SUNY360

Leadership Skills Feedback Report

Group Report

A summary of the South Campus Leaders 2013 project at SUNY Sample College

Report date: Tuesday, October 1, 2013

This report includes ratings from:

Category	# of observers
Self	8
Boss	3
Direct Report	10
Peer	9
Other†	20
Position	
Faculty†	3
Admin	13
Librarian*	1
Staff*	2
Misc*	2
Other	24

This report includes ratings for:

Position	# of participants
Faculty†	1
Admin	4

SUNYLI.suny.edu

Leadership Skills Inventory

About This Report

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

The purpose of this report is to help your college evaluate its strengths and target areas for improvement. It can also be used to help participants to interpret their own results in the context of the entire group.

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

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Overview

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

How can your college best use this report?

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

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

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

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

Confidentiality of these ratings: This report is designed to provide a broad view of this group. It may be used to help individuals to understand their own individual report, but it should not be used as an indication of any individual's responses or ratings. To preserve this confidentiality, the reports only show summary numbers for at least three different participants. In addition all reported values reflect the responses of three or more observers. For example, if responses from only two peers are included in this college report, the reports will not have a column for *Peer*. In addition, even if three or more peers completed the inventory, but only two different participants had peers, then the reports will not have a column for *Peer*. On the cover page of this report, a category is marked with an asterisk (*) if it is skipped in the reports because of too few observers. A category is marked with a dagger (†) if it is skipped because of too few participants. Note that these skipped categories are included in the *All* category so that none of the ratings are lost.

Leadership Skills Inventory

Reading Your Results

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

SUNY 360

Summary of Results

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 first bar chart shows the overall mean rating of the items in each competency area. The second chart compares the mean rating of the items in each competency area for each observer category. The background shading is the mean for all observers except for self.

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

		2.72	2.85	3.00	2.96
		Decision making	Staff development	College development	Relationship building
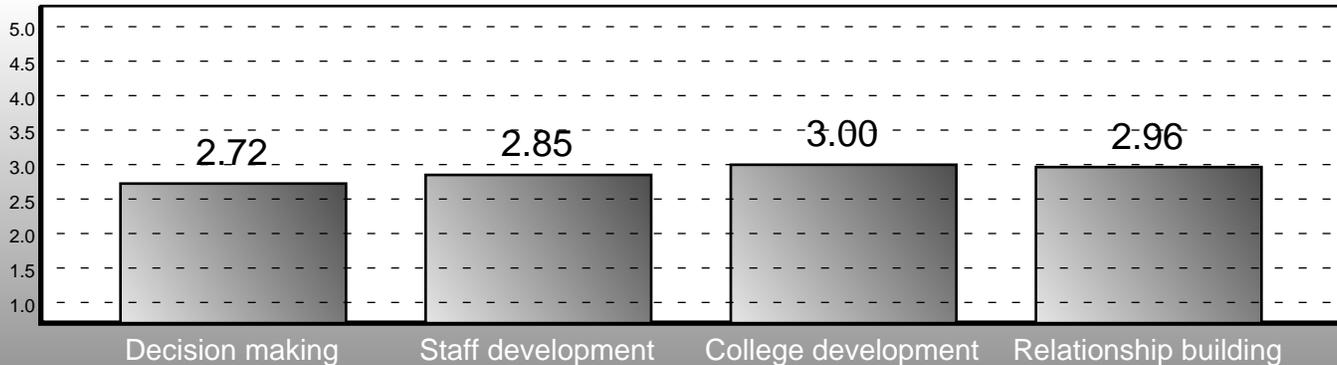
Competency Area	All	Relationship	Mean	1 2 3 4 5
Leading with effective decisions	2.72	Self Boss Direct Report Peer	2.75 2.86 2.70 2.48	
Leading by developing others	2.85	Self Boss Direct Report Peer	2.70 2.88 2.93 2.70	
Leading by advocating and developing the College	3.00	Self Boss Direct Report Peer	2.84 3.13 2.88 3.06	
Leading by building effective relationships	2.96	Self Boss Direct Report Peer	3.00 3.04 2.86 3.21	
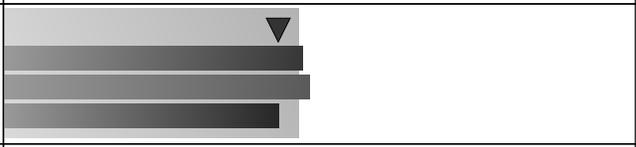
Guide

Which areas are stronger?

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

Leadership Skills Inventory

Strengths and Development Needs

Listed in order of the highest to lowest mean aggregate ratings, this report displays the 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.

#	Item text	All	1 2 3 4 5
26	Works effectively with stakeholders across the community.	3.55	
43	Uses influence wisely to create a positive working climate.	3.55	
24	Persistently pursues ways to further the college mission.	3.41	
34	Effectively manages personal stress.	3.35	
13	Helps others align their goals with the primary teaching and learning goals of the college.	3.32	
19	Expresses college values clearly.	3.30	
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.26	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.26	
41	Shares a vision and sense of purpose.	3.25	
32	Develops and sustains teamwork and cooperation.	3.22	
31	Conveys ideas clearly when speaking.	3.21	
12	Considerate of individual differences such as cultures, values and styles.	3.13	
20	Finds ways to fund new programs.	3.11	
5	Fosters professional development for everyone.	3.10	
35	Is honest and ethical in all actions.	3.10	
42	Shows respect for others.	3.09	
10	Weighs short-term needs with long-term goals.	3.09	
11	Builds consensus on ways to work toward the common good.	2.94	
4	Establishes information gathering processes to inform decisions.	2.91	
28	Accepts responsibility for taking risks and making difficult decisions.	2.87	
3	Ensures accountability through accurate and timely reporting.	2.85	
37	Manages conflict and change by relating well with different viewpoints.	2.85	
36	Listens carefully and recognizes others' perspectives.	2.82	
33	Develops open communication about priorities and expectations.	2.80	
7	Maintains a college-wide systems perspective when solving problems.	2.75	
40	Seeks ways to involve others in problem solving and making decisions.	2.75	
25	Takes action to improve the quality of the college.	2.74	
15	Promotes a lifelong learning environment for everyone in the college.	2.73	
29	Combines personal transparency with an awareness of others.	2.73	

Leadership Skills Inventory

Strengths and Development Needs (continued)

#	Item text	All	1 2 3 4 5
30	Conveys ideas clearly in writing.	2.64	
38	Responds to others with tact and composure, and avoids defensiveness.	2.64	
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	2.61	
14	Integrates knowledge of others' cultures in daily performance.	2.60	
2	Effectively helps others support college policies.	2.59	
39	Seeks feedback on one's own performance and adjusts behavior.	2.55	
17	Demonstrates ability to explain the role of community colleges within higher education.	2.53	
9	Uses time effectively, employing skills such as planning and delegating.	2.48	
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.47	
23	Networks and establishes partnerships that help achieve the college's goals.	2.41	
21	Helps improve the college by developing one's own professional knowledge.	2.40	
1	Aligns goals and resources in order to support college priorities.	2.39	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.38	

Guide

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

* Circle the competencies that are the most important to your college's mission.

* Put a mark next to ones in which this group has the greatest strengths.

* Put another mark next to those about which you were unaware.

* Using the entire list, pick 3-5 your college might want to strengthen; these can be either stronger or weaker skills. Write them on a separate list.

* Next to each of these 3-5 competencies, list places where you use the skill in your life including your personal life and relationships, your work life and leadership, and your learning life.

* Next to each of these 3 to 5 competencies, list places where these skills might be used, places where individuals could practice and improve such skills.

Leadership Skills Inventory

SUNY 360

Total Competency Analysis

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

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

#	Item text	Self ▼	Boss	Direct Report	Peer	All
	Leading with effective decisions					
1	Aligns goals and resources in order to support college priorities.	2.82	**3.14**	2.67	1.95	2.39
2	Effectively helps others support college policies.	2.55	**2.00**	2.77	1.60	2.59
3	Ensures accountability through accurate and timely reporting.	2.44	**3.57**	2.88	2.80	2.85
4	Establishes information gathering processes to inform decisions.	2.36	**3.57**	2.38	3.35	2.91
5	Fosters professional development for everyone.	3.44	**2.00**	3.50	3.40	3.10
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	2.55	**2.00**	3.08	1.85	2.47
7	Maintains a college-wide systems perspective when solving problems.	2.48	**3.29**	1.81	2.20	2.75
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.24	**3.00**	2.25	2.80	2.61
9	Uses time effectively, employing skills such as planning and delegating.	2.75	**2.00**	2.31	1.78	2.48
10	Weighs short-term needs with long-term goals.	2.84	**4.00**	3.38	3.10	3.09
	Leading by developing others					
11	Builds consensus on ways to work toward the common good.	2.36	**2.14**	2.81	2.37	2.94
12	Considerate of individual differences such as cultures, values and styles.	2.44	**4.00**	2.38	3.80	3.13
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.44	**4.00**	2.75	3.80	3.32
14	Integrates knowledge of others' cultures in daily performance.	2.44	**3.14**	2.56	2.05	2.60
15	Promotes a lifelong learning environment for everyone in the college.	3.97	**3.00**	3.44	2.30	2.73
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.53	**1.00**	3.63	1.90	2.38
	Leading by advocating and developing the College					
17	Demonstrates ability to explain the role of community colleges within higher education.	2.48	**4.14**	2.25	2.50	2.53
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.76	**4.57**	3.31	3.32	3.26
19	Expresses college values clearly.	2.50	**1.00**	3.21	3.80	3.30
20	Finds ways to fund new programs.	2.11	**5.00**	1.81	3.35	3.11
21	Helps improve the college by developing one's own professional knowledge.	2.59	**2.00**	3.13	2.15	2.40
22	Helps others understand the community college's mission and goals so they can in turn do the same.	3.21	**3.43**	2.88	3.50	3.26
23	Networks and establishes partnerships that help achieve the college's goals.	2.48	**2.43**	2.00	1.95	2.41
24	Persistently pursues ways to further the college mission.	3.40	**3.13**	3.58	3.57	3.41
25	Takes action to improve the quality of the college.	3.24	**2.14**	2.73	2.60	2.74

Leadership Skills Inventory

SUNY 360

Total Competency Analysis (continued)

#	Item text	Self ▼	Boss	Direct Report	Peer	All
	Leading by advocating and developing the College (continued)					
26	Works effectively with stakeholders across the community.	2.62	**3.43**	3.94	3.90	3.55
	Leading by building effective relationships					
28	Accepts responsibility for taking risks and making difficult decisions.	2.53	**4.00**	3.00	2.90	2.87
29	Combines personal transparency with an awareness of others.	3.16	**2.00**	1.19	3.90	2.73
30	Conveys ideas clearly in writing.	2.59	**2.43**	3.25	2.40	2.64
31	Conveys ideas clearly when speaking.	3.97	**2.86**	3.56	3.18	3.21
32	Develops and sustains teamwork and cooperation.	2.14	**3.29**	2.42	3.40	3.22
33	Develops open communication about priorities and expectations.	3.12	**3.00**	2.06	4.25	2.80
34	Effectively manages personal stress.	2.36	**4.43**	2.06	3.80	3.35
35	Is honest and ethical in all actions.	3.53	**2.29**	3.73	3.40	3.10
36	Listens carefully and recognizes others' perspectives.	3.18	**2.57**	3.13	2.10	2.82
37	Manages conflict and change by relating well with different viewpoints.	3.00	**2.29**	3.63	3.10	2.85
38	Responds to others with tact and composure, and avoids defensiveness.	2.59	**2.43**	3.58	2.55	2.64
39	Seeks feedback on one's own performance and adjusts behavior.	3.44	**2.57**	4.00	2.15	2.55
40	Seeks ways to involve others in problem solving and making decisions.	4.37	**2.43**	3.50	2.45	2.75
41	Shares a vision and sense of purpose.	3.38	**4.00**	2.75	3.75	3.25
42	Shows respect for others.	2.35	**4.00**	1.85	3.60	3.09
43	Uses influence wisely to create a positive working climate.	2.35	**4.00**	1.98	4.50	3.55

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

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.	4.37	2.75	1.62	● ▼
15	Promotes a lifelong learning environment for everyone in the college.	3.97	2.73	1.25	● ▼
39	Seeks feedback on one's own performance and adjusts behavior.	3.44	2.55	0.89	● ▼
31	Conveys ideas clearly when speaking.	3.97	3.21	0.76	● ▼
8	Maximizes use of college resources such as personnel time, budgeted funds, and other assets.	3.24	2.61	0.62	● ▼
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.76	3.26	0.50	●▼
25	Takes action to improve the quality of the college.	3.24	2.74	0.49	●▼
29	Combines personal transparency with an awareness of others.	3.16	2.73	0.43	●▼
1	Aligns goals and resources in order to support college priorities.	2.82	2.39	0.43	●▼
35	Is honest and ethical in all actions.	3.53	3.10	0.43	●▼
	The mean self rating is relatively low.				
11	Builds consensus on ways to work toward the common good.	2.36	2.94	-0.58	▼ ●
12	Considerate of individual differences such as cultures, values and styles.	2.44	3.13	-0.69	▼ ●
42	Shows respect for others.	2.35	3.09	-0.74	▼ ●
19	Expresses college values clearly.	2.50	3.30	-0.80	▼ ●
13	Helps others align their goals with the primary teaching and learning goals of the college.	2.44	3.32	-0.87	▼ ●
26	Works effectively with stakeholders across the community.	2.62	3.55	-0.93	▼ ●
34	Effectively manages personal stress.	2.36	3.35	-0.99	▼ ●
20	Finds ways to fund new programs.	2.11	3.11	-1.00	▼ ●
32	Develops and sustains teamwork and cooperation.	2.14	3.22	-1.09	▼ ●
43	Uses influence wisely to create a positive working climate.	2.35	3.55	-1.19	▼ ●

Guide

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

* Examine the competencies where participant ratings are most different from all other observers. Are they in similar competency areas?

* Which ones are most surprising or cause the largest concerns?

* What circumstances might cause observers to observe the individuals in this group differently than they view themselves? How might these different viewpoints cause sub-optimal performance?

* Which differences may be impacting your college goals? Which might be potential problems?

Leadership Skills Inventory

Critical Leadership Competencies

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

#	Item text	Self ▼	All	1 2 3 4 5
1	Aligns goals and resources in order to support college priorities.	2.82	2.39	
4	Establishes information gathering processes to inform decisions.	2.36	2.91	
11	Builds consensus on ways to work toward the common good.	2.36	2.94	
19	Expresses college values clearly.	2.50	3.30	
26	Works effectively with stakeholders across the community.	2.62	3.55	
28	Accepts responsibility for taking risks and making difficult decisions.	2.53	2.87	
30	Conveys ideas clearly in writing.	2.59	2.64	
31	Conveys ideas clearly when speaking.	3.97	3.21	
32	Develops and sustains teamwork and cooperation.	2.14	3.22	
33	Develops open communication about priorities and expectations.	3.12	2.80	
35	Is honest and ethical in all actions.	3.53	3.10	
36	Listens carefully and recognizes others' perspectives.	3.18	2.82	
37	Manages conflict and change by relating well with different viewpoints.	3.00	2.85	
38	Responds to others with tact and composure, and avoids defensiveness.	2.59	2.64	
40	Seeks ways to involve others in problem solving and making decisions.	4.37	2.75	
42	Shows respect for others.	2.35	3.09	

Guide

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

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

Leadership Skills Inventory

SUNY 360

Sustainability Leadership Competencies

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

#	Item text	Self ▼	All	1 2 3 4 5
Principle 1. Take Responsibility				
28	Accepts responsibility for taking risks and making difficult decisions.	2.53	2.87	
43	Uses influence wisely to create a positive working climate.	2.35	3.55	
Principle 2. Authentic Conversation				
23	Networks and establishes partnerships that help achieve the college's goals.	2.48	2.41	
24	Persistently pursues ways to further the college mission.	3.40	3.41	
Principle 3. Understand Creative Tension				
12	Considerate of individual differences such as cultures, values and styles.	2.44	3.13	
14	Integrates knowledge of others' cultures in daily performance.	2.44	2.60	
Principle 4. Develop Interrelationships				
7	Maintains a college-wide systems perspective when solving problems.	2.48	2.75	
Principle 5. Understand How Outcomes Unfold				
32	Develops and sustains teamwork and cooperation.	2.14	3.22	
40	Seeks ways to involve others in problem solving and making decisions.	4.37	2.75	
Principle 6. Attend to Complex Human Dynamics				
36	Listens carefully and recognizes others' perspectives.	3.18	2.82	
37	Manages conflict and change by relating well with different viewpoints.	3.00	2.85	
Principle 7. Experiment, Reflect, Learn, Adjust and Share				
15	Promotes a lifelong learning environment for everyone in the college.	3.97	2.73	
39	Seeks feedback on one's own performance and adjusts behavior.	3.44	2.55	
Principle 8. Ground in Own Personal Ethic				
16	Seeks input from people who differ by gender, ethnicity, or nationality.	2.53	2.38	
29	Combines personal transparency with an awareness of others.	3.16	2.73	
41	Shares a vision and sense of purpose.	3.38	3.25	

Guide

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

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

Leadership Skills Inventory

SUNY 360

Rater Group Comparisons — Self

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

#	Item text	Self ▼	All	1 2 3 4 5
	Highest ratings by Self			
40	Seeks ways to involve others in problem solving and making decisions.	4.37	2.75	
15	Promotes a lifelong learning environment for everyone in the college.	3.97	2.73	
31	Conveys ideas clearly when speaking.	3.97	3.21	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	3.76	3.26	
35	Is honest and ethical in all actions.	3.53	3.10	
	Lowest ratings by Self			
34	Effectively manages personal stress.	2.36	3.35	
42	Shows respect for others.	2.35	3.09	
43	Uses influence wisely to create a positive working climate.	2.35	3.55	
32	Develops and sustains teamwork and cooperation.	2.14	3.22	
20	Finds ways to fund new programs.	2.11	3.11	

Guide

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

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

Leadership Skills Inventory

Rater Group Comparisons - Boss

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

#	Item text	Boss	All	1 2 3 4 5
Highest ratings by Boss				
20	Finds ways to fund new programs.	5.00	3.11	
18	Demonstrates deep knowledge of the community college, such as its history and culture.	4.57	3.26	
34	Effectively manages personal stress.	4.43	3.35	
17	Demonstrates ability to explain the role of community colleges within higher education.	4.14	2.53	
10	Weighs short-term needs with long-term goals.	4.00	3.09	
Lowest ratings by Boss				
9	Uses time effectively, employing skills such as planning and delegating.	2.00	2.48	
21	Helps improve the college by developing one's own professional knowledge.	2.00	2.40	
29	Combines personal transparency with an awareness of others.	2.00	2.73	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.00	2.38	
19	Expresses college values clearly.	1.00	3.30	

Guide

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

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

Leadership Skills Inventory

Rater Group Comparisons - Direct Report

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

#	Item text	Direct Report	All	1 2 3 4 5
	Highest ratings by Direct Report			
39	Seeks feedback on one's own performance and adjusts behavior.	4.00	2.55	
26	Works effectively with stakeholders across the community.	3.94	3.55	
35	Is honest and ethical in all actions.	3.73	3.10	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	3.63	2.38	
37	Manages conflict and change by relating well with different viewpoints.	3.63	2.85	
	Lowest ratings by Direct Report			
43	Uses influence wisely to create a positive working climate.	1.98	3.55	
42	Shows respect for others.	1.85	3.09	
7	Maintains a college-wide systems perspective when solving problems.	1.81	2.75	
20	Finds ways to fund new programs.	1.81	3.11	
29	Combines personal transparency with an awareness of others.	1.19	2.73	

Guide

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

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

Leadership Skills Inventory

Rater Group Comparisons - Peer

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

#	Item text	Peer	All	1 2 3 4 5
	Highest ratings by Peer			
43	Uses influence wisely to create a positive working climate.	4.50	3.55	
33	Develops open communication about priorities and expectations.	4.25	2.80	
26	Works effectively with stakeholders across the community.	3.90	3.55	
29	Combines personal transparency with an awareness of others.	3.90	2.73	
12	Considerate of individual differences such as cultures, values and styles.	3.80	3.13	
	Lowest ratings by Peer			
23	Networks and establishes partnerships that help achieve the college's goals.	1.95	2.41	
16	Seeks input from people who differ by gender, ethnicity, or nationality.	1.90	2.38	
6	Initiates a budgeting strategy to guide effective use of staff and resources in support of program goals.	1.85	2.47	
9	Uses time effectively, employing skills such as planning and delegating.	1.78	2.48	
2	Effectively helps others support college policies.	1.60	2.59	

Guide

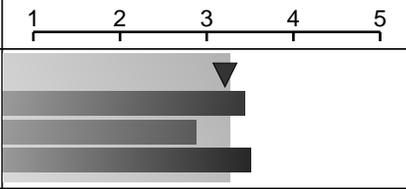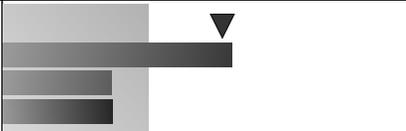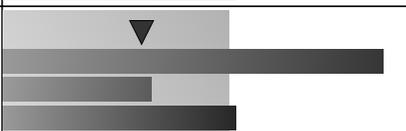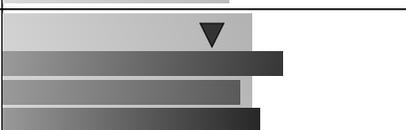Take a look at the items for which (within this group) Peer rates highly and poorly on average.

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

Leadership Skills Inventory

SUNY 360

Targeted Items

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

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

#	Item text	All	Who	Mean	1 2 3 4 5
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	
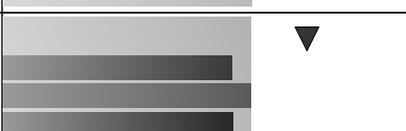
Guide

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

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

Leadership Skills Inventory

Next Steps

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

Campus based professional development:

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

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

Additional uses of the SUNY360 skill inventory:

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

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

References associated with reports:

1. SUNYLI has combined the findings from the pilot 360, a SUNY Faculty Council survey, and research on the AACC competencies by Schmitz,'09 to form the list of competencies judged most important for success.
2. http://www.sustainabilityleadershipinstitute.org/atomic.php#, Sustainability Leadership Institute, retrieved January 5, 2010.

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Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The Impact of 360-Degree Feedback on Management Skills Development. *Human Resource Management, 32*(2-3), 325-351.

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