



SUNY Leadership Institute

## **Unpacking your 360**

**A guide to the SUNY360 Competencies**

SUNY Leadership Institute

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## 1. Introduction

The SUNY Leadership Institute has written this guide to help you further review and reflect on your SUNY360 Report. In this guide you will find a page about each of the 42 items in the SUNY360. However, the SUNY Leadership Institute recommends that you focus on only a few of these items at a time.

Your first step to understanding the SUNY360 Report is to read through all of the report. Take a minute to read the introduction to each chart and then focus on the Guide that follows the chart. This guide will suggest one or more techniques you can use to view the complete chart. These techniques will help you focus on one, two, or three items that interest or concern you. As you investigate each chart, make a note of the item of interest and record why each one interests you.

Next, we suggest you review how to use the 360 guide. Do this by picking one item you wish to explore more thoroughly, perhaps a highly rated item or one in which your rating differs widely from others. Find the item in this guide and look at the behaviors exhibited by a person **skilled in the underlying competency**. Do you exhibit these behaviors? And did you consider any of these behaviors as you rated yourself on this item? Secondly, examine the examples provided for someone who **lacks skills in the competency**. You may recall a time when you exhibited one of these behaviors. It is possible that your observers recalled similar behavior as they rated you on this item.

For this same item, take a moment to re-read the comments that your observers made concerning the item. Compare their comments to the skilled and unskilled examples of this item and make a note of any new understandings that occur to you during this review.

In addition, take time to look at the list of specific activities, the **development ideas, that you might want to use when you prepare your action plan**.

Some of the development ideas include participation in skill building workshops, many of which are offered by SUNY Leadership Institute, SUNYLI.suny.edu.

Questions? Concerns? Send a message to [SUNYLI@suny.edu](mailto:SUNYLI@suny.edu). We'll be happy to help.

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Successful leaders are able to make good decisions that are effective in advancing the goals of the organization. In order to make effective decisions a leader needs to<sup>1</sup>

- a. Establish and use a decision making process.
- b. Encourage dissent during the process and build a final consensus around the decision.
- c. Align the decision with the goals of the department and college.
- d. Use resources effectively to implement the decision.
- e. Measure the success of the decision.

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<sup>1</sup> [http://www.cbsnews.com/8301-505125\\_162-51183053/mastering-the-art-of-effective-decision-making/](http://www.cbsnews.com/8301-505125_162-51183053/mastering-the-art-of-effective-decision-making/)

## **2.1 *Aligns goals and resources in order to support college priorities***

### **Skilled in the competency**

- Relates the organization's vision to individual work plans.
- Assesses the impact of department goals on the overall mission of the college.
- Sets good examples for integrating departmental tasks with the college's goals.
- Able to navigate between the big picture and the small, day-to-day work plans.

### **A lack of skill in the competency**

- Fails to understand what is necessary to address the basic goals of the organization.
- Focuses on department goals without including college goals.
- Unable to articulate major purposes of the budget.
- Fails to retrospectively assess whether accomplishments are meeting larger goals.

### **Development ideas**

- Consult with your supervisor and colleagues to identify ways in which your own tasks and goals are addressing overall college goals.
- Share the task described above with your direct reports and ask them to do the same exercise.

### **Example of observed success from those who have rated leaders**

- Carefully completed all budget reduction strategies in order to meet management goals.

## **2.2 Effectively helps others support college policies**

### **Skilled in the competency**

- Communicates policies and decisions to faculty, staff, and others in a timely manner.
- Makes clear links between the organization's policies when problem solving and making decisions.
- Informs others how to find out more about the organization's policies and plans.
- Helps others understand and support organizational policies.

### **A lack of skill in the competency**

- Fails to include time for communicating the plans of the larger organization.
- Pursues decisions without regard to their relationship to the organization's policies and plans.
- Fails to make staff aware of the latest policies or organizational planning.
- Ignores policies when they are difficult to adhere to.

### **Development ideas**

- Share and explain planning in other areas of the organization.
- Encourage staff and others to ask questions about ways in which their tasks connect to the college mission and how those tasks are governed by college policies.
- Practice finding ways to support policies that may not be consistent with your personal views.
- Ask for help from those who have made the policies so that you can better communicate their purpose to others.
- Find ways to make suggestions for policy change to those who are responsible for those changes. Justify your suggestions with statements about the benefits of such changes.
- Ask staff and faculty if they desire more information about policy and planning. If they do, find ways such as periodic emails, adding agenda items, or special Q&A sessions to disseminate policies and plans.

### **Examples of observed success from those who have rated leaders**

- Worked with others to develop and use operation or procedure manuals.
- Gave regular feedback to personnel across the college regarding cost-saving strategies.
- Set up a committee to help define funding priorities.
- Used memorandums of understanding to help clarify planning strategies.
- Set up a special training session so we could all understand the new regulations and relate them to our jobs.

## **2.3 Ensures accountability through accurate and timely reporting**

### **Skilled in the competency**

- Provides regular, well-organized summaries of work efforts.
- Seeks input on the usefulness of department outcome reports.
- Outlines measures that can be used to gauge success when setting goals.

### **A lack of skill in the competency**

- Does not relate work reports to major goals of the job.
- Provides reports with excessive detail or no conclusions.
- Fails to inform others about the status of work assignments or projects.

### **Development ideas**

- Investigate how the outcomes of similar functions are reported at other colleges.
- Include outcome measures in the goal setting processes.

### **Examples of observed success from those who have rated leaders**

- Confirms work agreements by putting them in writing.
- Asks others for feedback after delivering a status report.

## **2.4 Establishes information gathering processes to inform decisions**

### **Skilled in the competency**

- Explains to staff how administrative decisions will impact individual jobs.
- Establishes systems for effective record keeping and ease of access by others.
- Probes and digs beneath the surface, then seeks confirmation of data.
- Seeks data from multiple sources and assesses it before making decisions.
- Outlines data needed in the planning process, including ways to obtain the data.
- Regularly gathers benchmarks and best practices to inform planning and decisions.

### **A lack of skill in the competency**

- Does not establish ways to provide ongoing information about new policies and procedures.
- Gathers information to support personal decisions but does not pass information on to others.
- Fails to create a framework for culling and sorting large quantities of information.
- Rushes to make decisions without gathering data.
- Fails to seek feedback from all stakeholders.
- Prefers to depend on personal beliefs and anecdotal information to make decisions.

### **Development ideas**

- Find ways to use technology to assure that information is passed along in a timely manner.
- Establish routine expectations for specifying the information used to inform decisions.
- Test your decision making process by reviewing decisions one year later and asking if you might have made a better or more timely decision with more or less information.
- Establish benchmarking as part of the review processes.
- Include the data used when communicating decisions.

### **Examples of observed success from those who have rated leaders**

- Drew up a workflow diagram to help explain a decision process.
- Included time for data gathering when assigning deadlines.
- He asked all of us to quantify our outcome measures.
- He helped us all set up simple but informative “report cards.”

## **2.5 Fosters professional development for everyone**

### **Skilled in the competency**

- Regularly initiates discussion of ways to develop skills.
- Includes professional development goal setting in the performance review process.
- Promotes learning opportunities “on the job.”
- Attempts to identify and schedule development opportunities suited to needs of the individuals and the group.

### **A lack of skill in the competency**

- Tends to ignore skill deficiencies.
- Focuses solely on getting the job done while overlooking opportunities to improve skills in the process.
- Does not allocate time for performance review and goal setting.
- Uses the performance assessment process for correcting poor performance rather than setting goals for skill development.

### **Development ideas**

- Work with staff to develop and set action plans for their individual development goals.
- Plan an opportunity for staff to get feedback from multiple trusted sources.
- Identify challenging tasks that will help staff grow and develop.
- Encourage discussions about development by include opportunities for “reflection on learning” during staff meetings and project reviews.
- Seek ways to include mentoring as a regular and ongoing activity.

### **Examples of observed success from those who have rated leaders**

- Budgeted funds to support training for invited speakers or local workshops.
- Held workshops for part-time faculty to discuss development opportunities.
- Reviewed career paths of admired administrators and discussed kinds of development opportunities that might have contributed to their skill levels.
- Reviewed and revised the performance review template to include topics addressing the development of both strong and weak skills.

## **2.6 *Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals***

### **Skilled in the competency**

- Continually assesses work assignments and their contribution to the overall goals.
- Strives to evaluate the most efficient mix of resources to accomplish goals.
- Uses the budget as a flexible tool to manage the use of resources.

### **A lack of skill in the competency**

- Compartmentalizes budget lines and fails to utilize tradeoffs in employing various types of resources.
- Views the budget as a checkbook rather than a planning tool to prioritize resources.
- Fails to assess whether key goals are met effectively.
- Tries to please everyone, thereby undermining efforts to adhere to priorities.

### **Development ideas**

- Initiate a budget cut exercise to help the department heads more clearly identify priorities.
- Join a budget task force in order to learn multiple perspectives about budgeting and priority setting.

### **Examples of observed success from those who have rated leaders**

- Anticipated a future budget cut in the process of determining how to fill positions.
- Used an end-of-year surplus to help another department meet a mutually beneficial goal.
- Weighed the use of a new technology with the likely personnel savings and made the decision not to buy.

## **2.7 Maintains a college-wide systems perspective when solving problems**

### **Skilled in the competency**

- Approaches work with an eye toward its impact on students and other parts of the organization.
- Frequently includes staff from other departments when exploring solutions to problems.
- Seeks data from across the college before making decisions.
- Designs practices and processes which allow managing from a distance.

### **A lack of skill in the competency**

- Fails to consider the department's contribution to other parts of the organization.
- Does not build knowledge of other parts of the organization.
- Views own department as competing with other departments.
- Doesn't consider impacts on other departments when setting up rules or procedures.

### **Development ideas**

- Schedule periodic sessions that promote discussion of "inter-departmental customers."
- Include stakeholders from other departments in problem solving sessions.
- Become familiar with "systems approaches" and TQM-type models for process analysis.

### **Examples of observed success from those who have rated leaders**

- Shared techniques learned at a TQM workshop with everyone in the department.
- Includes the impact on other areas of the college when evaluating work performance.

## **2.8 *Maximizes use of college resources such as personnel time, budgeted funds, and other assets***

### **Skilled in the competency**

- Continually seeks new revenue generating possibilities to supplement the budget.
- Finds ways to maximize people's strengths, thus using their time wisely.
- Assesses work priorities so that time and resources are applied to the most important goals.

### **A lack of skill in the competency**

- Fails to view time as an important financial resource requiring management.
- Does not grow personnel resources through training and development.
- Focuses on negative performance rather than utilizing strengths of the staff.
- Does not control interruptions to the work flow.

### **Development ideas**

- Partner with outside agencies to share personnel.
- Involve all staff in identifying grant opportunities.
- Establish cross-training to enhance the capacity of a downsized staff.

### **Examples of observed success from those who have rated leaders**

- Worked with staff to write grants that resulted in funds for more staff.
- Redistributed work when it was uneven, resulting in accomplishing more overall.

## **2.9 *Uses time effectively, employing skills such as planning and delegating***

### **Skilled in the competency**

- Provides regular opportunities to share information regarding projects and individual responsibilities.
- Establishes timelines for tasks and projects.
- Sets up systems for “check-ins” to assess progress and workloads.
- Includes reporting expectations when delegating assignments.
- Establishes a tracking system for projects.

### **A lack of skill in the competency**

- Fails to delegate tasks to subordinates.
- Does not include a time frame when planning projects.
- Does not involve the group members when taking on a new project or planning a project.
- Fails to provide written outlines of the overall project.
- Gets overloaded and ends up rushing.

### **Development ideas**

- Hold regular meetings to share individual tasks and ways to adjust tasks for better and quicker results.
- Involve staff when making decisions about taking on new projects.
- Evaluate use of time by examining schedules during the past 3 months.

### **Examples of observed success from those who have rated leaders**

- Comes prepared with notes and assignments to give staff.
- Emphasizes deadlines and organizes tasks to meet them.

## **2.10 Weighs short-term needs with long-term goals**

### **Skilled in the competency**

- Involves others in setting goals and then prioritizing those goals.
- Includes discussion of the organization's goals when making short-term decisions.
- Examines the impact of short-term plans on both short- and longer-term goals.
- Adopts a system-wide perspective when considering alternative solutions.

### **A lack of skill in the competency**

- Focuses mostly on getting the job done, less on planning and examining the impact on the organization.
- Fails to consider interrelationships across the organization when making short-term decisions.
- Does not include goal setting in short- and long-term planning processes.
- Does not incorporate new data in reviewing decisions.
- Fails to make changes in short-term plans to better accommodate long-term goals.

### **Development ideas**

- Set criteria for measuring success in achieving goals and use those criteria to evaluate short-term decisions.
- Schedule periodic review and feedback opportunities to evaluate the impact of decisions on goals.
- Include opportunities for developing better understanding of the entire organization.

### **Examples of observed success from those who have rated leaders**

- Incorporated Total Quality Review tools in planning and review activities.
- Allocated time during projects meeting to ask, "Are we meeting long-term goals?"
- Considered ways that the return-on-investment framework can support decision making.
- Timely decision making.

### 3. Leading by developing others

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Successful leaders understand that everyone at the College contributes to their success, and therefore take the time to encourage the growth and alignment of their colleagues, including staff, collaborators and community members.

### **3.1 *Builds consensus on ways to work toward the common good***

#### **Skilled in the competency**

- Invites all perspectives in evaluating the merits of competing options.
- Looks first for commonality among individuals' goals before focusing on differences.
- Employs group processes to create common goals in working toward the larger mission.

#### **A lack of skill in the competency**

- Rarely seeks other opinions when making decisions.
- Fails to set team objectives that address primary college goals.
- Does not encourage a shared exploration of alternative solutions.

#### **Development ideas**

- When communicating in writing, recognize those involved in reaching the decision as important to the process.
- Develop group process facilitation skills that include techniques for divergence and convergence of ideas, and priority ranking.

#### **Examples of observed success from those who have rated leaders**

- She always asks us for our thoughts as we explore alternative solutions.
- She uses dispute resolution skills to help us see each other's' point of view.

### **3.2 Considerate of individual differences such as cultures, values and styles**

#### **Skilled in the competency**

- Exhibits an appreciation for the value of multiple perspectives in the problem solving process.
- Consistently seeks feedback from diverse stakeholders.
- Shows respect for alternative values by seeking to incorporate them in the process.

#### **A lack of skill in the competency**

- Insists on the group's adherence to one's own values rather than providing a fair hearing for the views of others.
- Sees differing cultural perspectives as disruptive to running an efficient operation.
- Fails to connect people's values with their motivation to perform.

#### **Development ideas**

- Seek opportunities to participate in work groups composed of diverse cultures, races, economic status, and job functions.
- Engage your team in a discussion of ways to listen, acknowledge, and incorporate other values and perspectives.

#### **Examples of observed success from those who have rated leaders**

- He articulates his awareness of differences and how they contribute to the strength of the whole.
- He is a person to go to when something about another person is bothering you, because he gives you other perspectives.
- He understands the differing values of those in administration and those with other roles in the college.

### **3.3 *Helps others align their goals with the primary teaching and learning goals of the college***

#### **Skilled in the competency**

- Uses the performance review process to relate individual goals to college goals.
- Provides examples of ways individual accomplishments contributed to primary college goals.
- Finds ways to articulate college goals so they are familiar to everyone on the team as they plan their projects.

#### **A lack of skill in the competency**

- Focuses on quantity of output rather than quality and effectiveness in meeting goals.
- Fails to cooperate with other departments when the result would support college goals.
- Does not seek opportunities to review work plan goals.

#### **Development ideas**

- Annually review department accomplishments, asking the group to identify contributions to the overall goals.
- Set an example by outlining your own job goals and associating each with key college goals.

#### **Examples of observed success from those who have rated leaders**

- He sees all problem-solving as a learning opportunity.
- He posts the college mission and strategic plan in the coffee room.

### **3.4 *Integrates knowledge of others' cultures in daily performance***

#### **Skilled in the competency**

- Emphasizes the benefits of cultural differences to the college's success.
- Initiates discussion of how other cultures might approach the same goal.
- Models cultural inquisitiveness through choices in curriculum materials, by working on cultural appreciation programs, and by choices of travel to other cultures, both in and outside the USA.

#### **A lack of skill in the competency**

- Believes in hiring without regard to the value of diverse cultural perspectives.
- Makes remarks expressing stereotypic views of other cultures.
- Belittles the concern for multicultural inclusiveness as a mere fad.

#### **Development ideas**

- Develop a college based program that increases multicultural understandings.
- Include persons from other cultures in social interactions.

#### **Examples of observed success from those who have rated leaders**

- She organized members of our staff to participate in the annual Multicultural Student Organization's Bring-a-Dish Picnic

### **3.5 Promotes a lifelong learning environment for everyone in the college**

#### **Skilled in the competency**

- Seeks ways to interpret everyday situations as learning opportunities.
- Encourages members of the college to set goals for learning in all aspects of their work.
- Views mistakes as learning opportunities.
- Encourages reflection and problem solving on work progress as a learning exercise.

#### **A lack of skill in the competency**

- Fails to see learning as a valuable outcome for all, including students, faculty and staff.
- Seeks to make decisions quickly without using a discovery-learning process.
- Fails to see mistakes as a learning opportunity.

#### **Development ideas**

- Support increased understanding of learning by practicing multiple reflection technique.
- Perform a post-mortem of completed projects to discover what was learned... about process, each other, needs for change, and new perspectives toward learning.
- Review individual and department goals to identify ways learning is included among goals.

#### **Examples of observed success from those who have rated leaders**

- By working with students, both in and out of the classroom setting, he is able to bridge the gap between formal and informal learning, and support both types of experiences.
- He made the orientation a self-directed learning experience.
- He loves learning from others and has the humility to say, "Educate me on what you do."

### **3.6 Seeks input from people who differ by gender, ethnicity, or nationality**

#### **Skilled in the competency**

- Makes an effort to include a broad range of skills and perspectives on project teams.
- Listens to all input and acknowledges it as valuable to the process.
- Frequently asks, “How would others view this option or issue?”

#### **A lack of skill in the competency**

- Makes assumptions about others based on their cultural backgrounds.
- Fails to reach out and involve stakeholders with widely different viewpoints.
- Relies exclusively on own intuition and instincts to solve problems quickly and efficiently.

#### **Development ideas**

- Mentor someone from a different race or gender and initiate opportunities for reflection on these differences.
- Facilitate a workshop on diversity in the workplace.

#### **Examples of observed success from those who have rated leaders**

- He affiliated with the National Association of Multicultural Rehabilitation Concerns.

## 4. Leading by advocating and developing the college

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A successful leader enhances the institution. A college has many constituents and stakeholders, from students, faculty and alumni to the community, government and professional organizations. Leaders at the college will interact with these constituents and will both advocate for the needs and goals of the college and will work to enhance and develop the college to meet the needs and goals of the constituents.

## **4.1 Demonstrates ability to explain the role of colleges within higher education**

### **Skilled in the competency**

- Actively pursues articulation agreements with regional colleges.
- Frequently speaks to local high school teachers about the role of community colleges for students with varying goals.
- Identifies and shares research about the outcomes of community college students compared to students in other higher education environments.

### **A lack of skill in the competency**

- Does not articulate the unique opportunities available at the community college level.
- Develops new programs without seeking feedback from those who must build or relate to those programs.
- Duplicates programs available in other institutions rather than strengthening the unique programs of one's own college.

### **Development ideas**

- Write a grant in partnership with another type of learning institution within higher education.
- Ask the Institutional Research Office to share findings about important value-added components of the college.
- Lead a workshop within the college to brainstorm its key contributions within the local higher education framework.

### **Examples of observed success from those who have rated leaders**

- Worked with 4-year colleges to create transfer agreements.

## **4.2 *Demonstrates deep knowledge of the college, such as its history and culture***

### **Skilled in the competency**

- Articulates strengths of the college.
- Champions the college product.
- Incorporates the college's values in planning new programs.

### **A lack of skill in the competency**

- Unable to express special strengths of the college.
- Does not build on strengths of the college's programs.

### **Development ideas**

- Participate in an accreditation group.
- Volunteer in the Admissions Office to interview applicants.
- Help conduct and analyze a student satisfaction survey.

### **Examples of observed success from those who have rated leaders**

- Coached a student team or organization.
- Co-led a workshop on the college's history and successes.

### **4.3 Expresses college values clearly**

#### **Skilled in the competency**

- Includes the college's mission and values in all appropriate written communications and publications.
- Shows passion and enthusiasm when communicating about the college.
- Articulates how each project and activity furthers the mission of the college.

#### **A lack of skill in the competency**

- Doesn't exhibit pride in the college mission.
- Rarely includes an explanation of college's mission in written communications.
- Fails to point out connections between the college's values and current tasks.

#### **Development ideas**

- Participate in college open house events to practice communicating the college's mission.
- Take a course about the historical mission of colleges and the role higher education in society.
- Take a public speaking course and practice promoting the college.

#### **Examples of observed success from those who have rated leaders**

- She shared student success stories with her audiences, and used them to explain the college's values.
- He contributed to the Academic Master Plan and constructed statements about the college's mission and values.
- They wrote op-ed articles in local newspapers, explaining strengths of the college.

#### **4.4 Finds ways to fund new programs**

##### **Skilled in the competency**

- Continually assesses priorities and efficiencies during the budgeting process.
- Shows agility in matching programs to grant opportunities.
- Views new programs from an entrepreneurial perspective.
- Seeks to partner as a way of stretching program dollars.

##### **A lack of skill in the competency**

- Requests more budget dollars before exploring other forms of support.
- Fails to inquire about community grant opportunities.
- Does not work with others to identify ways to fund high-priority programs.

##### **Development ideas**

- Take a leadership role in applying for a grant.
- Introduce the working unit to the various forms of revenue supporting the college.
- Identify and approach community agencies with similar interests to explore mutual program support ideas.
- Participate in contract renegotiations.

##### **Examples of observed success from those who have rated leaders**

- Sought equipment donations from the community.
- Applied underused faculty resources to a new program.
- Worked to get competitive prices.

#### **4.5 *Helps improve the college by developing one's own professional knowledge***

##### **Skilled in the competency**

- Actively participates in professional organizations at local, regional, or national levels.
- Shares knowledge gained at professional meetings with others in the college.
- Pursues training opportunities to enhance knowledge and skills needed by the college.

##### **A lack of skill in the competency**

- Makes no effort to update knowledge and skills related to own professional area.
- Fails to apply knowledge gained at professional meetings to daily problem solving.
- Makes little effort to network and share knowledge.

##### **Development ideas**

- Prepare a summary of key knowledge gained at professional meetings, and share it with colleagues.
- Seek a targeted training opportunity to enhance a current work assignment.
- Take the initiative to meet with one new professional contact each month.

##### **Examples of observed success from those who have rated leaders**

- He regularly shared his newest knowledge while taking courses for his degree.
- She highlighted our successes at national meetings.

#### **4.6 *Helps others understand the college's mission and goals so they can in turn do the same***

##### **Skilled in the competency**

- Continually seeks opportunities to explain the college's role in the community.
- Provides training opportunities for others to represent the department or college to wider audiences.
- Stays informed about the college's successes and shares them with others.

##### **A lack of skill in the competency**

- Fails to stay informed about the college's successes or share them with others.
- Does not challenge others to advance the college mission.
- Hesitates to speak out on behalf of the college.

##### **Development ideas**

- Participate in writing a marketing brochure.
- Form a "Friends of the College" program to foster community relations.
- Conduct an internal focus group on advocating for the college.

##### **Examples of observed success from those who have rated leaders**

- By explaining the budget pressures, he was able to gain more support.
- She published articles about the special value of our college.

#### **4.7 *Networks and establishes partnerships that help achieve the college's goals***

##### **Skilled in the competency**

- Initiates meetings to explore issues that impact multiple areas of the community.
- Regularly seeks information from others outside the organization as feedback for the college or department.
- Encourages all members of the department to participate in community partnerships.

##### **A lack of skill in the competency**

- Fails to include community representation in addressing issues that extend beyond the borders of the campus.
- Rarely participates in community committees.
- Competes with other community organizations rather than forming partnerships.

##### **Development ideas**

- Invite representatives from the community to discuss issues of mutual concern.
- Seek appointment to a community committee.
- Encourage employees to network in the community and pursue opportunities for wider collaboration.

##### **Examples of observed success from those who have rated leaders**

- She made efforts to integrate the department planning team with community planners addressing the same issue.
- He asked our faculty to help the student success program at our local high school.
- He assigned each of our technologists to another college division, to function as “special tech mentors.”

## **4.8 *Persistently pursues ways to further the college mission***

### **Skilled in the competency**

- Takes on additional tasks to enhance the college's success.
- Explores best practices and enhances them.
- Embraces change in order to better fulfill the college's mission.

### **A lack of skill in the competency**

- Resistance to exploring change.
- Failure to evaluate program effectiveness.
- Does not challenge others to improve their programs.

### **Development ideas**

- Learn tools of Total Quality Management or similar organizational development models.
- Assist the Institutional Research Office with an evaluation study and make recommendations.
- Volunteer for a college-wide committee to develop a new program.

### **Examples of observed success from those who have rated leaders**

- He rewrote instruction materials to make them more relevant to our college population.
- She developed a leadership program within the college.
- She lobbied at the state level for enhanced support of the college's mission.

## **4.9 Takes action to improve the quality of the college**

### **Skilled in the competency**

- Consistently evaluates program outcomes and uses results to make improvements.
- Establishes processes for ongoing improvement of the curriculum.
- Regularly reviews policies to assure they support continuous college improvement.
- Sets expectations for staff and faculty for participation and contribution to continuous college improvement.
- Provides training and professional growth opportunities in continuous quality improvement.

### **A lack of skill in the competency**

- Fails to connect program reviews with program improvement efforts.
- Maintains the status quo rather than asking how to improve.
- Does not initiate staff groups focused on continuous improvement.
- Does not assess contributions to college improvement in employee performance reviews.
- Does not set improvement standards for own performance.

### **Development ideas**

- Initiate use of Total Quality Management (TQM) tools in regular program reviews.
- Conduct staff and faculty focus groups to share best practices for continuous improvement.
- Seek a mentor to help integrate continuous improvement in your department.
- Explore ways to use learning communities to foster continuous improvement.
- Participate in college accreditation.

### **Examples of observed success from those who have rated leaders**

- Led an effort to apply for the Baldrige award.
- Established learning communities for quality improvements across the campus.
- Brainstormed ways to improve the department's services to other units in the college.

#### **4.10 Works effectively with stakeholders across the community**

##### **Skilled in the competency**

- Seeks input from a wide range of people in the community about programs' effectiveness.
- Finds ways to work with others in the community to identify and satisfy community needs.
- Represents the college's interests while seeking to understand community stakeholders' interests.

##### **A lack of skill in the competency**

- Does not view the wider community as stakeholders in the college's programs.
- Does not participate in college-wide or community-wide committees.
- Pushes own agenda without enlisting the support of stakeholders.

##### **Development ideas**

- Volunteer to serve on a community board.
- Write a letter explaining your program, for publication in the local newspaper.
- Participate in a stakeholder survey.

##### **Examples of observed success from those who have rated leaders**

- She worked with the accrediting association reviewing the college's programs.
- She arranged a meeting for stakeholders with conflicting points of view to help develop understanding.
- He served on the union negotiation team.

## 5. Leading by building effective relationships

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Everyone has relationships with people around them. Successful leaders develop effective relationships which allow them to meet their goals. Effective relationships are built on communications, honesty and trust. Relationship skills range from the ability to communicate goals and strategies, to a willingness to listen to and respect others.

## **5.1 *Accepts responsibility for taking risks and making difficult decisions***

### **Skilled in the competency**

- Acknowledges the risks and range of outcomes when making decisions.
- Evaluates outcomes resulting from decisions and shares them with others.
- Seeks wide input and data before making a decision.

### **A lack of skill in the competency**

- Blames others if a decision results in a poor outcome.
- Does not allow sufficient time or resources to assess risks before making a decision.
- Fails to review causes of problems which, if better understood, could help improve future decisions.
- Shows impatience with others when confronting urgent problems.

### **Development ideas**

- Learn about the creative problem solving process and find ways to practice it.
- Assess a risk by listing and ranking the possible outcomes, and evaluating this assessment after the decision has been made.

### **Examples of observed success from those who have rated leaders**

- She called on department supervisors to seek ways to help staff cope with increased burdens in the aftermath of downsizing due to budget cuts.

## **5.2 *Combines personal transparency with an awareness of others***

### **Skilled in the competency**

- Shares own perspectives and recognizes the perspectives of others.
- Invites others to share ideas and build on one another's ideas when solving problems.
- Guides the group process of problem solving to assure everyone takes part.

### **A lack of skill in the competency**

- Shows little understanding of others' perspectives.
- Judges others' ideas before they have been explored.
- Exhibits poor skills in guiding the group process.

### **Development ideas**

- Develop and facilitate a workshop on teamwork.
- Seek training in creative problem solving.

### **Examples of observed success from those who have rated leaders**

- He created multiple venues for committee communication and input.

### **5.3 Conveys ideas clearly in writing**

#### **Skilled in the competency**

- Explains complex situations in simple and understandable terms.
- Includes visual guides such as diagrams and outlines, and examples to help clarify meaning.
- Reports information in a timely fashion.

#### **A lack of skill in the competency**

- Fails to positively engage readers via written communications.
- Writing is not concise or customized for the intended audience.
- Waits for others to ask questions and does not voluntarily share what is going on in other areas.
- Written communications are too long, making readers work too hard to identify and understand the main points.

#### **Development ideas**

- Ask others to review your draft documents.
- Write a brief summary of important meetings, including only the main points and action items.
- Practice using a metaphor to explain a current issue.

#### **Examples of observed success from those who have rated leaders**

- He developed a monthly newsletter to explain ongoing projects and highlight successes.
- He effectively communicates using flyers, emails, quick surveys and more.
- In conveying bad news, she added positive notes about opportunities.

## 5.4 *Conveys ideas clearly when speaking*

### **Skilled in the competency**

- Explains complex situations in simple and understandable terms.
- Includes visual guides such as diagrams and outlines, and cites examples to help clarify meaning.
- Reports information in a timely fashion.

### **A lack of skill in the competency**

- Fails to convey enthusiasm when speaking publicly.
- Spends more time on details than necessary, causing others to lose sight of the important themes.
- Waits for others to ask questions and does not voluntarily share what is going on in other areas.
- Speaks for too long, making it difficult to identify and absorb the main points.

### **Development ideas**

- Ask others to review your spoken comments.
- Write a an outline of main points before speaking
- Practice using a metaphor to explain a current issue.

### **Examples of observed success from those who have rated leaders**

- He developed a monthly open meeting to explain ongoing projects and highlight successes.
- He effectively communicates using meetings, speeches, and informal gatherings.
- She tempered bad news by adding positive notes about opportunities.

## **5.5 *Develops and sustains teamwork and cooperation***

### **Skilled in the competency**

- Forms a team after careful consideration of the goals, the skills needed, and the ways in which the outcomes will be measured.
- Seeks full participation of the team in setting goals and a framework for how the work will be done.
- Values the perspectives and contributions of all team members.
- Consistently recognizes accomplishments of others.
- Points out all the ways in which people are meeting the goals of the organization.

### **A lack of skill in the competency**

- Fails to involve group members in the allocation of tasks.
- Takes credit for the accomplishments of others and the team.
- Demonstrates lack of trust in the team's ability to accomplish goals by giving excessive instructions on how to do the job.
- Looks for what went wrong rather than what went right.

### **Development ideas**

- Facilitate a teambuilding workshop.
- Explore the meaning of teamwork within your work groups.
- Seek training on ways to build on the strengths of others.
- Evaluate successful outcomes and the management styles that contributed to those successes.

### **Examples of observed success from those who have rated leaders**

- He set up an advisory board to work with the entire team.
- He partnered to write a guidebook for the college on maximizing teamwork.
- She uses a participatory approach that provides positive support for all contributions.

## **5.6 *Develops open communication about priorities and expectations***

### **Skilled in the competency**

- Consistently clarifies goals and degrees of urgency.
- Openly discusses expectations of others and matches them with overall priorities.
- Communicates criteria for setting work plans and seeks suggestions from others.

### **A lack of skill in the competency**

- Priorities are unclear and seemingly made “behind closed doors.”
- Expects more than can be accomplished with given resources and time constraints.
- Fails to help others set work priorities.

### **Development ideas**

- Hold regular meetings and include goals and criteria for setting priorities on the agenda.
- Share budget and goals together to develop shared understandings of how best to use time and resources.

### **Examples of observed success from those who have rated leaders**

- Encouraged the use of due dates and work plans.
- Evaluated our end of the year accomplishments alongside the goals we had set.

## **5.7 Effectively manages personal stress**

### **Skilled in the competency**

- Responds objectively to highly emotional situations.
- Helps others cope with problems and work productively toward solutions.
- Prioritizes goals and tasks effectively to avoid stressful workloads and last-minute crises.

### **A lack of skill in the competency**

- Does not alter work to address urgent problems.
- Responds negatively to sudden and excessive work demands.
- Fails to communicate problems to others who might be able to help.
- Shows impatience with others when confronting urgent problems.

### **Development ideas**

- Review and discuss college emergency preparedness plans with staff.
- Invite the entire team to share observations about individual and group responses to a recent crisis.
- Ask someone to mentor you on best practices for dealing with stress in the workplace.

### **Examples of observed success from those who have rated leaders**

## **5.8 *Is honest and ethical in all actions***

### **Skilled in the competency**

- Utilizes and articulates a clear sense of values.
- Explains reasons for decisions, including ways in which values are upheld.
- Aligns one's actions with one's words.

### **A lack of skill in the competency**

- Doesn't seem to consider personal values when making decisions.
- Stubbornly adheres to own principles while exhibiting blindness to other points of view.
- Doesn't walk the talk.

### **Development ideas**

- Make a list of your key values and then a parallel list of actions that were consistent with these values.
- Engage with others to explore ways in which values differ and how such differences affect problem solving in your workplace.

### **Specific examples of observed success from those who have rated leaders**

- Her actions demonstrated she valued diversity.
- He was willing to discuss his values with younger employees who had different values.

## **5.9 *Listens carefully and recognizes others' perspectives***

### **Skilled in the competency**

- Summarizes what others have said before giving own opinion.
- Routinely uses a variety of open ended questions to gain greater understanding.
- Shows genuine interest in knowing more about opinions and statements from others.

### **A lack of skill in the competency**

- Does not take the time to explore the meaning of others' statements.
- Quickly loses interest in what others are trying to say.
- Focuses primarily on own statements when differences arise.

### **Development ideas**

- Prepare and facilitate a workshop on active listening.
- Seek feedback from direct reports.
- Take a list of active listening questions to a staff meeting and use the questions to better understand others.

### **Examples of observed success from those who have rated leaders**

- She drafts meeting summaries and asks other attendees to edit them, to ensure that all positions are represented fully.
- He frequently returns an email with a question to better understand the content.

## **5.10 *Manages conflict and change by relating well with different viewpoints***

### **Skilled in the competency**

- Accepts others' points of view and seeks to understand them better.
- Shows respect for others even when they disagree.
- Actively helps the others on the team to share and understand their differences.
- Listens by voicing what has been heard and clarifying meaning.
- Embraces conflict of differing views as an opportunity for learning and change.

### **A lack of skill in the competency**

- Reacts to differences with visible anger toward those who express them.
- Avoids people with different points of view.
- Bullies others toward agreement.
- Opposes others' viewpoints before attempting to understand them.
- Accommodates others too quickly, before exploring alternative ideas.

### **Development ideas**

Set up a meeting with someone to discuss your relationship and ways to handle your disagreements.

- Rehearse the positive statements you will make about someone who disagrees with you.
- Seek training in conflict mediation.
- Invite others to join you in practicing good listening.

### **Examples of observed success from those who have rated leaders**

- He doesn't judge others, so people are comfortable sharing difficult topics.
- She demonstrates genuine regard for differences and the opportunities they present.
- He read "Who Moved My Cheese," by Spencer Johnson, and seemed better able to deal with opposing viewpoints.
- By inviting everyone to share differences, she was able to change the math curriculum across the college.

### **5.11 Responds to others with tact and composure, and avoids defensiveness**

#### **Skilled in the competency**

- Shows sensitivity to others' points of view.
- Exhibits self-assurance in dealing with others in difficult situations.
- Is diplomatic while making own views understood.

#### **A lack of skill in the competency**

- Is overly confident and likely to dismiss others.
- Offends others when offering suggestions.
- Fails to show compassion when working with others.

#### **Development ideas**

- Ask someone to observe and give you feedback.
- Listen by trying to restate what the other person is feeling and saying.

#### **Examples of observed success from those who have rated leaders**

- He included a warm smile and reflective statements in many of his conversations.
- Her calm assurance provided a safe place for listening to feedback.

## **5.12 *Seeks feedback on one's own performance and adjusts behavior***

### **Skilled in the competency**

- Asks others for feedback and suggestions for being more effective.
- Pursues ways to include self-reflection in the performance review process.
- Regularly checks to make sure goals are being met.

### **A lack of skill in the competency**

- Persistently defends one's behaviors that others see as distracting to the workplace.
- Does not ask others to evaluate one's management skills.
- Does not set goals to serve as measures of own outcomes.

### **Development ideas**

- Set goals and ask others to help evaluate the outcomes.
- Schedule a meeting to analyze a project that "didn't go well" and collaborate on devising guidelines for more effective future performance.
- Ask someone to observe a specific performance by telling them the kind of feedback you would like.

### **Examples of observed success from those who have rated leaders**

- She constantly asked all of us, "How am I doing?"
- He has been a role model in embracing the 360 evaluation process and using it to improve his own skills.

### **5.13 Seeks ways to involve others in problem solving and making decisions**

#### **Skilled in the competency**

- Works with the team to set goals and plans for completing them.
- Works with the entire group to develop criteria for success.
- Continuously seeks others to help with each step of the problem solving process.

#### **A lack of skill in the competency**

- Fails to use problem solving group processes.
- Is unwilling to delegate and guide the process with goals and timelines.
- Seeks suggestions from others but forces own ideas.

#### **Development ideas**

- Seek training in TQM.
- Set up a work group to make suggestions on ways to involve stakeholders in the problem solving process.

#### **Examples of observed success from those who have rated leaders**

- Called all faculty chairs together to set division goals.
- Set up college-wide teams to explore student success.

## **5.14 Shares a vision and sense of purpose**

### **Skilled in the competency**

- Talks about ways of moving toward the future.
- Relates current goals to longer-term goals.
- Helps others understand how their current tasks fit the big picture.
- Provides a sense of excitement about ways we are building toward the future.

### **A lack of skill in the competency**

- Does not talk about connections between current goals and future goals.
- Focuses on today and fails to help others see the future.
- Does not express support for the vision of the organization.

### **Development ideas**

- Set up a workshop whose goal is to relate current tasks to the organization's mission.
- Seek training in change management to learn how to connect current goals to a changing mission.
- Find a partner to help you practice "You can do it" messages for others.

### **Examples of observed success from those who have rated leaders**

## 5.15 *Shows respect for others*

### Skilled in the competency

- Invites others to share their ideas.
- Works at understanding other viewpoints by listening and clarifying.
- Waits for others to finish before offering feedback or other opinions.
- Refrains from using “hot buttons,” instead encouraging maximum contribution from others.
- Checks in with others about how they are feeling and thinking.

### A lack of skill in the competency

- Interrupts and monopolizes the dialog.
- Intimidates others by talking loudly.
- Forces a response from others without allowing them to explain their position.
- Asks questions with intent to embarrass the responder.

### Development ideas

- Practice active listening exercises.
- Learn the rules of giving effective feedback.
- Attend a conflict mediation workshop.
- Seek feedback on ways to improve your perceived respect for others.

### Examples of observed success from those who have rated leaders

- He constantly checks in with the group during meetings, to see if everyone is okay with proceeding.
- Although he might know the solution, he allocates time for others to present ideas for the solution, thus recognizing their competence in the group.
- She took the time to share her own feelings and invite others to do the same, thus gaining the respect of the group.

## **5.16 Uses influence wisely to create a positive working climate**

### **Skilled in the competency**

- Seeks input from other team members when making decisions.
- Shares processes used for problem solving and works with others to improve them.
- Consults with others in setting goals and timelines for completion.

### **A lack of skill in the competency**

- Directs the work of others without knowing whether they are able to do the work.
- Pursues ideas and solutions before listening to other points of view.
- Neglects to set goals so that others can manage the project.

### **Development ideas**

- Engage in a workshop on teambuilding.
- Read the Center for Creative Leadership booklets, “Giving Feedback” and “Getting Feedback.”
- Seize opportunities to recognize individual and group successes.

### **Examples of observed success from those who have rated leaders**

- She shared facilitation of the department meetings.
- He asked the staff in his department to identify training needs and help set up programs to address them.
- He listens and makes sure he understands before moving on.

Accepts responsibility for taking risks and making difficult decisions .....	34
Aligns goals and resources in order to support college priorities .....	5
Builds consensus on ways to work toward the common good .....	16
Combines personal transparency with an awareness of others .....	35
Considerate of individual differences such as cultures, values and styles .....	17
Conveys ideas clearly in writing .....	36
Conveys ideas clearly when speaking .....	37
Demonstrates ability to explain the role of colleges within higher education .....	23
Demonstrates deep knowledge of the college, such as its history and culture .....	24
Develops and sustains teamwork and cooperation .....	38
Develops open communication about priorities and expectations .....	39
Effectively helps others support college policies .....	6
Effectively manages personal stress .....	40
Ensures accountability through accurate and timely reporting .....	7
Establishes information gathering processes to inform decisions .....	8
Expresses college values clearly .....	25
Finds ways to fund new programs .....	26
Fosters professional development for everyone .....	9
Helps improve the college by developing one's own professional knowledge .....	27
Helps others align their goals with the primary teaching and learning goals of the college .....	18
Helps others understand the college's mission and goals so they can in turn do the same .....	28
Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals .....	10
Integrates knowledge of others' cultures in daily performance .....	19
Is honest and ethical in all actions .....	41
Listens carefully and recognizes others' perspectives .....	42
Maintains a college-wide systems perspective when solving problems .....	11
Manages conflict and change by relating well with different viewpoints .....	43
Maximizes use of college resources such as personnel time, budgeted funds, and other assets .....	12
Networks and establishes partnerships that help achieve the college's goals .....	29
Persistently pursues ways to further the college mission .....	30
Promotes a lifelong learning environment for everyone in the college .....	20
Responds to others with tact and composure, and avoids defensiveness .....	44
Seeks feedback on one's own performance and adjusts behavior .....	45
Seeks input from people who differ by gender, ethnicity, or nationality .....	21
Seeks ways to involve others in problem solving and making decisions .....	46
Shares a vision and sense of purpose .....	47
Shows respect for others .....	48
Takes action to improve the quality of the college .....	31
Uses influence wisely to create a positive working climate .....	49
Uses time effectively, employing skills such as planning and delegating .....	13
Weighs short-term needs with long-term goals .....	14
Works effectively with stakeholders across the community .....	32