
LEADERSHIP COMPETENCIES

Inclusive

An inclusive leader creates and promotes an environment that welcomes, supports, and embraces the range of human differences within a diverse workforce. An inclusive leader shows respect in both words and actions for diversity in all its forms. They contribute toward building a beloved community, one in which all members are working together and are heard, respected, valued, and included.

| Key Characteristics | Emerging | Skilled | Role Model |
|---|--|--|--|
| Displays Commitment | Engages in hiring and development practices that support the building of inclusive teams | Prioritizes inclusion and takes action to integrate inclusion into one's own practices and those of the team | Holds others accountable for fostering inclusion in the university community |
| Promotes Inclusive Relationships | Appreciates the multiple and intersecting differences of others | Intentionally builds relationships with individuals with different identities and backgrounds | Speaks up and skillfully challenges others' biases, assumptions, and behaviors that marginalize |
| Encourages Collaboration | Actively seeks and equitably values the diverse ideas, thoughts, strengths, and perspectives of all team members | Considers input from all team members in the process of generating ideas and when making decisions | Creates a trusting environment where all team members feel empowered to actively participate and share their ideas without fear of negative consequences |
| Facilitates Belonging | Fosters an inclusive environment where people feel welcomed, respected, valued, and supported | Infuses a sense of belonging and respect within the team by using inclusive language, engaging in open dialogue, prioritizing meaningful interactions, and focusing on team cohesion | Designs and develops programs, initiatives, and/or services to cultivate a more inclusive university community |
| Demonstrates Curiosity | Strives to continuously learn about others | Demonstrates empathy, listens actively, and withholds judgement when engaging with and learning about others | Practices continual self-reflection and consistently seeks opportunities for learning about oneself and others to enable growth |

Inspirational

An Inspirational leader paints a compelling vision of the future and engages their resources in that vision. Inspirational leaders are aware of new opportunities and proactively seek new opportunities for their employees. They strive to transmit, express, or actualize a new idea or vision.

| Key Characteristics | Emerging | Skilled | Role Model |
|-------------------------|---|---|--|
| Visionary | Recognizes trends, activities, and information that influences the direction of the team. | Gathers critical information from a variety of sources and communicates a captivating vision across Rutgers. | Teaches others how to create a compelling vision of the future while leveraging industry insights, appealing to both hearts and minds. |
| Transformational | Works to understand their employees' aspirations and interests regarding potential opportunities. | Creates and discovers new opportunities for others. | Links transformational initiatives to both employee and leader goals. |
| Motivational | Freely gives compliments and contributes to building confidence in their teams. | Gives direct feedback that builds confidence with the goal of moving the team to the next level of performance. | Coaches on how to give feedback and build confidence in their teams. |

Proactive Problem-solver

Proactive Problem Solver refers to leaders who think holistically and seek to utilize multiple inputs to make informed decisions. The Proactive Problem Solver demonstrates clarity in strategic direction to deliver sustainable results; displays use of various methods to evaluate and predict business outcomes, both within and outside their areas of responsibility.

| Key Characteristics | Emerging | Skilled | Role Model |
|--------------------------------|--|--|--|
| Strategic | Contributes to the design of the strategic direction at the department/unit level. | Designs a strategy that fully leverages Rutgers' capabilities (people, processes, and technology) to optimize results, keeping Rutgers in a market leading position for the next 3 to 5 years. | Teaches others how to have well-informed outside-in perspectives on market trends and the business environment to create strategies that balance short- and long-term needs. |
| Critical Thinking | Recognizes relationships among recurring problems and proposes tangible solutions. | Uses several analytical techniques to identify root cause, solutions and weighs the value of each to solve problems; forecasts multiple scenarios and derives logical conclusions. | Analyses and predicts trends and helps others to use different analytical methods. |
| Informed Decision Maker | Makes decisions using readily available facts and data. | Responds to urgent requests to make decisions when there is limited data, actively seeking information from multiple sources and considering business implications for multiple scenarios, resulting in effective execution. | Minimize excessive bureaucracy that inhibits effective and efficient decision making; leads others in thinking through data, implications, and alternatives. |
| Risk-Assessment | Identifies potential short-term risks and proposes mitigation plans. | Foresees potential medium to long-term issues and develops contingency plans/alternatives. | Evaluates risks with a holistic view and performs risk-return assessment; leads others in doing the same. |

Resilient

Resilient leaders embrace ambiguity and chaos, encouraging creative thinking and solutioning.

Leaders demonstrate persistence as setbacks and challenges occur.

| Key Characteristics | Emerging | Skilled | Role Model |
|-------------------------|--|---|---|
| Change Agent | Identifies the case for change and engages peers in conversations around the advantages of change. | Identifies and mitigates resistance to change to maximize adoption and success. | Proactively identifies the need to champion change to gain momentum and alignment to achieve business objectives. |
| Personal Agility | Is aware of the working pulse of the organization and adapts their working style flexibly in response to others. | Drives team to respond to new opportunities and encourages learning new behaviors to maneuver smoothly around complex situations. | Leverages strengths of best-in-class teams and uses these to define the future standards of Rutgers. |
| Innovation | Recognizes opportunities to solve old, routine problems with new ideas. | Challenges paradigms, pressure test ideas and embraces new ways of thinking, resulting in more creative, robust solutions. | Mentors others as they bring new ways of thinking that push the boundaries of old ways of working. |

Super-connector

A super connector knows the value of each personal connection and of the relationship, creating mutually beneficial relationships. Super connectors leverage their network to build effective teams and increase team performance by connecting the work to Rutgers' purpose.

| Key Characteristics | Emerging | Skilled | Role Model |
|--|---|--|--|
| Building Networks & Leveraging Partnerships | Understands the need to build personal rapport with counterparts within the organization and begins to build those relationships. | Builds rapport at multiple levels within the organization and creates opportunities to collaborate with other internal resources to create opportunities for growth and fill in the gap in capabilities within the team. | Uses networking to create partnerships to further Rutgers' organizational strategy. |
| Effective Teaming | Is aware of overall team goals; is willing to listen and learn from others and leverage on others' strengths. | Drives synergy by leveraging strengths of different teams for improved performance and operational efficiency—engages in effective communication to influence and be influenced by others. | Role models fair and respectful standards of teaming between units—leads others in creating dialogue between individuals and groups with disparate points of view. |
| Purpose-Driven Leadership | Recognizes how personal purpose connects to Rutgers' purpose. | Engages in conversation to discuss how Rutgers' purpose influences ways of working. | Serves as a mentor and coach to help others not only define their purpose but also to help them to connect their purpose to their work at Rutgers. |

Total Talent Developer

Refers to Leaders who invest in talent development by creating continuous development opportunities for teams and providing constructive feedback regularly in order to identify and develop future leaders.

| Key Characteristics | Emerging | Skilled | Role Model |
|-------------------------------|---|--|--|
| Continuous Development | Develops talent based on feedback provided from others, leveraging Rutgers learning assets. | Takes an interest in others' development and helps them identify opportunities that would give them experience in improvement areas that align with their aspirations and Rutgers' strategic intentions. | Has a track record of creating star performers by driving focused development by recognizing and investing in high potentials—develops other leaders in doing the same. |
| Continuous Learning | Understands the importance of knowledge sharing across teams and begins to share best practices. | Identifies the knowledge gaps within the team and drives knowledge sharing to bridge the gap. | Develops and embeds organizational practices and knowledge management systems into ways of working, fostering continuous learning. |
| Feedback | Seeks feedback from others and uses the feedback to improve on development areas. | Objectively assesses direct reports and peers' performance as requested and provides feedback that is honest, constructive, and behaviorally based. | Proactively provides just-in-time feedback to accelerate leadership development—teaches others to do the same. |
| Emotional Intelligence | Knows the importance of listening and understanding others. | Is aware of their own emotions and those of others. Is attuned to non-verbal cues and listens attentively to understand others' perspectives. | Displays a deep understanding of one's emotions and others. Uses emotional cues to build and retain talent—helps others learn to do the same. |
| Job Mastery | Applies background, technical knowledge, education, and prior experiences to align with university strategy. Continually strives to upgrade the depth and breadth of technical and professional skills. | Demonstrates a high degree of technical competence and related job knowledge, adding value beyond the core department requirements. Continuously taps into information from a wide variety of sources that evolves current thinking and methods. | Exhibits technical expertise through the execution of university strategy and the application of executive decision-making. Creates an environment and sets the tone for knowledge sharing and talent development. |