



Serving principals **Needs Analysis Programme**

A NAFPhk Professional Development Programme



360° Feedback





**A NAFPhk Professional Development Programme –
Serving Principals Needs Analysis Programme
360 ° Feedback**

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For more information on the *Needs Assessment for Principals (Hong Kong) [NAFPhk]*
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<http://www3.fed.cuhk.edu.hk/ELDevNet>



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Introduction

360° feedback is an approach that gathers observations from many layers within the organisation to guide self-analysis.

These individuals, who could not see their observers, had to assume they were under observation at all times.

(Panopticon - Jeremy Bentham 19th C)

This element provides a guided process that enables you to collect information about your leadership from other members of your school community. There are 11 mechanisms included here, each is a questionnaire targeting a certain area of school life or operation.

Why Get Others Involved In Your Needs Analysis?

There are several reasons to involve others in your needs analysis, these include:

- Building openness and trust and the promotion of team-work in the school;
- Creation of a highly-involved and motivated workforce.
- Detection of barriers to your success.
- Identification of performance thresholds.
- Definition of your executive competencies.

'Listening' to others helps you find out where you need to improve your leadership. In other booklets we discussed **consciousness** and **curiosity** as cornerstones of needs analysis. Finding out what others have to say about your leadership will definitely raise your consciousness and if you are responsive, it will spark your professional curiosity about what you need to do to improve your principalship.

Upward Feedback

Feedback from teachers happens when teachers rate your performance on selected performance dimensions and give these back to you. The 360° feedback process gives teachers and others an opportunity to provide feedback on your leadership. It is a particularly useful tool in leadership development because of the richness of the feedback that it can provide. Feedback from staff is vital for serving principals to check their perceptions of how their leadership is viewed in the school.



Conditions For Effective 360° Feedback

For 360° feedback to be effective consideration must be given to the following points.

- The focus of the 360° feedback process must be clear to all staff that are part of the feedback system – the developmental nature of the program must be clearly communicated and understood.
- As the recipient of the feedback, the serving principals should have a clear idea as to what he or she wants to do with the information they collect on themselves – in this case it is for needs analysis and professional development purposes. You might therefore seek to use questionnaires that provide information or feedback on specific aspects of your leadership.
- The staff chosen as raters must have been able to observe the various behaviours that are being rated; raters should be able to accurately perceive and interpret the salient aspects of the ratee's performance.
- There should be careful consideration of issues of confidentiality and access to the 360° data. The serving principal is the only individual to receive a copy of the feedback.
- Raters should volunteer to participate in the programme. Mandatory participation can be threatening and ineffective.

When 360° May Not Be Appropriate

When you are new in a school. Serving principals who have just started at a new school may not find 360° feedback particularly useful. This is because the staff may not know enough about them as a leader to make informed ratings.

During a major upheaval. Think carefully before using 360° feedback if you or your school is in the midst of a major conflict or critical incident. Doing so may skew the outcomes. For example, if there is currently a major industrial issue affecting all schools in HK and teachers are in dispute then it might not be a useful time to collect data on your leadership.

During major examination periods. Think carefully about asking staff to take the time to provide professional feedback when they are all busy preparing for major exams or other events. This is only common sense, but as a serving principal you also know that there is *never* a 'slack' time in the school calendar, so you have to be the best judge of time.

When staff are unprepared. Serving principals should not start a 360° feedback process if they feel that it would alienate staff or become divisive. One of the key purposes of asking staff to give feedback on leadership is to promote trust and sharing and to show staff that their input is valued. In some instances, however, you may feel that because staff have never been asked to provide feedback on their 'boss' before and that it would be a completely alien experience for them. In such cases, it may be better to institute other team building strategies (say over a period of 6 months) before using the 360° feedback.

Who To Involve In The 360° Feedback?

In 360° feedback, the four most common rating sources are:

1. Supervisor.
2. Parents.
3. Teachers and other staff.
4. Self.

Other sources include groups such as students, peers and people in external agencies (e.g. EMB).

How To Do 360° Feedback In SpNAP

Although 360° feedback can be done any number of ways, one worthwhile approach is the **6 step process** shown below. The steps are explained in more detail following the flowchart.

Flow Chart of 360°Feedback

STEP 1: 360° YES or NO?

Decide whether you wish to do a 360° feedback. You may wish to reflect on this with a critical colleague.



STEP 2: Select focus and questionnaires

Choose from the questionnaires provided in this booklet or design your own 360° feedback questionnaire.

The key to needs analysis is to find out what **you don't know you don't know!** Not to confirm what you already know to be your 'weaknesses'.



STEP 3: Select raters and distribute questionnaires

Decide who to ask to be your raters. We suggest a minimum of 13 people.

Possible Raters:
Supervisor
Deputy Principal
Heads of Department
Teachers
Support staff



STEP 4: Collect data

Choose how to collect questionnaires.

1. External consultant
2. Internal consultant

The internal consultant can be a Head of Department or long serving teacher who you trust will be able to keep this data confidential.



STEP 5: Analyse data

Qualitative: what are people saying about you?

Quantitative: count and average the 'scores' on each questionnaire.



STEP 6: Follow through

- Use the feedback to identify leadership needs.
- Set learning goals.

Use the feedback as the key to unlock your critical reflection on your needs analysis. What are the areas of your leadership that need improvement?

The 360° Feedback Process

Step 1. 360° Yes or No?

Decide whether you want to engage in a 360° feedback process. Know your reasons for wanting to go through the process and consider the warnings listed earlier. You may wish to consult others, such as your SMC or Supervisor about the desirability of engaging in the process.

Step 2. Select focus and questionnaires

Once you have made the decision to go ahead select your focus and build your questionnaire in line with this focus. You can do this in a number of ways:

- Simply select from and use the basic questionnaire provided with this booklet as they are. (For practical reasons, each questionnaire is one page long).
- Use the basic questionnaire but add extra items to match what you want to know in the area; of course you can also subtract items.
- Develop your own questionnaire to match your focus.
- Use questionnaires developed elsewhere (be careful with the length of these).

These questionnaires and range of options are necessary because not all serving principals will want to gather the same data. What you should try to do is 'go shopping' and put together a 360° feedback package from the questionnaires that match your focus.

When choosing questionnaires remind yourself that needs analysis is **about finding out what you don't know you don't know**. In other words, while you may be confident that you are a very good leader of Information Technology and so chose not to include this in your 360° feedback, you might be surprised by what you don't know you don't know about IT!

The questionnaires provided in this program are based on 'capability statements' – or collecting data from raters their views of your *capabilities* as a leader. They are not intended to be about how *satisfied* people are with your leadership. We recognise that other approaches to 360° feedback, often based on leadership traits and personality, do this but it is impractical to pursue this avenue directly in SpNAP. However, for those interested in such questionnaires we have included a set of links at the end of this booklet which you may find useful.

As noted above, we fully recognise that 360° feedback questionnaires are most effective when they specifically address your focus, vision and/or specific projects that you have created. Such a personalised range cannot possibly be included in a generic needs analysis booklet and you are encouraged to build/select/collect your own questionnaires and sets of questionnaires.

Step 3. Select raters and distribute questionnaires

It is up to you to choose who to include as your raters. However, we suggest that you select a minimum of thirteen (13) people. Depending on your context these may include:

- Your supervisor
- 6 teachers
- 1 support staff
- 1 Deputy Principal
- 1 Head of Department
- 3 parents or other community member (Secondary schools may also include students)

Don't just email a questionnaire to people, for best result let them know:

- What are you after? / Why are you doing this?
- Why have they been chosen to give you feedback?
- Who else is involved?
- How the responses they give will be used?
- Arrangement about confidentiality and critical feedback?
- Whether they get any information back about what you find out?



Step 4. Collect data

Data can be collected in a number of ways. Two of these are given below.

Option 1: External consultant

In private companies 360° feedback is often collected by an external agent (someone independent from you and the school) and analysed for you. In this way confidentiality is maintained and there is less chance of 'bias' in the outcomes. If your school has the resources you can do this, but it is expensive and sometimes makes teachers concerned that the money could have been used for other things.

One way around this may be for you to work with another principal who agrees to act as your 'external consultant'. In this case the questionnaires are collected in unnamed envelopes and forwarded on to the other principal's school. You may reciprocate this service and be the external consultant for their needs analysis. This does not take a lot of time and can be useful for building external school networks and communications – an important competency for all principals.

Option 2: Internal consultant

If you decide not to use an external consultant, you can organise to collect and analyse the data 'in school'. If you do this it is important to have a trusted colleague who will work with you.

The best way to do this is to ask a staff member to become the 'internal consultant' and to take charge of the collection and analysis of data on your behalf.

An internal consultant can be the Vice Principal or a long serving teacher whom others trust. The person you select should not be one of your 'raters' and must be trusted not to discuss the data with others.

Step 5. Analyse data

Given the simplicity of the questionnaires, actual analysis is easy. You can either average all responses on a blank questionnaire or differentiate means from different people or groups.

What to do about negative feedback?

It is quite likely that the majority of feedback you get from the 360° will be positive and an affirmation of your work, effort and skill.

Chances are, however, that you will get feedback from some that is less than glowing. Don't worry about this, even Ghandi had his critics, but think about what to do with it.

First accept that any feedback is less than useful if all you get from staff is praise and adulation. After all a needs analysis process is an opportunity for you to find out how you can improve your leadership. It is therefore entirely appropriate that some feedback will point out possible weaknesses in your performance – this can be used for learning.

You therefore need to set up a mechanism for discussing such feedback with a critical colleague. Questions which can be discussed may include:

- “What do they mean?”
- “I didn't know that people thought that about me, is it widespread?”
- “How can I find out exactly why people think that about me?”
- “What should I do differently?”
- “Do I want to change?” or “Do I need to change?”

The 360° feedback is not about testing your popularity. Whereas it is good to feel liked and popular, we all know that it is neither possible nor feasible for a principal to be popular all the time. You will sometimes have to make difficult decisions that not everyone agrees with – at times like this it can be 'lonely' at the top.

It is therefore important to have a critical colleague with whom you can discuss the feedback. A principal from another school might be a good choice, or if you want to keep it 'in-house' then perhaps a trusted colleague within your school can help you. You might also wish to discuss the ramifications of the 360° feedback with a fellow professional, such as a lecturer at a University or Principals' Association representative.



Step 6. Follow through

Don't just read and ignore the feedback you get from the 360° feedback questionnaire. Use the information to help you to begin to identify your development needs. We say 'begin' because the feedback is really just a part of needs analysis. It is a catalyst for your curiosity about yourself. To make sense of the data you can use two mechanisms.

1. Create your own 360° report as per the form on the following page.
2. Use the report to isolate key ideas and insights and write these in the "Ideas and Insights Identification and Learning Goals Table". Then write some learning goals for your most important needs. These can then be transferred to the appropriate section of the *SpNAP Workbook*.

Name: _____

360° Report

Date: _____

Create your own 360° Feedback Report. Draw on 360° feedback.

Questionnaire <i>(may not all be used)</i>	Total Score	Key ideas and insights identified from each questionnaire
Strategic Direction & Policy Environment		
Teaching, Learning & Curriculum		
Leader & Teacher Growth & Development		
Staff & Resource Management		
Quality Assurance & Accountability		
External Communication & Connection		
Information Technology		
Staff Welfare		
Shared Leadership		
Innovation & Change		
Communication		
Others		

What does this tell me about where I need to focus my needs analysis and further learning?

My Conclusion:



Ideas and Insights Identification and Learning Goals Table

Example:

360° Questionnaires	Ideas and insights identified from feedback	Learning Goal
Staff & Resource Management	<i>Teachers do not believe that I am very willing to delegate.</i>	<i>I need to learn more about delegation and how to share leadership.</i>

360° Questionnaires	Ideas and insights identified from feedback	Learning Goal
Strategic Direction & Policy Environment		
Teaching, Learning & Curriculum		
Leader & Teacher Growth & Development		

360° Questionnaires	Ideas and insights identified from feedback	Learning Goal
Staff & Resource Management		
Quality Assurance & Accountability		
External Communication & Connection		
Information Technology		



360° Questionnaires	Ideas and insights identified from feedback	Learning Goal
Staff Welfare		
Shared Leadership		
Innovation & Change		
Communication		
Others		

Transfer your most important learning goals to the *Leader's Learning Journal* in the *SpNAP Workbook*.

360° Feedback Questionnaires: The Mechanisms

Mechanism 1:	Strategic Direction and Policy Environment Questionnaire
Mechanism 2:	Teaching, Learning and Curriculum Questionnaire
Mechanism 3:	Leader and Teacher Growth and Development Questionnaire
Mechanism 4:	Staff and Resource Management Questionnaire
Mechanism 5:	Quality Assurance and Accountability Questionnaire
Mechanism 6:	External Communication and Connection Questionnaire
Mechanism 7:	Information Technology Questionnaire
Mechanism 8:	Staff Welfare Questionnaire
Mechanism 9:	Shared Leadership Questionnaire
Mechanism 10:	Innovation and Change Questionnaire
Mechanism 11:	Communication Questionnaire

NOTE: As we fully recognize that 360° feedback questionnaires are most effective when they specifically address your focus, vision and/or specific projects that you have created, you can add extra items to or subtract items from any of the questionnaires provided in this section. If you decide that these questionnaires do not match your focus, you can also develop your own questionnaires or use questionnaires developed elsewhere.

360° Feedback Questionnaires: The Process

1. Complete the questionnaires by following steps 2-4 of the 360° feedback process.
2. Using the Findings:

(A) The Total Method

- For each item on the questionnaires, total the ratings collected and then divide by the number of people completing the questionnaires. This mean score will give you an idea of how skilful you are on a particular item in a specific area.

My principal:

Q. 1. Has established a clear vision for the school.



Mean Score: 55 divided by 13 respondents = 4.23

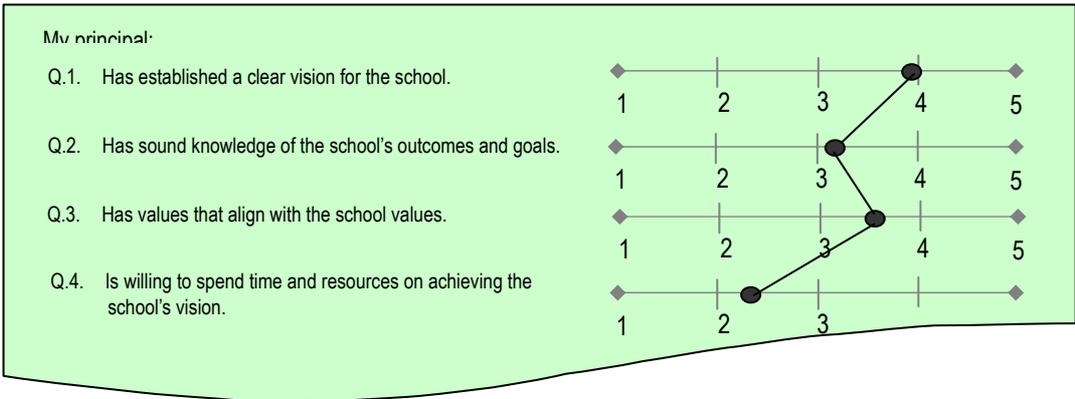
- Then, you can total the mean scores of all items of a particular mechanism and derive the total score. The higher the total score, the more skilful you are in the eyes of your staff in that particular area.

Total Score on Ratings:

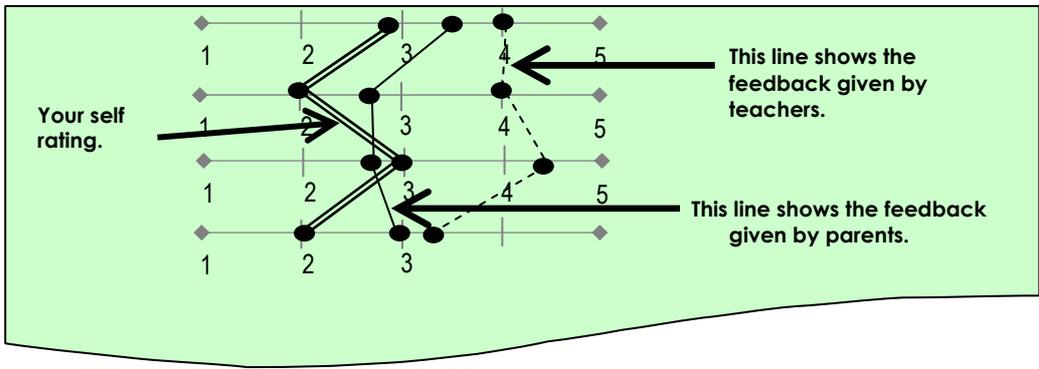
23

(B) The Pattern Method

- Derive a mean score for each of the items on the questionnaire as described above, then mark this on a copy of the questionnaire with a dot (●). After you have used a dot for each item, join all dots together. You can then derive a general pattern of how skilful you are in that particular area in the eyes of your staff. For example, are you very skilful at establishing a clear vision for the school, yet doing poorly at spending time and resources on achieving the vision? The joined dots should be able to tell you so.



- A variation of this is to divide your respondents into different subgroups, e.g. parents and teachers and derive a mean score received for these different subgroups for each item. Join the dots as described above and compare the feedback by looking at the lines that represent different groups. You may also include a self rating here.

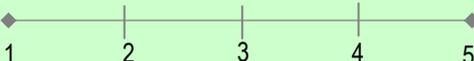


Mechanism 1: Strategic Direction and Policy Environment Questionnaire

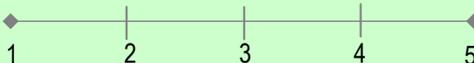
Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

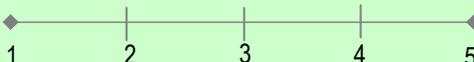
My principal:

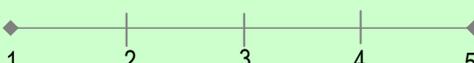
Q. 1. Has established a clear vision for the school. 

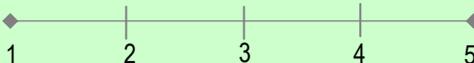
Q. 2. Has sound knowledge of the school's outcomes and goals. 

Q. 3. Has values that align with the school values. 

Q. 4. Is willing to spend time and resources on achieving the school's vision. 

Q. 5. Is able to demonstrate strategic leadership of the school. 

Q. 6. Is willing to allow staff to engage in developing a shared vision and/or collaborative school policies. 

Q. 7. Sets appropriate school policies for promoting student learning. 

Q. 8. 

Q. 9. 

Q. 10. 

Total Score on Ratings:

Mechanism 2: Teaching, Learning and Curriculum Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

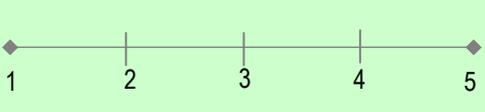
My principal:

Q. 1. Plays an active role in curriculum and instructional leadership. 

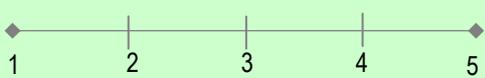
Q. 2. Is willing to encourage others to become curriculum or instructional leaders in the school. 

Q. 3. Is knowledgeable in current curriculum and pedagogical practice. 

Q. 4. Monitors teachers' performance in the classroom in an appropriate manner. 

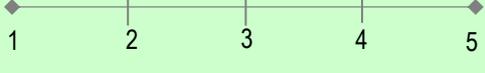
Q. 5. Is willing to put resources into upgrading teachers' curriculum and pedagogical knowledge. 

Q. 6. Is willing to recognise and reward teachers' skills. 

Q. 7. Is committed to long-term curriculum and pedagogical planning. 

Q. 8. 

Q. 9. 

Q. 10. 

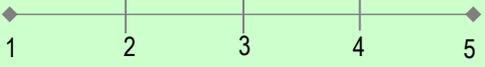
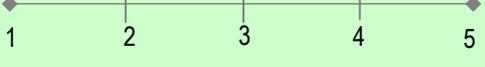
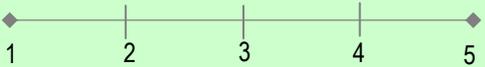
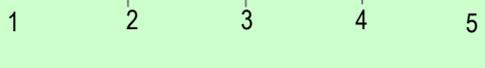
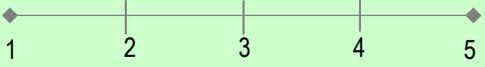
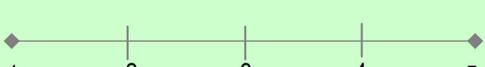
Total Score on Ratings:

Mechanism 3: Leader and Teacher Growth and Development Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

- Q. 1. Makes an effort to promote staff involvement in Professional Development. 
- Q. 2. Is knowledgeable in current issues in professional development and training. 
- Q. 3. Demonstrates modern beliefs about professional development. 
- Q. 4. Is willing to spend money and resources on professional development and training. 
- Q. 5. Demonstrates effective leadership with regards to utilising professional development as a means for building the effectiveness of the school. 
- Q. 6. Is effective in linking performance management and professional development and training. 
- Q. 7. Is effective in linking professional development to school strategic plans and directions. 
- Q. 8. Is effective in recognizing and utilizing the staff's skills to deliver professional development and training. 
- Q. 9. Provides feedback to staff on their performance. 
- Q. 10. 

Total Score on Ratings:

Mechanism 4: Staff and Resource Management Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

Q. 1. Is effective in managing overall school resources. ◆—————◆
1 2 3 4 5

Q. 2. Is willing to delegate. ◆—————◆
1 2 3 4 5

Q. 3. Has a flexible and efficient management style. ◆—————◆
1 2 3 4 5

Q. 4. Is involved in day-to-day hands-on administration. ◆—————◆
1 2 3 4 5

Q. 5. Makes an effort to get the best from staff and allowing them to use their skills and knowledge. ◆—————◆
1 2 3 4 5

Q. 6. Is willing to recognise and reward good work by staff. ◆—————◆
1 2 3 4 5

Q. 7. Is committed to improving management strategies. ◆—————◆
1 2 3 4 5

Q. 8. Is an effective money manager. ◆—————◆
1 2 3 4 5

Q. 9. ◆—————◆
1 2 3 4 5

Q. 10. ◆—————◆
1 2 3 4 5

Total Score on Ratings:

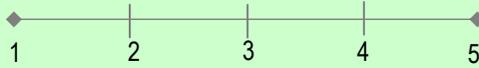
Mechanism 5: Quality Assurance and Accountability Questionnaire

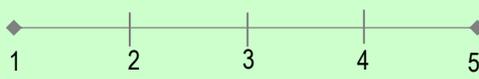
Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

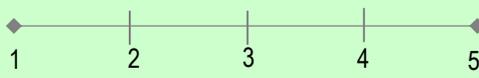
My principal:

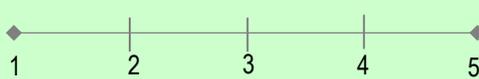
Q. 1. Plays an active role in ensuring that the resources of the school are deployed appropriately. 

Q. 2. Is involved in staff performance management. 

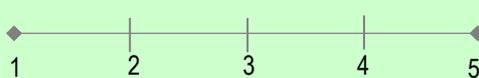
Q. 3. Demonstrates effective and flexible leadership with regards to monitoring teachers' lesson plans and work ethic. 

Q. 4. Is involved in day-to-day hands-on monitoring of student outcomes. 

Q. 5. Provides feedback to staff on their performance. 

Q. 6. Is effective in meeting EMB reporting requirements. 

Q. 7. Is willing to defend the school and/or staff from outside pressure. 

Q. 8. Is effective in setting and maintaining appropriate standards. 

Q. 9. 

Q. 10. 

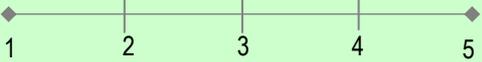
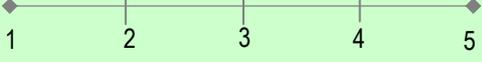
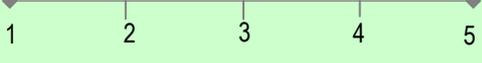
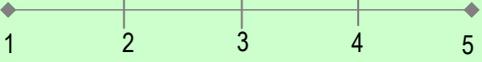
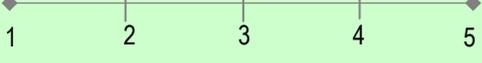
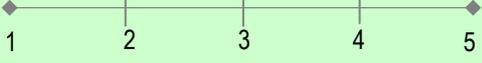
Total Score on Ratings:

Mechanism 6: External Communication and Connection Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

- Q. 1. Ensures that community resources are utilized (e.g. fund raising) for the benefit of school. 
- Q. 2. Keeps staff informed of educational issues and EMB policy and expectations. 
- Q. 3. Encourages others to network outside school and to be involved in committees or community events. 
- Q. 4. Plays a hands-on role in keeping staff informed of school issues and events. 
- Q. 5. Is involved in EMB or other outside school committees, meetings or working parties. 
- Q. 6. Is effective in keeping staff informed of educational events, innovations or EMB opportunities. 
- Q. 7. Is willing to link the school with other schools to maximise resources or enhance outcomes. 
- Q. 8. Makes an effort in maintaining the profile of the school and promoting the school. 
- Q. 9. 
- Q. 10. 

Total Score on Ratings:

Mechanism 7: Information Technology Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

Q. 1. Is knowledgeable in information technology. ◆—————◆
1 2 3 4 5

Q. 2. Demonstrates modern beliefs about information technology. ◆—————◆
1 2 3 4 5

Q. 3. Is knowledgeable in information technology curriculum and pedagogy. ◆—————◆
1 2 3 4 5

Q. 4. Demonstrates effective leadership with regards to information technology. ◆—————◆
1 2 3 4 5

Q. 5. Is willing to spend resources on information technology. ◆—————◆
1 2 3 4 5

Q. 6. Uses information technology efficiently. ◆—————◆
1 2 3 4 5

Q. 7. Is knowledgeable in the use of administration information technology. ◆—————◆
1 2 3 4 5

Q. 8. ◆—————◆
1 2 3 4 5

Q. 9. ◆—————◆
1 2 3 4 5

Q. 10. ◆—————◆
1 2 3 4 5

Total Score on Ratings:

Mechanism 8: Staff Welfare Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

- Q. 1. Knows his/her staff's personal lives well. ◆—————◆
1 2 3 4 5
- Q. 2. Is concerned about staff welfare. ◆—————◆
1 2 3 4 5
- Q. 3. Is willing to assist with staff personal problems. ◆—————◆
1 2 3 4 5
- Q. 4. Is willing to mediate staff problems. ◆—————◆
1 2 3 4 5
- Q. 5. Defends and is prepared to 'stand up' for staff. ◆—————◆
1 2 3 4 5
- Q. 6. Is willing to spend resources on improving staff conditions. ◆—————◆
1 2 3 4 5
- Q. 7. Possesses interpersonal skills and the ability to relate to staff. ◆—————◆
1 2 3 4 5
- Q. 8. ◆—————◆
1 2 3 4 5
- Q. 9. ◆—————◆
1 2 3 4 5
- Q. 10. ◆—————◆
1 2 3 4 5

Total Score on Ratings:

Mechanism 9: Shared Leadership Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

- Q. 1. Is accessible – staff can talk to the principal about decisions he/she has made. ◆—————◆
1 2 3 4 5
- Q. 2. Is willing to cultivate professional dialogue between staff. ◆—————◆
1 2 3 4 5
- Q. 3. Is willing to support staff decisions. ◆—————◆
1 2 3 4 5
- Q. 4. Is committed to consulting with staff before making decisions. ◆—————◆
1 2 3 4 5
- Q. 5. Makes an effort in promoting leadership teams. ◆—————◆
1 2 3 4 5
- Q. 6. Makes an effort in promoting leadership in others, and getting staff involved in issues. ◆—————◆
1 2 3 4 5
- Q. 7. Is committed to sharing his/her leadership. ◆—————◆
1 2 3 4 5
- Q. 8. ◆—————◆
1 2 3 4 5
- Q. 9. ◆—————◆
1 2 3 4 5
- Q. 10. ◆—————◆
1 2 3 4 5

Total Score on Ratings:

Mechanism 10: Innovation and Change Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

Q. 1. Responds to innovations and ideas presented by staff. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 2. Is willing to cultivate staff as sources of innovation. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 3. Is willing to support staff with the time and resources necessary to pursue innovation and new ideas. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 4. Is committed to actively seeking ways to improve the school. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 5. Is effective in getting staff involved in innovations and projects. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 6. Is effective in coming up with new ideas, projects and innovations. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 7. Is innovative under the principal's leadership. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 8. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 9. ◆ ———|———|———|———|———◆
1 2 3 4 5

Q. 10. ◆ ———|———|———|———|———◆
1 2 3 4 5

Total Score on Ratings:

Mechanism 11: Communication Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:

Q. 1. Listens carefully to all views. ◆—————◆
1 2 3 4 5

Q. 2. Shares information. ◆—————◆
1 2 3 4 5

Q. 3. Develops shared meaning (works things out together). ◆—————◆
1 2 3 4 5

Q. 4. Makes his/her assumptions explicit. ◆—————◆
1 2 3 4 5

Q. 5. Promotes consensus. ◆—————◆
1 2 3 4 5

Q. 6. Is willing to let others set the agenda. ◆—————◆
1 2 3 4 5

Q. 7. Is accessible and available to talk with staff. ◆—————◆
1 2 3 4 5

Q. 8. Listens to and openly discusses important decisions with the leadership team and close colleagues. ◆—————◆
1 2 3 4 5

Q. 9. ◆—————◆
1 2 3 4 5

Q. 10. ◆—————◆
1 2 3 4 5

Total Score on Ratings:

Questionnaire

Please rate the following items according to this rating scale:

Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	2	3	4	5

My principal:



Total Score on Ratings:

Links to Other Leadership Instruments

- **15FQ and 15 Factor Personality Questionnaire Online**
<http://www.15fq.com/training/ops.htm>
- **360o Feedback**
<http://www.hr-survey.com/360Feedbackv2.htm>
- **Behaviour Questionnaire**
<http://www.q4solutions.com/lqtest/QuestionDR.htm>
- **Discover Your Personality Type**
<http://www.win.net/insightsys/question.htm>
- **DISCUS**
<http://www.discusline.com>
- **Janssen Peak Performance - Team Building Evaluation**
<http://www.jeffjanssen.com/business/evaluation2.html>
- **Leadership Questioner**
http://www.nwlink.com/~donclark/leader/bm_model.html
- **Leadership Skills Questionnaire**
<http://www.mwauk.com/mwa.asp?page=51>
- **Life Balance Test**
<http://www.simonphillips.biz/questionnaire.htm>
- **Managing Information Services-TP Questionnaire**
<http://www.ischool.utexas.edu/~i387ml/modules/four/tp-questionnaire.html>
- **Seeing Your School: questionnaire software for pupils, parents and staff**
<http://www.thegrid.org.uk/leadership/sse/projects.shtml>
- **STAFF PRODUCTIVITY ASSESSMENT**
<http://www.balancetime.com/productivityassessment.htm>
- **Stress management - stress questionnaire**
<http://www.mindbodyandsole.com/stress/question.html>
- **Team Building Leadership Questionnaire**
<http://www.unce.unr.edu/publications/EBPubs/EB010/teambuilding5.htm>
- **Team Competencies Questionnaire (v1.0)**
<https://secure.wsa.u-net.com/www.teamtechnology.co.uk/tpm/team-competencies.html>
- **The Leatherman Leadership Questionnaire II (LLQ II)**
<http://assess.trainingitc.com/>
- **The Roberts Personality & Motivation Questionnaire**
<http://www.knightchapmanpsychological.com/rpmq.htm>
- **Training needs analysis systems**
<http://www.trainingneedsanalysis.co.uk/>
- **W&A Online - Management & Leadership Questionnaire**
<http://www.cjwolfe.com/questionnaire.html>