

**Resilient Leadership**

**Organizational Assessment**

**DIRECTIONS**

This assessment is based on the Island Institute’s Resilient Leadership Framework and is designed for internal use by an organization to assess it’s strengths and areas of growth. This tool should be used as an awareness raising tool as part of a conversation.

*Please discuss each point with your team. Be as honest in your assessment of each of the following skills by indicating the frequency with which you have observed the organization using the skills.*

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| **Competency Examples** | **Yes** | **Maybe** | **No** | **I Don’t Know!** | **Not Relevant**  |
| **Competency 1:  Practices Self-awareness** |
| Organization is fully aware of their strengths, which are a good compliment to the Organization  |  |  |  |  |  |
| Asks for and adapts to feedback |  |  |  |  |  |
| Is willing to accept consequences for actions and decisions |  |  |  |  |  |
| Acknowledge mistakes and adjust non-productive strategies |  |  |  |  |  |
| Act ethically and with integrity |  |  |  |  |  |
| * Are there any red flags?
 |
| * Are there any tools we need to consider bringing to the organization to make it stronger? (i.e. working agreements, decision making trees, MOU’s)
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| **Competency 2: Develops Effective Connections and Relationships** |
| Can make controversial decisions while maintaining respectful relationships |  |  |  |  |  |
| Can incorporate alternative points of view and input |  |  |  |  |  |
| Has the skills and awareness to proactively address conflict |  |  |  |  |  |
| Has appropriate network (or is willing to build) to support project  |  |  |  |  |  |
| Recognize and adapt the systems that inhibit connection building  |  |  |  |  |  |
| Proactively build trust to work together effectively |  |  |  |  |  |
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| **Competency 3: Communicates Effectively** |
| Foster clear and open communication through active listening, asking clarifying questions, and speaking concisely for the audience and situation  |  |  |  |  |  |
| Mitigate distractions and seek to be fully present |  |  |  |  |  |
| Understand different audiences, communication and learning styles and adapt to the context  |  |  |  |  |  |
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 |
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| **Competency 4: Promotes Engagement** |
| Proactively build trust to effectively work together  |  |  |  |  |  |
| Model respect and openness to others |  |  |  |  |  |
| Seeks and actively creates space for the ideas and leadership of marginalized groups |  |  |  |  |  |
| Fosters empowerment through enhancing the ability and confidence of others to effectively engage |  |  |  |  |  |
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| **Competency 5: Influences Change** |
| Understand that large-scale change requires strategy, courage, and the ability to bear pressure |  |  |  |  |  |
| Nurture and maintain resilient relationships to support complex change |  |  |  |  |  |
| Build organization to solve complex problems |  |  |  |  |  |
| Set unifying goals that emphasize cooperation and collective success |  |  |  |  |  |
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| **Competency 6: Navigates Systems** |
| Identify strategic allies and useful information to move an agenda forward |  |  |  |  |  |
| Maintain a focus on goals, while addressing the incremental steps to achieve them |  |  |  |  |  |
| Acknowledge objections while seeking to identify areas of consensus |  |  |  |  |  |
| Know the community, understanding the power of place, culture, and history |  |  |  |  |  |
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| **Competency 7: Innovates and Encourages Innovation** |
| Tap into community creativity and networks to discover alternative approaches and possibilities |  |  |  |  |  |
| Know when a plan needs to remain on course and when a plan needs to be adjusted |  |  |  |  |  |
| Recognize when opportunities for innovation exist and when innovation isn’t the appropriate response |  |  |  |  |  |
| Understand the conditions needed for innovation to take hold and yield results |  |  |  |  |  |
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 |
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