Letting an idea lead takes enormous effort.

must be value-centered. The values he refers to are integrity and credibility. To be credible as a leader you must be 100 percent committed to the job at hand. Randy puts it simply: "If you get yourself into a situation and you don't feel a high sense of personal commitment, you're probably in the wrong kind of situation for yourself and you need to move on." There is no credibility without commitment, and if you, as the leader, are not committed to the idea, why should your people be? Randy equates integrity with fairness. "Good leaders are tough in

nection point of Principles is first on my list. Without it, no matter how great the idea, all is lost. If you have been watching the news lately, you know exactly what I mean.

Purpose

Carly Fiorina has been called the country's best-known female chief executive officer. From the outset, when Fiorina took over Hewlett-Packard as CEO in 1999, she made her purpose clear. It was a vision broader than any of the traditionalist directors who hired her could

Idea leaders like Carly Fiorina envision what can work and make it come to pass. New ideas are bigger than the prejudices and preconceptions of company traditions. As that great individualist American philosopher Henry David Thoreau said, "It is never too late to give up your prejudices." When it comes to doing business in the fast pace of the global economy, where industries that were once competitors now merge to find greater economies of scale, this statement has never been truer. Great leaders have no prejudices—whatever will solve the problem and make the

situation better is on the table. Idea leaders embrace a new idea even when it moves them into territory that was previously unexplored.

People

Faith Popcorn's company, BrainReserve, has to "Sell the Invisible," as author-consultant Harry Beckwith would say. A tangible product is not offered. What is offered is an idea of what the future may look like and how a company can best prepare to effectively meet that future. Fortune 500 companies must believe in BrainReserve's analysis of marketing trends for that company to stay in business. BrainReserve has been in business for over 30 years and its principal is the most successful and most respected marketing futurist in the world. How does she do it? By hiring the most talented people she can find who are committed to the idea, above all.

There is no hierarchy of ideas at BrainReserve, getting to the best one is the only value. The company's employees read a combined 500 publications per month, and they are constantly engaged in market research, continually interviewing experts, searching the Internet, listening to new music—you name it, they are doing it, to check the pulse of the culture and to best predict where it is heading. They love

to discover new ideas, new patterns, and when it all comes together, new trends. Fortune 500 companies are willing to pay well for this information. Being first is everything in this economy, and Popcorn's BrainReserve helps companies to be in the lead when it comes to responding to the latest consumer trend. Great leaders follow great ideas, and Popcorn's company is a prime example of a group working diligently to discover the next big idea.

Passion

"The ability to get people to think passionately and do things as if they own the business can only be achieved when they are truly part of the business," says Howard Schultz, long-time chairman and

or focus to be passionate on the job—too many outstanding basic life needs have not been met by the employer.

This is why Schultz made the decision early in his career to provide all his employees with health benefits, stock options, and a retirement plan—even the part-timers. It was a bold move that wound up saving the company money. Schultz's employee attrition rate is only 60 percent. The national average for retailers like Starbucks is 250 percent. Employees working for Schultz can feel secure in their relationship to the company and can feel good about passionately executing its values. The employees experience being a part of something bigger because they are val-

Great leaders have no prejudices.

CEO of Starbucks. Schultz built Starbucks with a passion for values as well as coffee. He is passionate about his people being passionate. This is key for idea leaders. He knows that passion only transfers from employer to employee when the employee feels a sense of autonomy, belonging, and appreciation. Someone who feels insecure about their paycheck or health benefits does not have the energy

used not with lip service but with compensation. Passion can come only after the basic need for security is met. Schultz, who grew up impoverished, knows this well and promised himself he would never forget those beginnings. He is overwhelmingly passionate about his people, and they repay him by being passionately committed to the Starbucks values. And for a company that began under Schultz in

1988 with 100 employees and 11 stores and has grown to more than 2,000 stores with more than 30,000 employees, this truth could not be any more evident.

Performance

The best-known school of philosophy founded on American soil early in the 20th century is called *pragmatism*. Its founder was John Dewey, famous for his treatises on education. Pragmatism was distinctly American because Dewey claimed that there were no absolutes. He said that for an idea to be worthy, it must have what he called "cash value." In other words, for an idea to pass muster it must prove itself in the real world. The idea must perform well in practice, not just theory. It is not enough to love your idea; a great leader is prepared to throw it out if it doesn't have "cash value" in the real-world marketplace of performance.

Eugene Melnyk, chair and CEO of Biovail, the largest pharmaceutical company in Canada, epitomizes performance. Melnyk is 43, has no college education, and worked his way up in the medical publishing business. When he ran Trimmel Publishing, he grew that company beyond anyone's expectation; by the time he sold, it was publishing more than 40 medical journals. Was he simply a publisher

of ideas? Not Melnyk. He was also a student of them. He made sure he read every single publication before it went to press. Through his persistent study, he found the vision to start up his own company based on the latest pharmacological delivery technology.

For Melnyk, like Dewey, the key was "cash value"—how could these ideas perform in the real (read: competitive) world of Big Pharmaceuticals? His goal was simple: grow the company 30 percent per year for five years straight. How does he make that happen in today's economy? He surrounds himself with the smartest people he can find, rewards them handsomely for their work, maintains his vision with devotional resolve, and keeps performance as the only true measure of the company's actualization. His big idea for Biovail, born out of his research of lots of small ideas at Trimmel, has never lost steam because its leader believes in the idea's power to perform.

Persistence

If you truly believe in it, only give up on an idea when you are absolutely sure you have tried everything to make it perform effectively. What has become the universal symbol for an idea did not come as easily as the flick of a switch. Thomas Edison failed 2,000 times before he found

the right filament to make his light bulb work. His undying belief in his idea brought us out of the dark. If he had abandoned his passion at 1,999 tries, most of us would barely know his name.

Bob Tillman, CEO of Lowe's, found his idea in considering women—literally. Acknowledging women as the heart of his business has helped him to craft a store that has a different aesthetic from Home Depot and has allowed Lowe's to thrive in an incredibly competitive market. Persistence doesn't have to mean banging your head against the wall. It can simply mean persisting until the right idea is found and once discovered, mastered. "We learned that the most discriminating shoppers are female. We knew that if we could win over the loyalty of the female shopper, men would follow." Lowe's could have tried everything in its power to stay ahead of Home Depot, and it did, but it is because Tillman persisted long enough to stake out a unique position and then master that position that the company began to thrive.

Perspective

A former police and fire commissioner of New York City, Howard Safir, told me one of the most compelling stories about perspective I have ever heard. When he was fire commissioner a terrible fire

occurred downtown, and three firefighters were injured. One died instantly, one ended up in the hospital and died later that night, and the other died 40 days later from the severity of his burns.

The night of the fire, Safir was in the hospital with NYC Mayor Rudolph Giuliani. Giuliani turned to Safir and said, "What do you need to stop this from happening?" Safir said he needed \$12

Paranoia

Forbes named Harley-Davidson company of the year for 2001. When most companies were lucky to sustain profits that year, Harley's sales shot up 15 percent, earnings grew 26 percent, and shares were up 40 percent—and that's while the S&P dropped 15 percent.

Since the motorcycle legend went public in 1986, its shares rose 15,000

was a great idea. A-1 was a great idea. Any other soft drink, tissue, or steak sauce could never match the front-runners. Once an idea is branded, all latecomers are perceived as copycats who will always be running a race to catch up. Great leaders do not let a great idea sit on the drawing board for long . . . they act *now!* These leaders love and believe in their ideas enough to know that if they don't find the means to execute them, their competitors certainly will. Great idea leaders are paranoid. They know their ideas are diamonds and they race to cash them in before the jewel thieves (competitors) steal them.

Be radical as well as thoughtful.

million dollars worth of bunker gear. Without hesitating, Giuliani said, "Go buy it." But the mayor didn't stop there. He called the head of the budget office at 3 A.M. to come down to New York Hospital to look at the dying men. He said to the budget director, "For \$12 million we can prevent this from happening in the future." The bunker gear was purchased immediately and as a result, burns to firefighters in New York City dropped by over 90 percent. Perspective often requires a leader to be radical as well as thoughtful. It enables leaders to avoid losing touch with the real circumstances that affect their people and their company.

percent. That's more than twice as much as Intel and fifteen times as much as GE. How do they do it?

Chief executive Jeffrey Bleustein says, "We have to pretend ten fiery demons are chasing us at all times." Bleustein constantly warns employees of his twin fears: arrogance and complacency.

The global market is fast, furious, and unforgiving. Not being paranoid about protecting and nurturing your idea is akin to giving it away in today's market. Executing your idea first, before your competitor gets it to market, is crucial. Great ideas have their window. Coke was a great idea. Kleenex

Practice

Michael Jordan logged more practice hours than any NBA player in history, John F. Kennedy rehearsed his inaugural address more times than any president before or since, and Mahatma Gandhi diligently worked on a daily basis to realize the principles of *ahimsa* (nonviolence) in his own life. Why? These leaders understood that practice breeds greatness. We human beings have ideas of perfection, but we can never execute perfection 100 percent, though we may come close. Jordan came close to perfection in many a championship game, Kennedy nearly had it in "ask not what your country. . .," and Gandhi's name is

synonymous with nonviolent resistance to unjust political oppression. But if you asked them, they'd find fault with themselves. We might not have been able to see it right off, but

points that connect a leader's life must be lived as one. How is it done? By doing! Leaders willing to follow an idea all the way to fruition will have their work cut

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*For great leaders, the idea of perfection
is always out there a step ahead,
leading them on.*
■

they would. For the great ones, the idea of perfection is always out there a step ahead, leading them on. They never quite catch it, but they give it every bit of effort they have. This P has no secret and no special exemplar. All great leaders put the hours in and practice all the time. If they don't, they are not around as leaders for long, and we'd have nothing to learn from them.

Last Word

The P's are not new. They are perennial characteristics. Churchill had them, as surely as Jack Welch does. Today's leader must make the concentrated effort to keep all of the P's in as perfect a balance as possible. Too much focus on Performance without Principles and you get Enron, Tyco, and the others. Too much focus on Paranoia and you would never have the brilliant HP/Compaq merger. The nine

out for them. The leader of today must live the nine points simultaneously—must keep them all in balance. To do this takes the effort of a lifetime.

