SUNY360

Leadership Skills Feedback Report

College Report

A summary for SUNY Sample College

Report date: Wednesday, October 29, 2014

This report includes ratings from:

Category	# of observers
Self	49
Boss	24
Mentor	5
Supervisor*	1
Direct Report	61
External*	1
Peer	58
Other	93
Position	
Faculty	41
Admin	97
Librarian	11
Staff	8
Misc	22
Other	96

This report includes ratings for:

Position	# of participants
Faculty	4
Admin	26
Librarian†	2
Other†	1

SUNYLI.suny.edu

Leadership Skills Inventory

About This Report

This report summarizes the results of the SUNY360 Skills Inventory completed by all 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.

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

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Overview of the SUNY360 College Report

This SUNY360 College Report is an aggregated summary of the mean ratings from all of the individual reports completed up until this time. The report includes all ratings from participants and their observers who have completed the SUNY360 at the college. 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 college strengths and development needs.
- It can be used to explore the impact of the college's strengths and development needs on the college's goals and mission.
- It can be compared to a list of competencies judged to be most important to the college.
- It can be used to build training and development programs.
- It can provide normative data for individual and group comparisons.
- It can support succession planning by identifying what skills are available and which skills would need development.

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 at your college. Phone: 315-214-2428 Email: SUNYLI@suny.edu

Confidentiality of these ratings: This report is designed to provide a broad view of the college. 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	Chart (1–5)
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.

1. 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

2. 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.

3. 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.

4. 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	Chart (1–5)
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

SUNY 360

Summary of Results – SUNY Sample College

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

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

Decision making	Staff development	College development	Relationship building
2.85	2.99	3.02	3.00
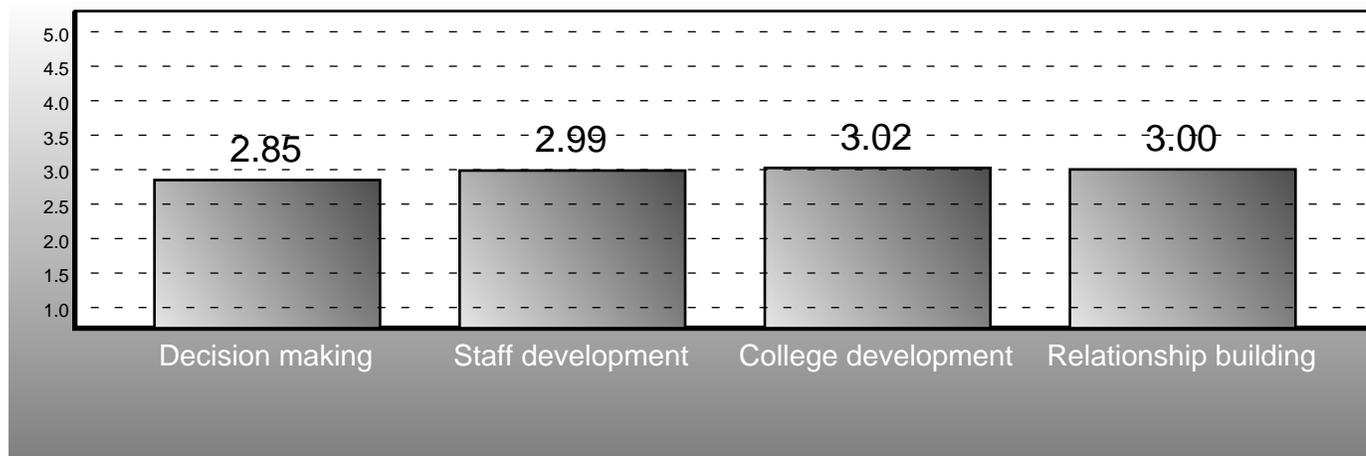
Competency Area	All	Relationship	Mean	Chart
Leading with effective decisions	2.85	Self	2.80	
		Boss	2.87	
		Mentor	3.18	
		Direct Report	2.76	
		Peer	2.81	
		Other	3.03	
Leading by developing others	2.99	Self	2.72	
		Boss	2.93	
		Mentor	3.50	
		Direct Report	2.93	
		Peer	2.88	
		Other	3.06	
Leading by advocating and developing the College	3.02	Self	2.95	
		Boss	3.01	
		Mentor	3.12	
		Direct Report	3.01	
		Peer	3.11	
		Other	2.88	
Leading by building effective relationships	3.00	Self	3.06	
		Boss	2.95	
		Mentor	3.04	
		Direct Report	2.96	
		Peer	3.15	
		Other	2.95	

Guide

This report contains many pages. Start at this high level to notice trends in the results.

* Compare the participant's self score (shown by the triangle) to the average of all observers. Generally, participants rate themselves lower than their colleagues do.

* Do you see any trends between the various relationships? Would you expect bosses to rate on a more stringent scale than direct reports? Do you see this in the results?

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. You will want to use this report as you explore the results from other reports that do not include the mean ratings from each rater group.

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 ▼	Boss	Mentor	Direct Report	Peer	Other	All
	Leading with effective decisions							
1	Aligns goals and resources in order to support college priorities.	2.63	**3.01**	3.80	2.80	2.32	2.36	2.73
2	Effectively helps others support college policies.	2.99	**1.47**	3.40	2.79	2.48	3.89	2.80
3	Ensures accountability through accurate and timely reporting.	3.31	**3.44**	1.00	2.74	3.18	2.67	2.70
4	Establishes information gathering processes to inform decisions.	2.26	**3.24**	3.00	2.82	3.18	2.80	3.00
5	Fosters professional development for everyone.	3.57	**2.98**	3.00	3.16	3.33	2.80	3.05
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.78	**2.50**	2.20	2.90	2.26	3.12	2.54
7	Maintains a college-wide systems perspective when solving problems.	2.57	**3.02**	5.00	2.13	2.33	3.79	2.97
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.67	**2.73**	4.00	2.48	3.33	2.73	2.88
9	Uses time effectively, employing skills such as planning and delegating.	2.36	**3.20**	3.00	2.61	2.29	3.37	2.72
10	Weighs short-term needs with long-term goals.	2.82	**3.14**	3.40	3.21	3.39	2.77	3.08
	Leading by developing others							
11	Builds consensus on ways to work toward the common good.	2.26	**2.96**	3.00	2.61	2.71	3.67	3.02
12	Considerate of individual differences such as cultures, values and styles.	2.41	**3.36**	5.00	3.02	3.59	3.13	3.40
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.40	**3.15**	4.00	3.07	3.68	2.85	3.29
14	Integrates knowledge of others' cultures in daily performance.	2.50	**3.10**	3.00	2.96	2.53	3.03	2.88
15	Promotes a lifelong learning environment for everyone in the college.	3.67	**2.91**	3.80	3.06	2.41	2.18	2.85
16	Seeks input from people who differ by gender, ethnicity, or nationality.	3.06	**2.08**	2.20	2.87	2.34	3.53	2.49
	Leading by advocating and developing the College							
17	Demonstrates ability to explain the role of community colleges within higher education.	2.49	**3.24**	3.20	2.40	2.54	3.15	2.78
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.30	**3.86**	2.80	3.28	3.23	2.42	3.10
19	Expresses college values clearly.	3.35	**2.63**	1.80	3.21	3.43	3.41	3.04
20	Finds ways to fund new programs.	2.29	**4.10**	5.00	2.47	3.13	3.18	3.30
21	Helps improve the college by developing one's own professional knowledge.	3.06	**2.51**	2.20	2.84	2.67	2.97	2.56
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.10	**3.26**	2.80	3.43	3.69	2.75	3.19
23	Networks and establishes partnerships that help achieve the college's goals.	2.76	**2.13**	4.60	2.44	2.34	2.88	2.90

Leadership Skills Inventory

Total Competency Analysis (continued)

#	Item text	Self ▼	Boss	Mentor	Direct Report	Peer	Other	All
	Leading by advocating and developing the College (continued)							
24	Persistently pursues ways to further the college mission.	3.19	2.68	5.00	3.20	3.37	2.65	3.43
25	Takes action to improve the quality of the college.	2.91	2.67	1.00	2.95	2.96	2.79	2.63
26	Works effectively with stakeholders across the community.	3.08	3.08	2.80	3.88	3.76	2.59	3.32
27	Demonstrates a passion and commitment to the mission of higher education.	NA	NA	NA	NA	NA	NA	NA
	Leading by building effective relationships							
28	Accepts responsibility for taking risks and making difficult decisions.	3.18	2.89	4.00	2.75	2.83	3.33	2.99
29	Combines personal transparency with an awareness of others.	3.04	2.31	4.60	2.29	3.47	3.00	3.19
30	Conveys ideas clearly in writing.	3.10	2.56	2.20	2.82	2.87	3.25	2.72
31	Conveys ideas clearly when speaking.	3.64	3.37	2.60	3.10	3.10	2.63	2.98
32	Develops and sustains teamwork and cooperation.	2.46	2.88	4.60	2.86	3.20	3.35	3.44
33	Develops open communication about priorities and expectations.	2.81	3.96	1.60	2.68	3.84	2.87	2.78
34	Effectively manages personal stress.	2.73	4.03	1.00	2.58	3.41	3.30	3.05
35	Is honest and ethical in all actions.	3.77	2.13	3.00	3.81	3.20	2.70	3.16
36	Listens carefully and recognizes others' perspectives.	2.89	2.67	2.80	3.24	2.83	2.92	2.80
37	Manages conflict and change by relating well with different viewpoints.	3.13	2.02	3.60	3.30	3.12	2.65	2.99
38	Responds to others with tact and composure, and avoids defensiveness.	3.13	2.38	2.20	2.90	2.83	3.18	2.64
39	Seeks feedback on one's own performance and adjusts behavior.	3.55	2.57	2.80	3.50	2.53	2.14	2.61
40	Seeks ways to involve others in problem solving and making decisions.	3.95	3.00	3.20	2.95	2.65	2.73	2.85
41	Shares a vision and sense of purpose.	3.14	3.30	2.80	3.24	3.52	2.98	3.16
42	Shows respect for others.	2.13	3.70	3.80	2.36	3.05	2.98	3.17
43	Uses influence wisely to create a positive working climate.	2.41	3.46	3.80	2.98	3.93	3.19	3.51

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

Positional Competency Analysis

This report provides a rating for each competency listed by the position of the participant at the college.

Each column shows the mean for all observers (except for self) in their ratings of participants in the corresponding position.

Remember that some may be in joint positions such as "faculty and librarian." Positions were selected by each participant on the personal profile page.

#	Item text	Faculty	Admin	All
	Leading with effective decisions			
1	Aligns goals and resources in order to support college priorities.	2.84	2.75	2.73
2	Effectively helps others support college policies.	3.05	2.82	2.80
3	Ensures accountability through accurate and timely reporting.	3.00	2.69	2.70
4	Establishes information gathering processes to inform decisions.	2.96	2.98	3.00
5	Fosters professional development for everyone.	3.09	3.08	3.05
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.00	2.55	2.54
7	Maintains a college-wide systems perspective when solving problems.	2.59	2.91	2.97
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.08	2.89	2.88
9	Uses time effectively, employing skills such as planning and delegating.	2.43	2.82	2.72
10	Weighs short-term needs with long-term goals.	3.20	3.04	3.08
	Leading by developing others			
11	Builds consensus on ways to work toward the common good.	2.59	2.96	3.02
12	Considerate of individual differences such as cultures, values and styles.	2.84	3.46	3.40
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.95	3.32	3.29
14	Integrates knowledge of others' cultures in daily performance.	2.76	2.87	2.88
15	Promotes a lifelong learning environment for everyone in the college.	3.17	2.85	2.85
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.90	2.45	2.49
	Leading by advocating and developing the College			
17	Demonstrates ability to explain the role of community colleges within higher education.	2.71	2.63	2.78
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.35	3.12	3.10
19	Expresses college values clearly.	3.00	3.01	3.04
20	Finds ways to fund new programs.	2.74	3.23	3.30
21	Helps improve the college by developing one's own professional knowledge.	3.00	2.43	2.56
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.08	3.32	3.19
23	Networks and establishes partnerships that help achieve the college's goals.	2.65	2.83	2.90
24	Persistently pursues ways to further the college mission.	2.96	3.46	3.43
25	Takes action to improve the quality of the college.	3.48	2.78	2.63
26	Works effectively with stakeholders across the community.	3.78	3.36	3.32

Leadership Skills Inventory

Positional Competency Analysis (continued)

#	Item text	Faculty	Admin	All
Leading by advocating and developing the College (continued)				
27	Demonstrates a passion and commitment to the mission of higher education.	NA	NA	NA
Leading by building effective relationships				
28	Accepts responsibility for taking risks and making difficult decisions.	2.95	2.95	2.99
29	Combines personal transparency with an awareness of others.	2.63	3.26	3.19
30	Conveys ideas clearly in writing.	2.95	2.59	2.72
31	Conveys ideas clearly when speaking.	3.13	2.97	2.98
32	Develops and sustains teamwork and cooperation.	2.72	3.38	3.44
33	Develops open communication about priorities and expectations.	2.92	2.96	2.78
34	Effectively manages personal stress.	3.00	2.95	3.05
35	Is honest and ethical in all actions.	3.08	3.14	3.16
36	Listens carefully and recognizes others' perspectives.	3.36	2.95	2.80
37	Manages conflict and change by relating well with different viewpoints.	3.08	3.00	2.99
38	Responds to others with tact and composure, and avoids defensiveness.	3.16	2.59	2.64
39	Seeks feedback on one's own performance and adjusts behavior.	3.18	2.70	2.61
40	Seeks ways to involve others in problem solving and making decisions.	3.09	2.77	2.85
41	Shares a vision and sense of purpose.	3.14	3.17	3.16
42	Shows respect for others.	2.74	3.15	3.17
43	Uses influence wisely to create a positive working climate.	2.65	3.55	3.51

Guide

Group discussions and group training can be a part of your college's development plan. These plans can focus on the specific needs of your participant groups.

* Identify specific competencies of interest to each group of participants. Find the strengths and weaknesses of each group.

* Which development plans should be focused toward each group of participants? Should specific opportunities be offered to multiple groups?

Leadership Skills Inventory

Competency Analysis by Observer's Position

This report displays the average of all ratings by all observers (except for self) according to their job description. You will use this report to identify general strengths at each position. You will also be able to compare to the average ratings of the other positions.

#	Item text	Faculty	Admin	Librarian	Staff	Misc	Other	All
	Leading with effective decisions							
1	Aligns goals and resources in order to support college priorities.	2.81	2.70	2.57	1.00	3.36	2.36	2.73
2	Effectively helps others support college policies.	3.49	2.50	2.27	2.50	3.00	2.51	2.80
3	Ensures accountability through accurate and timely reporting.	2.99	3.12	4.00	3.00	3.27	2.87	2.70
4	Establishes information gathering processes to inform decisions.	3.35	3.28	2.78	1.50	3.45	2.93	3.00
5	Fosters professional development for everyone.	2.52	2.87	3.36	4.50	3.09	3.05	3.05
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	3.47	2.71	3.09	2.50	2.45	2.66	2.54
7	Maintains a college-wide systems perspective when solving problems.	3.38	2.34	2.55	1.00	2.64	3.02	2.97
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.64	2.48	3.61	3.50	3.36	3.04	2.88
9	Uses time effectively, employing skills such as planning and delegating.	3.58	2.64	2.59	1.50	2.00	2.99	2.72
10	Weighs short-term needs with long-term goals.	2.66	2.97	4.00	NA	3.32	2.99	3.08
	Leading by developing others							
11	Builds consensus on ways to work toward the common good.	3.40	2.68	2.78	1.50	3.45	3.32	3.02
12	Considerate of individual differences such as cultures, values and styles.	3.03	3.38	2.80	1.00	3.45	2.95	3.40
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.01	3.54	4.00	1.00	2.95	2.84	3.29
14	Integrates knowledge of others' cultures in daily performance.	3.08	3.55	2.80	1.50	3.18	2.49	2.88
15	Promotes a lifelong learning environment for everyone in the college.	2.54	3.02	2.64	3.50	3.27	2.51	2.85
16	Seeks input from people who differ by gender, ethnicity, or nationality.	3.23	2.23	2.91	5.00	2.36	2.72	2.49
	Leading by advocating and developing the College							
17	Demonstrates ability to explain the role of community colleges within higher education.	3.63	2.85	2.00	1.00	2.44	2.44	2.78
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.51	3.28	2.75	3.00	3.44	2.79	3.10
19	Expresses college values clearly.	2.89	3.36	2.95	3.00	2.82	3.32	3.04
20	Finds ways to fund new programs.	3.57	2.91	2.55	1.50	3.27	3.43	3.30
21	Helps improve the college by developing one's own professional knowledge.	2.99	2.46	3.00	5.00	2.64	2.70	2.56
22	Helps others understand the community college's mission and goals so they can in turn do the same.	2.80	3.59	3.45	2.50	3.44	2.97	3.19
23	Networks and establishes partnerships that help achieve the college's goals.	2.84	2.99	1.89	1.00	2.73	2.21	2.90
24	Persistently pursues ways to further the college mission.	2.45	3.29	3.27	3.50	2.86	3.15	3.43
25	Takes action to improve the quality of the college.	2.61	2.66	4.00	5.00	3.36	2.97	2.63

Leadership Skills Inventory

Competency Analysis by Observer's Position (continued)

#	Item text	Faculty	Admin	Librarian	Staff	Misc	Other	All
	Leading by advocating and developing the College (continued)							
26	Works effectively with stakeholders across the community.	2.61	3.45	4.00	5.00	3.64	3.14	3.32
27	Demonstrates a passion and commitment to the mission of higher education.	NA	NA	NA	NA	NA	NA	NA
	Leading by building effective relationships							
28	Accepts responsibility for taking risks and making difficult decisions.	3.09	3.15	2.91	3.50	2.43	2.85	2.99
29	Combines personal transparency with an awareness of others.	2.91	3.07	2.60	1.00	2.73	3.01	3.19
30	Conveys ideas clearly in writing.	3.14	2.92	3.00	5.00	2.64	2.79	2.72
31	Conveys ideas clearly when speaking.	3.13	3.08	2.82	3.50	2.82	3.18	2.98
32	Develops and sustains teamwork and cooperation.	2.98	3.29	1.89	5.00	2.91	3.36	3.44
33	Develops open communication about priorities and expectations.	3.05	2.81	3.45	2.50	3.77	3.32	2.78
34	Effectively manages personal stress.	3.52	2.80	2.20	1.50	3.73	3.43	3.05
35	Is honest and ethical in all actions.	2.46	3.46	2.91	4.50	3.09	2.70	3.16
36	Listens carefully and recognizes others' perspectives.	2.80	2.79	3.45	2.50	3.67	2.76	2.80
37	Manages conflict and change by relating well with different viewpoints.	2.43	3.22	4.25	4.50	2.73	2.72	2.99
38	Responds to others with tact and composure, and avoids defensiveness.	3.08	2.63	3.86	5.00	2.64	2.57	2.64
39	Seeks feedback on one's own performance and adjusts behavior.	2.24	2.66	3.11	5.00	3.64	2.54	2.61
40	Seeks ways to involve others in problem solving and making decisions.	3.21	2.95	3.00	3.50	2.77	2.49	2.85
41	Shares a vision and sense of purpose.	2.75	3.53	2.91	1.50	3.64	2.95	3.16
42	Shows respect for others.	3.19	3.09	2.50	1.00	3.27	3.07	3.17
43	Uses influence wisely to create a positive working climate.	2.87	3.63	2.80	1.00	3.45	3.21	3.51

Guide

Select the competencies you are most interested in.

* Are there differences between the groups?
* Do the differences suggest any actions?

Leadership Skills Inventory

Strengths and Development Needs

Listed in order of the highest to lowest mean aggregate ratings, this report displays the aggregate average of all observers (except for self). You will use this report to identify general strengths of the group as well as the weaker group competencies.

The mean ratings from all observers (except for self) are shown in order of highest to lowest.

#	Item text	All	1 2 3 4 5
43	Uses influence wisely to create a positive working climate.	3.51	
32	Develops and sustains teamwork and cooperation.	3.44	
24	Persistently pursues ways to further the college mission.	3.43	
12	Considerate of individual differences such as cultures, values and styles.	3.40	
26	Works effectively with stakeholders across the community.	3.32	
20	Finds ways to fund new programs.	3.30	
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.29	
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.19	
29	Combines personal transparency with an awareness of others.	3.19	
42	Shows respect for others.	3.17	
35	Is honest and ethical in all actions.	3.16	
41	Shares a vision and sense of purpose.	3.16	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.10	
10	Weighs short-term needs with long-term goals.	3.08	
34	Effectively manages personal stress.	3.05	
5	Fosters professional development for everyone.	3.05	
19	Expresses college values clearly.	3.04	
11	Builds consensus on ways to work toward the common good.	3.02	
4	Establishes information gathering processes to inform decisions.	3.00	
28	Accepts responsibility for taking risks and making difficult decisions.	2.99	
37	Manages conflict and change by relating well with different viewpoints.	2.99	
31	Conveys ideas clearly when speaking.	2.98	
7	Maintains a college-wide systems perspective when solving problems.	2.97	
23	Networks and establishes partnerships that help achieve the college's goals.	2.90	
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.88	
14	Integrates knowledge of others' cultures in daily performance.	2.88	
15	Promotes a lifelong learning environment for everyone in the college.	2.85	
40	Seeks ways to involve others in problem solving and making decisions.	2.85	

Leadership Skills Inventory

Strengths and Development Needs (continued)

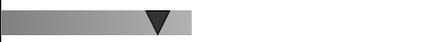| #	Item text	All	1 2 3 4 5
2	Effectively helps others support college policies.	2.80	
36	Listens carefully and recognizes others' perspectives.	2.80	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.78	
33	Develops open communication about priorities and expectations.	2.78	
1	Aligns goals and resources in order to support college priorities.	2.73	
30	Conveys ideas clearly in writing.	2.72	
9	Uses time effectively, employing skills such as planning and delegating.	2.72	
3	Ensures accountability through accurate and timely reporting.	2.70	
38	Responds to others with tact and composure, and avoids defensiveness.	2.64	
25	Takes action to improve the quality of the college.	2.63	
39	Seeks feedback on one's own performance and adjusts behavior.	2.61	
21	Helps improve the college by developing one's own professional knowledge.	2.56	
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.54	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.49	

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 an X 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.

Leadership Skills Inventory

Rater Group Comparisons by Relationship – Self

Provides the five highest average ratings as an average of Self, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Self ▼	All	1 2 3 4 5
Highest ratings by Self				
40	Seeks ways to involve others in problem solving and making decisions.	3.95	2.85	
35	Is honest and ethical in all actions.	3.77	3.16	
15	Promotes a lifelong learning environment for everyone in the college.	3.67	2.85	
31	Conveys ideas clearly when speaking.	3.64	2.98	
5	Fosters professional development for everyone.	3.57	3.05	
Lowest ratings by Self				
9	Uses time effectively, employing skills such as planning and delegating.	2.36	2.72	
20	Finds ways to fund new programs.	2.29	3.30	
11	Builds consensus on ways to work toward the common good.	2.26	3.02	
4	Establishes information gathering processes to inform decisions.	2.26	3.00	
42	Shows respect for others.	2.13	3.17	

Guide

Take a look at the items for which Self rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Self with other rating groups.

* Identify items which indicate similar perspectives about participant skills.
* Identify items which indicate different perspectives about participant skills. Why might these differences exist?
* Which differences would you like to explore further?
* Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Relationship - Boss

Provides the five highest average ratings as an average of Boss, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

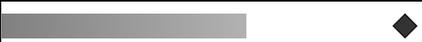| #	Item text	Boss	All	1　　2　　3　　4　　5
Highest ratings by Boss				
20	Finds ways to fund new programs.	4.10	3.30	
34	Effectively manages personal stress.	4.03	3.05	
33	Develops open communication about priorities and expectations.	3.96	2.78	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.86	3.10	
42	Shows respect for others.	3.70	3.17	
Lowest ratings by Boss				
23	Networks and establishes partnerships that help achieve the college's goals.	2.13	2.90	
35	Is honest and ethical in all actions.	2.13	3.16	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.08	2.49	
37	Manages conflict and change by relating well with different viewpoints.	2.02	2.99	
2	Effectively helps others support college policies.	1.47	2.80	

Guide

Take a look at the items for which Boss rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Boss with other rating groups.

* Identify items which indicate similar perspectives about participant skills.
* Identify items which indicate different perspectives about participant skills. Why might these differences exist?
* Which differences would you like to explore further?
* Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Relationship - Mentor

Provides the five highest average ratings as an average of Mentor, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Mentor	All	1 2 3 4 5
Highest ratings by Mentor					
7	Maintains a college-wide systems perspective when solving problems.	5.00	2.97	
12	Considerate of individual differences such as cultures, values and styles.	5.00	3.40	
20	Finds ways to fund new programs.	5.00	3.30	
24	Persistently pursues ways to further the college mission.	5.00	3.43	
23	Networks and establishes partnerships that help achieve the college's goals.	4.60	2.90	
Lowest ratings by Mentor					
19	Expresses college values clearly.	1.80	3.04	
33	Develops open communication about priorities and expectations.	1.60	2.78	
3	Ensures accountability through accurate and timely reporting.	1.00	2.70	
25	Takes action to improve the quality of the college.	1.00	2.63	
34	Effectively manages personal stress.	1.00	3.05	

Guide

Take a look at the items for which Mentor rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Mentor with other rating groups.

* Identify items which indicate similar perspectives about participant skills.
* Identify items which indicate different perspectives about participant skills. Why might these differences exist?
* Which differences would you like to explore further?
* Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Relationship - Direct Report

Provides the five highest average ratings as an average of Direct Report, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Direct Report	All	1 2 3 4 5
	Highest ratings by Direct Report			
26	Works effectively with stakeholders across the community.	3.88	3.32	
35	Is honest and ethical in all actions.	3.81	3.16	
39	Seeks feedback on one's own performance and adjusts behavior.	3.50	2.61	
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.43	3.19	
37	Manages conflict and change by relating well with different viewpoints.	3.30	2.99	
	Lowest ratings by Direct Report			
23	Networks and establishes partnerships that help achieve the college's goals.	2.44	2.90	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.40	2.78	
42	Shows respect for others.	2.36	3.17	
29	Combines personal transparency with an awareness of others.	2.29	3.19	
7	Maintains a college-wide systems perspective when solving problems.	2.13	2.97	

Guide

Take a look at the items for which Direct Report rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Direct Report with other rating groups.

* Identify items which indicate similar perspectives about participant skills.
* Identify items which indicate different perspectives about participant skills. Why might these differences exist?
* Which differences would you like to explore further?
* Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Relationship - Peer

Provides the five highest average ratings as an average of Peer, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Peer	All	1 2 3 4 5
	Highest ratings by Peer			
43	Uses influence wisely to create a positive working climate.	3.93	3.51	
33	Develops open communication about priorities and expectations.	3.84	2.78	
26	Works effectively with stakeholders across the community.	3.76	3.32	
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.69	3.19	
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.68	3.29	
	Lowest ratings by Peer			
23	Networks and establishes partnerships that help achieve the college's goals.	2.34	2.90	
7	Maintains a college-wide systems perspective when solving problems.	2.33	2.97	
1	Aligns goals and resources in order to support college priorities.	2.32	2.73	
9	Uses time effectively, employing skills such as planning and delegating.	2.29	2.72	
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.26	2.54	

Guide

Take a look at the items for which Peer rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Peer with other rating groups.

* Identify items which indicate similar perspectives about participant skills.
* Identify items which indicate different perspectives about participant skills. Why might these differences exist?
* Which differences would you like to explore further?
* Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Relationship - Other

Provides the five highest average ratings as an average of Other, and then the five lowest average ratings for the same group and compares this to the average of all other raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Other	All	1 2 3 4 5
	Highest ratings by Other			
2	Effectively helps others support college policies.	3.89	2.80	
7	Maintains a college-wide systems perspective when solving problems.	3.79	2.97	
11	Builds consensus on ways to work toward the common good.	3.67	3.02	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	3.53	2.49	
19	Expresses college values clearly.	3.41	3.04	
	Lowest ratings by Other			
26	Works effectively with stakeholders across the community.	2.59	3.32	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	2.42	3.10	
1	Aligns goals and resources in order to support college priorities.	2.36	2.73	
15	Promotes a lifelong learning environment for everyone in the college.	2.18	2.85	
39	Seeks feedback on one's own performance and adjusts behavior.	2.14	2.61	

Guide

Take a look at the items for which Other rates the participant highly and poorly on average at your college. Use the Total Competency Analysis report to compare Other with other rating groups.

*   Identify items which indicate similar perspectives about participant skills.
*   Identify items which indicate different perspectives about participant skills. Why might these differences exist?
*   Which differences would you like to explore further?
*   Which items cause concern and warrant further examination?

Leadership Skills Inventory

Rater Group Comparisons by Position – Faculty

Provides the five highest average ratings as an average of all raters in a Faculty position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Faculty	All	1 2 3 4 5
	Highest ratings by Faculty			
17	Demonstrates ability to explain the role of community colleges within higher education.	3.63	2.78	
9	Uses time effectively, employing skills such as planning and delegating.	3.58	2.72	
20	Finds ways to fund new programs.	3.57	3.30	
34	Effectively manages personal stress.	3.52	3.05	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.51	3.10	
	Lowest ratings by Faculty			
5	Fosters professional development for everyone.	2.52	3.05	
35	Is honest and ethical in all actions.	2.46	3.16	
24	Persistently pursues ways to further the college mission.	2.45	3.43	
37	Manages conflict and change by relating well with different viewpoints.	2.43	2.99	
39	Seeks feedback on one's own performance and adjusts behavior.	2.24	2.61	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

* For which competencies are these ratings similar to the overall ratings?
* Where do you find noticable differences between groups?
* Which differences would you like to explore further?

Leadership Skills Inventory

Rater Group Comparisons by Position - Admin

Provides the five highest average ratings as an average of all raters in a Admin position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Admin	All	1 2 3 4 5
	Highest ratings by Admin			
43	Uses influence wisely to create a positive working climate.	3.63	3.51	
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.59	3.19	
14	Integrates knowledge of others' cultures in daily performance.	3.55	2.88	
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.54	3.29	
41	Shares a vision and sense of purpose.	3.53	3.16	
	Lowest ratings by Admin			
2	Effectively helps others support college policies.	2.50	2.80	
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.48	2.88	
21	Helps improve the college by developing one's own professional knowledge.	2.46	2.56	
7	Maintains a college-wide systems perspective when solving problems.	2.34	2.97	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.23	2.49	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

*   For which competencies are these ratings similar to the overall ratings?
*   Where do you find noticable differences between groups?
*   Which differences would you like to explore further?

Leadership Skills Inventory

Rater Group Comparisons by Position - Librarian

Provides the five highest average ratings as an average of all raters in a Librarian position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Librarian	All	1 2 3 4 5
**Highest ratings by Librarian**			
37	Manages conflict and change by relating well with different viewpoints.	4.25	2.99	
3	Ensures accountability through accurate and timely reporting.	4.00	2.70	
10	Weighs short-term needs with long-term goals.	4.00	3.08	
13	Helps others align their goals with the primary teaching and learning goals of the college.	4.00	3.29	
25	Takes action to improve the quality of the college.	4.00	2.63	
**Lowest ratings by Librarian**			
2	Effectively helps others support college policies.	2.27	2.80	
34	Effectively manages personal stress.	2.20	3.05	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.00	2.78	
23	Networks and establishes partnerships that help achieve the college's goals.	1.89	2.90	
32	Develops and sustains teamwork and cooperation.	1.89	3.44	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

* For which competencies are these ratings similar to the overall ratings?
* Where do you find noticable differences between groups?
* Which differences would you like to explore further?

Leadership Skills Inventory

Rater Group Comparisons by Position - Staff

Provides the five highest average ratings as an average of all raters in a Staff position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Staff	All	1 2 3 4 5
Highest ratings by Staff				
16	Seeks input from people who differ by gender, ethnicity, or nationality.	5.00	2.49	
21	Helps improve the college by developing one's own professional knowledge.	5.00	2.56	
25	Takes action to improve the quality of the college.	5.00	2.63	
26	Works effectively with stakeholders across the community.	5.00	3.32	
30	Conveys ideas clearly in writing.	5.00	2.72	
Lowest ratings by Staff				
17	Demonstrates ability to explain the role of community colleges within higher education.	1.00	2.78	
23	Networks and establishes partnerships that help achieve the college's goals.	1.00	2.90	
29	Combines personal transparency with an awareness of others.	1.00	3.19	
42	Shows respect for others.	1.00	3.17	
43	Uses influence wisely to create a positive working climate.	1.00	3.51	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

* For which competencies are these ratings similar to the overall ratings?

* Where do you find noticable differences between groups?

* Which differences would you like to explore further?

Leadership Skills Inventory

Rater Group Comparisons by Position - Misc

Provides the five highest average ratings as an average of all raters in a Misc position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Misc	All	1 2 3 4 5
	Highest ratings by Misc			
33	Develops open communication about priorities and expectations.	3.77	2.78	
34	Effectively manages personal stress.	3.73	3.05	
36	Listens carefully and recognizes others' perspectives.	3.67	2.80	
26	Works effectively with stakeholders across the community.	3.64	3.32	
39	Seeks feedback on one's own performance and adjusts behavior.	3.64	2.61	
	Lowest ratings by Misc			
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.45	2.54	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.44	2.78	
28	Accepts responsibility for taking risks and making difficult decisions.	2.43	2.99	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.36	2.49	
9	Uses time effectively, employing skills such as planning and delegating.	2.00	2.72	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

* For which competencies are these ratings similar to the overall ratings?
* Where do you find noticable differences between groups?
* Which differences would you like to explore further?

Leadership Skills Inventory

Rater Group Comparisons by Position - Other

Provides the five highest average ratings as an average of all raters in a Other position, and then the five lowest average ratings for the same group, and compares this to the average of all raters except for self. This will help you explore differences in perceived strengths and development needs by the distinct groups of raters.

#	Item text	Other	All	1 2 3 4 5
	Highest ratings by Other			
20	Finds ways to fund new programs.	3.43	3.30	
34	Effectively manages personal stress.	3.43	3.05	
32	Develops and sustains teamwork and cooperation.	3.36	3.44	
19	Expresses college values clearly.	3.32	3.04	
11	Builds consensus on ways to work toward the common good.	3.32	3.02	
	Lowest ratings by Other			
40	Seeks ways to involve others in problem solving and making decisions.	2.49	2.85	
14	Integrates knowledge of others' cultures in daily performance.	2.49	2.88	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.44	2.78	
1	Aligns goals and resources in order to support college priorities.	2.36	2.73	
23	Networks and establishes partnerships that help achieve the college's goals.	2.21	2.90	

Guide

There may be certain biases among SUNY360 observers based on the observer's position within the college.

* For which competencies are these ratings similar to the overall ratings?
* Where do you find noticable differences between groups?
* Which differences would you like to explore further?

Leadership Skills Inventory

SUNY 360

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
The mean self rating is relatively high.					
40	Seeks ways to involve others in problem solving and making decisions.	3.95	2.85	1.10	● ▼
39	Seeks feedback on one's own performance and adjusts behavior.	3.55	2.61	0.94	● ▼
15	Promotes a lifelong learning environment for everyone in the college.	3.67	2.85	0.82	● ▼
31	Conveys ideas clearly when speaking.	3.64	2.98	0.65	● ▼
3	Ensures accountability through accurate and timely reporting.	3.31	2.70	0.61	● ▼
35	Is honest and ethical in all actions.	3.77	3.16	0.60	● ▼
16	Seeks input from people who differ by gender, ethnicity, or nationality.	3.06	2.49	0.57	● ▼
5	Fosters professional development for everyone.	3.57	3.05	0.52	●▼
21	Helps improve the college by developing one's own professional knowledge.	3.06	2.56	0.50	●▼
38	Responds to others with tact and composure, and avoids defensiveness.	3.13	2.64	0.49	●▼
The mean self rating is relatively low.					
14	Integrates knowledge of others' cultures in daily performance.	2.50	2.88	-0.38	▼●
7	Maintains a college-wide systems perspective when solving problems.	2.57	2.97	-0.40	▼●
4	Establishes information gathering processes to inform decisions.	2.26	3.00	-0.75	▼ ●
11	Builds consensus on ways to work toward the common good.	2.26	3.02	-0.76	▼ ●
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.40	3.29	-0.89	▼ ●
32	Develops and sustains teamwork and cooperation.	2.46	3.44	-0.98	▼ ●
12	Considerate of individual differences such as cultures, values and styles.	2.41	3.40	-0.99	▼ ●
20	Finds ways to fund new programs.	2.29	3.30	-1.01	▼ ●
42	Shows respect for others.	2.13	3.17	-1.04	▼ ●
43	Uses influence wisely to create a positive working climate.	2.41	3.51	-1.10	▼ ●

Guide

A gap analysis helps you identify differences that you can use to improve leadership performance. Differences offer some of the best opportunities for learning through heightened awareness and the desire for increased contribution to the organization.

* 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 participants 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

Next Steps

After reviewing the college report, officials may want to begin discussion on ways to incorporate the findings in their planning and future initiatives.

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 for understanding the purposes, uses, and impacts of the SUNY360:

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