Development of a competency framework for aspiring deans and heads of dental schools

Contents

Preface from the Chairs of the FEHDD 2017/2018

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2017/2018

Dear Dean/Senior Academic

It is with great pleasure that we present the output of a number of FEHDD meetings and consensus workshops discussion, as a set of proposed key competencies, which are seen as important and essential by dental deans and heads of dental schools and departments. The aim of these particular sessions was to determine what characteristics are expected of a Dean/head of school and to define a means by which Deans and heads of school could continue to evolve professionally to meet these expectations.

Presented in the following pages is a listing of core competencies along with their expanded definitions and examples of level of experiences as defined by the membership of FEHDD. The listing does not claim to be exhaustive; rather it is representative of the views of the majority of FEHDD membership and agreed upon by consensus and consultation.

What follows does not purport to be only a defined list of competencies expected of a Dean that can be used as criteria for employment or for exclusion, but rather as a valuable tool that can be utilised by academic staff for personal development purposes. We know that FEHDD and ADEE membership will find such work and its outcomes both valuable and useful.

As co-chairs of the FEHDD we would like to thank most sincerely Prof June Nunn (Trinity College Dublin) who spearheaded the delivery of this project for over two years. Many thanks are also due to Mr Alex Selwood who facilitated multiple session to enable consensus. Additionally, ADEE and FEHDD are indebted to Ms. Irina Laura Chivu-Garip and Colgate Oral Health Network for Professional Education and Development for their continued support of FEHDD, which has led directly to the successful delivery of this project.

Finally, FEHDD hopes to utilise the agreed skills as a way of devising a meaningful professional development programme for Deans and heads of schools over the coming years; we look forward to your collaboration in this regard.

Introduction and context Prof June Nunn

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

Development of a skills-set for aspiring deans and heads of schools.

The Federation of European Heads and Deans of Dental Schools (FEHDD) meets, in parallel with the pre-congress workshops, at the annual meetings of the Association for Dental Education in Europe (ADEE). In addition, in 2016, sponsored by our partners Colgate Oral Health Network for Professional Education and Development, FEHDD also held a webinar to engage with deans during the academic year, separate from the annual conference.

Attendees at FEHDD meetings are drawn from dental schools, predominantly across Europe but with representatives from North America, Australasia and the Middle East. The conference day explores a topic with an experienced facilitator, a person external to both FEHDD and ADEE. At the conclusion of each FEHDD meeting, attendees are invited to give feedback, including suggestions for areas that they would like to see covered in future sessions. In 2014 and 2015, the topics covered were on leadership and follo-wership. The feedback from these meetings covered specific areas that the attendees felt needed to be included in future sessions. From both the feedback and ensuing discussions, it emerged that deans and heads of dental schools had concerns, for example, about their personal areas of competence in the different domains that they had identified as important to the role of a dean. Inevitably in a global organisati-on, these perceived competences varied from country to country, reflecting the different structures and governance arrangements that operate within dental schools in different parts of the world.

In devising the work programme for the 2016 FEHDD meeting in Barcelona, Katalin Nagy, Alex Sel-wood and I focussed on the theme that had emerged from the FEHDD meetings on leadership and then Followership in 2013 and 2014, respectively; the imperative, arising from this, was to develop a skill set for aspiring deans and heads of schools that they could deploy in their day to day work. In preparation for the conference, information was sent to all those registered for the FEHDD meeting, in order to set the scene.

As part of the continuing support in their leadership role as a Dean, participants were invited to contribute to the development of a set of core competences, which, it was felt, defined those qualities that make an excellent dean, not only to assist in the recruitment and development of future talent for this important role, but also to help deans/heads of schools with their own, ongoing professional development.

In the proposed workshop, delegates would be asked to work together towards identifying and defining those core competences or skill-set that are necessary in order to become a successful dean/head of school. It was anticipated that the findings would be collated into an official FEHDD Document 'A Competences Framework - Dental Deans' that would serve as a guideline.

In preparation for this work, delegates were asked to read a paper on leadership, produced from one of the working groups at the 2007 Global Congress on Dental Education (Townsend et al 2008: Leadership, governance and management in dental education- new societal challenges. Eur J Dent Educ 2008;Feb;12 Suppl1:131-48).

In the context of the meeting, competences were defined as:

"The Behaviors, technical attributes, knowledge, skills and attitudes that individuals must have, or must acquire, to perform effectively at work in the context of their role."

In addition, a number of questions were posed for them to reflect on, in advance of the day:

- What Behaviors do you believe that a Dean should demonstrate, and how do they manifest?

- What skills do you believe are essential to master in the role of a Dean, and how do they manifest?

- What key knowledge areas are pre-requisites to effective Deanship? How can that be demonstrated?

- What are the desired attitudes we should see from a Dean? What do they look like?

At the workshop in Barcelona, 84 colleagues registered for the meeting; attendees were divided into groups to work on the four competences represented by the questions outlined above, that is, Behaviors, skills, knowledge and attitudes.

The four groups were given a template to populate within their allocated area of competence. Delegates were asked to outline the attributes that they felt an individual might be expected to possess at different stages in their career development. For example, on the attached tables, level 1 might be a junior lecturer who had some of the qualities of an aspirant dean whilst at level 4, the incumbent was likely to be a dean/head of school and would have acquired those competences outlined in stages 1-3 and some or all of those described outlined in stage 4.

At the conclusion of the day, all information recorded was collated by the editorial team and, after a final review by the facilitator, was re-distributed in February 2017 to all those who had contributed to the FEHDD meeting in Barcelona, with a request to forward any changes that they felt were required. A final, face-to-face meeting was held in London in May 2017, as part of the joint ADEE/ADEA meeting. The next and final iteration of the document was circulated to delegates for the ADEE meeting in Vilnius, Lithuania in August 2017.

It is important that the document is viewed in the context for which it is intended, that is, signposting of the direction and competence acquisition recommended by this group, for those who wish to take on a leadership role within academic dentistry. Importantly, it should serve as a guide for the self-assessment of competence deficits that can be addressed either in the mentoring of others or for personal continuing professional development; accompanying the competences table is a self-assessment template to aid in the accomplishment of these two aims. We are indebted to Denis Murphy for compiling this competence check-list.

June Nunn

Dublin , September 2017

FEHDD Recommendation for Key Competencies of a Dean of Dental School

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 be manifest or 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.
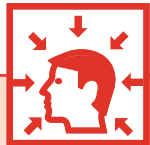
Attitude

Culture of Openness

Enpowering

Behavior

Leadership

Integrity & Professionalism

Positivity

Knowledge

Professional Knowledge

Policy & Procedure

People Management

Skills

Strategic

Engagement & Advocacy

Communication & Negotiation

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 institution-wide 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-de-velop 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, regu-lar 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 scholar-ship of teaching • Has regular staff meetings and incor-porates 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
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 feed-back**
	• 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: 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 education, 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 • Uses new technology (social media)	• 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
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:
	
	  o A dean
	  o A clinician
	  o A researcher
	  o A teacher
	  o An administrator
	  o A mentor
		• Demonstrates through own behavior and actions the professional and ethical values required for role of
		
		  o A dean:
		  o A clinician
		  o A researcher
		  o A teacher
		  o An administrator
		  o A mentor
			• Guides & mentors colleagues in order for them to establish the professional and ethical values they would require for the role of:
			
			  o A dean
			  o A clinician
			  o A researcher
			  o A teacher
			  o An administrator
			  o A mentor
				• Leads by example; professional and ethical behavior of:
				
				  o A dean
				  o A clinician
				  o A researcher
				  o A teacher
				  o An administrator
				  o 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**	**Consistency and confidence in 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 of conflicting 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.	

Template for self-evaluation against FEHDD skills of a Dean/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			
Leadership							
Integrity							
Professionalism							

Skills Area	Current level of competence				Specific areas of improvement identified	Action plan priorities for next 12 months	Status
	L1	L2	L3	L4			
Positivity							
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			
Professional Knowledge							
Culture of Openness							
Enpowering							

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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