

LEADNA

Leadership Development Needs Assessment

A paper-and-pencil 360-degree tool for
assessing leadership development needs

Survey to Assess [Insert Assessee's Name]

A New Kind of Community Service.

Developed by volunteers at no cost to the Federal Government or the Westinghouse Electric Corporation (WEC), this innovation supports the joint efforts of the US Department of Energy (DOE) Carlsbad Area Office (CAO) and WEC to improve the business environment and the quality of life in host communities.

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Introduction

Thank you for agreeing to help assess the leadership behavior of [INSERT ASSESSEE NAME]. By doing so, you will provide this fellow organizational member with valuable feedback on individual leadership development needs. The primary goal of this program is improve our organization's leadership. We appreciate your assistance in performing this vital task.

We are distributing these copies of this tool to this person's superiors, subordinates, and peers for completion. By surveying up, down, and across (360 degrees), we can provide participants with information unobtainable from conventional assessment instruments. Unlike some other 360 degree instruments, LEADNA is totally anonymous – we will not ask you for any personal information, including whether or not you are a superior, subordinate, or peer. The authors of this tool believe that anonymity facilitates honest, objective, and user-friendly feedback. As you will note, LEADNA does not include space for written comments. The authors have observed that a single written comment often serves as a major distraction from the needs analysis process.

Instructions

1. For each behavioral scale, please circle the bullet that best reflects the behavior of **[INSERT ASSESSEE NAME]**.

Example:

Thinks long-term	•	•	•	⊙	•	Thinks short-term
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In this instance, the assessor thought that the person being assessed spends somewhat more time thinking short-term than long term. If the evaluator had thought the individual being assessed spent about the same amount of time thinking short and long term, the evaluator would have circled the middle bullet. A key to successful completion of this tool is to read each behavioral scale closely and then go with your first impression. If you encounter a scale covering behavior that you have not have the opportunity to observe, simply skip that scale.

2. In a sealed envelope, return the completed LEADNA survey form to:

[INSERT NAME /ADDRESS OF INDIVIDUAL COMPILING DATA]

Thank you!

LEADNA Survey

Strategy						
Thinks long-term	•	•	•	•	•	Thinks short-term
Lacks a vision for her/his organization	•	•	•	•	•	Has a vision for her/his organization
Spends time setting the direction for her/his organization	•	•	•	•	•	Spends time fighting fires and resolving crises
Communication						
Is a good communicator	•	•	•	•	•	Is a poor communicator
Is cloistered	•	•	•	•	•	Is out and about in the organization
Communicates well with other organizations	•	•	•	•	•	Communicates poorly with other organizations
Tends to be non-communicative	•	•	•	•	•	Communicates frequently
Knowledge						
Has a deep-rooted understanding of the functions of her/his	•	•	•	•	•	Does not try to understand the functions of her/his organization

organization						
Does not understand functions of other organizations	•	•	•	•	•	Understands functions of other organizations
Is “close to the business”	•	•	•	•	•	Is not “close to the business”
Takes the narrow view	•	•	•	•	•	Takes the broad view
Learning						
Is curious	•	•	•	•	•	Isn’t interested/doesn’t have time
Resists change	•	•	•	•	•	Promotes change
Is a quick study	•	•	•	•	•	Is a slow, deliberate study
Influence						
Gets support	•	•	•	•	•	Fails to get support
Doesn’t know how to sell	•	•	•	•	•	Knows how to sell
Gets people on board	•	•	•	•	•	Fails to get people on board
Motivates people	•	•	•	•	•	Fails to motivate people
Is dictatorial	•	•	•	•	•	Is democratic

Is unassertive	•	•	•	•	•	Is assertive
Relationships						
Does not talk to people	•	•	•	•	•	Talks to people
Is a good listener	•	•	•	•	•	Is a poor listener
Is good interpersonally	•	•	•	•	•	Is poor interpersonally
Is unable to deal with people	•	•	•	•	•	Is able to deal with people
Does not interact with people enough	•	•	•	•	•	Interacts with people
Delegation						
Is a good delegator	•	•	•	•	•	Is a poor delegator
Is detail-oriented	•	•	•	•	•	Is big picture-oriented
Is a nitpicker	•	•	•	•	•	Is not a nitpicker
Deals with the important issues	•	•	•	•	•	Deals with inconsequential detail
Is a doer	•	•	•	•	•	Is a delegator

Priorities						
Is able to prioritize	•	•	•	•	•	Is unable to prioritize
Integrity						
Has integrity	•	•	•	•	•	Lacks integrity
Isn't trusted	•	•	•	•	•	Is trusted
Is overly political	•	•	•	•	•	Is political only as needed
Takes responsibility for self	•	•	•	•	•	Blames others
Admits mistakes	•	•	•	•	•	Doesn't admit mistakes
Is honest, credible	•	•	•	•	•	Is dishonest, lacks credibility
Confidence						
Is insecure	•	•	•	•	•	Is secure
Has guts	•	•	•	•	•	Has no guts
Is unwilling to make enemies	•	•	•	•	•	Is willing to make enemies
Is decisive	•	•	•	•	•	Is indecisive

Communicates confidence	•	•	•	•	•	Communicates fears
Is unwilling to make the tough decisions	•	•	•	•	•	Is willing to make the tough decisions

Thank you!

Please return the survey to **[insert administrator's name and address]** by **[insert date]**.

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Administrator's Guide

A New Kind of Community Service.

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Introduction

Thank you for agreeing to serve as the organizational administrator for the LEADNA program. By doing so, you will provide members of the organization with valuable feedback on individual leadership development needs. The primary goal of this program is improve our organization's leadership. We appreciate your assistance in performing this vital task.

You will be distributing copies of this tool to a participant's superiors, subordinates, and peers for completion. By surveying up, down, and across (360 degrees), we can provide participants with information unobtainable from conventional assessment instruments. Unlike some other 360 degree instruments, LEADNA is totally anonymous – those surveyed will not be asked for any personal information, including whether or not they are a superior, subordinate, or peer. The authors of this tool believe that anonymity facilitates honest, objective, and user-friendly feedback. As an administrator, you play a key role in ensuring the confidentiality of results. Please treat completed forms and feedback sheets with the same confidentiality as you would with your personal records.

Instructions

1. Select organizational members to be evaluated.

LEADNA is designed for organizational leaders and candidates for leadership positions. The behaviors evaluated are broad and generic, allowing both formal and informal leaders to participate. LEADNA is designed for leadership development purposes only: the authors do not endorse its use for performance appraisal or for selection purposes. Ensure that individuals to be evaluated concur with participation in this process before proceeding.

2. Select evaluators.

Meet with the participant to select evaluators. The participant's direct superior, all direct subordinates, and peers should participate. If possible, concur with the participant on a list of 10 or more potential evaluators. Then, contact the potential evaluators to confirm their willingness to participate in the analysis.

3. Distribute survey to evaluators.

Use a confidential means to distribute the survey booklets -- sealed mail and in-person delivery have both been used successfully by other organizations. No matter what distribution method you use, be sure that you provide the evaluators with an easy, confidential method for returning completed surveys to you (such as a self-addressed, stamped envelope).

4. Compile statistics.

Once you have received the completed forms, compile statistics using the attached scoring key (Appendix A). For the first behavior scale (Thinks long-term/Thinks short term) add up the numbers corresponding with the ratings assigned by the evaluators and then divide by the number of responses for that behavior to obtain an average score for that behavior. Record the score on the calculation worksheet (Appendix B). Repeat this process for each behavior scale on the survey. Then, calculate the average score for each leadership area (such as *Strategy*) by adding the average scores of the behaviors, and dividing by the number of behaviors. To calculate the overall score for LEADNA, add the average scores for the leadership areas and divide by 10 (the number of leadership areas).

5. Complete a feedback summary sheet for each participant.

Transfer the leadership area scores and overall score to the feedback sheet (Appendix C). If you conducting a number of LEADNAs, you may want to determine average scores for your population and record them on the feedback summary sheets for comparison.

6. Hold a feedback session with each participant.

Hold one-on-one feedback sessions with each LEADNA participant:

- Provide the participant with a quick overview of the LEADNA process: purpose (development); survey process; confidentiality of results, and bases for areas, behaviors, and methodology:

Kaplan, R. E. (1988) The warp and the woof of the general manager's job. In F. Schoorman, and B. Schneider (eds.), *Facilitating work effectiveness*. Lexington, MA: Lexington Books. (*a seminal piece on effective executive behavior -- the source of executive leadership areas and most behaviors in LEADNA*)

Keeley, W. A. (1997) *Management training and development needs analysis*. Carlsbad, NM : U.S. Department of Energy Carlsbad Area Office. *(the LEADNA needs analysis approach evolved from this assessment tool)*

Keeley, W. A. (1997 -- unpublished) *Field test notes for LEADNA*. Carlsbad, NM . *(the norming data in Appendix C. came from these notes)*

- Review the leadership areas, behaviors, and scoring, using Appendix A. Be sure the participant understands the scoring process. Note: retain Appendix A after review
- Review completed Appendices B and C with the participant. Allow the participant plenty of time to mull over the results and to ask questions. Then ask the participant how she or he can use the information to improve her/his leadership. Note: Give the participant Appendices B and C to keep
- Give the participant a copy of the reading list (Appendix D)
- Ask the participant and evaluators for feedback on LEADNA

Appendix A (LEADNA Scoring Key)

Strategy						
Thinks long-term	5	4	3	2	1	Thinks short-term
Lacks a vision for her/his organization	1	2	3	4	5	Has a vision for her/his organization
Spends time setting the direction for her/his organization	5	4	3	2	1	Spends time fighting fires and resolving crises
Communication						
Is a good communicator	5	4	3	2	1	Is a poor communicator
Is cloistered	1	2	3	4	5	Is out and about in the organization
Communicates well with other organizations	5	4	3	2	1	Communicates poorly with other organizations
Tends to be non-communicative	1	2	3	4	5	Communicates frequently
Knowledge						
Has a deep-rooted understanding of the functions of her/his organization	5	4	3	2	1	Does not try to understand the functions of her/his organization

Does not understand functions of other organizations	1	2	3	4	5	Understands functions of other organizations
Is “close to the business”	5	4	3	2	1	Is not “close to the business”
Takes the narrow view	1	2	3	4	5	Takes the broad view
Learning						
Is curious	5	4	3	2	1	Isn’t interested/doesn’t have time
Resists change	1	2	3	4	5	Promotes change
Is a quick study	5	4	3	2	1	Is a slow, deliberate study
Influence						
Gets support	5	4	3	2	1	Fails to get support
Doesn’t know how to sell	1	2	3	4	5	Knows how to sell
Gets people on board	5	4	3	2	1	Fails to get people on board
Motivates people	5	4	3	2	1	Fails to motivate people
Is dictatorial	1	2	3	4	5	Is democratic

Is unassertive	1	2	3	4	5	Is assertive
Relationships						
Does not talk to people	1	2	3	4	5	Talks to people
Is a good listener	5	4	3	2	1	Is a poor listener
Is good interpersonally	5	4	3	2	1	Is poor interpersonally
Is unable to deal with people	1	2	3	4	5	Is able to deal with people
Does not interact with people enough	1	2	3	4	5	Interacts with people
Delegation						
Is a good delegator	5	4	3	2	1	Is a poor delegator
Is detail-oriented	1	2	3	4	5	Is big picture-oriented
Is a nitpicker	1	2	3	4	5	Is not a nitpicker
Deals with the important issues	5	4	3	2	1	Deals with inconsequential detail
Is a doer	1	2	3	4	5	Is a delegator
Priorities						

Is able to prioritize	5	4	3	2	1	Is unable to prioritize
Integrity						
Has integrity	5	4	3	2	1	Lacks integrity
Isn't trusted	1	2	3	4	5	Is trusted
Is overly political	1	2	3	4	5	Is political only as needed
Takes responsibility for self	5	4	3	2	1	Blames others
Admits mistakes	5	4	3	2	1	Doesn't admit mistakes
Is honest, credible	5	4	3	2	1	Is dishonest, lacks credibility
Confidence						
Is insecure	1	2	3	4	5	Is secure
Has guts	5	4	3	2	1	Has no guts
Is unwilling to make enemies	1	2	3	4	5	Is willing to make enemies
Is decisive	5	4	3	2	1	Is indecisive
Communicates confidence	5	4	3	2	1	Communicates fears

Is unwilling to make the tough decisions	1	2	3	4	5	Is willing to make the tough decisions
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Appendix B (LEADNA Calculation Worksheet)

<i>Area/Behavior</i> <i>(Positive behaviors are in bold)</i>	<i>Average Score</i> <i>for Behavior</i>	<i>Behavior</i>
Strategy		
Thinks long-term	_____	Thinks short-term
Lacks a vision for her/his organization	_____	Has a vision for her/his organization
Spends time setting the direction for her/his. . .	_____	Spends time fighting fires . . .
<i>Add average scores for the 3 Strategy behaviors:</i>	_____	<i>Divide by 3 = _____</i> <i>Strategy Score</i>
Communication		
Is a good communicator	_____	Is a poor communicator
Is cloistered	_____	Is out and about in the organization
Communicates well with other organizations	_____	Communicates poorly with other organizations
Tends to be non-communicative	_____	Communicates frequently
<i>Add average scores for the 4 Communications behaviors:</i>	_____	<i>Divide by 4 = _____</i> <i>Communications Score</i>
Knowledge		
Has a deep-rooted understanding of the functions of her/his . . .	_____	Does not try to understand the functions of her/his organization
Does not understand functions of	_____	Understands functions of other

other organizations	_____	organizations
Is “close to the business”	_____	Is not “close to the business”
Takes the narrow view	_____	Takes the broad view
<i>Add average scores for the 4 Knowledge behaviors:</i>	_____	<i>Divide by 4 = _____ Knowledge Score</i>
<u>Learning</u>		
Is curious	_____	Isn't interested/doesn't have time
Resists change	_____	Promotes change
Is a quick study	_____	Is a slow, deliberate study
<i>Add average scores for the 3 Learning behaviors:</i>	_____	<i>Divide by 3 = _____ Learning Score</i>
<u>Influence</u>		
Gets support	_____	Fails to get support
Doesn't know how to sell	_____	Knows how to sell
Gets people on board	_____	Fails to get people on board
Motivates people	_____	Fails to motivate people
Is dictatorial	_____	Is democratic
Is unassertive	_____	Is assertive
<i>Add average scores for the 6 Influence behaviors:</i>	_____	<i>Divide by 6 = _____ Influence Score</i>
<u>Relationships</u>		
Does not talk to people	_____	Talks to people

Is a good listener	_____	Is a poor listener
Is good interpersonally	_____	Is poor interpersonally
Is unable to deal with people	_____	Is able to deal with people
Does not interact with people enough	_____	Interacts with people
<i>Add average scores for the 5 Relationships behaviors</i>	_____	<i>Divide by 5 = _____ Relationships score</i>
<u>Delegation</u>		
Is a good delegator	_____	Is a poor delegator
Is detail-oriented	_____	Is big picture-oriented
Is a nitpicker	_____	Is not a nitpicker
Deals with the important issues	_____	Deals with inconsequential detail
Is a doer	_____	Is a delegator
<i>Add average scores for the 5 Delegation behaviors:</i>	_____	<i>Divide by 5 = _____ Delegation Score</i>
<u>Priorities</u>		
Is able to prioritize	_____	Is unable to prioritize
<i>Add average scores for the 1 Priorities behavior:</i>	_____	<i>Divide by 1 = _____ Priorities Score</i>
<u>Integrity</u>		
Has integrity	_____	Lacks integrity

Isn't trusted	_____	Is trusted
Is overly political	_____	Is political only as needed
Takes responsibility for self	_____	Blames others
Admits mistakes	_____	Doesn't admit mistakes
Is honest, credible	_____	Is dishonest, lacks credibility
<i>Add average scores for the 6 Integrity behavior:</i>	_____	<i>Divide by 6 = _____ Integrity Score</i>
<u>Confidence</u>		
Is insecure	_____	Is secure
Has guts	_____	Has no guts
Is unwilling to make enemies	_____	Is willing to make enemies
Is decisive	_____	Is indecisive
Communicates confidence	_____	Communicates fears
Is unwilling to make the tough decisions	_____	Is willing to make the tough decisions
<i>Add average scores for the 6 Confidence behavior:</i>	_____	<i>Divide by 6 = _____ Confidence Score</i>
<i>Add average scores for the 10 leadership areas:</i>		

		<i>Divide by 10 = _____ Overall Leadership Score</i>

Appendix C (LEADNA Feedback Summary Sheet)

<i>Leadership Area</i>	<i>Your score</i>	<i>Norming Group Average Score*</i>
Strategy	_____	3.33
Communication	_____	3.50
Knowledge	_____	4.50
Learning	_____	4.00
Influence	_____	4.00
Relationships	_____	4.00
Delegation	_____	3.70
Priorities	_____	4.00
Integrity	_____	3.11
Confidence	_____	3.78
Overall	_____	3.79

* From Keeley, W. A. (1997 -- unpublished) *Field test notes for LEADNA*. N = 30

Appendix D (LEADNA Reading List)

<i>Leadership Area</i>	<i>Reading</i>
Strategy	Schwartz, P. (1996) <i>The art of the long view: planning for the future in an uncertain world.</i> Doubleday.
Communication	Bartolome, F. (1993) <i>The articulate executive.</i> Harvard Business School Press.
Knowledge	Stewart, T. A. (1997) <i>Intellectual capital: the new wealth of organizations.</i> Doubleday.
Learning	Senge, P. (1994). <i>The fifth discipline: the art and practice of the learning organization.</i> Doubleday.
Influence	Cialdini, R. B. (1993). <i>Influence: the psychology of persuasion.</i> Quill.
Relationships	Culbert, S. A. (1996). <i>Mindset management: the heart of leadership.</i> Oxford University Press.
Delegation	Blanchard, K. H., Carlos, J. P., Randolph, A. (1996). <i>Empowerment takes more than one minute.</i> Berrett-Koehler.
Priorities	Young, Stephen. (1987). <i>How to manage time and set priorities (audio).</i> Random House.
Integrity	Peale, N.V. and Blanchard, K.H. (1988). <i>The power of ethical management.</i> William Morrow & Company.
Confidence	Booher, Dianna. (1994). <i>Communicate with confidence: how to say it right the first time and every time.</i> McGraw-Hill.
Overall	Bennis, W. (1994). <i>On becoming a leader.</i> Addison-Wesley Pub. Co. Kaplan, R. E. (1988) <i>The warp and the woof of the general manager's job.</i> In F. Schoorman, and B. Schneider (eds.), <i>Facilitating work effectiveness.</i> Lexington Books.