



THE UNIVERSITY
OF IOWA

Summary & Observations

**University of Iowa Leadership Competencies Dialogue
2008**

The Office of the Provost and
Organizational Effectiveness, University Human Resources
The University of Iowa

Final Report Dated 10/27/08

1 Executive Summary

1.1 Event Purpose & Objectives

The Leadership Competencies Dialogue took place on Thursday, May 29, 2008 from 3:00-5:00 p.m. in W401 Pappajohn Business Building. The campus-wide event was designed to generate a set of competencies that contribute to highly effective leaders at The University of Iowa. An invitation was sent to Deans, Vice Presidents, and Division Leaders, who were asked to send two delegates from their areas. A complete list of facilitators and participants can be found at the end of the document.

The May workshop was structured to seek additional input from campus leaders and to validate previous conversations conducted last year by Organizational Effectiveness (OE) focusing on future leadership development needs at The University of Iowa. The input received as a result of both of these processes will be used to generate a generalized list of core competencies (e.g., knowledge, values, and skills) which exemplify the best in UI leaders. The results will be used to inform succession planning efforts and guide centrally-provided leadership development services.

1.2 Results

The following table lists the leadership competencies identified during the May 2008 Campus Dialogue in the first column and those identified through OE's previous Campus Conversations with over 150 campus leaders including Deans, Directors, Senior HR representatives, and other academic and administrative leaders in over 20 colleges, divisions, and departments in the second column. (See Section 7, References)

Table 1

| Competencies generated during Campus Dialogue (May 2008) | Competencies emphasized during Campus Conversations (November 2006-June 2007) |
|---|---|
| Promoting Diversity | Engaging Diversity; Understanding and Working with Diverse Styles |
| Ethics and Values and Integrity and Trust | Policy and Protocol within the UI Environment; Institutional Administration and Connectivity within the UI System |
| Confronting Performance Challenges | Performance Assessment, Evaluation, and Accountability |
| Motivating Others | Motivating/Engaging Others; Taking Initiative and Supporting Leadership (Followership) |
| Managing with Vision and Purpose | Creating and Communicating Strategic Vision |
| Conflict Management | Emotional Intelligence (also in group settings) |

| Competencies generated during Campus Dialogue (May 2008) | Competencies emphasized during Campus Conversations (November 2006-June 2007) |
|--|---|
| Composure | Communication, Presentation, and Meeting Facilitation |
| Decision Quality | Decision Making |
| Strategic Agility | Interdisciplinary and Interdepartmental Collaboration; Succession Planning |
| Dealing with Ambiguity | Change Management |
| Delegation | Organizing the Work; Balancing Workloads |
| Negotiation | Political Awareness; Influencing Others |

1.3 Progress Update and Possible Implementation

During the summer of 2008, The Office of the Provost and Organizational Effectiveness (OE), University Human Resources, have continued to combine the two sets of competencies (see Table 1) into a streamlined framework with the goal to have a set of seven to nine (7-9) overarching competencies which reflect the knowledge, values, and skills that exemplify leadership excellence among UI faculty and staff.

OE also conducted a benchmarking study that concluded that many Big 10 Universities are interested in developing organizational-wide leadership competency models and view this as an important asset for their institutions. Despite this, only one-third have drafted overarching models, and the one University that has implemented such a model is currently using solely for the purposes of directing campus programming. Leadership competency models can also be used in the selection and the evaluation of leaders, but this remains more distant in academe and is not the focus of The University of Iowa framework.

To clarify the potential role of a leadership competency model at the UI, The Office of the Provost and University Human Resources presented the concept to Vice Presidents' Group, who supported the development of programming focused on competencies that have been prioritized by campus.

This fall, additional input on the proposed framework will be sought through two additional cross-campus constituent groups, including the Senior HR Leadership Council and the newly-formed Faculty Development Advisory Council.

By the end of 2008, the finalized UI Leadership Framework will be announced and distributed to Vice Presidents, Deans, Directors, and Senior HR leaders. Beginning next year, The Office of the Provost and University Human Resources will begin exploring ways to use the framework to guide programming for faculty and staff leaders.

2 Leadership Competency Development Process

2.1 May Campus Dialogue Session Design

During the Campus Dialogue session, participants were provided with a list of 54 competencies selected from the Leadership Architect Suite© by Lominger International. This tool was selected due to the strength of its research-based findings and ease of use. (See Section 7, References)

The participants were asked to rate the competencies based on two criteria:

- Importance – how critical is it to have this competency;
- Comprehensiveness – in other words, how universal is this competency in representing leaders at all levels and across the university as a whole.

The exercise took place in various rounds, starting with an introspective, individual rating (Round 1), moving to a table exercise for gaining small-group consensus on competencies (Round 2), and ending with a large group Dialogue to discuss and agree on the Top 10 leadership competencies (Round 3). An electronic voting mechanism, or “clicker,” was used through which participants entered first an individual vote and then, after small group discussion, a table vote.

2.2 Preliminary Results

Simply stated, there was concern during the session regarding the accuracy of data reported from the clicker technology.¹ A further investigation of hard-copy votes show that three competencies (*Promoting Diversity*, *Composure*, and *Negotiation*) were omitted from the final “clicker count,” while two others (*Confronting Performance Challenges* and *Delegation*) were added. To reconcile this difference, the Aggregate Results below are a combination of both the clicker counts and the table counts to preserve the integrity of this process.

Aggregate Results:

| Competency | Working Definition |
|-------------------------------|---|
| 1. Promoting Diversity | Provides each employee with the opportunity to contribute to the goals of the unit, while managing the talents, strengths, and behaviors of each individual in a diverse work group. Works to assure that all employees are respected and treated consistently with institutional policies in regard to equal employment opportunity and diversity. Develops an awareness of diversity in the workplace and may suggest discussion of issues that affect the workplace. |
| 2. Ethics and Values | Fairly and equitably applies institutional policies and values; |

¹ Feedback provided indicated user error occurred as individuals looked for the competency *Promoting Diversity* under the letter “P” when it appeared in the voting under “D” for diversity.

| Competency | Working Definition |
|---|---|
| <p>(combined with)*</p> <p>Integrity and Trust</p> | <p>adheres to an appropriate (for the setting) and effective set of core values and beliefs during both good and bad times; acts in line with those values; rewards the right values and disapproves of others.</p> <p>Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.</p> |
| <p>3. Confronting Performance Challenges</p> | <p>Deals with issues firmly and in a timely manner; doesn't allow problems to fester; regularly reviews performance and holds timely discussions; can make negative decisions when all other efforts fail; deals effectively with challenging behaviors.</p> |
| <p>4. Motivating Others</p> | <p>Creates a climate in which people want to do their best; can motivate many kinds of direct reports and project team members; empowers others; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working for and with.</p> |
| <p>5. Managing Vision and Purpose</p> | <p>Communicates a compelling and inspired vision or sense of core purpose; talks beyond today; talks about possibilities; is optimistic; creates mileposts and symbols to rally support behind the vision; makes the vision sharable by everyone; can inspire and motivate entire units or organizations.</p> |
| <p>6. Conflict Management</p> | <p>Steps up to conflicts, seeing them as opportunities; reads situations quickly; good at focused listening; can hammer out tough agreements and settle disputes equitably; can find common ground and get cooperation with minimum noise.</p> |
| <p>7. Composure</p> | <p>Does not become defensive or irritated when times are tough; is considered mature; can be counted on to hold things together during tough times; can handle stress; is not knocked off balance by the unexpected; doesn't show frustration when resisted or blocked; is a settling influence in a crisis.</p> |
| <p>8. Decision Quality</p> | <p>Makes effective decisions (without considering how much time it takes) based upon a mixture of analysis, wisdom, experience, and judgment; most of his/her solutions and suggestions turn out to be correct and accurate even when judged over time; sought out by others for advice and solutions.</p> |

| Competency | Working Definition |
|-----------------------------------|--|
| 9. Strategic Agility | Sees ahead clearly; can anticipate future consequences and trends accurately; has broad knowledge and perspective; is future oriented; can articulately paint credible pictures and visions of possibilities and likelihoods; can create competitive and breakthrough strategies and plans. |
| 10. Dealing with Ambiguity | Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty. |
| 11. Delegation | Clearly and comfortably delegates both routine and important tasks and decisions; broadly shares both responsibility and accountability; tends to trust people to perform; supports direct reports and others in succeeding in their work. |
| 12. Negotiating | Can negotiate skillfully in tough situations with both internal and external groups; can settle differences with minimum noise; can win concessions without damaging relationships; can be both direct and forceful as well as diplomatic; gains trust quickly of other parties to the negotiations; has a good sense of timing. |

* During the large group dialogue, there was consensus that the competencies of *Integrity and Trust* and *Ethics and Values* were similar and should be combined to allow for the inclusion of *Promoting Diversity*. The following section details the proposals generated by representatives at the event.

3 Captured Comments and Questions

Following is a summary of what was captured from the questions and comments generated by participants between Rounds 2 and 3. These are not conclusions, nor have we determined whether any of the specific feedback is the appropriate course to pursue. Nonetheless, the concerns and priorities raised provide tremendous insight which is invaluable in validating the previous Campus Conversations and providing further clarification for the emerging competency framework.

Some key verbatim comments from the participants are highlighted in the table below:

| Theme | Corresponding Verbatim Comments/Questions |
|---|--|
| <ul style="list-style-type: none"> • Additional Competencies that are desirable by the group but didn't make it to the top-ten: <ul style="list-style-type: none"> - Customer Focus - Creativity - Communication - Resiliency/work-life balance - Managing Vision and Purpose | <ul style="list-style-type: none"> • "I would like to comment on the fact that customer focus didn't make it to the final list and that came as a disappointment." • "Our small group discussed the importance of creativity and we didn't see it reflected here." • "We would like to see communication as a competency. We all agree on the need for the basics like listening skills, writing skills, presentation, but we also would like to see elements such as frequency, timing and savvy. I think this will make the intent and meaning behind communication a lot richer." • "In terms of items that did not make the cut at all, leaders need to be able to fill and refill their energy sources (work life balance)." • "There is a similar conversation at this table on work-life balance but it didn't end up making it in our top ten." • "Our table looked at work-life balance [which] didn't make the top ten, but we did have a conversation around resiliency.... We would like to make the point about resiliency being considered for the top ten." • "Managing vision and purpose is also recommended to be on the list." |
| <ul style="list-style-type: none"> • Competencies whose definitions need to be further refined to better fit the culture or where there are areas of overlap between competencies: <ul style="list-style-type: none"> - Promoting Diversity - Action Orientation - Results Orientation - Decision Quality - Integrity and Trust - Ethics and Values | <ul style="list-style-type: none"> • "Promoting diversity: perhaps it could be called cultural competence – 'wordsmithing' it would be more suitable." • "Action orientation: we thought it could be a leadership competency because sometimes in an academic environment people tend to talk about things but they don't necessary act on them." • "Our table associated action orientation with charging on recklessly without thinking.... We doubt the desirability of this competency..." • "I actually like results orientation more than action orientation because what matters in the end are the results. Sometimes they come with action and sometimes don't. However, it didn't make it to the top 10." • "Are results embedded in Decision Quality?" • A general consensus was reached to combine integrity and trust with ethics and values and make room for diversity and resilience, which didn't make it to the initial list. |
| <ul style="list-style-type: none"> • General comments about the process <ul style="list-style-type: none"> - Desire to be kept | <ul style="list-style-type: none"> • It was engaging; we see benefit in continuing dialogue with academic departments. • "Will the participants here today receive the results as a result of the small group discussion because we'd like to be updated..." |

| Theme | Corresponding Verbatim Comments/Questions |
|--|---|
| <p>updated on outcomes of this process</p> <ul style="list-style-type: none"> - Further analysis and refinement to continue - Interest in seeing competencies be part of performance management system - Development of some type of process to engage greater involvement from academic leadership | <ul style="list-style-type: none"> • “We ran into cases where one competency was absolutely core for that division but when it came to the university it wasn’t absolutely necessary...” • “Even though we did have that discussion, we actually took one of them away but then brought it back to be able to still rank them.” • “Can we make a separation between what was voted on and what we are discussing? This would be better to avoid confusion.” • A new list was generated again by Annette Beck of ITS following Round 3, but some said they did not agree with the new list because diversity was no longer there. “We had a short discussion regarding looking at the competencies across leadership levels but our facilitator brought us back to looking at the competencies in general rather than hierarchically.” • “Long term, it would be quite desirable if we can have leadership competencies embedded in our performance management system.” • “I think it would be healthy to do this for the academic units only because I have a short-list of characteristics for the department chairs in medicine and I didn’t see any of those items here...” • The question of: “Are you ready to put your career on hold for the sake of [developing] a more junior person” or put your department ahead of yourself” is very critical in our department. I see that captured by multiple competencies but not necessarily by a single one.” • “I know most of the deans do leadership type exercises and there is some value in it. I think we should repeat this process for the academic departments since their competencies might be different.” |

5 List of May 2008 Facilitators and Attendees

5.1 Facilitators and Team Members

| Name | Department or College |
|-----------------------|---|
| Teresa Kulper | Human Resources, Organizational Effectiveness |
| Nikole Mac | Human Resources, Organizational Effectiveness |
| Laura Reed | Human Resources, Organizational Effectiveness |
| Carol Wozniak-Rebhuhn | Human Resources, Organizational Effectiveness |

| Name | Department or College |
|----------------|---|
| Sean Hesler | Human Resources, Organizational Effectiveness |
| Dick See | Human Resources, Organizational Effectiveness |
| Pat Kenner | Human Resources, Organizational Effectiveness |
| Niam Sinno | Deloitte UK |
| Annette Beck | ITS, CTS Instructional Services |
| Susan Johnson | The Office of the Provost, Provost Administration |
| Diane Finnerty | The Office of the Provost, Provost Administration |
| Hannah Shultz | Human Resources, Organizational Effectiveness |
| Alisha Dewey | Human Resources, Organizational Effectiveness |

5.2 Workshop Registrants

| Name | Department or College |
|------------------------------|---|
| Michael Cohen | College of Medicine-Pathology |
| Nancy Fick | College of Liberal Arts and Sciences Administration |
| Susan Johnson | The Office of the Provost, Provost Administration |
| Twila Reighley | VRSH-Division of Sponsored Programs |
| Joni Troester | VPFO-Human Resources |
| Chris Annicella | College of Education-Administration |
| Jane Holland | VPFO-Human Resources |
| Marc Mills* | General Counsel |
| Jarjisu Sa-Aadu | College of Business-School of Management |
| Carlette Washington-Hoagland | Library Administration |
| Susan Buckley* | VPFO-Human Resources |
| Richard Hichwa* | VRSH-Research Administration |
| Susan Marks | Library Administration |
| Gay Pelzer* | General Counsel |
| Cathy Solow | College of Medicine-Administration |
| Nancy Baker | Library Administration |
| Lyra Dickerson | VPFO-Human Resources |
| Rita Frantz | College of Nursing-Administration |
| Cheryl Hoogerwerf Reardon | VRSH-Research Administration |
| Grainne Martin* | General Counsel |
| Janann Schiele* | College of Engineering-Administration |
| Ann Farland | College of Education-Administration |
| Dee Hurst* | College of Business-Administration |

| Name | Department or College |
|------------------------|--|
| Jan Ricklefs | VPFO-Finance and University Services |
| Kathleen Shie | College of Public Health-Administration |
| Gordon Tribbey | College of Law |
| Larry Weber | College of Engineering-Civil Environmental Engineering |
| Terry Johnson | VPFO-Business Office |
| Patricia Kosier | Hygienic Lab Administration |
| Margery Pottorff | College of Medicine Administration |
| Linda Snetslaar | College of Public Health-Epidemiology |
| Jan Waterhouse | College of Nursing-Administration |
| Barry Butler | College of Engineering-Administration |
| Mary Jane Beach | VPFO-Finance & University Services |
| Lorena Gingerich | Provost-International Programs |
| Cynthia Joyce | President's Office |
| Diana Leventry | Hospital Human Resources |
| Mary Schott | President's Office |
| Debra McFall Wallerich | Nursing |
| Michael Sullivan | Pharmacy |
| Larry Weber | IIHR-Hydroscience & Engineering |

* were not in attendance

6 References

- Lominger Limited Inc. Leadership Architect® Suite, 1991. Developed by Dr. Michael Lombardo and Dr. Robert Eichinger, the Leadership Architect competencies and associated Leadership Suite products are used by more than one third of the Fortune 100 companies worldwide. For more information, please visit: <http://www.lominger.com/>
- The 2007 Campus Conversations on Leadership Development, Organizational Effectiveness, University Human Resources, September 2007. Available on the UI LEAD website at: http://www.uiowa.edu/hr/lead/campus_conversations.pdf