

# Assessment in Advanced Education Programs

## *Leadership Development*

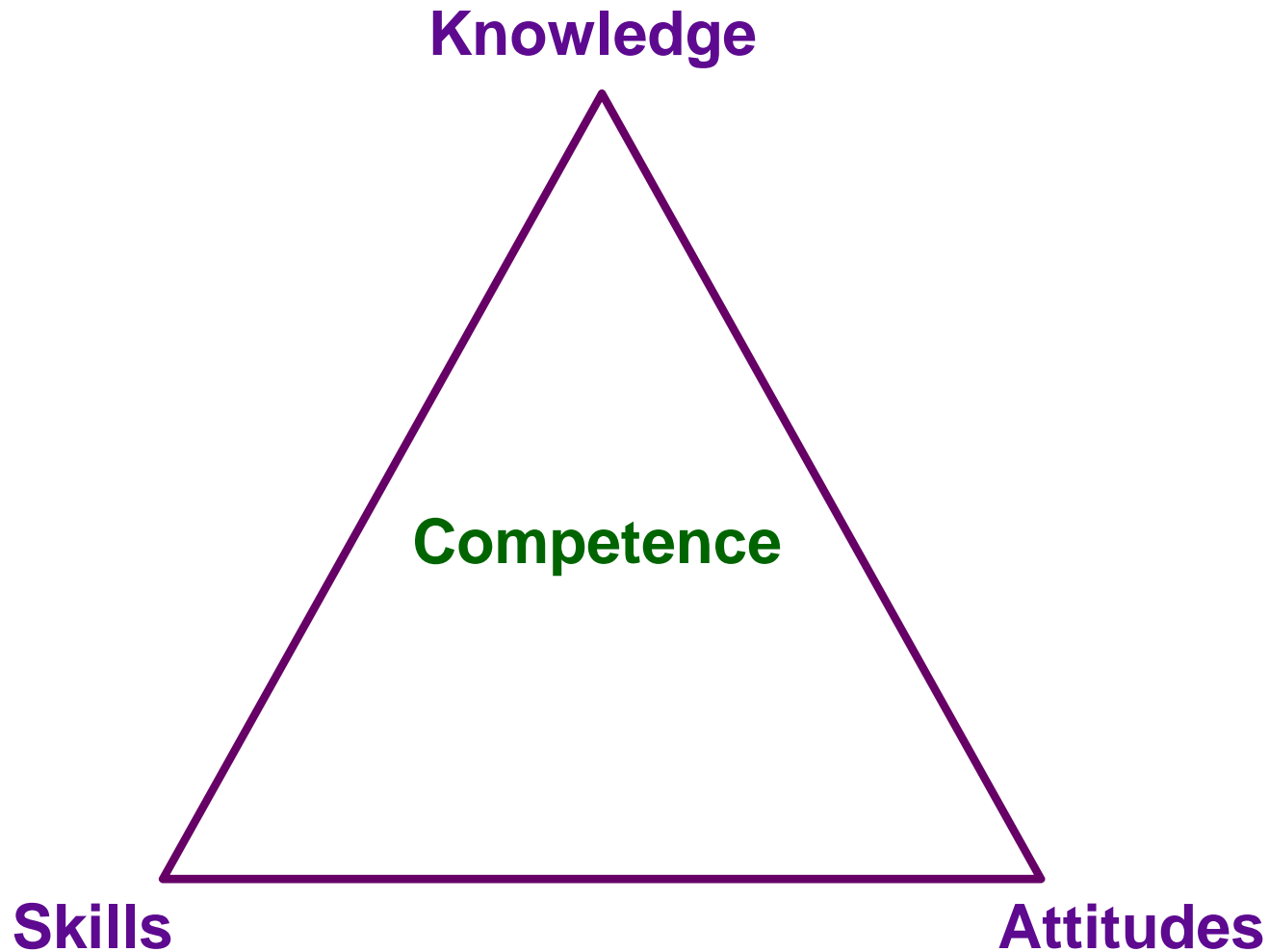
**N. Karl Haden, Ph.D.**  
**Academy for Academic Leadership**

**February 28, 2010**

# Objectives

- Identify ways **to assess professional needs** to inform leadership development programs
- Describe methodologies **to assess leadership competencies** within leadership development programs

# Professional Development



**Professional  
Needs  
Assessment**

- **Literature**
- **Best Prac.**
- **Surveys**
- **Interviews**

**Modify and  
implement  
curriculum**

**Develop and  
implement  
curriculum**

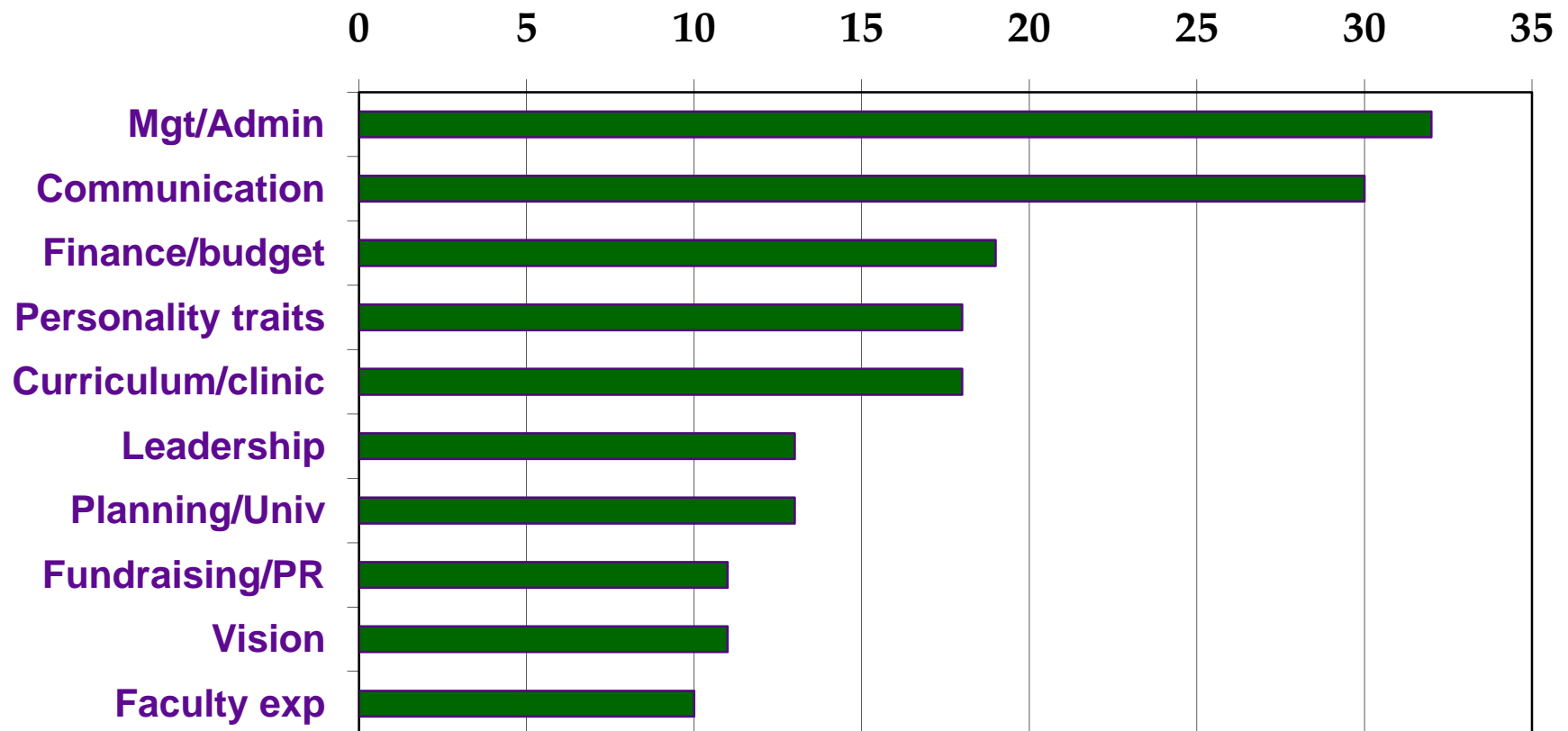
**Assess  
program**

Chmar J, Weaver RV, Ranney RR, Haden NK, Valachovic RW. Profile of dental school deans, 2002. *J Dent Educ* 2004;68:475-487.

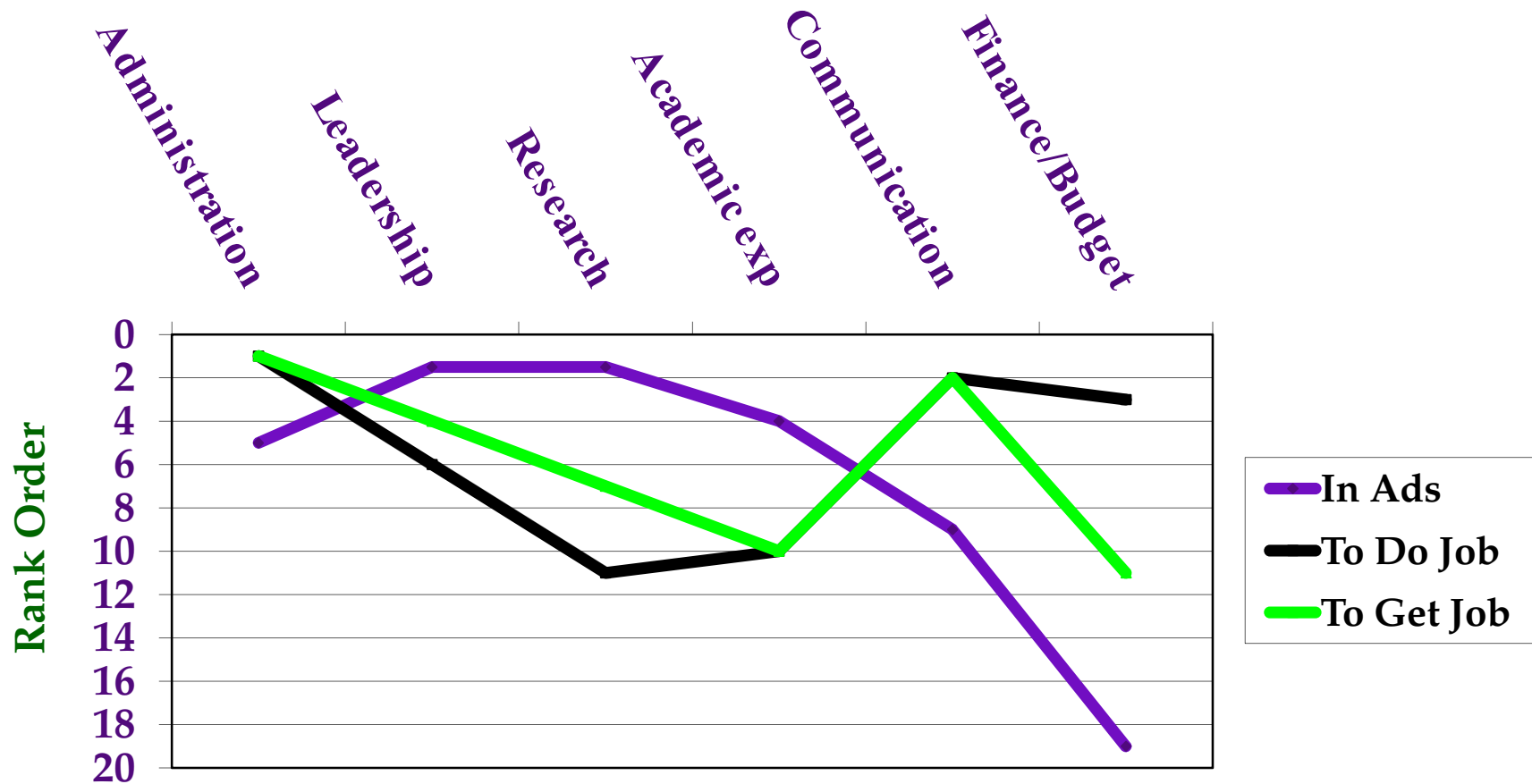
N=44 (79%)

# Deans' List- Essential Knowledge, Skills and Experience for the Job

## Number of responses

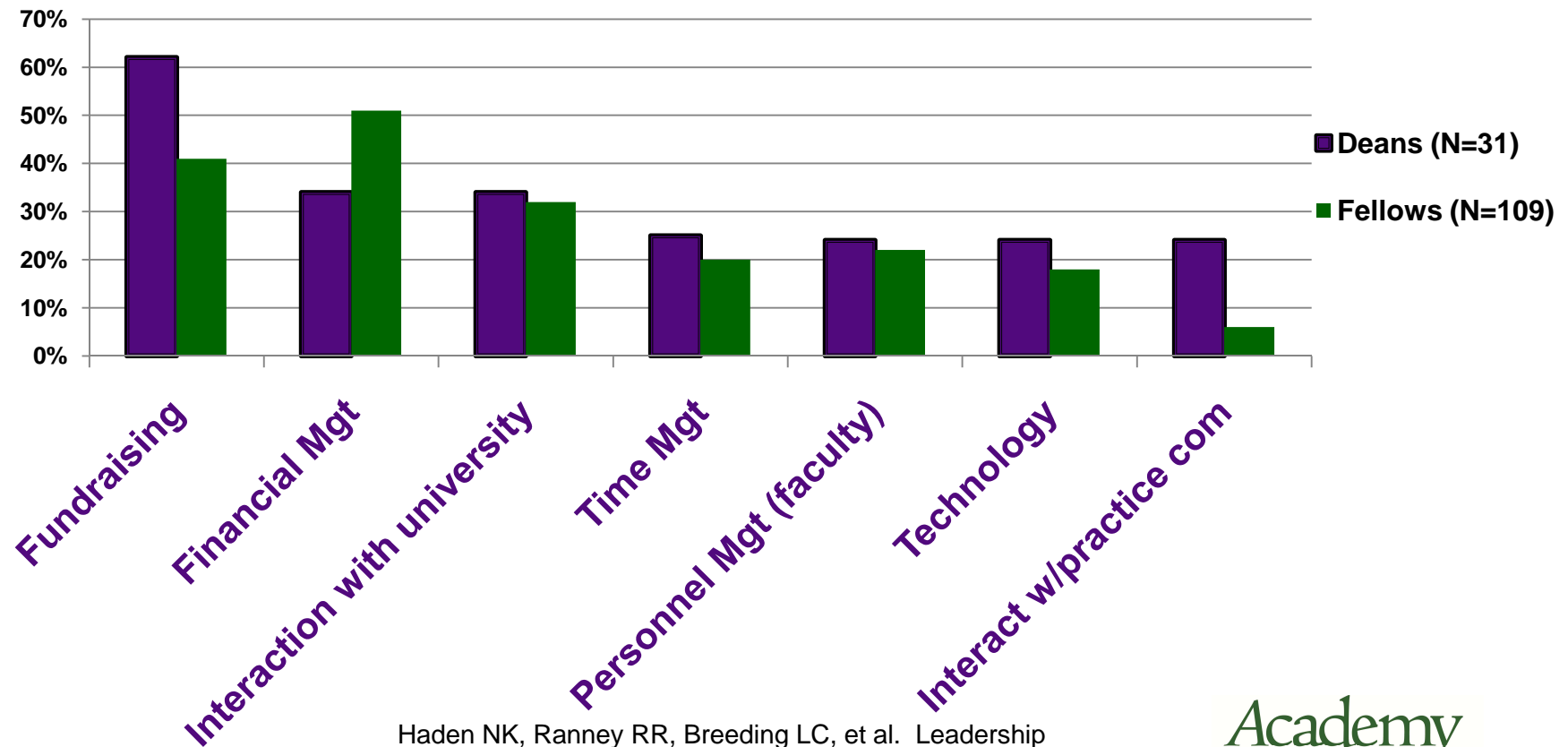


# Rank of Selected Qualifications in Ads and Deans Lists



# Training Needs (2008)

Deans: What aspect of deanship were you least prepared for?  
LI Fellows: In what areas do you believe you need more training?



Haden NK, Ranney RR, Breeding LC, et al. Leadership development in dental education: report on the ADEA Leadership Institute, 2000-2008. J Dent Educ 2010;74(3):331-351.

Rich EC, Magrane D, Kirch DG. Qualities of the medical school dean: insights from the literature. *Acad Med.* 2008;83:483–487.

# Core Competency--Management

## SKILLS:

- Institutional assessment
- Negotiation and conflict management
- Change management
- Communication with diverse audiences
- Strategic planning
- Financial stewardship
- Fundraising
- Team-building
- Recruitment and retention of talent

# Core Competency--Leadership

## SKILLS:

- Visioning
- Maximizing values
- Knowing self
- Mentoring
- Building constituency
- Making sense of experience
- Challenging experience

# Core Competency--Knowledge

- Academic medical center governance
- Legal and regulatory issues
- Challenges and expectations of clinicians & scientists
- Process of medical education

# Core Competency--Attitude

- Commitment to the success of others
- Appreciation of institutional culture
- Patience with process



LEADERSHIP  
INSTITUTE

**Personal and  
Interpersonal  
Competencies  
for Leadership**

## **Phase I**

- Leadership development and theories of leadership
- Personality preferences and leadership
- Transformational and transactional leadership
- Personal leadership
- Leading change
- Giving and receiving feedback
- Team building
- Peer assessment
- Mentoring
- Stress management

**Policy and  
Legislative  
Workshop**

## **Phase II**

- Graduate Medical Education
- Access to oral health care
- Budget, appropriations, and authorization processes
- Dental and craniofacial research opportunities
- Visits to Capitol Hill to interact with legislators
- Trends in dental education
- Strategies for Congressional visits
- National Health Service Corps

**Administrative  
Competencies  
for Leadership**

## **Phase III**

- The Learning Organization
- Building a research program
- The role of the dental school or program in the parent institution
- Job search and interviewing
- Budgeting and financial management
- Legal issues in academic leadership

**Faculty  
Development  
Workshop;  
Institute  
Commencement**

## **Phase IV**

Leadership Institute Fellows contribute to a full-day development program. Themes and format vary from year to year.



The Nexus of Leading and Learning™



LEADERSHIP  
INSTITUTE

Personal and  
Interpersonal  
Competencies  
for Leadership

**Phase  
I**

Policy and  
Legislative  
Workshop

**Phase  
II**

Administrative  
Competencies  
for Leadership

**Phase  
III**

Faculty  
Development  
Workshop;  
Institute  
Graduation

**Phase  
IV**

*Paper & Interviews*

*Mentoring*

# Assessment Methods within Leadership Development

- Self-assessment
- 360 degree feedback
- Mentoring
- Coaching
- Job challenge
- Others



# Gap Analysis

**ASSESSMENT**



**PERFORM  
-ANCE**

# Gap Analysis

Individual

Effective  
Leader

ASSESSMENT

Support

PERFORMANCE

The  
missing  
link?

# 2007 Questionnaire Report on Dental School Faculty – Work Environment

- N=1748 responses (17% of all U.S. faculty)
- 49 U.S. Dental Schools
- 36=average response rate per school (21%)
- 78%--Full Time; 22%--Part Time
- 67%--Male; 33%--Female
- 82% White/Caucasian

Haden NK, Hendricson WD, Ranney RR, et al. The quality of dental faculty work-life: report on the 2007 dental school faculty work environment survey. J Dent Educ 2008;72(5):514-531.

# Assess availability of each development activity, service or resource below...

Item	Yes or Avail.	No or Not Avail.	Do not Know	N/A
There is a formal mentoring program for junior faculty who are not tenured	25%	49%	23%	4%
There is a formal mentoring program for faculty who are new to the dental school regardless of academic rank	20%	51%	26%	2%
There is an orientation program for first year faculty to help them learn about the school and meet other faculty	39%	40%	20%	1%

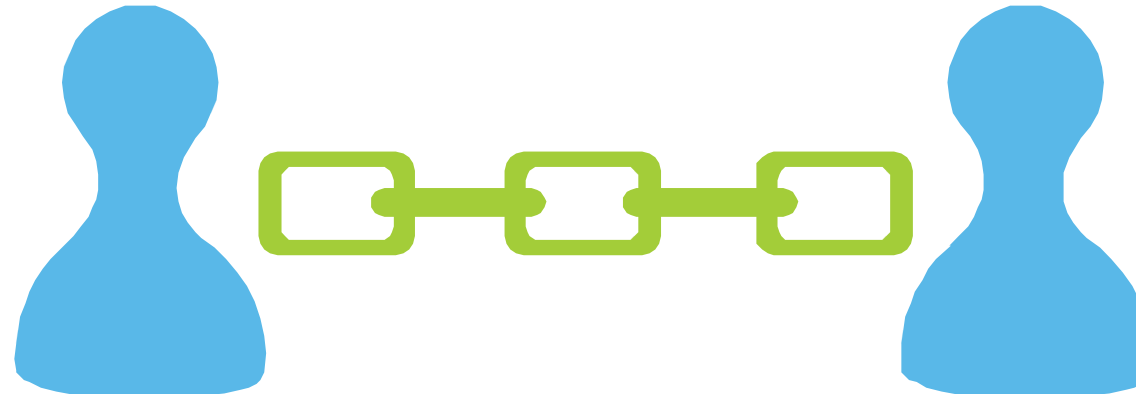
# Assess availability...

Item	Yes or Avail.	No or Not Avail.	Do Not Know	N/A
I meet with my department chair/division director/supervisor annually for a review of my performance in the preceding year	77%	17%	3%	4%
Faculty members in my department develop career growth plans and meet with our department chair/division director/supervisor to set goals and plan professional enrichment activities	52%	33%	12%	3%
The Promotion & Tenure Committee conducts progress reviews of tenure track faculty during years 3 - 4 of the probationary period and provides feedback	34%	20%	31%	15%
A dedicated percentage of my weekly time is reserved for my professional development	32%	56%	6%	7%

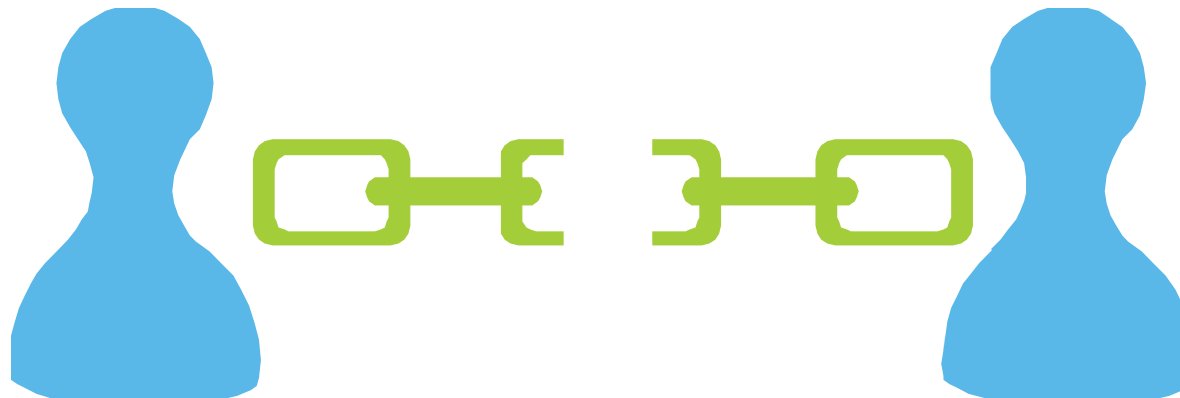
# Leadership Development

# Career Planning & Tracking

A.



B.



<http://academicleaders.org/online-resources.html>