

Academic Leadership Framework

Stefan Niewiesk¹ and Gates Garrity-Rokous²

1. Professor and Former Chair, Department of Veterinary Biosciences
(niewiesk.1@osu.edu)
2. Vice President and Chief Compliance Officer, OSU
(garrity-rokous.1@osu.edu)

Source: S. Niewiesk and G. Garrity-Rokous, *The academic leadership framework: A guide for systematic assessment and improvement of academic administrative work*, Global Business & Organizational Excellence, March 25, 2021
Available here: : <http://dx.doi.org/10.1002/joe.22083>

Academic Leadership Framework: *Overview*

1. The Academic Leadership Framework

Can we develop a common framework defining the core competencies needed to work in an administrative position?

2. Individual Career Development

Can that framework be used to help the career progression of individual administrators?

3. Leadership in the University context

Can that framework help us build and extend the university's administrators network and advance the university's overall mission?

1. Academic Leadership Framework

Methodology:

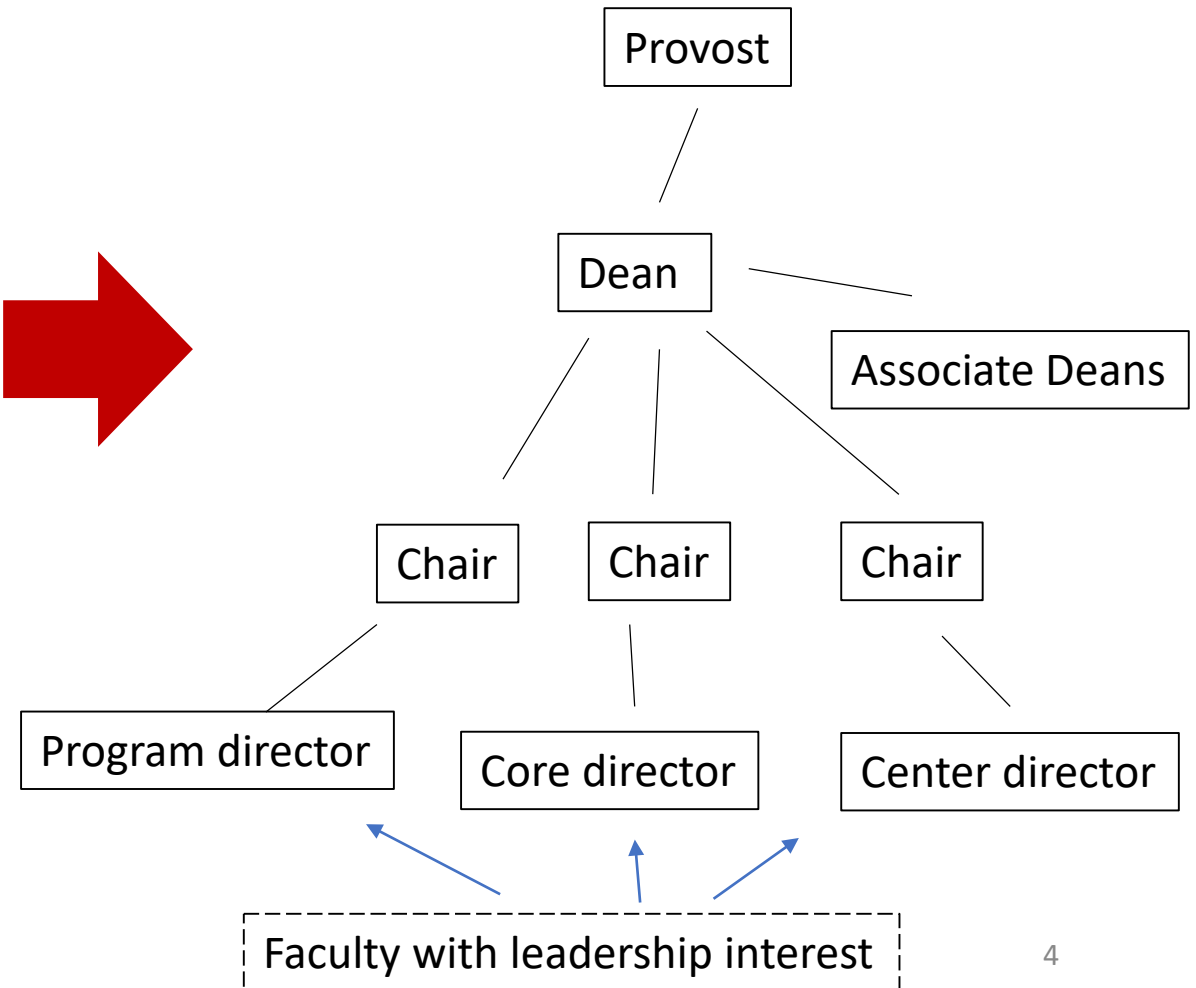
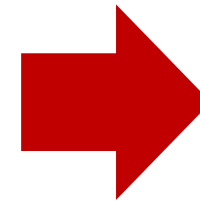
- Designate **Domains of Competence**
- Identify the key **Competencies** (specific capabilities) within each Domain
- Define each Competency in its **Optimized** state
- Deploy a consistent **Maturity Scale**, to enable assessment of each Domain against its Optimized state



Helpful Building Blocks: Scalable Leadership Framework



Academic Leadership Framework



2. Individual Career Development

How the framework could assist the career progression of administrators.

Shifts the performance evaluation paradigm for administrators

- **Provides structure and removes idiosyncrasies:** more objective, defined criteria for evaluation
- **Evaluates personal approach:** while typical evaluation involves assessing “what” goals were achieved, a career framework provides criteria to assess “how” those goals were achieved
- **Consistent year-over-year work and career discussions.** Long-term progress can be captured and compared, to the benefit of both individual and manager

3. University Perspective

How the Framework could assist in building and extending the university's leadership program and overall mission

- **Supports Peer Coaching**
- **Supports Career Mentoring**
- **Supports (re)appointments**
- **Supports Leadership Programs**
- **Enables Improved Communication about Administrative Work and Consistent Incorporation of New Administrators**

Maturity Scale

Score	Rating	Description
5	Optimized	Competencies are fully developed and routinely improved; consensus exists at the institutional level about the use of competencies
4	Implemented	Competencies are developed and regularly improved; competencies are regularly discussed with other administrators
3	Developing	Competencies developing; daily role involves their regular use; information for competency development is compared to best practices outside of the department/college
2	Understanding	Competencies are understood and goals for action are defined; daily role involves their infrequent use; competencies are discussed with superior
1	Initial	Competencies are unknown, or are implemented rarely or in an ad hoc manner; no information exchange with superior or other administrators

Individual effort

Interaction with other administrators and institution

Domain 1

1. Values & Behaviors

- Institutional Values & Professional Attitude
- Professional/Personal Development
- Work skills

- **Institutional values and professional attitude**
 - **Values > Principles > Behaviors:** reverse analysis
 - **Professional attitude:** What needs to be done? What is good for the unit? What makes the unit more competitive?
- **Professional and personal development**
 - **Learning skills:** metacognition, habit formation, flexibility, result orientation
 - **Development:** Coach/mentor, 360 and psychometric assessments
- **Work skills**
 - **Basics:** personal work methodology, administrative assistant, emails, conversations, meetings, trash removal, personal health

Example for the use of institutional values

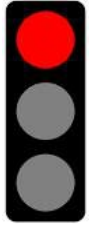
Integrity and Respect

Acting responsibly and being accountable

Principle: Building trust through honesty, transparency, and authentic engagement

Behaviors: Together, we

- Value our greatest resource, our people, and acknowledge the contributions of every individual
- Allow people to make and learn from mistakes
- Work conscientiously and assume positive intent of others
- Actively listen and engage in open, honest dialogue
- Are good stewards of our and others' resources



Signals for Action: Domain 1 – Values and Behaviors

- Puts own interests above those of department and University
- Gives insufficient time to the role
- Closed mind-set
- Takes constructive criticism personally
- Unable to admit mistakes

Polling Question #1

How do you rate your knowledge under Domain 1 – Values and Behaviors? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

Domain 2

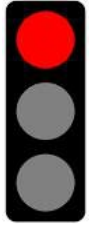


- **Recruitment**

- **Staffing plan:** analysis of current or potential positions in order to develop the department
- **Written recruitment process:** e.g. search committee, behavioral interview questions, opportunity hires

- **Development**

- **Development concept:** insight, motivation, capability, real-world practice, accountability
- **Mentoring methods:** mentoring committees, chair interactions, peer learning and peer coaching groups, development for teaching and research
- **Faculty career issues:** approaches to address career issues for early, mid and late career faculty



Signals for Action: **Domain 2 – People**

- Self-interested
- Unwilling to help others
- Poor communication
- Withholds information
- Lack of processes for recruitment and development of people

Polling Question #2

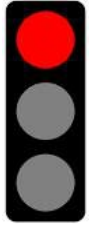
How do you rate your career maturity under Domain 2 – People? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

Domain 3



- **Individual decision making**
 - Decision making tools and methods
 - **Interference with decision-making:** bias and noise
- **Shared governance**
 - **Participation model:** shared governance vs. participatory governance
 - **Group decisions dos and dont's:** group think, group size, strategic dissenter, brainstorming, feedback mechanisms



Signals for Action: Domain 3 – Decision-making

- Procrastinates
- Unable to prioritize
- Doesn't listen to others, even after seeking their opinions
- Avoids unpopular or difficult decisions
- Prone to changing decisions under pressure

Polling Question #3

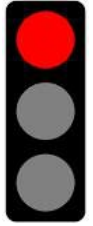
How do you rate your knowledge under Domain 3 – Decision-making ? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

Domain 4



- **Strategy**
 - **Strategic plan:** leaders for the various topics with their committee moderate the plan and implement
 - **Annual action plan/Strategic doing :** based on college plan, staffing plan, and to address current problems
- **Change management**
 - **Analysis of the unit and communication**
- **Crisis management**
 - **Planning:** Plan reduction in budget, 10 biggest potential issues?
 - **Communication**



Signals for Action: Domain 4 – Goal setting

- Resistant to change
- Ineffective planning
- Hands-off, no follow-through
- Risk averse
- Crisis will be managed by someone else (higher ups, public relations etc.)

Polling Question #4

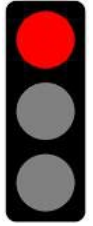
How do you rate your knowledge under Domain 4 – Goal setting? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

Domain 5



- **Organizational assessment**
 - **Assessment models:** e.g. academic unit diagnostic tool, adaptive leadership questionnaire
- **People**
 - **Staffing plan**
 - **Work load analysis and job alignment**
 - **Effective committee work**
- **Resources**
 - **Budget:** a tool for departmental development, bridge funding
 - **Facilities:** Space and renovation plan, equipment plan



Signals for Action: Domain 5 - Organization

- “We do not have enough money”
- No formal assessment of unit
- “budget is the money the college gives us”
- No guidance for committee work
- “Space has to be managed by the facility manager”

Polling Question #5

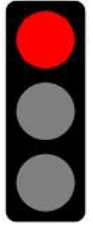
How do you rate your knowledge under Domain 5 - Organization? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

Domain 6



- **Assurance of performance (productivity and professional behavior)**
 - **Documents:** written expectations for positions and annual review, established ranges for performance data
 - **Skills:** negotiation, conflict resolution, difficult conversations
 - **Support:** HR, OAA, dean



Signals for Action: Domain 6 - Oversight

- I am here to support faculty and keep them happy
- I do not see myself as a manager
- There is nothing which can be done about lack of productivity or bad behavior
- Faculty will have to self-regulate bad behavior

Polling Question #6

How do you rate your knowledge under Domain 6 - Oversight? (1—5 or NS)

Score	RATING	DESCRIPTION
5	Optimized	Competencies are fully developed and routinely improved
4	Managed	Competencies are developed and regularly improved
3	Repeatable	Competencies developing; daily role involves their regular use
2	Developing	Competencies developing; daily role involves their infrequent use
1	Initial	Competencies are unknown, or are implemented rarely or in ad hoc ways
NS	Not Sure	Competencies need to be better defined or understood in order to be assessed

What about Motivation ?

- A coach cannot motivate a player, only a player can motivate a player
- Intrinsic and extrinsic
- Be consistent, engaged and provide support

What about Communication?

- Communication is a collection of tools and includes e.g. information sharing, engagement and power sharing
- **Writing an effective email:** Domain 1 “Work Skills”
- **Conversation with faculty about problematic behaviors:** Domain 6 “Oversight”
- **Methods of communicating a strategic plan and its implementation:** Domain 4 – “Goal setting (change management)”
- **Faculty meetings, emails, newsletter etc. to keep faculty informed:** Domain 5: “Organization”
- **Committee meetings:** Domain 3 “Decision making (shared governance)”

What about Diversity?

Diversity is a topic for a chair like e.g. finances, HR, graduate program, teaching etc..
Think of it as project management: which element in which domain?

- **Principles of diversity and inclusion:** Domain 1 “Values and Behaviors”
- **Implicit bias training:** Domain 2 “People (recruitment)”
- **Planning of measures to address diversity and inclusion at the respective administrative level and the resulting action plan:** Domain 4 “Goal-setting”
- **Structural inequities:** Domain 5 “Organization (of unit and processes)”
- **Problematic behavior by unit members:** Domain 6 “Oversight”
- **Support in career and personal development of minorities:** Domain 2 “People (development)”.

- **Toolkit:**

- executive notes
- questionnaire for self-evaluation
- References

- **Assessment Document**

- ❖ https://buckeyemailosu-my.sharepoint.com/:f:/g/personal/niewiesk_1_osu_edu/Ei2CdXb4fQpPiYBEya3kqLgBnkD0ke3DOq_Qwhl6oL2MYg?e=AalMzq

- Six 1-hour sessions with content for the 6 domains:

If interested email niewiesk.1@osu.edu to sign up



How should you use the framework?

- Try to place your daily tasks into the domains
- Try to place the seminars at this conference into the domains
- Go to the toolkit for ideas about how to fill the domains with content
- Talk to your executive coach/mentor about it
- Discuss it with your dean: do you do what you are supposed to do?



Values, Principles, Behaviors

Excellence and Impact

Demonstrating leadership in pursuit of our vision and mission

Principle: Advancing sustainable and evidence-based solutions through mutually beneficial partnerships

Behaviors: Together, we

- Stimulate creativity, critical thinking and problem solving
- Proactively collaborate with others and strive for meaningful outcomes
- Are bold in our endeavors and create environments to foster new approaches
- Demonstrate persistence and commitment
- Inspire others to join in and take action
- Champion everyone's potential for success

Diversity and Innovation

Welcoming differences and making connections among people and ideas

Principle: Encouraging open-minded exploration, risk-taking, and freedom of expression

Behaviors: Together, we

- Are curious and open to different experiences
- Recognize everyone's potential to contribute new ideas
- Actively engage others' perspectives as opportunities for individual and institutional growth
- Work toward creative, collaborative solutions
- Use our successes and failures to learn and improve with humility

Inclusion and Equity

Upholding equal rights and advancing institutional fairness

Principle: Advocating for access, affordability, opportunity, and empowerment

Behaviors: Together, we

- Intentionally foster a sense of belonging where all are valued
- Strive to understand and appreciate each other's backgrounds and experiences
- Listen to multiple voices and engage in civil discourse
- Acknowledge and address individual and systemic effects of bias and discrimination

Care and Compassion

Attending to the well-being of individuals and communities

Principle: Putting people at the center of all we do

Behaviors: Together, we

- Are compassionate and meet people where they are
- Protect the vulnerable and marginalized
- Encourage self-care and support the whole person, at work and at home
- Nurture a community of mindfulness, kindness, and gratitude

Integrity and Respect

Acting responsibly and being accountable

Principle: Building trust through honesty, transparency, and authentic engagement

Behaviors: Together, we

- Value our greatest resource, our people, and acknowledge the contributions of every individual
- Allow people to make and learn from mistakes
- Work conscientiously and assume positive intent of others
- Actively listen and engage in open, honest dialogue
- Are good stewards of our and others' resources