



# GL360<sup>TM</sup>

## Skills Inventory

Prepared confidentially for James O'Keefe

Report date: Tuesday, November 02, 2010

### GL-360 Feedback Report

Mentoring Report

This report includes ratings from:

Category	# of observers
Self	1
Boss	1

# GL360 Skills Inventory

## About this Report

This report summarizes the results of the GL360 Skills Inventory you and your colleagues recently completed. The inventory was developed by the SUNY Leadership Institute (SUNYLI). It is based on the 2005 Community College Leadership Competencies issued by the American Association for Community Colleges (AACC.)

The purpose of this report is to reveal and examine the relationships between how you assess your behaviors and how they are perceived by your peers, your supervisors, and those you supervise. It will help you evaluate your strengths and areas for improvement against competencies developed and validated by college leaders across the country.

Once you have reviewed your profile, SUNYLI can assist you in creating a leadership development plan that focuses on your needs.

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# GL360 Skills Inventory

## Overview

The SUNYLI GL360 skill inventory report is intended for use in developing your individual professional leadership skills. It is designed to provide you with direct and confidential feedback about the key skills identified by leaders within Community Colleges.

The items in the Skill Inventory survey are anchored by the four GL360 competency areas described on the SUNYLI website. The four primary competency areas are:


- **Core Skills** – *Mastering the essentials*. Core skills and behaviors include communication, collaboration, and professionalism.
- **Advocacy** – *Leading a Resilient College*. Skills in this area include legislative, community, board, and internal advocacy.
- **Resource Development** – *Leading an Abundant College*. Resource development skills include: fundraising, enrollment management, marketing, and public relations.
- **Organizational Integrity** – *Leading a Principled College*. The skills that contribute to organizational integrity include strategic planning, focusing on student success, creating a culture of learning, developing human resources, and managing change.

**Rating Scales:** A 5-point scale is used to rate each item on the extent to which the participants display each competency. The ratings are:

- 1 = Not at all
- 2 = To a little extent
- 3 = To some extent
- 4 = To a great extent
- 5 = To a very great extent

In the following reports, self and boss ratings are individual ratings. Other observer categories are shown only if three or more observers in that category completed the survey. Responses from observers in categories with less than three members are included in the “All” category so that none of your ratings are lost. Categories with less than three members are indicated with an asterisk (\*) on the cover page of this report.

This is an example of how an inventory item is reported.

46	Performs well under the pressure of a deadline.	4.00	Self	3.00	
			Boss	4.00	
			Direct Report	4.00	

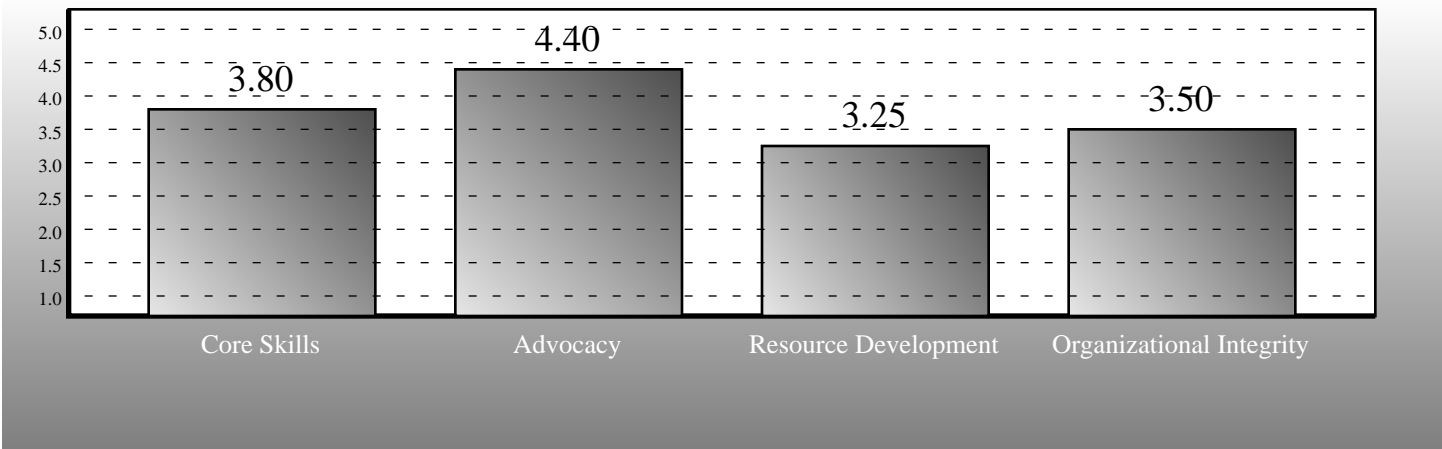
1. The first column shows the item number. The same number is used for this item on all pages of the report where the item appears. The same number is used on your report and on your colleagues' reports created at this same time. If items are added to the inventory in the future, then numbers may change at that time.
2. The second column is the text of the item.
3. In this example, the third column contains the mean computed by adding “All” responses to the item and dividing by the number of observers answering that item. This mean is labeled “All” which indicates that the average includes all observer ratings but not yourself. The self rating is never included in the mean rating of all observers.
4. In the fourth and fifth columns this example lists the relationships between you and your observers, and shows the mean computed from the observers with that relationship who responded to the item.

At times you will find that a rating is missing. This will occur if no observer in that category has provided a rating for the item. If no self (▼) rating is shown it is because you did not rate yourself. If some observers skipped an item, the mean shown is computed from the ratings that were provided.

# GL360 Skills Inventory

## Summary of Results

The first bar chart shows the overall mean rating of the items most highly correlated in each competency area. The second chart compares the mean rating of the items most highly correlated in each competency area for each observer category. Your individual rating is shown by the triangle. The background shading is the mean for all observers except for self.



Competency Area	All	Relationship	Mean	1	2	3	4	5
<b>Core Skills</b>	3.80	Self Boss	3.80 3.80	[Bar chart showing self rating at 3.80 and boss mean at 3.80]				
<b>Advocacy</b>	4.40	Self Boss	3.40 4.40	[Bar chart showing self rating at 3.40 and boss mean at 4.40]				
<b>Resource Development</b>	3.25	Self Boss	3.50 3.25	[Bar chart showing self rating at 3.50 and boss mean at 3.25]				
<b>Organizational Integrity</b>	3.50	Self Boss	3.50 3.50	[Bar chart showing self rating at 3.50 and boss mean at 3.50]				

## Guide

- \* Which areas are stronger?
- \* Do you see patterns among each group of raters?
- \* What are differences between your own ratings and others in each area?

## GL360 Skills Inventory

## Strengths Analysis
















The mean rating from all observers, not including self, are shown in order of highest to lowest.

The shaded bar is the mean for all observers except for self.

#	Item text	All	1	2	3	4	5
4	Establishes networks and partnerships to advance the mission of the community college.	5.00					
6	Invites faculty, staff, students, and the community to work for the common good.	5.00					
12	Listens actively to understand, comprehend, analyze, engage, and act.	5.00					
16	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	5.00					
22	Supports lifelong learning for self and others.	5.00					
25	Contributes to improvement in community college leadership through participation in local and national professional organizations.	5.00					
29	Advances life-long learning and supports a learner-centered and learning-centered environment.	5.00					
30	Demonstrates a passion and commitment to the mission of community colleges.	5.00					
3	Develops, enhances, and sustains teamwork and cooperation.	4.00					
5	Facilitates shared problem-solving and decision-making.	4.00					
7	Embraces and employs differences in individuals, cultures, values, and communication styles.	4.00					
8	Demonstrates cultural competence reflective of a global society.	4.00					
15	Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.	4.00					
18	Uses influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	4.00					
20	Demonstrates leadership that incorporates authenticity, awareness of other perspectives, creative processes, and vision.	4.00					
26	Promotes teaching, learning, equity, open access, and innovation as primary goals for the college.	4.00					
27	Advocates the community college mission to all constituents and empowers them to do the same.	4.00					
28	Values and promotes diversity, inclusion, equity, and academic excellence.	4.00					
31	Presents the community college in a variety of settings as integral to higher education.	4.00					
34	Ensures accountability through accurate and timely reporting.	4.00					
44	Regularly takes action toward continuous improvement of the quality of the college.	4.00					
45	Identifies and solves problems using a systems perspective.	4.00					
1	Works effectively and diplomatically with legislators, board members, business leaders, and accrediting associations.	3.00					
2	Manages conflict and change by building and maintaining productive relationships.	3.00					
9	Effectively conveys ideas and information to all constituents.	3.00					
10	Effectively communicates college mission and values to varied audiences.	3.00					
11	Creates and maintains open communications about priorities, resources, and expectations.	3.00					
13	Projects confidence and responds responsibly and tactfully.	3.00					
14	Disseminates and supports policies and strategies.	3.00					
19	Weighs short-term and long-term goals in decision-making.	3.00					

## GL360 Skills Inventory

## Strengths Analysis (Continued)

#	Item text	All					
			1	2	3	4	5
21	Assesses own performance and sets goals using feedback, reflection, and evaluation.	3.00					
23	Understands and endorses the history, philosophy, and culture of the community college.	3.00					
32	Manages conflict and change in ways that contribute to the long-term viability of the college.	3.00					
33	Initiates budgeting strategies for effective support of programs, staff and facilities.	3.00					
35	Plans and manages resources consistent with college priorities and local, state, and national policies.	3.00					
36	Implements performance management systems and fosters professional development and advancement of faculty and staff.	3.00					
37	Uses time management, planning, delegation, and organizational skills.	3.00					
39	Supports operational decisions by managing information resources.	3.00					
40	Encourages a positive environment that supports innovation, teamwork, and successful outcomes.	3.00					
41	Maintains and grows college personnel, fiscal resources and assets.	3.00					
42	Uses data and best practices to solve problems and to plan strategically.	3.00					
43	Aligns organizational mission, structures and resources with the college master plan.	3.00					
17	Manages personal stress.	2.00					
24	Understands the impact of culturally-based perceptions on self and others.	2.00					
38	Seeks new and ethical funding mechanisms.	2.00					

## Guide

Your strengths are your greatest talents. They are the key to personal and professional success and achievement.

- \* Circle the competencies that are the most important to you as a leader.
- \* Put a mark next to ones in which you have the greatest strengths.
- \* Put an X next to those about which you were unaware.
- \* Using the entire list, pick 3-5 you might want to develop more; these can be either stronger or weaker skills. Write them on a separate list.
- \* Next to each of these 3-5 competencies, list places where you use the skill in your life including your personal life and relationships, your work life and leadership, and your learning life.

## GL360 Skills Inventory

## Total Competency Analysis

The mean rating for each category of observer is shown. The right most column shows the mean for all observers excluding self. Higher ratings are stronger. Items with an asterisk (\*) are the highly correlated items as shown in the Summary of Results.

This is the only report showing the mean ratings for each observer group and you will use it to explore the results outlined in the other reports that seek to show additional perspectives about your skill competencies.

#	Item text	Self ▼	Boss	All
<b>Core Skills</b>				
1	Works effectively and diplomatically with legislators, board members, business leaders, and accrediting associations.	3.00	<b>3.00</b>	3.00
2	Manages conflict and change by building and maintaining productive relationships.	2.00	<b>3.00</b>	3.00
3	Develops, enhances, and sustains teamwork and cooperation.	5.00	<b>4.00</b>	4.00
4	Establishes networks and partnerships to advance the mission of the community college.	3.00	<b>5.00</b>	5.00
5	Facilitates shared problem-solving and decision-making.	4.00	<b>4.00</b>	4.00
6	Invites faculty, staff, students, and the community to work for the common good.	2.00	<b>5.00</b>	5.00
7	Embraces and employs differences in individuals, cultures, values, and communication styles.	2.00	<b>4.00</b>	4.00
8	Demonstrates cultural competence reflective of a global society.	3.00	<b>4.00</b>	4.00
9	Effectively conveys ideas and information to all constituents.	5.00	<b>3.00</b>	3.00
10	Effectively communicates college mission and values to varied audiences.	5.00	<b>3.00</b>	3.00
11	Creates and maintains open communications about priorities, resources, and expectations.	1.00	<b>3.00</b>	3.00
12	Listens actively to understand, comprehend, analyze, engage, and act.	5.00	<b>5.00</b>	5.00
13	Projects confidence and responds responsibly and tactfully.	3.00	<b>3.00</b>	3.00
14	Disseminates and supports policies and strategies.	5.00	<b>3.00</b>	3.00
15	Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.	1.00	<b>4.00</b>	4.00
16	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.00	<b>5.00</b>	5.00
17	Manages personal stress.	4.00	<b>2.00</b>	2.00
18	Uses influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	4.00	<b>4.00</b>	4.00
19	Weighs short-term and long-term goals in decision-making.	3.00	<b>3.00</b>	3.00
20	Demonstrates leadership that incorporates authenticity, awareness of other perspectives, creative processes, and vision.	2.00	<b>4.00</b>	4.00
21	Assesses own performance and sets goals using feedback, reflection, and evaluation.	1.00	<b>3.00</b>	3.00
22	Supports lifelong learning for self and others.	4.00	<b>5.00</b>	5.00
23	Understands and endorses the history, philosophy, and culture of the community college.	4.00	<b>3.00</b>	3.00
24	Understands the impact of culturally-based perceptions on self and others.	2.00	<b>2.00</b>	2.00
25	Contributes to improvement in community college leadership through participation in local and national professional organizations.	4.00	<b>5.00</b>	5.00

## GL360 Skills Inventory

### Total Competency Analysis (Continued)

#	Item text	Self	▼ Boss	All
<b>Advocacy</b>				
26	Promotes teaching, learning, equity, open access, and innovation as primary goals for the college.	3.00	4.00	4.00
27	Advocates the community college mission to all constituents and empowers them to do the same.	4.00	4.00	4.00
28	Values and promotes diversity, inclusion, equity, and academic excellence.	4.00	4.00	4.00
29	Advances life-long learning and supports a learner-centered and learning-centered environment.	3.00	5.00	5.00
30	Demonstrates a passion and commitment to the mission of community colleges.	3.00	5.00	5.00
31	Presents the community college in a variety of settings as integral to higher education.	1.00	4.00	4.00

<b>Resource Development</b>				
32	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.00	3.00	3.00
33	Initiates budgeting strategies for effective support of programs, staff and facilities.	1.00	3.00	3.00
34	Ensures accountability through accurate and timely reporting.	5.00	4.00	4.00
35	Plans and manages resources consistent with college priorities and local, state, and national policies.	1.00	3.00	3.00
36	Implements performance management systems and fosters professional development and advancement of faculty and staff.	4.00	3.00	3.00
37	Uses time management, planning, delegation, and organizational skills.	5.00	3.00	3.00
38	Seeks new and ethical funding mechanisms.	3.00	2.00	2.00
39	Supports operational decisions by managing information resources.	4.00	3.00	3.00

<b>Organizational Integrity</b>				
40	Encourages a positive environment that supports innovation, teamwork, and successful outcomes.	3.00	3.00	3.00
41	Maintains and grows college personnel, fiscal resources and assets.	1.00	3.00	3.00
42	Uses data and best practices to solve problems and to plan strategically.	3.00	3.00	3.00
43	Aligns organizational mission, structures and resources with the college master plan.	2.00	3.00	3.00
44	Regularly takes action toward continuous improvement of the quality of the college.	4.00	4.00	4.00
45	Identifies and solves problems using a systems perspective.	5.00	4.00	4.00

### Guide

Effective leaders understand how they are perceived by others. They use these understandings to build self awareness and chart their own development plans that include reflection, realistic goal setting and practical action steps.

- \* Identify and connect similarities (then differences) between yourself and your boss, yourself and your peers, and yourself and other rater groups in this report.
- \* Are the similarities for the same or different competencies? Consider reasons for these similarities or differences.
- \* Make a list of items from the Core Skill list that deal with communication skills. Do the same for collaboration and professionalism. Compare to AACC competency classifications, [http://www.ccleadership.org/resource\\_center/competencies.htm](http://www.ccleadership.org/resource_center/competencies.htm).



## GL360 Skills Inventory

## Gap Analysis

The first 10 competencies are those where the self rating is high relative to the mean rating from all other observers. The second 10 competencies are those where the self rating is low relative to the mean rating from all other observers.

#	Item text	Self ▼	All ●	Gap	1	2	3	4	5
<b>The mean self rating is relatively high.</b>									
9	Effectively conveys ideas and information to all constituents.	5.00	3.00	2.00			●		▼
10	Effectively communicates college mission and values to varied audiences.	5.00	3.00	2.00			●		▼
14	Disseminates and supports policies and strategies.	5.00	3.00	2.00			●		▼
17	Manages personal stress.	4.00	2.00	2.00	●				▼
37	Uses time management, planning, delegation, and organizational skills.	5.00	3.00	2.00			●		▼
3	Develops, enhances, and sustains teamwork and cooperation.	5.00	4.00	1.00				●	▼
23	Understands and endorses the history, philosophy, and culture of the community college.	4.00	3.00	1.00			●	▼	
32	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.00	3.00	1.00			●	▼	
34	Ensures accountability through accurate and timely reporting.	5.00	4.00	1.00				●	▼
36	Implements performance management systems and fosters professional development and advancement of faculty and staff.	4.00	3.00	1.00			●	▼	
<b>The mean self rating is relatively low.</b>									
20	Demonstrates leadership that incorporates authenticity, awareness of other perspectives, creative processes, and vision.	2.00	4.00	-2.00		▼			●
21	Assesses own performance and sets goals using feedback, reflection, and evaluation.	1.00	3.00	-2.00	▼		●		
29	Advances life-long learning and supports a learner-centered and learning-centered environment.	3.00	5.00	-2.00			▼		●
30	Demonstrates a passion and commitment to the mission of community colleges.	3.00	5.00	-2.00			▼		●
33	Initiates budgeting strategies for effective support of programs, staff and facilities.	1.00	3.00	-2.00	▼		●		
35	Plans and manages resources consistent with college priorities and local, state, and national policies.	1.00	3.00	-2.00	▼		●		
41	Maintains and grows college personnel, fiscal resources and assets.	1.00	3.00	-2.00	▼		●		
6	Invites faculty, staff, students, and the community to work for the common good.	2.00	5.00	-3.00		▼			●
15	Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.	1.00	4.00	-3.00	▼				●
31	Presents the community college in a variety of settings as integral to higher education.	1.00	4.00	-3.00	▼				●

## Guide

A gap analysis helps you identify differences that you can use to evaluate and improve your leadership performance. Differences offer some of the best opportunities for developing self awareness about how you perceive yourself and how others perceive you.

- \* Examine the competencies where your ratings are most different than all other observers.
- \* Which ones cause you to feel most surprised or concerned?
- \* What circumstances might cause others to observe you differently? Where might you get more information?
- \* Which differences may be impacting your ability to lead? Which might be potential problems?

# GL360 Skills Inventory

## Critical Leadership Competencies

The following 16 competencies are judged extremely important to success by college leaders[1]. The chart below compares your self rating with the average of all observers. The shaded bar is the mean for all observers except for self. Higher ratings indicate a stronger display of that competency. Missing ratings mean that no responses were given to that item.

#	Item text	Self ▼	All	1	2	3	4	5
1	Works effectively and diplomatically with legislators, board members, business leaders, and accrediting associations.	3.00	3.00					
2	Manages conflict and change by building and maintaining productive relationships.	2.00	3.00					
3	Develops, enhances, and sustains teamwork and cooperation.	5.00	4.00					
5	Facilitates shared problem-solving and decision-making.	4.00	4.00					
6	Invites faculty, staff, students, and the community to work for the common good.	2.00	5.00					
9	Effectively conveys ideas and information to all constituents.	5.00	3.00					
10	Effectively communicates college mission and values to varied audiences.	5.00	3.00					
11	Creates and maintains open communications about priorities, resources, and expectations.	1.00	3.00					
12	Listens actively to understand, comprehend, analyze, engage, and act.	5.00	5.00					
13	Projects confidence and responds responsibly and tactfully.	3.00	3.00					
15	Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.	1.00	4.00					
16	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.00	5.00					
32	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.00	3.00					
40	Encourages a positive environment that supports innovation, teamwork, and successful outcomes.	3.00	3.00					
42	Uses data and best practices to solve problems and to plan strategically.	3.00	3.00					
43	Aligns organizational mission, structures and resources with the college master plan.	2.00	3.00					

### Guide

These competencies were identified in research as critical catalysts that distinguish successful performers at all levels.

- \* What strengths do you have among this group of competencies?
- \* How do your strengths among these competencies relate to those you have chosen as most important to your leadership and development?
- \* How do these competencies relate to competencies that distinguish successful performers at your college?
- \* How might you revise the list of skills you would most like to strengthen?
- \* If time allows, take time to consider your own vision of critical leadership skills by doing the exercise included in the last page, Next Steps.

## GL360 Skills Inventory

## Sustainability Leadership Competencies

Each principle of the sustainability leadership model[2] is exemplified below by two of the AACC competencies. The chart below compares your self rating in each competency with the average of all other observers. Higher ratings are stronger.

#	Item text	Self ▼	All	1	2	3	4	5
<b>Principle 1. Take Responsibility</b>								
16	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.00	5.00	▼				
18	Uses influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	4.00	4.00	▼				
<b>Principle 2. Authentic Conversation</b>								
4	Establishes networks and partnerships to advance the mission of the community college.	3.00	5.00	▼				
30	Demonstrates a passion and commitment to the mission of community colleges.	3.00	5.00	▼				
<b>Principle 3. Understand Creative Tension</b>								
7	Embraces and employs differences in individuals, cultures, values, and communication styles.	2.00	4.00	▼				
8	Demonstrates cultural competence reflective of a global society.	3.00	4.00	▼				
<b>Principle 4. Develop Interrelationships</b>								
32	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.00	3.00	▼				
45	Identifies and solves problems using a systems perspective.	5.00	4.00	▼				
<b>Principle 5. Understand How Outcomes Unfold</b>								
3	Develops, enhances, and sustains teamwork and cooperation.	5.00	4.00	▼				
5	Facilitates shared problem-solving and decision-making.	4.00	4.00	▼				
<b>Principle 6. Attend to Complex Human Dynamics</b>								
2	Manages conflict and change by building and maintaining productive relationships.	2.00	3.00	▼				
12	Listens actively to understand, comprehend, analyze, engage, and act.	5.00	5.00	▼				
<b>Principle 7. Experiment, Reflect, Learn, Adjust and Share</b>								
21	Assesses own performance and sets goals using feedback, reflection, and evaluation.	1.00	3.00	▼				
29	Advances life-long learning and supports a learner-centered and learning-centered environment.	3.00	5.00	▼				
<b>Principle 8. Ground in Own Personal Ethic</b>								
20	Demonstrates leadership that incorporates authenticity, awareness of other perspectives, creative processes, and vision.	2.00	4.00	▼				
24	Understands the impact of culturally-based perceptions on self and others.	2.00	2.00	▼				

### Guide

In light of the world's development, leaders are beginning to redefine how they lead and the contributions they make.

- \* How does this feedback show your sense of interconnectedness and responsibility for shaping your college, your local environment, the globe?
- \* What principles are you embodying? How are you embodying them?
- \* Where can you take action to have the biggest impact as an effective leader?

## GL360 Skills Inventory

### Comments and Open Ended Responses

Here are the comments your observers made on the various inventory items. These comments are provided exactly as written by your observers. Comments from separate observers are provided in a random order.

#### 39 Supports operational decisions by managing information resources.

Does not have direct influence over IT resources

#### 46 What are this person's strengths as a leader?

He is a compassionate leader. He learns rapidly.  
Team player.  
Gets things done no matter what.  
Resilient.

#### 47 What are this person's development needs as a leader?

Better communication skills with faculty and students.  
Needs some involvement in professional groups statewide that provide broader perspectives

### Guide

How do your comments compare to what you know about yourself?

- \* Is there a pattern?
- \* How are these comments related to the feedback you received in other sections of your feedback report?
- \* How do these comments compare to what you have heard from your work associates?

## Next Steps

After reviewing the reports and reflecting on the questions provided in the Guides at the bottom of each report, you will want to build on your understandings of the results by translating them into workplace behaviors.

The exercises below provide multiple ways to gain additional perspectives and to form your own plans for professional development. You may choose to begin the exercises by yourself or in combination with a mentor or a scheduled GL360 feedback workshop scheduled by your college.

**Exercise #1: Build on your strengths.** Identify 10 results that pleased you. List them on a separate piece of paper on which you have drawn four columns, they will be in the first column. Next to each item identify at least two behaviors from the FYI book that relate to this competency. In the fourth column note the action steps you wish to explore further as you consider ways to build on this competency, understand its role in your overall performance, and include it in your individual development plan.

**Exercise #2: Go for the emotion and the learning moments.** Identify 10 results that left you feeling most anxious, unhappy, embarrassed, or even frightened. These items are likely to be some of your major opportunities for learning and potential change in how you perform this skill in your personal and professional life. Learning experts speak about learning moments, learning from mistakes, and learning from disequilibrium. Again, list these items on a separate piece of paper with 4 columns and again identify the associated behaviors from the FYI book. Be sure to include the action steps you want to take. As an additional step, you may want to list 1-2 people with whom you might discuss this behavior and action plan.

**Exercise #3: Get additional feedback.** Asking for feedback is one of the most effective yet difficult tasks in the learning process. This exercise requires accessing the book titled, “Ongoing Feedback: How to Get It, How to Use It” written in 1998 by Karen Kirkland and Sam Manoogian and published by the Center for Creative Leadership in Greensboro, N.C. This book may be available to you on-line or in your college’s human resources library. Familiarize yourself with the suggestions for who to ask, when to ask, and how to ask. Be sure to inform yourself on ways to evaluate what you receive. Importantly, make an effort to practice, reflect, share, and then incorporate what you learn from your feedback.

**Exercise #4: Build your individual development plan – the IDP.** Give strong consideration to developing a project that will enable you to practice your skills and gain wider perspectives in your college and your community. We recommend that you read and use the suggested exercises in two guidebooks published by the Center for Creative Leadership, 1. *Reaching Your Development Goals* by Cynthia McCauley and Jennifer Martineau, and 2. *Developmental Assignments* by Cynthia D. McCauley.

**Exercise #5: Become your own mentor.** “Mentors are more important to career success than hard work, more important than talent, more important than intelligence. Why? Because you need to learn how to operate in the work world...and mentors can teach you how.” (Wellington, Sheila (2001). *Be Your Own Mentor*, Random House, New York.). Ms. Wellington provides practical steps you can take to incorporate mentoring in your personal development plan.

Footnotes for Critical Leadership Competencies and Sustainability Leadership Competencies reports:

1. SUNYLI has combined the findings from the pilot 360, a SUNY Faculty Council survey, and research on the AACC competencies by Schmitz, '09 to form the list of competencies judged most important for success.
2. <http://www.sustainabilityleadershipinstitute.org/atomic.php#>, Sustainability Leadership Institute, retrieved January 5, 2010.