

# Assessment of Basic Leader Effectiveness®



Measure. Develop. Measure again.

## Feedback Report

Prepared for: John Doe

Date: 23-Oct-12



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## PART I – About This Report

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This Report contains valuable information that has been prepared especially for you. After reading this report, you will have a better understanding of the process used to gather, analyze and act on information that pertains to your leader effectiveness profile. In the report, you will find confidential individualized feedback and specific areas for you to work on in order to continue your professional growth and development.

### Assessment of Basic Leader Effectiveness®

The Assessment of Basic Leader Effectiveness (ABLE®) is a questionnaire based on over twenty years of research by High Performing Systems, Inc., and is designed to provide quantitative information regarding the effectiveness of a leader's skills and potential improvement areas. The questionnaire has been administered and validated in numerous industries, both nationally and abroad. Findings suggest a strong relationship between results of the ABLE and actual job performance. High Performing Systems, Inc., maintains an active database to provide state-of-the-art comparisons and information for developing leaders.

The ABLE provides a 360° view: The leader, the leader's supervisor, team members reporting directly to the leader and, in some instances, the leader's peers fill out similar questionnaires regarding their perception of the leader's effectiveness on each skill dimension (see Figure 1). The ABLE has a pre-and post-assessment capability making it possible to track perceived performance over time.

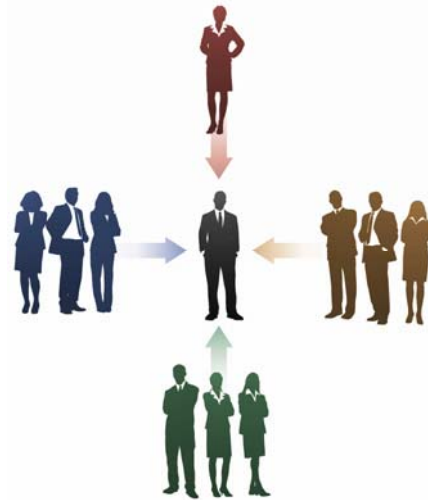


Figure 1  
360° Feedback

As a feedback tool, the ABLE provides a baseline of your perceived leader effectiveness in nine basic leader skill dimensions. Careful review of your leader effectiveness profile gives you ideas for improvement and provides a basis for dialogue with your supervisor and direct reports. The ABLE Report also identifies training needs for becoming a more effective leader.

The ABLE measures nine basic leader skill dimensions proven to be the most essential to high performing leaders. Each skill dimension supports the others, and they are often exercised simultaneously in executing day-to-day responsibilities. On the following pages are brief descriptions of each of the nine basic leader skill dimensions. They are not designed to be comprehensive, but rather to provide you with an overview of the critical elements of each dimension.

### Leader Effectiveness Skill Dimensions

**Motivation:** This dimension addresses the ability to assess the expectations and needs of team members and to use the appropriate process to guide individuals and the team toward task accomplishment. The leader must understand how his/her own personality and leader style can affect motivational strategies. A leader must ensure the existence of a reward system which is fair in the perception of the team. Team members should receive recognition for their contributions and have the confidence that the leader really cares about them as individuals. Role modeling is a key ingredient in the motivation process, with the leader setting the example of what is expected from team members.

**Decisionmaking:** Leaders must make decisions in an effective, accurate and timely fashion while understanding the implications and impact of those decisions on the team members and the team. Decisionmaking skills include identifying problems, securing necessary information and processing that information competently in order to reach conclusions and take actions. A crucial element is the capacity to identify cause and effect relationships. The leader must ensure that key personnel are involved as needed throughout the decisionmaking process.

**Stress Management:** Teams operate within an environment of stressors every day. Those in leadership positions are subjected to increased negative stress while carrying out the responsibilities of their jobs. The skill a leader demonstrates in handling a crisis, assisting others in learning from mistakes and not allowing small concerns to become overwhelming reflects how well that leader can manage stress. Leaders set the example. Team members react to what they hear the leader say, how he/she says it and how the leader behaves. Leaders must learn to assess their own stress levels, as well as those within the team, and act to modify counterproductive practices and procedures.

**Performance Counseling:** Feedback to team members on their work performance is critical to the successful operation of any team. This dimension addresses leader skills in working with team members to determine evaluation plans, provide timely feedback on performance and interact constructively to maximize their potential. It also encompasses counseling that is problem-focused and solution oriented, providing on-the-spot recognition (praise) or correction and assistance in career development. The leader must assess each team member's contributions to the accomplishment of the team's goals for continued development of individual potential.

**Goalsetting:** The leader must establish the overall direction of the team and the priorities which guide the job-related requirements. This process requires setting high but realistic goals for team members and the team as a whole. Team members must have a clear understanding of how their work contributes to the objectives of the team, and team members need to establish career goals which are supportive of the team's goals. Goals must be assessed continuously to ensure that they are current and continue to serve the best interests of both the team and team members.

**Delegation:** This dimension includes skills that enable a leader to determine job requirements, accurately assess team member capabilities and combine these for task assignments. A basic requirement is the assignment of necessary authority to a team member to empower him/her to fully accomplish job requirements. A goal of delegation is the development of team members' skills, knowledge and abilities.

**Communication:** Of the nine dimensions, communication is the most critical. The leader's skill in communicating instructions, expectations, decisions, pending changes, etc., determines to a great extent the team's ability to operate effectively. Leaders must exhibit the ability to listen to others and provide appropriate feedback. Particularly important is listening to team members to ensure clarity of work requirements, sensitivity and responsiveness to individual problems and team issues.

**Team Development:** The foundation of any organization is made up of its separate teams. The ability of team members to work efficiently together and interact effectively determines the success of the team. Leader skills include the ability to create a climate of trust within the team by developing cohesion and openness while ensuring individual role clarity. Leaders must also actively reduce inappropriate competition and encourage collaboration where shared responsibility is appropriate. Effective leadership is evident when team members have a perspective of "we" versus "I" as they participate in job related requirements.

**Conflict Resolution:** Conflict is inevitable in the workplace and can be constructive. Leaders must be skillful in resolving conflict, particularly the conflict that arises from competition for resources, personality differences, misunderstandings, policies, procedures, etc. Leader skills involved in resolving such conflicts non-defensively include: talking openly

with team members to evaluate all sides of an issue, taking action to change impending events, recognizing goal achievement and following up when corrective action has been implemented. Unnecessary conflict detracts from task accomplishment and wastes resources. In extreme cases, it can drive valued team members out of the organization. It is imperative for the leader to take steps to resolve conflicts and ensure that team members feel confident that they are heard, valued and utilized properly.

## PART II – About the Results

Each dimension in the leader effectiveness profile is based on a scale of 10 to 50. On this scale, 10 constitutes the lowest range of effectiveness and 50 represents the highest. Notice the distribution curve in Figure 2. Average performance is indicated by a score in the range of 30-40. If your score in a particular dimension is below 25, then your performance in that area is perceived as unsatisfactory; the 25-29 range is below average; 30-40 is average; 41-45 is above average; 46-50 is outstanding.

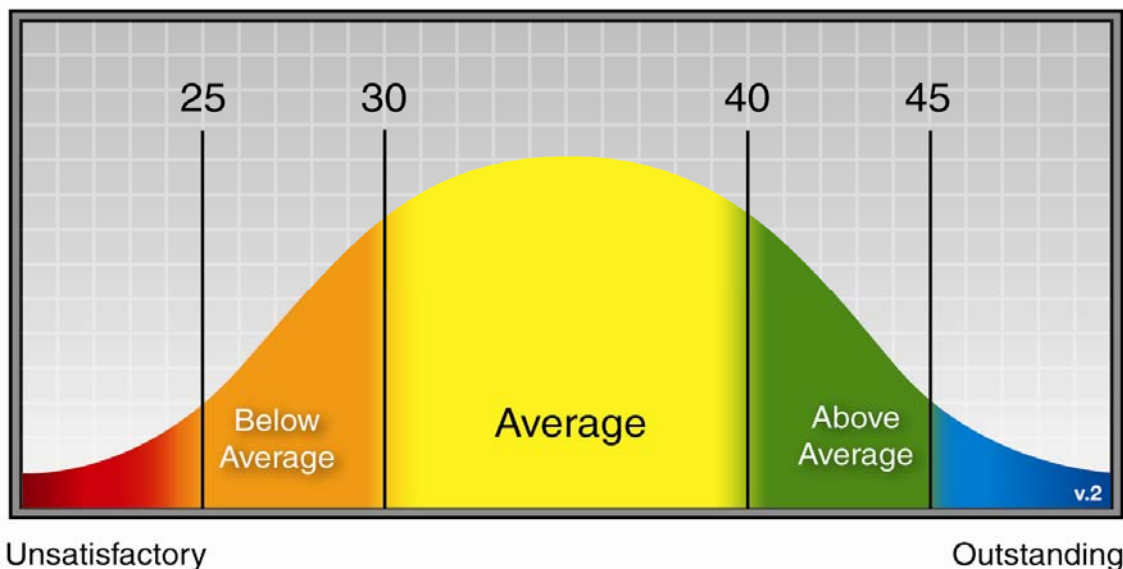


Figure 2  
Distribution Scores

Your results will look like the graph below (Figure 3). As you look at each graph, you should note the following:

- Any ratings with a difference of 5 or more, especially if the raters' score is below yours
- Any ratings below 30, which is Below Average or Unsatisfactory

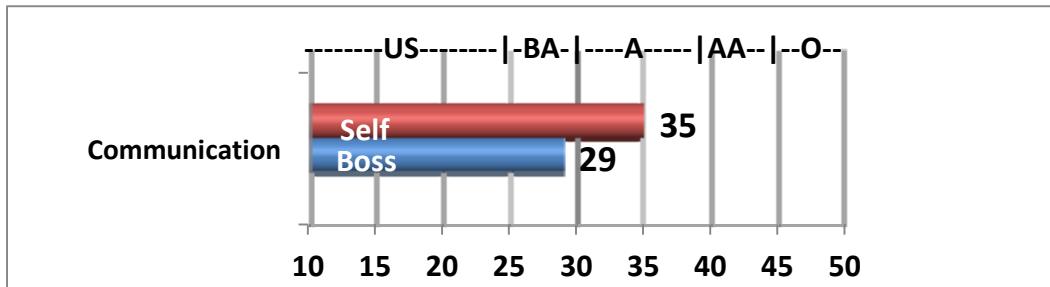


Figure 3  
ABLE Sample Graph

You may also receive feedback in the form of text below the graph, and if so, it will be helpful in pinpointing areas for further exploration. The sentences generated are based on analysis of your raters' responses and provide feedback on specific areas for improvement.

## PART III – Your Results

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This Section gives a Composite Graph that provides a high-level snapshot of overall results across the nine dimensions. Following the Composite Graph, you will receive a detailed analysis of your results across the nine core competencies, sorted by rater category. Each competency begins with an overview, then provides a bar graph showing how you perceive yourself compared to how the other raters perceive your performance and rater comments (if applicable).

## Results Overview—All Rater Groups

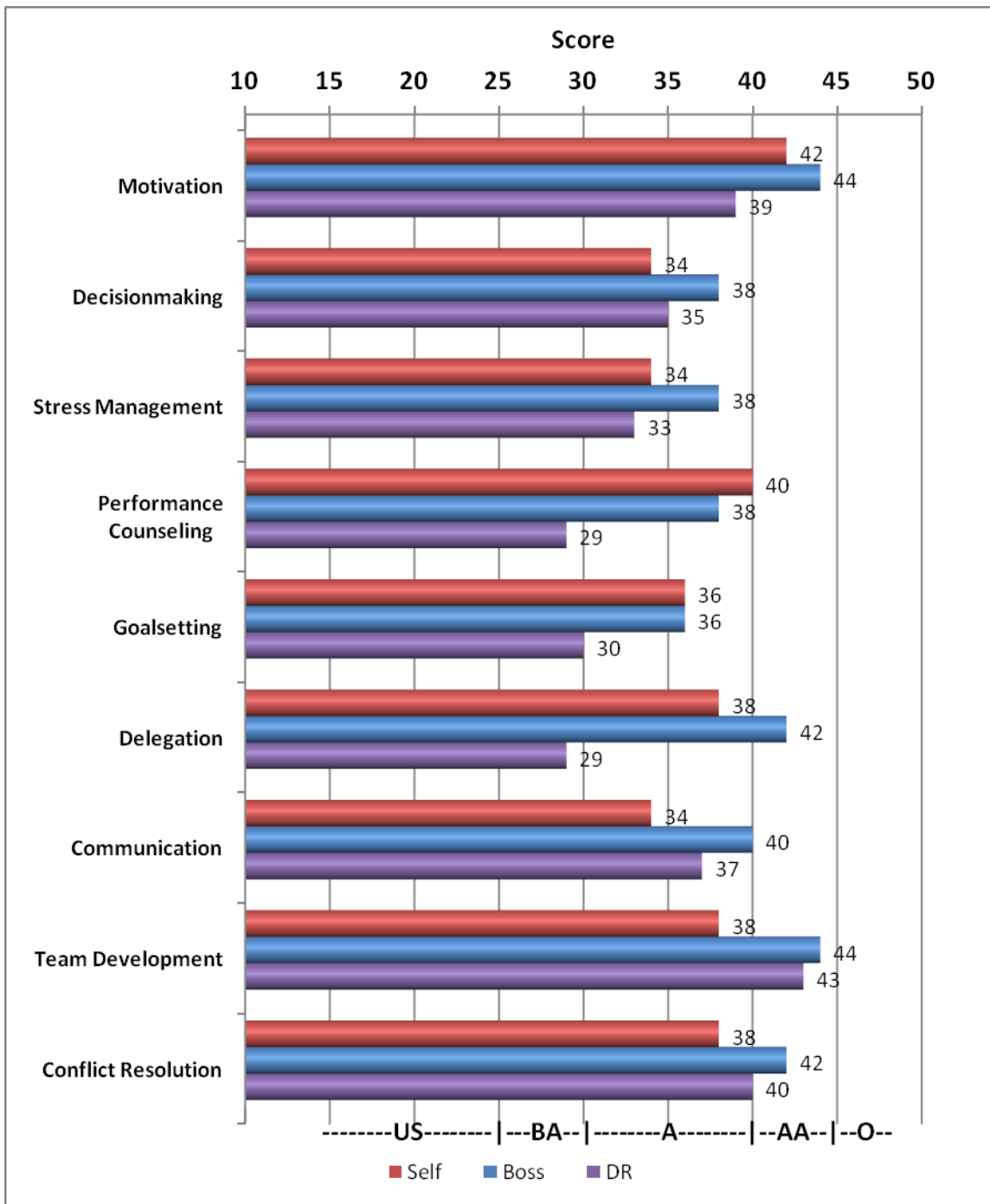


Figure 4  
ABLE Composite Graph

## Self-Boss Ratings by Core Competency

### Motivation

This dimension addresses the ability to assess the expectations and needs of team members and to use the appropriate process to guide individuals and the team toward task accomplishment. The leader must understand how his/her own personality and leader style affects motivational strategies and must ensure the existence of a reward system team members perceive as being fair. Team members should receive recognition for their contributions and have confidence that the leader really cares about them as individuals. Role modeling is a key ingredient in the motivation process, with the leader setting the example of what is expected from team members.

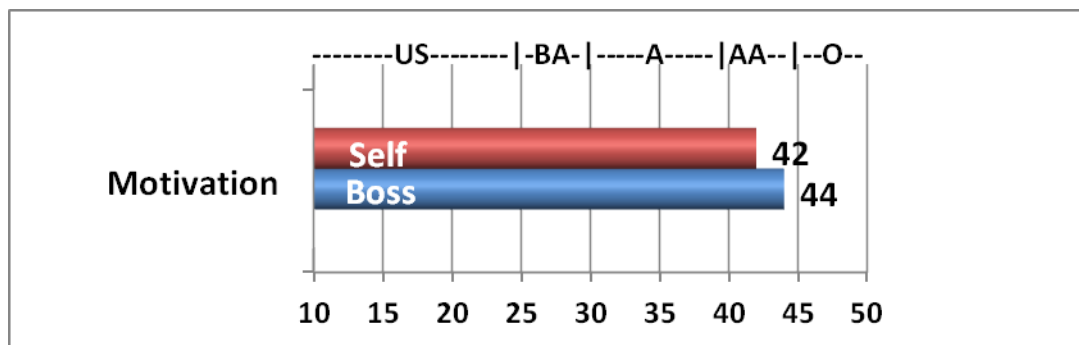


Figure 5  
Self-Boss Motivation

#### Self

**Above Average:** Results indicate that you think you understand how your personality and leadership style affect your motivational strategies. In addition, you see your reward system as fair and impartial and think that you recognize individual team members for their achievements. Because of your ability to assess team members' needs and expectations, you believe that you are a good role model who creates effective processes to guide your team to accomplish tasks and reach goals. If other raters agree with you, then your challenge is to continue to motivate your team effectively. If they have a different perception of your ability to motivate, then you need to explore why the gap exists.

#### Boss

**Above Average:** Results indicate that your boss believes you understand how your leadership style affects your motivational strategies. In addition, he/she thinks that your reward system is fair and impartial and that you care about individual team members and recognize them for their achievements. Your ability to assess team members' needs and expectations, as well as act as an effective role model, helps you create processes that guide your team to task accomplishment most of the time. Your challenge is to continue to motivate your team effectively and consistently.



## Decisionmaking

Leaders must make decisions in an effective, accurate and timely fashion while understanding the implications and impact of those decisions on the team members and the team. Decisionmaking skills include identifying problems, securing necessary information and processing that information competently in order to reach conclusions and take actions. A crucial element is the capacity to identify cause and affect relationships. The leader must ensure that key personnel are involved as needed throughout the decisionmaking process.

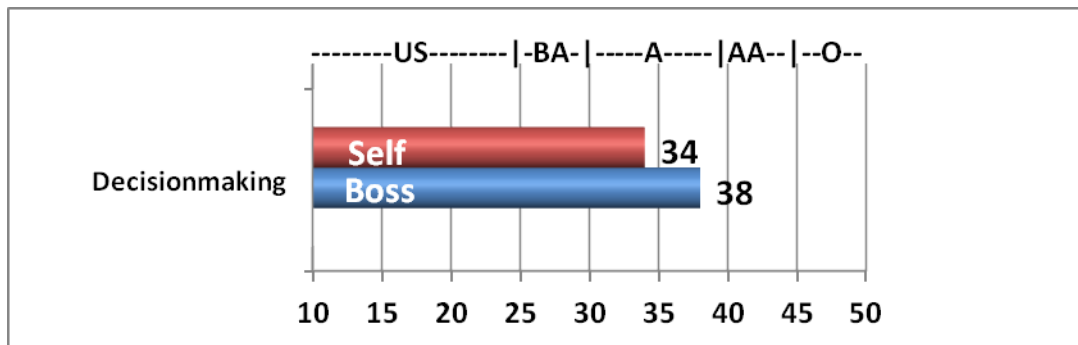


Figure 6  
Self-Boss Decisionmaking

### Self

**Average:** Results indicate that you believe you sometimes make timely decisions and accurately identify problems and their causes but are not as consistent in this area you would like to be. You also think that you involve key players in decisionmaking some of the time but not all of the time. You may evaluate the consequences of your decisions and consider the impact of decisions on people but may not be consistent in doing so. Although you think that you sometimes make decisions well, you should work on a developmental plan to become more consistent in this area. If other raters have a different perception of your decisionmaking ability, then you need to explore why the gap exists.

### Boss

**Average:** Results indicate that your boss believes you accurately identify problems and their causes most of the time. Your boss believes that you consider the impact of your work on others and that you are, for the most part, able to make decisions in a timely manner. He or she also indicates that you evaluate the results and long-term consequences of decisions and involve your employees when you need to. Your challenge is to continue making effective decisions and to focus on being consistent in this area.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Evaluating results of solutions implemented to solve problems.

## Stress Management

Teams operate within an environment of stressors every day. Those in leadership positions are subjected to increased negative stress while carrying out the responsibilities of their jobs. The skill a leader demonstrates in handling a crisis, assisting others in learning from mistakes and not allowing small concerns to become overwhelming, reflects how well that leader can manage stress. Leaders set the example. Team members react to what they hear the leader say, how he/she says it and how the leader behaves. Leaders must learn to assess their own stress levels, as well as those within the team, and act to modify counterproductive practices and procedures.

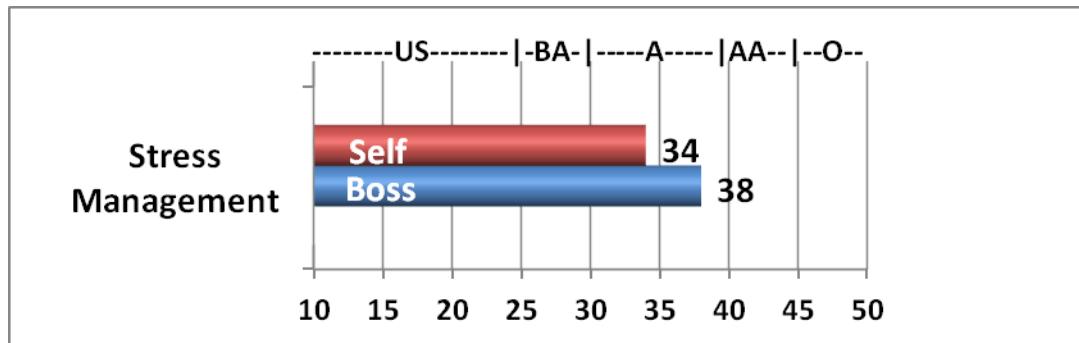


Figure 7  
Self-Boss Stress Management

### Self

**Average:** Results indicate that you believe you sometimes handle stress well when things go wrong and remain calm in a crisis, although you may occasionally react too strongly to a stressful incident or to time pressures. Although you think that you typically assess stress levels well and strive to reduce stress at work, you could focus more on this area and make sure that small concerns do not become larger ones. While you believe that you handle stress fairly well, you would like to be more consistent in this area. If your raters have a different perception of your ability to manage stress, then you need to explore why the gap exists.

### Boss

**Average:** Results indicate that your boss believes you usually stay calm in a crisis and handle stress well most of the time, even when things go wrong. According to your boss, you generally keep small concerns from becoming larger ones and discuss mistakes calmly, especially when they allow a team member to grow and learn. Fortunately, you typically assess both your stress levels and your team's and seek to reduce on-the-job stress. Although you generally handle stress well, you should work on a developmental plan to ensure consistency in this area.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Discussing mistakes calmly in terms of causes and remedies.

## Performance Counseling

Feedback to team members on their work performance is critical to the successful operation of any team. This dimension addresses leader skills in working with team members to determine evaluation plans, provide timely feedback on performance and interact constructively to maximize their potential. It also encompasses counseling that is problem-focused and solution oriented, providing on-the-spot recognition (praise) or correction and assistance in career development. The leader must assess each team member's contributions to the accomplishment of the team's goals for continued development of individual potential.

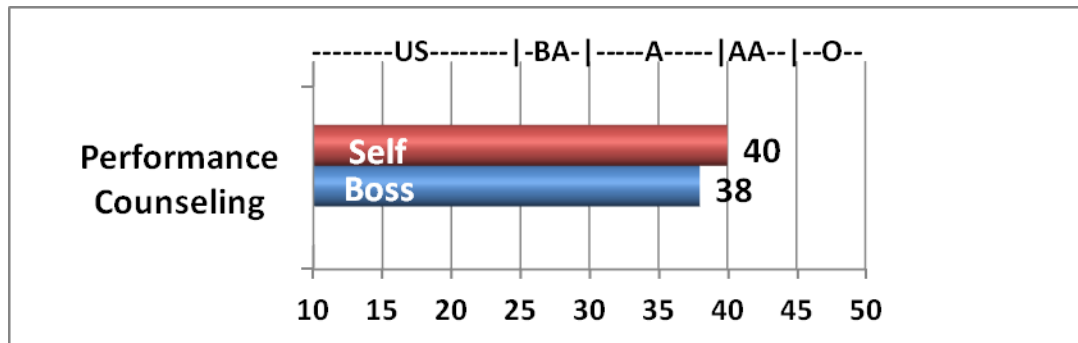


Figure 8  
Self-Boss Performance Counseling

### Self

**Above Average:** Results indicate that you believe you provide timely feedback on team members' performances and interact with them in such a way that you enable them to maximize their potential. You think that you give them problem-focused, solution-oriented feedback on a regular basis and take time to praise or correct them on an informal basis, helping them stay on track year round. As a result, individual members are able to accomplish their goals and contribute to the team's ability to accomplish its goals. Your challenge is to continue to counsel your team effectively and consistently. If other raters have a different perception of your ability to provide feedback to team members, then you need to explore why the gap exists.

### Boss

**Average:** Results indicate that your boss thinks you give timely and accurate feedback to team members, including informal feedback throughout the year. Your boss also believes that you take employees' opinions about how their work should be evaluated into consideration most of the time and incorporate their ideas into their goals. If an employee makes a serious mistake or excels at a task, your boss thinks that you usually give immediate feedback. Typically good at staying solution-oriented, your challenge is to be even more consistent in this area.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Evaluating employee performance against agreed upon goals.
- Providing accurate and timely feedback on work performance.

## Goalsetting

The leader must establish the overall direction of the team and the priorities which guide the job-related requirements. This process requires setting high but realistic goals for team members and the team as a whole. Team members must have a clear understanding of how their work contributes to the objectives of the team, and team members need to establish career goals which are supportive of the team's goals. Goals must be assessed continuously to ensure that they are current and continue to serve the best interests of both the team and team members.

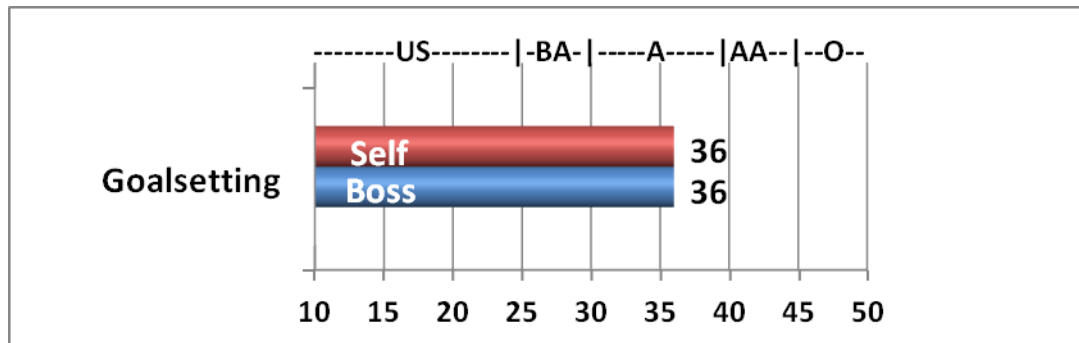


Figure 9  
Self-Boss Goalsetting

### Self

**Average:** Results indicate that you believe you usually establish criteria that allow you to set priorities and then communicate those priorities to your team once they are established. You also think that you set clear, realistic goals for team members that allow them to stretch and that you revise those goals to keep them current. You involve others in goalsetting most of the time and set team as well as individual goals. Your challenge is to become even more consistent in this area than you currently are. If other raters have a different perception of your goalsetting ability, then you need to explore why the gap exists.

### Boss

**Average:** Results indicate that your boss believes you usually establish criteria that allow you to set priorities at work and then communicate those priorities to others once they are established. He/She also thinks that you set realistic goals for employees that still allow them to stretch and that you then revise goals to keep them current. You involve employees in goalsetting most of the time and set clear goals for your team. Your challenge is to become even more consistent in this area than you currently are.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Revising goals/objectives as required to keep them realistic.
- Setting goals for your work group as a whole.

## Delegation

This dimension includes skills that enable a leader to determine job requirements, accurately assess team member capabilities and combine these for task assignments. A basic requirement is the assignment of necessary authority to a team member to empower him/her to fully accomplish job requirements. A goal of delegation is the development of team members' skills, knowledge and abilities.

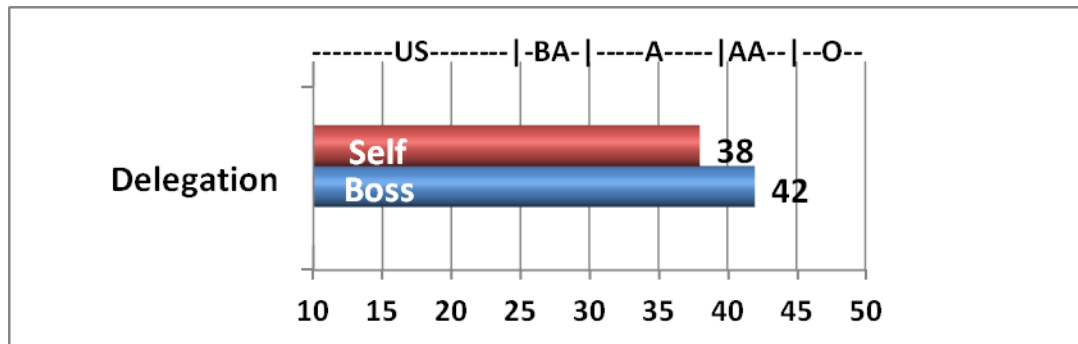


Figure 10  
Self-Boss Delegation

### Self

**Average:** Results indicate that you believe you delegate routine tasks well and usually take time to train others so that you are able to let team members work independently. You also indicate that you rarely micromanage after you have delegated a task and that team members seldom feel a lack of trust on your part. You think that you may occasionally find yourself micromanaging because you fail to match team members with tasks for which they are well suited or get too busy to train them properly in the new task. Although you believe that you are usually effective at delegating, you should work on a developmental plan to help you implement continuous improvement in this area. If other raters have a different perception of your ability to delegate effectively, then you need to explore why the gap exists.

### Boss

**Above Average:** Results indicate that your boss believes you usually determine job requirements and accurately assess your team's strengths and capabilities. He/She thinks that you match each team member with the assignment best suited for his or her skills well, train team members as needed and empower them to accomplish tasks. You are also good at developing team members so that they reach their full potential. Your challenge is to continue to delegate effectively to your team.

## Communication

Of the nine dimensions, communication is the most critical. The leader's skill in communicating instructions, expectations, decisions, pending changes, etc., determines to a great extent the team's ability to operate effectively. Leaders must exhibit the ability to listen to others and provide appropriate feedback. Particularly important is listening to team members to ensure clarity of work requirements, sensitivity and responsiveness to individual problems and team issues.

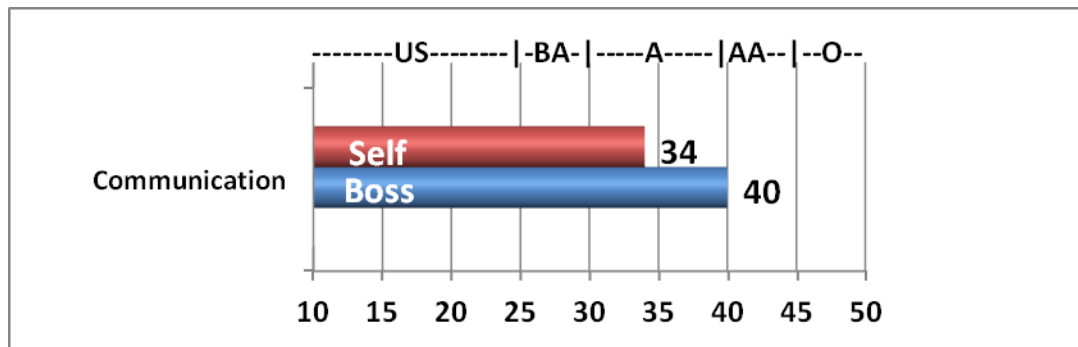


Figure 11  
Self-Boss Communication

### Self

**Average:** Results indicate that you believe you sometimes give detailed instructions, explain processes well and provide timely information on changes, although you may not do so all of the time. You think that you usually listen and encourage team members to ask questions, taking the time to answer each question individually. You typically consider the fact that some people handle change better than others and take that into account when you introduce new ideas, although you may not be as consistent as you would like to be. Although you think that you are sometimes an effective communicator, you should work on a developmental plan to help you become more consistent in this area. If other raters have a different perception of your ability to communicate, then you need to explore why the gap exists.

### Boss

**Above Average:** Results indicate that your boss believes you usually give instructions and explain your decisions in clear, effective language that your team understands and appreciates. Equally important, he/she thinks that you often listen carefully to make sure that team members understand what you want and to be responsive to their needs. Your boss believes that your ability to communicate well contributes significantly to your team's ability to operate effectively. Your challenge is to continue to communicate openly and effectively with your team.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Providing timely information on pending changes.

## Team Development

The foundation of any organization is made up of its separate teams. The ability of team members to work efficiently together and interact effectively determines the success of the team. Leader skills include the ability to create a climate of trust within the team by developing cohesion and openness while ensuring individual role clarity. Leaders must also actively reduce inappropriate competition and encourage collaboration where shared responsibility is appropriate. Effective leadership is evident when team members have a perspective of "we" versus "I" as they participate in job-related requirements.

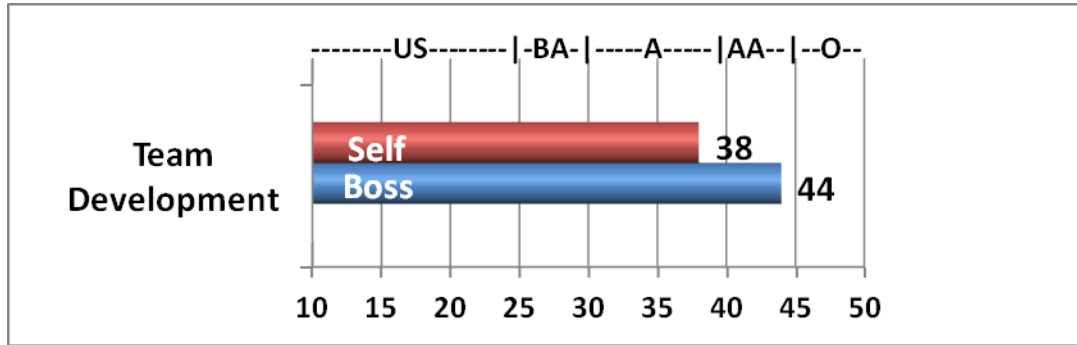


Figure 12  
Self-Boss Team Development

### Self

**Average:** Results indicate that you think you usually set team goals and reward your team for working well together. You believe that you define team members' roles and then distinguish between those roles when you delegate and are typically open with direct reports in such a way that they develop trust in you and in each other. You also develop employee work skills on a fairly regular basis. Although you think that you develop your team well, results indicate that you would like to be even more consistent in this area. If other raters have a different perception of your ability to develop your team, then you need to explore why the gap exists.

### Boss

**Above Average:** Results indicate that your boss believes you create an atmosphere of trust that allows your team to interact effectively and collaboratively most of the time. He/She thinks that you almost always reduce destructive competition and encourage an open atmosphere that enables your team to see themselves as a cohesive unit, a "we" rather than an "I." Your challenge is to continue to develop your team, especially as you integrate new members.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Clearly defining employee roles.

## Conflict Resolution

Conflict is inevitable in the workplace and can be constructive. Leaders must be skillful in resolving conflict, particularly the conflict that arises from competition for resources, personality differences, misunderstandings, policies, procedures, etc. Leader skills involved in resolving such conflicts non-defensively include talking openly with team members to evaluate all sides of an issue, taking action to change impending events, recognizing goal achievement and following up when corrective action has been implemented. Unnecessary conflict detracts from task accomplishment and wastes resources. In extreme cases, it can drive valued team members out of the organization. It is imperative for the leader to take steps to resolve conflicts and ensure that team members feel confident that they are heard, valued and utilized properly.

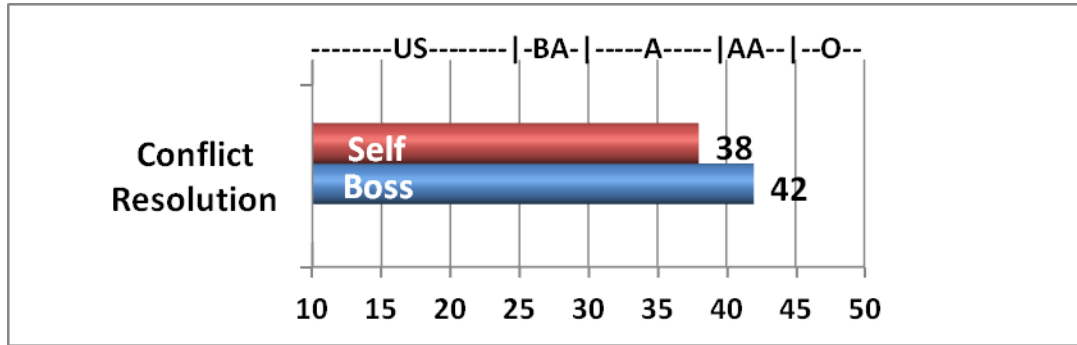


Figure 13  
Self-Boss Conflict Resolution

### Self

**Average:** Results indicate that you think you discuss differences of opinion openly with employees and follow up on their complaints fairly quickly so that their frustration does not increase. You believe that you encourage employees to share ownership when problems arise rather than blame each other and, as a rule, deal constructively with conflicts. Although you think that you deal well with conflict most of the time, results indicate that you would like to be even more consistent in this area. If other raters have a different perception of your ability to resolve conflicts, then you need to explore why the gap exists.

### Boss

**Above Average:** Results indicate that your boss believes you usually address conflict openly and honestly whether the source of the conflict is unhealthy competition, different personalities, policies or procedures. He/She thinks that you are rarely defensive and usually evaluate all sides of an issue before taking decisive action when necessary. You typically move beyond the conflict once it has been resolved and recognize growth and goal attainment achieved as a result of corrective action. Your challenge is to continue to resolve the conflicts on your team quickly and effectively.

### Boss Comments (Computer Generated)

Based on your Boss' responses, you need to work on:

- Dealing constructively with issues that cause conflict.



## Self-Direct Report Ratings by Core Competency

### Motivation

This dimension addresses the ability to assess the expectations and needs of team members and to use the appropriate process to guide individuals and the team toward task accomplishment. The leader must understand how his/her own personality and leader style affects motivational strategies and must ensure the existence of a reward system team members perceive as being fair. Team members should receive recognition for their contributions and have confidence that the leader really cares about them as individuals. Role modeling is a key ingredient in the motivation process, with the leader setting the example of what is expected from team members.

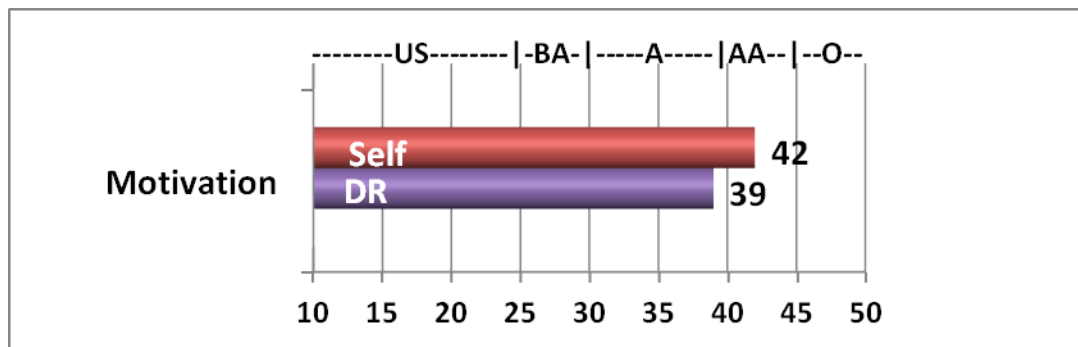


Figure 14  
Self-Direct Reports Motivation

### Direct Reports

**Average:** Results indicate that your team members think you understand their needs and demonstrate confidence in them most of the time. They see you actively listening to employee needs and recognizing them for a job well done, only occasionally failing to recognize an employee or listen to employee concerns, perhaps when you feel especially rushed. Your team members think you set a good example and act as a role model for them but do indicate that you could be a little more consistent. Your challenge is to continue to motivate your team effectively and to work on becoming even more consistent in this area.

### Decisionmaking

Leaders must make decisions in an effective, accurate and timely fashion while understanding the implications and impact of those decisions on the team members and the team. Decisionmaking skills include identifying problems, securing necessary information and processing that information competently in order to reach conclusions and take actions. A crucial element is the capacity to identify cause and effect relationships. The leader must ensure that key personnel are involved as needed throughout the decisionmaking process.

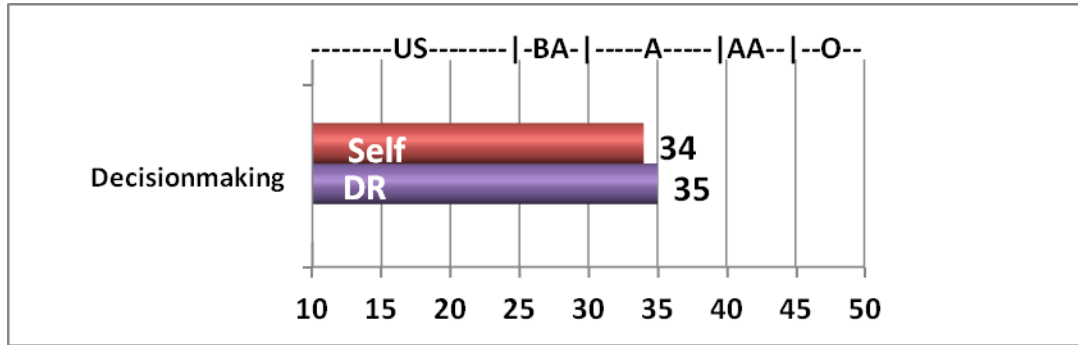


Figure 15  
Self-Direct Reports Decisionmaking

**Direct Reports**

**Average:** Results indicate that team members believe you accurately identify problems and their causes most of the time. They also believe that you consider the impact of your work on them and that you are, for the most part, able to make decisions in a timely manner. They think that you evaluate the results and long-term consequences of decisions and involve them when you need to. Your challenge is to continue making effective decisions and to focus on being consistent in this area.

**Direct Reports Comments** (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Accurately identifying problems and their causes.
- Making decisions in a timely manner.

**Stress Management**

Teams operate within an environment of stressors every day. Those in leadership positions are subjected to increased negative stress while carrying out the responsibilities of their jobs. The skill a leader demonstrates in handling a crisis, assisting others in learning from mistakes and not allowing small concerns to become overwhelming, reflects how well that leader can manage stress. Leaders set the example. Team members react to what they hear the leader say, how he/she says it and how the leader behaves. Leaders must learn to assess their own stress levels, as well as those within the team, and act to modify counterproductive practices and procedures.

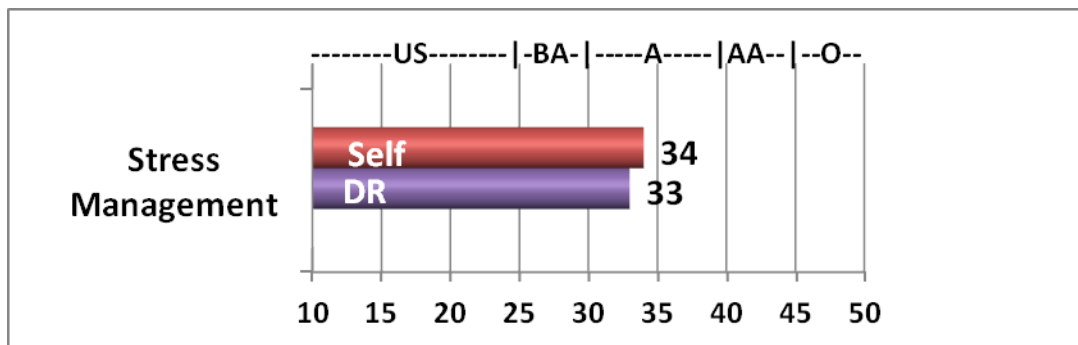


Figure 16  
Self-Direct Reports Stress Management

## Direct Reports

**Average:** Results indicate that team members believe you sometimes handle stress well when things go wrong and sometimes remain calm in a crisis, although you may occasionally react too strongly to a stressful incident or to time pressures. Although you typically assess stress levels well and strive to reduce stress at work, team members think that you could focus more on this area and make sure that small concerns do not become larger ones. While team members believe that you handle stress fairly well, they would like to see more consistency in this area.

### Direct Reports Comments (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Handling stress well when things go wrong.
- Staying calm in a crisis.
- Discussing mistakes calmly in terms of causes and remedies.

## Performance Counseling

Feedback to team members on their work performance is critical to the successful operation of any team. This dimension addresses leader skills in working with team members to determine evaluation plans, provide timely feedback on performance and interact constructively to maximize their potential. It also encompasses counseling that is problem-focused and solution oriented, providing on-the-spot recognition (praise) or correction and assistance in career development. The leader must assess each team member's contributions to the accomplishment of the team's goals for continued development of individual potential.

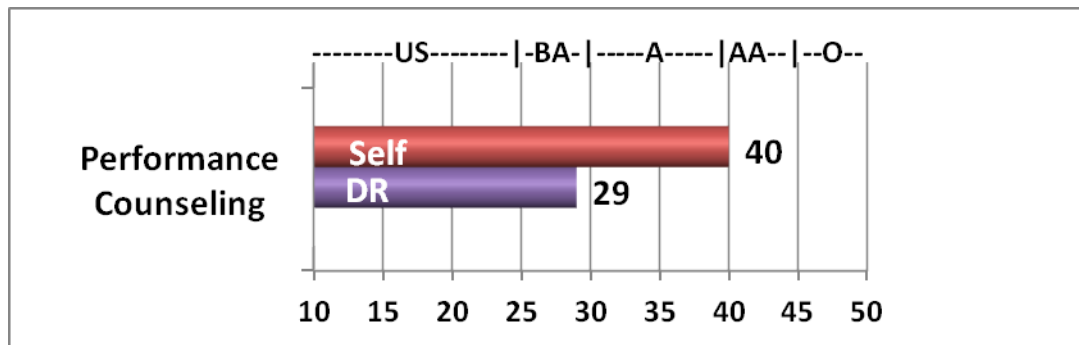


Figure 17  
Self-Direct Reports Performance Counseling

## Direct Reports

**Below Average:** Results indicate that your team members believe you often fail to give satisfactory performance appraisals. Several reasons for this may exist: You might not give enough informal praise and correction to let team members know where they stand year round. As a result, employees who are not doing well may be caught off guard when they receive their formal appraisals. In addition, you might give such vague feedback that team members fail to get a clear idea of what changes they need to make. If you dislike conflict, you might also avoid correcting others until their behaviors are so destructive that their job is at risk. On the other hand, you might be willing to give correction but rarely praise

anyone. You should evaluate why your direct reports perceive you as being low in this area and then work on a developmental plan as soon as possible.

### Direct Reports Comments (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Involving employees in deciding how their work performance will be evaluated.
- Evaluating employee performance against agreed upon goals.
- Providing accurate and timely feedback on work performance.
- Being prompt in letting employees know how they are doing.

## Goalsetting

The leader must establish the overall direction of the team and the priorities which guide the job-related requirements. This process requires setting high but realistic goals for team members and the team as a whole. Team members must have a clear understanding of how their work contributes to the objectives of the team, and team members need to establish career goals which are supportive of the team's goals. Goals must be assessed continuously to ensure that they are current and continue to serve the best interests of both the team and team members.

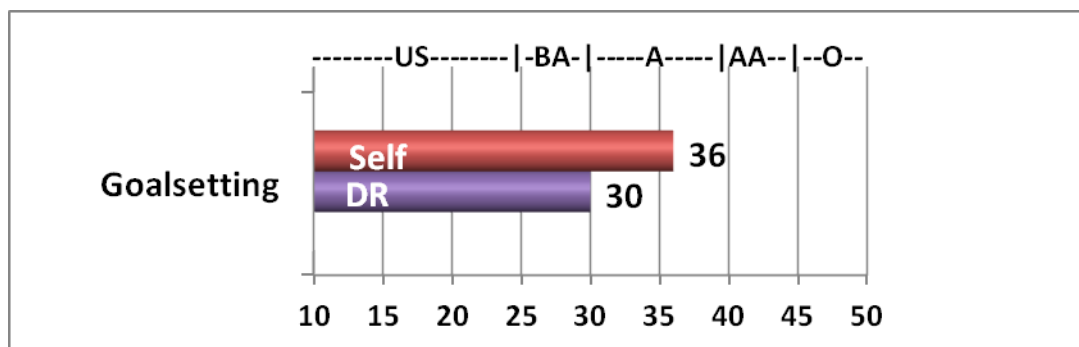


Figure 18  
Self-Direct Reports Goalsetting

### Direct Reports

**Average:** Results indicate that team members believe you sometimes establish criteria that allow you to set priorities at work but may not always prioritize as effectively as they would like for you to. They also think that you communicate your priorities once you have established them, although you may not do so consistently. In addition, team members think that you generally set realistic employee goals and involve employees in goalsetting, revising goals on a fairly regular basis to keep them current. Although you are fairly good at setting goals, your challenge is to become consistent in this area.

### Direct Reports Comments (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Establishing effective priorities for direction.
- Revising goals/objectives as required to keep them realistic.
- Setting goals for your work group as a whole.
- Involving employees in setting their own goals.

## Delegation

This dimension includes skills that enable a leader to determine job requirements, accurately assess team member capabilities and combine these for task assignments. A basic requirement is the assignment of necessary authority to a team member to empower him/her to fully accomplish job requirements. A goal of delegation is the development of team members' skills, knowledge and abilities.

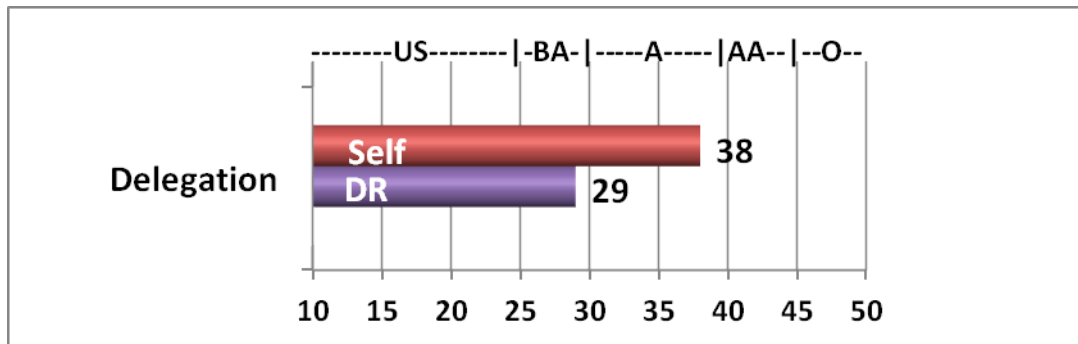


Figure 19  
Self-Direct Reports Delegation

### Direct Reports

**Below Average:** Results indicate that your team members believe you either do not delegate well or do not train team members once you have delegated. If you do not delegate because you believe that you can do the task better yourself, you may feel overwhelmed and not have time to focus on achieving long-term goals because you spend too much time doing smaller tasks that others should be doing. If you delegate but fail to train team members in the new task, then they may grow discouraged or even fail, thereby reinforcing your belief that you have to do everything yourself if you want it done right. You should work on a developmental plan to learn to delegate effectively as soon as possible.

#### Direct Reports Comments (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Knowing what to delegate.
- Clearly assigning responsibility for task accomplishment.
- Knowing to whom to delegate.
- Clearly assigning authority to employees for task accomplishment.

## Communication

Of the nine dimensions, communication is the most critical. The leader's skill in communicating instructions, expectations, decisions, pending changes, etc., determines to a great extent the team's ability to operate effectively. Leaders must exhibit the ability to listen to others and provide appropriate feedback. Particularly important is listening to team members to ensure clarity of work requirements, sensitivity and responsiveness to individual problems and team issues.

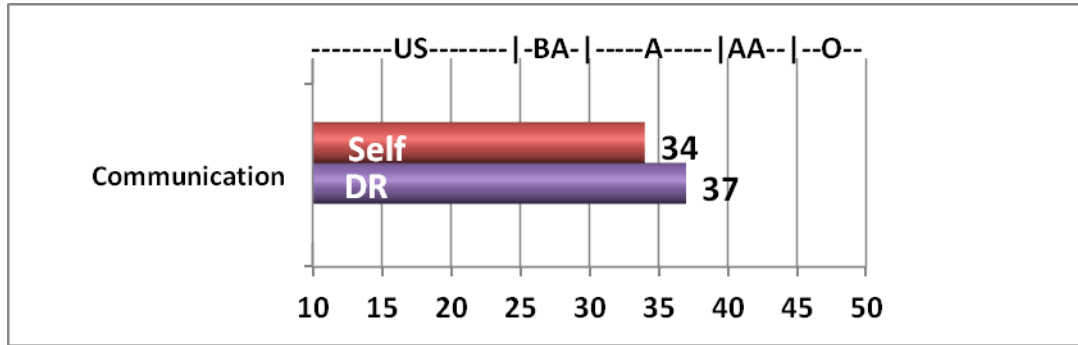


Figure 20  
Self-Direct Reports Communication

### Direct Reports

**Average:** Results indicate that team members believe you give detailed instructions and explain processes well, providing timely information on changes most of the time. You listen and encourage them to ask questions, taking the time to answer each of their questions individually. You typically consider the fact that some employees handle change better than others and take that into account when you introduce new ideas, although you may not be as consistent as team members would like for you to be. Although you are usually an effective communicator, you should work on a developmental plan to help you become even more consistent in this area.

#### Direct Reports Comments (Computer Generated)

Based on your Direct Reports' responses, you need to work on:

- Giving clear directions to employees.

### Team Development

The foundation of any organization is made up of its separate teams. The ability of team members to work efficiently together and interact effectively determines the success of the team. Leader skills include the ability to create a climate of trust within the team by developing cohesion and openness while ensuring individual role clarity. Leaders must also actively reduce inappropriate competition and encourage collaboration where shared responsibility is appropriate. Effective leadership is evident when team members have a perspective of "we" versus "I" as they participate in job-related requirements.

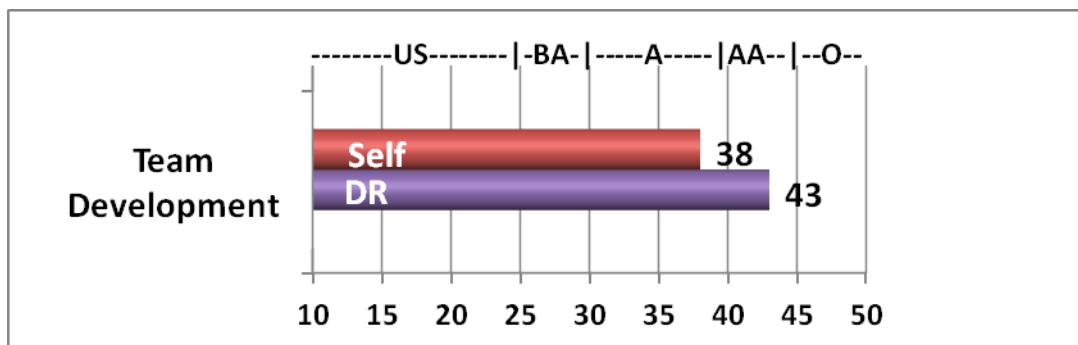


Figure 21  
Self-Direct Reports Team Development

## Direct Reports

**Above Average:** Results indicate that your team members believe you create an atmosphere of trust that allows them to interact effectively and collaboratively most of the time. They also think that you usually reduce destructive competition and encourage an open atmosphere that enables them to see themselves as a cohesive unit, a “we” rather than an “I.” Your challenge is to continue to develop your team, especially as you integrate new members.

### Direct Reports Comments (Computer Generated)

Based on your Direct Reports’ responses, you need to work on:

- Assisting in developing employee work related skills.

## Conflict Resolution

Conflict is inevitable in the workplace and can be constructive. Leaders must be skillful in resolving conflict, particularly the conflict that arises from competition for resources, personality differences, misunderstandings, policies, procedures, etc. Leader skills involved in resolving such conflicts non-defensively include talking openly with team members to evaluate all sides of an issue, taking action to change impending events, recognizing goal achievement and following up when corrective action has been implemented. Unnecessary conflict detracts from task accomplishment and wastes resources. In extreme cases, it can drive valued team members out of the organization. It is imperative for the leader to take steps to resolve conflicts and ensure that team members feel confident that they are heard, valued and utilized properly.

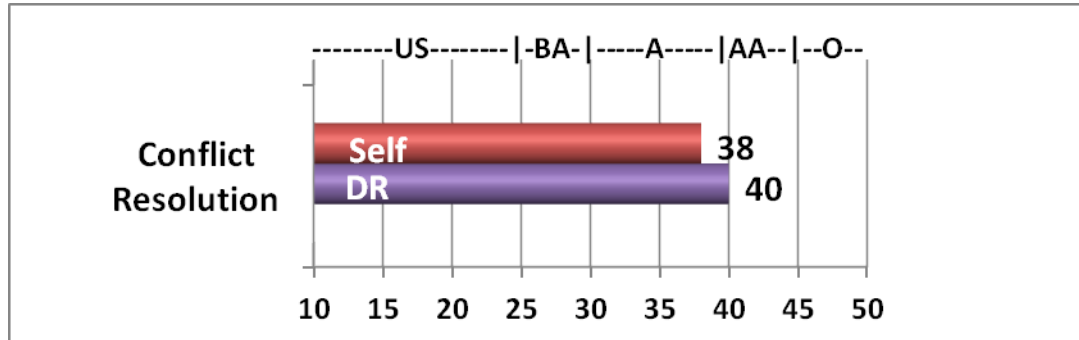


Figure 22  
Self-Direct Reports Conflict Resolution

## Direct Reports

**Above Average:** Results indicate that your team members believe you usually address conflict openly and honestly whether the source of the conflict is unhealthy competition, different personalities, policies or procedures. They also think that you rarely become defensive and are usually willing to evaluate all sides of issues before taking quick and decisive action when necessary. They also believe that you move beyond the conflict once it has been resolved and recognize growth and goal attainment achieved as a result of corrective action. Your challenge is to continue to resolve the conflicts on your team quickly and effectively.

## PART IV – Next Steps

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This section focuses on the steps you take to form your Leader Effectiveness Action Plan, the objective of the ABLE and the most significant contribution to your professional development.

### Step 1

Keep an open mind and do not become defensive. This is often hard to do, but it helps if you remember that the ABLE results are people's perception of your skills in nine important dimensions. Skills can be learned and developed, which means that you can change people's perceptions of your work if you are willing to put forth the effort change requires.

The most important step is for you to understand why people hold the perceptions that they do. The greatest trap we fall into when we receive feedback is thinking that "the questions weren't any good," "my team doesn't understand me," "my supervisor doesn't see my work," "no one knows what I'm up against," and on and on. Try to rid your mind of these thoughts and focus on the feedback, seeing it as an important learning experience. Remember, too, that your company has invested time and resources into making sure that you have the feedback to succeed, another reason to make sure that you take full advantage of this opportunity.

### Step 2

Fill out the Boss' Meeting and Team Meeting worksheets on the pages that follow. These worksheets provide a framework for the meetings in Steps 3 & 4.

- Fill out the worksheets based on your current perceptions.
- Take the worksheets to the meetings to take notes on them.
- If you feel that the discussion is not helping you understand the information on the worksheet, ask some of the questions directly (e.g., "What do you see as my primary challenge area?").
- Take more notes directly after the meeting while the information is fresh in your mind.

### Step 3

Contact your boss and set up a time to meet within two weeks of receiving your feedback. Use your ABLE Report, including the graphs, as a basis for discussion. As you review the graphs showing the self-boss comparison on each of the nine leader skills,

- Ask for specific feedback and examples on areas needing improvement.
- Solicit specific observations on areas that fall below 30 on the graph.
- Address any gaps of 5 points or more.
- Define the expectations your boss has for you.
- Ask your boss for career development assistance and training in weak areas.
- Set another meeting in approximately 3 months to check on your progress.



- Remember not to become defensive or try to explain the rationale for the scores you gave yourself. This meeting is an opportunity to receive additional feedback. To the degree you can, keep your ears open and your mouth closed.

#### Step 4

Contact your direct reports and set up a similar meeting. Having a group meeting will give your direct reports a feeling of safety and encourage them to speak honestly. In this meeting, you should:

- Not show your graphs.
- Listen with an open mind.
- Ask direct reports how you can help them become more successful.
- Not dominate or rush the meeting.
- Not appear to be distracted or disinterested or lose your temper.
- Use open-ended questions: "Can you tell me more about that?" "What comments do you have?" "Can you give me more specifics?"
- Not become defensive. This meeting is an opportunity to receive additional feedback. To the degree you can, keep your ears open and your mouth closed.
- Set another meeting in approximately 3 months to check on your progress.

Some people find that those who don't speak up in the meeting sometimes prefer privacy, so don't be discouraged if you fail to get the responses you want. Many direct reports will realize that you want feedback and become more willing to speak up over the next few days or weeks.

#### Step 5

Fill out the Leader Effectiveness Action Plan. Note that the plan focuses on your strengths, as well as challenge areas.

#### Step 6

Implement your Leader Effectiveness Action Plan.

#### Step 7

Complete the Post-ABLE. A Post-ABLE, if taken 90-120 days after the ABLE, provides additional information by comparing how perceptions have changed by comparing the most recent perceptions to those of your previous assessment. As the rated leader, you are able to see where you have been and how much perceptions have changed as a result of the actions implemented in your Leader Effectiveness Action Plan.

Today's Date

**Boss' Meeting**

How I think my boss would describe me:

Areas that my boss identified as challenges for me:

Areas that I see as primary challenges:

Expectations my boss has of me:

What resources or help do I need from my boss in order to be more successful? How have I communicated these needs to my boss?

Date for follow-up meeting:

Today's Date:

**Team Meeting**

How I think my team would describe me:

I need to do more of the following:

I need to do less of:

I need to continue doing the following the way I do now:

Suggestions for improving communication between me and my team:

Date for follow-up meeting:

## Leader Effectiveness Action Plan (LEAP)

After you have met with your boss and team members, the next step is to develop an action plan for making improvements. Begin by referring to the list of specific areas needing improvement that appears under each dimension graph in your Leader Effectiveness Profile (if applicable). In addition, develop a list of those areas in which you have shown strong leader skills.

The next step in the Leader Effectiveness Action Plan process is to ask yourself if you experienced any negative emotions or defensive reactions to your boss' or team members' responses to your questions. If so, these may be blind spots that need your attention and work/effort.

Next, identify your two strongest areas from the Leader Effectiveness Profile. Write these in the blanks next to the numbers below:

1. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
2. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

Identify four ways in which you can capitalize on each of these strengths. Write these next to the four letters under the appropriate numbers above.

Now identify your two weakest areas from your Leader Effectiveness Profile. Write them next to the numbers below:

- 1. \_\_\_\_\_  
Action: \_\_\_\_\_  
Resources: \_\_\_\_\_  
Action: \_\_\_\_\_  
Resources: \_\_\_\_\_
- 2. \_\_\_\_\_  
Action: \_\_\_\_\_  
Resources: \_\_\_\_\_  
Action: \_\_\_\_\_  
Resources: \_\_\_\_\_

Identify two ways (e.g., attend seminars, regular meetings with team members, etc.) you can improve in each of these areas. Be as specific as you can in determining the steps you should take (action) as well as any assistance required to be successful (resources).

Identify any items you rated as a strength that your boss and team members did not.

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Finally, review the Leader Effectiveness Action Plan and use the information from the worksheets on the previous pages to identify the behaviors you need to focus on immediately in order to become more effective. Establish your personal action plan and start your further development right now!

To track your individual progress as an effective leader, you should participate in subsequent assessments. As you prepare for these follow-up assessments, bear in mind that there will be a change in the expectations your boss and team members have for you. You should have discussed some specific actions to be taken to improve your leader effectiveness. Therefore, they will have a higher set of standards that they will expect you to live up to and by which they will measure you. If you make no positive change in your effectiveness between now and the time of your follow-up, the ratings you receive will tend to be lower. In other words, you must make some positive improvements just to maintain the ratings you received on this original assessment. The good news is that actively involving your team members in this process can produce positive results.

Administration of a follow-up ABLE is normally scheduled between two and six months after the original feedback is given and, barring any change in reporting scheme, should involve only those who participated in the initial assessment to be most meaningful. Ask your boss to help you make this happen.

## Leader Effectiveness Action Plan—Immediate Actions Checklist

Now that you have reviewed your ABLE profile, it is time to initiate your action plan. This section provides specific behaviors for integration into your action plan to increase your leader effectiveness. Study your Leader Effectiveness Profile and then identify which of the following behaviors you need to focus on immediately.

### Motivation

- Discuss with your team members their needs and aspirations, demonstrating that you care about them as people.
- Set the example for what you expect from each team member. Be a role model for excellence.
- Find ways to give frequent recognition to deserving team members; make this recognition both visible and sincere.

### Decisionmaking

- Identify all aspects of a problem when practical before making a decision. Don't "shoot from the hip."
- Spend time anticipating the future. Include others as a valuable resource and a means for examining alternative perspectives.
- Avoid the trap of procrastination. Prioritize decisions to be made and set a time frame for making them.
- Follow up on important decisions. Design a plan to evaluate the results once a decision has been implemented.

### Stress Management

- Do not postpone problem solving. Confront negative issues as they arise and encourage team members to do the same.
- Learn stress reduction and relaxation techniques and practice them on a routine basis. Set a good example.
- Prevent molehills from becoming mountains. Keeping things in perspective is important and takes practice.
- Gather the information necessary to determine the boundaries of an issue and resolve it in a timely manner.
- Above all, create an atmosphere of teamwork to encourage open, honest communication.

### Performance Counseling

- Performance goals must be established jointly between the leader and each team member. These goals must be in writing and understood by each person involved.
- Performance counseling must include both the positive aspects of job performance and the areas which warrant improvement.
- Provide timely feedback on work performance. Counsel in private; reward in public.
- Always provide specific examples of what was done correctly and what requires improvement.

### Goalsetting

- Spend time to ensure that team members understand the goals of the organization.
- Have team members establish their own goals, then work with them to ensure that the goals are realistic and measurable. Compare their individual goals with the team's goals.
- Take time to review team member job descriptions.
- Ensure that all team members are clear about their roles in the workplace and how their goals fit with those of their co-workers and the team.

### Delegation

- Express trust in your team members. Give them a job to do and leave them alone. Select one from a list of priorities to allow them time to learn as they do.
- Make sure that the team member who is given the delegated task is also given authority to ensure total task completion.
- Avoid looking over team members' shoulders, but require periodic reports to ascertain the current status of delegated tasks.

### Communication

- When giving directions or task assignments, take time to ask a team member what his/her understanding of the assignment is.
- When receiving directions or task assignments from your boss, take time to relate back your understanding of the instructions given and the time frame established for accomplishment.
- Practice listening closely to team members and your boss. Effective listening involves hearing words spoken, interpreting the nonverbal gestures and assessing the emotional element present during the communication.



### Team Development

- Establish clear goals for the team.
- Involve team members in the process when and where appropriate. Get team members actively involved in problem solving activities.
- Demonstrate sincere interest in their ideas and solutions.
- Create opportunities for the team to gather socially during off-work time. Support these activities by providing team members on-the-job opportunities to schedule and sponsor these events.

### Conflict Resolution

- Make a practice of negotiating differences of opinion for team members.
- Refrain from taking sides in disputes and expect more emotion to be expressed than the substance of an issue.
- Be patient and allow feelings to be vented until the real issues are actually surfaced and can be addressed. Encourage team member suggestions for ways to improve.
- Be prepared to have some of your own practices challenged.
- Facilitate these conversations non-defensively to reduce tension and to allow exploration of alternate methods and practices.
- Review policies and procedures to determine if revision is necessary. Ensure adequate resource allocation to support requirements.

In addition to the areas listed on the Leader Effectiveness Action Plan, my boss, team members and I have identified the following areas as opportunities for growth and improvement:

## PART V – Conclusion

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The feedback provided in this Report can be a valuable aid to your own self growth and development, as well as a means for advancing toward your career goals. Studying and understanding the leadership skills identified in this Report will enable you to put together a strong Leader Effectiveness Action Plan for enhancing your skills. Your Action Plan will require you to meet with your direct Supervisor, and in some cases, your Peers and Direct Reports. You have just completed the first step in a long process of advanced career development.

High Performing Systems, Inc., is available to answer questions you might have about this Report and the creation of your Leader Effectiveness Action Plan. We look forward to working with you and wish you great success as you move forward.

If you have any questions about the content of this Report, contact [debra@hpsys.com](mailto:debra@hpsys.com).

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