Ed.D. in Organizational Leadership
Core Leadership Understandings

Program Competencies

Some thoughts regarding the core leadership understandings follow:

- The competencies listed for each core leadership understanding form a framework for the deep conceptual insights embedded into the Ed.D. in Organizational Leadership program. They are woven into the respective courses in the program to provide richer, fuller, reinforcing leadership experiences as well as connecting the primary core leadership understandings. We take the view that leadership development is an integrated, continuous, and lifelong process, not a series of events. Our three-year program connects the program competencies through classroom practice with the workplace and is designed to develop and support participants through different leadership developmental stages. Since the participants in the program will enter the program with varied experiences and mindsets, we recognize that participants will move through the leadership development stages at different paces. We also recognize that participants may not be able to develop all of the competencies equally. However, achievement at the competent or skilled level is expected on each competency. The competencies are based on current research in leadership development and reflect the skills, behaviors, and mindset that leaders need to be successful in the current, complex environment in which leadership takes place. They are designed to help leaders grow and improve in ways that support attainment of their goals.

- The competencies listed for the core leadership understandings are designed to reinforce each other by overlapping and interconnecting; they do not appear in any hierarchical order. In addition, one or more of the competencies listed for each core leadership understanding may overlap and interconnect with one or more competencies in other core leadership understandings. We believe this strengthens the framework for the current and emerging leaders participating in the program.

- The competencies are stated broadly by design to allow program participants from different organization types to provide evidence of attainment in a variety of ways. There is no one way to document attainment; we expect that the type of evidence submitted will be more specific to organization type, than not. We also expect that the type of evidence submitted from each organization type will vary and be dependent upon the type of position the participant holds in the organization. Sphere of influence is acknowledged and recognized. Program participants are responsible for providing the evidence of attainment based upon work completed during the program. We expect that a considerable portion of the evidence will be gathered in the workplace.

- Course syllabi will identify the specific competencies that are emphasized in each course as well as in each learning outcome in that course. There is no one-size-fits-all approach with regard to achieving the competent or skilled level. Participants are expected to provide evidence to support achievement of the competencies as they move through the program. In some cases, a competency may be achieved in one course. In other cases, achievement may be accomplished over two, or more, courses.
The evidence of competency achievement for each core leadership understanding will build exponentially as the student moves through, and beyond, the program.

- The competencies are not viewed as separate and distinct entities, but rather as an integrated whole, all important for effective leadership development and application.

It is impossible to provide a list of all of the artifacts that could be used to provide evidence of competency achievement. The following list of possible artifacts is intended to serve as a guide for documentation. The program director and lead professor in each course will provide more specific information about artifacts and evidence:

- Reports, publications, charts, graphs
- Work samples
- Performance or recognition awards
- Grant awards
- Flowcharts and concept maps
- Written set of procedures
- Designs, drawing, schematics, blueprints, layouts
- Models or prototypes
- Research analyses and reports
- New ideas, innovations, inventions, creative products
- Divergent and unique applications of current practice
- Activity, event, or program planning
- Multi-media examples, such as videos, images, graphics, audio
- Websites or blog development
- Presentations, reports, publications, charts, graphs, press releases, white papers
- Collaborations, partnerships, teamwork
- Teaching others, mentoring others, coaching others, sponsoring others, conducting trainings
- Feed-forward coaching activities
- Data analyses
- Evaluating and assessing knowledge, competencies, skills, and work of others
- Expert-reviewed work, peer-reviewed work
- Develop annotated bibliographies, resource examples, or lists
- Social bookmarking sites
• Service learning, volunteerism
• Social/political action activities, community advocacy, social advocacy
• Various leadership roles and responsibilities
• Training certificates
• Development of policies, practices, standards, criteria, organizational mission
• Resolution of ethical dilemmas and solutions
• Educational, professional and/or personal goals, plans
• Communities of professional practice and learning, social networking
• Development of portfolios or e-portfolios
• Leadership platform statements

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<th>LEAD Courses</th>
<th>Evidence of Competency A=Aware, C=Competent, S=Skilled</th>
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| **U1: Knowing yourself (Connections: U2, U7, U11, U12, U15, U16, U17)**                          | A. Self-assesses leadership style and personal behaviors, recognizes own strengths and weaknesses, and pursues continuous self-development  
 B. Actively seeks and is open to feedback to confirm strengths and identify areas in need of improvement, and is sensitive to the impact of his/her leadership qualities and behaviors on others  
 C. Exhibits a strong belief in his/her values and abilities, is self-motivated, results-oriented, and accepts responsibility for his/her performance | LEAD 6010, 6060, 6500 /6501, 6800, 7100 /7101/7102 |                                                        |
| **U2: Leading with ethical behavior and integrity (Connections: U1, U10, U17, U18, U20)**         | A. Establishes a standard of what it means to serve as an ethically competent leader personally, socially, and globally in the organization, leading to practices that are teachable, able to be learned, and would foster and sustain the levels of ethical behavior at every level in the organization  
 B. Ethically responds to expressions, acts, or policies that devalue other persons from multicultural, social, and demographic perspectives  
 C. Applies ethical policies, procedures and practices in a consistent, unbiased, accurate, and correctable manner to ensure that people know that fair rules are being used | LEAD 6010, 6060, 6080 |                                                        |
| **U3: Thinking and planning strategically and systematically (Connections: U4, U5, U6, U13, U19)** | A. Assesses current internal and external conditions and develops strategies that effectively maximize strengths and address current challenges and weaknesses within the organization  
 B. Establishes goals and priorities and develops and implements plans to address long-term and future needs and opportunities within the organization  
 C. Develops a multi-perspective, interconnected, flexible, and systems thinking mindset, necessary to lead in the current environment | LEAD 6030, 6070, 6100, 6500 /6501, 7100 /7101/7102 |                                                        |
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| U4: Thinking and planning adaptively (Connections: U3, U5, U6, U13, U19) | A. Demonstrates the learning agility and comfort with ambiguity necessary to adapt thinking and behavior as the pace of change increases, new information emerges quickly, and as the complexity and turbulence of the challenges faced disrupts previously made plans  
B. Demonstrates tolerance and adaptability to adjust thinking as necessary when dealing with highly ambiguous, incomplete, and unpredictable situations; understands how to navigate the ‘perpetual whitewater’ of planning in the current environment | LEAD 6030, 6050, 6100 |  |
| U5: Thinking creatively, innovatively, and entrepreneurially (Connections: U3, U4, U6, U13, U19) | A. Demonstrates creative problem finding and problem solving within the organization by identifying new or unique opportunities, grows the organization by developing or improving the quality of services and/or products  
B. Creates and sustains a work environment that encourages collaborative efforts, critical deliberation, creative thinking, divergent thinking, and innovation.  
C. Creates the conditions for intellectual stimulation in the organization by encouraging new and unexpected ways to solve challenges and by generating more creative solutions to problems | LEAD 6050, 6070, 6800 |  |
| U6: Making decisions in a complex, chaotic, and interconnected environment (Connections: U3, U4, U5, U13, U19) | A. Assesses current internal and external conditions; uses information, input from others, and sound reasoning to reach conclusions; explores alternative solutions; engages in mindful reflection; and develops strategies that meet the short- and long-term interests of the organization.  
B. Demonstrates tolerance and adaptability to adapt thinking as necessary when dealing with highly ambiguous, incomplete, and unpredictable situations; understands how to navigate the ‘perpetual whitewater’ of decision making in the current environment  
C. Demonstrates the ability to build alliances, manage conflict, conduct successful negotiations, and show behavioral flexibility and differentiation as necessary | LEAD 6030, 6050, 6800 |  |
| U7: Leading and engaging others (Connections: U1, U11, U12, U16) | A. Shifts the focus from leadership as a person or role, to leadership as a process of mobilizing people, effective group functioning, and producing direction and commitment  
B. Reinforces success and develops recognition opportunities to publicly acknowledge people in the organization  
C. Fosters a feedback-rich environment: Provides for leader and peer review to give people honest and clear feedback regarding strengths, weaknesses, and other areas for development | LEAD 6010, 6020, 6080 |  |
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| **U8: Communicating verbally and in writing** *(Connections: U9, U16, U17)* | A. Makes clear, concise, and convincing oral presentations, substantiates positions, listens effectively, and clarifies information as needed  
B. Writes in a clear, informative, organized, interesting, and convincing manner, tailored to the intended audience – concisely conceptualizes successes, issues, and problems  
C. Inspires and motivates by communicating the challenges and meaning and allowing others to share the lead in achieving the goals and undertakings | LEAD 6100, 6800, 7100 /7101 / 7102 | A=Aware, C=Competent, S=Skilled |
| **U9: Communicating strategically** *(Connections: U8, U16, U17)* | A. Communicates frequently with those stakeholders and groups affected by organizational changes and addresses the questions, concerns, and need for information  
B. Practices active listening skills; demonstrates the ability to listen to stakeholders and groups with empathy and the intent to understand differing points of view before responding  
C. Analyzes and reports on current local, national, and international policies and trends that affect the organization and shape stakeholders’ views | LEAD 6020, 6070, 6100 | |
| **U10: Engaging stakeholders and embracing responsiveness, diversity, and inclusion** *(Connections: U2, U17, U18, U20)* | A. Develops internal and external networks and builds alliances; routinely monitors the organization’s impact on the external environment as well as the external environment’s impact on the organization’s effectiveness  
B. Promotes and influences collaborative connections between the organization and other organizations within the community and cooperatively engages in addressing and resolving needs, concerns, and issues that exist within the community  
C. Fosters an inclusive workplace where diversity and sensitivity to race, gender, background, experience, and other individual differences are valued and leveraged to building and maintaining a healthy working environment  
D. Through trust, empowerment, and teamwork, creates an environment that supports diverse perspectives, approaches and thinking fairness, dignity, compassion and creativity | LEAD 6020, 6040, 6060 | |
| **U11: Helping people in the organization develop and grow** *(Connections: U1, U7, U12, U16)* | A. Shapes and facilitates the processes, systems, and structures that connect networks of people to each other and spreads a culture of continuous development and improvement throughout the organization  
B. Fosters a feedback-rich environment; provides ongoing coaching, mentoring, guidance, and support for people so they can improve their performance  
C. Strategically plans for the recruitment, selection, and development of new staff that will strengthen current and future capabilities of the organization | LEAD 6040, 6080 | |
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| U12: Coaching, mentoring, and developing new leaders in the organization (Connections: U1, U7, U11, U15, U16) | A. Strategically plans for the identification, recruitment, selection, and development of new leaders in the organization that will strengthen current and future capabilities and enable them to contribute fully to the organization  
B. Provides initial and ongoing coaching, mentoring, support, and development opportunities for current, new, and emerging leaders that are aligned with the leadership culture, the vision and goals, and the specific needs of leaders in the organization  
C. Facilitates, and provides opportunities for new and emerging leaders to practice leadership as each self-assesses his/her style, personal qualities, and behaviors; recognizes his/her own strengths and weaknesses; and pursues his/her continuous self-development | LEAD 6010, 6080 | A=Aware, C=Competent, S=Skilled |
| U13: Facilitating and managing change (Connections: U3, U4, U5, U6, U19) | A. Evaluates and assesses new information, changing conditions, and/or unexpected obstacles; assesses the tolerance of others and self for change  
B. Creates a work environment and culture in which it is safe for individuals and teams to take the types of risks necessary to stretch and grow the individual, team, and organization  
C. Designs plans to develop or shift talent, resources, and culture in ways that are aligned to organizational strategy in order to sustain change efforts and improvement within the organization | LEAD 6030, 6070, 7100 /7101 /7102 | |
| U14: Creating and sustaining an organizational culture (Connections: U15, U16, U17, U18, U20) | A. Focuses on creating an organization that is more than the sum of its parts; developing a culture where individuals, groups and teams work collaboratively across boundaries that produce organizational direction, alignment and commitment  
B. Through trust, empowerment, and teamwork, creates an environment that supports diverse perspectives, approaches and thinking fairness, dignity, compassion and creativity | LEAD 6040, 6080 | |
| U15: Creating and sustaining an interdependent and participative leadership culture (Connections: U1, U12, U14, U17) | A. Develops a leadership strategy that identifies the quantity of leaders needed, the skills and behaviors necessary for talented leaders to be successful in the organization, and the culture in which leaders will operate  
B. Builds a collective leadership network that empowers leaders in the organization through an open flow of information, flexible and purposeful groupings and hierarchies, and distributed decision making  
C. Creates and sustains a work environment that encourages collaborative efforts, critical deliberation, creative thinking, divergent thinking, and innovation. | LEAD 6040 | |
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| U16: Creating strong team and collaborative networks in the work environment (Connections: U1, U7, U8, U9, U11, U12, U14, U15, U20) | A. Creates a work environment that defines degrees of team dependence, independence, and interdependence as well as coordination of activities, team lifespan, and the roles and skills of team leaders  
B. Fosters communication, collaboration, and interpersonal skills across vertical, horizontal, and other team-oriented boundaries within the organization to build strategic relationships, enhance collective capabilities, and allow people and teams to work together to achieve common goals  
C. Encourages shared responsibility, collaborative efforts, critical deliberation, creative thinking, divergent thinking, and innovation | LEAD 6010, 6020, 6050, 6080, 6500 /6501 | A=Aware, C=Competent, S=Skilled |
| U17: Establishing and communicating a vision that conveys direction, alignment, and commitment (Connections: U1, U2, U8, U9, U10, U14, U15, U18, U20) | A. Creates a positive, inspirational, and inclusive vision for the organization that focuses on how the future will be better  
B. Communicates a clear picture of where the organization is going: Describes how the vision connects with people’s roles and about the responsibility each person has for realizing the organization’s vision  
C. In collaboration with others, creates plans and initiatives that provide a destination for the vision that is measurable, attainable, and time-bound, ensures understanding, and inspires the commitment of others to achieve the vision  
D. Aligns organizational resources (human, financial time, etc.) around a vision and strategy for the future | LEAD 6010, 6020, 6030, 7100 /7101 /7102 | |
| U18: Embedding social and moral responsibility into the organization’s processes and procedures (Connections: U2, U10, U14, U17, U20) | A. Defines social and moral responsibility and embeds socially and morally responsible strategies, policies, and ethical practices into the values of the organization  
B. Demonstrates the resilience to maintain commitment to the strategies, policies and ethical actions by committing appropriate resources, implementing responsible decision making criteria, engaging internal and external stakeholders, providing training and mentoring, and leading, by example, with a social and moral mindset at all levels of the organization  
C. Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision of the organization  
D. Designs plans to measure and monitor the degree to which customer and stakeholder needs and satisfaction are met and exceeded and continually strives to improve these services | LEAD 6040, 6060, 6500 /6501 | |
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| U19: Working comfortably with ambiguity and unpredictability (Connections: U3, U4, U5, U6, U13) | A. Takes a complex, changing, and interconnected set of conditions and expected and unexpected factors, and assesses and synthesizes the information to reach conclusions and make decisions  
B. Demonstrates tolerance and adaptability to adjust thinking as necessary when dealing with highly ambiguous, incomplete, and unpredictable situations; understands how to navigate the ‘perpetual whitewater’ of planning in the current environment by being resilient and flexible | LEAD 6050, 6070, 6100, 6500/6501, 6800 | A=Aware, C=Competent, S=Skilled |
| U20: Understanding global boundaries and diverse cultures and how to span them (Connections: U2, U10, U14, U17, U18) | A. Develops networks, builds alliances, and engages in cross-team and cross-functional activities to span the boundaries of diversity and cultures  
B. Fosters communication and collaboration across vertical, horizontal, demographic, stakeholder, and geographical boundaries to build strategic relationships, solve problems, and achieve common goals  
C. Demonstrates an awareness of and sensitivity to the changing political and economic cultures and environments that exist across global boundaries and working to span those changes adaptively, collaboratively, responsibly, and strategically | LEAD 6020, 6060 | |

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**Stockton University**

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