

Leadership Behavior Description Questionnaire (Consideration Subsection)

Dear SBL Graduate and participant. The following survey is an opportunity for you to describe the behavior you exhibit when you take on the role of a leader or supervisor. Each question describes a specific kind of behavior. But **does not** ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe as accurately as possible your behavior in a leadership or supervisory role.

Directions: Read each item carefully. Decide how frequently you engage in behavior described by the question. Select one of the five letters from the drop down menu to show the answer you have selected. When you click "Submit" at the end of the survey, your responses will be submitted. Thank you for your help.

1. Think about a supervisory or leadership role from which you can respond to this survey. Perhaps you hold a position in which you are responsible for a group; perhaps you have been a chair of a committee or a group leader for a course. Indicate here the supervisory or leadership role from which you are responding to this survey.
2. You do personal favors for group members.
3. You do little things to make it pleasant to be a member of the group.
4. You are easy to understand.
5. You find time to listen to group members.
6. You keep to yourself.
7. You look out for the personal welfare of individual group members.
8. You refuse to explain your actions.
9. You act without consulting the group.
10. You back up the members in their actions.
11. You treat all group members as equals.
12. You are willing to make changes.
13. You are friendly and approachable.

14. You make group members feel at ease when talking with them.
15. You are willing to put suggestions made by the group into action.
16. You want to get group approval in important matters before going ahead.
17. You give advance notice of changes.
18. You persuade your superiors to act for the welfare of the group members.
19. You remain calm when you are uncertain about coming events.
20. You help group members settle their differences.
21. You wait patiently for the results of a decision.
22. You permit group members to use their own judgment in solving problems.
23. You encourage others' initiative.
24. You let others take away your leadership in the group.
25. You accept delays without becoming upset.
26. You let group members do their work the way they think best.
27. You are able to tolerate postponement and uncertainty.
28. You turn the members loose on a job, and you let them go to it.
29. You allow the group a high degree of initiative.
30. You trust group members to exercise good judgment.
31. You permit the group to set its pace.
32. You maintain a closely knit group.

Thank you for taking the time to respond to this survey.
When you click Done, your responses will be sent.

Appendix 7.3c**Multicultural Survey**

With this survey, you will consider questions related to multicultural issues. These issues have some connection to the NYS test, Educating All Students. See what you think your level of **cultural intelligence**® that is the capability to function effectively in situations characterized by cultural diversity; the ability to enhance managerial and organizational effectiveness. It also enhances interpersonal interactions in a wide range of social contexts.

As a learning leader, you have been in multicultural situations. This assessment is a chance to think about how you do in those situations.

Once again, there are no right or wrong answers. The questions let you know what some multicultural issues you may be called upon to face. It lets your instructors know what to include in future planning.

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (SA=strongly Agree; A = Agree D= Disagree SD=strongly disagree).

I enjoy interacting with people from different cultures.	SA	A	D	SD
I am confident that I can socialize with locals in a culture that is unfamiliar to me.	SA	A	D	SD
I am sure I can deal with the stresses of adjusting to a culture that is new to me.	SA	A	D	SD
I enjoy living in cultures that are unfamiliar to me.	SA	A	D	SD
I am confident that I can get accustomed to the shopping conditions in a different culture.	SA	A	D	SD
I know the legal and economic systems of other cultures.	SA	A	D	SD
I know the rules (e.g., vocabulary, grammar) of other languages.	SA	A	D	SD
I know the cultural values and religious beliefs of other cultures.	SA	A	D	SD
I know the marriage systems of other cultures.	SA	A	D	SD
I know the arts and crafts of other cultures.	SA	A	D	SD
I know the rules for expressing non-verbal behaviors in other cultures.	SA	A	D	SD
I am conscious of the cultural knowledge. I use when interacting with people with different cultural backgrounds.	SA	A	D	SD
I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	SA	A	D	SD
I am conscious of the cultural knowledge I apply to cross-cultural interactions	SA	A	D	SD
I check the accuracy of my cultural knowledge as I interact with people from different cultures.	SA	A	D	SD
I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	SA	A	D	SD
I use pause and silence differently to suit different cross-cultural situations.	SA	A	D	SD
I vary the rate of my speaking when a cross-cultural situation requires it.	SA	A	D	SD
I change my non-verbal behavior when a cross-cultural situation requires it.	SA	A	D	SD
I alter my facial expressions when a cross-cultural interaction requires it.	SA	A	D	SD

What experiences have you had either personally or professionally, with multicultural diversity, that contribute to your frame of reference about multiculturalism?

Appendix 7.3d

Technology

Section 1: General Technology Use in Education

The questions in this section ask about your general technology use.

Please read each statement and rate your skill on each of the tasks by choosing your degree of proficiency

	Very Weak	Moderately Weak	Adquate	Moderately Strong	Very Strong
Learning how to use a new piece of software.					
Using the internet for general searching					
Searching for content specific instruction on the internet					
Acting as a guide for students when researching on the internet					
Troubleshooting problems that occur when using technology					
Using software productivity tools (word processing, database, spreadsheets, presentation tools, etc.)					
Teaching or sharing with others how to use technology					
Integrating technology into daily lessons					
Using technology in support of curriculum standards					
Designing activities that will integrate technology					
Locating learning opportunities needed to advance my technology skills					
Creating and maintaining web pages					
Recognizing the ethical use of technology					

Section 2: Specific Technology Use for SBL/SDL Course Work

The questions in this section ask about the specific technologies you use in your course work and the frequency with which you use them. For each technology, rate the amount of time you spend working with that technology as you progress through your SBL/SDL program.

	Once a week	Twice a week	3 Or 4 times a week	At least once a day	Several times a day	Often during the day
Word Processing						
PowerPoint						
Desktop Publishing						

	Once a week	Twice a week	3 Or 4 times a week	At least once a day	Several times a day	Often during the day
Assignment Preparation						
Spreadsheets						
Management programs for data						
Self-Service						
Moodle						
Email for course related collaboration						

Section 3. Opinions and Attitudes Toward Technology

The questions in this section ask for your honest opinions about different technologies, their role in your own education, and what you think about the future of different technologies.

	Strongly Disagree	Disagree	Agree	Strongly Agree
When I create products, it shows higher levels of learning				
Using technology contributes to more motivation to learn.				
Makes it easy to get distracted and go to unnecessary sites				
There is more opportunity for collaboration				
Plagiarism becomes more commonplace				
Using technology reduces creativity				
The abundance of unreliable sources is disturbing				
Electronic media will replace printed text within five years				
Most technology would do little to improve my ability to teach				
Technology has changed the way that I teach				
Students are more knowledgeable than I am when it comes to technology				
Most technology would do little to improve my ability to learn				
School systems expect us to learn new technologies without formal training				
There is too much technological change coming too fast without enough support for teachers				
Technology has left many teachers behind				
Technology has changed the way that I learn				
Technology is a good tool for collaboration with others				

	Strongly Disagree	Disagree	Agree	Strongly Agree
I learn new technologies best by figuring them out myself				
Technology is useful in managing data, such as attendance and grades				
Technology is unreliable				

Section 4. Areas of Improvement / Technical Needs

The questions in this section are designed to learn what your technology needs you have or what you would like to learn more about.

	Less Urgent	Moderately Urgent	Somewhat Urgent	More Urgent	Very Urgent
More time to learn to use software					
More time to integrate technology into my professional responsibilities					
More training to use technology					
More support for my technology needs					
More technical support to keep computers and software running					
More time to integrate technology into my course work/responsibilities					
More curriculum-based software					
More reliable access to the internet					
More opportunities to collaborate with colleagues on how to use technology					
Faster access to the internet					
More interaction with media or instructional technology specialist for technology needs					
Technology assistance available through the college when I am doing my course work.					
Options for professional development in the areas of technology					
Tools to help me stay current on new technological trends					
More equipment to integrate technology.					
Help aligning the integration of technology with the implementation of state standards					
More reliability of college technology					
Other needs not listed here, including those that the college should provide?					

