Updated competency framework for current and aspiring deans and heads of dental schools

Contents

Foreword

Colleagues,

It is my pleasure to share with you the most recent output from the Forum of European Heads and Dean of Dental Schools (FEHDD). FEHDD is dedicated to bringing together the leaders of the dental schools across Europe and beyond, to foster knowledge exchange, facilitate collaborations and provide a platform for professional development in line with the needs and demands of an academic leadership role. The members of the Forum convene in a dedicated session during the annual meetings of the Association for Dental Education in Europe (ADEE) and several times during the year in on-line sessions.

In 2016, Prof. June Nunn and Prof. Katalin Nagy led a workshop in Barcelona, aimed at exploring the development of a competency framework for aspiring deans and heads of dental schools by gathering various perspectives and collating a set of recommendations made by the members of the Forum. The resulting framework provided a set of core competencies defining those qualities which make an excellent dean/head of dental school, not only to assist in the recruitment and development of future talent, but also to help deans/heads of dental schools with their own ongoing professional development. The information gathered from delegates attending the workshop was consolidated and redistributed for consensus prior to the final iteration being circulated to delegates for the ADEE meeting in Vilnius, Lithuania in August 2017.

This framework and accompanying self-assessment template was intended to signpost the direction and competence acquisition for those looking to develop a leadership role within academic dentistry. It has since been successfully used as a guide for competence deficits to be addressed either in the mentoring of others or for personal continuing professional development.

The FEHDD envisages the agreed competencies will be used as a way of devising a meaningful professional development programme for current and aspiring deans and heads of dental schools for some years to come.

CPaganelli

Corrado Paganelli, Chair FEHDD

A changing world

As we approach the 10 year anniversary of the launch of the competency framework for aspiring deans and heads of dental schools, along with new considerations relative to the changing context of accelerating globalisation and technical developments, it was deemed prudent to revisit the knowledge, skills, attitudes and behaviours needed to be an effective dean/head of an oral health professionals school.

Once again as in 2016, FEHDD provided two workshops in 2024 to evolve an updated competency document. The first was a summer session held online in June 2024 delivered by Professor Barry Quinn, Professor June Nunn, Professor Brian O'Connell and Professor Corrado Paganelli. This session gave the FEHDD the opportunity to revisit the competency framework for aspiring deans and heads of dental schools. This session also presented the rationale for the need to update in a post covid, artificial intelligence (AI) and sustainability focused environment in the changing oral health education landscape. Attendees were encouraged to give suggestions for updating the competencies.

It was acknowledged that the current core competencies remain relevant. The discussion moved to the academic environment and how this is likely to evolve including the external role of advocacy. The recently published 'WHO Global strategy and action plan on oral health 2023–2030' was also discussed with AI, changing world politics, staffing and workforce planning, the lasting impact of covid and sustainability being highlighted as evolving environmental factors. This session was also recorded and made available to those who were unable to attend online.

The second session was held in Leuven, Belgium in September 2024 as the FEHDD met, in parallel with the pre-congress workshops, at the annual meeting of ADEE. This workshop led by Barry Quinn and Corrado Paganelli also included a presentation from Shannu Bhatia who, with Mike Botelho carried out research on staff wellbeing via the ADEE CoP Wellbeing Resilience group. This presentation highlighted the need for the role of self-care for deans and heads of dental schools along with awareness on staff and student mental health. The consensus was clear that wellbeing should also be considered when discussing updated competencies.

The workshop delegates explored in groups the highlighted themes before sharing and discussing with the wider group. It was acknowledged that in this ever-changing complex world the dean/heads of dental schools need knowledge in many areas, including 'evolving environmental factors' and 'wellbeing'. However, this was perceived an unrealistic expectation, and it would be more appropriate for them to identify gaps in their personal knowledge. Based on this, they should have the ability to choose the right team who have the relevant skills to support them in these areas. It was also highlighted that it would be helpful to combine 'staffing and workforce planning' with 'world politics' under an alternate heading of 'new integration models' as this better reflected the changing landscape.

Following is a summary of the workshop discussions giving context in support of the 'new' competencies within the revised competency framework for aspiring deans and heads of schools.

Evolving environmental factors

Artificial intelligence (AI)

Delegates discussed the use of AI as an educational tool. This was highlighted as a rapid area of growth which graduating students will be exposed to in practice. In terms of responsibilities and accountability, it was agreed that AI should supplement traditional education, not replace it. However, it is important that deans/heads of dental schools should understand AI's potential, progression and limitations. Leadership in policymaking where introducing equipment and educational tools is required, along with the ability to empower and support staff in implementing and using AI. Deans/heads and senior academics should also be open to student inclusion in decisions regarding AI in education.

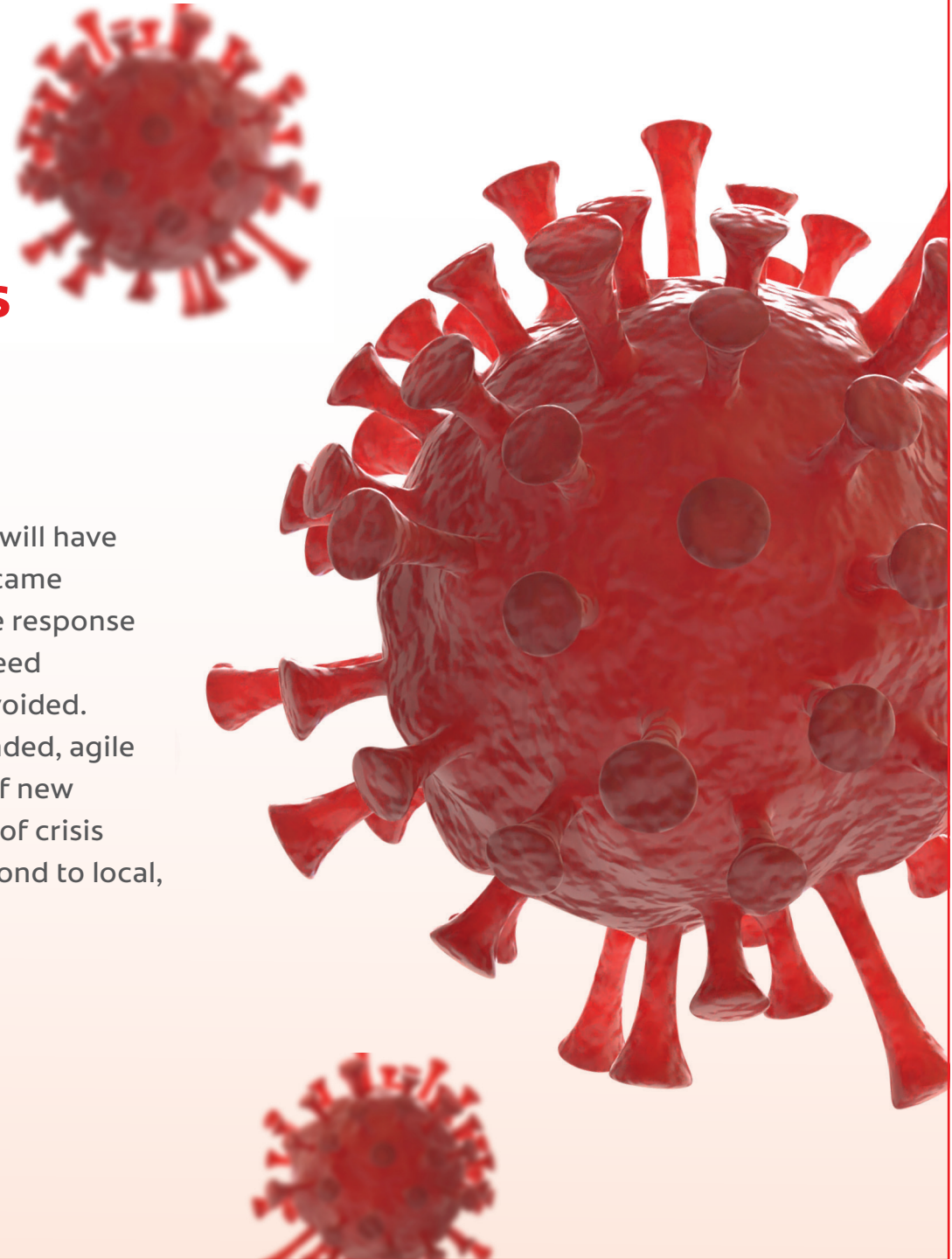# Evolving environmental factors

New integration models

After the recognition that everybody can't have expertise in everything, several countries stated they are already sharing teaching resources both locally and internationally to access or provide expert knowledge. Networking skills are a key competency for deans/heads of dental schools. This should include enhancing the understanding of skill gaps and opportunities for international teachers/teaching, including the knowledge of wider team members. They should understand when and where to send staff to learn new skills, how to invite individuals into school (including ERASMUS in the EU) and attract visiting professors who may be global experts on subjects not available locally. They also encourage teachers to teach in one or two year programmes as part of another local community.
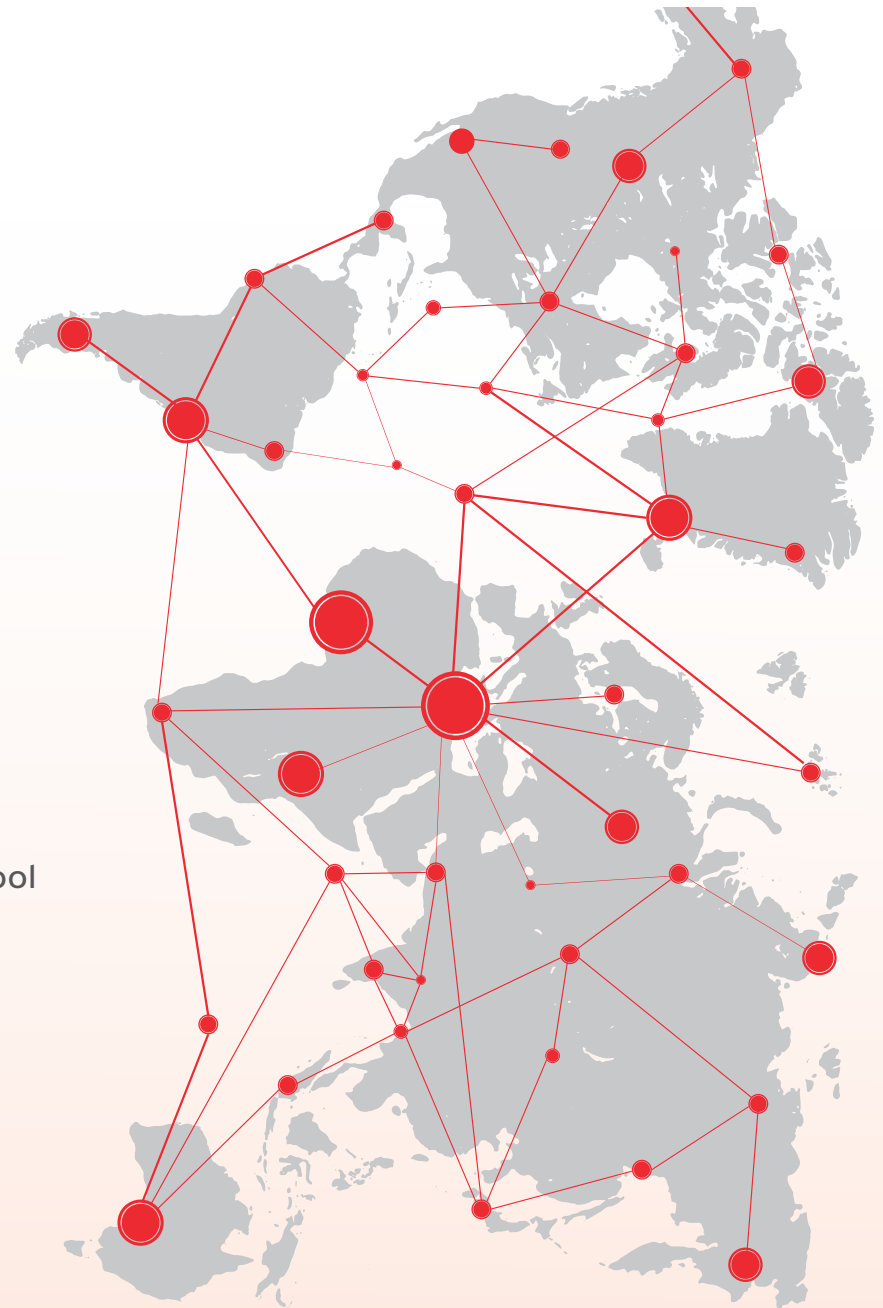
Evolving environmental factors

Lasting impact of a pandemic

Understanding uncertainty and generational changes post-covid will have a lasting impact. The discussion acknowledged that dentistry became mainstream during the COVID 19 pandemic, becoming part of the response working with and embracing other health professions. It was agreed that this was a positive outcome, and reverting back should be avoided. Further learnings suggested the health profession were open minded, agile and flexible in adopting new ways of working including the use of new technologies. This way of working should not be limited to times of crisis such as during a pandemic. It is how we can, as a profession, respond to local, national or international challenges in the future.

Evolving environmental factors

Sustainability

Sustainability is a topic which is better taught in a practical setting than as a theoretical subject. The deans/heads of dental schools should be role models, promoting sustainability policies including transportation, material choice, single use plastics and product choice based on packaging. The dean/head of dental school can also advocate with wider government policies and use this opportunity to promote prevention. Preventing disease reduces the need for patient transportation and product usage.

During the workshop delegates we were also reminded by Ezgi Yeşiltan, President of the European Dental Students' Association (EDSA) that students have an expectation to access digital patient notes to reduce paper waste. Attendees confirmed that not all countries had moved to digital patient notes, offering increased opportunities to align with student wishes and improve sustainability.
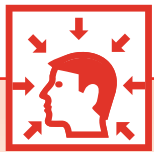
Wellbeing

The deans/heads of dental schools should prioritise physical and mental health of staff and students. They should demonstrate good listening skills, open communication, promotion of respect, collegiality and resilience. The workshop highlighted the importance of developing an environment with cultural awareness of students and staff along with gender equality and other protected characteristics to ensure an inclusive attitude. Leadership styles were discussed such as empowering senior team members to promote wellbeing across their workplace and seek external help when required. Students have requested safe and social spaces to have downtime from busy and hectic schedules. Other examples already implemented by delegates include staff and student rooms, student wellbeing cards allowing students to safely exit situations when they become overwhelmed, access to psychologists to help with coping mechanisms, yoga and social events. There was also acknowledgment that students and younger staff may have a different approach to work-life balance and deans/heads of dental schools should be aware of these generational differences.

FEHDD recommendation for key competencies for current and aspiring deans and heads of dental schools

In the following tables the desirable competencies are outlined in the top boxes as bold text. The descriptions below these suggest ways in which these competencies might manifest or be recognised in a candidate. In compiling these competencies, it is assumed that each successive 'level' builds on the preceding level. So, for example, a new faculty member, who has the intent/aptitude to eventually assume such a senior role will initially possess some or all of the competences at level 1. As their career develops, they will acquire additional skills, knowledge, behaviors etc, gained after successful appraisal and supported by appropriate mentoring.

Attitude
Culture of Openness

Empowering

Behavior
Leadership

Integrity & Professionalism

Positivity

Knowledge
Professional Knowledge

Skills
Strategic

Engagement & Advocacy

Communication & Negotiation

Wellbeing

Policy & Procedure

People Management
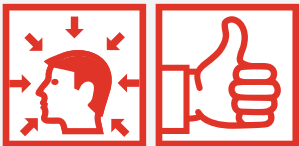
Evolving environmental factors

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Attitude: Culture of openness	Shows friendly attitude and optimism	Demonstrates positive thinking / is open to new ideas / challenges	Masters professional challenges Fosters positive environment for others	Facilitates decision making transparently and openly justifies	Testimonials Evidence from Curriculum Vitae (CV) Examples from Personal Statement 360 degree reviews
	• Positive demeanour available to consult • Sees the good in people and situations • Keeps team aware of strategies • Likes what he/she does	• Gives constructive feedback in positive manner • Encourages new ideas • Reaches out for support when needed • Has an open door policy	• Promotes a positive environment • Actively asks for feedback and modifies behavior accordingly • Initiates institution wide programmes to promote culture of openness	• Confidently takes responsibility / makes decisions • Predicts and affects effects of decisions • Justifies the decision appropriately • Supports institutionwide programmes to promote culture of openness • Demonstrates accountability	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Attitude: Empowering	Has a sincere attitude towards the position and encourages self development	Actively listens to others, receptive and acknowledges external opinions and is earnest in their leadership	Collaborates with all stakeholders in an open and democratic way, supports networking and empowers other people	Coaches others, develops staff and shares the responsibility in a trusting manner in a culture of empowerment	Covering Letter Feedback from students, staff, referees Evidence of staff progression/ promotions Attendance at staff development courses Examples in CV and at interview
	• Is prepared to self-develop and invests time for learning leadership skills • Starts every day with a receptive mind-set • Makes time for people both students and staff • Actively looks for networking possibilities	• Is an active listener and actively asks staff and students to share ideas • Allows anonymous opinions and comments • Is consistent in making decisions and in how people are acknowledged	• Takes active part in university meetings values the possibility of networking with other faculties • Holds informal, regular meetings for staff networking • Sets high ethical and moral standards for staff and students (role model) • Empowers and helps individuals and teams to become motivated	• Organises staff development course in pedagogies • Supports the scholarship of teaching • Has regular staff meetings and incorporates democratic decision-making • Learns from failure and demonstrates the ability to work through it • Coaches consistently for a culture of empowerment	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Behavior: Leadership	Has a vision of leadership, expresses it to others and lives by its values	Displays the ability to recognise and choose the right team members. Inspires and provides purpose to a team	Facilitates Faculty's academic growth and supports faculty development	Develops potential Makes opportunities to instil a leadership culture and long-term vision for everybody in the team. Mentors and coaches team members for leadership on a regular basis	CV Testimonials References Succession plan
	• Carefully listens to others • Communicates vision to faculty and administration • Demonstrates a sense of logic in identifying positives and negatives • Makes changes with positive impact • Able to prioritise projects	• Recognises strengths and weaknesses • Able to choose diverse and effective team members • Develops and fosters skills between team members to do the job in a changing environment	• Inspire new staff with potential opportunities • Actively searches, recruits and retains good people • Create incentives for increasing motivation • Supports staff for advocacy- meetings and professional development • Engages in appraisal • Supports initiatives of staff members • Seeks feedback and acts on it	• Shares long term vision with faculty, engenders engagement • Keeps promises (Fidelity) • Demonstrates respect regardless of opinion / position of other party • Capacity to recognise new opportunities / challenges • Demonstrates evidence of innovation or successful negotiations and management of organisational challenge	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Behavior: Integrity and Professionalism	Possesses professional and ethical values in keeping with role	Builds and maintains relationships with colleagues based upon professional and ethical values	Instils and develops the same professional and ethical values in colleagues	Uses shared professional and ethical values with colleagues in order to develop organisational and personal strategic goals	CV and testimonials Testimonials Interview - cited examples to illustrate points
	• Understands professional and ethical values required for role of: 　○ A dean 　○ A clinician 　○ A researcher 　○ A teacher 　○ An administrator 　○ A mentor	• Demonstrates through own behavior and actions the professional and ethical values required for role of: 　○ A dean 　○ A clinician 　○ A researcher 　○ A teacher 　○ An administrator 　○ A mentor	• Guides & mentors colleagues in order for them to establish the professional and ethical values they would require for the role of: 　○ A dean 　○ A clinician 　○ A researcher 　○ A teacher 　○ An administrator 　○ A mentor	• Leads by example; professional and ethical behavior of: 　○ A dean 　○ A clinician 　○ A researcher 　○ A teacher 　○ An administrator 　○ A mentor • Promotes and build an integral humanistic culture in respect of professionalism and integrity and is able to sustain and evolve these qualities	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Behavior: Positivity	Reflects own personality and demonstrates objectivity in day to day decision making	Reflects own personality and demonstrates objectivity in day to day decision making	Ability to handle anxiety, on a personal and team level	Inspires a positive attitude in the team, while maintaining respect	Personality testing; eg Myers- Briggs Test, Insights discovery profile (colour test)
	• Reflects on previous learnings • Is aware of limitations of own personality • Takes decisions based on all the facts and reports impartially • Seeks advice and accept feedback from colleagues	• Independent ability to analyse diverse points of view • Understands the difference between confidence and competence • Comfortable and at ease in a diversity of contexts • Positive in decision making	• Demonstrates emotional intelligence • Develops a wide range of inspirational styles • Accepts and enjoy challenges • Provides positive feedback and sets realistic goals • Reliably supports ongoing projects (Sustainability) • Passionate about new projects and ideas	• Demonstrates consistency and reliability • Totally comfortable with decisions in context ofconflicting situations • Handles major disappointments with sensitivity and objectivity • Engages in self-reflection and willingness to change • Evidence of successful negotiation of major changes within and sometimes without the organisation	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Attitude / Behavior: Wellbeing	Clearly acknowledges the importance of physical, emotional and mental wellbeing for all institution staff members and students	Understands availability of wellbeing services for the institution and how to access them Able to understand and recognise well-being issues and take necessary positive action both personally and for others	Prioritises wellbeing for all Actively seeks insights from senior teams, staff and students to promote ongoing development and uptake of wellbeing services	Inspires others to prioritise wellbeing for the benefit of all to enhance engagement Allocates resources and funding to ensure effective implementation of the institution's wellbeing policy and strategy to meet the needs of senior teams, staff and students	Testimonials Evidence from Curriculum Vitae (CV) Attendance to wellbeing services Examples from personal statement 360-degree reviews
	• Self-awareness for personal wellbeing • Recognises potential impact of poor wellbeing	• Demonstrates proactive engagement with wellbeing services • Recognises barriers to access wellbeing services	• Encourages work-life balance • Creates a safe positive work environment • Foster a supportive culture with communication • Respects others • Listens to and acts on feedback	• Leads by example • Instils an inclusive attitude • Promotes cultural awareness • Demonstrates advocacy both internally and outside of the school	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Knowledge: Professional knowledge	Able to conduct independent research in science and demonstrates a research interest in educational methods	Clear engagement with educational research procedures and evidence of local impact in dental education / clinical services Invests time in the development of policies and procedures	Has mid-level (Diploma/ Masters) educational experience and is able to demonstrate professional mentoring of others Evidence of wider impact within the dental education / clinical services	PhD level educational experience, evidence of effective and sustained professional mentoring / coaching. Recognised presence in dental education ideally internationally, on policy, procedures and innovation	CV: Publication profile (Citations and H Index) Grant income and PhD supervision Outcomes from external quality assurance reviews
	• PhD degree in clinical sciences • Certificate level award in education • Active participation on working groups / policy development • Recognised by a HE governing body	• Holds a diploma - level award in education • Lead author on publications in clinical and/or educational topics • Demonstrate local impact on dental ed-ucation, influencing policies & procedures	• Masters level award in education • Evidence of engagement with business development and administration • Authored books and chapters in peer-reviewed texts • Chairing committees / working groups impacting significantly on curriculum development • Recognition at a senior level by a HE governing body	• Holds a level 8 / PhD award • Successful supervision of educational related research • Holds editorial roles in peer-review publications • Provides evidence of successful innovation and its application in clinical and / or education services • Obtains highest level of recognition by a HE governing body • Evidence of sustained & demonstrable impact on dental education, ideally internationally	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
  Skills: **Vision / Strategy**	Has short, medium and long term vision and strategy for faculty / dental school	Displays skill in strategic planning in terms of priority and / or multitasking to implement the vision and strategy	Is able to negotiate and harness internal and external political sense to drive support of the vision and strategy	Integrates the school vision and strategy into broader national and or international educational /clinical strategies and further drives alignment and integration	Strategic Plan/ Interview
	• Frequent meetings with faculty, employees and students • Listens to concerns & problems • Regular visits and checks of 'hidden areas' at the faculty • Devote specific time for planning	• Setting priorities • Solving ongoing issues • Setting goals as appropriate (allied to university goals) • Aware of 'hidden curriculum'	• Explains internal & external objectives • Tailors communications to audience needs • Recognise the potential of others • Recognises strengths, weakneses opportunities and threats (faculty / organisation)	• Takes timely actions • Undertakes effectual, related resource planning • Prepares strategic, long term plan • Takes ownership of strategic planning implementation and follow-up • Creates & delivers plan for staff retention and puts it into action • SWOT analysis to inform direction at national and international level	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Skills: **Engagement and Advocacy**	Aware of key internal and external stakeholders Knows and conveys the mission of own organisation Demonstrates outward looking perspective	Understands key relationships of stakeholders Knows key agendas of stakeholders Visible to stakeholders	Promotes collective mission & motivation of key stakeholders Recognises individual value of all stakeholders	Promotes ownership of a collective agenda	Evidence from School's Strategic Plan Student feedback Profile locally, nationally, internationally (Relevant journals and testimonials in CV)
	• Can identify key stakeholders • Contributes to defining and conveying the mission and vision • Is receptive to communications at all levels • Has regular contact with students, colleagues, internal teams and stakeholders • Is available to establish relationships with key external stakeholders	• Actively solicits external funding • Reflects on dental industry involvement	• Informs stakeholders, through inter-professional collaboration, around knowledge and attitudes and the impact they have on overall output • Conducts detailed stakeholder mapping and sets mutually beneficial engagement goals with a broader education, business, industry and/or healthcare perspective • Reviews engagement goals and progress according to stakeholder feedback	• Promotes development of faculty strategy in framework of national health strategy • Communicates constantly with opinion formers and decision-makers • Consults on and plans new aspects of the curriculum • Is open to new ideas / innovation / different perspectives • Uses knowledge and evidence to influence politicians, other opinion formers and decision-makers regarding dental and health education	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Skills: Communication and Negotiation	Actively listens to key stakeholders Expresses ideas clearly to all Recognises and acknowledges mistakes Communicates internally and externally in line with the values of the organisation/school	Displays self-awareness and understanding of own communication impact Facilitates increased cooperation and working in groups and communicates clear direction	Able to communicate effectively and ensure team cohesion in a multicultural environment Is comfortable and convincing with public speaking/promoting ideas to other organisations/public outside school	Projects credibility. Engenders motivation for common goals through inspiring and effective communication Displays excellent negotiating / diplomatic skills. Actively manages potential communication issues: recognises and defuses stress, conflict and tensions	Presentation and Interview Examples of conflict management, successful and less successful outcomes
	• Does not interrupt others – attentive • Acknowledges differing points of view / demonstrates empathy • Uses simple, clear terms – speaks at appropriate level • Aware of environment, how people feel, intercept and 'translate' any hidden messages • Consistent on values	• Encourages a range of views and expressions • Encourages people to work together – rewards group efforts • Gets to know staff / students – invests time • Acknowledges / congratulates successes and other peoples' achievements • Develops a network of contacts	• Listen to both sides of a conflict impartially • Proactive in resolving disputes • Sets an agreed framework & resources for people to meet personal goals • Actively represents institution at a variety of opportunities • Cultivate relationships with other bodies and people • Seek feedback on style content	• Achieves consensus on common goals • Supports the community in taking ownership of goals and successes • Empowers colleagues to make decisions that reduce stress and conflict • Expresses views and aspirations of people and organisation	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Knowledge/ Skills: **Policies and procedures**	Understands internal regulations, SOPs, policies and procedures in the context of the institution's culture Understands external regulations (laws, bylaws, budgets)	Exhibits a working knowledge of regulations by adapting activities according to the regulations, considering their impact; Reflects on the impact	Uses regulations to improve the organisation / process / situation Communicates the necessities of regulations with regard to the organisation	Contributes to change in regulations (influence) and improve / adapts them Communicates with policy makers	Evidence from CV and interview Working group membership Chairmanships Documentation supporting application on policy and procedure – setting for the organisation
	• Understands major internal and external regulations • Can discriminate and prioritises between regulations	• Adapts protocols to reflect the regulations • Initiate / review / update activities that take regulations into account • Undertakes audit • Puts framework in place for specific tasks	• Test applicability of current policies & procedures • Responsible for initiating actions, ensuring that quality of activities is improved by applying regulations / rules • Provides information / rationale for implementation • Interacts with all players (knowledge transfer – regulations – activities) • Takes responsibility for Quality Assurance	• Participates in commissions to innovate around regulations • Is outcomes focussed • Provides ideas for new policies and regulations • Advises on policy making • Trains and supports others	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Knowledge/ Skills: **People management**	Demonstrates appreciation of key principles of communication, management, leadership, teamwork, human behavior (psychology, sociology)	Able to apply the basic people management skills and continues to obtain more advanced knowledge, responsive to organisation's and personal needs	Able to transfer knowledge and experiences effectively to members of own team, the organisation, the external organisation and partners	Is able to mentor, motivate and inspire people and is an effective advocate based on the knowledge and experience gained	CV and interview: Continuing education record Mentor role in organisation and elsewhere Record on personal development planning in post Links with opinion formers and policy makers, 360 degree feedback
	• Attends continuing education regularly • Plans personal development • Shares personal development ideas with others	• Organises regular meetings with others to get to know each other • Demonstrates successful Professional Development Planning through testimonials and general staff comments • Provides one to one appraisals of colleagues • Has regular and planned consultation sessions focused on individual and operational objectives	• Provides testimonials, references, demonstrating sustained and successful support for internal teams/ colleagues • Understands external environment dynamic and provides evidence of successful engagement with external stakeholders • Can guide and direct people and teams – to meet their goals • Supports the engagement of all colleagues, by effective delegation	• Demonstrates advocacy within and especially outside the school • Provides successful mentoring & coaching as evidenced in succession planning	

Category	Level 1	Level 2	Level 3	Level 4	Measurables
Knowledge/ Skills: Evolving environmental factors*	Understands evolving environmental factors including artificial intelligence (AI), sustainability, new integration models and the impact of the COVID-19 pandemic in the context of the individual institution	Able to apply knowledge of evolving environmental factors to influence working practices within dental education and health sciences Reflects on the impact for all key stakeholders	Transfers knowledge of evolving working practices to both the internal team and external organisations and partners to support ongoing faculty adaptability and development Actively seeks to expand existing knowledge to support personal and organisational growth	Advocates and motivates to implement flexible alignment and integration of evolving environmental factors Displays negotiating / diplomatic skills to demonstrate ownership and contribute to positive change	Evidence from CV and interview, working group membership and documentation to support the integration of evolving environmental factors for the organisation
*Extrapolated from WHO Global strategy and action plan on oral health 2023-2030	• Identifies opportunities and limitations for artificial intelligence* (AI), sustainability, new integration models and the impact of the COVID-19 pandemic • Apply understanding of changing environmental factors to the context of the individual institution	• Generates ideas on adopting new ways of working • Considers interdisciplinary connections • Recognises importance of involving all stakeholders including students, staff and mentors • Devotes time to reflect • Prepares for unexpected challenges and future uncertainty	• Actively represents institution at a variety of opportunities • Initiates meetings and discussions to promote knowledge transfer • Interacts with all players knowledge transfer • Proactively creates opportunities to welcome new ideas, innovations and perspectives from others with knowledge and experience in these areas	• Capacity to recognise new opportunities / challenges in the broader landscape, beyond their own school • Leads change and adoption of new strategies beyond the borders of their own institution • Participates in commissions to innovate around regulations • Uses knowledge and evidence to influence decision makers and budget holders	

Template for self-evaluation against FEHDD skills of a dean/head/senior academic

Name:

Self-assessment carried out on:

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Culture of openness							
Empowering							
Leadership							

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Intergrity & Professionalism							
Positivity							
Wellbeing							

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Professional Knowledge							
Strategic							
Engagement & Advocacy							

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Communication & Negotiation							
Policy & Procedure							
People Management							

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Evolving Environmental Factors							

The FEHDD
(Forum of European Heads and Deans of Dental Schools)

is an integral part of the structures of ADEE
(the Association for Dental Education in Europe)

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FEHDD FORUM OF EUROPEAN **HEADS & DEANS** OF DENTAL SCHOOLS

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