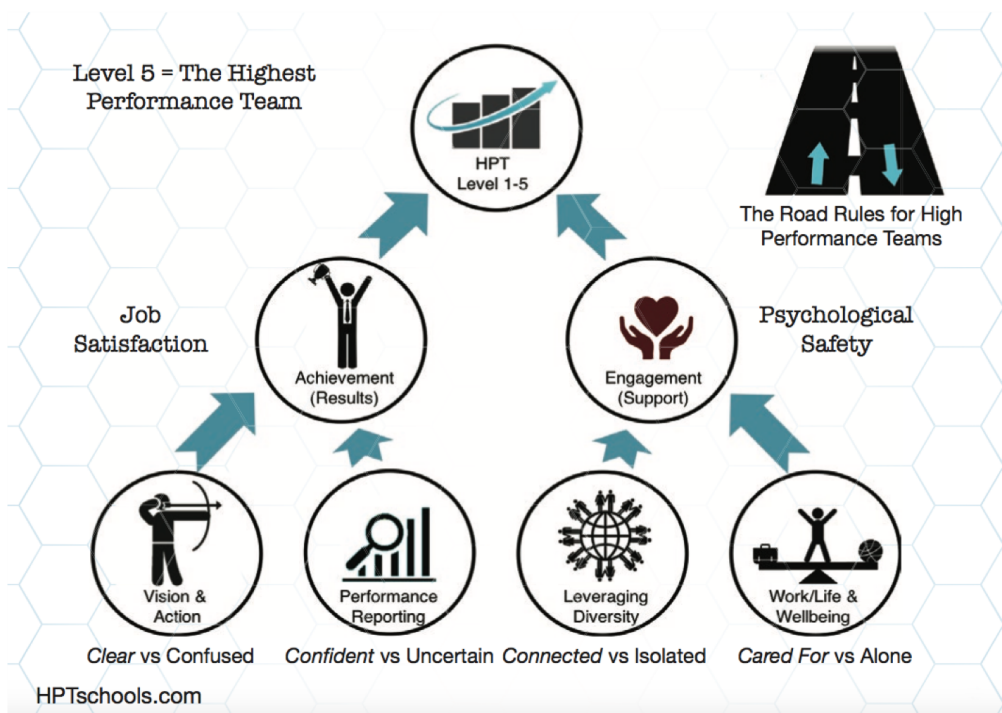


HPT360

Leadership Assessment Report



February / 2021



HPT360 Leadership Report Structure



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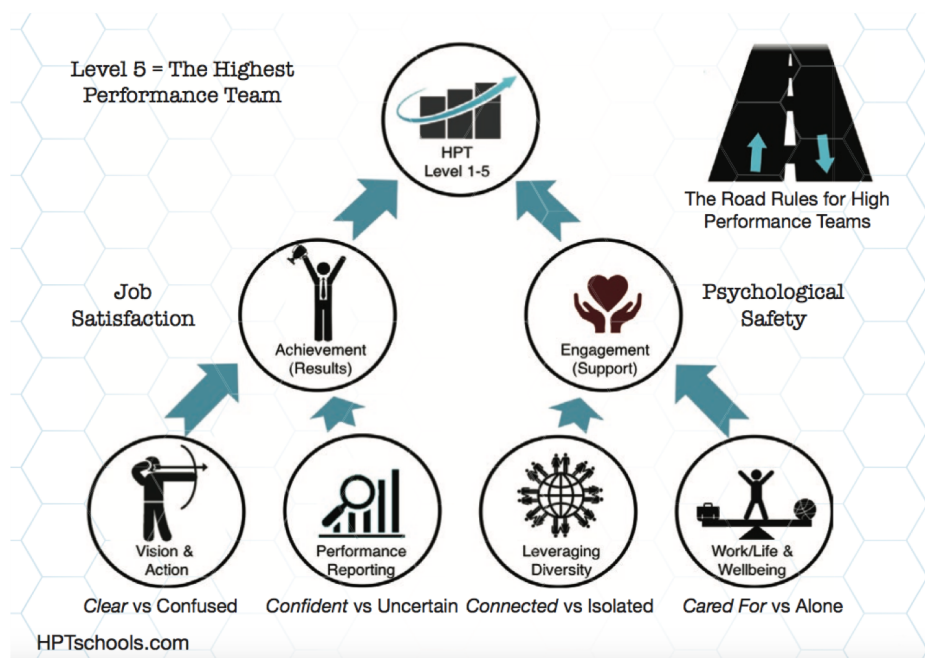
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About Leading High Performance Teams and the HPT360 Leadership Assessment

A Leader's behaviour is one of the most significant factors in facilitating or derailing team performance. Members of High Performance Teams have two equal priorities:

- Focusing on maximising team Achievement (Results) — A team's ability to consistently meet and exceed performance targets; and
- Focusing on maximising team Engagement (Support) — A team's ability to create positive team dynamics to create long-term working relationships and enable innovation based on cumulative knowledge.



These two core foci are underpinned by four Key Performance Indicators (KPIs) (see Figure above):

- **KPI 1 — A Common Vision, Strategy and Clear Actions:** A High Performance Team has a common vision and is clear on the strategies and actions they need to perform.
- **KPI 2 — Accountability and Performance Reporting Systems:** A High Performance Team has clear roles, accountabilities and performance reporting systems that provide transparent real-time data to keep people focused and accountable.
- **KPI 3 — Leverage Diversity:** A High Performance Team values individual differences and diversity.
- **KPI 4 — Supporting Team Members Work/Life and Wellbeing:** A High Performance Team is supportive of each team members' individual work/life needs and creates flexibility and support for the long-term within the group.

The **HPT360 Leadership Assessment** is designed to assist leaders in gaining greater insight into their level of supportive and strategic behaviours. These behaviours enable leaders to effectively lead their teams to maximise Achievement (Strategic Leadership Behaviours) and Engagement (Supportive Leadership Behaviours). The HPT360 Leadership Assessment Report combines the leader's self-assessment score and the scores from their nominated peers and allows leaders to examine and develop an action plan at both an individual factor level and global balance level.

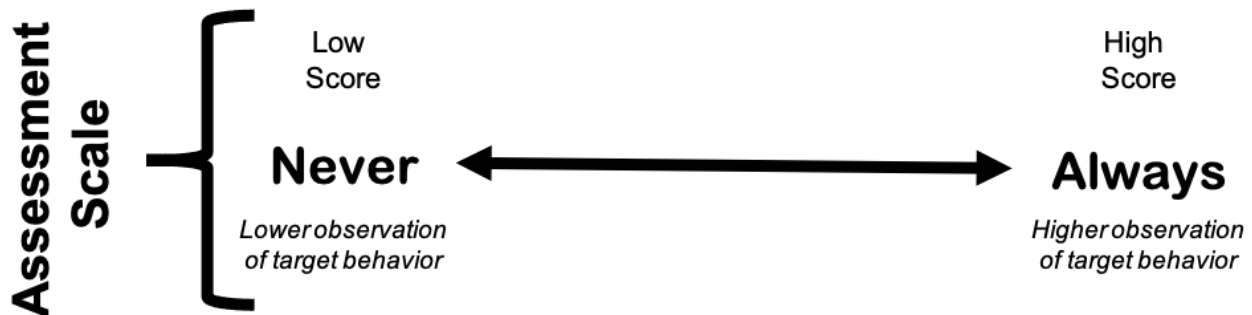


About Leading High Performance Teams and the HPT360 Leadership Assessment

Understanding the HPT360

The HPT360 is a brief (10-15 minute) 23 item (20 scale based, and 3 open-ended questions) survey assessing a leader's Strategic and Supportive behaviours.

Scale based questions utilise a five-point rating scale, with higher scores indicating greater observation of specific leadership behaviours. All responses to open-ended questions are reported verbatim.



The HPT360 differs from other 360 assessments in two important ways:



1. Assessor Selection: Feedback is limited to 5 assessors (typically managers, direct reports or peers) who have direct close experience of the leader's behaviour. Receiving feedback from a limited number of close contact assessors encourages leaders to identify specific behaviours that they could change to improve individual and team level relationships rather than focusing on trying to manage perceptions from a much wider and varied group of assessors which may or may not improve overall team performance.



2. Behaviour Based Assessment Focus: The HPT360 assesses observable leadership behaviour that impacts individual and team performance, rather than conceptual attributes, preferences or discipline specific knowledge. Focusing on a defined set of observable leadership behaviours allows leaders to easily identify what they should "Keep Doing", "Stop Doing" and "Start Doing" to boost their own leadership capability and team performance.

HPT360: Your Leadership Dashboard

EXAMPLE - February / 2021

Self Assessment

HPT Leadership
Global Score



75%

Achievement & Engagement Balance



80%



70%

KPI Balance

75%



70%



85%



70%

Peer Assessment

HPT Leadership
Global Score



72%

Achievement & Engagement Balance



73%



72%

KPI Balance

69%



69%



77%



74%

Your Results in Detail:

Strategic Leadership Breakdown



KPI 1: Vision & Action

Detail

Your ability to clearly communicate to your team the short- and long-term vision & strategy of the organisation at both a global and team specific level.

Self Rating

75.0%

Peer Breakdown

75% 70% 70% 65% 65%

Peer Average

69.0%



KPI 2: Performance Reporting

Detail

The ability to demonstrate competence and expertise to perform your role with your team and deliver credible results at both the team and organisational level.

Self Rating

85.0%

Peer Breakdown

90% 80% 75% 70% 70%

Peer Average

77.0%

Your Results in Detail:

Supportive Leadership Breakdown



KPI 3: Leveraging Diversity

Detail	Self Rating	Peer Breakdown
Your ability to motivate and encourage your team members based on their individual needs and preferences.	70.0%	75% 75% 70% 65% 60%
		Peer Average
		69.0%



KPI 4: Work/Life & Wellbeing





Detail	Self Rating	Peer Breakdown
Your ability to understand the career and personal goals of your team and support them accordingly.	70.0%	95% 75% 70% 65% 65%
		Peer Average
		74.0%

* Peer Breakdown is presented from highest to lowest scores left to right.

Your Results in Detail:

Assessor Average Scores x Question

Below are your average scores by question.

		Avg
	1. I (They) can communicate our vision in a way that inspires my team to achieve results that exceed expectations.	60.0 %
	2. I (They) inform my team about senior management's expectation of their performance in both the short- and long-term.	75.0 %
	3. I (They) clearly explain the short- and long-term vision and action to my team.	70.0 %
	4. Each member of my (their) team knows how the tasks they perform contribute to achieving the organisation's mission and purpose.	70.0 %
	5. I (They) regularly discuss the vision and action plan for the team and organisation.	70.0 %
	1. I (They) have regular discussions with my (their) team about progress on our (their) specific goals and targets.	70.0 %
	2. I (They) have the knowledge and expertise to competently support my (their) staff to achieve their goals and targets.	80.0 %
	3. I (They) support the performance of my (their) team by sharing my (their) relevant knowledge and experience.	85.0 %
	4. I (They) make sure my (their) team has easy access to relevant data needed to drive team performance.	70.0 %
	5. I (They) encourage my team to openly question me (them) if they (we) are unclear about information I (they) have provided.	80.0 %
	1. I (They) regularly seek feedback from my (their) team about how I (they) can improve and encourage others to do the same.	60.0 %
	2. I (They) focus on leveraging the diversity within my (their) team to maximise everyone's sense of inclusion & belonging.	70.0 %
	3. I (They) use a flexible approach to encourage and motivate my (their) team based on their individual needs.	75.0 %
	4. I (They) provide all team members with performance feedback to grow and develop.	70.0 %
	5. I (They) have difficult conversations about working relationships instead of gossiping or avoiding people.	70.0 %
	1. I (They) have a genuine interest in the health and wellbeing of my team members.	85.0 %
	2. I (They) share my own (their) work/life and wellbeing goals with my team.	75.0 %
	3. I (They) encourage my team to share their work/life and wellbeing goals with each other.	75.0 %
	4. I (They) know the career goals of each individual member of my team.	60.0 %
	5. I (They) support my team members to achieve their career and personal goals.	75.0 %



Verbatim Descriptive Feedback

Leadership Strengths

Comments:

- Self: Ability to justify decisions Listening Flexible
- Respondent: you are very thorough in your execution of your work. You are very good at having positive relationships with your staff.
- Respondent: [redacted] is very approachable and straightforward. He works hard to support his team and ensures they have what they need to get their job done (and not burn out).
- Respondent: [redacted] is attentive to the needs of the team and thinks often about how to maximise the capacity of the team without overburdening them.
- Respondent: Energetic and enthusiastic leader who communicates messages clearly. Supportive of faculty members and understands the roles of different teachers.
- Respondent: Highly passionate [redacted] HOD. Very focused on supporting his faculty team in delivery of student outcomes within his faculty.

Areas to Develop

Comments:

- Self: Difficult conversations with staff. Solution is to just do it. Managing multiple priorities simultaneously. Solution is to read up some literature on this topic.
- Respondent: Be more strategic in your mentoring of your staff. What are the goals of your department and are we going to meet these
- Respondent: I don't often hear [redacted] reflect on the bigger picture/vision and goals. Perhaps I need to ask more questions?
- Respondent: Hearing his faculty vision and goals and how they align with our school's priorities will help facilitate cross-faculty and cross-curricular work.
- Respondent: [redacted] can continue to work on strategies for making sure complaining staff feel heard, without being drawn in too far into their narrative. Perhaps reflect back to team members, but pivot to a positive or alternative viewpoint / perspective before the conversation comes to a close?
- Respondent: Valuing the contribution of all team members - avoid bias in communicating the value of different subjects to team members. Making staff accountable for the responsibilities of their role.
- Respondent: Find a greater balance between the SLT and his faculty team. At times [redacted] has the balance correct. On other occasions it comes at the detriment to the SLT, and whole school focus. Being highly committed to his learning area and staff is a strength, but at times he loses sight of the whole school and SLT.



Verbatim Descriptive Feedback

Current Organisational Priorities: Personal Leadership Focus

Comments:

- Self: Wellbeing of staff. Implementing priorities.
- Respondent: 1. be more strategic 2. what are the priorities/ benchmarks 3. be open about your work and why you are doing this.
- Respondent: - communicating vision/goals
- Respondent: [REDACTED] knows that he can continue to build upon the excellent team dynamic and capacity in the jnr sec [REDACTED] space and build this team up to manage much of their own work fairly autonomously as he takes on responsibility for SCD in jnr [REDACTED] from now on. Lots of positive feedback and encouragement for this key group of staff.
- Respondent: Creating an environment where teachers communicate openly and honestly within the staffroom and beyond the staffroom.
- Respondent: [REDACTED] has some difficult staff to manage that put him in a difficult position ([REDACTED] team v SLT), working how to best manage those staff would be beneficial to [REDACTED] [REDACTED] would also benefit from developing more staff within his team to support the immense workload he has managing multiple subjects.

The Next Steps

It is important to debrief this report with your HPTschools Coach. Over the next 3-6 months, using executive coaching support, mentoring and feedback with local management and peers, develop a structured plan to further improve your skills and demonstrated capabilities across the 4 domains of strategic and supportive leadership to continue to grow and develop your leadership skills to build High Performance Teams.

Strategic Leadership in Depth



KPI 1: Vision & Action

Description:

Your ability to clearly communicate to your team the short- and long-term vision and strategy of the organisation at both a global and team specific level.

Leaders communicate vision and strategy by giving clear direction of where the team and organisation is heading. Leaders of High Performance Teams do this by having discussions with their team about the team's specific goals and targets, informing their team about senior management's expectation of their performance in both the short- and long-term, clearly explaining the short- and long-term vision and action plan for the team, ensuring that each member of the team knows how the tasks they perform contribute to the team achieving their specific goals and targets, as well as regularly discussing the vision and action plan for the team and organisation.

Behavioural Examples

- Holding monthly meetings to communicate changes/plans;
- Regularly communicating the strategic direction of the team and organisation;
- Developing an action plan that is linked to the overall vision of the team and organisation;
- Ensuring staff are always aware of team objectives, how they will be achieved and their evolution.

HPT360 Items

1. I (They) can communicate our vision in a way that inspires my team to achieve results that exceed expectations.

2. I (They) inform my team about senior management's expectation of their performance in both the short- and long-term

3. I (They) clearly explain the short- and long-term vision and action to my team.

4. Each member of my (their) team knows how the tasks they perform contribute to achieving the organisation's mission and purpose.

5. I (They) regularly discuss the vision and action plan for the team and organisation.

Strategic Leadership Action Plan



KPI 1: Vision & Action

Reflecting on Your HPT360 report, note down the leadership behaviours that you intend to "Keep Doing", "Stop Doing" and "Start Doing".

"Keep Doing"

Constructive behaviours you will continue to reinforce

"Stop Doing"

Old behaviours you will work to inhibit

"Start Doing"

New behaviours you will gradually introduce

Strategic Leadership In Depth



KPI 2: Performance Reporting

Description:

Your ability to demonstrate competence and expertise to perform your role with your team and deliver credible results at both the team and organisational level.

Employees expect their leaders to be competent and capable before they will be prepared to commit to the cause. Leaders of High Performance Teams do this by having the knowledge and expertise to competently support their staff to achieve their goals and targets, reliably delivering on their promises and commitments, supporting the team by sharing relevant knowledge and experience, regularly referring to data to drive team performance, as well as encouraging the team to openly question them if they are unclear about information they have provided.

Behavioural Examples

- Ensure the team has clear KPIs in role descriptions;
- Use data walls to chart progress;
- Regular reciprocal discussions with staff on individual goals and targets;
- Use of Individual and group meeting protocols focusing on accountability and improvement.

HPT360 Items

1. I (They) have regular discussions with my (their) team about progress on our (their) specific goals and targets.

2. I (They) have the knowledge and expertise to competently support my (their) staff to achieve their goals and targets.

3. I (They) support the performance of my (their) team by sharing my (their) relevant knowledge and experience.

4. I (They) make sure my (their) team has easy access to relevant data needed to drive team performance.

5. I (They) encourage my team to openly question me (them) if they (we) are unclear about information I (they) have provided.

Strategic Leadership Action Plan



KPI 2: Performance Reporting

Reflecting on Your HPT360 report, note down the leadership behaviours that you intend to "Keep Doing", "Stop Doing" and "Start Doing".

"Keep Doing"

Constructive behaviours you will continue to reinforce

"Stop Doing"

Old behaviours you will work to inhibit

"Start Doing"

New behaviours you will gradually introduce



Supportive Leadership In Depth

KPI 3: Leveraging Diversity

Description:

Your ability to motivate and encourage your team members based on their individual needs and preferences.

Leaders of High Performance Teams do this by regularly seeking feedback from their team about how they can improve, motivating and encouraging their team using a range of different strategies, using a flexible approach to encourage and motivate their team based on their individual needs, providing all team members with performance feedback to grow and develop, as well as having difficult conversations about working relationships instead of gossiping or avoiding people.

Behavioural Examples

- Conduct regular team profiling to understand risks of personality clashes;
- Enact clear above and below the line behaviour charts;
- Develop and use protocols for difficult conversations;
- Have regular two-way feedback to grow and develop team.

HPT360 Items

1. I (They) have regular discussions with my (their) team about progress on our (their) specific goals and targets.

2. I (They) have the knowledge and expertise to competently support my (their) staff to achieve their goals and targets.

3. I (They) support the performance of my (their) team by sharing my (their) relevant knowledge and experience.

4. I (They) make sure my (their) team has easy access to relevant data needed to drive team performance.

5. I (They) encourage my team to openly question me (them) if they (we) are unclear about information I (they) have provided.

Supportive Leadership Action Plan



KPI 3: Leveraging Diversity

Reflecting on Your HPT360 report, note down the leadership behaviours that you intend to "Keep Doing", "Stop Doing" and "Start Doing".

"Keep Doing"

Constructive behaviours you will continue to reinforce

"Stop Doing"

Old behaviours you will work to inhibit

"Start Doing"

New behaviours you will gradually introduce



Supportive Leadership In Depth



KPI 4: Work/Life & Wellbeing

Description:

Your ability to understand the career and personal goals of your team and supporting them accordingly.

Leaders of High Performance Teams do this by having a genuine interest in the health and wellbeing of team members, sharing their own work/life goals with the team, encouraging the team to share their work/life goals with each other, knowing the career goals of each individual member of the team, as well as supporting team members to achieve their career and personal goals.

Behavioural Examples

- Reflect on own comfort zone for sharing and useful topics for disclosure;
- Hold regular short team building activities;
- Use ice breakers in meetings;
- Run training and awareness sessions on work/life strategy and resilience;
- Hold career and succession planning sessions with team.

HPT360 Items

1. I (They) have a genuine interest in the health and wellbeing of team members.

2. I (They) share my own (their) work/life and wellbeing goals with the team.

3. I (They) encourage the team to share their work/life and wellbeing goals with each other.

4. I (They) know the career goals of each individual member of the team.

5. I (They) support team members to achieve their career and personal goals.

Supportive Leadership Action Plan



KPI 4: Work/Life & Wellbeing

Reflecting on Your HPT360 report, note down the leadership behaviours that you intend to "Keep Doing", "Stop Doing" and "Start Doing".

"Keep Doing"

Constructive behaviours you will continue to reinforce

"Stop Doing"

Old behaviours you will work to inhibit

"Start Doing"

New behaviours you will gradually introduce