

UPDATED: June 6, 2014

Basic Principles of Leadership in The Tseng College

Anyone overseeing a functional area, a work group, and/or in any supervisory role (including supervision student assistants) are expected to play a leadership role in the college – ensure the strong performance of their work unit and the consistent and meaningful evolution of The Tseng College in keeping with its mission, vision, five-year plan, and yearly goals. The following basic principles are foundation expectations for any in a leadership, supervisory, and/or client contact role in the college:

1. **FOCUS ON THE BIG PICTURE:** In The Tseng College the focus must always be on the big picture for the College and University. While this may be an ideal for many organizations, for The Tseng College it is an essential component of success in our core work.
2. **A QUESTION OF RESPONSIBILITY AND SERVICE:** In the Tseng College the more senior the role, the greater the responsibility. Those who have or aspire to senior roles in The Tseng College are expected to focus on service to the University, the College, the staff, and the students and not about positional privilege. Leadership roles in The Tseng College are about using personal capability to build College capacity and making choices focused on College mission, vision, and values and never on personal advantage.
3. **ALL THE VIRTUES:** All staff members in The Tseng College are expected to demonstrate exceptional professional judgment and behavior. The nature and scope of the College's work means that how each of us interacts with one another, others in the University, partners, students, and clients impacts how we are judged overall – a smart organization, a trusted partner, and the like. All staff members are expected to learn the relevant Federal, state, CSU, and CSUN policies that guide our work (available on the College web site and/or other CSUN and CSU web sites covering specific issues) and work in keeping with them. Further, given the character of the College we are all working to create, senior professional are expected to model the highest level of ethics –including unwavering honesty, exceptional professional integrity, transparency in communication and practice, and openness to and respect for diversity in all its form. It is also expected that College senior professionals will have dynamic and valuable habits of mind—analysis, higher order reasoning, innovation, imagination, creativity, and synthesis. Senior professionals in the College are expected to cultivate effective and versatile oral, written, and/or graphic communication skills and be able to represent the College in a variety of context with savvy sensitivity and thoughtful professional style.
4. **SEEING AND SUPPORTING THE BEST IN THE UNIVERSITY:** Those in senior roles help staff work positively and professionally with the many on and off the

campus with whom we work to achieve College goals. Internally, the College and each of its individual members must work positively and productively with whomever the University puts on the playing field in roles like VP, dean, chair, etc. Each senior professional in the college is expected to model a productive and positive approach to working with others on the campus. Senior professionals in the college are not expected to pretend that there are not real challenges in working relationships at times, but they are expected to keep the focus on what we are going to do in light of the challenges to move the project forward – creative, positive, and productive responses. This focused and positive strategic approach is essential to moving projects forward, but it is also important to the role, image, credibility, and work of The Tseng College. To fulfill its mission and achieve its goals Our College must be above the fray, the make-it-happen crowd the College that is always working on the bigger picture and the positive possibilities.

5. **STAYING ABOVE THE FRAY:** Senior professionals in The Tseng College must avoid being drawn into the various old and new conflicts within the departments, colleges, or groups with which we work. Senior professionals in the College are expected to help other staff focus on the big picture, the project in question, practical decision making, data driven decision making, etc. Senior professional in the College are expected to consistently model how this is done and step in and provide sound guidance if any staff member is heading down a path that leads to the factionalism trap.
6. **POSITIVE AND INNOVATIVE PROBLEM SOLVING:** Senior professionals must be committed to positive and collaborative problem solving. Any staff member in the College can address an identified problem by working directly with a peer staff member to fully define a problems/concern and work openly together to resolve/address it. OR a staff member can bring a problem to the attention of his or her supervisor OR a staff member can bring a problem to the attention of the dean to begin a positive problem solving process. It is recommended that problems be identified and solved as directly as possible between staff members or working groups, but the other options outlined above are also appropriate. Senior professionals in the College are expected to focus on defining problems and crafting options. Senior professional are expected to model the highest standard in professional behavior including avoiding speaking in derogatory terms about colleague or clients with members other College staff member, with the faculty and staff of the University, or with College or University clients and students. Tseng College senior professionals must each be an active force for rumor control and be an active daily model of positive and open problem solving in the College.
7. **DOING ONE'S HOMEWORK AND CRAFTING AN OPTION(S):** Senior professionals in The Tseng College are expected to identify and problem/issue/opportunity and do the required background work and analysis needed to offer one or more recommended solutions or action steps (sensible, sustainable, cost effective/profitable, and focused on strengthening the college

overall) at the same time the problem/issue/opportunity is introduced to peers or supervisors. That is, a senior professional in the College is expected to define the problem/issue, explain why it is a concern or an opportunity not to be missed, and make well-considered suggestion(s) for solutions or action steps. Others may offer alternatives or refinements to the options offered, but this approach ensures that the College moves quickly to understanding the issues and assessing the options. Senior professionals in the College must be active in crafting solutions. It is not a good use of college resources for a senior professional to spend time whining or dumping issues at a colleague's door without offering some viable action options that will work with available resources in the context of University policies and personnel practices.

8. **BUILDING CAPACITY:** Each senior professional in The Tseng College is expected to regularly consider the differences between what we do today and what we as a College aspire to do in the years ahead in light of our strategic vision and plans and work to build the College's core capacities that will be essential for the College to do the work it envisions in the years ahead. This may include systematic review and restructuring of a work group or function to provide a better and more targeted level of support to a changing portfolio of programs, delivery modes, and markets. It might also include redefining positions that are vacant to focus on new skills and abilities needed and providing focused professional development for ongoing staff. It may also include changing policies and procedures, working within the University and the CSU to expand options and move barriers, and the like. Capacity building and contributing to strengthening the College for today and tomorrow is a part of each senior staff member's role. The Tseng College is not a static organization and its success depends on its ability to move forward with strength and imagination, which requires senior professionals committed to a proactive and creative approach to unit, function, and program leadership.
9. **DEVELOPING AND MAINTAINING PRODUCTIVE PARTNERSHIP:** The core work of The Tseng College is often done with internal (across units in the college and with other colleges and departments in the University) and external partners. These partnerships are a significant asset to the University and to all in The Tseng College. Each working interaction our partners have with anyone in The Tseng College impacts the quality, scope, and creative productivity of that partnership. Senior professionals are expected to make careful choices and guide staff to ensure that each partnership with which they interact is protected and enhanced as the significant asset it is. The ability to work effectively in a variety of creative partnerships is one of the important distinctions of The Tseng College.
10. **ALL HANDS ON DECK – KEEPING THE COLLEGE AGILE AND RESPONSIVE:** The Tseng College must always be agile and responsive in ways that are rare for a large University. Senior staff are expected to look for ways to streamline practices with a focus on service excellence and service ease (for internal clients in the College and external clients). Further, senior professionals

are expected to always be ready to pitch in and work on a new promising College initiative that moves ahead suddenly or changes direction midstream in response to client needs. Senior professionals in the College must understand that they have both a stake and a role in each program and service in the College and in their evolution and refinement over time.

11. **ACHIEVING HIGHER LEVELS OF EXCELLENCE AND DISTINCTION:** All staff in the college are expected to focus on developing, managing, and supporting programs that are regularly striving for higher levels of excellence and distinction no matter how highly regarded our College programs and services are today. Regular and open assessment of programs and services are key to continuous improvement as is the ongoing investment in the professional development of staff. Senior staff members are responsible for the ongoing assessment of the programs and services offered by their work group, collaboration with other colleagues and work groups to increase quality and distinction, and planning for focused and effective professional development of staff to help build College capacity in key areas in light of the College mission, vision, and five-year plans.
12. **DEDICATION TO STUDENT ACHIEVEMENT:** Senior professionals in The Tseng College are expected to be committed to student achievement. Student achievement is enhanced in The Tseng College but continuous improvement in curriculum and program design and ongoing refinement of student support services. Senior professionals in the college are expected to ensure that all staff are responsive to the needs of College students and clients and work to respond to the needs of each. The Tseng College cannot be a rule reciting and inflexible bureaucracy — it must be a part of the University that responds to individuals with a reflective and sensible application of policy and a creative approach to identifying alternatives to solve the students/clients problems.
13. **COMMITMENT TO THE PREPARATION OF PROFESSIONAL THAT WILL DEFINE THE FUTURE:** The Tseng College focuses on the preparation of professionals with the knowledge, conceptual skills, imaginative versatility, ethics, and sophisticated professional abilities needed to succeed and lead in the new world of work in an interdependent and interconnected global economy. Senior staff in The Tseng College are expected to enhance their own knowledge, skills, and abilities continuously so they are able to strengthen the College's approach to working with program development teams, applying innovative strategies in outcomes based instructional design, and develop leading edge scholarship and practical strategies for assignment design and instructional strategies for midcareer professionals. The Tseng College also is committed to being exceptional and innovative in programs formats, delivery modes, and a wide range of responsive, effective, and streamlined support services. Professional staff in the college are expected to be leaders in increasing the College's and the University's capacities and distinction in all programmatic and service fields essential to achieving forefront excellence and distinction in advanced and midcareer professional preparation. Senior staff are also expected to play

regional, national, and international leadership roles in these areas through publications, conference presentation, and the like.

14. **FINANCIAL RESPONSIBILITIES:** The Tseng College is a self-supporting College. All senior professionals in the college are expected to be effective financial managers for their units and/or programs. All financial matters must be handled in keeping with University, state, and Federal policy. Senior professionals in the college are expected to be thoughtful and informed collaborators during budget building each year and effective managers of the budget during the year to ensure the College meets its financial targets. Senior professionals are expected to confer early and often with the College financial services unit.
15. **YOUR PROBLEM IS MY PROBLEM IS OUR PROBLEM:** Senior staff members in The Tseng College are expected to take the concerns of staff and colleagues seriously and with balance and sensibility. It is important that a senior professional in College be open to hearing afresh what others are trying to tell them. Listening careful is essential as is posing questions and gathering specific facts. Defining and solving problems in the College must be done with a focus on facts and data whenever possible. A senior professional is expected to gather more additional information to get a fuller view of the issue/problem/concern from a variety of key perspectives before moving to consider options for resolution. Senior professionals in the College are expected to take a College-level view when considering problems and options for solutions. Getting beyond one's own work group and finding out the issues and perspectives informing the actions of others is essential to developing a complete understanding of the problem/issue and developing options for solution that take all aspects of the challenge into consideration.
16. **ADDRESSING PERFORMANCE ISSUES WITH SENSITIVITY AND RESPECT:** If there is a performance problem with a staff member, the approach taken by a Tseng College senior professional is to go to that staff member and openly and positively discuss the performance problem and seek an appropriate and positive performance change, OR go to the relevant supervisor and have the open discuss about the problem and the options for improvement, OR bring up the issue for open and confidential discussion the College human resources coordinator, OR call the problem to the attention of the dean or the director of finance and human resources to initiate a conversation about appropriate performance improvement. When there is a performance problem, it must be handled in keeping with University policies and best practices and, in the Tseng College, it is also expected that performance issues will be handled with respectful discretion. The College working culture and care for each individual involved and their positive and productive future should be a focus as approaches to resolving performance problems are considered and implemented. It is important that senior professionals in the College act quickly on performance issues that reflect a critical violation of College and University policy – violence, theft, insubordination, harassment, and the like. When any such critical issue

arises, the senior professional must contact the College director of finance and human resources who will quickly engage University HR and alert the dean. Also, there must be zero tolerance for abusive behavior (including the use of inappropriate/unprofessional language with colleague and/or clients), behavior that is disrespectful of diversity, and gossiping/rumor spreading (which can seriously damage the reputation of colleagues and adversely impact the working tone and pathways to collaboration in the college).