



Joe



SUNY360 Leadership Skills Inventory  
- Pilot

## **Leadership Skills Inventory Feedback Report**

11/13/2019

echospan

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# About This Report

This multi-rater feedback process is designed to assist you in your professional development. When used effectively, the survey can:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Establish a quantitative baseline that will allow you to assess your progress
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of their observations and suggestions

## Rating Scale

The rating scale shown below was used in scoring quantitative feedback.

Scale Option	Assigned Value
No answer NA	---
Not at all	1
To a little extent	2
To some extent	3
To a great extent	4
Nearly always	5

## Response Summary

The following groups of individuals were invited to participate in this review. The "Nominated" rater count excludes individuals that opted-out of participating or were removed by project administrators.

Rater Type	Nominated	Responded	Response Rate
Self	1	1	100%
Manager	1	1	100%
Colleagues/Peers	6	5	83%
Direct Reports	10	9	90%
Others	5	4	80%
Total	23	20	87%

## Raters Nominated to Participate

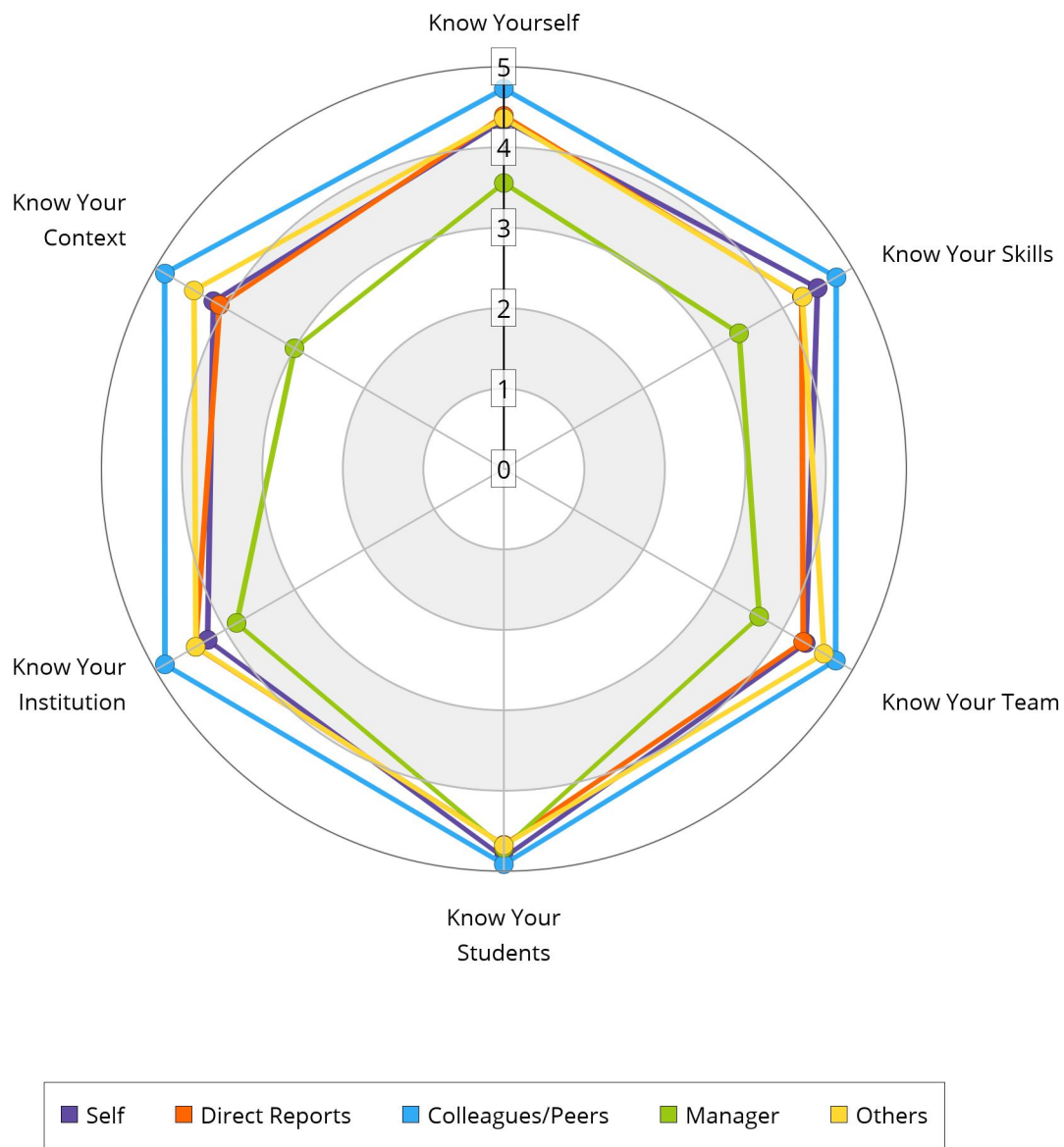
The individuals listed below were nominated to provide you feedback.

#	Rater Name	Rater Relationship
1.	Joe	Self
2.	Sue	Manager
3.	Sara	Colleagues/Peers
4.	Rich	Colleagues/Peers

5.	██████████ Leonard	Colleagues/Peers
6.	██████████, Elaine	Colleagues/Peers
7.	██████ Doug	Colleagues/Peers
8.	██████, Laura	Colleagues/Peers
9.	██████, Mike	Direct Reports
10.	██████████, Ellen	Direct Reports
11.	██████████, Evelyn	Direct Reports
12.	██████████ Brian	Direct Reports
13.	██████████ Nick	Direct Reports
14.	██████████ Summer	Direct Reports
15.	██████, Linda	Direct Reports
16.	██████████ Ben	Direct Reports
17.	██████████, Kyle	Direct Reports
18.	██████ Taylor	Direct Reports
19.	██████████, Steve	Others
20.	██████████, Chris	Others
21.	██████, Matthew	Others
22.	██████████ Joshua	Others
23.	██████████ Victoria	Others

# Leadership Domain Radar Chart

The Competency Profile radar chart below shows scores for each rating group across all competencies. Radar charts are useful in easily spotting gaps between rater groups' perceptions and observations of an individual's behaviors. More favorable scores fall toward the outside of the chart.

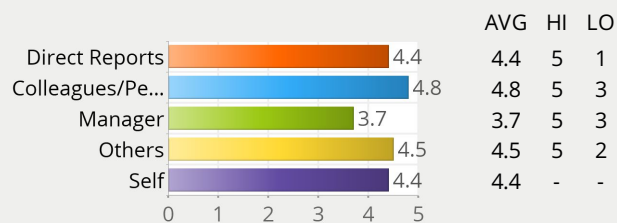


# Competency Summary

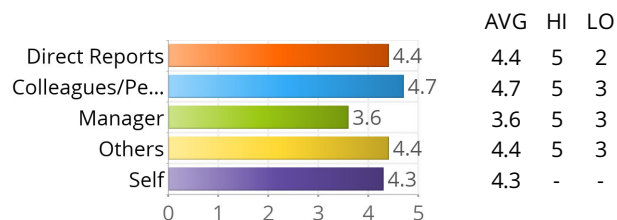
This report shows average ratings for each competency in the review segmented by rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given competency.

## Overall Score: 4.5 out of 5.0

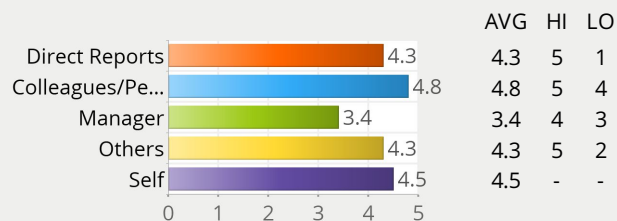
Aggregate score for all competencies in the review.



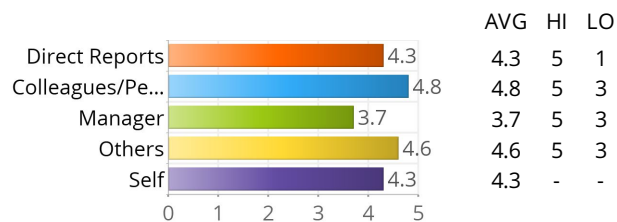
## Know Yourself



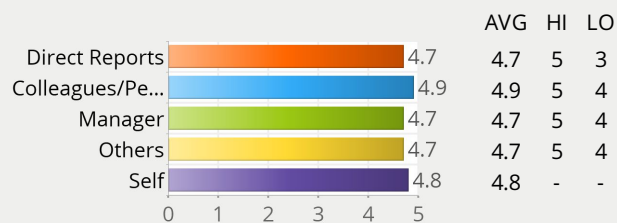
## Know Your Skills



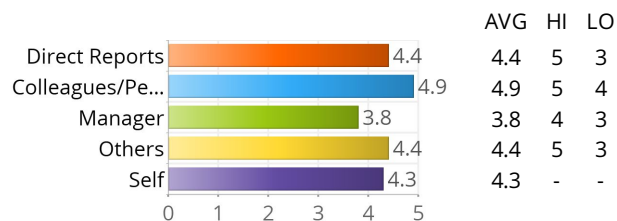
## Know Your Team



## Know Your Students

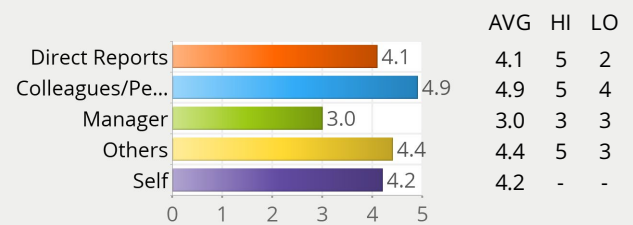


## Know Your Institution



# Competency Summary (continued)

## Know Your Context

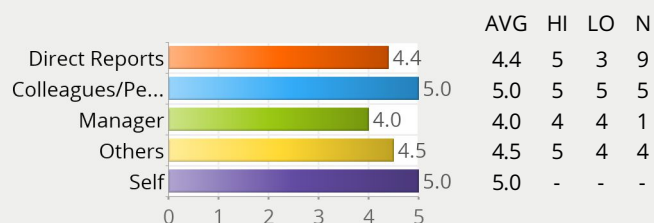


# Individual Review Items

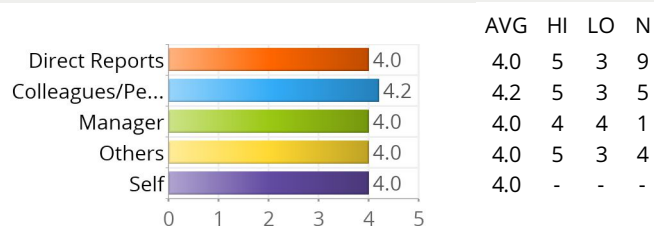
This report shows average ratings for each individual item in the review segmented by each rater group. The HI and LO columns present the highest and lowest ratings submitted by each rater group for a given review item. The N column shows the number of responses submitted in a given rater group for a particular item.

## Know Yourself

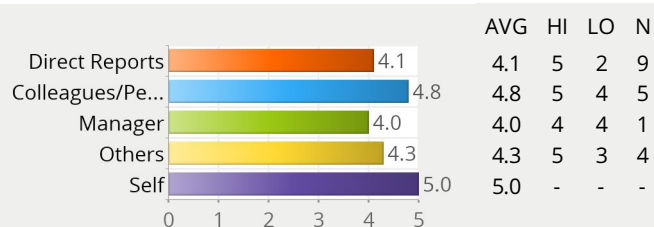
1. Is consistently displaying an authentic approach/style to leadership.



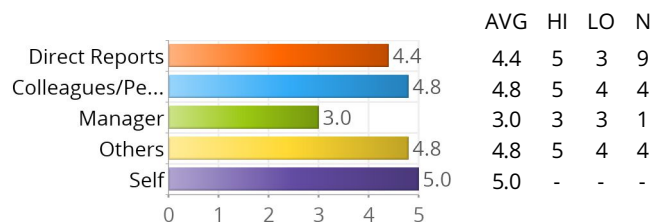
2. Is aware when others are able to relate to him/her, and when they are not.



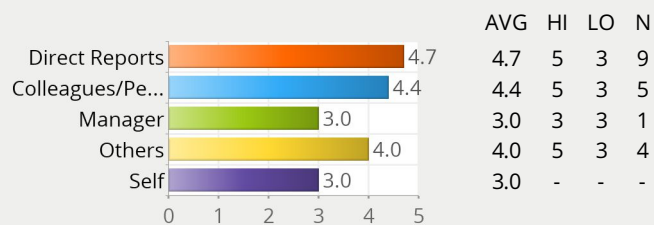
3. Remains open to critical feedback and viewpoints.



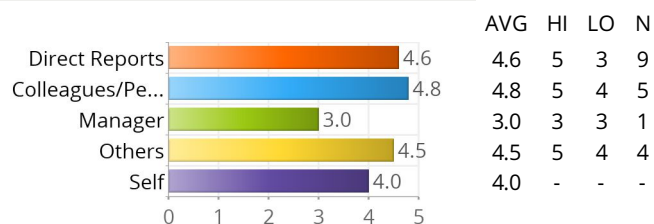
4. Shares a vision and sense of purpose.



5. Effectively manages personal stress.



6. Demonstrates emotional intelligence by being able to understand and manage one's own emotions and moods.

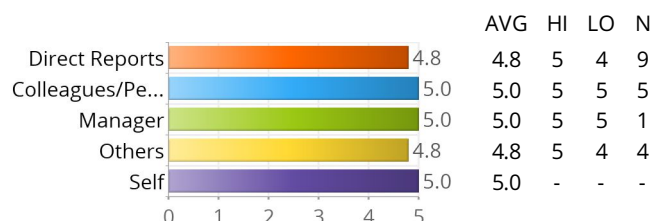


# Individual Review Items (continued)

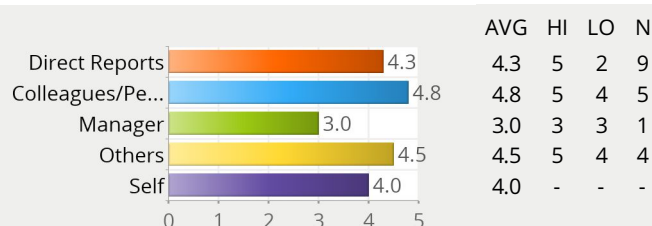
7. Demonstrates an ability to self-regulate personal emotions to bring out the best in others.



8. Is honest and ethical in all actions.



9. Responds to others with tact and composure, and avoids defensiveness



## Comments

### Colleagues/Peers

Joe has a very strong sense of self as well as an awareness of others. He keeps his cool in situations that would test anyone and push them over the edge. He modulates his message and his emotions to reflect what others are feeling and knows when to push or pull back based on the emotions and mental state of the person across the table.

None

### Direct Reports

Joe is highly consistent, always engaged, and has a strong vision. I have appreciated his strong sense of ethics and his commitment to improvement.

Joe is consistently professional, and in my experience, always takes into consideration the opinions and viewpoints of others. He is open to informed debate, and I've experienced instances where he's changed/modified his position with new information, which I believe is the sign of a great manager. I also greatly admire his ethics; I know Joe will always take the high road with complex issues. A pleasure to work with.



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Joe is a very balanced individual. He is capable of understanding others.

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#### Others

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I have consistently found Joe to be a great partner and a very effective leader. He is always willing to listen and try new approaches, as appropriate. He is a good listener and knows how to make people feel comfortable and safe to talk. If I were to provide constructive feedback, it would be: sometimes asking for forgiveness rather than permission is ok. Great leaders take reasonable chances to achieve remarkable results.

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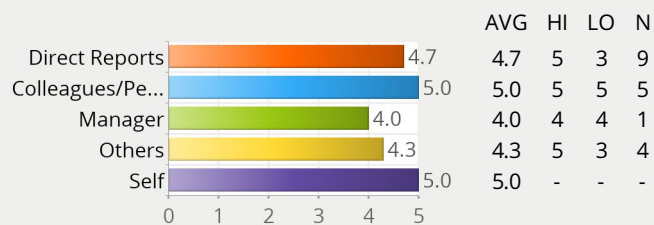
He provides guidance and advice when needed and it is always in a professional matter. On a personal note, I am confident that he 'always has my back'.

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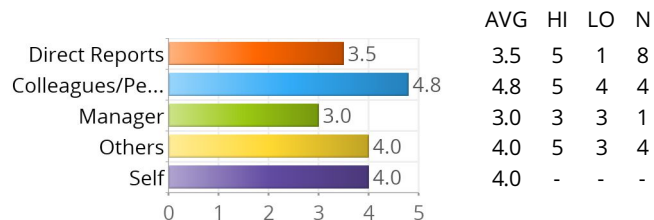
# Individual Review Items (continued)

## Know Your Skills

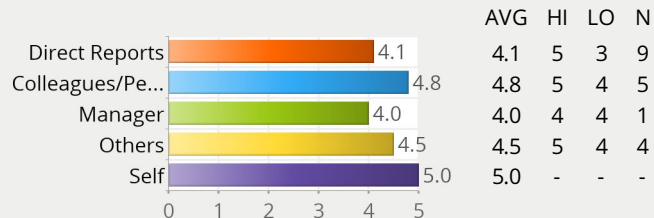
10. Possesses the skills necessary to be successful in current role.



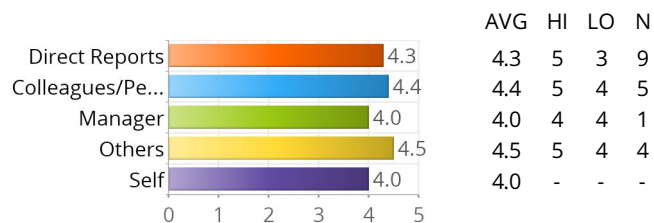
11. Seeks feedback on one's own performance and adjusts behaviors.



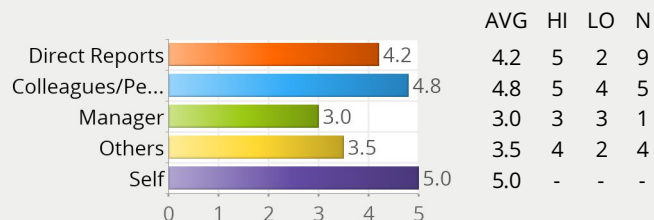
12. Demonstrates a willingness to build upon skills necessary for success in current role.



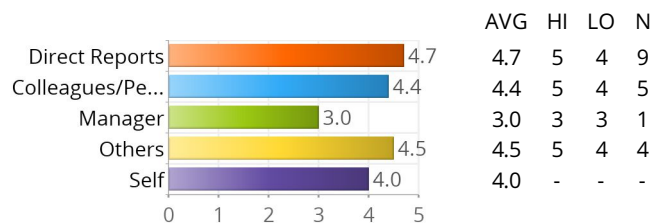
13. Uses time effectively, employing skills such as planning and delegating.



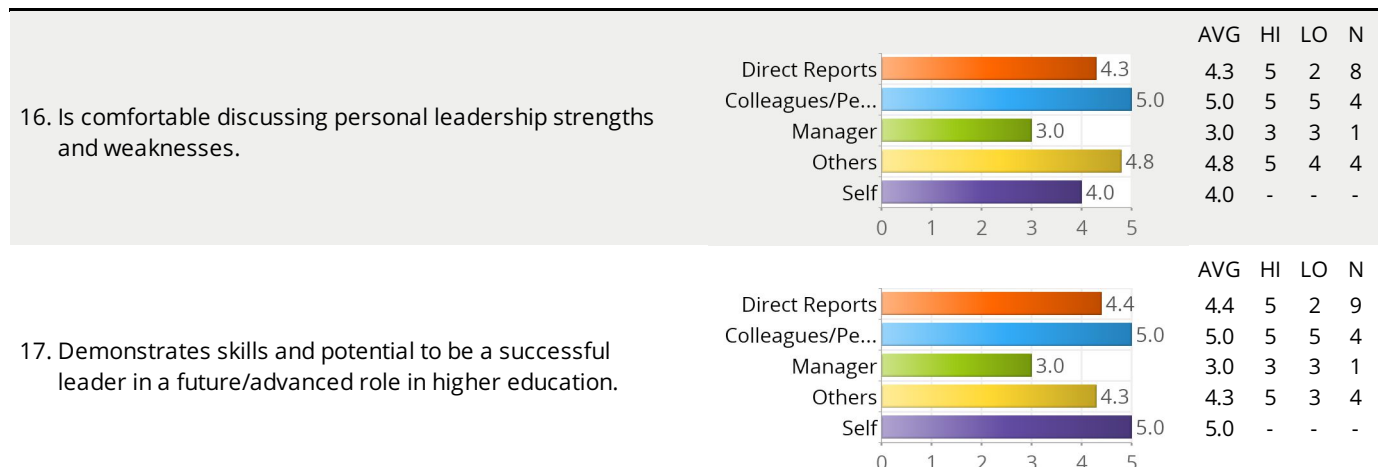
14. Accepts responsibility for taking risks and making difficult decisions.



15. Conveys ideas clearly when speaking/writing.



# Individual Review Items (continued)



## Comments

### Colleagues/Peers

Joe demonstrates a full portfolio of leadership skills. He is always conscious of building on his skills. He has a strong ego which makes him comfortable in questioning what he doesn't know and learning from it. He is open with how he is trying to grow as a leader and his communication skills are impeccable. I have also seen his strong delegating and planning skills. As always, there are things we can all do better. Given the pressure and amount of work in the position, there are outside distractions that can keep us from being as effective as we would like to be. And lastly, he accepts responsibility for risks and does not shy away from making difficult decisions. I would say that although he takes responsibilities for risks, I would say that he is generally more risk adverse and more of a long-term planner who talks through things and thinks through things longer than I would. Sometimes a plan just needs to get done, done well, but done. His academic & analytic background shows in his leading of new initiatives. I don't think it is a bad thing, just an observation.

I believe Joe could delegate more as he tends to be heavily involved in all matters, but this opinion may be unwarranted in that delegation of certain matters may be limited by the ability of personnel he directs.

### Direct Reports

Joe is a highly skilled communicator, take care with his actions, and is an experienced and inspiring leader.

Joe places tremendous value on good leadership skills, and he always seems willing to add to his toolbox of knowledge. He comes to his work with great deliberation and thoughtfulness, and he takes the responsibilities that come with his authority very seriously.

Joe is also an effective delegator. Within my own area of expertise, he is transparent about what he does and doesn't know, and he is always interested to learn more. Joe allows me to do my job, as long as it's done well, I effectively communicate with him, I thoroughly answer questions, and I hit my goals. Unproductive "meddling" is something that Joe, thankfully, avoids.

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Others

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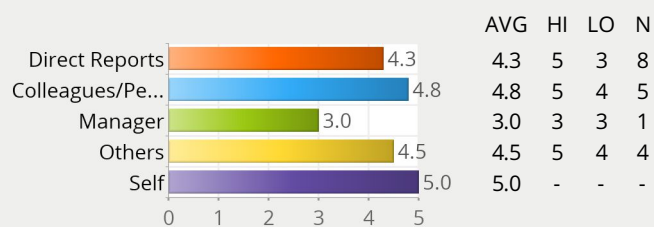
I can see Joe being a College President. He will need to surround himself with at least one or two risk takers. These folks will help Joe stretch his comfort zone, as well as help him deliver results that are beyond expectations.

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# Individual Review Items (continued)

## Know Your Team

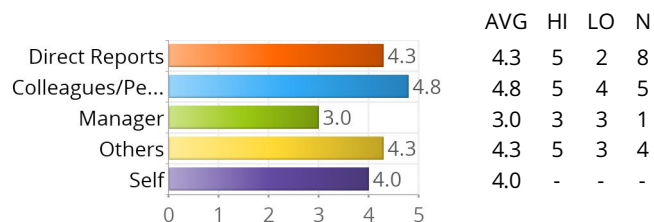
18. Listens carefully and understands others' perspectives.



AVG HI LO N

4.3 5 3 8  
4.8 5 4 5  
3.0 3 3 1  
4.5 5 4 4  
5.0 - - -

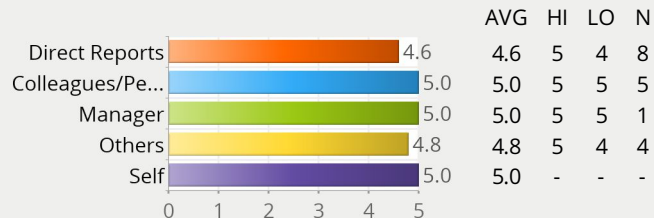
19. Manages conflict and change by relating well with different viewpoints.



AVG HI LO N

4.3 5 2 8  
4.8 5 4 5  
3.0 3 3 1  
4.3 5 3 4  
4.0 - - -

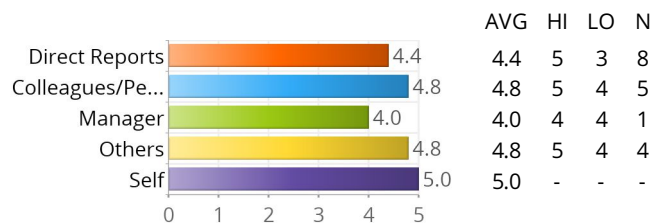
20. Shows respect for others and creates an environment where others feel safe to speak up.



AVG HI LO N

4.6 5 4 8  
5.0 5 5 5  
5.0 5 5 1  
4.8 5 4 4  
5.0 - - -

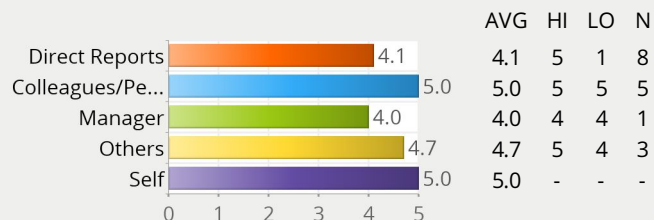
21. Seeks to understand their team members' values and motivations.



AVG HI LO N

4.4 5 3 8  
4.8 5 4 5  
4.0 4 4 1  
4.8 5 4 4  
5.0 - - -

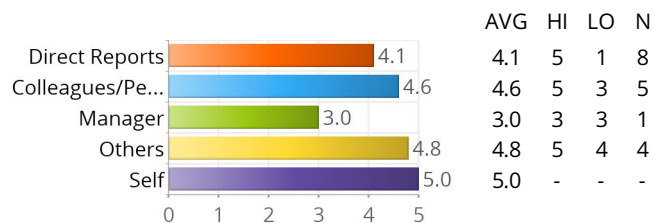
22. Fosters professional development for everyone.



AVG HI LO N

4.1 5 1 8  
5.0 5 5 5  
4.0 4 4 1  
4.7 5 4 3  
5.0 - - -

23. Shepherds and advances a collective vision for the team that encourages collective action, rather than independent activity.



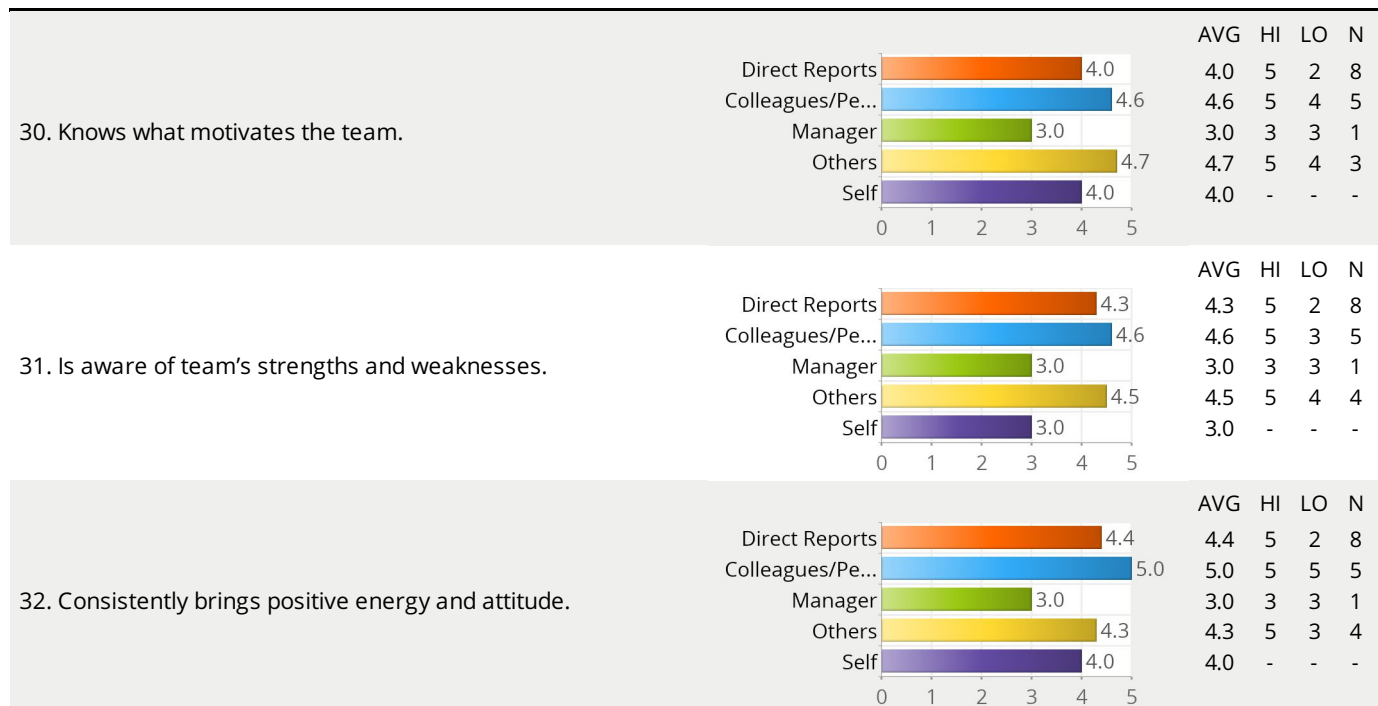
AVG HI LO N

4.1 5 1 8  
4.6 5 3 5  
3.0 3 3 1  
4.8 5 4 4  
5.0 - - -

# Individual Review Items (continued)

24. Builds and listens to consensus among team members on a wide variety of projects.	Direct Reports	4.4	4.4	5	2	8
	Colleagues/Pe...	4.6	4.6	5	4	5
	Manager	3.0	3.0	3	3	1
	Others	4.8	4.8	5	4	4
	Self	4.0	4.0	-	-	-
25. Seeks ways to involve others in problem solving and decision making.	Direct Reports	4.1	4.1	5	1	8
	Colleagues/Pe...	4.8	4.8	5	4	5
	Manager	4.0	4.0	4	4	1
	Others	4.8	4.8	5	4	4
	Self	5.0	5.0	-	-	-
26. Ensures accountability of team members through accurate and timely reporting.	Direct Reports	4.4	4.4	5	2	8
	Colleagues/Pe...	4.2	4.2	5	3	5
	Manager	4.0	4.0	4	4	1
	Others	4.5	4.5	5	4	4
	Self	3.0	3.0	-	-	-
27. Maintains open communication about effective use of time, budget and other resources.	Direct Reports	4.3	4.3	5	3	8
	Colleagues/Pe...	4.6	4.6	5	3	5
	Manager	4.0	4.0	4	4	1
	Others	4.3	4.3	5	4	3
	Self	4.0	4.0	-	-	-
28. Seeks input from others including those who differ from them (example: gender, ethnicity, nationality, age, ability, professional background, etc.) and models inclusivity on campus.	Direct Reports	4.6	4.6	5	3	8
	Colleagues/Pe...	5.0	5.0	5	5	5
	Manager	5.0	5.0	5	5	1
	Others	4.8	4.8	5	4	4
	Self	4.0	4.0	-	-	-
29. Shows awareness of the team culture and values it.	Direct Reports	4.3	4.3	5	2	8
	Colleagues/Pe...	5.0	5.0	5	5	5
	Manager	4.0	4.0	4	4	1
	Others	4.8	4.8	5	4	4
	Self	5.0	5.0	-	-	-

# Individual Review Items (continued)



## Comments

### Colleagues/Peers

Joe is a very strong leader who cares about his team. He understands their strengths, values their participation and input and respects them. They look up to him and give him back the same level of respect he shows them. In working with Joe, I have noticed times where there is so much going on, he may miss the weaknesses of his team or else he was working in the background to help grow the weakness but in a way that others wouldn't see. ie: a senior leader whose job would be to enforce and or change policy but who was not comfortable in this role and would work very hard to find others to pass the "accountability" responsibility to so that they didn't have to be put in that role. In my relationship with Joe, I was not privy to see how he was working with those people to grow them and get them on board instead of off on their own.

None.

### Direct Reports

He is very effective in all of these categories. The only thing that prevents him from being even more so, is the culture of the institution.

He frequently suggests that I reach out to others on campus for input and differing perspectives on projects and issues. He is always eager to include diverse voices at the table.

### Others

Joe has an open door policy And is always available to give guidance when I reach out to him. I generally ask his advice because I know he will never lead me in the wrong direction. My success is at his best interest.

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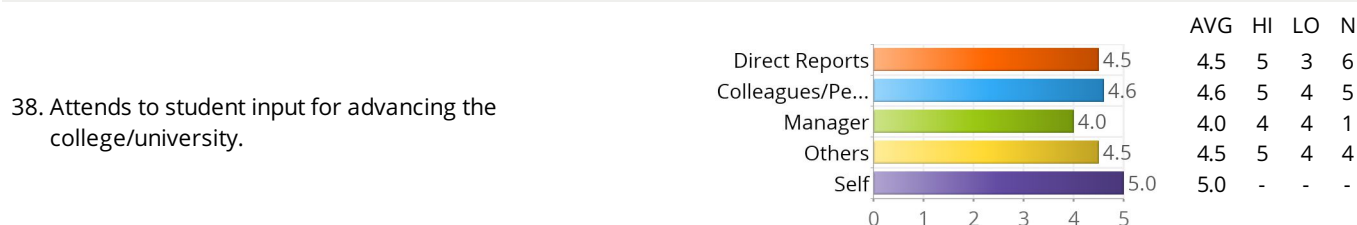
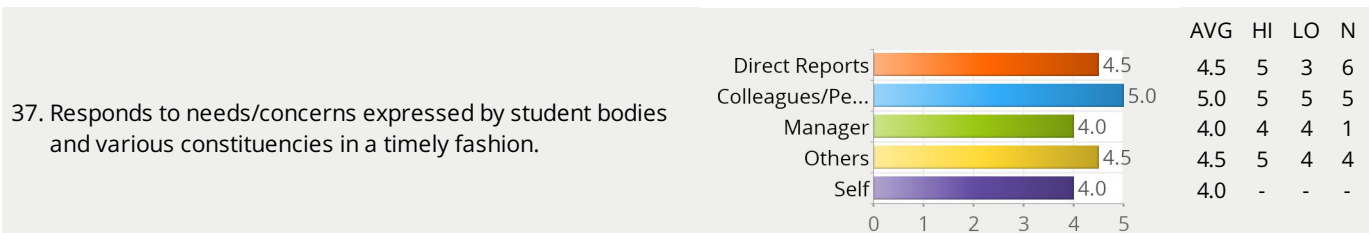
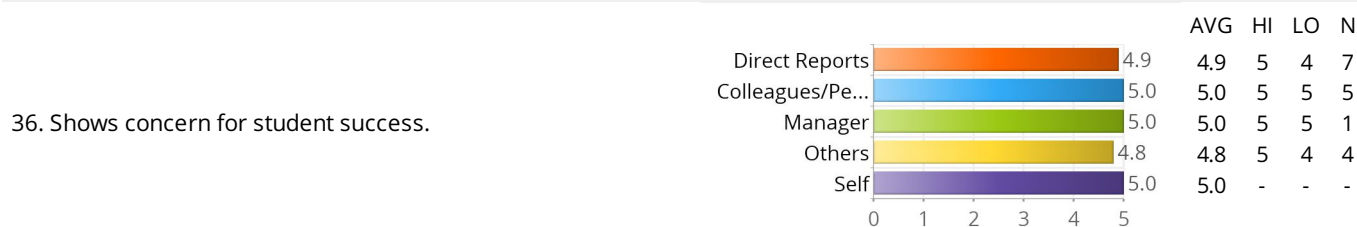
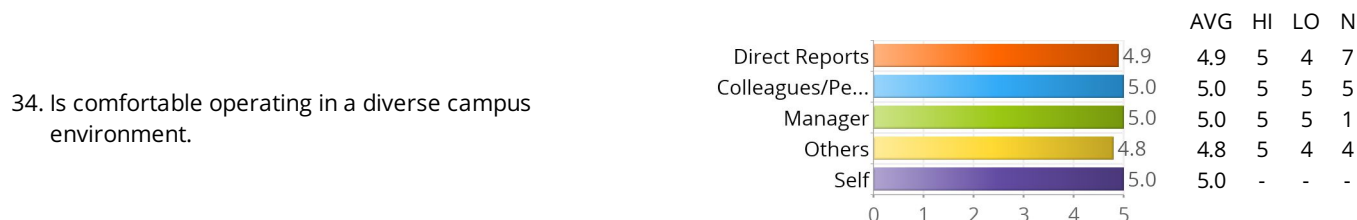
Joe is very adept and effective at building teams and being inclusive. He is very easy to talk with and makes people feel at ease and safe to engage in conversations.

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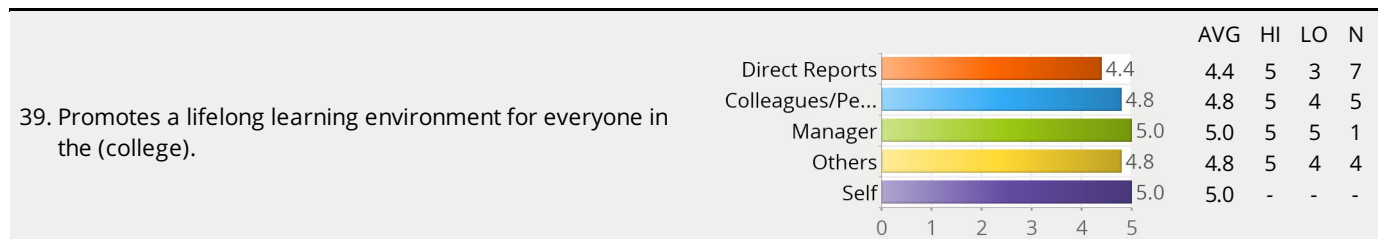


# Individual Review Items (continued)

## Know Your Students



### Individual Review Items (continued)



## Comments

## Colleagues/Peers

There is no additional feedback that I can offer here. Joe has the Student experience as well as respect for diversity in his sights at all times. It is part of who he is and is greatly admired for how he reflects this personal value in everything he does.

None.

## Direct Reports

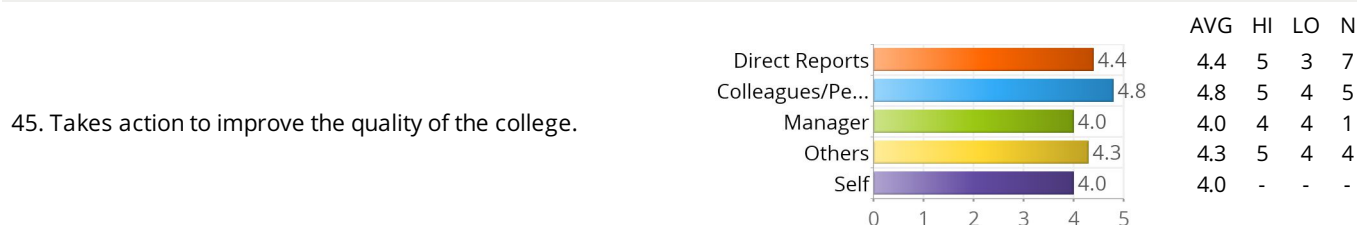
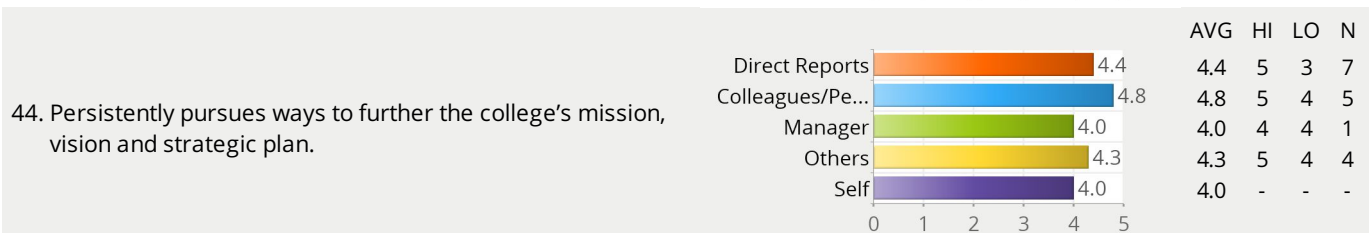
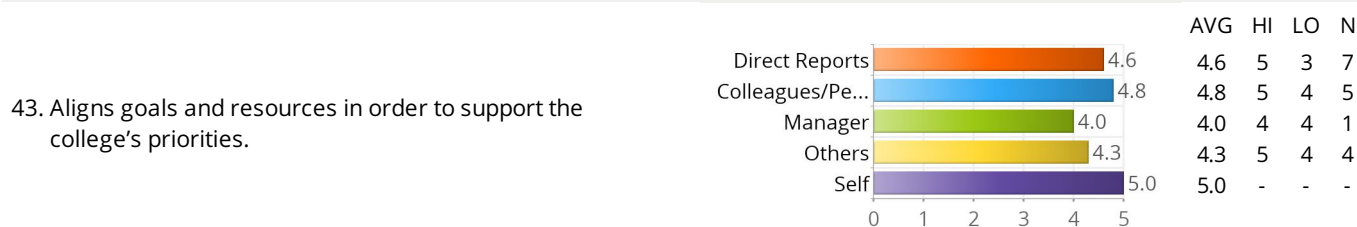
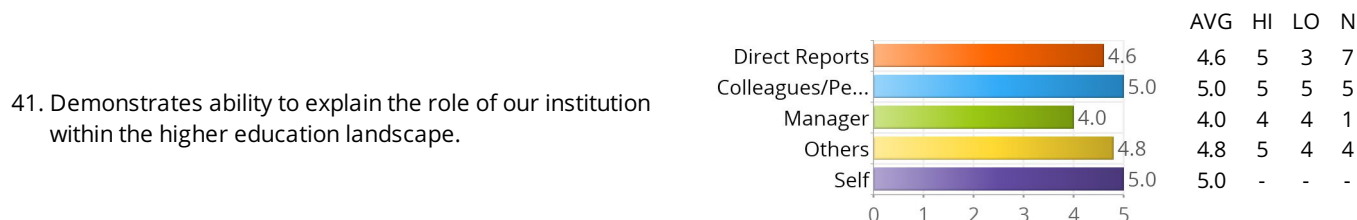
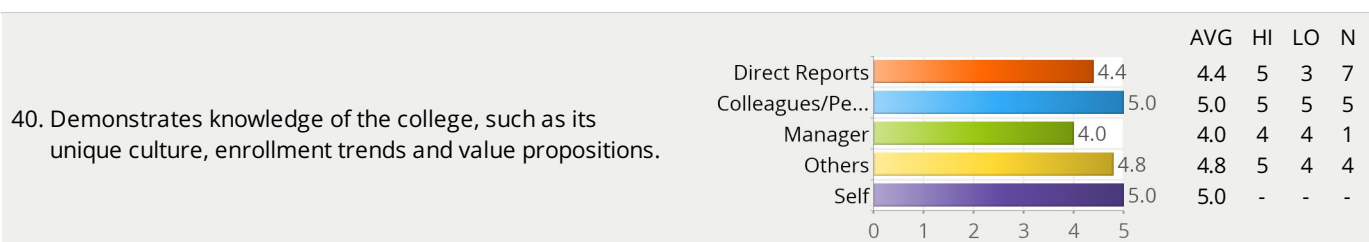
Others

Joe is engaged with students and their success. Where I think he gets bogged down is how to deal with some student issues that require changes to how the faculty teach.

At three different occasions, I have had the pleasure of presenting with Joe to the student body. As we role our new policies related to the student body we want to ensure that they understand the changes. Some changes the students were not in favor for. while listening to student concerns he is respectful of their feelings and opinions while at the same time educating them on the change.

# Individual Review Items (continued)

## Know Your Institution



# Individual Review Items (continued)

46. Effectively helps others support the college's mission, vision, strategic plan and policies.	Direct Reports	4.4	4.4	5	3	7
	Colleagues/Pe...	5.0	5.0	5	5	5
	Manager	4.0	4.0	4	4	1
	Others	4.8	4.8	5	4	4
	Self	4.0	4.0	-	-	-
		0 1 2 3 4 5				
47. Demonstrates understanding of the institution's external stakeholders.	Direct Reports	4.2	4.2	5	3	6
	Colleagues/Pe...	5.0	5.0	5	5	5
	Manager	3.0	3.0	3	3	1
	Others	4.5	4.5	5	4	4
	Self	3.0	3.0	-	-	-
		0 1 2 3 4 5				
48. Networks and establishes partnerships that help achieve the college's goals.	Direct Reports	4.3	4.3	5	3	6
	Colleagues/Pe...	4.8	4.8	5	4	4
	Manager	3.0	3.0	3	3	1
	Others	4.3	4.3	5	4	4
	Self	4.0	4.0	-	-	-
		0 1 2 3 4 5				
49. Maximizes use of the college's resources such as personnel time, budgeted funds, and other assets.	Direct Reports	4.4	4.4	5	3	7
	Colleagues/Pe...	4.6	4.6	5	4	5
	Manager	4.0	4.0	4	4	1
	Others	4.0	4.0	5	3	4
	Self	4.0	4.0	-	-	-
		0 1 2 3 4 5				
50. Displays competence with how the college is organized administratively in order to operationalize work and "get things done" on campus.	Direct Reports	4.3	4.3	5	3	7
	Colleagues/Pe...	4.6	4.6	5	4	5
	Manager	4.0	4.0	4	4	1
	Others	4.0	4.0	5	3	4
	Self	4.0	4.0	-	-	-
		0 1 2 3 4 5				
51. Values collaboration and is able to collaborate effectively across various departments on campus.	Direct Reports	4.4	4.4	5	3	7
	Colleagues/Pe...	5.0	5.0	5	5	5
	Manager	4.0	4.0	4	4	1
	Others	4.5	4.5	5	4	4
	Self	5.0	5.0	-	-	-
		0 1 2 3 4 5				

# Individual Review Items (continued)

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## Comments

### Colleagues/Peers

He has a strong respect for aligning goals and resources to match the institutional mission. He is currently in a position that does not allow him to spend as much time networking and establishing partnerships. I know from exchanges that he did a good bit of this at his last institution. I have seen him make connections across SUNY and knows that his actions are goal and mission driven for the good of his students, his institution, and his community.

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None.

### Direct Reports

Both an effective spokesperson and a great facilitator of budget efficiencies and improved performance. In my interactions with him, he consistently sees the "big picture," placing micro decisions into the macro context of mission and programming.

### Others

Joe is all about collaboration- getting the right people around the table to discuss and solve issues.

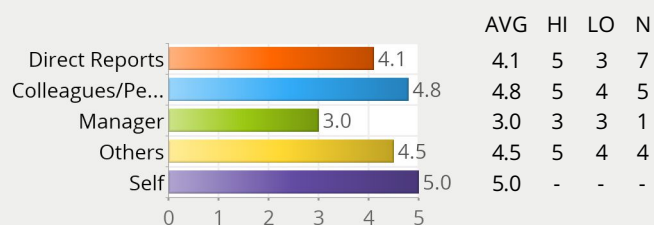
I always enjoyed working and collaborating with Joe. I think I helped him feel comfortable taking some risks because we had a solid partnership. I think Joe would also benefit from more engagement with Industry partners.

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# Individual Review Items (continued)

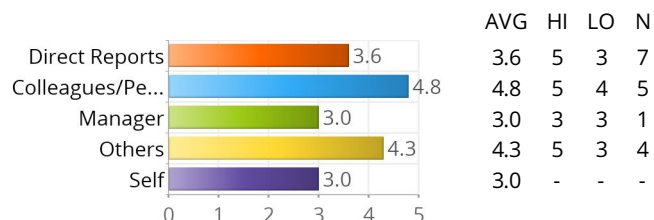
## Know Your Context

52. Weighs short-term needs with long-term goals.



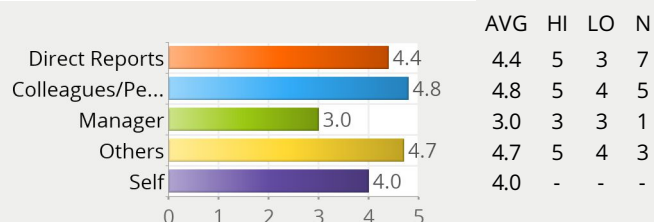
AVG	HI	LO	N
4.1	5	3	7
4.8	5	4	5
3.0	3	3	1
4.5	5	4	4
5.0	-	-	-

53. Finds ways to fund new programs.



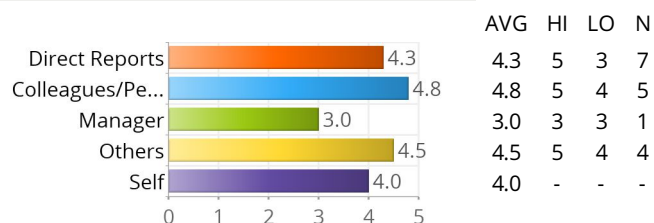
AVG	HI	LO	N
3.6	5	3	7
4.8	5	4	5
3.0	3	3	1
4.3	5	3	4
3.0	-	-	-

54. Establishes information gathering processes to inform decisions.



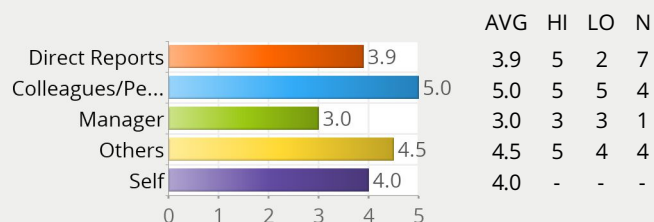
AVG	HI	LO	N
4.4	5	3	7
4.8	5	4	5
3.0	3	3	1
4.7	5	4	3
4.0	-	-	-

55. Works effectively with stakeholders across the community.



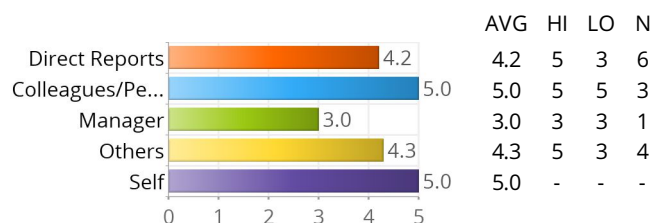
AVG	HI	LO	N
4.3	5	3	7
4.8	5	4	5
3.0	3	3	1
4.5	5	4	4
4.0	-	-	-

56. Integrates knowledge of other's cultures in daily performance



AVG	HI	LO	N
3.9	5	2	7
5.0	5	5	4
3.0	3	3	1
4.5	5	4	4
4.0	-	-	-

57. Is responsive to the changes in the higher education context, such as federal and state policy changes, immigration, tax reforms, etc.



AVG	HI	LO	N
4.2	5	3	6
5.0	5	5	3
3.0	3	3	1
4.3	5	3	4
5.0	-	-	-

# Individual Review Items (continued)

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## Comments

### Colleagues/Peers

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Joe has the ability to connect with people. He uses this skill to build relationships and to manage his relationships which allows him to work with a myriad of stakeholders across the institution. When he does run into a road block, he works hard to find new ways to establish a connection.

Joe does not shy away from change and plans for it. He is a long-term thinking, sometimes to the detriment of needing to accomplish shorter timelines.

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Makes decisions based on research, information gathered from across the college and engagement with the college community. He understands this institution's contextual issues and chips away at them operationally. Faculty and staff are not used to this intense consistency, and their feathers get ruffled.

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None.

### Direct Reports

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I can speak to the innovative thinking he encourages, his creative problem-solving methods, and his task-focused approach. He is always open-minded and broad-thinking in his discussion, which I value. His understanding of the larger surround has been invaluable to me, and it has helped me make better decisions. Joe's approach makes one less fearful of treading into new territory!

### Others

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It is not a requirement to like everyone we work with. We just need to find ways to effectively work with, or around, them to achieve results.

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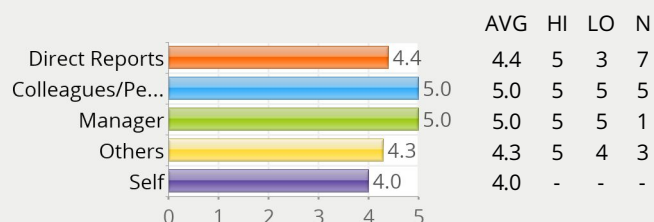
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# Individual Review Items

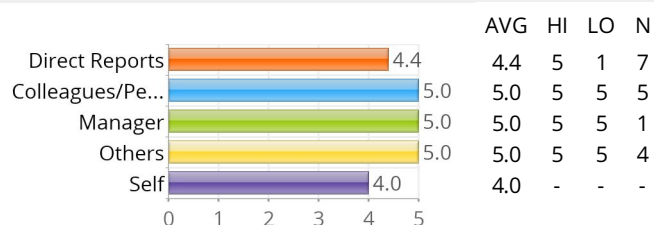
This report shows average ratings for each individual item in the Leadership Derailment section. Please note, these are reversed-scored items.

## Leadership Derailment

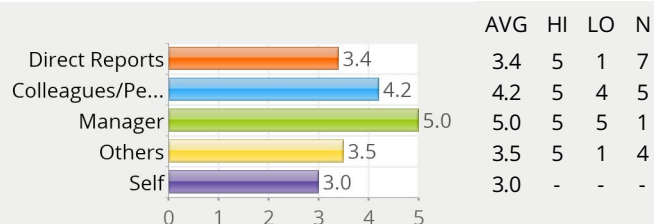
1. Is easily distracted, shifting from task to task without getting the most critical things done. (Reverse Scored Item)



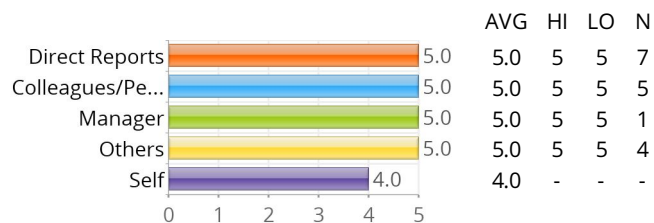
2. Appears bored or dissatisfied with work, doing enough to just 'get by'. (Reverse Scored Item)



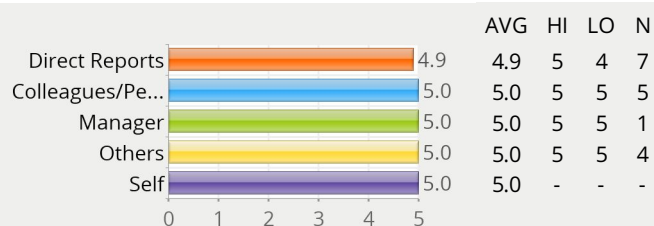
3. Concerned with being accepted and liked. (Reverse Scored Item)



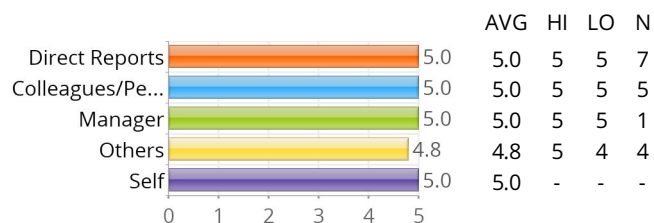
4. Is obsessive and uncompromising. (Reverse Scored Item)



5. Places personal agenda before the good of the team. (Reverse Scored Item)



6. Violates or compromises the trust of others/has difficulty gaining trust. (Reverse Scored Item)





# Individual Review Items (continued)



# Highest Rated Items

This report shows average ratings for each of the 10 highest rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

	Self	All Raters	Direct Reports	Colleagues/Peers	Manager	Others
1. <b>Know Your Students</b> Shows concern for student success.	5.0	4.9	4.9	5.0	5.0	4.8
2. <b>Know Your Students</b> Is comfortable operating in a diverse campus environment.	5.0	4.9	4.9	5.0	5.0	4.8
3. <b>Know Your Students</b> Displays awareness and sensitivity diverse populations of students (and staff) on campus.	5.0	4.9	4.9	5.0	5.0	4.8
4. <b>Know Yourself</b> Is honest and ethical in all actions.	5.0	4.8	4.8	5.0	5.0	4.8
5. <b>Know Your Students</b> Is comfortable with significant demographic shifts in student population.	0.0	4.8	4.7	5.0	5.0	4.8
6. <b>Know Your Team</b> Seeks input from others including those who differ from them (example: gender, ethnicity, nationality, age, ability, professional background, etc.) and models inclusivity on campus.	4.0	4.8	4.6	5.0	5.0	4.8
7. <b>Know Your Team</b> Shows respect for others and creates an environment where others feel safe to speak up.	5.0	4.8	4.6	5.0	5.0	4.8
8. <b>Know Your Institution</b> Expresses the college's values clearly.	4.0	4.7	4.6	5.0	4.0	4.8
9. <b>Know Your Institution</b> Demonstrates ability to explain the role of our institution within the higher education landscape.	5.0	4.7	4.6	5.0	4.0	4.8
10. <b>Know Your Institution</b> Effectively helps others support the college's mission, vision, strategic plan and policies.	4.0	4.7	4.4	5.0	4.0	4.8

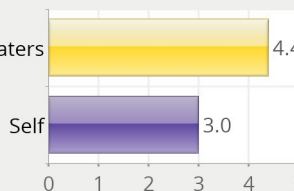
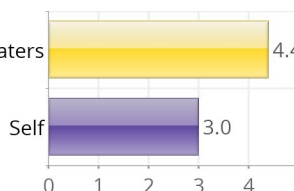
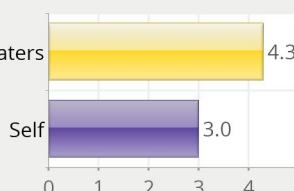
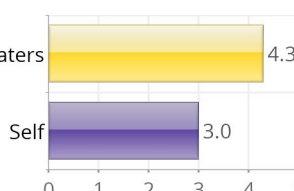
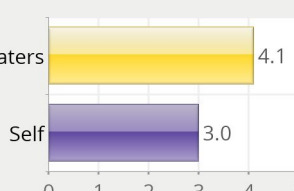
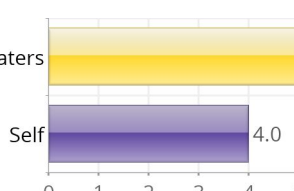
# Lowest Rated Items

This report shows average ratings for each of the 10 lowest rated items in the review across all non-self rater groups. Average ratings for individual rater groups are also shown for easy reference.

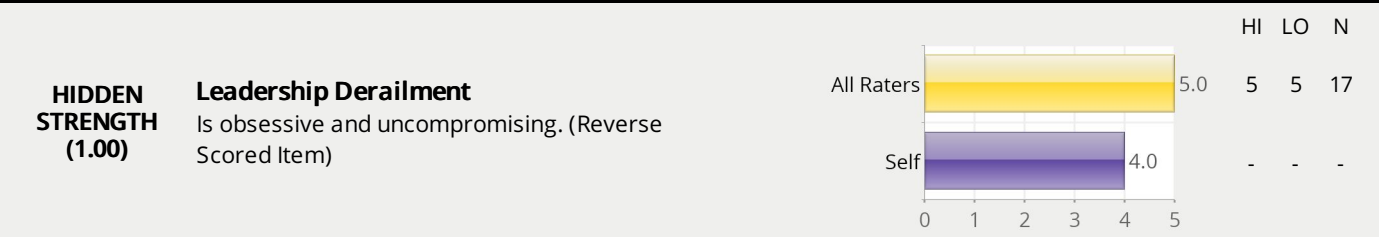
	Self	All Raters	Direct Reports	Colleagues/Peers	Manager	Others
1. <b>Know Your Skills</b> Seeks feedback on one's own performance and adjusts behaviors.	4.0	3.9	3.5	4.8	3.0	4.0
2. <b>Know Yourself</b> Is aware when others are able to relate to him/her, and when they are not.	4.0	4.1	4.0	4.2	4.0	4.0
3. <b>Know Your Context</b> Finds ways to fund new programs.	3.0	4.1	3.6	4.8	3.0	4.3
4. <b>Know Your Skills</b> Accepts responsibility for taking risks and making difficult decisions.	5.0	4.2	4.2	4.8	3.0	3.5
5. <b>Know Your Team</b> Knows what motivates the team.	4.0	4.2	4.0	4.6	3.0	4.7
6. <b>Know Your Context</b> Integrates knowledge of other's cultures in daily performance	4.0	4.3	3.9	5.0	3.0	4.5
7. <b>Know Yourself</b> Demonstrates an ability to self-regulate personal emotions to bring out the best in others.	4.0	4.3	4.2	4.8	3.0	4.0
8. <b>Know Your Institution</b> Displays competence with how the college is organized administratively in order to operationalize work and "get things done" on campus.	4.0	4.3	4.3	4.6	4.0	4.0
9. <b>Know Your Context</b> Is responsive to the changes in the higher education context, such as federal and state policy changes, immigration, tax reforms, etc.	5.0	4.3	4.2	5.0	3.0	4.3
10. <b>Know Yourself</b> Remains open to critical feedback and viewpoints.	5.0	4.3	4.1	4.8	4.0	4.3

# Blind Spots and Hidden Strengths - Items

The items below varied by +/- 1 rating point(s) between your self-review and all other Rater Groups. Items that have a higher self-score are commonly considered "blind spots" or behaviors you believe you are exhibiting more frequently than those around you perceive. "Hidden Strengths" are the opposite: behaviors that are more frequently observed by others than by you, and therefore may constitute a strength you are unaware of.

<b>HIDDEN STRENGTH (1.44)</b>	<b>Know Your Institution</b> Demonstrates understanding of the institution's external stakeholders.	 <p>All Raters: 4.4 Self: 3.0</p>	HI LO N 5 3 16
<b>HIDDEN STRENGTH (1.37)</b>	<b>Know Yourself</b> Effectively manages personal stress.	 <p>All Raters: 4.4 Self: 3.0</p>	HI LO N 5 3 19
<b>HIDDEN STRENGTH (1.33)</b>	<b>Know Your Team</b> Is aware of team's strengths and weaknesses.	 <p>All Raters: 4.3 Self: 3.0</p>	HI LO N 5 2 18
<b>HIDDEN STRENGTH (1.33)</b>	<b>Know Your Team</b> Ensures accountability of team members through accurate and timely reporting.	 <p>All Raters: 4.3 Self: 3.0</p>	HI LO N 5 2 18
<b>HIDDEN STRENGTH (1.06)</b>	<b>Know Your Context</b> Finds ways to fund new programs.	 <p>All Raters: 4.1 Self: 3.0</p>	HI LO N 5 3 17
<b>HIDDEN STRENGTH (1.00)</b>	<b>Leadership Derailment</b> Is distant and/or unapproachable. (Reverse Scored Item)	 <p>All Raters: 5.0 Self: 4.0</p>	HI LO N 5 5 17

# Blind Spots and Hidden Strengths - Items (continued)



# Recommended Developmental Reading

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Based on the results of your feedback review, you may want to consider the following developmental resources from the Harvard Business Review. You can retrieve or purchase an article by clicking on or copying and pasting its associated URL into your web browser.

## **Leading Your Team into the Unknown**

Nathan Furr, Jeffrey H. Dyer

Like any corporate operation, innovation requires effective leadership. But it's a different kind than the core business calls for, involving skills and tactics many executives have yet to master. The authors' study of companies that consistently launch novel offerings and enter new markets reveals the process that successful innovation leaders follow—one that draws on risk-reduction ideas developed over the past 50 years. This process, which the authors call the innovator's method, is at heart a journey of discovery, and so the role of the person leading it is to set other people down a path and demonstrate a willingness to push boundaries and embrace uncertainty. Indeed, the innovation leader is not the chief decision maker but the chief experimenter, helping to identify critical assumptions on which new offerings are based, fashion experiments to test those assumptions with customers, and interpret the results. Preparing the organization to accept novel ideas is a crucial part of the job. Innovation leaders can do that by emphasizing that the process is aimed at minimizing the risks of innovation in the same way that other organizational processes minimize core operational risks. Finally, the innovation leader must give team members not just time (uninterrupted blocks are best) but also the resources and tools to explore the unknown. HBR Reprint R1412E

<http://www.hbr.org/2014/12/leading-your-team-into-the-unknown.html>

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## **Build an Innovation Engine in 90 Days**

Scott D. Anthony, David S. Duncan, Pontus M.A. Siren

Most executives will admit that their companies don't innovate in a reliable, orderly way. Too many breakthroughs happen only because of serendipity or individual heroism. Great ideas remain locked inside employees' heads, and the concepts that are developed often aren't the most promising. But there is a way to make innovation more systematic—without massive investments, restructuring, or even a single hire. In this article three consultants explain how a company can build a "minimum viable" innovation function, in just three months, by doing the following: Day 1--30: Define your innovation buckets, looking at how much growth innovations in your core can produce and how much will need to come from new-growth initiatives. Day 20--50: Zero in on a few strategic opportunities, after talking to customers to identify growing needs that match your capabilities. Day 20--70: Dedicate a small team to begin developing innovations. Day 45--90: Set up a committee to shepherd projects, borrowing venture capitalists' best practices. Drawing on the experiences of a financial services firm, a water utility, a hospital, and a 100-year-old nonprofit, the authors describe how to use this approach to build systems that ensure that good ideas are encouraged, identified, shared, prioritized, resourced, and developed. HBR Reprint R1412C

<http://www.hbr.org/2014/12/build-an-innovation-engine-in-90-days.html>

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## **Four Paths to Business Model Innovation**

Karan Girotra, Serguei Netessine

Reprint: R1407H Drawing on the idea that any business model is essentially a set of key decisions that collectively determine how a business earns its revenue, incurs its costs, and manages its risks, the authors view innovations to the model as changes to those decisions: What mix of products or services should you offer? When should you make your key decisions? Who are your best decision makers? and Why do key decision makers choose as they do? In this article they present a framework to help managers take business model innovation to the level of a reliable and improvable discipline. Companies can use the framework to make their innovation processes more systematic and open so that business model reinvention becomes a continual, inclusive process rather than a series of isolated, internally focused events.

<http://www.hbr.org/2014/07/four-paths-to-business-model-innovation.html>

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## **Find Innovation Where You Least Expect It**

Tony McCaffrey, Jim Pearson

When the Titanic collided with an iceberg and sunk, only 705 of its 2,200 passengers and crew, floating in 16 lifeboats, were saved. Imagine how many more might have lived if crew members had thought of the iceberg as not just the cause of the disaster but a lifesaving solution. The iceberg rose high above the water and stretched nearly 400 feet in length. The lifeboats, or the

Titanic itself, might have been able to pull close enough to the iceberg for people to scramble on. Regardless of whether this could actually have worked, it's an intriguing idea--yet surprisingly difficult to envision. That's because a cognitive bias called "functional fixedness" limits people to seeing objects only in the way in which they're traditionally used. In a nautical context, an iceberg is a hazard to be avoided; it's very hard to see it any other way. When it comes to innovation, businesses are constantly hampered by functional fixedness and other cognitive biases that cause people to overlook elegant solutions hidden in plain sight. We can overcome this bias--and similar biases about an object's design and purpose--by changing how we describe the object and how we think about its component parts. This article also presents techniques and tools to help managers think in innovative ways--a process the authors call "brainstorming"--about common business problems, whether it be conceiving new products, finding novel applications for existing products, or anticipating competitive threats.

<http://www.hbr.org/2015/12/find-innovation-where-you-least-expect-it.html>

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## Outsmart Your Own Biases

Jack B. Soll, Katherine L. Milkman, John W. Payne

When making decisions, we all rely too heavily on intuition and use flawed reasoning sometimes. But it's possible to fight these pernicious sources of bias by learning to spot them and using the techniques presented in this article, gleaned from the latest research. They'll open up your thinking about possible outcomes, objectives, and options and lead to better choices. To broaden your perspective on the future, the authors suggest, you can use proven tactics for improving the accuracy of estimates and preparing for contingencies. You'll think more expansively about your objectives if you come up with many possibilities before deciding what's most important, get input from others, and then carefully examine one goal at a time. And you'll generate better options if you identify several and evaluate them side by side. Don't settle for the first one that's acceptable; imagine that you can't pursue it, and you might find an even stronger alternative. Strong emotional attachments or investments make cognitive biases even harder to overcome. When that's the case, use checklists and algorithms to stay focused on the right things, and set "trip wires" to trigger planned responses at key points in the decision-making process. HBR Reprint R1505D

<http://www.hbr.org/2015/05/outsmart-your-own-biases.html>

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## Leaders as Decision Architects

John Beshears, Francesca Gino

Everyone from CEOs to frontline workers commits preventable mistakes--for example, underestimating how long it will take to finish a project or focusing too much on information that supports their current view. It is extraordinarily difficult to rewire the human brain to undo the patterns that lead to such mistakes. But there is another approach: Alter the environment in ways that encourage people to make decisions that lead to good outcomes. Leaders can do this by restructuring how work is performed, say Harvard Business School's John Beshears and Francesca Gino. In this article, they offer a five-step process for mitigating the effects of cognitive biases and low motivation on decision making: Understand the kinds of systematic errors people make and the factors that affect motivation. Define the problem to determine whether behavioral issues are at play. Diagnose the specific underlying causes. Design a way to tweak the environment to reduce or mitigate the negative impact of cognitive biases and insufficient motivation on decisions. Rigorously test the proposed solution. HBR Reprint R1505C

<http://www.hbr.org/2015/05/leaders-as-decision-architects.html>

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## Fooled by Experience

Emre Soyer, Robin M. Hogarth

We interpret the past--what we've experienced and what we've been told--to chart a course for the future. It seems like a reasonable approach, but it could be a mistake. The problem is that we view the past through filters that distort reality. One filter is the business environment, which focuses on outcomes rather than the processes that lead to them and celebrates successes while ignoring failures, thus making it hard for us to learn from mistakes. Another is our circle of advisers, who may censor the information they share with us. A third filter is our own limited reasoning abilities. We tend to focus on evidence that confirms our beliefs and gloss over information that contradicts them, and we read too much into our personal experience, which inevitably involves a small sample of incidents. We can base our decisions on a clearer view of the world if we study failures and near misses--especially the processes behind them; encourage all employees to pursue preventive measures instead of just solving problems; surround ourselves with people who will speak frankly; search for evidence that our hunches are wrong, and encourage employees, data scientists, and consultants to do the same; and broaden our perspective in order to give new meaning to our varied experiences. HBR Reprint R1505E

<http://www.hbr.org/2015/05/fooled-by-experience.html>

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## The Two Things Killing Your Ability to Focus

William Treseder

Managers and employees increasingly find themselves stumbling through the workday bombarded by distractions from every direction. Constant updates from digital devices and constant meetings are the main culprits of personal distraction in the workplace. These issues need to be reined in by business leaders if productivity and employee well-being is a priority. The author provides five daily practices to help employees carve out more time for themselves in order to be more productive at work. Themes that tie together all of the practices include having a clear mind, tidy digital and physical surroundings, and the ability to take time to reflect.

<http://www.hbr.org/2016/08/the-two-things-killing-your-ability-to-focus.html>

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## Learn to Love Networking

Tiziana Casciaro, Francesca Gino, Maryam Kouchaki

"I hate networking." It's a familiar refrain. But in today's world, networking is a necessity--and fortunately, an aversion to it can be overcome. Drawing on laboratory experiments and on studies at a large law firm, the authors have identified four strategies that can help people become more excited about and effective at building relationships: Focus on learning. Adopt a "promotion mindset" and concentrate on the positives, and you're more likely to perceive networking as an opportunity for discovery rather than a chore. Identify common interests. Consider how your goals align with those of people you meet, and networking will feel more authentic. Think broadly about what you can give. Remember that you have something valuable to offer, whether it's knowledge, gratitude, or recognition. Find a higher purpose. Frame your networking in terms of a larger goal--the collective benefits for your company, say--and the activity will feel more authentic and will lead to connections that bear fruit for everyone.

<http://www.hbr.org/2016/05/learn-to-love-networking.html>

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## Embracing Agile

Darrell K. Rigby, Jeff Sutherland, Hirotaka Takeuchi

Over the past 25 to 30 years, agile innovation methods have greatly increased success rates in software development, improved quality and speed to market, and boosted the motivation and productivity of IT teams. Now those methods are spreading across a broad range of industries and functions and even reaching into the C-suite. But many executives don't understand how to promote and benefit from agile; often they manage in ways that run counter to its principles and practices, undermining the effectiveness of agile teams in their organizations. From their work studying and advising companies that have successfully employed agile methods, the authors have discerned six crucial practices for capitalizing on agile's potential: (1) Learn how agile really works; (2) understand when it is appropriate; (3) start small and let passionate evangelists spread the word; (4) allow teams that have mastered the process to customize their practices; (5) practice agile at the top; and (6) destroy corporate barriers to agile behaviors. They expand on each, providing executives with a practical guide for accelerating innovation and profitable growth.

<http://www.hbr.org/2016/05/embracing-agile.html>

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## Your Employees Have All the Creativity You Need. Let Them Prove It.

Nilofer Merchant

We have to start seeing creativity as a capacity that we all-- all of us-- contain. Ideas do not come from specialized skills, or because of carrots and sticks. Ideas come from ingenuity, from the latin 'ingenuus' or 'inborn'. Thus creativity not something just a few of us do, or found in certain ranks, or created by certain functions like engineering or marketing. Creativity is inherent because each of us has a perspective only one has; it simply needs to be liberated. Use process to let people find their own solutions and strategies that work. Invite people to bring their full selves to work, knowing that every quirky passion or hobby can serve to inspire new ideas. Finally, no matter your position on the org chart, these new approaches apply to you, too. Again, creativity belongs to each of us.

<http://www.hbr.org/2019/11/your-employees-have-all-the-creativity-you-need-let-them-prove-it.html>

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## Breaking Down the Barriers to Innovation

Scott D. Anthony, Paul Cobban, Rahul Nair, Natalie Painchaud

To spur innovation, businesses have spent billions on internal venture capital, incubators, and accelerators. Yet survey after survey indicates these efforts aren't producing results. Why? Because firms fail to address one major obstacle: the day-to-day habits and routines that regularly stifle innovation. These include such things as poorly run meetings, no slack capacity, few opportunities to speak up, and the notion that doing things differently is inefficient and costly. Fortunately, it's possible to hack this problem, using interventions called BEANs, combinations of behavioral enablers, artifacts, and nudges that break down the



innovation blockers. Behavior enablers are tools or processes that make it easier for people to do something differently. Artifacts, which you can see or touch, support the new behavior. Nudges promote it through indirect suggestion and reinforcement. In this article the authors describe a variety of BEANs that the bank DBS, the Tata Group, and other companies have devised to unleash innovation. They also explain how any organization can go about creating its own BEANs by identifying the creative behaviors it wants, examining what's getting in the way, and then brainstorming ways to bust those bad habits.

<http://www.hbr.org/2019/11/breaking-down-the-barriers-to-innovation.html>

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## **6 Ways to Set Boundaries Around Email**

Sarah K. Peck

Email is no longer just email: messages are sent across dozens of platforms, and people now field text messages, Instagram DM's, Slack alerts, Voxer messages, Facebook inboxes, and more. The world is full of bids for our attention, and we get stuck in the loop of answering messages, putting in longer hours to "catch up." In addition to the deluge, email has masqueraded for far too long as both urgent and important. Getting control over your inbox requires two things: focused prioritization and clear boundary setting. The author describes six ways to set email boundaries, and how to clearly convey them.

<http://www.hbr.org/2019/09/6-ways-to-set-boundaries-around-email.html>

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## **8 Ways Leaders Delegate Successfully**

Deborah Grayson Riegel

For many leaders, delegating feels like something they know they should do, but don't do. Senior leaders often struggle with knowing what they can delegate that would actually feel helpful to them, or how to delegate responsibility and not just tasks, or what responsibilities could serve as a learning and growth opportunity for others below them. Before leaders can successfully and effectively delegate, they need to understand their own resistance. Perhaps they're reluctant to delegate because they don't want to give up control, or they don't want to look like they're slacking. For the senior leader to start delegating and stick with it, he needs to address these feelings, challenge his own assumptions about "what if," and try small, low-risk delegation experiments to see whether his assumptions are rooted in the truth or in his own desire for safety. Delegating well helps leaders maximize their resources, ensuring that they're focusing on their highest priorities, developing their team members, and creating a culture where delegation isn't just expected -- it's embedded in the culture.

<http://www.hbr.org/2019/08/8-ways-leaders-delegate-successfully.html>

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## **6 Reasons We Make Bad Decisions, and What to Do About Them**

Mike Erwin

Consistently making good decisions is arguably the most important habit we can develop, especially at work. But some things are detrimental to good decision-making. When you have to make an important decision, be on the lookout for decision fatigue. Our ability to perform mental tasks and make decisions wears thin when it's repeatedly exerted. Decision-making effectiveness suffers by up to 40% when we focus on two cognitive tasks at the same time. So when you need to make important decisions, carve out and commit to several blocks of time during the day to focus deeply on the task at hand. Emotions, especially during moments of peak anger and happiness, can also hinder our ability to make good decisions. Pay attention to your emotional state, and resist the temptation to respond to people or make decisions while you're emotionally keyed up. Practice walking away from the computer or putting the phone down, and return to the task at hand when you're able to think more clearly and calmly.

<http://www.hbr.org/2019/08/6-reasons-we-make-bad-decisions-and-what-to-do-about-them.html>

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