

SUNY360

Leadership Skills Inventory Feedback Report Individual Report

Prepared confidentially for Sample 360 Participant

Report date: Tuesday, October 1, 2013

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.

Contents

Overview	Page 4
SUNY360 summary	
Reading Your Results	Page 5
The rating scale and instructions on how to read the SUNY360 reports	
Cohort Results	Page 6
Full cohort ratings. This chart summarizes the ratings for the for competency areas within the SUNY360 for you and your colleagues within this project.	
Summary of Results	Page 7
Mean ratings for the four SUNY360 competency areas: relationship building, organizational focus, decision making, and developing others. (See SUNYLI.suny.edu for a full description of the SUNY360.)	
Strengths Analysis	Page 8
Mean ratings of each competency for all observers (except for self) are shown in order from highest to lowest rating.	
Total Competency Analysis	Page 10
Mean ratings of each competency for each observer category for each of the four competency areas plus your self rating.	
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.	
Gap Analysis	Page 12
This report will help you consider the disagreements between your observers and your self ratings. Disagreements depend on vantage points and usually warrant reflection and additional feedback for full understandings.	
Critical Leadership Competencies	Page 13
These competencies are highlighted because they have been consistently judged extremely important to success by college leaders. Individuals and colleges may have additional lists of key competencies most needed to meet their targeted goals.	
Sustainability Leadership Competencies	Page 14
Eight principles of sustainable leadership are each associated with two of the SUNY360 competencies. They are highlighted in this report to enable continued reflection of the emerging notions of sustainable leadership for professional development and within the organization.	
Comments on the SUNY360 Items	Page 15
Comments provided by all observers on the individual SUNY360 items are provided exactly as written.	
Targeted College Items	Page 16
The mean observer ratings for competencies, attitudes, or other items chosen by your college or organization are shown next to your self rating. These items provide additional perspectives for your professional development and may highlight different skill areas than the SUNY360 competencies.	



Leadership Skills Inventory

Contents (continued)

Cohort Targeted Results	Page 17
The mean observer ratings for you and your colleagues on the specific items related to the goals at your college. Combine this report with the previous report to help understand your role in this group.	
Open Ended Responses	Page 18
Comments provided by all observers to the open ended questions are provided exactly as written.	
Next Steps	Page 19
Suggestions are provided on steps to take based on this report and how to build your individual development plan.	
My Reactions	Page 20
A form for you to use to record your reactions and goals prior to designing your own development plan.	
My Individual Development Plan	Page 24
Forms you can use to design your own development plan.	



Leadership Skills Inventory

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.

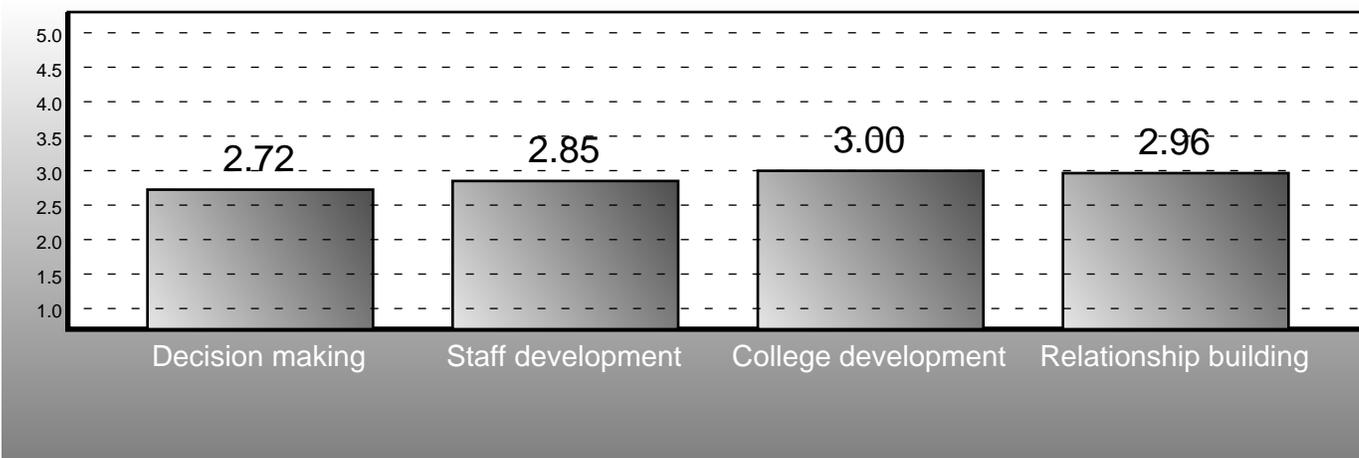


Leadership Skills Inventory

Cohort Results

These charts provide averages for all participants with this project. This is provided to give you a base line that you can use to interpret your own results in the rest of this report.

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	2.72	Self	2.75					
		Boss	2.86					
		Direct Report	2.70					
		Peer	2.48					
Leading by developing others	2.85	Self	2.70					
		Boss	2.88					
		Direct Report	2.93					
		Peer	2.70					
Leading by advocating and developing the College	3.00	Self	2.84					
		Boss	3.13					
		Direct Report	2.88					
		Peer	3.06					
Leading by building effective relationships	2.96	Self	3.00					
		Boss	3.04					
		Direct Report	2.86					
		Peer	3.21					

Guide

NOTE: These scores are not your individual results. They are an average of your results and those of your colleagues.

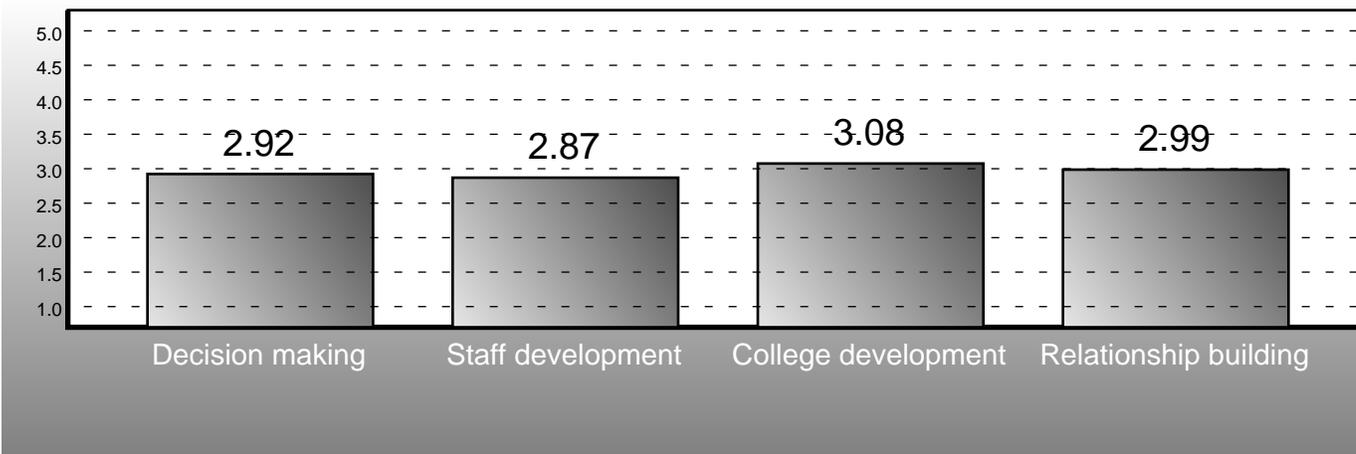
- * In which area did you and your colleagues receive the highest numeric scores.
- * Average the four numbers in the top chart. This is the average score provided by all observers in this survey.
- * Average the four numbers labeled Self. This is the average score provided by you and your colleagues. On average, did you rate yourselves higher or lower than your observers did?



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	3.08	Self	2.67					
		Boss	3.22					
		Direct Report	2.93					
		Peer	3.02					
		Other	3.08					
Leading by building effective relationships	2.99	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 community 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 community 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					
24	Persistently pursues ways to further the college mission.	2.96					
4	Establishes information gathering processes to inform decisions.	2.96					
28	Accepts responsibility for taking risks and making difficult decisions.	2.95					
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					

Leadership Skills Inventory

Strengths Analysis (continued)

#	Item text	All	1	2	3	4	5
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					
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 community colleges within higher education.	2.71					
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 community colleges within higher education.	2.00	5.00	2.00	2.75	2.60	2.71
18	Demonstrates deep knowledge of the community 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 community 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
24	Persistently pursues ways to further the college mission.	1.00	2.00	4.00	3.25	2.71	2.96
25	Takes action to improve the quality of the college.	4.00	3.00	3.33	3.00	3.64	3.48



Leadership Skills Inventory

Total Competency Analysis (continued)

#	Item text	Self ▼	Boss	Direct Report	Peer	Other	All
Leading by advocating and developing the College (continued)							
26	Works effectively with stakeholders across the community.	3.00	3.00	4.50	4.00	3.60	3.78
Leading by building effective relationships							
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	NA	3.00	3.00	2.92	2.95
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 community 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 community 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.									
26	Works effectively with stakeholders across the community.	3.00	3.78	-0.78			▼	●	
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	▼		●		
28	Accepts responsibility for taking risks and making difficult decisions.	1.00	2.95	-1.95	▼		●		
30	Conveys ideas clearly in writing.	1.00	2.95	-1.95	▼		●		
24	Persistently pursues ways to further the college mission.	1.00	2.96	-1.96	▼		●		
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
1	Aligns goals and resources in order to support college priorities.	5.00	2.84					
4	Establishes information gathering processes to inform decisions.	3.00	2.96					
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	2.95					
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	2.95					
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					
24	Persistently pursues ways to further the college mission.	1.00	2.96					
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

Comments on the SUNY360 Items

Here are the comments your observers made on the various SUNY360 items. These comments are provided exactly as written by your observers. If the comment is labeled Self then you wrote it yourself. Other comments from separate observers are provided in a random order.

3 Ensures accountability through accurate and timely reporting.

I don't work directly with him, 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.

Budget is not yet part of his responsibilities but could one day be part of his job.

He is financially savvy, so I am sure he provides helpful input in budgeting strategy discussions.

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

Unknown. Use of allocated funds would not be part of our work relationship.

He is very responsible and conscientious, so I am confident he maximizes use of college resources.

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.

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

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.

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.

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.

Guide

How do your comments compare to what you know about yourself?

- * Is there a pattern?
- * How are these comments related to the numeric feedback you received?
- * How do these comments compare to what you have heard from your work associates?

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
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.08	Self Boss Direct Report Peer Other	4.00 3.00 2.75 3.50 3.07					
42	Shows respect for others.	2.74	Self Boss Direct Report Peer Other	3.00 4.00 1.33 3.00 2.92					
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					
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					
49	Adheres to ethical business practices and promotes ethical behavior.	3.32	Self Boss Direct Report Peer Other	4.00 3.00 3.50 3.25 3.33					
54	Understands and continues to develop personal skill strengths.	3.17	Self Boss Direct Report Peer Other	5.00 2.00 3.75 2.75 3.20					

Guide

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

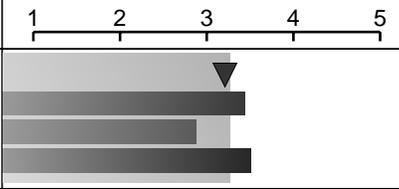
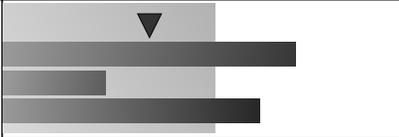
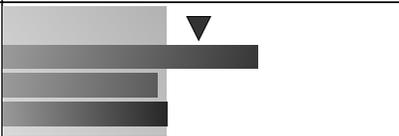
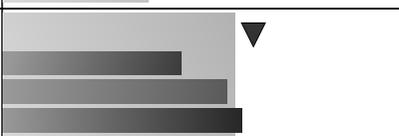
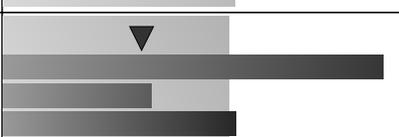
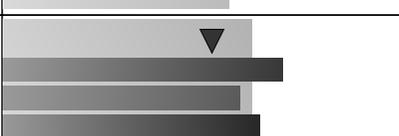
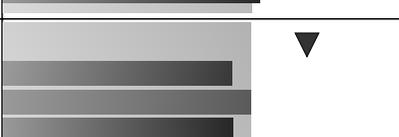
- * How does this feedback provide you knowledge about the skills and behaviors important to your college?
- * How is this data consistent or inconsistent with feedback you have received from other sources?

Leadership Skills Inventory

Cohort Targeted Results

This report combines the results for you and your fellow participants in this survey.

The following items were selected based on the specific goals at your college. Higher ratings are stronger.

#	Item text	All	Who	Mean	1	2	3	4	5
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.26	Self Boss Direct Report Peer	3.21 3.43 2.88 3.50					
42	Shows respect for others.	3.09	Self Boss Direct Report Peer	2.35 4.00 1.85 3.60					
44	Actively serves others in the college who are pursuing student success.	2.54	Self Boss Direct Report Peer	2.91 3.57 2.44 2.55					
45	Brings team members together working toward common goals.	2.34	Self Boss Direct Report Peer	3.18 3.29 1.92 1.93					
47	Embraces change as healthy way to respond to future needs.	3.32	Self Boss Direct Report Peer	3.53 2.71 3.23 3.40					
48	Takes ownership of tasks by seeking and using feedback on ways to meet college needs.	3.25	Self Boss Direct Report Peer	2.26 5.00 2.38 3.33					
49	Adheres to ethical business practices and promotes ethical behavior.	3.51	Self Boss Direct Report Peer	3.06 3.86 3.38 3.60					
54	Understands and continues to develop personal skill strengths.	3.50	Self Boss Direct Report Peer	4.13 3.29 3.50 3.30					

Guide

Consider these items with respect to the specific culture and goals at your college.

- * How does this feedback provide you knowledge about the skills and behaviors important to your college?
- * How is this data consistent or inconsistent the role you and your colleagues have at your college?



Leadership Skills Inventory

Open Ended Responses

Here are the comments your observers made on the open ended items. These comments are provided exactly as written by your observers. Comments from separate observers are provided in a random order.

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

He is very strategic and methodical in his approach to projects. He includes all parties involved in various projects for input into the process. He 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.

His demeanor, self-confidence, overall, high emotional intelligence.

63 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. Dr Sample 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 are probably wondering what to do next. Step back and consider what you have learned from this report.

The steps below will provide you with additional perspectives and help you create your own plan for professional development. You may choose to begin this process by yourself or in combination with a mentor or a scheduled SUNY360 feedback workshop scheduled by your college.

On the following pages, you will find forms designed for each of the following steps. If you need additional space, you may copy these pages or you may use blank pages.

Step #1: Record your reactions. You may find you are upset at specific results in this report. Or you may be confused or pleased or frustrated or incredulous. These reactions are OK and normal, but now is the best time to record them. On the left side of the Step #1 form, list your reactions to this report. After listing your reactions, use the right side to list the next steps you would like to take to respond to this reaction. Although the response “keep quiet” may be perfectly acceptable, consider what would be an appropriate setting to build on your reactions during your personal development plan. As you work through the following steps, refer back to your reactions as you select individual items.

Step #2: Build on your strengths. Identify 5 items with results that pleased you. Write the 5 competencies that pleased you in the first column. Next to each item, record two behaviors that relate to this competency (check the [Unpacking your SUNY360](#), or the [FYI For Your Improvement](#) book from the Center for Creative Leadership). In the third column note the actions 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.

Step #3: Look for learning opportunities. Identify 5 items with results that left you feeling most upset, 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. Again, identify associated behaviors from the *Unpacking* or the *FYI* books. Be sure to include the action steps you want to take. As part of your actions, you may want to list 1 or 2 people with whom you might discuss this behavior and action plan.

Step #4: Get additional feedback. Asking for feedback is one of the most effective yet difficult tasks in the learning process. A good source for this step is 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.

Step #5: Build your individual development plan – the IDP. By now you have written down several possible next steps. Now you can start creating a specific development plan. We recommend that you read and use the suggested exercises in two guidebooks published by the Center for Creative Leadership: [Reaching Your Development Goals](#) by Cynthia McCauley and Jennifer Martineau, and [Developmental Assignments](#) by Cynthia D. McCauley.

Start your plan with goals. Use what you have learned from this report to form your goals and expectations. Next lay out the tasks to complete in your plan. You will want to make copies of the task page depending on the size of your plan. Use a separate page for each workshop you plan to attend or each book you plan to read. This way you can have different specific goals for each activity. Finally, consider your plan as a whole, and record your reactions to the plan. Remember that as with all activities, circumstances may present obstacles as you implement your plan. Start planning now for how to handle these obstacles. Then come back to your plan and add to it as new obstacles show up. Keep this plan updated through-out the process.



Leadership Skills Inventory

My Reactions

Step #1: Record your reactions

<p>My Reactions</p>	<p>Possible next steps</p>
----------------------------	-----------------------------------

Step #2: Build on your strengths

Pleasing results – list one item per line	My Behaviors	Ways to build on result



Leadership Skills Inventory

My Reactions (continued)

Step #3: Look for learning opportunities.

Learning opportunity – list one item per line	My Behaviors	Ways to learn from result



Leadership Skills Inventory

My Reactions (continued)

Step #4: Get Additional Feedback

Issue needing more feedback – list one item or comment per line	Who to ask	Comments received	Ways to build on feedback



Leadership Skills Inventory

My Reactions (continued)

Step #5: My IDP Goals

I want to focus on these competencies.

I want to work on these specific behaviors associated with those competencies.

I expect the following things to change as a result of this plan.

As a result of these changes, I expect to see these benefits.



Leadership Skills Inventory

My Individual Development Plan

Task #: _____

Learning Strategy: (Select one from the list or write it in)

- Workshop
- Course work
- Reading
- Workplace project
- Mentoring event
- Request feedback
- _____

Planned Start Date: _____

Specific Plans and Goals:

Activities to consider:

Expected Outcomes:

Planned Finish Date: _____

Make a copy of this page for each task in your plan.



Leadership Skills Inventory

My Individual Development Plan (continued)

Task #: _____

Learning Strategy: (Select one from the list or write it in)

- Workshop
- Course work
- Reading
- Workplace project
- Mentoring event
- Request feedback
- _____

Planned Start Date: _____

Specific Plans and Goals:

Activities to consider:

Expected Outcomes:

Planned Finish Date: _____

Make a copy of this page for each task in your plan.



Leadership Skills Inventory

My Individual Development Plan (continued)

Summary

I expect this Personal Development Plan to require ____ hours.

I will give up the following to find this time:

I expect the following additional obstacles

Here is how I plan to manage these obstacles



Leadership Skills Inventory

My Individual Development Plan (continued)

Outcomes

During this project I have encountered these additional problems

During this project, I have added to my knowledge.

I have received these related comments

During this project, I have adjusted these behaviors.

I have received these related comments

During this project, my attitudes have changed.

I have received these related comments