UNIVERSITY OF GUELPH
LEADERSHIP FRAMEWORK

This leadership framework provides a shared understanding of ideal leadership at the University of Guelph (UofG) for formal and informal leaders (i.e., senior administrators, faculty, staff, students). It identifies eight key competencies one can draw on to effectively lead oneself, one's team, and one's organization.

The UofG Leadership Framework can be used by individuals to help guide their personal development and growth, and by the institution to better recruit, support, and develop leaders (e.g., as a tool for leadership training, coaching & mentoring, developmental feedback, and succession planning).

This project was conducted by the Leadership and Mentorship Subcommittee of the UofG GenEQ Advisory Group and Organization & Management Solutions (OMS). We aim to promote leadership with the lens of gender equity, diversity, inclusion, and indigenization, which will improve people's experiences at UofG.

Leading the Self
Leading the Team
Leading the Organization
Leading on All Levels

Personal Growth
Team Development
Integrity
Person Focus
Inclusivity
Problem Solving
Communication
Strategizing

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Definitions

Integrity

Models core missions and values aligned with the University; consistently enacting fairness, transparency, and accountability.

Personal Growth

Proactively reflects and refines understanding of own strengths and areas for growth while remaining committed to personal learning and development.

Team Development

Fosters a collective sense of purpose and growth by empowering team members and managing team dynamics.

Person Focus

Acknowledges individuals' experiences and demonstrates compassion and respect toward others.

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Definitions

Communication

Invites discussion and actively listens to others' perspectives, while communicating effectively about current status and future directions of the unit.
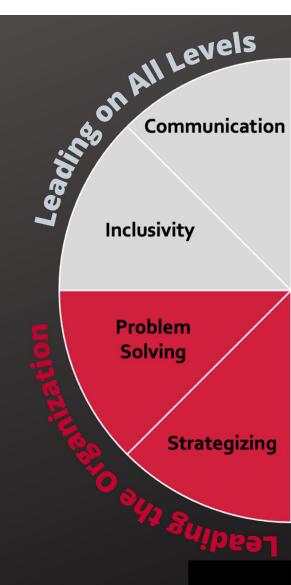
Inclusivity

Promotes diversity, equity, inclusion and indigenization within the unit, by actively advancing the education, development, and implementation of progressive initiatives and practices.

Problem Solving

Develops and implements reasoned, evidence-based, and informed decisions that integrate stakeholders' perspectives and prioritize issues appropriately and timely.

Strategizing

Builds and shares a vision for the future of the unit while encouraging creativity and innovation in relation to practices and programs that will support its goals.

Leading on All Levels

Leading the Organization

Communication

Inclusivity

Problem Solving

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Leadership Behaviours

Integrity

Models behaviours that align with the University of Guelph's mission, values, and vision.

Committed to promoting and enacting fairness and reciprocity in their relations with others.

Demonstrates authenticity by being honest, transparent, and accountable in their decisions and actions (e.g., provides evidence for choices when appropriate).

Admits mistakes and takes responsibility for both good and bad decisions.

Works ethically in the best interest of the unit, its people, and our broader communities.

Personal Growth

Shows awareness of their own biases, assumptions, and opportunities for growth and works with others to supplement different perspectives.

Demonstrates flexibility and action to change one's position based on new evidence.

Prioritizes personal development by pursuing self-development opportunities (e.g., training, workshops, mentorship, new assignments).

Reflects on past behaviour and critical feedback from others and learns from them.

Aware of the effect that they have on others and modifies own behaviour appropriately.

Person Focus

Shows respect for others' opinions and ideas by taking the time to listen and validate their voices.

Demonstrates empathy by acknowledging the unique challenges and responsibilities of others, both within and outside work.

Reaches out to others to understand any challenges they may face and sets manageable goals or provides further support/accommodations when needed.

Actively acknowledges and celebrates others' efforts and accomplishments.

Demonstrates emotional intelligence in their ability to sensitively provide constructive critical feedback and personalized guidance as needed.

Team Development

Acknowledges the work that the team is doing and gives them the opportunity to participate in new responsibilities and take ownership of their work.*

Helps team members work toward a common purpose by effectively collaborating with, delegating, and integrating tasks.

Recognizes and manages areas of miscommunication and conflict among team members and fosters healthy dialogue to resolve tensions.

Supports team members' growth and success by sharing necessary resources and opportunities.*

Identifies team members' strengths and provides opportunities for them to try new tasks and learn new skills.*

*reflects behavioural examples that may be more applicable in higher-level leadership positions

Leadership Behaviours

Communication

Demonstrates active listening and is fully engaged during discussions allowing for candidness.

Recognizes that people have different communication styles and provides opportunities for others to express themselves.

Consistently reaches out and invites discussions with others, creating a norm of openness, vulnerability, and exchange.

When in conflict with others, calmly and clearly engages in dialogue and avoids being defensive.

Provides clear information and direction about current circumstances, plans, and changes, while being open about uncertainty.

Inclusivity

Fosters an inclusive environment where people feel they can be their authentic selves with a strong sense of belonging.

Encourages and advocates for the perspectives and voices of diverse groups to inform learning and decision making.

Proactively creates accommodation for the unique needs of those with different identities and roles to ensure that appropriate supports are in place.

Participates in EDII learning opportunities (e.g., training) and shares these opportunities with others (e.g., staff, faculty), while incorporating them into practice.

Creates new initiatives to drive change and support EDII goals (i.e., advance the status and address concerns of marginalized groups).

Problem Solving

Actively seeks input, feedback, and ideas from relevant parties (e.g., stakeholders, community partners) to inform critical decisions.

Handles challenges by considering all relevant information (e.g., the cause, competing interests and perspectives, and previous evidence).

Prioritizes issues appropriately to develop and implement the most effective solutions (e.g., creates realistic action items, works to change policies or practices).

Creates stability in times of instability by providing guidance, direction, and immediate solutions.

Recognizes when processes are ineffective and responds to new information by presenting novel solutions and taking the necessary steps for action (e.g., securing additional resources).

Strategizing

Builds a common vision for responsible, long-term objectives and purpose of unit.

Anticipates potential barriers to the achievement of goals and develops strategies to overcome these possibilities.

Builds commitment by seeking feedback and ideas from others for the implementation and enhancement of programs, practices, and services.*

Discovers relevant opportunities and works to acquire necessary resources to drive sustainable, long-term change.*

When necessary, changes the status quo by encouraging innovative, out-of-the-box thinking and creates strategies for implementation.*

*reflects behavioural examples that may be more applicable in higher-level leadership positions