

# SUNY360

## Leadership Skills Feedback Report Group Report

A summary of the South Campus Leaders 2012 project at Western Sample College (Reports)

Report date: Friday, February 08, 2013

This report includes ratings from:

Category	# of observers
Self	6
Boss*	2
Direct Report	9
Peer	9
Other†	20
Position	
Faculty†	3
Admin†	7
Librarian*	1
Staff*	2
Misc*	2
Other	28

This report includes ratings for:

Position	# of participants
Faculty†	1
Admin	4



# Leadership Skills Inventory

## About This Report

This report summarizes the results of the SUNY360 Skills Inventory recently completed by participants at your college. 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 help your college evaluate its strengths and target areas for improvement. It can also be used to help participants to interpret their own results in the context of the entire group.

Once you have reviewed the group report, SUNYLI can assist you in creating a strategic leadership development plan that focuses on your college needs.

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# Leadership Skills Inventory

## Notes



# Leadership Skills Inventory

## Overview

This SUNY360 Group Report is an aggregated summary of the mean ratings from all of the individual reports completed at this time. The report includes all ratings from participants and their observers in the current group. The SUNY360 Skills Inventory Report is intended for use in developing individual and college leadership skills. It is designed to provide feedback about the key skills identified by a panel of college leaders. The feedback to participants is direct and confidential.

How can your college best use this report?

- It can be used to identify group strengths and development needs.
- It can be used to explore ways in which to increase key skills needed to address the college's strategic goals.
- It can be compared to a list of competencies judged to be most important to this group within the college.
- It can be used to build training and development programs targeting this group.
- It can provide a benchmark for comparison with other groups or for measuring progress of an intervention.
- It can support succession planning by identifying what skills are available and which skills would need to be developed.

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.

The SUNY Leadership Institute is ready to assist you in understanding this report and creating a development plan to build the leadership skills of this group. Phone: 315-214-2428 Email: [SUNYLI@suny.edu](mailto:SUNYLI@suny.edu)

**Confidentiality of these ratings:** This report is designed to provide a broad view of this group. It may be used to help individuals to understand their own individual report, but it should not be used as an indication of any individual's responses or ratings. To preserve this confidentiality, the reports only show summary numbers for at least three different participants. In addition all reported values reflect the responses of three or more observers. For example, if responses from only two peers are included in this college report, the reports will not have a column for *Peer*. In addition, even if three or more peers completed the inventory, but only two different participants had peers, then the reports will not have a column for *Peer*. On the cover page of this report, a category is marked with an asterisk (\*) if it is skipped in the reports because of too few observers. A category is marked with a dagger (†) if it is skipped because of too few participants. 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	[Bar chart showing distribution]				
		Boss	4.30	[Bar chart showing distribution]				
		Direct Report	4.58	[Bar chart showing distribution]				
		Other	4.67	[Bar chart showing distribution]				
Leading with effective decisions	4.14	Self	3.92	[Bar chart showing distribution]				
		Boss	3.91	[Bar chart showing distribution]				
		Direct Report	4.20	[Bar chart showing distribution]				
		Other	4.37	[Bar chart showing distribution]				
Leading by building effective...		Self	4.20	[Bar chart showing distribution]				
		Boss	3.90	[Bar chart showing distribution]				

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	3 = To some extent	4 = To a great extent
2 = To a little 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	[Bar chart showing distribution]				
11	Aligns organizational mission, structures and resources with the college master plan.	4.00	4.44	[Bar chart showing distribution]				
13	Invites faculty, staff, students, and the community to work for the common good.	4.00	4.12	[Bar chart showing distribution]				
21	Works effectively and diplomatically with legislators, board members,	4.00	4.53	[Bar chart showing distribution]				

**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.

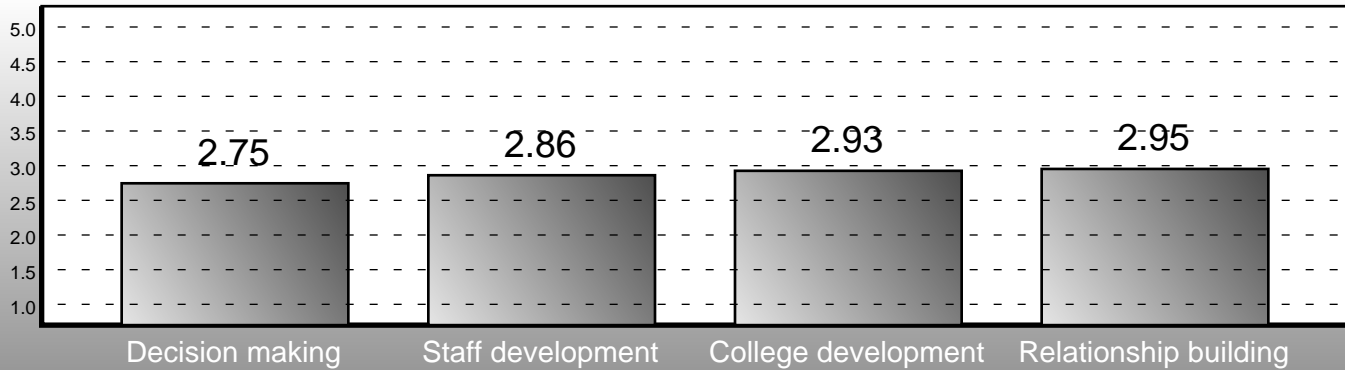
# Leadership Skills Inventory

## Summary of Results

Mean ratings for the SUNY360 competency areas: core skills, advocacy, resource development, and organizational integrity. (See [SUNYLI.suny.edu](http://SUNYLI.suny.edu) for a full description of the SUNY360.)

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. The background shading is the mean for all observers except for self.

The averages of all self-participant ratings are shown with a triangle.



Competency Area	All	Relationship	Mean	Rating Scale (1-5)				
				1	2	3	4	5
Leading with effective decisions	2.75	Self Direct Report Peer	3.02 2.68 2.61	[Bar chart showing distribution of ratings for this competency area]				
Leading by developing others	2.86	Self Direct Report Peer	3.00 2.79 2.86	[Bar chart showing distribution of ratings for this competency area]				
Leading by advocating and developing the College	2.93	Self Direct Report Peer	2.83 2.74 2.98	[Bar chart showing distribution of ratings for this competency area]				
Leading by building effective relationships	2.95	Self Direct Report Peer	3.03 2.90 3.15	[Bar chart showing distribution of ratings for this competency area]				

### Guide

Which areas are stronger?

- \* Do you see patterns among each group of raters?
- \* What are differences between the self ratings and the other ratings in each area?

# Leadership Skills Inventory















## Strengths and Development Needs

Listed in order of the highest to lowest mean aggregate ratings, this report displays the average of all ratings by participants (selves) and the aggregate average of all observers. You will use this report to identify general strengths of the group as well as the weaker group competencies. You will also be able to compare the average ratings of the participants and all observers.

#	Item text	All	1	2	3	4	5
26	Works effectively with stakeholders across the community.	3.58					
18	Demonstrates deep knowledge of the college, such as its history and culture.	3.45					
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.42					
31	Conveys ideas clearly when speaking.	3.42					
22	Helps others understand the college's mission and goals so they can in turn do the same.	3.37					
41	Shares a vision and sense of purpose.	3.30					
43	Uses influence wisely to create a positive working climate.	3.29					
10	Weighs short-term needs with long-term goals.	3.28					
34	Effectively manages personal stress.	3.16					
35	Is honest and ethical in all actions.	3.13					
3	Ensures accountability through accurate and timely reporting.	3.13					
12	Considerate of individual differences such as cultures, values and styles.	3.11					
36	Listens carefully and recognizes others' perspectives.	3.07					
5	Fosters professional development for everyone.	3.06					
39	Seeks feedback on one's own performance and adjusts behavior.	3.00					
42	Shows respect for others.	3.00					
25	Takes action to improve the quality of the college.	2.94					
37	Manages conflict and change by relating well with different viewpoints.	2.92					
15	Promotes a lifelong learning environment for everyone in the college.	2.92					
19	Expresses college values clearly.	2.92					
4	Establishes information gathering processes to inform decisions.	2.89					
40	Seeks ways to involve others in problem solving and making decisions.	2.89					
20	Finds ways to fund new programs.	2.88					
32	Develops and sustains teamwork and cooperation.	2.88					
30	Conveys ideas clearly in writing.	2.86					
11	Builds consensus on ways to work toward the common good.	2.78					
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.77					
27	Demonstrates a passion and commitment to the mission of higher education.	2.71					

## Leadership Skills Inventory

## Strengths and Development Needs (continued)

#	Item text	All	1	2	3	4	5
38	Responds to others with tact and composure, and avoids defensiveness.	2.71					
1	Aligns goals and resources in order to support college priorities.	2.69					
33	Develops open communication about priorities and expectations.	2.67					
14	Integrates knowledge of others' cultures in daily performance.	2.63					
28	Accepts responsibility for taking risks and making difficult decisions.	2.61					
17	Demonstrates ability to explain the role of colleges within higher education.	2.55					
21	Helps improve the college by developing one's own professional knowledge.	2.54					
2	Effectively helps others support college policies.	2.46					
7	Maintains a college-wide systems perspective when solving problems.	2.44					
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.44					
29	Combines personal transparency with an awareness of others.	2.35					
9	Uses time effectively, employing skills such as planning and delegating.	2.32					
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.31					
23	Networks and establishes partnerships that help achieve the college's goals.	2.31					

## Guide

Your employee strengths are your greatest assets. They are the key to your college's success.

- \* Circle the competencies that are the most important to your college's mission.
- \* Put a mark next to ones in which this group has the greatest strengths.
- \* Put another mark next to those about which you were unaware.
- \* Using the entire list, pick 3-5 your college might want to strengthen; 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.
- \* Next to each of these 3 to 5 competencies, list places where these skills might be used, places where individuals could practice and improve such skills.



# Leadership Skills Inventory

## Total Competency Analysis

Provides a rating for each competency for each rater group, selves, bosses, peers, and any other groups chosen by your college. The competencies are shown in numerical order within each of the four SUNY360 areas.

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.

#	Item text	Self ▼	Direct Report	Peer	All
<b>Leading with effective decisions</b>					
1	Aligns goals and resources in order to support college priorities.	3.00	2.33	2.67	2.69
2	Effectively helps others support college policies.	3.00	2.72	1.61	2.46
3	Ensures accountability through accurate and timely reporting.	3.00	2.72	3.28	3.13
4	Establishes information gathering processes to inform decisions.	3.00	2.33	3.28	2.89
5	Fosters professional development for everyone.	3.25	3.53	3.22	3.06
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.00	3.11	1.78	2.44
7	Maintains a college-wide systems perspective when solving problems.	2.83	1.83	2.00	2.44
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.25	2.33	3.28	2.77
9	Uses time effectively, employing skills such as planning and delegating.	3.20	2.22	1.58	2.32
10	Weighs short-term needs with long-term goals.	2.67	3.67	3.44	3.28
<b>Leading by developing others</b>					
11	Builds consensus on ways to work toward the common good.	3.00	2.67	2.44	2.78
12	Considerate of individual differences such as cultures, values and styles.	3.00	2.31	3.83	3.11
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.00	2.61	3.94	3.42
14	Integrates knowledge of others' cultures in daily performance.	3.00	2.36	2.50	2.63
15	Promotes a lifelong learning environment for everyone in the college.	3.40	3.44	2.58	2.92
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.60	3.33	1.83	2.31
<b>Leading by advocating and developing the College</b>					
17	Demonstrates ability to explain the role of colleges within higher education.	2.83	2.00	2.58	2.55
18	Demonstrates deep knowledge of the college, such as its history and culture.	3.20	3.33	3.61	3.45
19	Expresses college values clearly.	2.50	3.11	3.11	2.92
20	Finds ways to fund new programs.	2.50	1.78	3.06	2.88
21	Helps improve the college by developing one's own professional knowledge.	2.60	3.11	2.17	2.54
22	Helps others understand the college's mission and goals so they can in turn do the same.	3.40	2.92	3.67	3.37
23	Networks and establishes partnerships that help achieve the college's goals.	2.83	1.89	1.83	2.31
25	Takes action to improve the quality of the college.	3.25	2.94	3.11	2.94
26	Works effectively with stakeholders across the community.	2.20	4.00	3.78	3.58
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	2.36	2.83	2.71



## Leadership Skills Inventory

## Total Competency Analysis (continued)

#	Item text	Self ▼	Direct Report	Peer	All
<b>Leading by building effective relationships</b>					
28	Accepts responsibility for taking risks and making difficult decisions.	2.60	2.78	2.50	2.61
29	Combines personal transparency with an awareness of others.	3.33	1.17	3.22	2.35
30	Conveys ideas clearly in writing.	2.60	3.67	2.33	2.86
31	Conveys ideas clearly when speaking.	3.40	3.81	3.33	3.42
32	Develops and sustains teamwork and cooperation.	2.33	2.11	3.00	2.88
33	Develops open communication about priorities and expectations.	3.25	2.08	3.94	2.67
34	Effectively manages personal stress.	3.00	1.97	3.61	3.16
35	Is honest and ethical in all actions.	3.00	3.83	3.19	3.13
36	Listens carefully and recognizes others' perspectives.	3.25	3.33	2.67	3.07
37	Manages conflict and change by relating well with different viewpoints.	2.75	3.67	3.03	2.92
38	Responds to others with tact and composure, and avoids defensiveness.	2.60	3.89	2.33	2.71
39	Seeks feedback on one's own performance and adjusts behavior.	3.40	4.22	2.75	3.00
40	Seeks ways to involve others in problem solving and making decisions.	4.50	3.58	2.50	2.89
41	Shares a vision and sense of purpose.	3.33	2.58	3.94	3.30
42	Shows respect for others.	2.60	1.83	3.67	3.00
43	Uses influence wisely to create a positive working climate.	2.60	1.94	4.33	3.29

### 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 participants, their bosses, their peers, and other rater groups in this report.
- \* Are there similarities for the same or different competencies? Consider reasons for these similarities or differences. What do these differences reveal about the self-awareness and perspectives of the participants and observers?

# Leadership Skills Inventory

## Blind Spots

Provides the average ratings for competencies with the greatest discrepancies between the participants and all observers. The first list shows the competencies where the participants rated themselves higher than observers, the second where observers rated participants higher than they rated themselves. This report may reveal unrecognized strengths as well as areas in which participants are unaware of expected skill levels.

#	Item text	Self ▼	All ●	Gap	1 2 3 4 5
<b>The mean self rating is relatively high.</b>					
40	Seeks ways to involve others in problem solving and making decisions.	4.50	2.89	1.61	● ▼
29	Combines personal transparency with an awareness of others.	3.33	2.35	0.99	● ▼
9	Uses time effectively, employing skills such as planning and delegating.	3.20	2.32	0.88	● ▼
33	Develops open communication about priorities and expectations.	3.25	2.67	0.58	● ▼
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.00	2.44	0.56	● ▼
2	Effectively helps others support college policies.	3.00	2.46	0.54	● ▼
23	Networks and establishes partnerships that help achieve the college's goals.	2.83	2.31	0.52	● ▼
15	Promotes a lifelong learning environment for everyone in the college.	3.40	2.92	0.48	● ▼
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.25	2.77	0.48	● ▼
39	Seeks feedback on one's own performance and adjusts behavior.	3.40	3.00	0.40	● ▼
<b>The mean self rating is relatively low.</b>					
18	Demonstrates deep knowledge of the college, such as its history and culture.	3.20	3.45	-0.25	▼ ●
30	Conveys ideas clearly in writing.	2.60	2.86	-0.26	▼ ●
20	Finds ways to fund new programs.	2.50	2.88	-0.38	▼ ●
42	Shows respect for others.	2.60	3.00	-0.40	▼ ●
19	Expresses college values clearly.	2.50	2.92	-0.42	▼ ●
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.00	3.42	-0.42	▼ ●
32	Develops and sustains teamwork and cooperation.	2.33	2.88	-0.55	▼ ●
10	Weighs short-term needs with long-term goals.	2.67	3.28	-0.61	▼ ●
43	Uses influence wisely to create a positive working climate.	2.60	3.29	-0.69	▼ ●
26	Works effectively with stakeholders across the community.	2.20	3.58	-1.38	▼ ●

### Guide

A gap analysis helps you identify differences that you can use to evaluate and improve leadership performance.

- \* Examine the competencies where participant ratings are most different from all other observers. Are they in similar competency areas?
- \* Which ones are most surprising or cause the largest concerns?
- \* What circumstances might cause observers to observe the individuals in this group differently than they view themselves? How might these different viewpoints cause sub-optimal performance?
- \* Which differences may be impacting your college goals? Which might be potential problems?

# Leadership Skills Inventory

## Critical Leadership Competencies

The following 16 competencies represent a combination of those rated most critical to success by college leaders[1] and those most strongly related to the overall SUNY360 competency set.

#	Item text	Self ▼	All ●	1	2	3	4	5
11	Builds consensus on ways to work toward the common good.	3.00	2.78					
19	Expresses college values clearly.	2.50	2.92					
26	Works effectively with stakeholders across the community.	2.20	3.58					
28	Accepts responsibility for taking risks and making difficult decisions.	2.60	2.61					
30	Conveys ideas clearly in writing.	2.60	2.86					
31	Conveys ideas clearly when speaking.	3.40	3.42					
32	Develops and sustains teamwork and cooperation.	2.33	2.88					
33	Develops open communication about priorities and expectations.	3.25	2.67					
35	Is honest and ethical in all actions.	3.00	3.13					
36	Listens carefully and recognizes others' perspectives.	3.25	3.07					
37	Manages conflict and change by relating well with different viewpoints.	2.75	2.92					
38	Responds to others with tact and composure, and avoids defensiveness.	2.60	2.71					
40	Seeks ways to involve others in problem solving and making decisions.	4.50	2.89					
42	Shows respect for others.	2.60	3.00					

### Guide

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

- \* Put a mark next to ones in which this group has the greatest strengths.
- \* Put a different mark next to the ratings that raise questions and concerns.
- \* Using the entire list, pick 3 to 5 that your college might want to strengthen within this group; these can be either stronger or weaker skills. Write them on a separate list.
- \* Next to each of these 3 to 5 competencies, list places where these skills might be practiced and developed.

## Leadership Skills Inventory

## Sustainability Leadership Competencies

Provides average ratings for all participants and all observers for two competencies within each sustainability leadership principle[2]. This report can be used to begin discussion of the impact these competencies will have on the College's future sustained success.

#	Item text	Self ▼	All ●	1	2	3	4	5
<b>Principle 1. Take Responsibility</b>								
28	Accepts responsibility for taking risks and making difficult decisions.	2.60	2.61	▬ ▾				
43	Uses influence wisely to create a positive working climate.	2.60	3.29	▬ ▾				
<b>Principle 2. Authentic Conversation</b>								
23	Networks and establishes partnerships that help achieve the college's goals.	2.83	2.31	▬ ▾				
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	2.71	▬ ▾				
<b>Principle 3. Understand Creative Tension</b>								
12	Considerate of individual differences such as cultures, values and styles.	3.00	3.11	▬ ▾				
14	Integrates knowledge of others' cultures in daily performance.	3.00	2.63	▬ ▾				
<b>Principle 4. Develop Interrelationships</b>								
7	Maintains a college-wide systems perspective when solving problems.	2.83	2.44	▬ ▾				
<b>Principle 5. Understand How Outcomes Unfold</b>								
32	Develops and sustains teamwork and cooperation.	2.33	2.88	▬ ▾				
40	Seeks ways to involve others in problem solving and making decisions.	4.50	2.89	▬ ▾				
<b>Principle 6. Attend to Complex Human Dynamics</b>								
36	Listens carefully and recognizes others' perspectives.	3.25	3.07	▬ ▾				
37	Manages conflict and change by relating well with different viewpoints.	2.75	2.92	▬ ▾				
<b>Principle 7. Experiment, Reflect, Learn, Adjust and Share</b>								
15	Promotes a lifelong learning environment for everyone in the college.	3.40	2.92	▬ ▾				
39	Seeks feedback on one's own performance and adjusts behavior.	3.40	3.00	▬ ▾				
<b>Principle 8. Ground in Own Personal Ethic</b>								
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.60	2.31	▬ ▾				
29	Combines personal transparency with an awareness of others.	3.33	2.35	▬ ▾				
41	Shares a vision and sense of purpose.	3.33	3.30	▬ ▾				

### Guide

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

- \* How does this report reflect interconnectedness and community responsibility needed for shaping your college, your local environment, the globe?
- \* What principles are you embodying within the mission of your college? How are you embodying them?
- \* How might you take action to improve the sustainability leadership skills in this group?



# 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
<b>Knowledge</b>								
4	Establishes information gathering processes to inform decisions.	3.00	2.89	▼				
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.00	2.44	▼				
9	Uses time effectively, employing skills such as planning and delegating.	3.20	2.32	▼				
<b>Relationships</b>								
11	Builds consensus on ways to work toward the common good.	3.00	2.78	▼				
12	Considerate of individual differences such as cultures, values and styles.	3.00	3.11	▼				
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.60	2.31	▼				
23	Networks and establishes partnerships that help achieve the college's goals.	2.83	2.31	▼				
26	Works effectively with stakeholders across the community.	2.20	3.58	▼				
32	Develops and sustains teamwork and cooperation.	2.33	2.88	▼				
33	Develops open communication about priorities and expectations.	3.25	2.67	▼				
37	Manages conflict and change by relating well with different viewpoints.	2.75	2.92	▼				
40	Seeks ways to involve others in problem solving and making decisions.	4.50	2.89	▼				
<b>Vision</b>								
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.25	2.77	▼				
10	Weighs short-term needs with long-term goals.	2.67	3.28	▼				
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.00	3.42	▼				
17	Demonstrates ability to explain the role of colleges within higher education.	2.83	2.55	▼				

## Leadership Skills Inventory

## Leadership Wheel (continued)

#	Item text	Self ▼	All	1	2	3	4	5
<b>Vision (continued)</b>								
18	Demonstrates deep knowledge of the college, such as its history and culture.	3.20	3.45					
27	Demonstrates a passion and commitment to the mission of higher education.	3.00	2.71					
<b>Action</b>								
2	Effectively helps others support college policies.	3.00	2.46					
28	Accepts responsibility for taking risks and making difficult decisions.	2.60	2.61					
<b>Personal Mastery</b>								
15	Promotes a lifelong learning environment for everyone in the college.	3.40	2.92					
34	Effectively manages personal stress.	3.00	3.16					
39	Seeks feedback on one's own performance and adjusts behavior.	3.40	3.00					

## Guide




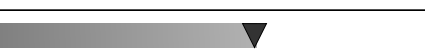

Through insights gained by walking the Leadership Wheel, developing leaders access the wisdom of the ages as a basis for their current growth and thereby equip themselves to face the challenges of the future.




- \* What are the areas of strength and weakness relative to each dimension?
- \* Are there specific dimensions that the group should focus on? The related skills might be the focus in future workshops.

## Leadership Skills Inventory

## Rater Group Comparisons — Self

Provides the five highest average ratings per group, and then the five lowest average ratings per group. This will help you explore differences among groups in key strengths and development needs.

#	Item text	Self ▼	All ●	1	2	3	4	5
<b>Highest ratings by Self</b>								
40	Seeks ways to involve others in problem solving and making decisions.	4.50	2.89					
15	Promotes a lifelong learning environment for everyone in the college.	3.40	2.92					
22	Helps others understand the college's mission and goals so they can in turn do the same.	3.40	3.37					
31	Conveys ideas clearly when speaking.	3.40	3.42					
39	Seeks feedback on one's own performance and adjusts behavior.	3.40	3.00					

<b>Lowest ratings by Self</b>								
43	Uses influence wisely to create a positive working climate.	2.60	3.29					
19	Expresses college values clearly.	2.50	2.92					
20	Finds ways to fund new programs.	2.50	2.88					
32	Develops and sustains teamwork and cooperation.	2.33	2.88					
26	Works effectively with stakeholders across the community.	2.20	3.58					

### Guide

Take a look at the items for which (within this group) Self rates highly and poorly on average.

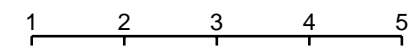









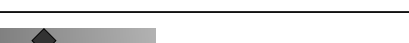
- \* For which competencies do the rating of Self and All others agree?
- \* Where do you find noticeable differences between Self and other groups.
- \* What might cause the differences? Are they differences that need to be addressed?
- \* Which differences might you wish to explore further?



## Leadership Skills Inventory

## Rater Group Comparisons - Direct Report

Provides the five highest average ratings per group, and then the five lowest average ratings per group. This will help you explore differences among groups in key strengths and development needs.

#	Item text	Direct Report	All	
<b>Highest ratings by Direct Report</b>				
39	Seeks feedback on one's own performance and adjusts behavior.	4.22	3.00	
26	Works effectively with stakeholders across the community.	4.00	3.58	
38	Responds to others with tact and composure, and avoids defensiveness.	3.89	2.71	
35	Is honest and ethical in all actions.	3.83	3.13	
31	Conveys ideas clearly when speaking.	3.81	3.42	
<b>Lowest ratings by Direct Report</b>				
23	Networks and establishes partnerships that help achieve the college's goals.	1.89	2.31	
7	Maintains a college-wide systems perspective when solving problems.	1.83	2.44	
42	Shows respect for others.	1.83	3.00	
20	Finds ways to fund new programs.	1.78	2.88	
29	Combines personal transparency with an awareness of others.	1.17	2.35	

### Guide

Take a look at the items for which (within this group) Direct Report rates highly and poorly on average.

- \* For which competencies do the rating of Direct Report and All others agree?
- \* Where do you find noticeable differences between Direct Report and other groups.
- \* What might cause the differences? Are they differences that need to be addressed?
- \* Which differences might you wish to explore further?

## Leadership Skills Inventory

## Rater Group Comparisons - Peer

Provides the five highest average ratings per group, and then the five lowest average ratings per group. This will help you explore differences among groups in key strengths and development needs.

#	Item text	Peer	All	●	1	2	3	4	5
<b>Highest ratings by Peer</b>									
43	Uses influence wisely to create a positive working climate.	4.33	3.29						
33	Develops open communication about priorities and expectations.	3.94	2.67						
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.94	3.42						
41	Shares a vision and sense of purpose.	3.94	3.30						
12	Considerate of individual differences such as cultures, values and styles.	3.83	3.11						
<b>Lowest ratings by Peer</b>									
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.83	2.31						
23	Networks and establishes partnerships that help achieve the college's goals.	1.83	2.31						
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	1.78	2.44						
2	Effectively helps others support college policies.	1.61	2.46						
9	Uses time effectively, employing skills such as planning and delegating.	1.58	2.32						

### Guide

Take a look at the items for which (within this group) Peer rates highly and poorly on average.

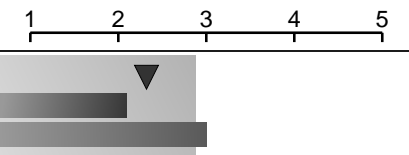






- \* For which competencies do the rating of Peer and All others agree?
- \* Where do you find noticeable differences between Peer and other groups.
- \* What might cause the differences? Are they differences that need to be addressed?
- \* Which differences might you wish to explore further?

# Leadership Skills Inventory

## Targeted Items

Provides the aggregated average of all participant and observer ratings for the competencies or values of key interest to the college. The ratings can be compared to expectations by the college and used to target future communication and training in these areas.

The following items were added by your college or organization to provide you with feedback in additional 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.	2.88	Self Direct Report Peer	2.33 2.11 3.00	
37	Manages conflict and change by relating well with different viewpoints.	2.92	Self Direct Report Peer	2.75 3.67 3.03	
44	Actively serves others in the college who are pursuing student success.	2.60	Self Direct Report Peer	2.83 2.25 2.83	
45	Brings team members together working toward common goals.	2.63	Self Direct Report Peer	3.40 1.78 2.78	
46	Navigates group members toward consensus while understanding differences.	2.92	Self Direct Report Peer	3.00 3.39 2.86	
47	Embraces change as healthy way to respond to future needs.	3.29	Self Direct Report Peer	3.00 3.50 3.19	
48	Takes ownership of tasks by seeking and using feedback on ways to meet college needs.	3.02	Self Direct Report Peer	2.60 2.33 2.83	

### Guide

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

- \* How does this report provide you with knowledge about the skills and behaviors important to your college?
- \* How is this data consistent or inconsistent with other efforts you have made to understand your college culture?



## Leadership Skills Inventory

### Next Steps

After reviewing the group report, you may want to begin a discussion with the participants in the project on ways to incorporate the findings in their planning.

#### **Campus based professional development:**

The SUNY Leadership Institute offers a variety of support services that can address identified needs and incorporate results in multiple campus training and development initiatives. The most frequently requested services include workshops and tools for support and growth in the following areas:

- Teams and teambuilding
- Strategic Planning
- Organizational learning
- Succession Planning
- Dealing with change and transition
- Sustainability Leadership
- Dealing with conflict and difference
- Campus based cohort development
- Engagement, inclusion, and shared decision making
- Mentoring for professional development
- Skill development through cross college projects
- Leadership Tools for Women
- Training campus trainers
- Coaching for SUNY360 feedback

#### **Additional uses of the SUNY360 skill inventory:**

In addition to providing data to identify individual and college strengths and development needs, the SUNY360 can be re-administered and used to evaluate the overall impact of training and development efforts undertaken by the college. It can also be used by multiple teams across the college as a way of supporting team growth and effective use of individual strengths.

Research indicates that feedback from direct reports is one of the strongest contributors to increased supervisory effectiveness. The SUNY360 can be administered on an individual basis and then combined with workplace support in the form of a mentor or coach.

#### **References associated with 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.

#### **References for understanding the purposes, uses, and impacts of the SUNY360:**

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- Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The Impact of 360-Degree Feedback on Management Skills Development. *Human Resource Management*, 32(2-3), 325-351.
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- McCaughey, C. D., & Van Velsion, E. (Eds.). (2004). *Handbook of Leadership Development* (Second ed.). San Francisco: John Wiley & Sons, Inc.
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- Walker, A. G., & Smither, J. W. (1999). A Five-Year Study of Upward Feedback: What Managers Do with Their Results Matters. *Personnel Psychology*, 52(2), 393-423.