

Leadership Continuum
Training Needs Assessment
Results and Recommendations

EXCERPT

March 4, 2011

TABLE OF CONTENTS

1.0	INTRODUCTION	3
1.1	Purpose	3
1.2	Process.....	3
	1.2.1 Activities.....	3
	1.2.2 Performance and Importance Rating Adjustments.....	4
	1.2.3 FAP Ratings.....	5
2.0	SUMMARY OF RESULTS.....	5
2.1	By Competency	5
2.2	By Continuum Level.....	6
2.3	By Knowledge, Skills, and Abilities	6
3.0	RECOMMENDATION.....	7
3.1	Example.....	6
3.2	Next Steps	6

LIST OF FIGURES

Figure 1.	Learning Resources and Activities	7
-----------	---	---

LIST OF TABLES

Table 1.	TNA Activities	3
Table 2.	Training Recommendation Examples.....	5
Table 3.	Lowest Ten FAP-rated KSAs.....	6
Table 4.	Recommendation Example	6

1.0 Introduction

Leadership development is a priority of XXX to ensure the continuance of an effective and efficient workforce... Training Needs Assessment (TNA).

1.1 Purpose

The purpose of the TNA was to determine the leadership training needs associated with the XXX Leadership Continuum... Full descriptions of the tiers are provided in Appendix B.

The Leadership Continuum focuses on five leadership competencies: Financial Management, Leadership, Personnel Management, Program Management, and Strategic Management. The five competencies and their associated knowledge, skills, and abilities (KSAs) were developed from research conducted with XXX employees over the last two years and have been approved by XXX. The 117 leadership KSAs are worded in general terms for enterprise-wide applicability. Supervisors can add specifics to the KSAs as needed, including job descriptions, performance evaluations, and Individual Development Plans (IDPs).

1.2 Process

Forty-six employees participated as subject matter experts (SMEs) in three surveys and a focus group. The TNA results reflect their cumulative assessment of the current workforce in relationship to the Leadership Continuum.

1.2.1 Activities

The main activities of the TNA were as follows:

Table 1. TNA Activities

Activity	Purpose	Outcome
Survey 1 and focus group		
SMEs provided feedback on the initial distribution of KSAs across the Leadership Continuum. Final distribution was determined by the focus groups.	Distribute the KSAs in the five leadership competencies across the Leadership Continuum	Established a higher standard of leadership attributes for each tier in the XXX Model
Survey 2		
SMEs rated the current workforce performance using a 5-point scale, 1 to 5 from weak to strong, for each KSA in each level of the Continuum. KSAs that applied to multiple levels were surveyed at each level. KSA performance ratings were adjusted by a confidence estimate and then averaged.	Assess the current workforce performance against the leadership KSAs	Identified leadership competency gaps - KSAs with a performance rating of < 2.5

Activity	Purpose	Outcome
Survey 3		
SMEs rated the importance of the KSAs using a 5-point scale, 1 to 5 from low to high, for each KSA in each level. KSA importance ratings were adjusted by a confidence estimate and averaged.	Assess the importance of the KSAs identified as weak (KSAs with a performance rating of < 2.5)	Prioritized competency gaps
Data compilation		
Final adjusted performance (FAP) rating was determined for each KSA by dividing the averaged adjusted performance rating by the averaged adjusted importance rating.	Determine priority leadership training needs	Recommended training content and interventions

Specific information for each activity is provided in section 4.0.

1.2.2 Performance and Importance Rating Adjustments

Each set of KSA performance ratings in Surveys 2 and 3 included a confidence estimate using a scale of 1 to 10 with 1 as uncertain (response is a random guess) and 10 as absolute certainty (response is fact). Confidence estimate ratings were converted into the decimal equivalent of a percentage (x 0.1).

Adjusted performance and importance ratings were equated using the same formula:

- Adjusted performance rating = confidence estimate x 0.1 x performance rating
Example: SME A rates the current performance for KSA 11, knowledge of conflict management techniques as 3 and gives a confidence estimate of 6.
Adjusted performance rating = 6 x 0.1 x 3 = 1.8
- Adjusted importance rating = confidence estimate x 0.1 x importance rating
Example: SME A rates the importance for KSA 11 as 4 and gives a confidence estimate of 8.
Adjusted importance rating = 8 x 0.1 x 4 = 3.2

Adjusted performance and importance ratings for each KSA were averaged.

- Example of adjusted performance ratings:
SME A 1.8, SME B 3.6, SME C 0.8, SME D 1.4 = 7.6

Average adjusted performance rating for KSA 11 = 7.6 / 4 entries = 1.9

- Example of adjusted importance ratings:
SME A 3.2, SME B 4.5, SME C 4, SME D 4.5 = 16.2

Average adjusted importance rating for KSA 11 = 16.2 / 4 entries = 4.05 = 4.1 (rounded to the tenth)

1.2.3 FAP Ratings

FAP ratings used the following equation:

$$\text{FAP rating} = \text{averaged adjusted performance rating} / \text{averaged adjusted importance rating}$$

Example:

$$\text{FAP rating} = 1.9 \text{ averaged adjusted performance rating} / 4.1 \text{ averaged adjusted importance rating} = 0.46 \text{ (rounded to the hundredth)}$$

Training is recommended for KSAs with a FAP rating of less than one. Because only the KSAs that had an averaged adjusted performance rating of less than 2.5 were rated in importance, the higher the importance would calculate to a lower FAP rating and help in prioritizing training needs.

Table 2. Training Recommendation Examples

Perf = Averaged adjusted performance rating; Imp = Averaged adjusted importance rating

Perf	Imp	FAP	Examples
2.3	2.3	1	Although training is needed as indicated with a weak performance rating, it has lower than average importance. Other KSAs would take higher priority.
2	5	0.4	The KSA is very important to the job. Performance improvement interventions and training would be a high priority.
1.5	1	1.5	Because of its low importance, other training needs would take priority.

2.0 Summary of Results

The Leadership Continuum establishes a higher standard of leadership attributes for the current workforce; therefore, it was expected that the TNA would reflect those leadership areas where the standard was raised, e.g., Service Provider level. To reach the higher leadership standard of the Continuum, the survey data reflects leadership training needs in all five competencies across the Enterprise. Training is recommended for KSAs with a FAP rating of less than 1.

2.1 By Competency

Current workforce performance was rated lowest in the Strategic Management competency. FAP ratings for each competency are:

Strategic Management 0.58

Leadership	0.61
Personnel Management	0.61
Program Management	0.64
Financial Management	0.66

2.2 By Continuum Level

The current workforce performance was rated lowest in the Tier 1 Service Provider Expert (T1E) level. FAP ratings for each level are:

Tier 1 Service Provider Expert (T1E)	0.58
Tier 3 Program Director (PD)	0.60
Tier 1 Service Provider (SP)	0.63
Tier 2 Program Manager (PM)	0.67

2.3 By Knowledge, Skills, and Abilities

The FAP ratings for the KSAs ranged from 0.45 to 0.85. The current workforce performance was rated highest in KSA 16, Knowledge of the value of continual learning. KSAs for Tier 1 Service Provider Expert (T1E) dominated the lowest ten FAP ratings as noted in the table below.

Table 3. Lowest Ten FAP-rated KSAs

Tier	Comp	KSA	TNA
T1E	Prog	65. Knowledge of performance management principles and techniques	0.45
T1E	Prog	57. Knowledge and application of project management principles	0.48
T1E	Strat	96. Knowledge of all applicable XXX instructions, manuals, accrediting agencies, and inspections	0.49
T1E	Lead	15. Knowledge of team function levels and key elements that characterize high performance teams	0.49
T2	Strat	107. Skill in determining the need for and management/execution of organizational change (including recommendations on most effective organization, implementation of new/revised policies/procedures, and realignment and/or transfer of functions in support of command goals and initiatives)	0.50
T1E	Lead	11. Knowledge of conflict management techniques	0.50
T2	Lead	21. Skill in innovation and cooperation to increase organizational success	0.51
T1E	Prog	67. Knowledge of project management tools for planning and implementation	0.51
T1E	Lead	38. Ability to lead ad hoc or cross-function teams	0.51
T1E	Prog	64. Knowledge of process improvement techniques	0.51

3.0 Recommendation

The TNA supports the need for a Leadership Continuum as it would establish the desired qualities for a XXX leader. It is recommended that the XXX provide a leadership program of learning resources and activities that correlates with the Leadership Continuum. The goal of the program would be to develop the leadership attributes of the current workforce to match the Leadership Continuum by addressing the five competencies at each level. A Leadership Continuum with corresponding learning resources would not only assist in the succession of future leaders, but strengthen the current workforce.

Learning resources and activities range from informal to formal. Informal learning resources are assets and activities that are made available to learners to use at their discretion. Examples of these resources include frequently asked questions (FAQs); multimedia videos; newsletters; job aids; tutorials; and social learning through blogs, discussion forums, and wikis. Learners select or “pull” these resources for their use according to their interest level and need. Informal learning resources could be delivered through XXX system and utilize social media. Benefits of informal learning resources may include flexible time frames, lower costs, and just-in-time information.

Formal learning resources are activities that have specific learning objectives associated with them. Learning is pushed to the learners in a structured manner. Examples include Instructor-led Training (ILT); online training; seminars/Webinars; on-the-job training; and mentoring. Benefits of formal learning resources may include certification, structured time frame, and broad content application.



Figure 1. Learning Resources and Activities

3.1 Example

KSA 11. Knowledge of conflict management techniques is needed in all tiers. Table 3 notes possible learning activities for KSA 11.

Table 4. Recommendation Example

Tier	Need	Possible Learning Activities
Tier 1 Service Provider	Conflict management techniques for internal and external customers	Job aids, case studies, social media, coaching
Tier 1E Service Provider Expert	Conflict management techniques for group mediation	Webinar, lunch and learns, role playing with mentor, group dynamic and mediation research/studies
Tier 2 Program Manager	Conflict management techniques for personnel issues needed by supervisors	WBT/classroom-based training, workshop/seminar, mentor, peer collaboration
Tier 3 Program Director	Conflict management in processes and at the organizational level	Case studies, research, peer collaboration, conference/seminar

3.2 Next Steps

The TNA identified the need for training across the organization in all competencies. The TNA also reflects the need for the current workforce in non-supervisory positions to develop leadership attributes as a foundation for supervisory positions.

Possible next steps:

- Clarify the proficiency or focus for each KSA in each level of the Continuum. The KSAs are worded in general terms and apply to multiple levels. The example in Table 3 shows how one KSA applies to multiple levels, and yet the focus or proficiency is different for each level. Clarifying the proficiency or focus of each KSA would help employees and supervisors select learning activities that will enable employees to develop applicable leadership attributes.
- Identify learning resources for each clarified KSA at each level in the Continuum. Learning resources should be designed as standalone activities that are part of a progressive program aligned with the Leadership Continuum.
- Provide assessments and feedback that support clarified KSAs. Employees may not know they need to acquire or improve their KSAs. In addition to an employee's IDP and annual performance reviews, assessments and feedback can also be part of the learning resources and tools. All assessments should be aligned with the Leadership Continuum.
- Take advantage of the informal learning resources available such as knowledge management and social media. Provide a smorgasbord of learning options that

employees can choose from and adapt to their particular situation and organization.

- Review available training. Assess what the current workforce is doing now to acquire leadership KSAs. A Requirements Analysis is being conducted in connection with this TNA. The Requirements Analysis will provide a list of available training and identify custom training options.

Kim Bahr's Work Sample