



UNIVERSITY
of
OTAGO
Te Whare Wānanga o Ōtāgo
NEW ZEALAND

Academic Leadership Framework

University of Otago

Approved by Vice-Chancellor's Advisory Group, December 2016. Version 2 2021

This framework can be found on the University of Otago website

University of Otago

Academic Leadership Framework

Whaia te ihi kahurangi; me he tuohu koe,
he māunga teitei

Pursue that which you treasure most;
should you have to forfeit, let it be only
because of an insurmountable obstacle

Whaowhia te kete mātauranga
Fill the basket of knowledge

INTRODUCTION

The University of Otago regards leadership as essential to the success of the organisation. Leadership fosters an environment where the University can be agile, innovative and creative. Hence it is important that leadership skills are developed by staff at all levels from the most junior to most senior. In a collegial university environment there are opportunities for everyone to make a difference as a leader, whether in a formal leadership role or not.

The Academic Leadership Framework outlines 5 essential, generic attributes of leadership from the perspective of strengths and warning signals. There is no intention that each strength will have a matching warning signal. The extent to which these strengths are developed and manifest in an individual will depend upon role, seniority and experience.

The framework can be used as a means for individuals to consider their own strengths and warning signals as part of planning their career and leadership development. It can inform discussions with their mentor, colleagues and manager during promotion and performance review processes.

Underpinning the framework is the University's commitment to the Te Tiriti o Waitangi; upholding the Otago Staff Values of respect, integrity, community and curiosity; and achieving strategic priorities¹. Implicit within these is excellence in both research and teaching, commitment to achieving outstanding student experiences, acting as a local, national and global citizen, as well as strong external engagement. Given that there is a range of leadership roles and work areas in the University, the term "department" is used to encompass "team/group/programme/school/centre".

¹ As outlined in strategic documents in Appendix 1

PERSONAL QUALITIES AND LEADING BY EXAMPLE

INDICATORS

- Acts with integrity and professionalism, and upholds University staff values of respect, integrity, community and curiosity
- Is committed to being a University leader; is accountable for the responsibilities of the role including its alignment with University values and priorities
- Has awareness of strengths and limitations of self and others; understands how to use strengths effectively
- Displays flexibility and ability to handle uncertainty and change
- Seeks constant improvement and is open to constructive feedback
- Effectively manages own energy, time and priorities; remains calm under pressure

ALERT SIGNALS

Puts own interests above those of department and University

Avoids leadership responsibilities

Gives insufficient time to fulfil the leadership role

Unrealistic expectations of self and others

Closed mind-set

Takes constructive criticism personally

Unable to admit mistakes

SETTING A DIRECTION: INSPIRING A SHARED VISION AND ESTABLISHING STRATEGIC GOALS

INDICATORS

- Provides strong leadership that sees the big picture; identifies and focusses on key factors to set direction and achieve departmental goals that align with the strategic priorities of division and University
- Inspires people to have a shared sense of purpose and contribute to developing priorities and direction
- Able to adapt, innovate and lead in response to changing organisational and external practices and processes

ALERT SIGNALS

Short-term, self interested focus

Has a very narrow view of the University context

Priorities are not clearly communicated

Resistant to change

Unrealistic expectations

PEOPLE AND CULTURE: DEVELOPING SHARED LEADERSHIP AND ENABLING PEOPLE TO SUCCEED

INDICATORS

- Develops and maintains relationships based on trust, respect and fairness
- Fosters a healthy, fair and inclusive work and learning environment
- Fosters development of teams, groups and future leaders
- Empathises and communicates well with staff and students
- Encourages openness, information-sharing and listening to the views of others
- Values and acknowledges the contributions of staff and students to achieving shared goals

ALERT SIGNALS

Unwilling to help others

Intolerant of others

Aggressive

Poor communication

Withholds information

MAKING SOUND AND TIMELY DECISIONS

INDICATORS

- Shows integrity, fairness and consistency in decision-making
- Able to weigh complex or competing priorities; identifies issues, opportunities and problems in a timely manner
- Seeks relevant facts and advice, consults appropriately, and thinks through the consequences before making an informed decision
- Has confidence to make the final decision
- Takes responsibility to communicate and implement decisions

ALERT SIGNALS

Shows favouritism

Procrastinates

Unable to prioritise

Ignores other's views, even after seeking their opinions

Avoids unpopular or difficult decisions

Prone to changing decisions under pressure

ACTION: ACHIEVING GOALS

INDICATORS

- Fosters a culture of responsibility and accountability, leading to shared ownership of goals amongst individuals, groups and teams
- Uses and creates effective management structures to ensure responsibilities² for sound decisions are met
- Identifies and organises people, resources and processes necessary to achieve strategic goals
- Provides considered, effective and fair representation to senior management for the interests of staff and students
- Delegates equitably and effectively, leaving scope for creativity and personal style
- Commits to goals and communicates appropriately about plans, resources and progress

ALERT SIGNALS

Inaction

Hands-off; no follow-through

Excessive control

Risk averse

Excessive attention to detail

Ineffective planning

² for staff, students, Health and Safety, finances, space, equipment and risk

APPENDIX 1: RELEVANT DOCUMENTS AND RESOURCES REGARDING UNIVERSITY PRIORITIES, VALUES AND POLICY

- University priorities are outlined in the Strategic Directions to 2020 and successor Vision to 2040
- Māori Strategic Framework 2022
- Pacific Strategic Framework 2013-2020
- Sustainability Strategic Framework 2017-2021
- University of Otago's contribution as signatory to the UN Sustainable Development Goals Accord
- Equity and Diversity Framework
- University of Otago Staff Values
- Health and Safety Framework
- Risk Management Framework
- University of Otago Teaching and Learning Plan 2013-2020 and Guidelines for Teaching at Otago
- Te Aka Whakaranea ā-Ao | Internationalisation Framework 2021-2025
- University of Otago Policy Library



"Pathways" by Dr Paul Dibble.
Installed at University of Otago, Dunedin campus.



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