

SUNY360

Leadership Skills Inventory Feedback Report Individual Report

Prepared confidentially for Robert Cupola

Report date: Thursday, August 08, 2013

Previous report date: September 25, 2010

This report includes ratings from:

Category	# of observers
Self	1
Boss	1
Direct Report	4
Peer	4
Other	17

Leadership Skills Inventory

About This Report

This report summarizes the results of the SUNY360 Skills Inventory you recently completed. The inventory was developed by the SUNY Leadership Institute (SUNYLI). It is based on extensive research at Cornell University, the American Association of Community Colleges (AACC), and other institutions in the forefront of higher education leadership development.

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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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.	
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Leadership Skills Inventory

Contents (continued)

Comments and Open Ended Responses

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Comments provided by all observers on the individual SUNY360 items and answers to the open ended questions are provided exactly as written.

Next Steps

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Suggestions are provided on how to build your professional development plan.

Overview

The SUNY360 Skills 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 a panel of college leaders.

The items in the Skill Inventory survey are anchored by the four SUNY360 competency areas described on the SUNYLI website. The four primary competency areas are:

- **Leading with effective decisions.** Effective decisions meeting both long and short term goals occur when leaders collect and use data and understand and use their resources effectively.
- **Leading by developing others.** A college leader must always support a learning environment that values and promotes the diversity within the college community.
- **Leading by advocating and developing the college.** A college leader needs to have a real passion for the mission of the college and must be able to clearly express the vision, culture and values of the organization. Successful development requires networking with the community to develop that vision.
- **Leading by building effective relationships.** Relationship skills are required to build a strong team. They incorporate ways of addressing differing perspectives and positive problem solving to order to achieve change and successful outcomes. These skills include active listening, clear oral and written communication, and collaboration along with honest, tactful and ethical personal expressions. Relationships are strengthened when the leader takes steps to demonstrate personal responsibility for her actions and serves as a role model for the team.

Each report is followed by a guide to help you make the most of the data. You will notice that these guides urge you to focus on a small number of items. This will help you to clarify your development goals.

Just as you may choose to skip some of the items, you may find some reports more valuable than others. If a specific presentation does not fit with how you understand your skills right now, then skip that report. You may find it is more valuable in the future.

The SUNY Leadership Institute is ready to assist you in understanding your report and creating your individual development plan to build your leadership skills. Phone: 315-214-2428 Email: SUNYLI@suny.edu

Confidentiality of these ratings: This report is designed to provide an accurate inventory of your skills as observed by you colleagues and by yourself. It is appropriate for you to discuss the average ratings in this report with your observers as you work to understand your specific skills and plan your development program. You should consider these numbers as averages and should not try to assign ratings to any specific observer. To preserve this confidentiality, the reports only show numbers that averages scores from at least three different observers (except for the case of *Boss* or *yourself*). On the cover page of this report, an observer category is marked with an asterisk (*) if it is skipped in the reports because there are fewer than three observers who responded to the inventory. Note that these skipped categories are included in the *All* category so that none of the ratings are lost.

Leadership Skills Inventory

Reading Your Results

Competency Area	All	Relationship	Mean	1 2 3 4 5				
				1	2	3	4	5
Leading by advocating and developing the College	4.50	Self	4.40	▼				
		Boss	4.30	▼				
		Direct Report	4.58	▼				
		Other	4.67	▼				
Leading with effective decisions	4.14	Self	3.92	▼				
		Boss	3.91	▼				
		Direct Report	4.20	▼				
		Other	4.37	▼				
Leading by building effective		Self	4.20	▼				
		Boss	3.90	▼				

The sample report above comes from a summary report, and the one below comes from a detailed report showing each individual inventory item.

- A 5-point scale is used to rate each item. The ratings reported by each observer were:
 - 1 = Not at all
 - 2 = To a little extent
 - 3 = To some extent
 - 4 = To a great extent
 - 5 = To a very great extent
- Most scores are shown only if three or more observers in the category have completed the survey. The score shown is the average of all responses given on the five point scale. Missing or NA responses are not included in the average. If less than three observers responded, the category is indicated with an asterisk (*) on the cover page of this report and responses are included in the *All* category.
- 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.) If you want to locate an item in another report, you can look for the item number.
- The *All* column provides the average of all responses to this item except for the response from participants rating themselves. Those responses are averaged and labeled *Self* and are never included in the mean rating of all observers.

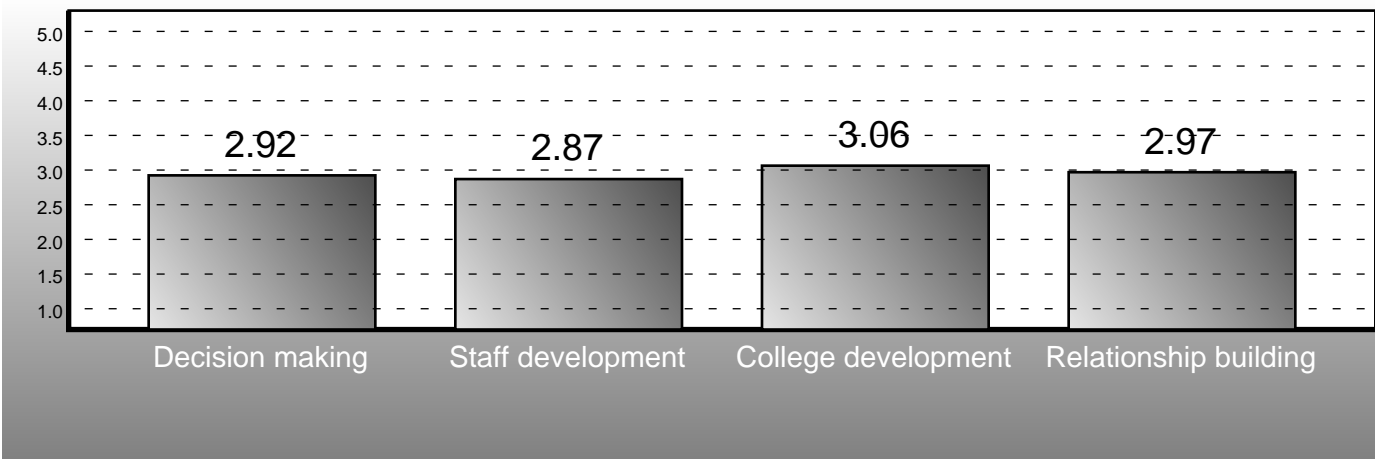
#	Item text	Self	All	1 2 3 4 5				
				1	2	3	4	5
10	Uses data and best practices to solve problems and to plan strategically.	4.00	4.13	▼				
11	Aligns organizational mission, structures and resources with the college master plan.	4.00	4.44	▼				
13	Invites faculty, staff, students, and the community to work for the common good.	4.00	4.12	▼				
21	Works effectively and diplomatically with legislators, board members,	4.00	4.53	▼				

Partial Rating: 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 some observers skipped an item, the mean shown is the average of the ratings that were provided.

Leadership Skills Inventory

Summary of Results

The first bar chart shows the overall mean rating of the items in each competency area. The second chart compares the mean rating of the items 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
Leading with effective decisions	2.92	Self	2.78					
		Boss	3.71					
		Direct Report	2.59					
		Peer	2.88					
		Other	2.97					
Leading by developing others	2.87	Self	3.00					
		Boss	3.75					
		Direct Report	2.50					
		Peer	3.07					
		Other	2.91					
Leading by advocating and developing the College	3.06	Self	2.89					
		Boss	3.44					
		Direct Report	2.75					
		Peer	2.99					
		Other	3.10					
Leading by building effective relationships	2.97	Self	2.86					
		Boss	2.60					
		Direct Report	2.83					
		Peer	3.29					
		Other	3.01					

Guide

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

Leadership Skills Inventory

Strengths Analysis

The mean ratings from all observers (except for 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
26	Works effectively with stakeholders across the community.	3.78					
25	Takes action to improve the quality of the college.	3.48					
36	Listens carefully and recognizes others' perspectives.	3.36					
18	Demonstrates deep knowledge of the college, such as its history and culture.	3.35					
10	Weighs short-term needs with long-term goals.	3.20					
39	Seeks feedback on one's own performance and adjusts behavior.	3.18					
15	Promotes a lifelong learning environment for everyone in the college.	3.17					
38	Responds to others with tact and composure, and avoids defensiveness.	3.16					
41	Shares a vision and sense of purpose.	3.14					
31	Conveys ideas clearly when speaking.	3.13					
40	Seeks ways to involve others in problem solving and making decisions.	3.09					
5	Fosters professional development for everyone.	3.09					
22	Helps others understand the college's mission and goals so they can in turn do the same.	3.08					
35	Is honest and ethical in all actions.	3.08					
37	Manages conflict and change by relating well with different viewpoints.	3.08					
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.08					
2	Effectively helps others support college policies.	3.05					
3	Ensures accountability through accurate and timely reporting.	3.00					
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.00					
19	Expresses college values clearly.	3.00					
21	Helps improve the college by developing one's own professional knowledge.	3.00					
34	Effectively manages personal stress.	3.00					
4	Establishes information gathering processes to inform decisions.	2.96					
30	Conveys ideas clearly in writing.	2.95					
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.95					
33	Develops open communication about priorities and expectations.	2.92					
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.90					
1	Aligns goals and resources in order to support college priorities.	2.84					
12	Considerate of individual differences such as cultures, values and styles.	2.84					

Leadership Skills Inventory

Strengths Analysis (continued)

#	Item text	All	1	2	3	4	5
27	Demonstrates a passion and commitment to the mission of higher education.	2.84					
14	Integrates knowledge of others' cultures in daily performance.	2.76					
20	Finds ways to fund new programs.	2.74					
42	Shows respect for others.	2.74					
32	Develops and sustains teamwork and cooperation.	2.72					
17	Demonstrates ability to explain the role of colleges within higher education.	2.71					
28	Accepts responsibility for taking risks and making difficult decisions.	2.67					
23	Networks and establishes partnerships that help achieve the college's goals.	2.65					
43	Uses influence wisely to create a positive working climate.	2.65					
29	Combines personal transparency with an awareness of others.	2.63					
7	Maintains a college-wide systems perspective when solving problems.	2.59					
11	Builds consensus on ways to work toward the common good.	2.59					
9	Uses time effectively, employing skills such as planning and delegating.	2.43					

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.

Leadership Skills Inventory

Total Competency Analysis

The mean ratings for each category of observer are shown. The rightmost column (All) shows the mean for all observers (except for self). Higher ratings are stronger.

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	Direct Report	Peer	Other	All
Leading with effective decisions							
1	Aligns goals and resources in order to support college priorities.	5.00	4.00	2.33	2.50	2.92	2.84
2	Effectively helps others support college policies.	1.00	NA	2.67	2.50	3.31	3.05
3	Ensures accountability through accurate and timely reporting.	3.00	4.00	2.50	3.50	3.00	3.00
4	Establishes information gathering processes to inform decisions.	3.00	4.00	2.00	3.00	3.13	2.96
5	Fosters professional development for everyone.	3.00	2.00	4.25	3.00	2.87	3.09
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	1.00	NA	2.67	2.50	3.23	3.00
7	Maintains a college-wide systems perspective when solving problems.	2.00	5.00	1.00	2.50	2.67	2.59
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	4.00	3.00	3.00	3.50	3.00	3.08
9	Uses time effectively, employing skills such as planning and delegating.	NA	NA	1.50	2.75	2.62	2.43
10	Weighs short-term needs with long-term goals.	3.00	4.00	4.00	3.00	3.00	3.20
Leading by developing others							
11	Builds consensus on ways to work toward the common good.	3.00	3.00	1.50	2.67	2.86	2.59
12	Considerate of individual differences such as cultures, values and styles.	3.00	4.00	2.25	3.50	2.83	2.84
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.00	4.00	2.50	3.50	2.92	2.95
14	Integrates knowledge of others' cultures in daily performance.	3.00	4.00	2.25	3.00	2.79	2.76
15	Promotes a lifelong learning environment for everyone in the college.	5.00	NA	3.50	2.75	3.20	3.17
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.00	NA	3.00	3.00	2.86	2.90
Leading by advocating and developing the College							
17	Demonstrates ability to explain the role of colleges within higher education.	2.00	5.00	2.00	2.75	2.60	2.71
18	Demonstrates deep knowledge of the college, such as its history and culture.	5.00	5.00	3.50	2.67	3.33	3.35
19	Expresses college values clearly.	NA	1.00	3.67	3.00	3.00	3.00
20	Finds ways to fund new programs.	2.00	5.00	1.50	2.50	2.81	2.74
21	Helps improve the college by developing one's own professional knowledge.	1.00	NA	3.00	3.00	3.00	3.00
22	Helps others understand the college's mission and goals so they can in turn do the same.	4.00	3.00	2.75	3.50	3.07	3.08
23	Networks and establishes partnerships that help achieve the college's goals.	2.00	2.00	1.00	2.50	3.00	2.65
25	Takes action to improve the quality of the college.	4.00	3.00	3.33	3.00	3.64	3.48
26	Works effectively with stakeholders across the community.	3.00	3.00	4.50	4.00	3.60	3.78

Leadership Skills Inventory

Total Competency Analysis (continued)

#	Item text	Self ▼	Boss	Direct Report	Peer	Other	All
Leading by advocating and developing the College (continued)							
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	4.00	2.25	3.00	2.92	2.84
Leading by building effective relationships							
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	NA	3.00	3.00	2.92	2.67
29	Combines personal transparency with an awareness of others.	2.00	2.00	1.00	3.00	2.85	2.63
30	Conveys ideas clearly in writing.	1.00	2.00	3.00	3.00	3.00	2.95
31	Conveys ideas clearly when speaking.	5.00	2.00	3.25	3.33	3.13	3.13
32	Develops and sustains teamwork and cooperation.	1.00	2.00	2.33	3.00	2.82	2.72
33	Develops open communication about priorities and expectations.	4.00	3.00	2.75	3.50	2.80	2.92
34	Effectively manages personal stress.	3.00	4.00	1.75	3.50	3.21	3.00
35	Is honest and ethical in all actions.	NA	1.00	4.33	3.25	2.94	3.08
36	Listens carefully and recognizes others' perspectives.	4.00	3.00	3.00	3.00	3.57	3.36
37	Manages conflict and change by relating well with different viewpoints.	NA	1.00	4.00	3.75	2.94	3.08
38	Responds to others with tact and composure, and avoids defensiveness.	1.00	2.00	3.67	3.50	3.08	3.16
39	Seeks feedback on one's own performance and adjusts behavior.	4.00	3.00	4.00	3.25	3.07	3.18
40	Seeks ways to involve others in problem solving and making decisions.	5.00	2.00	3.75	2.50	3.15	3.09
41	Shares a vision and sense of purpose.	3.00	4.00	2.75	4.00	3.00	3.14
42	Shows respect for others.	3.00	4.00	1.33	3.00	2.92	2.74
43	Uses influence wisely to create a positive working climate.	3.00	4.00	1.33	4.00	2.75	2.65

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 that deal with communication skills. Compare your selections to the AACC competency classifications, http://www.ccleadership.org/resource_center/competencies.htm. Do the same for the other AACC classifications that interest you.

Leadership Skills Inventory

Gap Analysis

This report compares your own rating to the mean rating from all other observers.

The first 10 competencies have a self rating that is high relative to the mean rating from all other observers.

The second 10 competencies have a low self rating relative to all other observers.

#	Item text	Self ▼	All ●	Gap	1	2	3	4	5
The mean self rating is relatively high.									
1	Aligns goals and resources in order to support college priorities.	5.00	2.84	2.16			●		▼
40	Seeks ways to involve others in problem solving and making decisions.	5.00	3.09	1.91			●		▼
31	Conveys ideas clearly when speaking.	5.00	3.13	1.87			●		▼
15	Promotes a lifelong learning environment for everyone in the college.	5.00	3.17	1.83			●		▼
18	Demonstrates deep knowledge of the college, such as its history and culture.	5.00	3.35	1.65			●		▼
33	Develops open communication about priorities and expectations.	4.00	2.92	1.08			●	▼	
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	4.00	3.08	0.92			●	▼	
22	Helps others understand the college's mission and goals so they can in turn do the same.	4.00	3.08	0.92			●	▼	
39	Seeks feedback on one's own performance and adjusts behavior.	4.00	3.18	0.82			●	▼	
36	Listens carefully and recognizes others' perspectives.	4.00	3.36	0.64			●	▼	

The mean self rating is relatively low.									
20	Finds ways to fund new programs.	2.00	2.74	-0.74	▼		●		
26	Works effectively with stakeholders across the community.	3.00	3.78	-0.78			▼	●	
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	2.67	-1.67	▼		●		
32	Develops and sustains teamwork and cooperation.	1.00	2.72	-1.72	▼		●		
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.00	2.90	-1.90	▼		●		
30	Conveys ideas clearly in writing.	1.00	2.95	-1.95	▼		●		
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	1.00	3.00	-2.00	▼		●		
21	Helps improve the college by developing one's own professional knowledge.	1.00	3.00	-2.00	▼		●		
2	Effectively helps others support college policies.	1.00	3.05	-2.05	▼		●		
38	Responds to others with tact and composure, and avoids defensiveness.	1.00	3.16	-2.16	▼		●		

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 from 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?

Leadership 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
11	Builds consensus on ways to work toward the common good.	3.00	2.59					
19	Expresses college values clearly.	NA	3.00					
26	Works effectively with stakeholders across the community.	3.00	3.78					
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	2.67					
30	Conveys ideas clearly in writing.	1.00	2.95					
31	Conveys ideas clearly when speaking.	5.00	3.13					
32	Develops and sustains teamwork and cooperation.	1.00	2.72					
33	Develops open communication about priorities and expectations.	4.00	2.92					
35	Is honest and ethical in all actions.	NA	3.08					
36	Listens carefully and recognizes others' perspectives.	4.00	3.36					
37	Manages conflict and change by relating well with different viewpoints.	NA	3.08					
38	Responds to others with tact and composure, and avoids defensiveness.	1.00	3.16					
40	Seeks ways to involve others in problem solving and making decisions.	5.00	3.09					
42	Shows respect for others.	3.00	2.74					

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.

Leadership Skills Inventory

Sustainability Leadership Competencies

Each principle of the sustainability leadership model[2] is exemplified below by two of the SUNY360 competencies. The chart below compares your self rating in each competency with the average of all other observers.

#	Item text	Self ▼	All	1	2	3	4	5
Principle 1. Take Responsibility								
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	2.67					
43	Uses influence wisely to create a positive working climate.	3.00	2.65					
Principle 2. Authentic Conversation								
23	Networks and establishes partnerships that help achieve the college's goals.	2.00	2.65					
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	2.84					
Principle 3. Understand Creative Tension								
12	Considerate of individual differences such as cultures, values and styles.	3.00	2.84					
14	Integrates knowledge of others' cultures in daily performance.	3.00	2.76					
Principle 4. Develop Interrelationships								
7	Maintains a college-wide systems perspective when solving problems.	2.00	2.59					
Principle 5. Understand How Outcomes Unfold								
32	Develops and sustains teamwork and cooperation.	1.00	2.72					
40	Seeks ways to involve others in problem solving and making decisions.	5.00	3.09					
Principle 6. Attend to Complex Human Dynamics								
36	Listens carefully and recognizes others' perspectives.	4.00	3.36					
37	Manages conflict and change by relating well with different viewpoints.	NA	3.08					
Principle 7. Experiment, Reflect, Learn, Adjust and Share								
15	Promotes a lifelong learning environment for everyone in the college.	5.00	3.17					
39	Seeks feedback on one's own performance and adjusts behavior.	4.00	3.18					
Principle 8. Ground in Own Personal Ethic								
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.00	2.90					
29	Combines personal transparency with an awareness of others.	2.00	2.63					
41	Shares a vision and sense of purpose.	3.00	3.14					

Guide

In light of the world's development, leaders are beginning to redefine the contributions their leadership makes.

- * 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?

Leadership Skills Inventory

Leadership Wheel










The report below connects the SUNY360 Skills with the five dimensions of the Leadership Wheel discussed in the book "The Leadership Wheel" by C. Clinton Sidle. This book relates the dimensions or skills of the Wheel to the Wisdom of the Five Directions. These directions refer to Leadership style.

Each person is influenced by their preferred leadership style as they develop specific skills. For example, a person with a tendency in the "Teacher" direction may find that the "Knowledge" skills feel natural and are easily developed and the SUNY360 results may be strong in the Knowledge area. On the other hand, a person with fewer natural "Teacher" traits may recognize the value of "Knowledge" skills and may find that these skills have been well developed over the years.

#	Item text	Self ▼	All	1	2	3	4	5
Knowledge								
4	Establishes information gathering processes to inform decisions.	3.00	2.96	▼				
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	1.00	3.00	▼				
9	Uses time effectively, employing skills such as planning and delegating.	NA	2.43	▼				
Relationships								
11	Builds consensus on ways to work toward the common good.	3.00	2.59	▼				
12	Considerate of individual differences such as cultures, values and styles.	3.00	2.84	▼				
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.00	2.90	▼				
23	Networks and establishes partnerships that help achieve the college's goals.	2.00	2.65	▼				
26	Works effectively with stakeholders across the community.	3.00	3.78	▼				
32	Develops and sustains teamwork and cooperation.	1.00	2.72	▼				
33	Develops open communication about priorities and expectations.	4.00	2.92	▼				
37	Manages conflict and change by relating well with different viewpoints.	NA	3.08	▼				
40	Seeks ways to involve others in problem solving and making decisions.	5.00	3.09	▼				
Vision								
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	4.00	3.08	▼				
10	Weighs short-term needs with long-term goals.	3.00	3.20	▼				
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.00	2.95	▼				
17	Demonstrates ability to explain the role of colleges within higher education.	2.00	2.71	▼				

Leadership Skills Inventory

Leadership Wheel (continued)

#	Item text	Self ▼	All	1	2	3	4	5	
Vision (continued)									
18	Demonstrates deep knowledge of the college, such as its history and culture.	5.00	3.35						▼
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	2.84						▼
Action									
2	Effectively helps others support college policies.	1.00	3.05						▼
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	2.67						▼
Personal Mastery									
15	Promotes a lifelong learning environment for everyone in the college.	5.00	3.17						▼
34	Effectively manages personal stress.	3.00	3.00						▼
39	Seeks feedback on one's own performance and adjusts behavior.	4.00	3.18						▼

Guide

Through insights gained by walking the Leadership Wheel, developing leaders access the wisdom of the ages as a basis for their current growth and thereby equip themselves to face the challenges of the future.

- * What are your areas of strength and weakness relative to each dimension?
- * Are there specific dimensions that you should focus on?
- * Select one or two skills that you are willing to focus on in the immediate future.

Leadership Skills Inventory

Targeted College Items

The following items were highlighted by your college or organization to provide you with feedback in skill areas that relate to specific goals at your college. Higher ratings are stronger.

#	Item text	All	Who	Mean	1 2 3 4 5
32	Develops and sustains teamwork and cooperation.	2.72	Self Boss Direct Report Peer Other	1.00 2.00 2.33 3.00 2.82	
37	Manages conflict and change by relating well with different viewpoints.	3.08	Self Boss Direct Report Peer Other	NA 1.00 4.00 3.75 2.94	
44	Actively serves others in the college who are pursuing student success.	2.89	Self Boss Direct Report Peer Other	3.00 4.00 2.25 3.00 3.00	
45	Brings team members together working toward common goals.	2.86	Self Boss Direct Report Peer Other	5.00 5.00 1.33 2.33 3.13	
46	Navigates group members toward consensus while understanding differences.	3.14	Self Boss Direct Report Peer Other	NA 1.00 3.33 3.25 3.21	
47	Embraces change as healthy way to respond to future needs.	2.92	Self Boss Direct Report Peer Other	NA 1.00 3.33 3.25 2.88	
48	Takes ownership of tasks by seeking and using feedback on ways to meet college needs.	2.80	Self Boss Direct Report Peer Other	1.00 NA 2.00 2.50 3.08	

Guide

These items identify what is important in order to lead in your specific college culture.

- * How does this feedback provide you knowledge about the skills and behaviors important to your college?
- * How is this data consistent or inconsistent with feedback you have received from other sources?

Leadership 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.

3 Ensures accountability through accurate and timely reporting.

I don't work directly with Bob, but I have always known him to exhibit a high level of accountability.

5 Fosters professional development for everyone.

Perhaps at the professional level, but development for staff is lacking.

6 Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.

Bob is financially savvy, so I am sure he provides helpful input in budgeting strategy discussions. Budget is not yet part of Bob's responsibilities but could one day be part of his job.

8 Maximizes use of college resources such as personnel time, budgeted funds, and other assets.

Bob is very responsible and conscientious, so I am confident he maximizes use of college resources. Unknown. Use of allocated funds would not be part of our work relationship.

13 Helps others align their goals with the primary teaching and learning goals of the college.

Supportive in helping to create a web site that meets our needs and the protocol the college is trying to maintain.

20 Finds ways to fund new programs.

Again, not sure if he has the ability/responsibility to make this decision
I doubt this is part of his job responsibility, but no opportunity to observe

26 Works effectively with stakeholders across the community.

Bob is a natural when it comes to working with people across a broad spectrum.

27 Demonstrates a passion and commitment to the mission of higher education.

Bob is committed to higher education and to the mission of the College. I feel that he keeps this at the forefront of everything we do in our area, from budgeting to assessment. It's both motivating and rewarding to work with someone who displays a passion for education and a desire to serve students. Robert's contributions here are so obvious and consistent that it is difficult for me to come up with a specific example. That is my shortcoming, not his.

29 Combines personal transparency with an awareness of others.

I'm not sure what information this question is intended to elicit.

43 Uses influence wisely to create a positive working climate.

Bob is a master at using influence wisely to create a positive working climate. He can act as an advocate and helps others succeed within their duties and responsibilities.
He is a master at using influence wisely to create a positive working climate. He can act as an advocate and helps others succeed within their duties and responsibilities.

Comments and Open Ended Responses (continued)

56 What are this person's strengths as a leader?

Bob is very strategic and methodical in his approach to projects. He includes all parties involved in various projects for input into the process. She has made a smooth transition from IT to IA, embracing the IA mission. He continues to introduce new technologies as tools for our team to me most efficient and productive.

Robert's demeanor, self-confidence, overall, high emotional intelligence.

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

make sure everyone is being held accountable equally or at least have that perception.

We have great technology needs in the IA unit. Bob is making some headway in catching us up to where we need to be. However, it continues to be a slow process.

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 SUNY360 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 AACCC 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.