Background

The Gravitational Leadership Skills Inventory (GL360) is a web-based "360° feedback" tool developed by the former Institute for Community College Development at Cornell University (now the SUNY Leadership Institute) that integrates leadership competencies defined by the American Association of Community Colleges and provides leaders insights into personal skill levels and leadership capabilities based on those competencies. The GL360 was first conducted at Montgomery College in 2011 as a means of gathering information and establishing baseline data for our work in succession planning and building organizational capacity by assessing the perceived leadership skills of the College's administrators. In continuation of these same efforts, the GL360 was again conducted in spring 2013.

The GL360 provides an inventory of individual capacities in order to help individuals gauge their readiness to lead in their college. In so doing, the inventory examines and reveals the relationships between skills and behaviors and how they are perceived by distinct categories of colleagues that serve as "observers" (i.e., peers, supervisors, direct reports, and others). Each participant was instructed to complete a self-rated inventory and to select a minimum of 10 and maximum of 20 "observers" to provide feedback to the administrator completing the same online inventory and rating scale.

The responses were then combined in a report that maintains the anonymity of the ratings by aggregating the responses from all of the observers in each category. Each report is accompanied by suggestions for ways to use the results in building a personal development plan. The suggestions include action steps that draw on the participant's identified strengths to help develop skills they wish to enhance.

It is important to make note that the GL 360 is intended to be a developmental tool, not an evaluative tool. The GL360 addresses the full range of competencies common to college leadership; it does not designate which skills may be more or less important to specific positions within an institution. For this reason the GL360 is not designed to assess performance in any specific position and is not recommended for use as a performance appraisal instrument. While the GL360 is intended for use in professional leadership development, the data gleaned from the individual and group reports can be used to aid and inform the development of meaningful personal, as well as unit/team performance improvement goals. For this reason, GL360 participants were strongly encouraged to share their reports with their immediate supervisor as part of the annual goal setting and performance evaluation process.

GL 360 Results by Groups

A series of group reports for organizational units, as well as groups of administrators in similar roles and/or job classifications are now available and will be shared with the senior administrative leader(s) for each respective group. Additionally, Krista is more than willing to meet with you and your team to review your report results, explore what the data has to say, and help you develop a team action plan based on that discussion.

Group Reports by Organizational Unit

- Academic Affairs (5): Senior Leadership; Germantown; Rockville; TPSS; WDCE
- Administrative and Fiscal Services (4): Senior Leadership; Facilities; HRDE; OIT
- Advancement and Community Engagement (1)
- Student Services (1)
- Office of the President

Group Reports by Role/Position

- Academic Associate Deans
- Academic Deans
- Administrative Chiefs/Vice Presidents
- Directors I; Directors II; Directors III (3)
- Directors/Special Assistants
- SALT (VP/Provosts, Sr. Chief Officers, Sr. Vice Presidents)
- Student Services Associate Deans
- Student Services Deans

Summary of All MC Administrator GL360 Results

The following five pages represent the compiled inventory results of all 82 administrators who participated in the GL360 inventory. The data results include ratings from:

Category	Number of Observers
Self	78
Supervisor	69
Direct Reports	326
Peers	340
Other	257
Total	**1,070**

Position	Number of Observers
Faculty	165
Administrator	634
Librarian	7
Staff	189
Miscellaneous	92
Other	6
Total	**1,093**

Part I: Critical Leadership Competencies

This section provides the average ratings for all participants and all observers on items deemed to be "critical leadership competencies." The following 16 competencies represent a combination of those rated the most critical to success by college leaders and those most strongly related to the overall GL360 competency set.

#	Item Text	Self	All	Gap
10	**Uses data and best practices to solve problems and to plan strategically.**	**4.15**	**4.46**	**-0.31**
11	**Aligns organizational mission, structures and resources with the college master plan.**	**4.17**	**4.54**	**-0.37**
13	**Invites faculty, staff, students and the community to work for the common good.**	**4.29**	**4.53**	**-0.24**
21	Works effectively and diplomatically with legislators, board members, business leaders, and accrediting associations.	4.46	4.63	-0.17
23	**Effectively communicates college mission and values to varied audiences.**	**4.33**	**4.60**	**-0.27**
32	**Manages conflict and change by building and maintaining productive relationships.**	**4.08**	**4.33**	**-0.25**
33	Develops, enhances, and sustains teamwork and cooperation.	4.27	4.46	-0.19
34	Facilitates shared problem-solving and decision-making.	4.31	4.42	-0.11
35	**Effectively conveys ideas and information to all constituents.**	**4.14**	**4.40**	**-0.26**
36	Creates and maintains open communications about priorities, resources, and expectations.	4.40	4.43	-0.03
37	Listens actively to understand, comprehend, analyze, engage, and act.	4.35	4.46	-0.11
38	Projects confidence and responds responsibly and tactfully	4.26	4.56	-0.3
39	**Promotes and maintains high standards for personal and organizational integrity, honesty, and respect for people.**	**4.71**	**4.63**	**+0.08**
40	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.42	4.43	-0.01
45	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.13	4.32	-0.19
46	Encourage a positive environment that supports innovation, teamwork, and successful outcomes.	4.46	4.51	-0.05

Part II: Sustainability Leadership Competencies

This section provides the average ratings for all participants and all observers for two competencies within each "sustainability leadership principle."

#	Item text	Self	All	Gap
Principle 1 - Take Responsibility				
40	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.42	4.43	-0.01
42	Uses influence and power wisely in facilitating the teaching-learning process and the exchange of knowledge.	4.22	4.41	-0.19
Principle 2 – Authentic Conversation				
22	**Establishes networks and partnerships to advance the mission of the college.**	**4.13**	**4.49**	**-0.36**
27	Demonstrates a passion and commitment to the mission of higher education.	4.68	4.71	-0.03
Principle 3 – Understand Creative Tension				
14	Embraces and employs differences in individuals, cultures, values and communication styles.	4.49	4.55	-0.06
15	Demonstrates cultural competence reflective of a global society.	4.51	4.62	-0.11
Principle 4 – Develop Interrelationships				
12	**Identifies and solves problems using a systems perspective.**	**4.12**	**4.39**	**-0.27**
45	Manages conflict and change in ways that contribute to the long-term viability of the college.	4.13	4.32	-0.19
Principle 5 – Understand How Outcomes Unfold				
33	Develops, enhances, and sustains teamwork and cooperation.	4.27	4.46	-0.19
34	Facilitates shared problem-solving and decision-making.	4.31	4.42	-0.11
Principle 6 – Attend to Complex Human Dynamics				
32	**Manages conflict and change by building and maintaining productive relationships.**	**4.08**	**4.33**	**-0.25**
37	Listens actively to understand, comprehend, analyze, engage, and act.	4.35	4.46	-0.11
Principle 7 – Experiment, Reflect, Learn, Adjust and Share				
20	**Advances life-long learning and supports a learner-centered and learning-centered environment.**	**4.32**	**4.53**	**0.21**
44	**Assesses own performance and sets goals using feedback, reflection, and evaluation.**	**4.06**	**4.38**	**-0.32**
Principle 8 – Grown in Own Personal Ethic				
17	Understands the impact of cultrally0based perceptions on self and others.	4.38	4.53	-0.15
43	Demonstrates leadership that incorporates authenticity, awareness of other perspectives, creative processes, and vision	4.37	4.43	-0.06

Part III: Leadership Style Orientations

This section provides average ratings for all participants and all observers based on the five dimensions of Sidle's "Leadership Wheel" where each corresponds to leadership style.

#	Item Text	Self	All	Gap
Knowledge				
3	**Initiates budgeting strategies for effective support of programs, staff and facilities.**	**4.12**	**4.43**	**-0.31**
7	**Uses time management, planning, delegation, and organizational skills.**	**4.04**	**4.39**	**-0.35**
8	**Supports operational decisions by managing information resources.**	**4.20**	**4.47**	**-0.27**
10	**Uses data and best practices to solve problems and to plan strategically.**	**4.15**	**4.46**	**-0.31**
Relationships				
13	**Invites faculty, staff, students, and the community to work for the common good.**	**4.29**	**4.53**	**-0.24**
14	Embraces and employs differences in individuals, cultures, values, and communication styles.	4.49	4.55	-0.06
17	Understands the impact of culturally-based perceptions on self and others.	4.38	4.53	-0.15
21	Works effectively and diplomatically with legislators, board members, business leaders, and accrediting associations	4.46	4.63	-0.17
22	**Establishes networks and partnerships to advance the mission of the college.**	**4.13**	**4.49**	**-0.36**
32	**Manages conflict and change by building and maintaining productive relationships.**	**4.08**	**4.33**	**-0.25**
33	Develops, enhances, and sustains teamwork and cooperation.	4.27	4.46	-0.19
34	Facilitates shared problem-solving and decision-making.	4.31	4.42	-0.11
36	Creates and maintains open communications about priorities, resources, and expectations.	4.40	4.43	-0.03
45	Manages conflict and change in ways that contribute to the long-term viability of the college	4.13	4.32	-0.19
Vision				
2	Weighs short-term and long-term goals in decision-making.	4.31	4.48	-0.17
9	**Maintains and grows college personnel, fiscal resources and assets.**	**4.11**	**4.40**	**-0.29**
11	**Aligns organizational mission, structures and resources with the college master plan.**	**4.17**	**4.54**	**-0.37**
18	Promotes teaching, learning, equity, open access, and innovation as primary goals for the college.	4.54	4.61	-0.07
24	Understands and endorses the history, philosophy, and culture of the college.	4.46	4.56	-0.1

#	Item Text			
27	Demonstrates a passion and commitment to the mission of higher education.	4.68	4.71	-0.03
29	**Presents the college in a variety of settings as integral to higher education.**	**4.33**	**4.63**	**-0.35**
Action				
1	Disseminates and supports policies and strategies.	4.45	4.60	-0.15
40	Demonstrates the courage to take risks, make difficult decisions, and accept responsibility.	4.42	4.43	-0.01
Personal Mastery				
16	Supports lifelong learning for self and others.	4.50	4.56	-0.06
20	**Advances life-long learning and supports a learner-centered and learning-centered environment.**	**4.32**	**4.53**	**-0.21**
41	**Manages personal stress.**	**3.72**	**4.34**	**-0.62**
44	**Assesses own performance and sets goals using feedback, reflection, and evaluation.**	**4.06**	**4.38**	**-0.32**

Part IV: Montgomery College Targeted Items

This section provides the aggregated average of all participant and observer ratings for the competencies or values of key interest to Montgomery College

#	Item Text	All	Who: Mean
47	Seeks maximum appropriate involvement in decisions by soliciting input from those who will be impacted by the decision when possible.	4.42	Self: 4.31 Supv: 4.33 Report: 4.36 Peer: 4.44 Other: 4.47
48	**Recognizes and celebrates the accomplishments and contributions of others.**	**4.43**	**Self: 4.18** **Supv: 4.47** **Report: 4.36** **Peer: 4.42** **Other: 4.46**
49	Eagerly and actively pursues new knowledge, skills and methods.	4.49	Self: 4.31 Supv: 4.56 Report: 4.42 Peer: 4.35 Other: 4.49
51	**Holds employees accountable for meeting performance standards and addresses performance issues in a timely manner.**	**4.41**	**Self: 4.15** **Supv: 4.48** **Report: 4.41** **Peer: 4.35** **Other: 4.49**
52	**Addresses difficult issues effectively.**	**4.31**	**Self: 4.03**

#	Item Text	All	Who: Mean
			Supv: 4.41 **Report: 4.23** **Peer: 4.29** **Other: 4.37**
53	Works collaboratively in teams that are bound by a common purpose.	4.54	Self: 4.41 Supv: 4.49 Report: 4.53 Peer: 4.53 Other: 4.60
55	Demonstrates a mindfulness and emphasis on the whole institution (e.g., "One College" approach).	4.64	Self: 4.59 Supv: 4.56 Report: 4.65 Peer: 4.62 Other: 4.68
58	Adheres to and supports College policies and procedures, including collective bargaining agreements (i.e., union contracts).	4.73	Self: 4.74 Supv: 4.72 Report: 4.77 Peer: 4.70 Other: 4.77
59	Develops and supports the leadership of others (employees, peers, colleagues) in accomplishing their goals.	4.48	Self:4.38 Supv: 4.48 Report: 4.46 Peer: 4.49 Other: 4.54