# What we are looking for, and how it shows up

*Seven criteria, 38 statements. Five domains, the coherence that runs through them, and the reflection that keeps them growing.*

The inventory asks fellows to rate recent, observable behavior over the past 30 days on a seven-point scale. It is a pilot instrument, used beside the SRIS and the LEQ, and it is scored by criterion rather than by total. The criterion beside each statement on the survey tells a fellow what the fellowship is looking for; this page tells the reader what each criterion means and what it looks like in a leader.

| CRITERION | WHAT WE ARE LOOKING FOR | HOW IT SHOWS UP IN A FELLOW | QUESTIONS |
|---|---|---|---|
| **Roots** | Formation awareness. A leader who knows what formed them: the experiences, identity, and values underneath how they lead, and when history rather than the present is driving a reaction. | They tell their origin story with specifics. They can say how their identity is received. They catch the moment an old reflex answers a new situation. | 1, 2, 3, 4, 5 |
| **Regulation** | What governs the leader when pressure rises: somatic awareness, a named pattern under pressure, a reset practice, presence with others' emotion, and protected renewal. | They notice the body before they respond. They can name their pattern: rescue, control, withdraw, over-explain. They reset before the hard conversation. | 6, 7, 8, 9, 10 |
| **Relationship** | What people experience in the leader's presence: trust, candor with care, perspective-taking, reading the room, timing, and the relational use of power. | Problems arrive early. Hard things get said and followed through. They notice compliance that comes from position, and they adjust authority to context. | 11, 12, 13, 14, 15, 16, 17, 34 |
| **Practice** | What the leader repeatedly enacts: vision, specific behavior change, small experiments, developing others, recognition, naming who carries a cost, and the edge of what they know. | Daily work is tied to a future people care about. Change is named in behaviors. They stretch people and support them. They name the cost of a decision before calling it fair. | 18, 19, 20, 21, 22, 23, 35 |
| **Field** | What becomes possible because the leader leads: belonging, community knowledge as expertise, practices changed for inclusion, adult learning, and capacity that outlasts the leader. | They can name who does not belong and why. Families and students are treated as experts. Something changed because it was leaving someone out. Others can carry the practice. | 24, 25, 26, 27, 28, 29 |
| **Coherence** | The integrating condition: whether formation, belief, behavior, and field point the same way. Not a domain of its own, the line that runs through all five. | They notice when behavior and value split. They lead the same way unwatched. They changed a decision to fit what they stand for, and they can trace inner work to a changed practice. | 30, 31, 32, 33 |
| **Reflection** | Reflective practice: whether the leader makes time to examine how they led, asks what they would do differently, and lets feedback change the picture they hold of themselves. | They set aside time to think about how, not only what. After a hard moment they ask three questions: what did I do, why, what next time. Feedback changes their self-view. | 36, 37, 38 |

### READING THE RESULTS

Each criterion is reported as the mean of its statements on the seven-point scale, for the cohort and for each fellow, in October and again in April. The pilot growth criterion is a gain of at least 0.5 in two or more criteria, true post against true pre, reported as a count, such as eight of nine, and labeled provisional. Three gaps are the report's signature. The awareness gap compares a fellow's self-ratings with their observers' on questions 11 to 29, 31, 34, and 35. The pressure gap compares who a fellow says they are, in Roots and Coherence, with who appears under pressure, in Regulation and the January simulation. The translation gap compares inner change, in Roots and Regulation, with outer change, in Field, the Belonging Audit, and the Leadership Action Project. Reflection is read beside the SRIS: the SRIS measures the disposition to reflect, and questions 36 to 38 ask whether reflection actually happened this month.

### THE OBSERVER VERSION

Two or three observers per fellow, a supervisor, a peer, and someone they lead, rate questions 11 to 29, 31, 34, and 35 in the third person over the same 30 days, plus one observer-only item: this leader creates a place where adults can grow, not only perform. Roots, Regulation, and Reflection are not observer-rated, because they describe inner work an observer cannot see. The gap between self and observer ratings on the shared questions is the awareness gap.

### WHERE EACH CRITERION IS ALSO MEASURED

Roots: the Forge prompts and the leadership video. Regulation: the January simulation rubric. Relationship: observer ratings. Practice: the Leadership Action Project. Field: the Belonging Audit and observer ratings. Coherence: observer question 31. Reflection: the SRIS and the coaching prep template. No criterion rests on self-report alone.