

Academic Leader Assessment (ALA)

The Academic Leader Assessment (ALA) Process

After signing up, you (the academic leader) are sent an email which includes a password to the LearningBridge web site. You are guided through a 15-minute process which includes your self-assessment and entering the names and email addresses of the people from whom you are inviting feedback. Responses remain anonymous to you, the academic leader participating in the process. Reports, which are sent only to the academic leader, include the following: summary results by category of respondent (faculty member, b-school leadership team, administrative leaders of the institution, alumni, advisory council member, etc.); verbatim comments provided by others; and comparison data from a group of institutions designated by the academic leader. The whole process takes place via the Internet.

ALA - Topic Areas and Dimensions

The ALA is comprised of 30 dimensions organized into four topic areas: foundations of leadership, interpersonal competencies, use of business acumen in decision making, and head of the academic enterprise. Topic areas are not noted in the ALA instrument, and the dimensions are randomly presented to the respondent. When the ALA feedback report is created the topic areas and dimensions are displayed in a predetermined array.

ALA - Demographic and Background Information

To extend the usefulness of the ALA data in assessment, demographic questions are part of the initial screens of the deans and invited assessors. Information collected from deans includes (with drop down menus):

1. Highest degree earned (BS or BA, MBA, Other Masters Degree, PhD in Business Administration, JD, Other Doctorate)
2. Gender (M F)
3. Years of experience as a business dean (0-40+ in 1 yr increments in drop down menu)
4. Years in current position with this b-school (0-30+ in 1 yr increments)
5. Most recent position before becoming a dean (academia, industry, government, non-profit, other (with text box))
5. Academic area if applicable (Accounting, Economics, Finance, International Business, Management, Human Resources, Information Systems, Operations, Marketing, Sales, Communications/PR, Consulting, Other (with text box)).
6. To what extent are you an adaptive problem solver? (5-point scale from "not adaptive, I get stuck easily" -- 1, to "very adaptive, I can handle complex and ill defined problems well" -- 5)
7. Overall, how well do you think your academic experiences have prepared you for a dean's position? (5-point scale from "not very well" -- 1, to "extremely well" -- 5)

8. Overall, how well do you think your business experiences have prepared you for a dean's position? (5-point scale from "not very well" -- 1, to "extremely well" -- 5)
9. What would have helped to prepare you more thoroughly? (open response window)

Information collected from coworker respondents includes:

1. Number of years you have known [Dean's Name] (0-30+ in 1 yr increments)
2. Highest degree earned (BS or BA, MBA, Other Masters Degree, PhD in Business Administration, JD, Other Doctorate)
3. Gender (M F)
4. Relationship to [Name] (member of b-school leadership team, faculty member, member of University administrative leadership team, alumni/business associate, other)
5. Did you have any say or influence in the decision to hire [name] - (none, a little, a fair amount, a significant amount)
6. To what extent is [Name] an adaptive problem solver? (5-point scale from "not adaptive, gets stuck easily" -- 1, to "very adaptive, can handle complex and ill defined problems well" -- 5)

ALA - Introductory Framing for Deans and Response Scale

As a leader of a b-school, it is helpful to obtain feedback on how you are being perceived by those with whom you work – the faculty, the b-school leadership team, other administrative leaders at the university, and key alumni/business leaders. While this can be done informally in conversation, it rarely happens unless it is directly requested. Both conversation-based feedback and requested feedback are subject to many biases – some of which are greatly reduced when the feedback is collected in an anonymous and confidential manner by an independent third party. *This is what the ALA provides.*

Your participation in the Academic Leader Assessment (ALA) will provide you with meaningful feedback on 30 leadership skill dimensions from people whose observations you value. You can include as many people in this process as you wish – and you control who to include. Requesting assessments from 5 or more people in each 'category' of assessor is strongly encouraged.

In the pages that follow you are asked to study each dimension before responding. Then, assess your **capability** in each area based on the following scale:

- 0 not needed in this position
- 1 not adequately exhibited at this time
- 2 adequate for the position
- 3 more than adequate
- 4 exceptional – in top 10% of people in this position
- X unable to determine

ALA Introductory Framing for Invited Respondents and Response Scale

[Name], the [assistant, associate, dean] of the b-school at [university or program name], is participating in a program to assess [his/her] leadership skills and obtain useful personalized feedback from key others – of which [Name] has identified you as one. All responses are confidential – [Name] will receive only a summary report which assures your anonymity.

Your participation is greatly appreciated. The Academic Leader Assessment (ALA), which was designed by AACSB International and Stephen A. Stumpf, is web based and takes about 15 minutes to complete.

The ALA is powered by LearningBridge.com – LearningBridge will send you an email with an ID and password to access the instrument. Once you access the ALA, instructions guide you to the instrument. You are asked to study each capability before responding. Then assess [Name]’s capability in each area based on the following scale?

- 0 not needed in this position
- 1 not adequately exhibited at this time
- 2 adequate for the position
- 3 more than adequate
- 4 exceptional -- in top 10% of people in this position
- X unable to determine

Topic Areas and Dimensions for Deans 360-degree Academic Leader Assessment (ALA)

Based on research by AACSB International and Dr. Stumpf, the following 3 topic areas and 30 dimensions have been constructed. Following each item in the ALA are two open ended questions: **I like the wayI wish....** to encourage write in comments.

Each description below is written below the response scale, centered.

	Foundations of Leadership
Acts as a Leader 0 1 2 3 4 X	Influences others to attain chosen objectives in an ethical and timely manner; gains followership; inspires others to accomplish their goals.

Creates a Shared Vision 0 1 2 3 4 X	Creates a visual sense of an attainable and desirable future; establishes goals, objectives, and a business plan to reach that vision.
Exhibits Creativity and Innovativeness When Needed 0 1 2 3 4 X	Treats obstacles as opportunities to be creative; doesn't get bogged down in what can't be done; creates energy around possibilities and encourages others to find innovative and ethical ways to overcome barriers.
Demonstrates Multicultural Awareness 0 1 2 3 4 X	Understands differences in the preferences and behaviors of people from different countries and cultures; is sensitive to cultural norms that affect employee, leader, and student behaviors.
Empowers Others to Act 0 1 2 3 4 X	Effectively empowers senior staff and department leaders to take actions in their areas of responsibility; encourages independent thinking and supports those that do.
Is Able to Learn By Doing 0 1 2 3 4 X	Is adept at applying skills and knowledge to solve unforeseen problems. Learns from successes and mistakes.
Exhibits Communication and Public Speaking Skills 0 1 2 3 4 X	Demonstrates effective oral and written communication for different audiences and settings; organizes information effectively and is able to express complex concepts in a clear, concise manner; selects appropriate technology/media for the audience/setting so as to effectively share concepts, ideas, and conclusions.
Seeks and Acquires External Resources 0 1 2 3 4 X	Understands the fund-raising, grant-getting, and institutional development functions; actively supports seeking requests for resources from foundations, corporations, alumni, and friends of the b-school.
Integrating Ideas Across Functions to Achieve Impact 0 1 2 3 4 X	Views problems as issues that are not necessarily discipline specific; seeks solutions that integrate multiple perspectives; takes advantage of opportunities to apply innovative ideas across functions; is relied upon to produce results in situations that are interdisciplinary and complex.

Demonstrates Ethical and Socially Responsible Reasoning 0 1 2 3 4 X	Recognizes ethical issues that arise in academe; develops/refines a personal response to ethical dilemmas and can articulate/defend that response; analyzes situations from the ethical point of view and understands the concepts of corporate, social, and environmental responsibility and their implications for decision making.
	Interpersonal Competencies
Influences Others 0 1 2 3 4 X	Influences others by being forward-looking and enthusiastic about new possibilities; clearly articulates a direction when called upon to do so; is alert to opportunities; takes risks to make improvements; challenges roadblocks; is able to effectively support a position in a group setting.
Builds Relationships 0 1 2 3 4 X	Builds trust and treats others with respect, accepting individual differences; demonstrates skill in managing conflicts productively and in coordinating the efforts of others toward common goals; is able to discern how people's feelings may influence their behavior; meets obligations and honors commitments.
Models Effective Behavior 0 1 2 3 4 X	Is clear about the appropriateness of decisions and actions; acts according to a set of shared, espoused values; is willing to do only what is ethical and expects others to behave in a manner consistent with shared values; behaves in ways that reconfirm others' beliefs in his or her competence.
Takes Others' Perspectives 0 1 2 3 4 X	Can appropriately take another's perspective; demonstrates an understanding of cross-cultural issues and understands how others view situations and how they are likely to approach problems; understands what excites others and can reasonably predict how they will react to key actions.
Does Not Dwell on Mistakes 0 1 2 3 4 X	Views mistakes as learning experiences; helps others learn from their mistakes so as to reevaluate them in a more positive light; encourages others to strive for future success despite setbacks; believes in people and supports them through difficult times.
Creates a Productive Work Climate 0 1 2 3 4 X	Delegates effectively; actively involves others; avoids micro managing; creates a positive work environment; promotes a sense of community and spirit of cooperation.
Is an Effective Team Member 0 1 2 3 4 X	Adds value to teams and others; values and supports team work; is supported and respected by team members; is someone for whom others will go that "extra mile"; helps others succeed.

Drives Positive Change and New Initiatives 0 1 2 3 4 X	Effectively leads change, new projects, and organizational restructuring in support of these changes; understands resistance to change and effectively overcomes it; gains stakeholder buy-in for new initiatives.
	Use of Business Acumen in Decision Making
Applies Financial Management Skills 0 1 2 3 4 X	Understands the role of accounting and financial information in decision making, including: what programs to offer – at what price, budgeting, measuring profits, evaluating current operations and future opportunities.
Applies Economic Concepts in Decision Making 0 1 2 3 4 X	Understands opportunity costs, comparative advantage, supply and demand, market efficiency, marginal analysis, and the role of government in economic markets; is able to find and use data to support decisions.
Is Technologically Enabled 0 1 2 3 4 X	Uses technology to enhance b-school performance and facilitate learning; uses technology to support effective decision making; understands and appreciates the legal/security/ethical aspects of technology use.
Leverages the Human Resource System 0 1 2 3 4 X	Understands how human resource systems are used; leverages recruiting, selection, compensation & benefits, training & development, performance appraisals, career progression, and employee relations to effectively lead the b-school.
Uses Information Technology 0 1 2 3 4 X	Understands information technology, including computer hardware and software, database management, telecommunications, computer security, Internet, and e-commerce. Demonstrates competence in software applications such as Excel, PowerPoint, Word, and Access.
Applies Marketing and Communications 0 1 2 3 4 X	Understands marketing concepts such as market segmentation, target marketing, positioning, product/service development, pricing, branding, distribution, public relations, selling, and communication programs; demonstrates the skills needed to analyze the internal and external environments relative to different decision scenarios; is able to build and leverage the b-school reputation.

Understands the Global Marketplace 0 1 2 3 4 X	Can identify relative advantages and risks of conducting programs and educating students in and from different countries; can leverage IT infrastructure in global delivery and marketing; understands the likely impact that 'local' decisions have on the b-school's globalization efforts.
	Head of the Academic Enterprise
Understands the Academic Leader's Role 0 1 2 3 4 X	Demonstrates a commitment to intellectual integrity and the pursuit of knowledge in a manner conducive to on-going learning and leading the enterprise; accepts the conflicts inherent in making decisions which cannot equally satisfy all stakeholders.
Promotes Excellence 0 1 2 3 4 X	Promotes excellence in teaching, scholarship, and service; maintains high academic standards for students; recruits and retains high quality faculty and staff; understands the expectations and process of accreditation.
Is Accessible 0 1 2 3 4 X	Is available when needed by faculty, students, and staff; solicits faculty and student inputs on items important to academic affairs; attends faculty and student organization events.
Is an Advocate of the Academic Enterprise 0 1 2 3 4 X	Advocates appropriately for academic budgets and resources; effectively represents the faculty and their concerns to the administration.
Promotes and Represents the B-school 0 1 2 3 4 X	Understands the need to promote the b-school to many constituencies; actively engages in the selling process; fully supports marketing and public relations efforts.