

Leader and Leadership

Description

The leadership competency area addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and effect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

Basic

Education

- Articulate the vision and mission of the primary work unit, the division, and the institution. (L)
- Identify and understand individual-level constructs of “leader” and “leadership”. (L/LSP)
- Explain the values and processes that lead to organizational improvement.(L)
- Explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority). (L)
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization. (L/LSP)

Training

- Identify one’s strengths and challenges as a leader and seek opportunities to develop one’s leadership skills. (L)
- Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice. (LSP)
- Describe and apply the basic principles of community building. (LSP)

Development

- Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader with and without roles of authority. (L)
- Build mutually supportive relationships with colleagues and students across similarities and differences. (LSP)

Engagement

- Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one’s work. (L)
- Use appropriate technology to support leadership processes (e.g. seeking input or feedback, sharing decisions, posting data that supports decisions, use group support website tools). (LSP)
- Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent. (L)
- Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions. (L/LSP)
- Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice. (L)
- Exhibit informed confidence in the capacity of individuals to organize and take action to transform their communities and world. (L)
- Within the scope of one’s position and expertise, lead others to contribute toward the effectiveness and success of the organization. (L/LSP)

Intermediate

Education

- Identify and understand systemic and organizational constructs of “leader” and “leadership”. (L/LSP)

- Compare and contrast appropriate leadership models to create organizational improvement. (L)
- Identify potential obstacles or points of resistance when designing a change process. (LSP)

Training

- Seek out training and feedback opportunities to enhance one's leader and leadership knowledge and skill. (L/LSP)
- Encourage colleagues and students to engage in team and community building activities. (LSP)
- Create environments that encourage others to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities. (LSP)
- Give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders. (LSP)
- Serve as a mentor or role model for others. (LSP)

Development

- Use reflection to constantly evolve and incorporate one's authentic self into one's identity as a leader. (L)
- Recognize the interdependence of members within organizational units and throughout the institution. (LSP)

Engagement

- Advocate for change that would remove barriers to student and staff success. (L)
- Share data used to inform key decisions in transparent and accessible ways using appropriate technology. (L)
- Seek entrepreneurial and innovative perspectives when planning for change. (L)
- Facilitate consensus processes where wide support is needed. (L/LSP)
- Ensure that decision making processes include the perspectives of various groups on campus, particularly those who are underrepresented or marginalized, or who may experience an unintended negative consequence of the proposed change. (L/LSP)
- Convene appropriate personnel to identify and act on solutions to potential issues. (L/LSP)
- Inform other units about issues that may impact/influence their work. (L)
- Willingly engage in campus governance in a manner that exemplifies responsible campus citizenry. (L)
- Within one's department and areas of interest, lead others to contribute toward the effectiveness and success of the organization. (L/LSP)

Advanced

Education

- Seek out and develop new and emerging constructs of "leader" and "leadership".(L/LSP)

Training

- Establish systems to provide opportunities for staff to engage in leadership development such as committees, task forces, internships, and cross-functional teams. (L/LSP)
- Create a culture that advocates the appropriate and effective use of feedback systems (e.g., 360 feedback processes) for improving individual leader and team leadership performance. (L/LSP)
- Establish and sustain systems of mentoring to ensure individuals receive the training and support needed. (LSP)

Development

- Display congruence between one's identity as a leader and one's professional actions. (L)
- Facilitate reflective learning and relationship building across campus, community, and profession. (LSP)

Engagement

- Develop and promote a shared vision that drives unit, divisional, and institutional short-term and long-term planning and the ongoing organizing of work. (L)
- Implement divisional strategies that account for ongoing changes in the cultural landscape, political landscape, global perspectives, technology, and sustainability issues. (L)
- Promote, facilitate, and assess the effectiveness of collaborative initiatives and team building efforts, using technology as appropriate to support such work. (LSP)
- Embrace responsibility for unit and divisional decisions. (L)
- Facilitate and create communication across campus and community to scan environment for future issues. (L)

- Across one's campus community, lead others toward adaptive change. (L/LSP)