Index

AAUP. See American Association of University Professors Academic Leadership Program	transparency, 126–127 trust, 126–127
(ALP), 36 ACE. See American Council on Education Leadership Communication Competencies ACE Model, 93–94 American Association of	CFO. See Chief Financial Officer (CFO) Chief Business Officers (CBOs), 135, 140–141, 155–160 competencies, 143–150 emotional/social intelligence, 154–155
University Professors (AAUP), 115	HELC model, 140–150 HELC quantitative framework,
American Council on Education Leadership Communication Competencies (ACE), 117, 136–137 Analytic competencies, 21, 25, 52, 55, 61, 68, 76–77, 137–138	higher education leadership competency, 136–137 inclusive leadership, 152–153 leadership matters, 155 meta-competencies,
Baldrige Performance Excellence Program, 7, 37 Board communication	150–154 methodology, 140–150 mixed methods, 143 organizational engagement,
competencies, 113–130 competencies of, 117 conflict resolution, 127–128	153–154 principal component analysis, 141–143
conflict, 127–128 demographics, 119 ensuring successors, 114–116 leadership communication, study of, 116–117 leadership, scarcity of,	qualitative analysis, 141 strategic leadership, 150–152 Chief Financial Officer (CFO), 102, 139 The Chronicle of Higher Education, 60, 115
114–116 method, 117–118 results, 119–122 team orientation, 125–126 theme, 122–128	CI. See Critical Incident (CI) CIC. See Council of Independent Colleges (CIC) CliftonStrengths assessments, 41 Coaching, 39–41

Communication competencies, 21, Generic competencies, 32 25, 54, 56, 61, 68, 77-81 See also Horizontal Communication leadership competencies. competencies, 137–138 Harvard Business Review, 39 Competencies, 5-7, 22-23Higher Education Leadership Competency model, 61-62, 67-69 Competencies (HELC), Competency-based coaching, 93-94, 117, 136-137 41 - 43HELC model, 136-139 Competency-based framework, Higher education, 2-3, 89-111155 - 156Horizontal competencies, 1, 32–33 Council of Independent Colleges (CIC), 115 Informal coaches, 40–41 Critical Incident (CI), 89-111 Inside Higher Ed, 115, 118 ability of the leadership, 89 **International Coaching** analysis, 102-104 Federation, 39 context, 89-91 data coding, 102–104 Knowing-doing gap, 23 discussion, 104-105 LCS. See Leadership Competencies financial support, 89 findings, 104-105 Scorecard (LCS) higher tuition costs, 89 Leadership, 29–37 capabilities of, 29-30 identification, 99-102 cross-cutting capabilities of, 35 importance of communication, horizontal competencies of, 105 - 10831 - 33leadership competencies, 91–95 reflections of higher education leadership, challenges for, 89 methodology, 95-99 on, 35 - 37primary factors, 89 reflective practice of, 43 roles specific to sector, 29 research focus, 95-99 selection of participants, 99-102 two-dimensional approach value of colleges, 89 preparing, 35–37 two-dimensional competency **Extension Administrative** of, 32 - 35Leadership Program using LCS for self-assessment, (EALP), 93-94, 117 44 - 46External coaches, 40 vertical competencies, 30-31 External relations leadership Leadership coaching conventions, competencies, 137-138 39 - 41Leadership competency Four-factor model, 144–148 framework, 7–8, 19–26 Gallup coaching framework, 41 area of focus, 21-22Gallup's Signature Themes, 41 categories of, 21

challenges of, 19-20	subgroup results of, 84
extensive discourses on, 20	for Young African Leaders,
heuristic tool, 25–26	71-72
leadership capabilities, 20	
overview of, 19	National Association of College
as a process of social influence,	and University Business
26	Officers (NACUBO), 135,
to help, 21	140-148
in study of leadership in	
digital contexts,	Organizational competencies, 21,
49-57	25, 53, 56, 61, 68, 81
type of publications for, 19	Personal competencies, 21, 25,
Leadership Competencies	52–53, 55–56, 61, 68, 77
Scorecard (LCS),	Positional competencies, 21, 25,
23-24, 41, 93-95, 99,	30, 35, 53–54, 56, 61, 68,
114, 117	81–82
concept of, 23-24	See also Vertical competencies.
to construct leadership	President, 90, 113–130
personal improvement plan,	Presidential leadership, 91
65-67	Principal Component Analysis,
question guide of, 41–43	144–148
results of, 44	111 110
scoring card, 24	Research/scholarship
scoring outcomes, 24	leadership, 31
tool for self-assessment and	Rutgers Biomedical and Health
analysis, 62–65	Sciences (RBHS), 36–37
Leadership competencies on	Rutgers Center for Organizational
Twitter, 54–56	Leadership, 12, 35, 41
Leadership competency program	Rutgers Leadership
development and	Academy, 36
evaluation, 44–46	Rutgers Pre-Doctoral Leadership
Leadership in Digital Contexts	Development Academy
(LIDC), 49–50	(PLDA), 59–61
	Rutgers University, 4–5, 12–13,
Mandela Washington Fellowship	35–36, 60, 61, 68, 71, 90,
program, 71	182
competencies in, 77–84	
instrument used, 75–76	Senior Executive Leaders (SELs),
limitations of, 84	91, 96–99
method of, 73–75	Service/outreach leadership, 31
overview of results, 76	Society for Human Resource
overview of, 72–73	Management, 7

176 *Index*

Strategic leadership concepts, 151–152 Student Affairs Leadership competencies, 137–138 Student Leadership Competencies model, 7 Teaching/learning leadership, 31 T-shaped management, 34

Vertical competencies, 1, 30 Vice Chancellors (VC), 139 Vice Presidents (VP), 139