

UNIVERSITY OF WISCONSIN - MADISON

Executive Summary



Coordinated Leadership Initiative

Development of UW-Madison's Leadership Framework

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Leadership Educators Council Planning Team

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COORDINATED LEADERSHIP INITIATIVE

Development of UW-Madison's Leadership Framework

Executive Summary

In fall 2012, a Leadership Educators Council (LEC) Planning Team convened to meet bi-weekly throughout the 2012-13 academic year with the charge of developing a theory and research-based Leadership Framework grounded in the history and values of UW-Madison. The Framework is designed to serve as the initial stage of a Coordinated Leadership Initiative (CLI) that can help to align and connect existing campus leadership development opportunities, shape and inform the development of new opportunities, and allow for a more formal and intentional analysis of campus needs to highlight gaps and redundancies.

This effort benefitted from institutional support in the form of executive sponsorship from the Dean of Students and Provost and also included broad representation from multiple units and functional roles across campus serving as members of the LEC Planning Team. The Planning Team operated under the guiding principles of being inclusive, accessible, decisive, and uniquely Wisconsin such that we remained consistent with the culture and history of our institution. Four subgroups were formed to deeply explore primary data sources that would serve as the basis for the Framework: 1) research and scholarship, 2) existing leadership programs, 3) institutional values, and 4) outreach and feedback. The findings of each subgroup were then presented, analyzed, and distilled into the resultant Framework (see pages 2-6) that consists of three primary elements:

- I. **Values** – a set of cultural beliefs or ideals consistent with our University's history and mission. These include integrity, inclusive engagement, and connection to community.
- II. **Competencies** – skills, abilities, and knowledge sets that can be taught or developed. These include self-awareness, interpersonal communication, supporting learning and development of others, decision making, fostering deliberation and bridge-building, honoring context and culture, and moving ideas into action.
- III. **Outcomes** – detailed, specific, measurable or identifiable, and meaningful statements derived from the competencies being enacted for the purposes of initiating and supporting change in an individual, group, or communities' beliefs, values, or behaviors.

With these three core elements drafted, the CLI now moves into the next phase that will pursue an outreach and vetting plan to engage a broader group of diverse stakeholders across campus, solicit feedback about clarity and usefulness, and to explore the myriad of ways individuals and groups can utilize the framework in their local contexts. In addition to the expected uses for staff development and student curricular and extra-curricular alignment, as the CLI continues to evolve, we also anticipate many additional applications of the Framework that have not yet been considered. A website is under development that will aid in the ongoing communication for feedback, sharing of resources, and dissemination of best practices, events, and leadership development opportunities.

UW-Madison's Leadership Framework

This Framework is based on the principles that (1) leadership is an action oriented endeavor and not based on position or level of authority and that (2) context matters – each situation requires unique engagement. The Framework presents a working understanding of how to engage in the act of Leadership - understood as the phenomenon of change in an individual, group or communities' beliefs, values or behaviors.

Values

The Leadership Values are a set of cultural beliefs or ideals that are consistent with our University's history and mission. They serve as a foundation for the leadership framework and help to support the work of leadership development and leadership outcomes.

INTEGRITY

Transparency and truth are central touchstones for integrity. We strive for transparency of information and processes, because we believe openness and accessibility facilitate trust, particularly when there are diverse and divergent perspectives on an issue. We hold ourselves accountable to reach decisions through an ethical process and accept responsibility for acting in the interest of all stakeholders.

INCLUSIVE ENGAGEMENT

The heart of leadership is the art of inspiring active, informed engagement and decision making in the pursuit of the common good. Inclusive Engagement is the process by which we strive to seek and value the input of all, thereby realizing the benefit of the breadth of intelligence among us. At its core, Inclusive Engagement values the crucial knowledge and contributions of us all.

CONNECTION AND COMMUNITY

Leadership requires working *with* communities rather than working *on* communities by identifying, aligning, and pursuing goals that are mutually beneficial for all people impacted. With humility, we seek to foster active partnerships rather than imposing solutions.

Competencies

Leadership Competencies are skills, abilities, or knowledge sets that can be taught or developed. All competencies have indicators that allow them to be observed and measured.

SELF-AWARENESS

Consistent self-reflection helps to reveal strengths, limitations, beliefs, values and attitudes that generate engagement. A commitment to personal development provides greater understanding of multiple identities and experiences that affect the ability to facilitate change.

INTERPERSONAL COMMUNICATION

Develop essential relationships through listening, considering and responding to the needs of individuals and the situation. The ability to communicate in tactful, compassionate and sensitive ways enables these relationships to evolve.

SUPPORTING LEARNING AND DEVELOPMENT OF OTHERS

Develop capacity and engagement of individuals and groups through feedback and coaching.

DECISION MAKING

Make decisions that impact others and the organization in which the decisions are made. Employ critical and strategic thinking that enable creative solutions to be considered and pursued. With important systemic dimensions in mind, analysis and ideas from multiple sources give way to implementation and evaluation.

FOSTERING DELIBERATION AND BRIDGE-BUILDING

Through cooperative participation, encourage everyone to take ownership of the work that is being done and the outcomes that are created. By creating an environment where differences are appreciated, conflict can serve to expose new solutions to complex problems.

HONORING CONTEXT AND CULTURE

Seek to understand the organization, culture, system, politics, and dynamics and their impact on actions needed to achieve the group's goals.

MOVING IDEAS INTO ACTION

Offer a compelling vision that inspires groups to engage in the ambiguous transformation process. Co-creation processes focused on common goals require steady, yet flexible, interventions based on evaluation and the needs of the group.

Outcomes

Leadership Outcomes are detailed, specific, measureable or identifiable, and meaningful statements that are derived from competencies being enacted for the purposes of change in an individual, group or communities' beliefs, values or behaviors. The Leadership Outcomes Matrix outlines what outcomes can be generated when specific Leadership Competencies are executed while living the Leadership Values. This matrix primarily focuses on individual-level behavioral practices and is not intended to serve as an exhaustive list.

	Integrity	Inclusive Engagement	Connection and Community
Self-Awareness	<ul style="list-style-type: none"> • Create processes for open communication and dialogue • Value fact-based information • Ensure transparency for the scrutiny of all the group's stakeholders • Maintain focus on truth over achievement • Think, feel, and behave with consistency, genuineness, authenticity, and honesty towards others • Understand personal motivations to serve and how it relates to the collective effort • Commit to working hard and continuous learning • Understand one's own culture and context and how it impacts participation 	<ul style="list-style-type: none"> • Reflect on personal beliefs, values, attitudes, and emotions that motivate one to take action • Create structures that provide opportunities for feedback and reflection • Appreciate the knowledge, talents and contributions of those in the community • Recognize the value of broad community participation in creating change • Understand own strengths and limitations • Engage others who complement group and individual limitations 	<ul style="list-style-type: none"> • Evaluate and be attentive to the degree of participation among group members • Demonstrate humility • Ensure each member is part of goal attainment • Share ownership in the work and results of the group's efforts • Build awareness of one's impact on the dynamics and needs of the group
Interpersonal Communication	<ul style="list-style-type: none"> • Encourage open and honest communication • Appropriately address anxiety and conflict • Model vulnerability by actively disclosing information that benefits the group 	<ul style="list-style-type: none"> • Engage various individual and group communication strategies to draw out participation of others • Appropriately engage and support others in all stages of the process • Listen to individual perspectives and ensure they are reflected in group outcomes • Adapt approach in order to be responsive to the needs of others 	<ul style="list-style-type: none"> • Develop trust with others in the group • Cultivate a network of peers and colleagues in diverse communities • Mediate conflict to further the group's mission • Openly acknowledge and appreciate the contributions of others

	Integrity	Inclusive Engagement	Connection and Community
Supporting Learning and Development of Others	<ul style="list-style-type: none"> • Lead by example to help others be authentic contributors • Provide and receive feedback for the purposes of continued learning • Support others to take risks that allows new information and perspectives to emerge 	<ul style="list-style-type: none"> • Assess the goals, needs, aspirations of others to support growth and development • Encourage and support the participation of others in the co-creation of their community • Facilitate the learning of others by delegating work that extends current knowledge or experience • Partner in peer-to-peer learning • Provide direction to resources that support others' growth 	<ul style="list-style-type: none"> • Engage others in community work to expand their network of peers and colleagues • Trust others to represent the group in community forums • Develop group facilitation knowledge in others
Decision Making	<ul style="list-style-type: none"> • Lead decision making processes with transparent criteria and goals • Help group become comfortable with making a decision without full information or agreement • Help group stay focused on the common goal • Acknowledge own self-interest and ensure it doesn't interfere with decision making process • Engage affected communities in decision making that impacts them • Exhibit personal accountability for decisions made • Demonstrate the flexibility to recognize when a decision needs to be revisited 	<ul style="list-style-type: none"> • Create processes where all perspectives are invited and freely shared • Recognize "groupthink" and encourage alternatives • Encourage consensus building through constructive dialogue • Elicit ideas from all participants • Synthesize divergent perspectives to help move towards a final decision 	<ul style="list-style-type: none"> • Recognize group dynamics and its effect on community • Promote collaboration within groups and with external participants • Model humility and trust for the rest of the group

	Integrity	Inclusive Engagement	Connection and Community
Fostering Deliberation and Bridge-Building	<ul style="list-style-type: none"> • Openly acknowledge group dynamics • Foster a culture of transparency • Value input from team members, even when it is different from others and your own • Foster a sense of trust among team members 	<ul style="list-style-type: none"> • Recognize the importance of sharing ownership in completing critical group tasks • Identify how others want to be appreciated for their participation to support ongoing and future engagement • Identify complementary skills and ensure that teams are diverse • Reserve judgment • Ensure that the dominant groups are not overpowering 	<ul style="list-style-type: none"> • Build consensus with the group in identifying the group's goals • Create a safe environment where participants can share differences of opinion • Appreciate the different learning styles of group members • Foster a sense of trust among community partners • Develop coalitions by aligning mutually beneficial goals
Honoring Context and Culture	<ul style="list-style-type: none"> • Understand the culture and context in which the group exists • Help the group both recognize the value and challenges of cultural differences • Acknowledge the impact of systemic racism, sexism, ableism, etc., on goals and activities 	<ul style="list-style-type: none"> • Encourage full participation of all members by identifying and removing barriers • Ability to challenge what is culturally dominant or normative for the group or institution 	<ul style="list-style-type: none"> • Identify goals that are meaningful to all • Promote trust and good will across different cultures • Demonstrate knowledge of history and cultural context of each constituency
Moving Ideas Into Action	<ul style="list-style-type: none"> • Recognize the inherent risk in promoting change • Appropriately manage risk • Challenge the status quo with facts and logical reasoning about its advantages and drawbacks • Demonstrate flexibility in responding to the different ways in which others are impacted by change • Explore how intended change will be sustained and supported 	<ul style="list-style-type: none"> • Promote energy and optimism in order to move ideas into action • Create a safe environment for people to be open in expressing and working through their fears of change • Collectively define and communicate a compelling vision that enables others to pursue change 	<ul style="list-style-type: none"> • Partner with key stakeholders in identification, development and implementation of positive change • Maintain an open atmosphere for questioning processes and impacts • Work with the community in determining where change is needed