

Guiding Leadership Development at the University of Dayton

Central to our mission and identity, leadership development is a fundamental value of a Catholic and Marianist education. Leadership is also a key educational outcome of this university.

The call to lead at the University of Dayton is guided by two foundational documents: a *Philosophy of Leadership at the University of Dayton*, and an articulation of *Critical Leadership Competencies (and Behaviors) Characteristic of a Catholic and Marianist University*. These documents emerged from a 2008-2009 Task Force on Leadership, and were adopted by the President's Council in January, 2010.

Philosophy of Leadership at the University of Dayton

Leadership at the University of Dayton is informed by our Catholic and Marianist traditions and is a vocation practiced in and for community. These traditions call leaders to create conditions where everyone in our community can develop as a whole person within the context of commitments to the broader institutional mission. Our leaders are first and foremost stewards of the gifts and talents of our diverse community and of our organizational mission.

We recognize that those in positions of authority are most commonly identified as leaders. Our values also invite us to create conditions for leadership to emerge throughout the organization where specific challenges and needs intersect with the skills, talents, experiences and interests of members of our campus community. At the University of Dayton, we recognize and value emergent leadership and work to inspire students, faculty and staff to follow the call to lead on campus and beyond, even as we create opportunities for them to develop their ability to do so.

Using the University of Dayton Critical Leadership Competencies

The UD Critical Leadership Competencies articulated below are defined along three *dimensions* or professional domains: Personal Character, People/Interpersonal and Strategic/Results. Under each of these dimensions are *competencies* which are observable knowledge, skills and abilities that contribute to the achievement of the dimension. The competencies appear in **bold**. Each of the competencies is then described in terms of the *behaviors* needed to attain the competency and achieve successful job performance. These appear to the right of the competencies.

The Leadership Competencies identify and describe core competencies which are relevant and necessary to every level of the organization and which support our values and philosophy of leadership at a Catholic and Marianist institution. Collectively, they are also aspirational—while it is not possible for anyone to embody fully all of the leadership competencies, everyone should develop competencies and display behaviors in consonance with them, rather than exhibit behaviors misaligned with the leadership qualities we value and attempt to foster as a Catholic and Marianist institution.

These are the competencies to which all community members should aspire. The list is a resource and guideline for many campus processes, including but not limited to:

- a. Criteria for selecting and hiring potential employees
- b. Competencies and behaviors/skills around which leadership development programming can be built
- c. Skills, behaviors, and attitudes whose dimensions can be included in an individualized development plan
- d. Competencies providing a framework for peer review
- e. Qualities to include as a basis for Performance Management
- f. Assessing talent and promotability (including Career Development and Succession Planning)

Critical Leadership Competencies Characteristic of a Catholic and Marianist University

All members of the UD community are called to be leaders in the Catholic and Marianist tradition who demonstrate competencies along three dimensions:

1. Personal Character Dimension

- a. **Develops character:** strives for high integrity and honesty; is self-reflective about his/her vocation as leader; has a capacity for self-transformation and change; exhibits transparency of motives; inspires trust; models balance in work and personal time; acts in an ethical manner
- b. **Strives for personal meaning:** integrates faith in the transcendent dimensions of life and/or pursues a personal framework of meaning consistent with the work of leadership;
- c. **Develops professional and technical skills:** models life-long learning; is aware of deficiencies in skill and experience and seeks to mitigate gaps in knowledge base and ability; expands skills in problem solving and issue analysis
- d. **Possesses strong achievement drive:** accepts responsibility and accountability for outcomes; demonstrates the resilience and resolve necessary to overcome obstacles and setbacks; is self-confident, optimistic, and ambitious in the service of the organization
- e. **Displays sound judgment:** applies broad knowledge and seasoned experience when addressing complex issues; makes timely, tough decisions
- f. **Demonstrates an inquisitive and inquiring nature:** believes he/she is enriched by others' perspectives and experiences; learns from experience and adjusts course accordingly; is comfortable with ambiguity and uncertainty; is able to hold creative tension

2. People/Interpersonal Dimension

- a. **Intentionally builds leadership capacity as central to our values:** attracts high caliber, diverse people; develops teams and talent with diverse capabilities; develops successors and talent pools
- b. **Uses inclusive decision making:** actively solicits different perspectives and experiences when making decisions; recognizes importance of and attends to process as well as the content of activities
- c. **Empowers others:** creates a climate that fosters personal investment and excellence from everyone they influence
- d. **Builds relationships and community:** encourages effective working relationships through challenge and support, using sensitivity and empathy; finds common ground with others to establish a common purpose; fosters mutual trust and respect; builds community, internally and externally, in order to strengthen institutional collaboration
- e. **Communicates with skill, sensitivity, and candor:** fosters open dialogue; listens actively; encourages open and honest expression of ideas and opinions; delivers clear, convincing and well-organized presentations

3. Strategic/ Results Dimension

- a. **Demonstrates continuity between actions and the Catholic and Marianist mission of the University:** understands and pursues successful outcomes within the context of Catholic & Marianist values; encourages others to seek avenues that both move us toward excellence and respect the philosophical ideals upon which the University is based
- b. **Is forward looking:** is open and honest in interrogating current reality and assumptions; seeks to learn from others; develops distinctive strategies to achieve competitive advantage; establishes stretch goals; continues to learn the way to realize the desired future; aligns resources to support strategic priorities
- c. **Articulates a clear vision:** maintains a long-term, big-picture view; foresees obstacles and opportunities; uses effective communication skills to mobilize and inspire
- d. **Drives for results/executes:** demonstrates and fosters a sense of urgency and strong commitment to achieving goals; assigns clear authority and accountability; directs change while maintaining operating effectiveness; monitors results; tackles problems directly and effectively

- e. **Leads courageously:** takes principled personal and organizational risks to do what is right and achieve organizational success, and supports others who do so; takes responsibility for outcomes.
- f. **Champions continuous improvement and innovation:** encourages alternative approaches and new ideas; generates creative, resourceful solutions; challenges current assumptions, processes, and practices with a mindset of continuous improvement