

Summary of the Academic Leadership Framework



The Academic Leadership Framework is organized in six domains of competence with their respective subdomains, as shown in the figure. The Academic Leadership Framework is a competency framework based on the general management and academic leadership literature. The proposed framework defines and treats separately the broadly distinguishable “**domains**” of leadership competence from the individual “**competencies**” that collectively compose each domain. In other words, a “competency” is an observable ability of an administrative professional related to a specific activity that integrates knowledge, skills, values, and

attitudes. When integrated, these competencies coalesce into broad distinguishable “domains” of competence. Taken together, these domains of competencies aggregate into a general descriptive framework for academic leadership.

These domains can be defined as follows:

- 1. Values and behaviors** - the foundation of the leadership framework lies in the institution’s promotion of ethical values and professional attitude as well as personal and skills development by its administrators.
- 2. People** - the systematic development of people focusses on the recruitment and development of highly performing faculty and staff.
- 3. Decision making** - the knowledge of decision-making models and processes as well as the participation of faculty and staff is essential for the ability to reach well-reasoned comprehensive decisions.
- 4. Goal-setting** - strategic planning, change and crisis management appropriate for every administrative level and function serve to guide administrative work including resource allocation.
- 5. Organization** - reviewing and revising the organizational structure of the units and their processes results in an agile and adaptable university.
- 6. Oversight** - providing oversight for people is crucial to ensure performance in terms of productivity and professional behavior.

Questionnaires

The questionnaires may be used for self-assessment and evaluation of the functioning of the department in every domain.

Domain 1 – Values and Behaviors

The foundation of the leadership framework lies in the institution's promotion of ethical values and professional attitude as well as personal and skills development by its administrators.

1.1 Institutional Values and Professional Attitudes

Which sentence do I agree with the most?

- I serve the university in my administrative role!
- My administrative role serves my career aspirations!

What are my two key values in alignment with the university values?

Have I translated university values into principles and behaviors for my department?

Do I test the adherence of our administrative work to university values by using reverse analysis?

For my unit:

- What needs to be done?
- What is good for my organization?
- What gives my organization a competitive advantage?

1.2 Professional/personal development

Do I set time aside for personal and professional development (reading a book, attending a seminar, attending formalized leadership training)?

Do I have used one of the following individual development opportunities? Finding a mentor, 360 assessment, executive coaching, psychometric assessment (MBTI, DISC, Thomas Kilman Conflict Mode instrument, FIRO-B or others)

In which area of administration have I improved compared to 12 months ago? Where is an opportunity for development?

1.3 Work skills

Personal work methodology: when is your work most productive, how do you manage your calendar and times for different work activities?

Administrative assistant: How do I see the role of my administrative assistant and how do I utilize her/him?

Email/memos: how is the formal set up of my emails (length, greetings, signature, time for response), how do I handle reply-to-all emails, what is my general email etiquette, does my unit agree with it; who has access to my email account, who reads and edits important emails?

Meetings: do you provide an agenda (when?), who is invited (when and why), how do you handle the meeting etiquette, how do you handle disturbances?, who provides notes, action items or next steps?

Conversation with faculty/staff: are you prepared for difficult conversations (see also domain 6)?, do you know the concept of in-groups and out-groups, do you have a structure in your interactions with your people (1 on 1, groups, whole unit), how often and with what purpose? Do you organize retreats and work with facilitators?

Trash removal: do I assess regularly what I should stop doing?

Personal health: sleep, exercise, nutrition, support people/network, work load?

Domain 2 – People

- the systematic development of people focusses on the recruitment and development of faculty and staff.

2.1 Recruitment

Does your unit have a staffing plan?

Are you aware of the potential candidate pool for your discipline?

How is the formal recruitment process in your unit/college and how could it be improved?

Do you have an agreed upon process for recruitment (in writing; for position announcement, training of search committee, behavioral interview questions, metric for candidate assessment)?

What do you do about opportunity hires?

2.2 Development of people

Is mentoring dependent on individual people (mentees, mentors) or seen as a departmental task?

Do I have guidelines for mentoring of all types of junior people (graduate students, postdocs, assistant professors)? In writing? Best practice training and guidelines?

Am I familiar with mentoring processes (e.g. individual development plan, 1 on 1, use of peer groups and mentoring committees) and tools for typical problems for early, midcareer and late stage career faculty?

Do you discuss career planning at annual reviews? Do you discuss job design and assignment (see also Domain 6: Oversight) ?

How do you handle honors and awards?

Do you help people to move towards their leadership aspirations?

Domain 3 – Decision making

- (the knowledge of decision-making models and processes is essential for the ability to reach well-reasoned comprehensive decisions)

3.1 Individual decision making

Do I approach problems from a deductive or inductive angle (how was I trained in my discipline)?

Am I familiar with critical thinking tools?

What models/matrix do I use for problem solving, decision making and situation analysis?

When do I apply formal problem solving tools?

Do I complete pre- and after action reviews for important decisions and subsequent actions?

How do I decide whether a problem requires a single (pragmatic) solution or systemic (systematic) solution?

3.2 Shared Governance

How do I see shared governance? What type of information should faculty receive, how should they be engaged in administrative and other decisions, and what decision making authority do they have?

Is shared government in my unit formal (through e.g. elected advisory council?) or does it work on informal levels?

Is decision making formalized in my unit in written form (what process for what types of decisions with contributions by whom; who has the final decision)? In which documents?

If I think about stakeholders (parents, donors, professional organizations), how do I interact with them in terms of information, feedback and influence on the unit?

Domain 4 – Goal setting

- strategic planning, change and crisis management appropriate for every administrative level and function serve to guide administrative work including resource allocation.

4.1 Strategy

What level of planning do I do for my unit (strategic plan, strategic doing, annual goals)?

Is planning integrated into my administrative work or a separate activity?

Is it aligned with resources?

Are the people who make the plan the ones who have to implement (e.g. standing committees)?

Are there action plans and regular (annual) reviews of them?

Who oversees implementation?

Are you familiar with planning tools (futuring, visioning)?

4.2 Change management

How high is the level of resistance to change and strategic plans in my unit? Why?

Am I familiar with change management techniques?

Who amongst my faculty and staff is most likely to support change?

Who amongst my faculty and staff is most likely to resist change?

4.3 Crisis management

Am I familiar with basics in crisis communication?

What would I do if I had to cut my budget by 10%?

What would I do if I had to reduce my staff and faculty by 10%?

What would I do in case of reputational problems in respect to individual faculty or my unit?

What are the 10 most likely problems my unit may encounter?

Domain 5 – Organization

- reviewing and revising the organizational structure of the units and their processes results in an agile and adaptable university

5.0 General questions

How do we support our goals and our people?

Which policies and guidelines outline organizational processes?

Do we have recurring problems? Why?

Which formal processes do I use for organizational assessment?

How do I organize the leadership team?

5.1 People

How do we support our goals and our people?

Which policies and guidelines outline organizational processes?

Do we have recurring problems? Why?

Do you perform regularly an evaluation of job alignment and workload?

5.2 Resources

How do I utilize the budget as a planning tool for the development of the unit and revenue streams?

Are there underutilized revenue streams (fund raising, grants, contracts, patents and licenses, clinical income)?

Reverse analysis: do we spend our money on our goals?

Do I have a space utilization and renovation plan? Do I have a plan for equipment and bridge funding?

Domain 6 – Oversight

Assurance of performance (productivity and professional behavior)

- providing oversight for people is crucial to ensure performance in terms of productivity and professional behavior.

Do I state the expectations for every faculty position clearly and provide feedback on performance (in terms of productivity and professional behavior)?

Do I address deviations from the expected performance orally and subsequently in writing? Do my annual review documents address productivity and professional behavior?

Which documents are in place to state the expectations in terms of performance and professional behavior (annual review forms, promotion and tenure documents, metrics documents for research and teaching, emeritus faculty policy, position descriptions, and codes of conduct with written expectations for professional behavior)?

Is there a gap between the stated expectations for productivity and professional behavior and the culture in my unit which needs to be closed?

Is the leadership team (my own and the one I belong to) aligned in addressing productivity and professional behavior?

Do I ensure that the workload is aligned with the position description and expectations for the position?

Do I know my HR contacts? Have I been trained in HR procedures (complaint handling guidelines, policies, difficult conversations, disciplinary procedures)?

If you have questions about the application of the academic leadership framework and the tool kit, please contact Stefan Niewiesk (Niewiesk.1@osu.edu).