



מובילים באקדמיה  
Leadership in Academia

# Leadership Development? In Academia?

## Israeli Academia As a Leadership Development System

Leadership in Academia

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# Israeli Higher Education Institutions as Leadership Development Systems

## Leadership, Academia and Systems

Leadership is much like beauty; most people will easily recognize it, but will have a hard time defining it clearly and precisely for others. This is how Bennis, a prominent leadership researcher, describes the complex nature of the quality of leadership (Bennis, 1989). While the subject of leadership has always captivated many, the centrality of leadership to organizations' successes has been highlighted much more since the 1990s (Bennis, 1989), and this is no coincidence. People associate leadership with vision, change, direction, a method and other concepts, and understanding and achieving them has become critical in an era of fast-paced and dramatic changes that is unprecedented in the history of mankind (Kotter, 2014; Toffler, 1992).

Organizations exist in environments with increasing existential uncertainty on the organizational level. Organizations exist, and in the future will exist even more, in a far more competitive environment, with greater competition, rapid technological changes and a multitude of services and products. Consequently, organizations must constantly learn, evolve and renew themselves, and in ever shorter intervals. The constant learning and changing become a way of life for the organization. These occurrences explain the importance attributed to organization leaders. Leaders are people able to look ahead, cope with changes, effect changes, lead change processes and in so doing motivate creative, professional and intelligent people to be at their best.

Over the past decade, the higher education system has been in the midst of accelerated processes of organizational changes and a redefinition of the universities' roles, given the processes of globalization, shifting national borders, expanded students, the emergence of new institutions of higher education, government cuts in funding for higher education, the impact of information and communications technology on all parts of life and more (Guri-Rosenblit, 2005). Higher education systems around the world now face an array of challenges from new teaching and learning processes, to increasing competition over resources and changes in contemporary cultural perceptions that rattle basic concepts like "knowledge" and "learning." While these developments are relevant for the contemporary world of knowledge, it is possible that the pace of growth in Israeli institutions over the past 20 years, along with the high-tech industry's dominance and

anticipated socio-demographic changes, presents the Israeli higher education system with more accelerated change.

In light of this challenging situation, the Israeli higher education system, like most of the world's higher education systems, are run by senior academics whose primary occupation and training is based on research and instruction. The issues of management and leadership are not essential requirements for academic advancement and in many cases are perceived as a task that obstructs academics' trajectory of advancement and development. Moreover, the knowledge and skills they acquired does not necessarily prepare them for the leadership roles which allow them to develop and lead the changes needed given the challenges of the present and the future (Scott, et al., 2011). This situation which was suitable for the stable environment of academia in the past is no longer sufficient given worldwide and local shifts. Contending with the changing reality necessitates the adoption of an integrative leadership approach which is suited to the unique nature of the higher education system and integrates the academic and administrative sides in a way that reflects the range of abilities and perspectives (Collins, 2014; Drew, 2010; Scott et al., 2008).

**In order to constantly maximize the leadership and administrative practices at academic institutions in Israel and elsewhere, leadership development must be structured so that it becomes an integral and inseparable part of the development track for academic and administrative faculties.**

**In this article, we will present and discuss leadership and leadership development qualities within organizations in general, and in Israeli academia in particular. In the first section of the article we will consider the question of what is leadership. We will present the relevant, central concepts for understanding it and the unique challenge of leadership in Israeli academia. In the second section, we will present the principles of leadership development within organizations, attempt to identify potential candidates for leadership development programs, as well as the key elements necessary for leadership development. In the third and final section of the article, we will present an approach to leadership development systems. A leadership development system is an organization that transforms "leadership development" into a primary organizational value and leverage for growth and development; a value that is translated into messages, mechanisms, training processes, and recognition and appreciation methods which enable leadership development as a routine and embedded process within the organization. At the conclusion of this section, we will suggest stages**

to create leadership development systems, as well as practical steps for leadership development in the various administrative levels of the academic system in Israel.

## What is Leadership?

All of us see and experience leadership nearly every day of our lives, be it as leaders ourselves or as those being led, in both the personal and public spheres. We could all spot the leader in our vicinity and for the most part, we can easily identify the leaders around us who lead by virtue of their formal position and authority. But who are those leaders who manage to lead and influence the world not by virtue of their position? What are their strengths and how can people be trained to do the same? The starting point of this article is the definition whereby **leadership is driving people to carry out tasks for the long term, while using non-coercive motivating methods** (Kotter, 1990). This definition stresses the choice and willingness of those being led to complete the missions. At the same time, it does not rule out the use of means of coercion within the broader process.

Kotter (1990) views management as the controller of the complexity and disorder, and leadership as creating effective change. In contrast, Mintzberg (1975) considers leadership to be one of the administrative functions, which focuses on motivating people. Despite the attempt to differentiate between the concepts, they reflect the lack of clarity stemming from the attempt to position administration and leadership in different places on the scale of quality and areas of responsibility. The manager will be the person who streamlines and maintains what already exists, whereas the leader will be the one who effects change and facilitates breakthroughs.

In our view, **leadership and administration are concepts that are on different planes: while administration describes a position within the organization's formal structure, leadership defines the motivational dynamic of the manager and his/her people in the course of administrative work.** In other words, **because administration involves working with others, it is impossible to discuss it without also considering leadership.**

Another distinction relates to the fact that administration describes a formal status within the organizational hierarchy, whereas leadership relates to a dynamic that goes beyond the boundaries of the organization and its positions. An example is the top administrative position in academia such as head of department/specialty. Primary administrative positions in academia are rotational (where

faculty come and go) and therefore lack much authority and clear, defined formal status. At the same time, their ability to impact processes is contingent on their ability to work with department members in order to motivate them to act.

While generalizing considerably, it may be argued that people will be inclined to carry out tasks in the organization while considering the four “sources of operation” (French & Raven, 1959):

1. **Formal authority** – Subordinates will tend to obey managers because their formal authority represents for them the organization’s instructions and his/her possibilities of being compensated and exercising sanctions.
2. **Professionalism** – Subordinates will be inclined to listen to managers who they perceive as being professional, because they believe they have knowledge they feel they are lacking for the best possible accomplishment of their tasks.
3. **Interpersonal skills** – Subordinates will be inclined to respond to managers they see as humane, sensitive and who understand their needs and expectations and react to them accordingly.
4. **Ability to generate solidarity** – Subordinates will be inclined to respond (and in this case enthusiastically) to managers who spark an emotional response in them. Their actions will then likely be marked by a readiness to go “above and beyond” the norm, to make an extra effort without financial reward, take risks at work and in some circumstances, even risk physical harm.

It is clearly apparent that “formal authority” is granted by the organization, whereas professionalism, interpersonal skills and the ability to identify with others are the manager’s individual modes of operation. And yet, leadership in and of itself is connected to the manager’s individual skills. Motivating people without using coercion means people are motivated to act not out of obedience to the organization’s instructions (formal authority), not out of a fear of losing resources or being damaged in some other way (power), but because of the manager’s informal influence. Leadership, therefore, is an added, chiefly psychological value. Therefore, the focus of the discussion of leadership and leadership development is on managers’ ability to influence using interpersonal skills and the ability to identify with others.



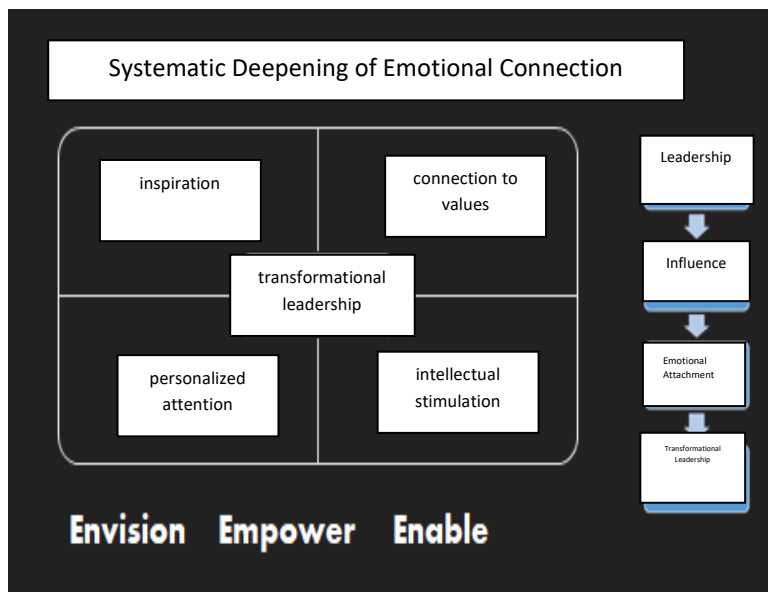


At the same time, while relating to leadership as a dynamic of movement, it is appropriate to consider and understand all the components that influence it. In this sense, leadership operates in a system of relations between leader, those being led, and context (Uhl-Bien and Ospina, 2012). The nature and characteristics of this dynamic are what will determine the leadership's ability to leverage the formal relationship to have a deep and internal influence, and occasionally, the exact opposite. This point is all the more crucial in systems such as higher education, where in many cases, due to its unique nature (which will be elaborated on below), it is not possible to exert authority or power.

### Between Transformational and Adaptive Leadership

**Transformational Leadership** is leadership that affects positive, meaningful change in followers. In this paradigm the leader positively influences the perception and commitment, as well as the performances, by reinforcing the control and inner development centers. James MacGregor-Burns coined the term (Burns, 1978). **He argues that transformational leadership creates meaningful shifts in the lives of people and organizations.** It transforms workers' perceptions and values and alters expectations and ambitions. It is not based on reciprocity but on the leader's personality, perceptions and ability to establish an emotional connection and spur change through personalized attention, a vision of the future, engagement, values and beliefs, and intellectual stimulation.

Transformational leadership is based on proactive foundations. The transformational leader does



not focus solely on addressing current issues, but rather is always thinking in terms of the future, and so s/he sees the solution to current problems as leverage for achieving his/her vision of the future. The present is a springboard, an opportunity to begin accomplishing goals for the future, with the help of his/her people. This is the basic orientation of the



transformational leaders, and s/he imparts it to his/her followers by creating a strong sense of “we” and by conveying positive expectations that generate, much like a self-fulfilling prophecy, change within the individual array of expectations and the sense of continued success. In order for the followers to meet the high expectations, the transformational leaders strive to instill in them faith in their self-efficacy (Bandura, 1973). S/he transforms cultural norms of development and learning on the individual and collective level, which creates “a learning organization” (Senge, 1994).

Alongside the transformational leadership that highlights the leader and the dynamic as a change agent, there is **Adaptive Leadership** which stresses the action over the person. It is a method of realizing leadership in the face of complex problems, when formal authority or personal charisma is not enough to spur significant change. The primary written source for understanding adaptive leadership is in the work of Ron Heifetz and Marty Linsky of Harvard University’s Kennedy School of Public Policy. The concept of adaptation is drawn from biology and relates to organizations’ ability to change when confronting a shifting reality and maintain systemic relevance over time (Heifetz, et al., 2009).

**Since adaptive leadership focuses on the action and not on the person, any person in any position within the organization may act to promote change within the system. That is, anyone within the organization can achieve change.** However, because of the power of hierarchy, authority, the status quo and forces opposed to change, people do so very infrequently – assuming a position of adaptive change always entails a risk in the attitude toward the leader of the process. Consequently, according to Heifetz and Linsky, even those in positions of authority are in a similar trap. On the one hand, they want to avoid dealing with uncertainty and risk-taking, but on the other hand, they are actually the ones who are able to achieve adaptive leadership and apparently most suited to it. In an environment that is constantly changing at a dizzying pace, the combination of transformational leadership and adaptive leadership seems essential. While transformational leadership can mobilize and empower partners, adaptive leadership creates the necessary sense of urgency, in order to achieve deep change intended to maintain and develop organizations’ and systems’ core areas of operation and continuously adjust the interface to correspond with the surroundings.



## The Unique Challenge of Leadership in Israeli Academia

Leadership in academia may sound paradoxical, as it is unclear how leadership is actualized in a professional and collegial system which stresses “academic freedom” and works to realize the professional ethos in a space that spans across organizational and institutional limits. Hence, leadership and getting ahead within the profession, reflected in spearheading breakthroughs, changing trends and patterns of thinking, and with the leader being a role model, is a familiar and more common occurrence. The complexity begins with the meeting of the profession and the institution/organization.

Leadership and driving forward within a professional organization/institution means leading professionals with a higher education, professional autonomy, a unique professional identity, tenure and organizational status (autonomy and partnership in decision-making which increases with seniority), and often also budgetary autonomy (after obtaining research budgets). The first challenge (1) is apparent in the professional difference between the leader and his/her followers. The leader of a professional organization does not always have the same expertise as his/her followers, which obligates him/her to find creative ways to obtain their trust and lead them. The second challenge (2) is that of the specific professional as a leader, who deals with a professional, expert who switches from his/her professional role to a managerial role within the organizational space. A third challenge (3) is in the encounter between issues and dilemmas that are seemingly professional and complementary managerial components (administrative, configuration, marketing, financial) which are mostly the domain of managers and leaders in the administrative system. A system that is bureaucratic, methodical and inbuilt, where the management positions are organized and fixed for the long-term and for the most part, management, as well as leadership, are perceived there as an enterprise in itself.

So how does one lead and advance professionals? How do you lead in academia? Mintzberg (1975), among the first to speak of “professional bureaucracy,” compared this to conducting an orchestra. An orchestra is measured by its ability to enable each musician to function at his/her best and at the same time to contribute to the collective harmony. This is concealed leadership, which is more important than open leadership, and focuses on synchronizing the various professional actions, creating an organizational environment that promotes collaborations and connections, creating a

shared vision for the future, instilling a sense of urgency to achieve change and adapt, identifying and empowering centers of excellence and transforming them into system-wide abilities and building platforms of influence.

If we analyze the leadership challenge in the Israeli higher education system through the prism of transformational leadership, then it is apparent that the focus of the challenge is in leadership development, be it from among those with formal positions or those who are faculty members with status and influence, leading figures, who contribute to positive meaningful change in the lives of all their partners in action, on the individual and institutional level and in their contribution to the community at large. According to the transformational leadership model, the leader in academia must express a personal attachment and create an emotional connection with each of his colleagues and followers. He must see each one's desires, challenges, capabilities and uniqueness and enable them to find their unique way to continue developing, while contributing and empowering the commitment to the individual and the institution. Together with them, the professional transformative leader will be able to create a shared vision for the future which will be the basis for him/her to constantly challenge his/her people's thinking, creating and empowering an infrastructure that supports growth and development. As a result, leadership development among professionals will focus, as will also be elaborated on below, on the ability to comprehend the motivations and specific needs of the partners and uses them to create an empowering and positive emotional connection. Alongside this, there should be an effort to understand in depth their organization's primary objective and the complexity of their role within the organization.

If we analyze the leadership challenge in the Israeli higher education system through the prism of adaptive leadership, then we find that the main challenge lies in the leader's ability to help the system adapt to the changes in the organizational environment and make it more relevant. In a slightly more concrete manner, it must find the way to somehow allow those with various positions in academia (usually this is referred to as excellence in the sciences, quality instruction and impact), which are usually contradictory, to exist while at their best in the long-term.

According to the adaptive leadership model, the leader in academia must enable the system to adapt to the shifting needs and data. Doing so always entails a change in the existing values system and methods of operation, and that is why it is so difficult to implement. The adaptive leader must



engage in a courageous discussion, one that is meant to discuss essential issues that occupy the higher education system as a whole, and his/her specific institution in particular. S/he must confront opposing positions in a way that does not damage the organization's network of relationships. The adaptive professional leader will know how to identify the various factions within the organization, flood the intermediate level of managers there with surprising questions coming to and from them, as well as motivating people outside the organization and more.

As noted above, a combined transformational and adaptive approach will allow the leader of a professional institution (of higher education) to enlist, mobilize and empower more and more partners to cope continuously with the challenges presented by the shifting environment. All of this while highlighting the uniqueness of the institution/department, nurturing already existing components of excellence within it and leveraging them to create relevant value and impact.

## LEADERSHIP DEVELOPMENT

### Who has leadership development potential?

There are two basic assumptions regarding leadership development:

1. **Leadership can be developed in those individuals who have the appropriate personality traits for it, and have the motivation to lead and influence.** Put differently, leadership cannot be developed in everyone. It is comparable to musical ability. A person with an ear for music will be able to go far if s/he invests effort in it, and works hard to nurture his/her skills. A person who lacks any knack for it, even if they make great efforts, will not achieve great success. However, much like musical ability, most people (in an average situation) have a certain level of skills that can be developed, nurtured and empowered by seeking the conditions that enable their best possible use.

The practical meaning of this argument is that the determination, the right choice, regarding who has leadership potential, is the starting point for leadership development. Because the academic system evaluates career development primarily on the basis of academic achievement, in the context of leadership and leadership development in academia, it is worthwhile to also consider evaluating the leadership potential of the different faculty





members by considering the future leadership potential and leaders of the organization. On the other hand, given the outstanding human capital in higher education, it may be assumed that most of the faculty members have a certain leadership potential, and if it is developed and nurtured, it can also reach fruition.

2. **Leadership develops all the time in all circumstances.** Individuals affect others, learn from their own and others' actions, from reading, reviewing, discussing and the like. At the same time, there are variables that can be developed more intensively in institutional learning. In higher education, the emphasis is on perceptions of leadership as well as the ability to shape a vision, mobilize partners, formulate an operating plan and implement it using assorted management tools.
3. Furthermore, **due to rotating positions and the necessity of enlisting all the parties in the effort to change and adapt, and assuming that at least some of the skills can also assist in professional functioning, this investment becomes very worthwhile.**


### The Three Primary Components of Structured Leadership Development

In an all-embracing approach, it is possible to define three main components of structured leadership development in an organization: building a sense of self-efficacy, developing self and contextual awareness, and learning ability and skills development.

#### 1. Building a Sense of Self-Efficacy for Leadership

“Self-efficacy” is defined as a person’s level of belief in his/her ability to implement things in a specific defined area. This definition transforms the concept of self-efficacy into something clear, concrete and most importantly, capable of change, in comparison to general, amorphous concepts such as “self-confidence.” Therefore, when we refer to **self-efficacy in the context of leadership, we mean people’s belief in their ability to motivate and influence other people.** There are four sources of self-efficacy expectations, two of which are particularly important (French and Raven, 1959):

- A. Successful Achievements – Successes in accomplishing things creates high personal expectations of self-efficacy. When these are internalized, random failures do not change the perception of self-efficacy (usually such failures will spur people to greater achievement).

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- B. Learning by Observing Others – Individual expectations of self-efficacy may be derived from observing others who are contending and succeeding. This can have an effect along the lines of: “If they struggled and succeeded, I can also succeed,” or “They’re doing what I’m doing and are succeeding, so it’s worth persevering” (self-benchmarking).

The most important factor in creating self-efficacy is successful accomplishment. People who experience success develop a sense of control, which is the central experience underlying a sense of self-efficacy. In addition, these sources for developing self-efficacy cannot be adequately experienced in short learning encounters such as lectures, seminars and workshops. These sources can be experienced in **ongoing learning encounters**. One kind of **learning encounter is present in mentoring situations**.

With regard to higher education, differing degrees of mobilizing and enlisting students, senior officials and certainly colleagues is a routine matter and needed at different stages of professional development and therefore most likely (with the right conceptualization and framing) can function as the basis for a sense of increasing efficacy.

## 2. Developing Awareness and Learning Capabilities

Motivating people to act is a real challenge. There are many parts to the process of influencing people to choose to act. The most significant among them is the psychological component which affects emotions and sensitivities, and as a result, affects actions and deeds. From this, it may be concluded that in order to motivate people to act, the very existence of psychological processes necessary to motivate people must first be acknowledged and recognized. The next stage is to develop self-awareness of personal traits and leadership styles of the leader that impact on the motivation of others. **The leader must develop awareness of the blind spots that are relevant to motivating people and propelling action.**

Additionally, as a prerequisite to assist the process of motivation, the manager should review and understand the processes in the personal and organizational development that affected the leader’s ability and desire to lead and influence. The above process of learning and acquiring information independently is the basis and a condition of being able to improve and learn from experience, two critical components of managers’ learning processes. And like any type of learning, `learning also

requires learning.’ This can be achieved through comprehension and awareness of the more effective methods for the personalized study of each detail. In higher education, where people function in “fairly cautious” isolation, familiarity with the broader context is a very important part of awareness; awareness of the existing wealth, awareness of the interaction and inter-dependence between the professional and the institutional, as well as awareness of the necessity of constant refining of relevance given the challenges presented by the changing environment.

### 3. Developing Leadership Capabilities

Developing leadership capabilities relates to the observed behavioral part of the leader. When it comes to developing capabilities, one can assess interpersonal communication skills (attention, feeding, one-on-one discussion), teamwork, connecting with and mobilizing followers to work towards an objective by deepening the personal connection, shaping a vision for the future and building a plan (strategy) to achieve it, spearheading change and variability, while managing the interfaces and building collaborations and the like. The focus of developing leadership capabilities is on formulating the managerial perceptions and translating them into plans and also on improving the behavioral interaction with followers. This learning is for the most part acquired either in workshops, where there is an intensive component of live feedback on actions as well as the acquisition of skills and tools, as well as mentoring which is provided simultaneously to the experience and promotes the use of the skills and tools in practice. In addition to considering generic tools, it is important to note that implementation can vary from job to job as well as according to rank and level of seniority.



Component	Explanation	Possible Applications
Building a sense of leadership self-efficacy.	The self-belief in the ability to motivate and to influence other people.	<ol style="list-style-type: none"><li>1. <u>Investigating successes</u> – reviewing actions with successful results that advanced the institution. Individual and group study of the factors that contributed to the success and consideration of how they can be applied elsewhere.</li><li>2. <u>Learning from the individual experience in enlisting, motivating and encouraging others from within and beyond academia and identifying the strong points.</u></li><li>3. <u>Mentoring</u> – Arranging for an institution's senior managers to mentor the junior and potential staff in order to learn from experience.</li></ol>
Developing awareness and learning ability.	Developing awareness of the relevant blind spots for motivating and engaging people.	<ol style="list-style-type: none"><li>1. <u>Individual consultation/mentoring</u> – As part of the process of personal consultation of an organization's leaders, they should review the individual development of the manager that impacted his/her ability and desire to lead and influence. Such a process will help highlight the leader's values and motives and function as a resource for him/her and his/her actions.</li><li>2. <u>Awareness of context</u> – Deep familiarity with the broader and overall situation in the department, institution, nation. Deepening the understanding of the broader considerations and the different ways of coping with challenges.</li><li>3. <u>Network of Change Agents</u> – Greater familiarity with leaders who successfully brought change and built a network of influencers.</li></ol>
Leadership skills development.	Interpersonal skills, teamwork, formulating a vision for the future, managing and spearheading change and building collaborations.	<ol style="list-style-type: none"><li>1. <u>Workshops</u> – This is one of many tools that enables centralized learning for those with similar positions or for a given managerial level. Workshops provide the opportunity to focus on one or more necessary tools for achieving leadership and motivating subordinates.</li><li>2. <u>Feedback</u> – Feedback processes are vital for those who seek to develop along the leadership axis. Feedback should be relevant, authentic, forward looking and taken from the leader's whole environment (subordinates, colleagues and higher-ups).</li><li>3. <u>Learning and practicing techniques</u> – This type of learning can be done within or outside the institution and enables all those with similar positions to share their experiences and techniques.</li></ol>

## Leadership Development System

Based on the close connection between leadership and spearheading change (Kotter, 2014), the two previous sections clarified that leadership is the ability to motivate people to carry out a task without the use of coercion. There are two identifiable central dynamics of motivating people which characterize the relation between leader and follower. The first is based on the reciprocity between leader and follower and the second is based on emotional connection, which promotes the creation in the follower of a sense of solidarity with the leader and consequently a high level of commitment and investment. Because the tasks, subordinates' potential, structure and culture vary from one organization to the next, it is clear that the way in which people will be motivated to accomplish assignments will vary. Therefore it may be stated that **leadership is dependent on context and is expressed differently based on the organization's nature, goals, culture and more.**


It is possible to help leaders realize the leadership potential within them by developing awareness and learning capabilities, strengthening the sense of self-efficacy and developing the perceptions and leadership skills necessary for motivating and leading. Every experience (personal and organizational actions, learning, observations) contains within it the potential for learning about leadership. Formal training processes provide only a partial response to the desire to develop managers into leaders.

In light of the above statements regarding leadership and leadership development processes, a number of questions arise:

1. **How can the organization help its managers realize the leadership potential in them?**
2. **How can the organization best develop its managers' leadership ability on all levels in a sustainable way?**
3. **How can the organization utilize its resources to ensure the most effective development of its managers as leaders?**

One possible answer to these questions can be found in the concept of "the organization as a leadership development system." In this approach, the organization is seen as a "leadership generating system" and therefore makes it possible to see every organizational action and experience in relation to its possible contribution to the process of developing and training the managers as leaders. At the same time, because this system relies fundamentally on the





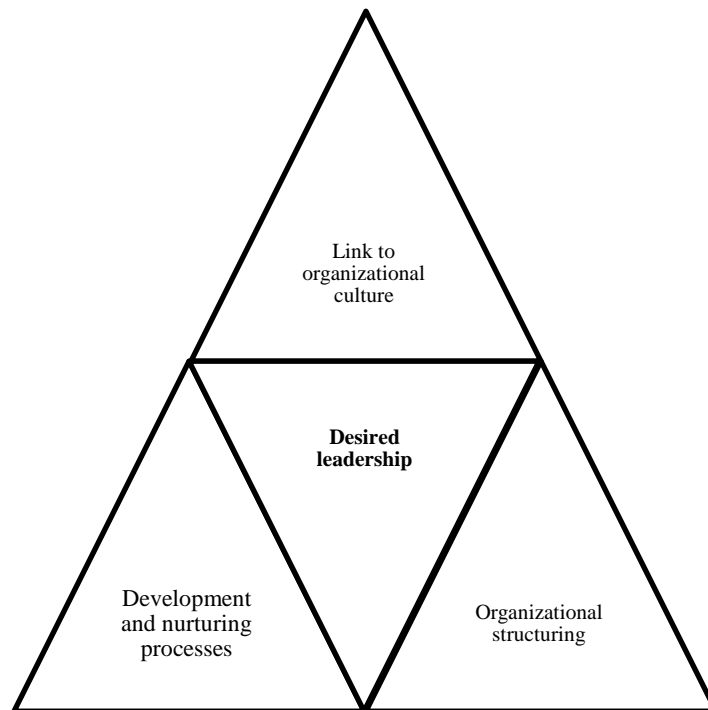
organizational culture of learning and improving, the process not only serves leadership development but also the improvement of the overall effectiveness of the organization and its ability to reinvigorate itself and become more relevant in its shifting environment. **A leadership development system is therefore a fabric of relationships among the components of the system that promotes the growth and development of leaders and leadership.** In other words, a leadership development system is a system where there is a constant and ongoing process of leadership development everywhere in accordance with the organization's desired leadership qualities. There are a number of conditions necessary to transform an organization into a leadership development system:

1. **The Organizational Culture** – The presence of an organizational culture based on values and messages that reinforce the learning and development processes in general, and the desired leadership, in particular. These values and messages must correspond to the future vision and unique qualities the organization is striving to achieve.
2. **Desired Leadership Qualities** – Adopting and instilling clear guidelines regarding desired leadership for the organization, as derived from the goals and structure of the organization and from the models of outstanding leaders. On the basis of these definitions, it is possible over the course of time to define the necessary skills and abilities as well as parameters for assessment and compensation.
3. **Leadership Training and Mentoring Methods** – Setting up institutional and systematic leadership training processes. These processes (some of which are presented as examples above) can exist throughout the life of the staff member (academic and administrative alike) in the institution and include a range of techniques for individual and group learning, which take before, during, and after the development stages.
4. **Organizational structuring** – Overall organizational processes that support leadership development processes. These include setting up forums, communities, coordination methods and technologies, and creating organizational structure and connecting support for the leadership and leaders and the complementary organizational processes.

## The Academic Institution as “Leadership Development System”




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In the context of academic systems in general and in Israel in particular (on both the national and institutional level), in order for it to function as a leadership development system, there is a need to take proactive steps in each of these sectors. By their very nature, these steps must take into account the unique qualities discussed above, so that they will create the right encounter with the collegial-professional culture.

Thus, for example, in all matters concerning organizational culture based on learning and development processes of academic leadership, the first step is to influence the image of leadership roles in academia, so that they are perceived as positive, meaningful, empowering and that they integrate with the academic development axis. In the context of desired leadership qualities, the desired leadership for the academic system in Israel should also be assessed for each individual institution with regard to the academic positions, goals and vision it wishes to achieve. As for leadership training and mentoring mechanisms, there is a genuine need to formalize methodical training processes in the area of leadership for all leaders and leadership in academic, for senior




administrative positions as well as for senior and junior level managers and (primarily) in the academic arena. Finally, comprehensive organizational processes should be structure from both the academic and administrative perspectives to support the leaders and leadership and the leadership training and development processes.

### Main Stages in Creating a Leadership Development System

An organization whose objective is to transform itself into a well-oiled and effective operation specializing in organizational leadership development must ensure that it goes through the following four steps:

1. First, out of recognition of the importance of leaders and leadership for the organization's operations, the organization must establish a team whose main function is to focus on and develop a systematic method for leadership development in the organization. That is, the organization should formulate **a document stating its basic principles of leadership development**. The products of the team's work should be presented in three complementary parts:
  - 1.1 The first section will focus on the theoretical side of leadership and leadership development in organizations as a whole and in different types of organizations (heavy industry, knowledge-based organizations, service organizations, security organizations).
  - 1.2 The second section will deal with evaluating the desired leadership for the organization and the resulting development needs.
  - 1.3 Based on the assessment and theoretical background, the third section should focus on the plan to implement the comprehensive processes of leadership development in the organization.
2. In the next stage of structuring the organization as a leadership development system, **the organization's senior management should be trained and, together with them, joint decisions should be made about the desired areas of operation.**
3. In the third stage, **a steering team for leadership development in the organization should be formed.**

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4. In the fourth and final stage, the focus should be on leadership development in the organization on all the various levels. For example, there should be leadership development for the organization's units and sub-units; levels (junior, intermediate, senior); training divisions (existing courses, formal training systems in the organization) and assorted other positions (including administrative staff).

### Summary

This is not the case in all matters relating to organizations. Organizations are made up of a diverse and colorful mosaic of leadership and leaders. Men and women are interested in shaping and influencing the reality in the organization and among its employees and products and to do so successfully they are also willing and able to undergo processes of locating, training, accompanying and mentoring. This article details the various stages and elements that transform an organization into one that specializes in leadership development among its workers and managers, and enables them to become both transformational and adaptive leaders who are capable of placing the organization's challenges on the table and are committed to finding the best possible solution for them, while motivating followers and all the partners in the organization by means of an emotional attachment and personal example.


In these times, the higher education system in Israel must without a doubt contend with the challenge of a shifting reality as well as the challenge of leadership development in all of its institutions. While the information on formalizing leadership development processes is open and available to all, adapting it to the specific challenges of the higher education system in Israel requires intense and specific consideration.

These specific challenges, which were described at length above, stem for the most part from the outstanding human quality and the abilities of all the partners to noticeably influence the success of the institution, as well as creating value and impact that goes beyond its limits. Consequently, along with the need and/or the necessity of adapting the institutions to the shifting reality in order to remain vital and relevant, investing in leadership development that creates the optimal conditions for realizing the human potential is also a direct investment in excellence.

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