Leadership Culture at the University of Northern Colorado (excerpt)

Leadership Element	Implementation

1. Systems Thinking - leaders will work to
   o comprehend and engage in our work mindful that the university is a system; other units within our system will be either directly or indirectly affected by our unit's work;
   o cooperate with others to serve the interests of the whole university;
   o investigate and implement collaboration within and beyond the unit structure.
	Approach the University as a network of relationships built upon shared responsibility for achieving common goals;
	
	Clarify roles and responsibilities among units on campus
	   • Identify locus of responsibility – Macro and Meso levels
	   • Identify other units with overlapping or similar responsibilities
	   • Establish roles and entry points for these other units BEFORE work is done
	         Informed
	         Consulted
	         Collaboration
	         Integrated Partnership

Leadership Element	Implementation

2. Organizational commitment - characterized by leaders who
   o understand there may be times when advocating unit's needs will be at odds with the university's direction. Embrace strategic no's or when appropriate, alternative routes to address needs. Respect the decision and outcome.
   o value and act with the notion that the university transcends, but is connected to, the work of colleges, academic units, schools or departments;
   o use the university's strategic plans to link and guide unit plans.
	If you agree with the premise that we all are both university leaders and unit leaders the PLT framework is that
	     we think about ourselves as co-leaders with the Provost; being co-leaders means there are times when we agree to disagree, and in the end, we are supportive of decisions made;
	
	We will discuss when our work to be aligned directly or loosely coupled; when to move from informal and unorganized and formal and intentional.

Leadership Element	Implementation

3. Culture of Candor
  ○ display openness and open-mindedness to other's ideas;
  ○ provide multiple arenas for debate, feedback and critical thinking;
  ○ have constructive conflict management skills;
  ○ share more information – tell the whole story rather than being "strategically" selective about what information is shared;
  ○ truthfulness, honesty and transparency;
  ○ seek honest feedback, admit own errors and learn from mistakes;
  ○ self-awareness and awareness of others; self-accountability – take responsibility;
  ○ differentiate between fact and opinion; facts are data driven;
  ○ allow for calculated risk-taking and failure;
	Be Scientific and Inquire - Begin from a place of inquiry and try to first understand the concerns, intentions, and motivations of others before you make assumptions act. .
	
	It's not Black & White -
	- Recognize that because we work in a university system, the decisions we face rarely have a single, obvious, absolutely correct answer – degrees of "rightness"
	- Engage others in critically analyzing the issues at hand and determining the most principled course of action
	- Know when to be flexible, recognizing that fairness doesn't necessarily mean treating everyone the same
	- Avoid fostering subtle or articulated competition.
	
	Courage - Deal directly with difficult issues – personnel issues; decisions regarding strategic yes's and no's;
	
	Self-Accountability - take responsibility for
	- the circumstances you find yourself in and the choices you made either through action or failing to act, and
	- the intended or unforeseen consequences of your actions.
	Let's find a solution rather than finding someone to blame.
	
	Transparency in Decision-Making - be transparent about whether issues we bring forward
	- need to be built/created together (frequent)
	- are partially developed and need further refinement (frequent)
	- have been determined to be necessary and by virtue of role/function will be implemented (infrequent)
	
	Collaboration - engage in collaborative decision-making and commit to the results of the process
	- Contribute to the conversation, sharing all relevant information
	- Acknowledge your role in the process and the own the ultimate decision;
	- Be willing to and understand the relevance of revisiting decisions collaboratively when circumstances change
	
	Open to change - be flexible and be open to and a champion for thoughtful change, experimentation and innovation

4. A culture that values and implements shared governance that
   ○ actively works to establish a culture of trust that enables members of the campus community to sort out differences, to compromise, and solve problems cooperatively;
   ○ promotes cooperation and interdependence between and among the administration and faculty;
   ○ ensures all faculty and professional staff have meaningful opportunities for their voices to be heard and given proper weight in decisions that affect the mission and operation of the institution;
	Work to create a climate of openness that allows faculty and staff to feel safe enough to discuss concerns, solve problems,
	
	Decentralize decision-making by establishing clear behavioral expectations and parameters for making decisions in support of University priorities.
	
	Operationalize the principles of shared governance by fostering true participation and partnership with faculty, staff and students in stewardship of the institution
	
	Facilitate the professional and personal growth of those with whom you work;

Leadership Element	Implementation
Civility	Show that you value people and their contributions by treating them with respect – how we treat them, how we interact with them (in person or via email), and respect their input and ideas, regardless of their position. Let's disagree!!! Like healthy relationships, within organizations the absence of disagreement or conflict is not the sign of a healthy organization. Healthy organizations have learned how to positively embrace conflict/disagreement and how to use disagreement/conflict to improve our work. Freely and respectfully express disagreement and differences; we need *positive* conflict and disagreement.
Professional growth as leaders	As leaders we must constantly strive to enhance our professional growth by seeking new knowledge, skills, and experiences information germane to our work; Engage in our own scholarship and knowledge acquisition when possible.

Origin: Acting Provost Wacker & Provost's Leadership Team