LEADERSHIP

SELF-ASSESSMENT

Leadership Self-Assessment

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WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

The Leadership Assessment was developed by Leadership @ UW at the University of Wisconsin-Madison. Its purpose is to illuminate strengths and identify opportunities for building leadership capacity in individuals and organizations. Assessment statements are based on the UW-Madison Leadership Framework Outcomes. They are examples and are not intended to be exhaustive. This assessment is to be used for developmental purposes only.

LEADERSHIP SELF-ASSESSMENT
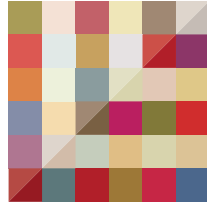
Leadership @ UW

Inspiring Purposeful Action and Positive Change

Leadership Principles

Leadership is an action-oriented endeavor,
rather than based on position or level of authority.

Context matters - each situation requires unique engagement.

The act of leadership is understood as the
phenomenon of positive change in an
individual, group, or community's
beliefs, values, or behaviors.

CONTENTS

UW-MADISON LEADERSHIP FRAMEWORK

COMPETENCIES	VALUES		
	Integrity	**Inclusive Engagement**	**Connection and Community**
Self-Awareness	Examining one's own beliefs, values, emotions, and cultural context and their influence on one's ability to provide leadership to the group	Inviting others to examine and share their beliefs, values, emotions, and cultural context as they relate to the work of the group	Helping group members connect their shared beliefs, values, emotions, and cultural context to the larger community affected by the work of the group
Interpersonal Communication	Sharing all relevant information openly with the group	Drawing out and encouraging the open sharing of all group members' perspectives	Communicating group information openly with the larger community and eliciting honest feedback
Supporting Learning and Development of Others	Engaging in continuous learning and being a model for the group	Providing learning opportunities for group members and encouraging them to participate	Helping group members develop skills to engage the community, expand their networks, and represent the group
Honoring Context and Culture	Developing one's own understanding of the group's culture(s) and acknowledging the impact of negative stereotypes	Helping group members recognize cultural values and remove cultural barriers and assumptions	Promoting trust and good will within the cultural context of each community involved
Decision-Making	Creating transparent decision-making processes and demonstrating personal accountability for decisions	Facilitating participants to reach consensus as they make decisions	Considering impact on and trust of other communities in reaching and communicating decisions
Fostering Bridge-Building and Collaboration	Listening attentively to differing ideas and considering them thoughtfully and fairly	Building shared ownership and trust among group members with diverse backgrounds and viewpoints	Developing coalitions and consensus with a diverse set of community partners
Moving Ideas into Action	Communicating a compelling vision for change while managing risk and recognizing the impact of change on others	Energizing the group around a shared vision of change and helping them face and overcome fears	Partnering with community stakeholders to identify and implement positive change

LEADERSHIP FRAMEWORK

Introduction to the UW-Madison Leadership Framework

The University of Wisconsin-Madison has a rich history of developing engaged citizens that demonstrate leadership throughout the world. We believe this is not coincidental, but a natural outgrowth of our university's culture and mission. As an academic institution we have the responsibility to impart an understanding of leadership. Guided by this belief, students, faculty, and staff came together to develop the UW-Madison Leadership Framework. The framework is founded on the following principles:

- · Leadership is action-oriented, rather than based on position or level of authority.
- · Context matters - each situation requires unique engagement.
- · The act of leadership is the phenomenon of positive change in an individual, group, or community's beliefs, values, or behaviors.

Framework Elements

The UW-Madison Leadership Framework consists of the three basic elements - values, competencies, and outcomes. The framework recognizes that acts of leadership generate outcomes that are informed by values and occur when leadership competencies are developed. The UW-Madison Framework matrix illustrates relationships between the framework elements.

Values

The key values within the UW-Madison Leadership Framework represent a set of cultural beliefs or ideals that are consistent with our university's history and mission. They are universal values that serve as a foundation for the framework and help to support leadership development and leadership outcomes.

INTEGRITY
Transparency and truth are central touchstones for integrity. We aim for transparency of information and processes, because we believe openness and accessibility facilitate trust, particularly when there are diverse and divergent perspectives on an issue. We hold ourselves accountable to reach decisions through an ethical process and accept responsibility for acting in the interest of all stakeholders.

INCLUSIVE ENGAGEMENT
The heart of leadership is the art of inspiring active, informed engagement, and decision-making in the pursuit of the common good. Inclusive Engagement is the process by which we strive to seek and value the input of all, thereby realizing the benefit of the breadth of intelligence among us. At its core, Inclusive Engagement values the crucial knowledge, experiences, and contributions of us all.

CONNECTION AND COMMUNITY
Leadership requires working with communities rather than working on communities by identifying, aligning, and pursuing goals that are mutually beneficial for all people impacted. With humility, we seek to foster active partnerships rather than imposing solutions.

Competencies

The UW-Madison Leadership Framework competencies are skills, abilities, and knowledge sets that can be taught or developed. All competencies can be observed and measured.

SELF-AWARENESS
Consistently self-reflecting in order to reveal strengths, limitations, beliefs, values, and attitudes that generate engagement; committing to personal development in order to provide greater understanding of multiple identities and experiences that affect the ability to facilitate change

Leadership for the purpose of positive change

INTERPERSONAL COMMUNICATION
Developing essential relationships through listening, considering, and responding to the needs of individuals and the situation; having the ability to communicate in tactful, compassionate, and sensitive ways to enable these relationships to evolve

SUPPORTING LEARNING AND DEVELOPMENT OF OTHERS
Developing the capacity and engagement of individuals and groups through feedback and coaching

HONORING CONTEXT AND CULTURE
Seeking to understand the organization, culture, system, politics, and dynamics and their influence on actions needed to achieve the group's goals

DECISION-MAKING
Arriving at decisions that impact others and the organization in which the decisions are made; employing critical and strategic thinking to enable creative solutions to be considered and pursued; recognizing that with important systemic dimensions, analysis and ideas from multiple sources give way to implementation and evaluation

FOSTERING BRIDGE-BUILDING AND COLLABORATION
Through cooperative participation, encouraging everyone to take ownership of the work that is being done and the outcomes that are created; creating an environment where differences are appreciated, knowing that conflict can serve to expose new solutions to complex problems

MOVING IDEAS INTO ACTION
Offering a compelling vision that inspires groups to engage in the ambiguous transformation process; being aware that co-creation processes focused on common goals require steady, yet flexible, interventions

Outcomes

Leadership outcomes are detailed, specific, measurable, and identifiable results. They are the knowledge, skills, and abilities that might result when an individual upholds the values while endeavoring to demonstrate the competencies in the pursuit of positive change.
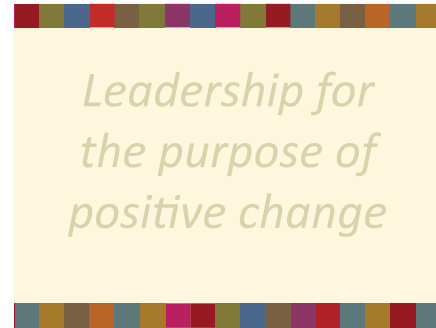
INSTRUCTIONS

Developing leadership capacity is an ongoing process of learning, practicing, and reflecting. Why engage in leadership development? For the purpose of positive change in your beliefs, values, or behaviors!

This assessment will ask you to reflect on your leadership knowledge, skills, and abilities. You will do this by focusing on seven leadership competencies and three values. Each competency will be displayed in a unique matrix along with the three values. The center of these matrixes will list examples of outcomes that can be achieved by developing the leadership competencies, with the values as your guide.

How to complete the assessment

1. Read each statement and mark your level of agreement. Some statements may lend themselves to multiple interpretations - please respond based on your initial instincts.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
SA	**A**	**N**	**D**	**SD**
O	⊗	O	O	O

2. Reflect on your ratings. Think about the knowledge, skills, and abilities you would like to develop or strengthen. Consider what motivates you the most and why.

3. Set a learning goal. List one or two learning opportunities that are available to you. Be sure to choose a realistic time frame for developing your knowledge, skills, and abilities.

4. Practice what you have learned. Put leadership into action for the purpose of positive change. Remember that change can be uncomfortable. Gauge your ability to stretch and grow in different contexts.

5. Reflect on positive change that has occurred as a result of taking action.

6. Celebrate your success!

How much do you agree with the following statements about your own leadership knowledge, skills, and abilities?

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
	SA	A	N	D	SD
	○	○	○	○	○

VALUES		
Integrity	**Inclusive Engagement**	**Connection and Community**

COMPETENCY — Self-Awareness

Integrity	Inclusive Engagement	Connection and Community
I maintain focus on truth over achievement. SA A N D SD ○ ○ ○ ○ ○	I create on-going opportunities for feedback and reflection. SA A N D SD ○ ○ ○ ○ ○	I ensure each member is part of goal attainment. SA A N D SD ○ ○ ○ ○ ○
I think, feel, and behave with consistency, genuineness, authenticity, and honesty towards others. SA A N D SD ○ ○ ○ ○ ○	I engage others who complement group and individual limitations. SA A N D SD ○ ○ ○ ○ ○	I evaluate and am attentive to the degree of participation among group members. SA A N D SD ○ ○ ○ ○ ○
I understand personal motivation to serve and how it relates to the collective effort. SA A N D SD ○ ○ ○ ○ ○	I recognize the value of broad community participation in creating change. SA A N D SD ○ ○ ○ ○ ○	I share ownership in the work and results of the group's efforts. SA A N D SD ○ ○ ○ ○ ○

Reflect on your ratings

What are your areas of strength? Where are there opportunities to stretch and grow? What motivates you the most?

Create a leadership development plan

Set one or more goals. What will success look like?	What steps are necessary to reach the goal(s)?	Time frame

Reflect on your results

What positive changes did you see in your own or others' beliefs, values, and behaviors? What's next?

How much do you agree with the following statements about your own leadership knowledge, skills, and abilities?

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VALUES		
Integrity	**Inclusive Engagement**	**Connection and Community**

<table>
<tr>
<td rowspan="6" style="writing-mode:vertical">COMPETENCY</td>
<td rowspan="6" style="writing-mode:vertical">Interpersonal Communication</td>
<td>I appropriately address anxiety and conflict in the group.

SA A N D SD
○ ○ ○ ○ ○</td>
<td>I adapt my approach in order to be responsive to the needs of others .

SA A N D SD
○ ○ ○ ○ ○</td>
<td>I cultivate a network of peers and colleagues in diverse communities.

SA A N D SD
○ ○ ○ ○ ○</td>
</tr>
<tr>
<td>I encourage open and honest communication within the group.

SA A N D SD
○ ○ ○ ○ ○</td>
<td>I employ various individual and group communication strategies to draw out participation in others.

SA A N D SD
○ ○ ○ ○ ○</td>
<td>I mediate conflict to further the group's mission.

SA A N D SD
○ ○ ○ ○ ○

I openly acknowledge and appreciate the contributions of others.

SA A N D SD
○ ○ ○ ○ ○</td>
</tr>
<tr>
<td>I model vulnerability by actively disclosing information that benefits the group.

SA A N D SD
○ ○ ○ ○ ○</td>
<td>I listen to individual perspectives and ensure they are reflected in group outcomes.

SA A N D SD
○ ○ ○ ○ ○</td>
<td></td>
</tr>
</table>

Reflect on your ratings

What are your areas of strength? Where are there opportunities to stretch and grow? What motivates you the most?

Create a leadership development plan

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VALUES		
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<table>
<tr>
<th rowspan="2">COMPETENCY</th>
<th rowspan="2">Supporting Learning and Development of Others</th>
<td>

I lead by example to help others be authentic contributors.

SA	A	N	D	SD
○	○	○	○	○

I provide and receive feedback for the purposes of continued learning.

SA	A	N	D	SD
○	○	○	○	○

I support others to take risks that allow new information and perspectives to emerge.

SA	A	N	D	SD
○	○	○	○	○

</td>
<td>

I assess the goals, needs, and aspirations of others to support growth and development.

SA	A	N	D	SD
○	○	○	○	○

I facilitate learning by delegating work that extends current knowledge or experience.

SA	A	N	D	SD
○	○	○	○	○

I provide direction to resources that support others' growth.

SA	A	N	D	SD
○	○	○	○	○

</td>
<td>

I develop group facilitation knowledge in others.

SA	A	N	D	SD
○	○	○	○	○

I engage others in community work to expand their network of peers and colleagues.

SA	A	N	D	SD
○	○	○	○	○

I trust others to represent the group in community forums.

SA	A	N	D	SD
○	○	○	○	○

</td>
</tr>
</table>

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O	O	O	O	O

VALUES		
Integrity	**Inclusive Engagement**	**Connection and Community**

COMPETENCY — Honoring Context and Culture

Integrity	Inclusive Engagement	Connection and Community
I am aware of judging others' behavior and beliefs according to the standards of my own culture. SA A N D SD O O O O O	I challenge what is culturally dominant or normative for the group or institution. SA A N D SD O O O O O	I build and engage with intersectional communities. SA A N D SD O O O O O
I recognize the value and challenges of cultural differences within the group. SA A N D SD O O O O O	I encourage full participation of all members by identifying and removing barriers. SA A N D SD O O O O O	I demonstrate knowledge of the history and cultural context of each constituency. SA A N D SD O O O O O
I understand the culture and context in which the group exists. SA A N D SD O O O O O	I identify goals that are meaningful to all. SA A N D SD O O O O O	I promote trust and good will across different cultures. SA A N D SD O O O O O

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Integrity	**Inclusive Engagement**	**Connection and Community**

<table>
<tr><th rowspan="3">COMPETENCY</th><th rowspan="3">Decision-Making</th><td>I acknowledge self-interest and ensure it doesn't interfere with the decision making process.
SA A N D SD
O O O O O</td><td>I create processes where all perspectives are actively sought out and invited.
SA A N D SD
O O O O O</td><td>I model humility and trust for the rest of the group.
SA A N D SD
O O O O O</td></tr>
<tr><td>I demonstrate the flexibility to recognize when a decision needs to be revisited.
SA A N D SD
O O O O O</td><td>I encourage consensus-building through constructive dialogue.
SA A N D SD
O O O O O</td><td>I promote collaboration within groups and with external participants.
SA A N D SD
O O O O O</td></tr>
<tr><td>I exhibit personal accountability for decisions that are made.
SA A N D SD
O O O O O</td><td>I help the group become comfortable with making a decision without full information or agreement.
SA A N D SD
O O O O O</td><td>I recognize group dynamics and their effect on the community.
SA A N D SD
O O O O O</td></tr>
</table>

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VALUES		
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COMPETENCY — Fostering Bridge-Building and Collaboration

Integrity	Inclusive Engagement	Connection and Community
I foster a culture of transparency. SA A N D SD ○ ○ ○ ○ ○	I ensure that the dominant groups are not overpowering. SA A N D SD ○ ○ ○ ○ ○	I create a safe environment where participants can share differences of opinion. SA A N D SD ○ ○ ○ ○ ○
I identify compatible interests when conflict is present. SA A N D SD ○ ○ ○ ○ ○	I identify complementary skills and ensure that teams are diverse. SA A N D SD ○ ○ ○ ○ ○	I develop coalitions by aligning mutually beneficial goals. SA A N D SD ○ ○ ○ ○ ○
I value input from team members, even when it is different from others' and my own. SA A N D SD ○ ○ ○ ○ ○	I recognize the importance of sharing ownership in completing critical group tasks. SA A N D SD ○ ○ ○ ○ ○	I foster a sense of trust among community partners. SA A N D SD ○ ○ ○ ○ ○

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VALUES		
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COMPETENCY — Moving Ideas into Action

Integrity	Inclusive Engagement	Connection and Community
I challenge the status quo with facts and logical reasoning about its advantages and drawbacks. SA A N D SD ○ ○ ○ ○ ○	I collectively define and communicate a compelling vision that enables others to pursue change. SA A N D SD ○ ○ ○ ○ ○	I maintain an open atmosphere for questioning processes and impacts. SA A N D SD ○ ○ ○ ○ ○
I explore how intended change will be sustained and supported. SA A N D SD ○ ○ ○ ○ ○	I create a safe environment for people to be open in expressing and working through fears of change. SA A N D SD ○ ○ ○ ○ ○	I partner with key stakeholders in the identification, development, and implementation of positive change. SA A N D SD ○ ○ ○ ○ ○
I recognize the inherent risk in promoting change. SA A N D SD ○ ○ ○ ○ ○	I promote energy and optimism in order to move ideas into action. SA A N D SD ○ ○ ○ ○ ○	I work with the community in determining where change is needed. SA A N D SD ○ ○ ○ ○ ○

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