

Linkage, Inc.

Leadership Assessment Instrument (LAI)

LAI 360° Assessment Profile

A. Sample

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Confidential Assessment Report

INTRODUCTION

"Leadership seems to be the marshaling of skills possessed by a majority but used by a minority. But it's something that can be learned by anyone, taught to everyone, denied to no one."

—Warren Bennis, *Leaders*

Effective leadership is arguably the most critical factor in individual, team, and organizational-level interaction. It can often be extraordinarily difficult, however, to explain what exactly effective leadership is.

Among the diverse and manifold misconceptions about leadership, one of the most significant is the belief that every great motivator, planner, director, mover, and shaker must be a born leader. In fact, we all possess the skills needed to be a leader. Leadership can be developed; it is not a gift bestowed only upon a lucky few. The best leaders are those who make a personal choice to continually assess and constantly develop their leadership capabilities.

The following report is a detailed examination of your own evaluation of your leadership competencies and behaviors. This Leadership Assessment Profile™ captures and reports all of the data that we received in time for processing concerning *your* leadership capabilities. This report contains five parts.

- **Part I, *The High Impact Leadership Model™***, explains the model and how the LAI is designed.
- **Part II, the *Interpretative Guide***, demonstrates what to consider when examining your report results.
- **Part III, *Your Results: Leadership Competencies, Components, Skills, and Comments***, presents your results in the context of the leadership competencies, components, and skills in the LAI. It also contains your results with respect to the open-ended questions.
- **Part IV, *Summary of Results***, highlights those areas that represent the largest gaps between your scores and other rater group scores. Finally, this part includes your top ten highest and your top ten lowest rated items.
- **Part V, the *Individual Development* section**, offers a systematic process to assist you in forming an Individual Development Plan.

PART I

**THE HIGH IMPACT
LEADERSHIP MODEL™**

OVERVIEW

The LAI tests for the capabilities and skills contained in the High Impact Leadership Model™. This section of your Leadership Assessment Profile™ details the various elements that comprise this Model to help you better understand your LAI results.

The Model consists of five leadership capabilities (i.e., competencies), five leadership skills, and five leadership responsibilities. (Note: The LAI tests for the competencies and skills contained in the Model but does not test for the responsibilities in the Model.) In the pages that follow, we set forth the model and provide definitions of each of its elements (five capabilities, five skills, and five responsibilities.)

In addition, the pages that follow indicate that each of the five capabilities is comprised of two components (e.g., Focused Drive is comprised of Focus and Drive, Emotional Intelligence is comprised of Perception and Emotional Maturity, etc.). Furthermore, each of these 10 components is supported by 5 behavioral indicators, which are set forth in graphic form for your convenience. These indicators are, in fact, the competency items contained in the LAI.

THE HIGH IMPACT LEADERSHIP MODEL™



THE HIGH IMPACT LEADERSHIP RESPONSIBILITIES - DEFINITIONS

- ***Creating Results:*** The responsibility of driving results in a competitive world.

- ***Creating the Vision:*** The responsibility of providing meaning, context, and motivation throughout the organization.

- ***Creating the Organization:*** The responsibility of building and developing the structure for high performance.

- ***Creating the People of the Future:*** The responsibility of sponsoring an environment in which employees develop and achieve.

- ***Creating the Knowledge of the Future:*** The responsibility of anticipating future demands and seizing on future opportunities.

THE HIGH IMPACT LEADERSHIP SKILLS – DEFINITIONS

- ***Change Management:*** The skill of adapting to and thriving in times of internal and external change.

- ***Coaching/Mentoring:*** The skill of mastering a comfortable coaching style and using it strategically to improve performance.

- ***Communication:*** The skill of communicating and relating to a broad range of people internally and externally.

- ***Negotiation:*** The skill of arriving at and reaching understandings and agreements with a broad range of people, internally and externally.

- ***Problem Solving:*** The skill of employing analytical abilities, pragmatism, and other tools to resolve complex problems in a variety of contexts.

THE HIGH IMPACT LEADERSHIP COMPETENCIES – DEFINITIONS

- ***Focused Drive:*** The capability of focusing on a goal and harnessing your energy in order to meet that goal – a balance between focus and drive.

- ***Emotional Intelligence:*** The capability of understanding and mastering your emotions (and those of others) in a way that instills confidence – a balance between ***perception*** and ***emotional maturity***.

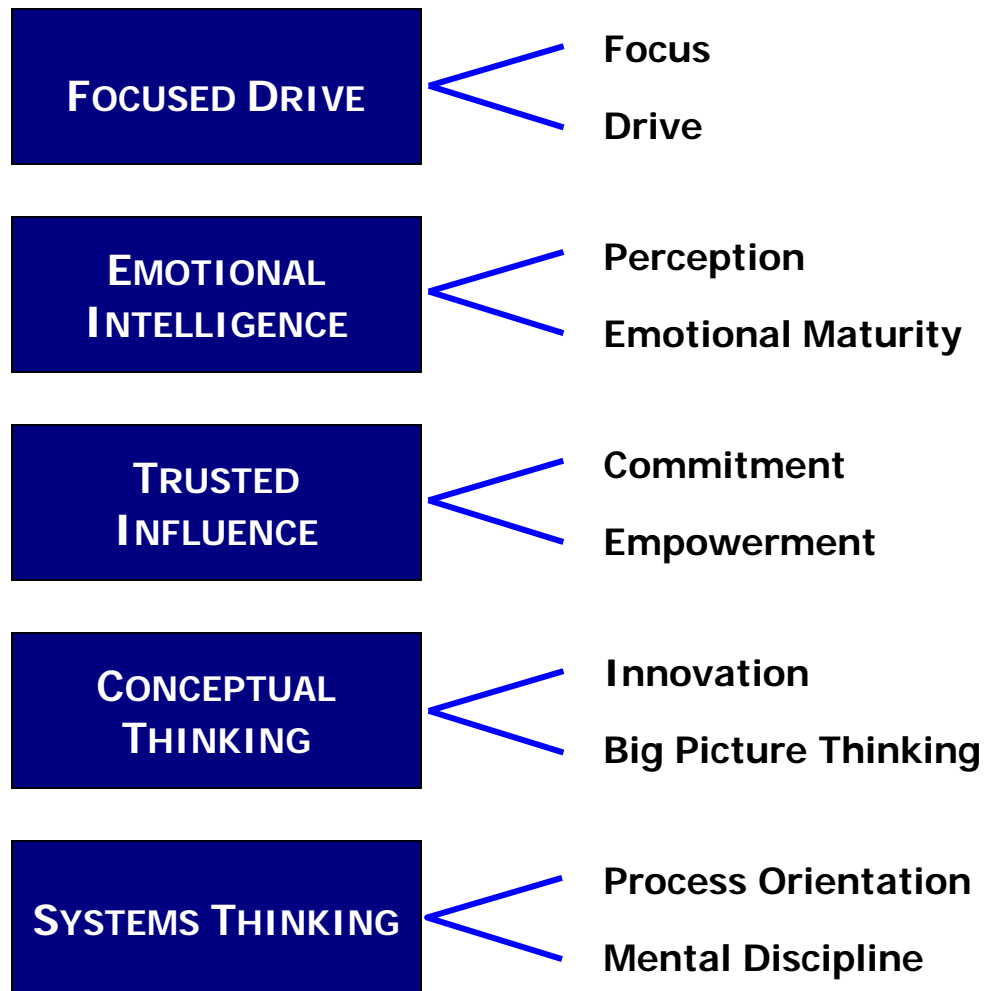
- ***Trusted Influence:*** The capability of evoking trust from others and placing trust in others to enable them to succeed – a balance between ***commitment*** and ***empowerment***.

- ***Conceptual Thinking:*** The capability of conceiving and selecting innovative strategies and ideas for your organization – a balance between ***innovation*** and ***big picture thinking***.

- ***Systems Thinking:*** The capability of connecting processes, events, and structures – a balance between ***process orientation*** and ***mental discipline***.

1 HIGH IMPACT LEADERSHIP COMPETENCY = 2 HIGH IMPACT LEADERSHIP COMPONENTS

Each of the five leadership competencies is comprised of two components, as follows:



THE HIGH IMPACT LEADERSHIP COMPONENTS – DEFINITIONS

FOCUSED DRIVE =

- **Focus:** The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal/vision.
- **Drive:** The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

EMOTIONAL INTELLIGENCE =

- **Perception:** The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- **Emotional Maturity:** The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

TRUSTED INFLUENCE =

- **Commitment:** The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals/values.
- **Empowerment:** The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

CONCEPTUAL THINKING =

- **Innovation:** The ability to create/enhance ideas, products, and services that lead to bottom line success.
- **Big Picture Thinking:** The ability to see all of the forces, events, entities, and people involved in the situation at hand.

SYSTEMS THINKING =

- **Process Orientation:** The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.
- **Mental Discipline:** The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.

THE HIGH IMPACT LEADERSHIP CAPABILITIES

Competency

Focused Drive

FOCUS

- Maintains focus when disruptions might distract attention from key issues and objectives.
- Picks out and targets the projects or initiatives that require special attention.
- Displays single-mindedness in directing energy at key targets.
- Focuses on key tasks when faced with limited time and/or resources.
- Devotes at least 80 percent of time to top 20 percent of priority list.

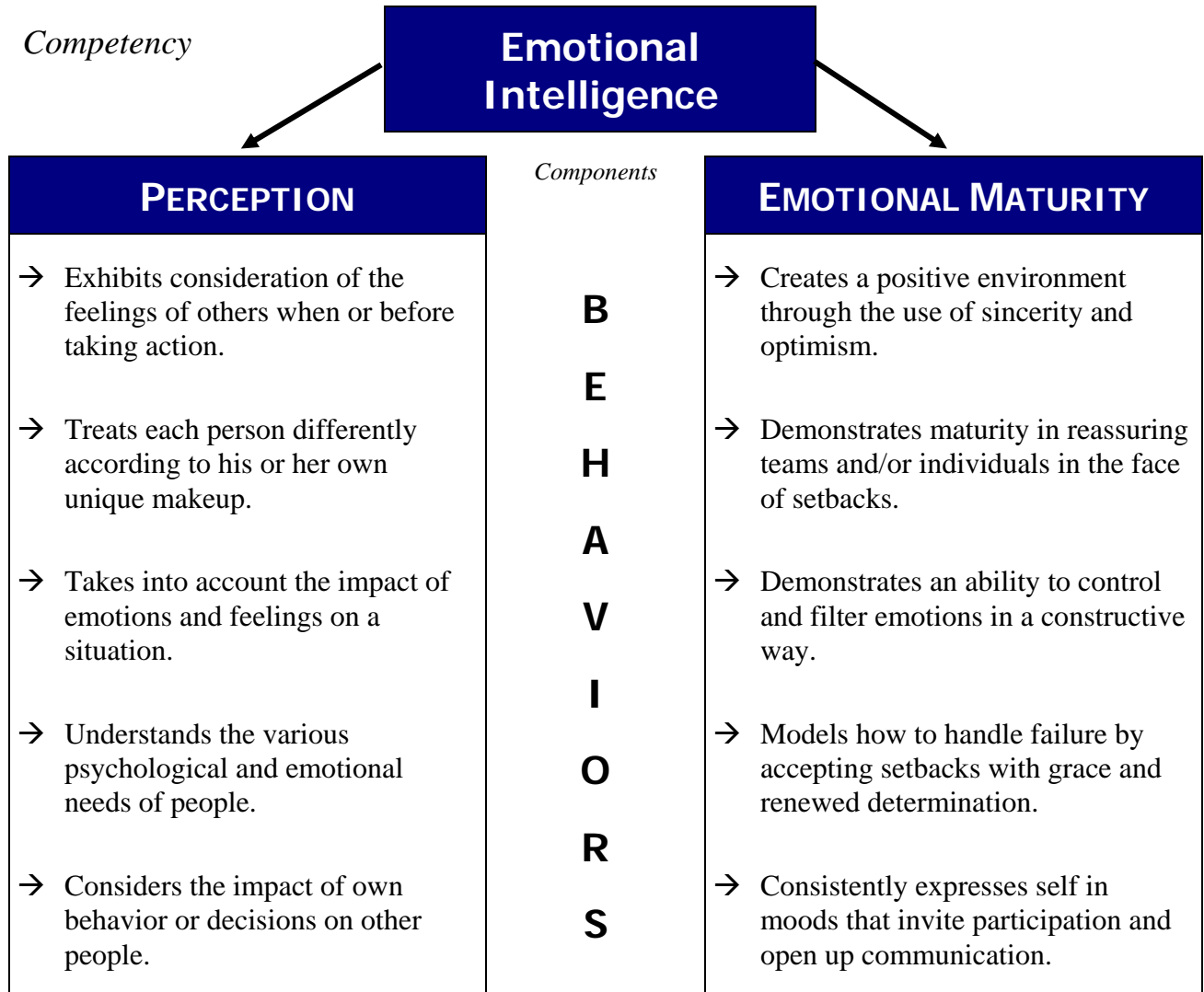
Components

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DRIVE

- Acts decisively to make things happen.
- Strives to set and achieve ambitious goals rather than settling for the safety of achievable results.
- Overcomes potential stumbling blocks to achieve an objective.
- Displays a willingness to do whatever it takes to get it done.
- Displays stamina and energy over the long-term in achieving high standards of performance.

THE HIGH IMPACT LEADERSHIP CAPABILITIES



THE HIGH IMPACT LEADERSHIP CAPABILITIES

Competency

Trusted Influence

COMMITMENT

- Creates a view of the future that motivates others.
- Gains the trust and loyalty of others by fulfilling the commitments made to them.
- Stimulates strong commitment to collective efforts through praise and recognition of individual contributions.
- Sets a clear example for others by following through on importance commitments.
- Inspires dedication to the organization's values through own visible actions.

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EMPOWERMENT

- Displays trust in others by giving them additional responsibilities.
- Displays confidence in individuals by delegating key tasks or functions.
- Displays a strong commitment to the success of others by providing clear feedback on issues or behavior.
- Gives others the power to participate in decision-making and to share in the responsibility.
- Provides whatever is needed to help others take charge of their work and successfully produce results.

THE HIGH IMPACT LEADERSHIP CAPABILITIES

Competency

CONCEPTUAL THINKING

INNOVATION

- Asks “What if?” questions to test assumptions and challenge the status quo.
- Seeks better solutions to problems instead of falling back on obvious ones.
- Demonstrates an ability to create new business ideas by thinking out of the box.
- Demonstrates creativity in developing and/or improving ideas.
- Creates innovative concepts that have growth or profit potential.

Components

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BIG PICTURE THINKING

- Searches for and conceptualizes the underlying or systemic causes that drive a problem.
- Intuitively forms ideas that clarify the many possibilities in a complex situation.
- Makes connections between and among information, events, etc., that reveal key issues or opportunities.
- Comes up with new concepts or distinctions that better organize the interpretation of ambiguous data, information, or events.
- Asks questions to try to form a complete picture of seemingly unrelated information, events, etc.

THE HIGH IMPACT LEADERSHIP CAPABILITIES

Competency

SYSTEMS THINKING

PROCESS ORIENTATION

- Takes steps to make sure that new ideas are integrated with established procedures or processes.
- Adheres to processes to make sure that the right people are involved in a project.
- Talks about and perceives the organization in terms of critical and highly interrelated work processes.
- Ensures successful implementation by building and connecting processes within the organization.
- Demonstrates a commitment to build processes by documenting critical action steps and organizational learnings.

Components

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MENTAL DISCIPLINE

- Displays rigor and discipline in thinking in difficult situations.
- Thoughtfully reaches decisions by reviewing ideas and assumptions with key individuals within the organization.
- Crystallizes thoughts by deliberately and systematically steering through ambiguity and information clutter.
- Critically and thoroughly analyzes the data available on alternatives when seeking the best solution to a problem.
- Thinks through problems in a logical and well-organized fashion.

PART II

INTERPRETATIVE GUIDE

READING AND INTERPRETING YOUR RESULTS

Your LAI report has been carefully designed to detail your results in a simple, easy-to-read fashion that offers an analysis of your leadership behaviors, competencies, and skills across several levels. Whether examining scores on a very specific or very general level, you should find that the results generalize to a variety of situations.

When examining your results, remember that your scores are represented (in both graphic and numerical fashion) with respect to each competency, component, and skills. The scale for each is: 1 (lowest) to 5 (highest), as follows:

- 1 = **Rarely** Demonstrates
- 2 = **Sometimes** Demonstrates
- 3 = **Often** Demonstrates
- 4 = **Very Often** Demonstrates
- 5 = **Almost Always** Demonstrates

Most of the results pages will detail both the overall group rating and your own self-rating. The overall group rating averages the scores from your manager, peers, and direct reports, but does not include your self-rating. This comparison between self and group scores will enable you to evaluate your overall performance while highlighting gaps between the various groups' perceptions of your leadership behaviors.

PARTS III AND IV – TABLES

Parts III and IV contain several different approaches for evaluating your leadership data. Each of the approaches offers a novel and useful perspective on your competencies, components, and skills. Generally speaking, you should pay attention to:

1. Overall scores (to gain perspective on your competencies and skills).
2. Score differences between self and average rater scores (to illustrate how others perceive you compared to how you perceive yourself).
3. Score differences between various rater groups (to illustrate how your behavior may change depending on with whom you interact).
4. Items on which you score particularly high or low (to illustrate particular strengths and development needs; to illustrate how your behavior may change depending on with whom you interact).

PARTS III AND IV – TABLES

Specifically, there are several different tables that represent the four different approaches to data evaluation listed above. In order, the tables are:

Part #	Table Title	Purpose of Table
III	Leadership Competencies and Components – Summary	To compare self and overall group competency and component scores.
III	Summary of Competency Ratings by Rater Group	To examine rater group scores across the five Leadership competencies.
III	Component Ratings by Rater Group	To examine rater group scores across the ten Leadership components.
III	Item Ratings By Rater Group (Focus, Drive, Perception, Emotional Maturity, Commitment, Empowerment, Innovation, Big Picture Thinking, Process Orientation, Mental Discipline)	To examine rater group scores on each item and compare score differences across the leadership components.
III	Leadership Skills – Summary	To compare self and overall group leadership skill scores.
III	Skill Ratings by Rater Group	To examine rater group scores across the five Leadership skills.
III	Item Ratings By Rater Group (Change Management, Coaching/Mentoring, Communication, Negotiation, Problem Solving)	To examine rater group scores on each item and compare score differences across the leadership skills.
IV	Opportunities to Reach Common Ground (Self vs. Manager, Self vs. Direct Reports, and Self vs. Peers)	To examine differences in perceptions across rater groups.
IV	Strengths and Opportunities for Development	To identify the top ten high scoring behaviors and top ten low scoring behaviors.

Examining the full range of tables offers a wide variety of information. In their totality, the tables offer information about how you perceive your own leadership behaviors, how others perceive those same behaviors, and which behaviors are particularly effective or ineffective.

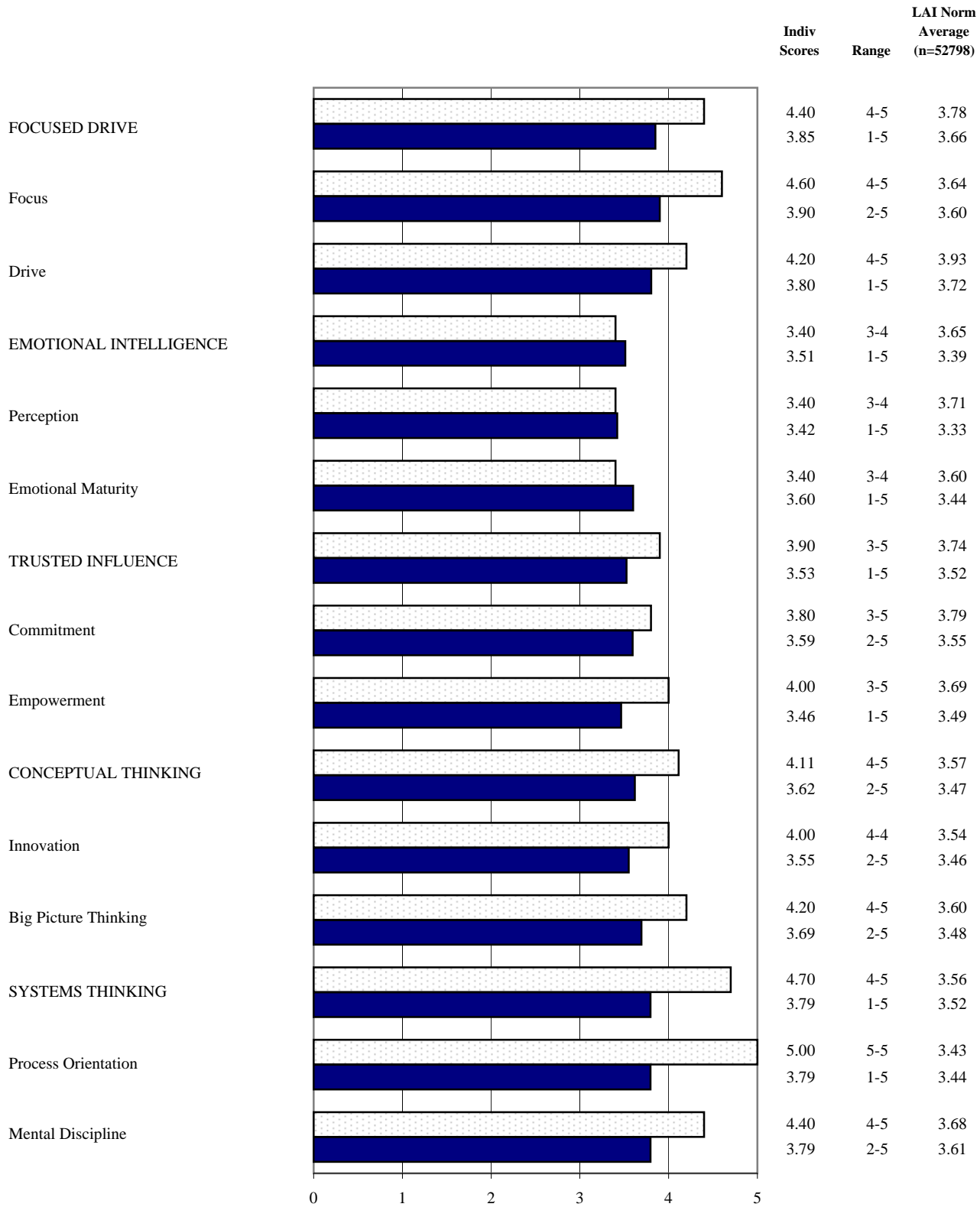
PART III

YOUR RESULTS:

**THE HIGH IMPACT LEADERSHIP
COMPETENCIES, COMPONENTS,
SKILLS, AND COMMENTS**

LAI 360° Assessment Profile for A. Sample

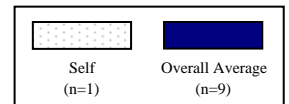
Leadership Competencies: Summary



* Overall average includes manager, direct reports, and peers (not self ratings, however).

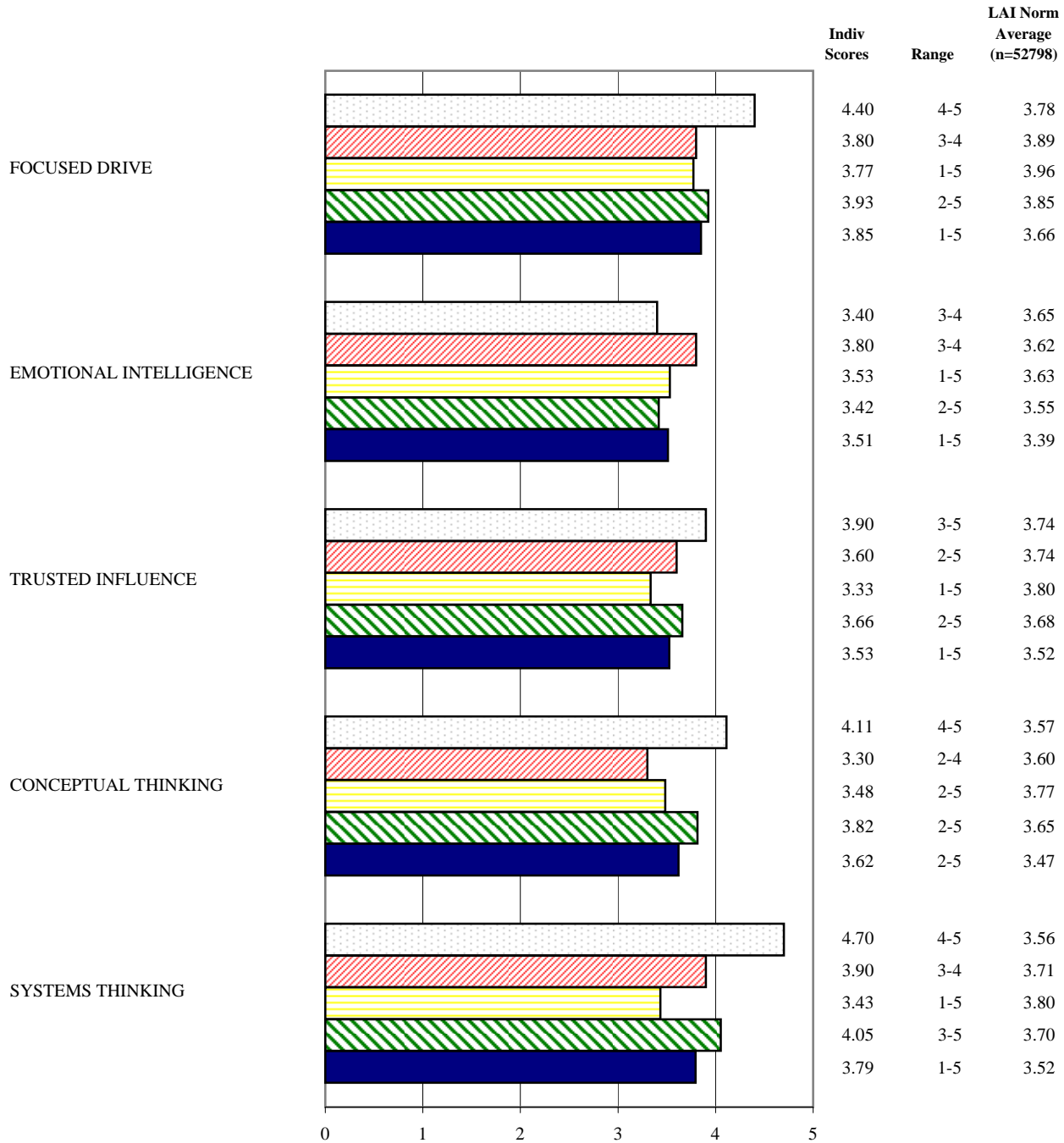
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LAI 360° Assessment Profile for A. Sample

Summary of Ratings by Rater Group

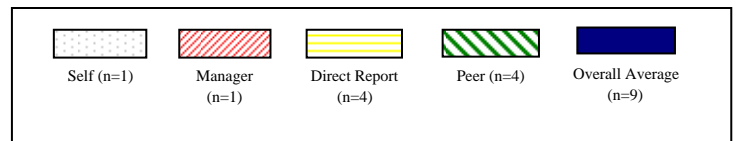


* Overall average includes manager, direct reports, and peers (not self ratings, however).

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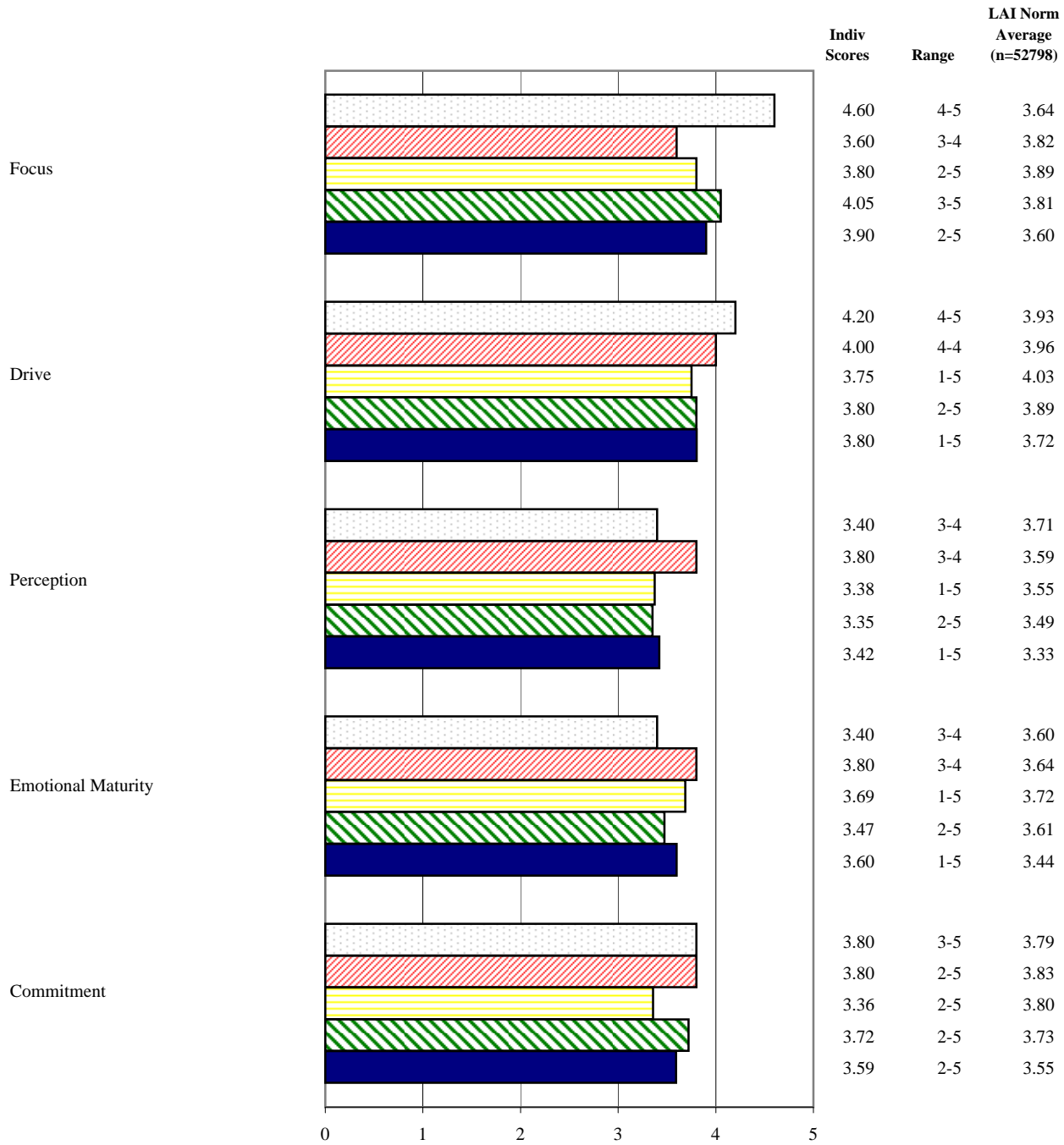
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LAI 360° Assessment Profile for A. Sample

Component Ratings by Rater Group

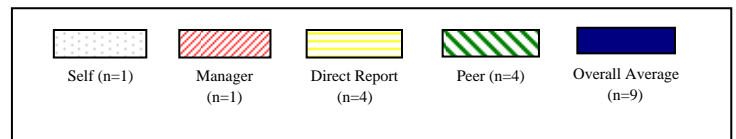


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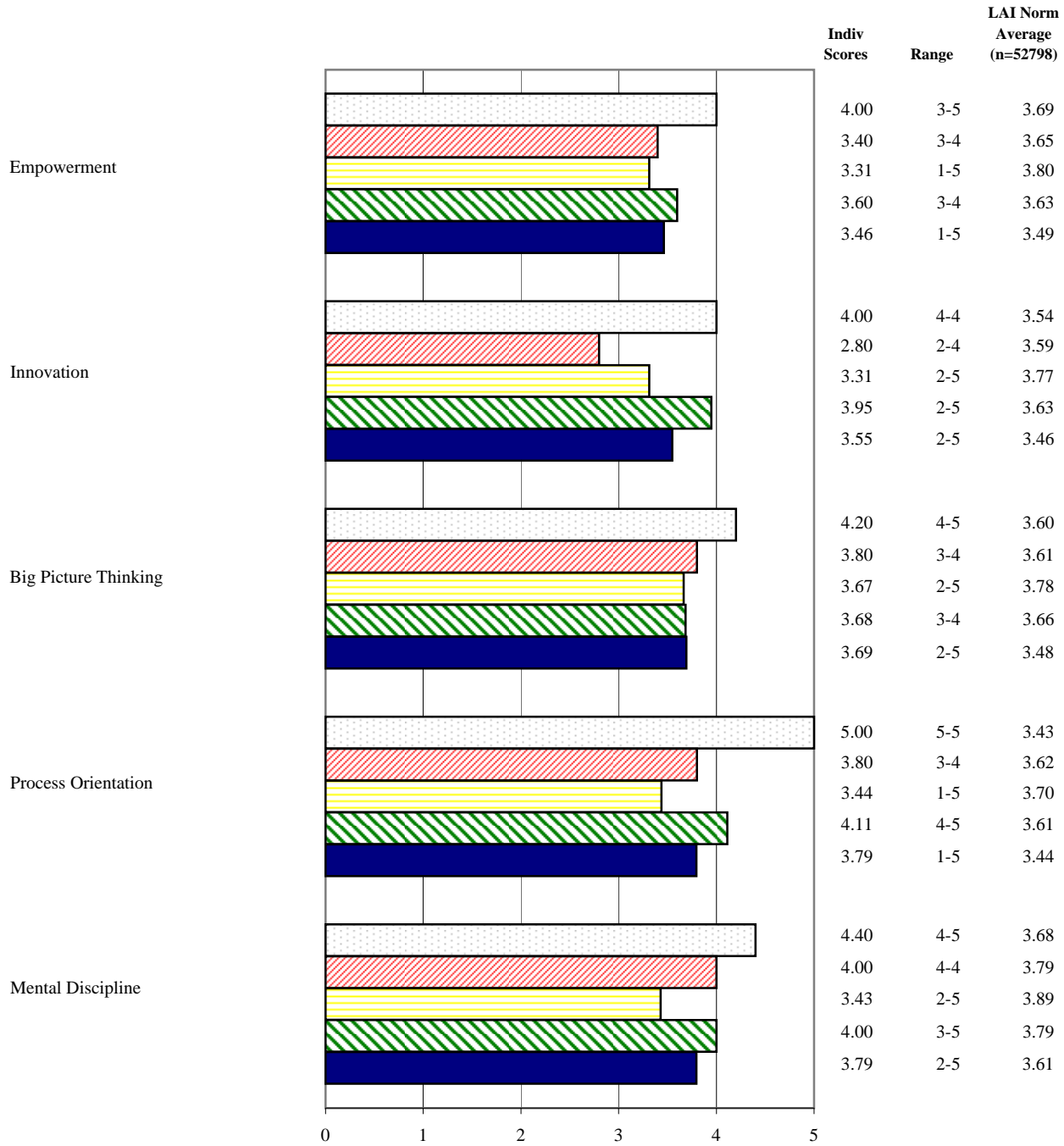
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LAI 360° Assessment Profile for A. Sample

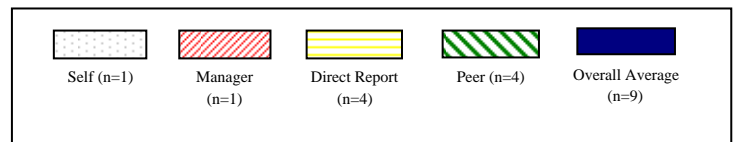
Component Ratings by Rater Group (continued)



* Overall average includes manager, direct reports, and peers (not self ratings, however).

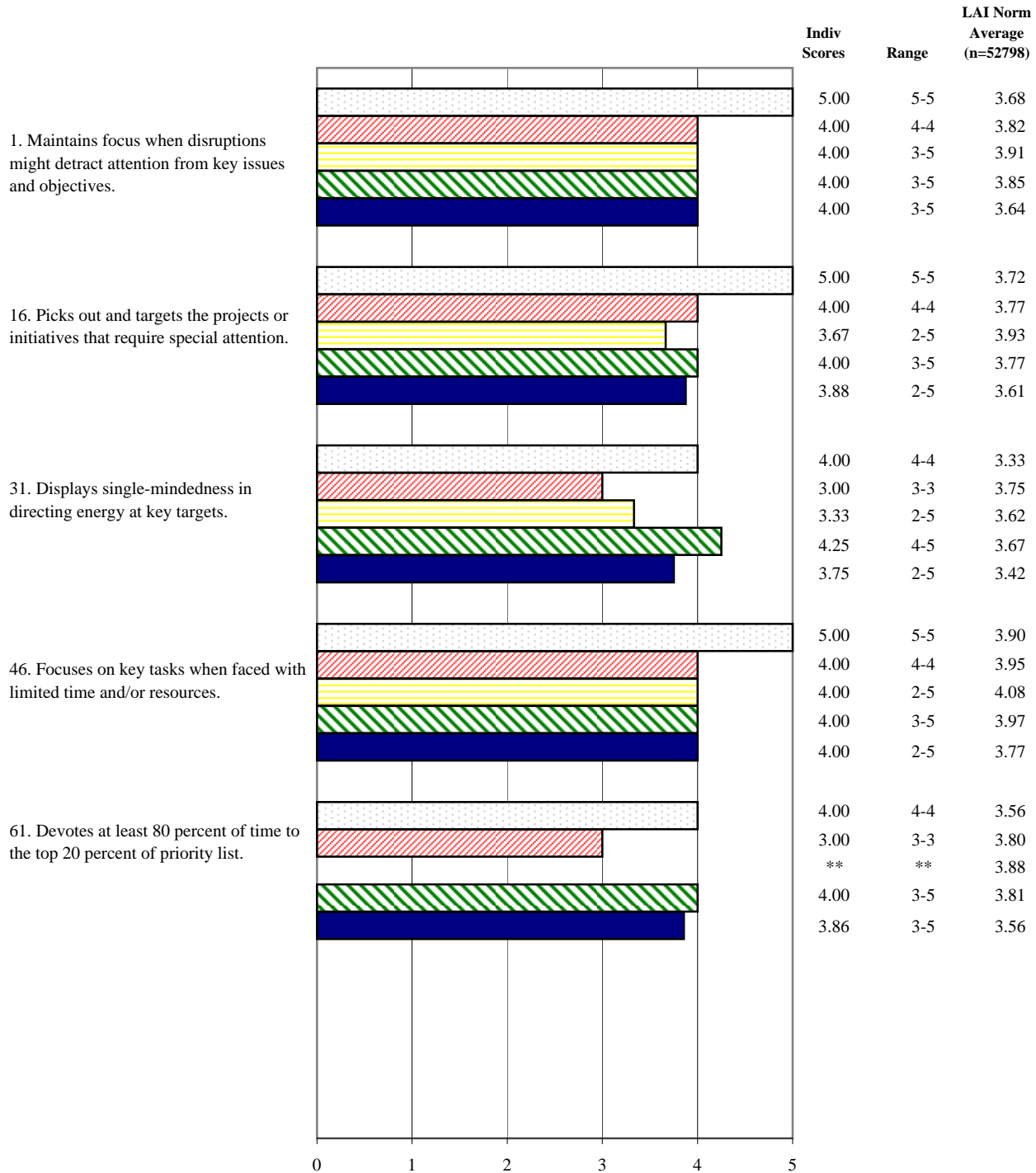
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: FOCUS

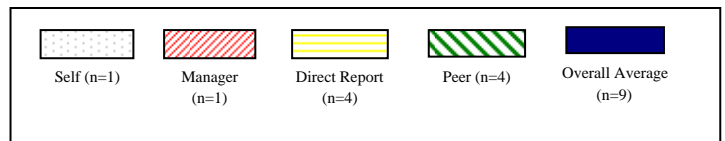


* Overall average includes manager, direct reports, and peers (not self ratings, however).

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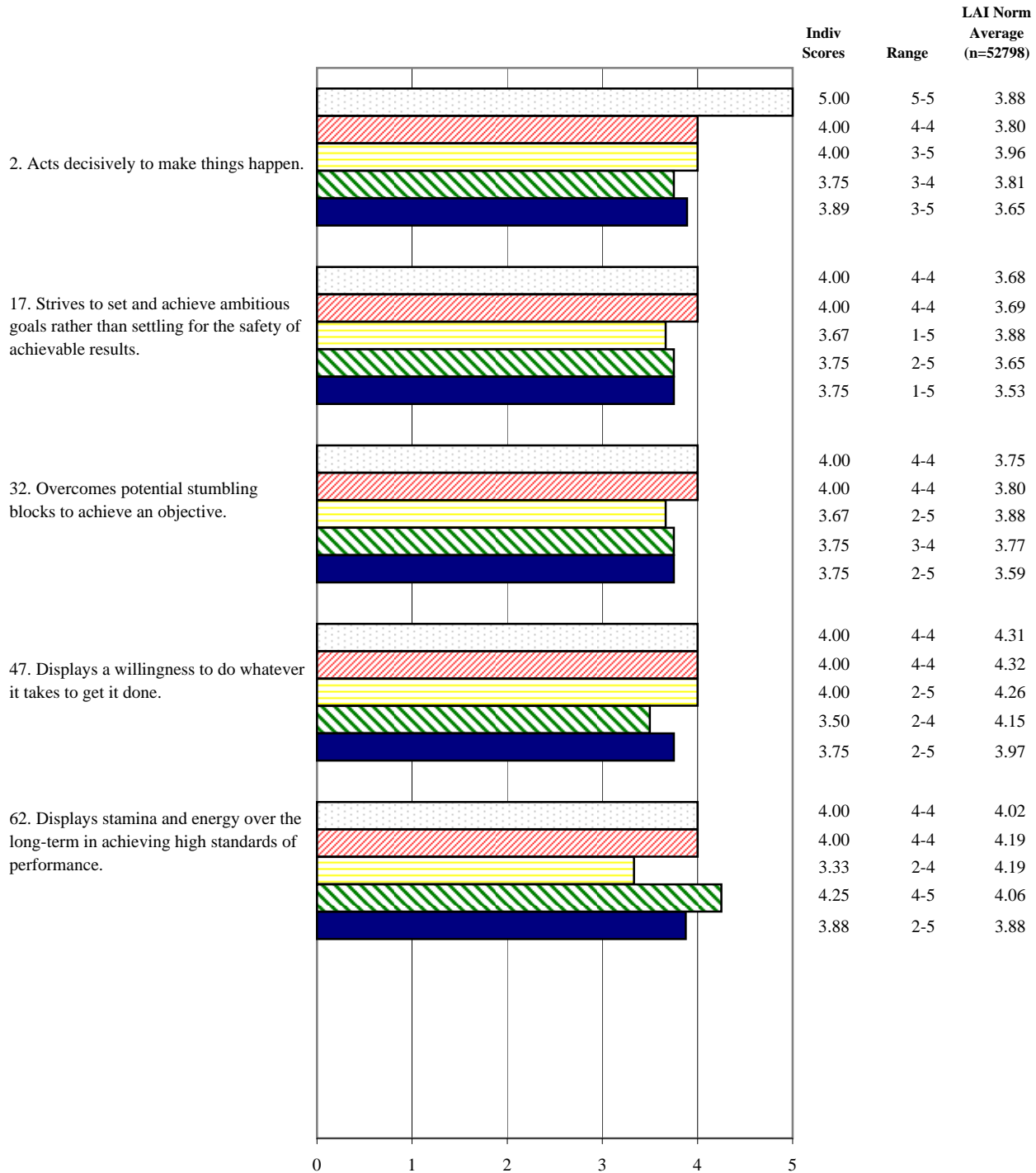
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: DRIVE

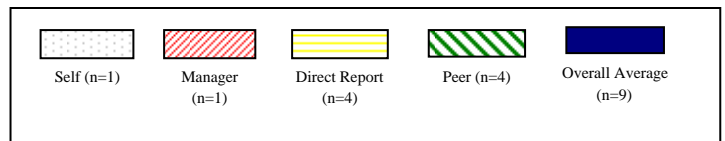


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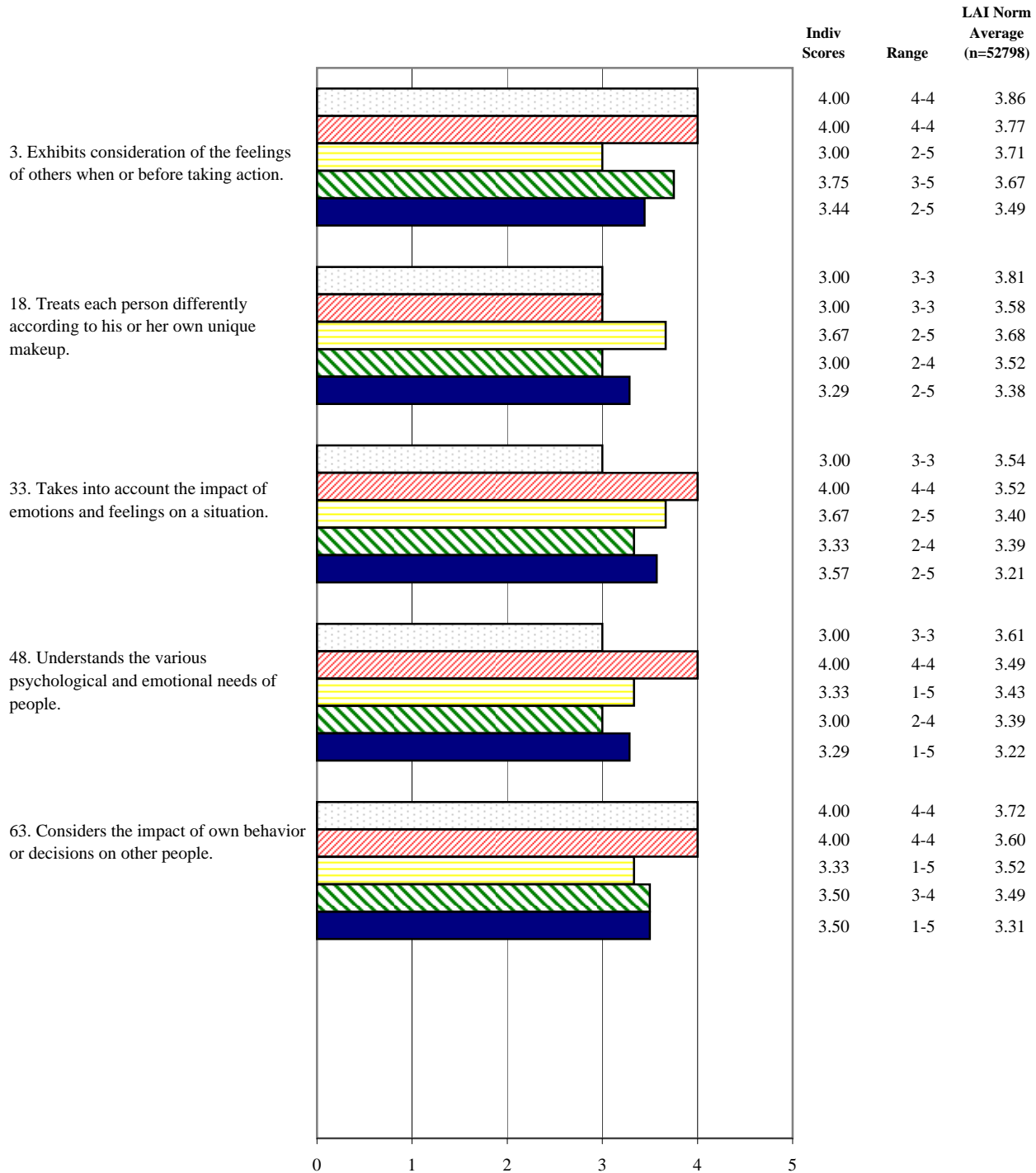
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: PERCEPTION

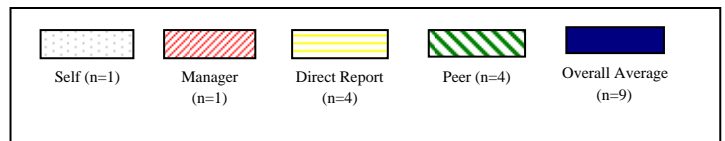


* Overall average includes manager, direct reports, and peers (not self ratings, however).

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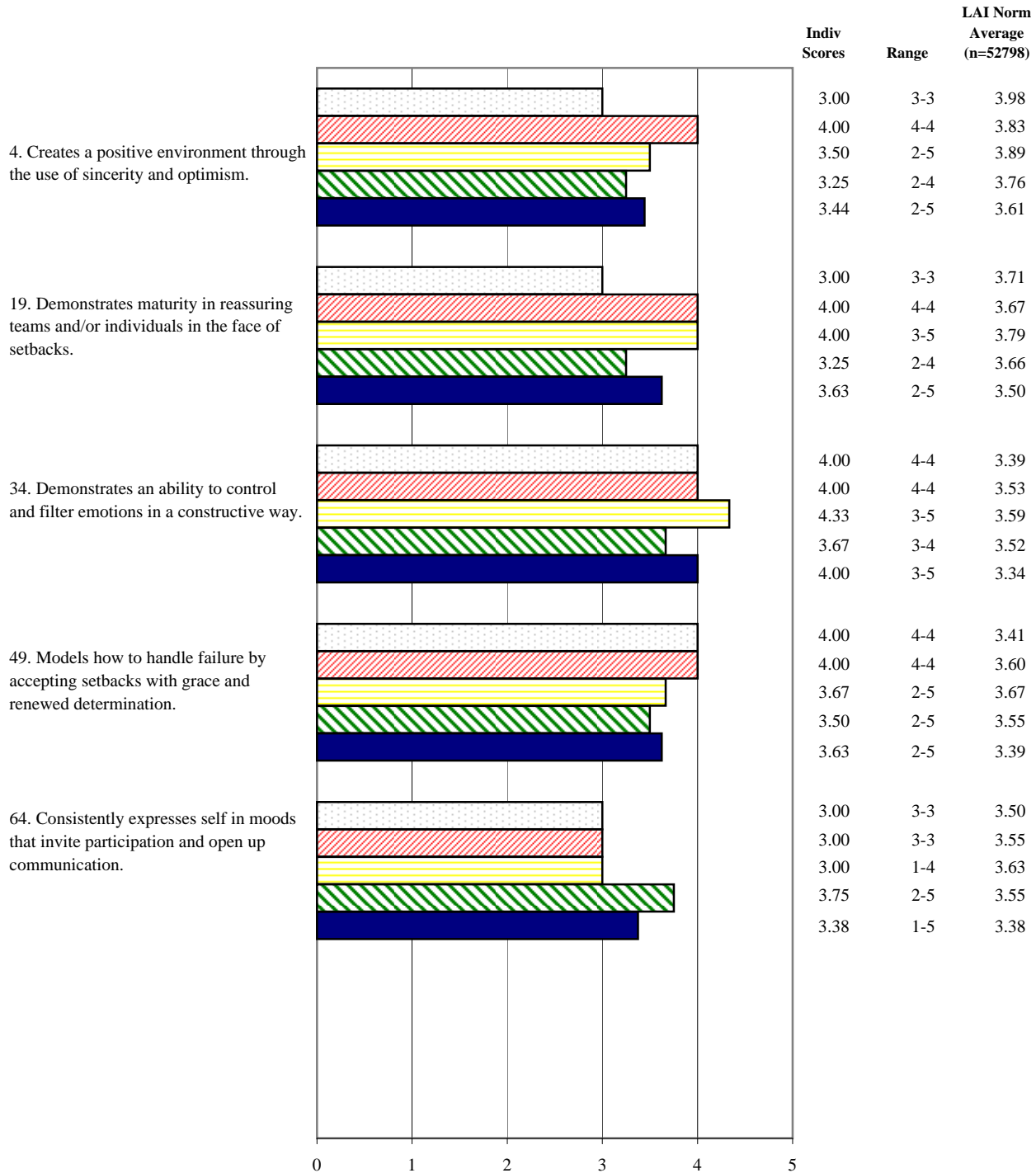
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: EMOTIONAL MATURITY

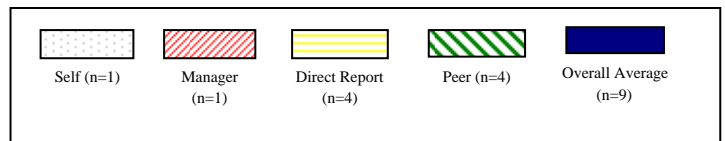


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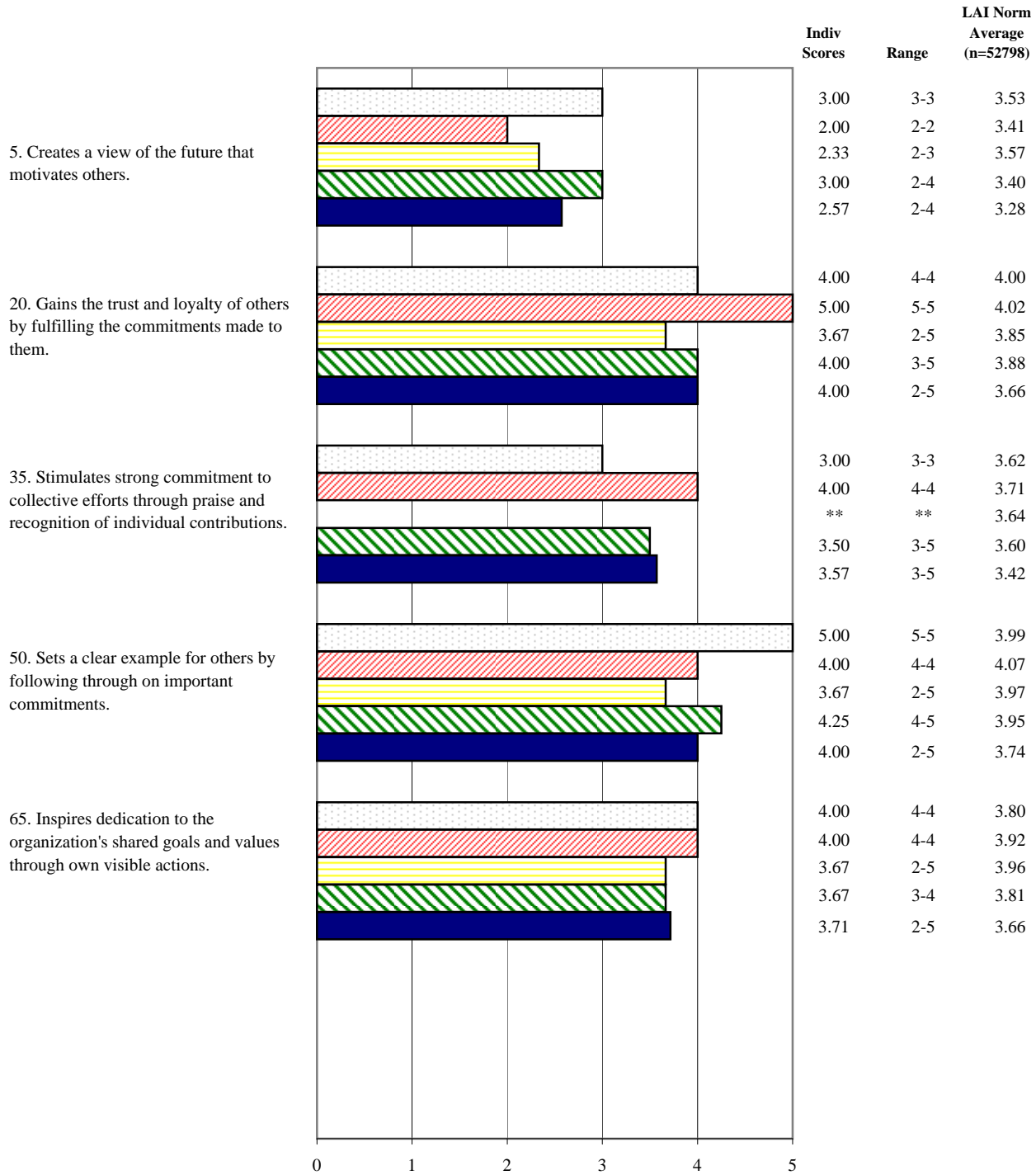
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: COMMITMENT

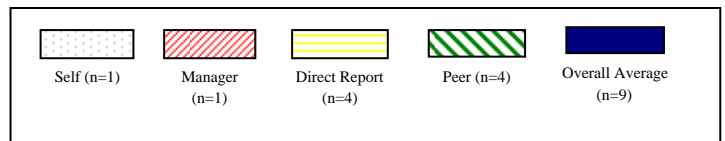


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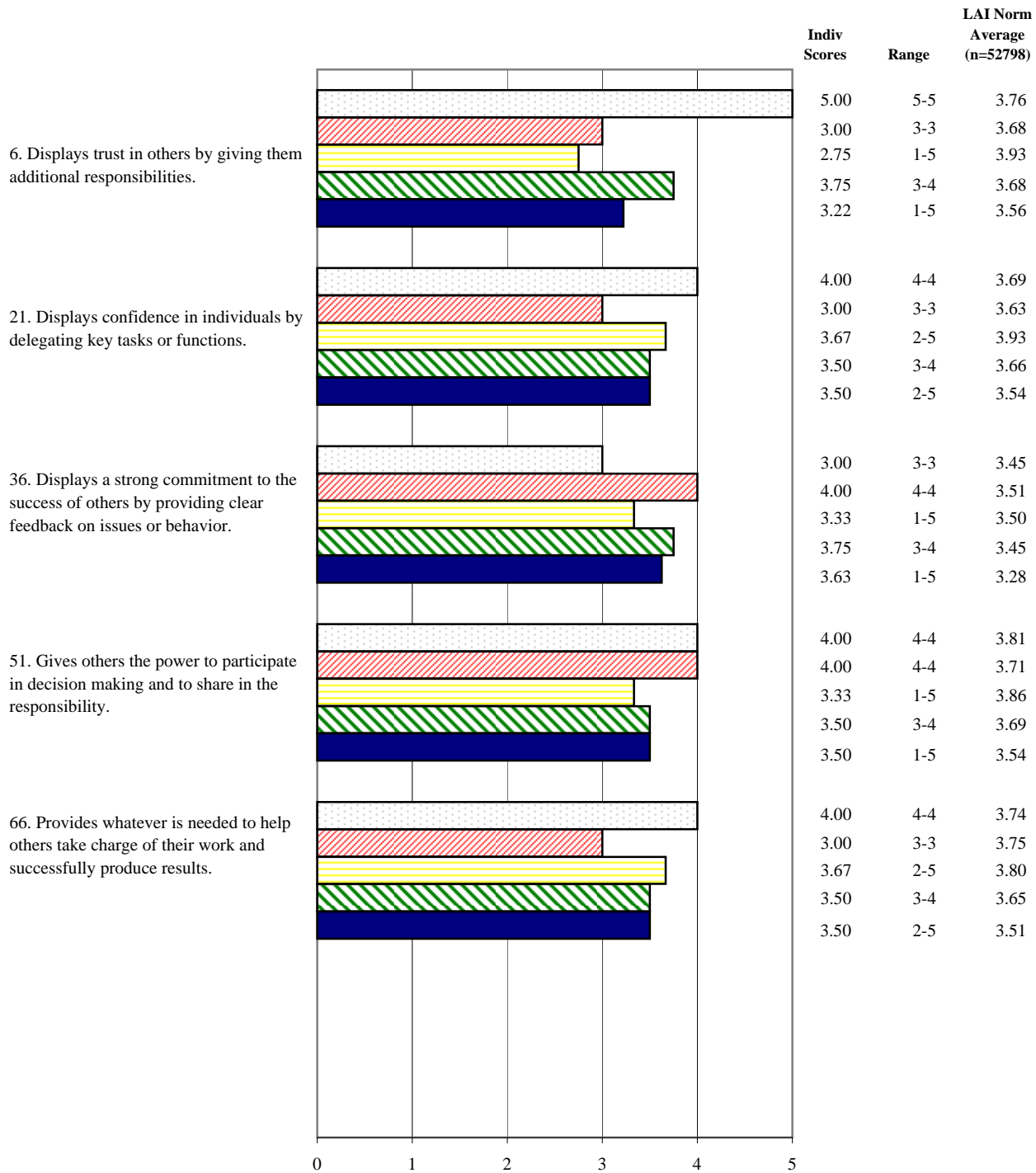
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: EMPOWERMENT

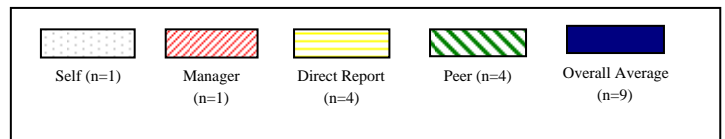


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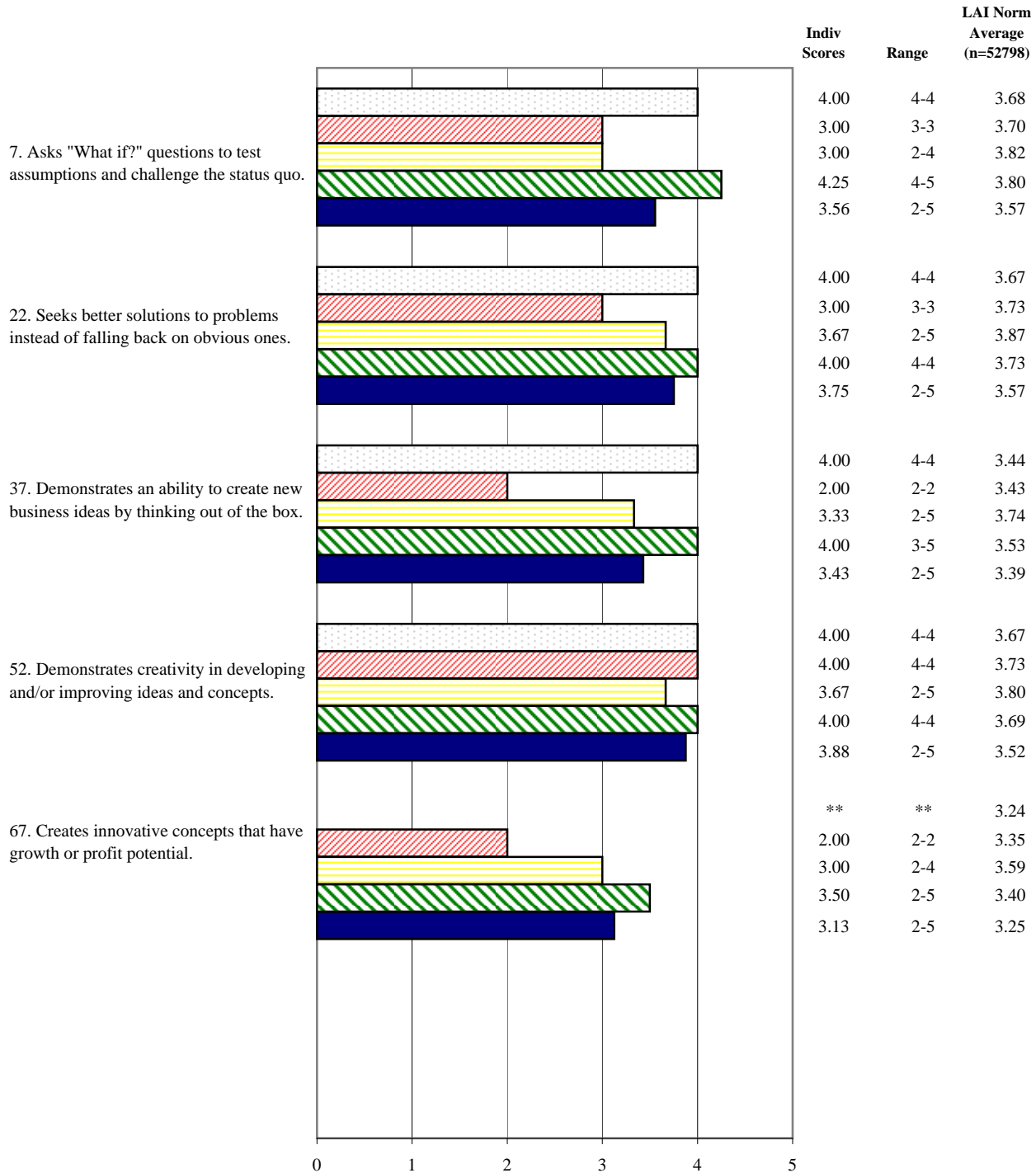
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Item Ratings by Rater Group: INNOVATION

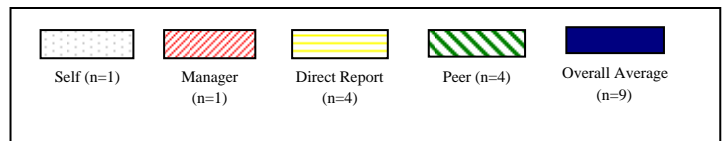


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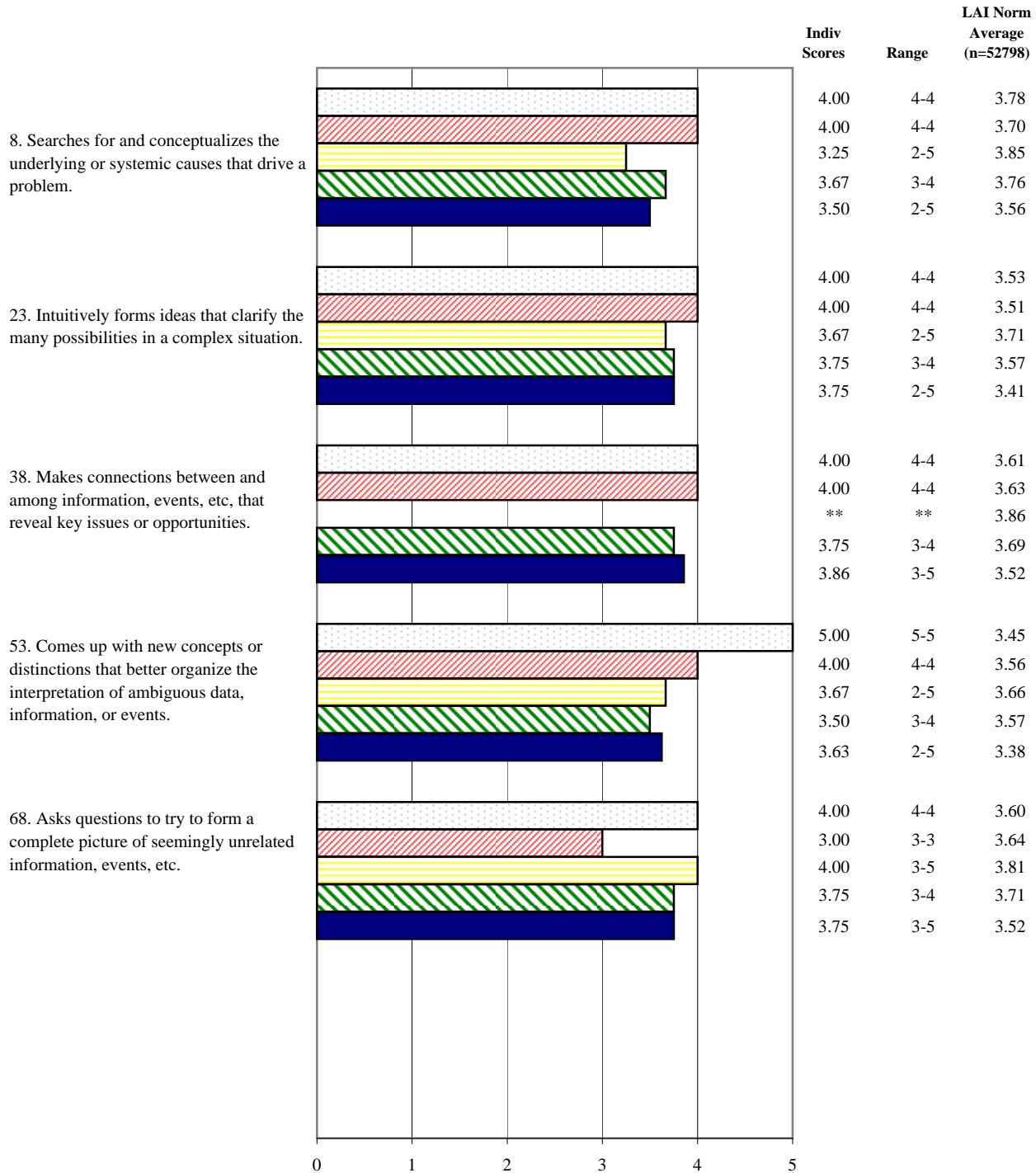
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Item Ratings by Rater Group: BIG PICTURE THINKING

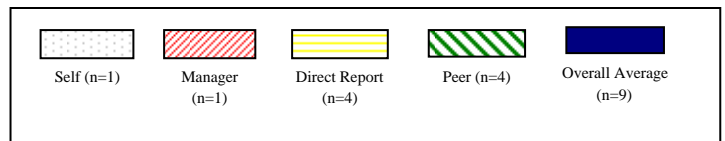


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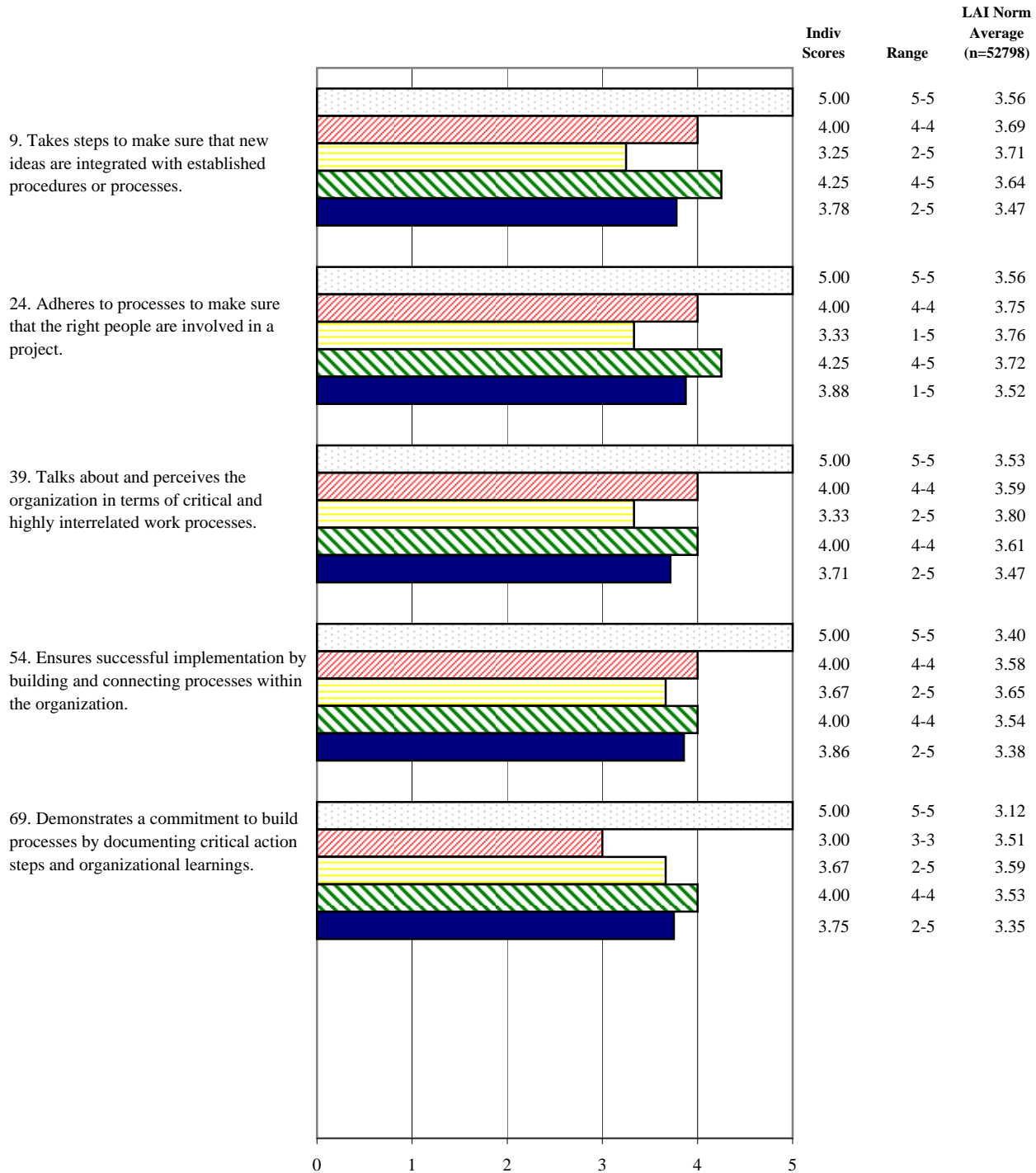
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Item Ratings by Rater Group: PROCESS ORIENTATION

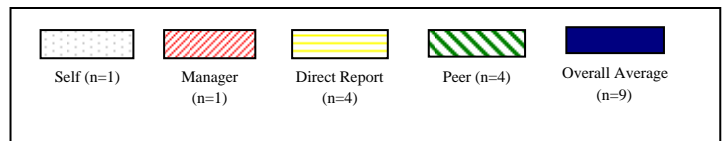


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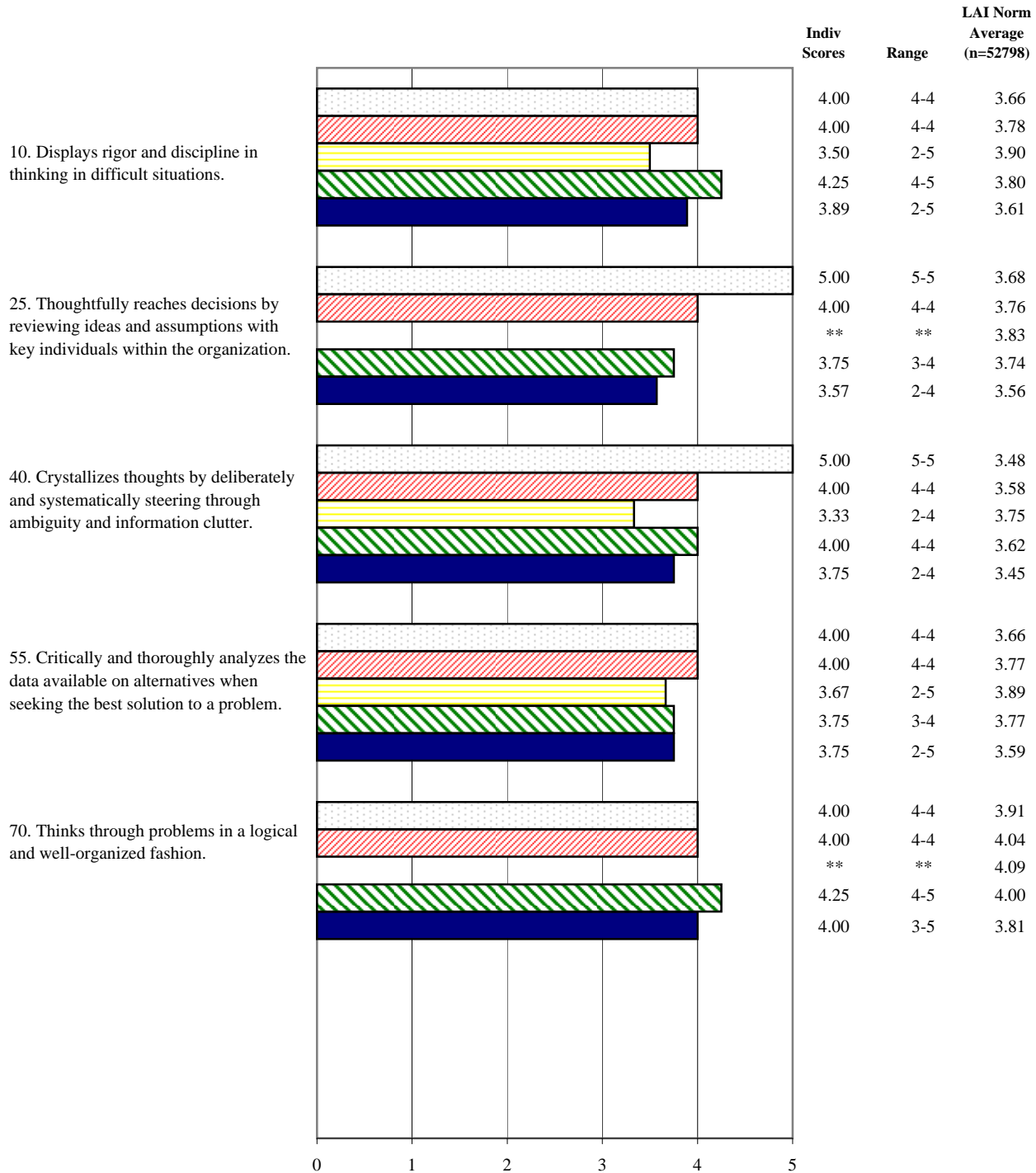
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Item Ratings by Rater Group: MENTAL DISCIPLINE

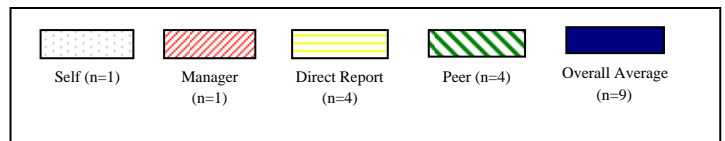


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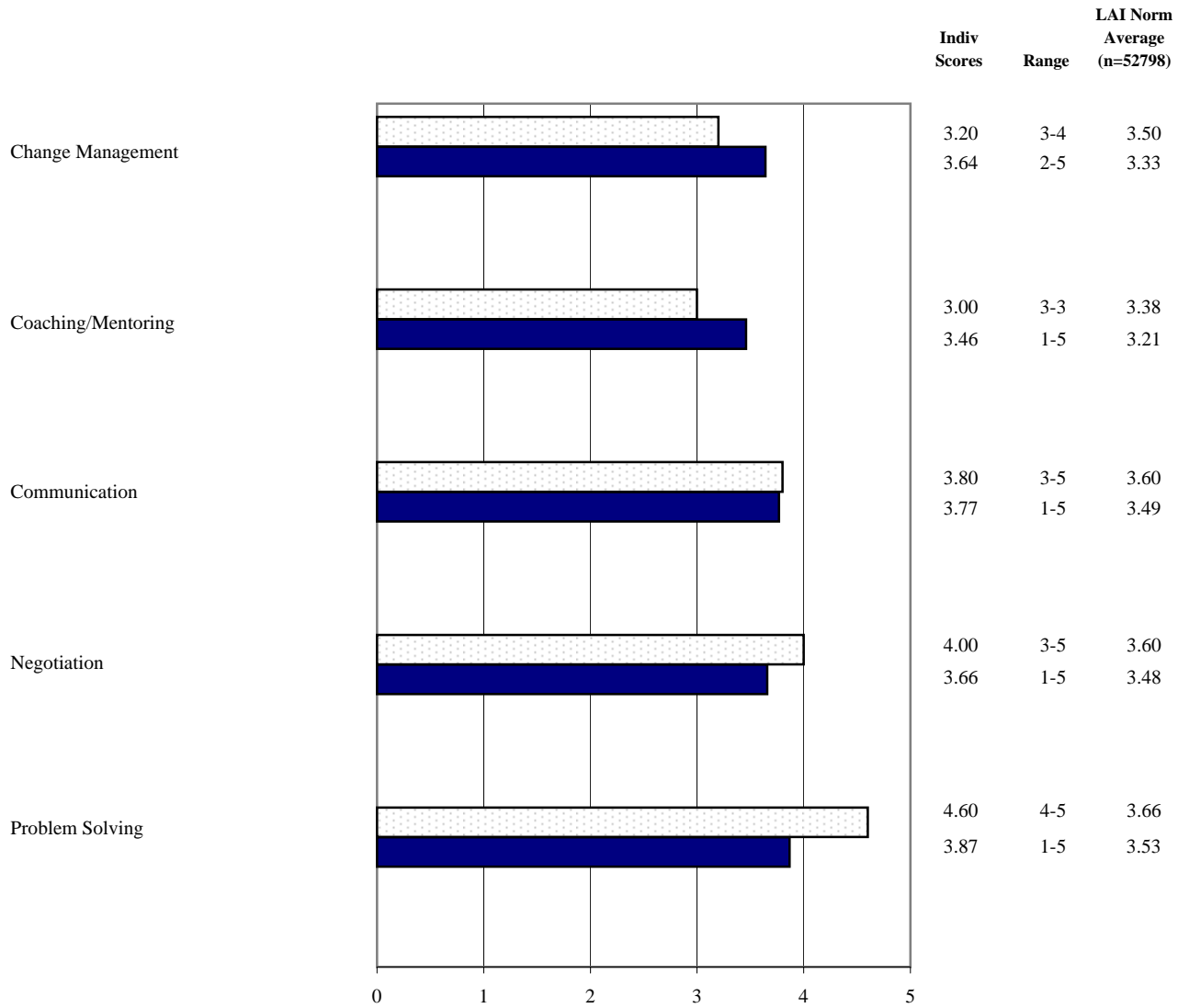
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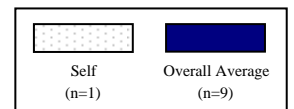
Leadership Skills: Summary



* Overall average includes manager, direct reports, and peers (not self ratings, however).

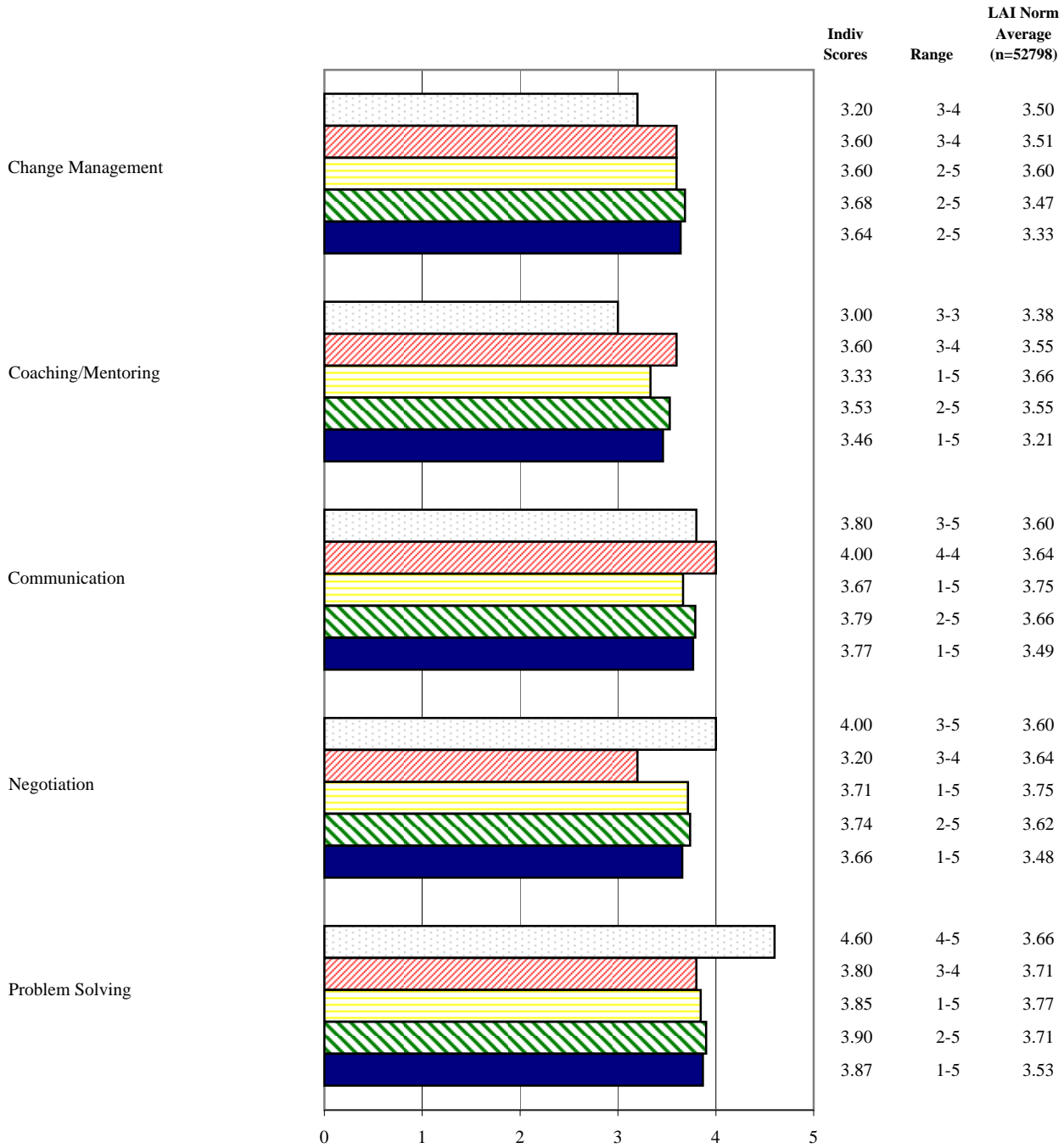
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LAI 360° Assessment Profile for A. Sample

Skill Ratings by Rater Group

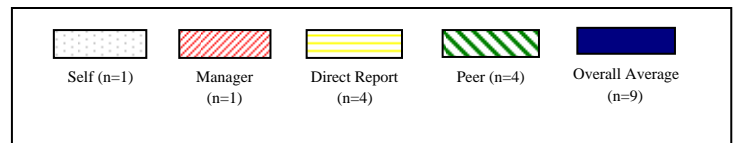


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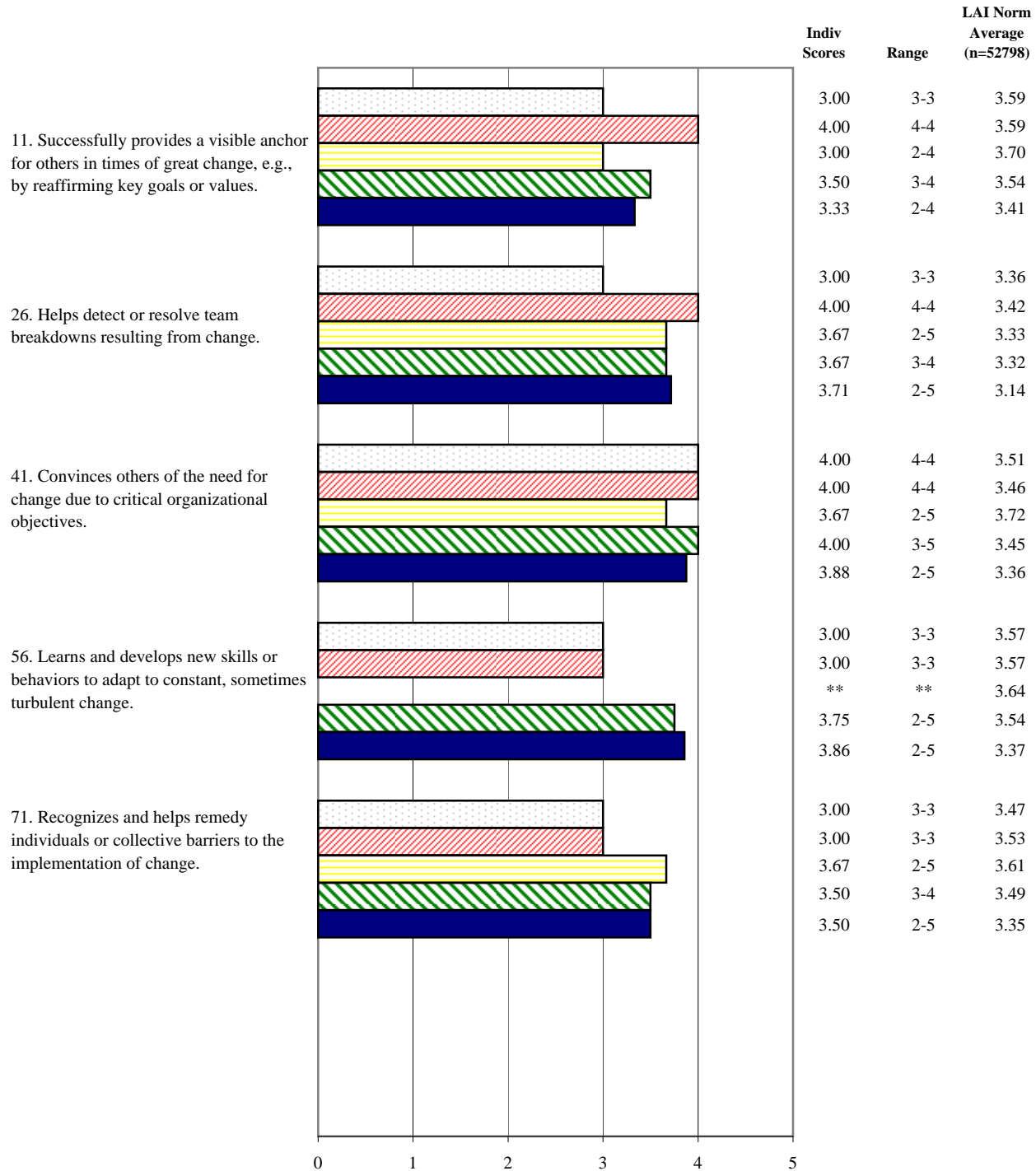
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: CHANGE MANAGEMENT



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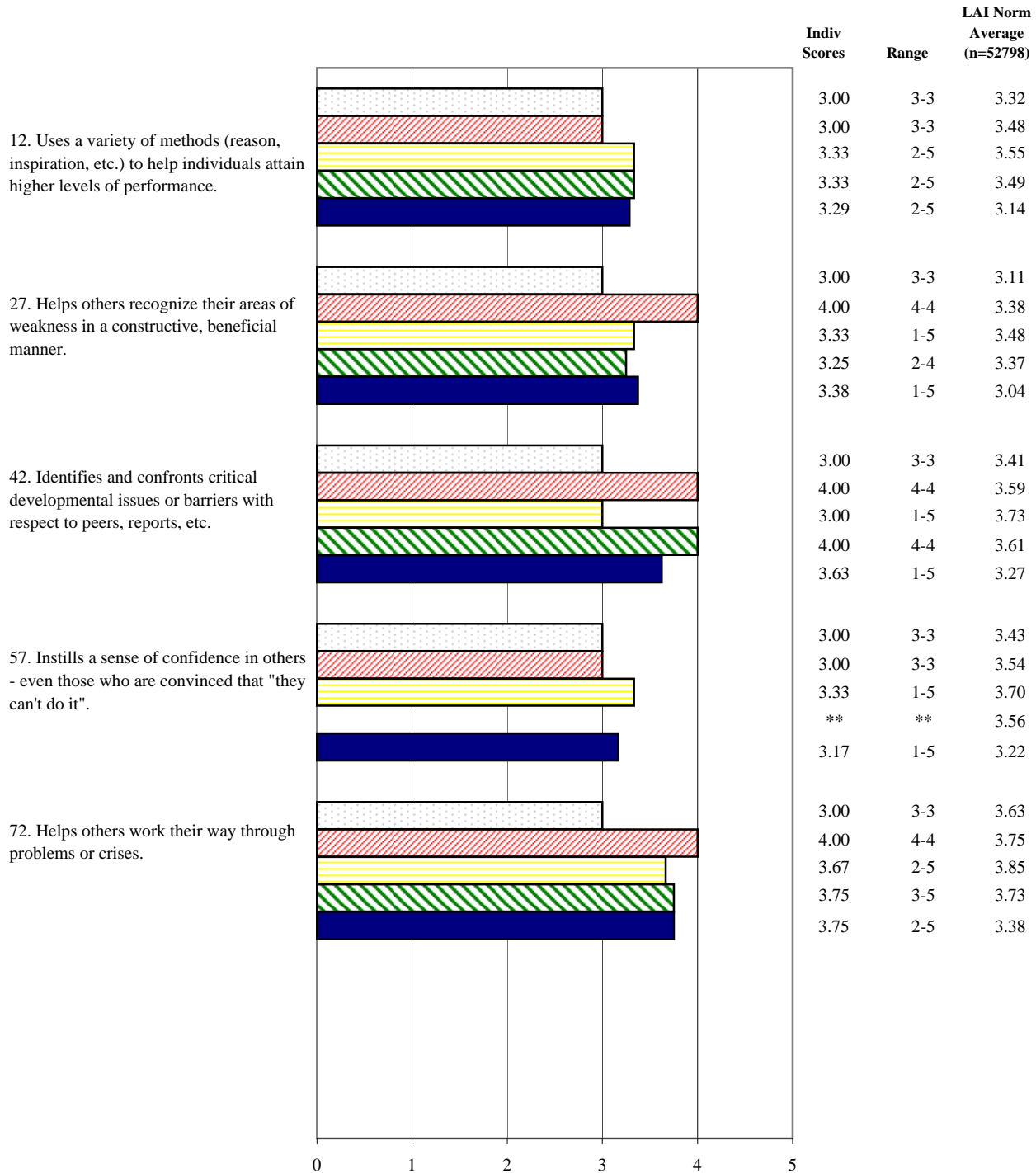
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LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: COACHING/MENTORING

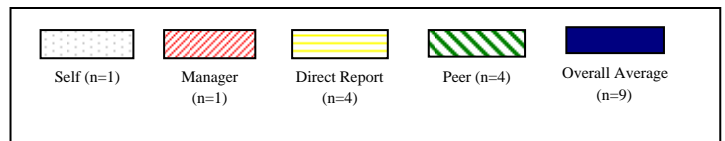


* Overall average includes manager, direct reports, and peers (not self ratings, however).

A score of ** (0.00) indicates that an insufficient number of responses was received.

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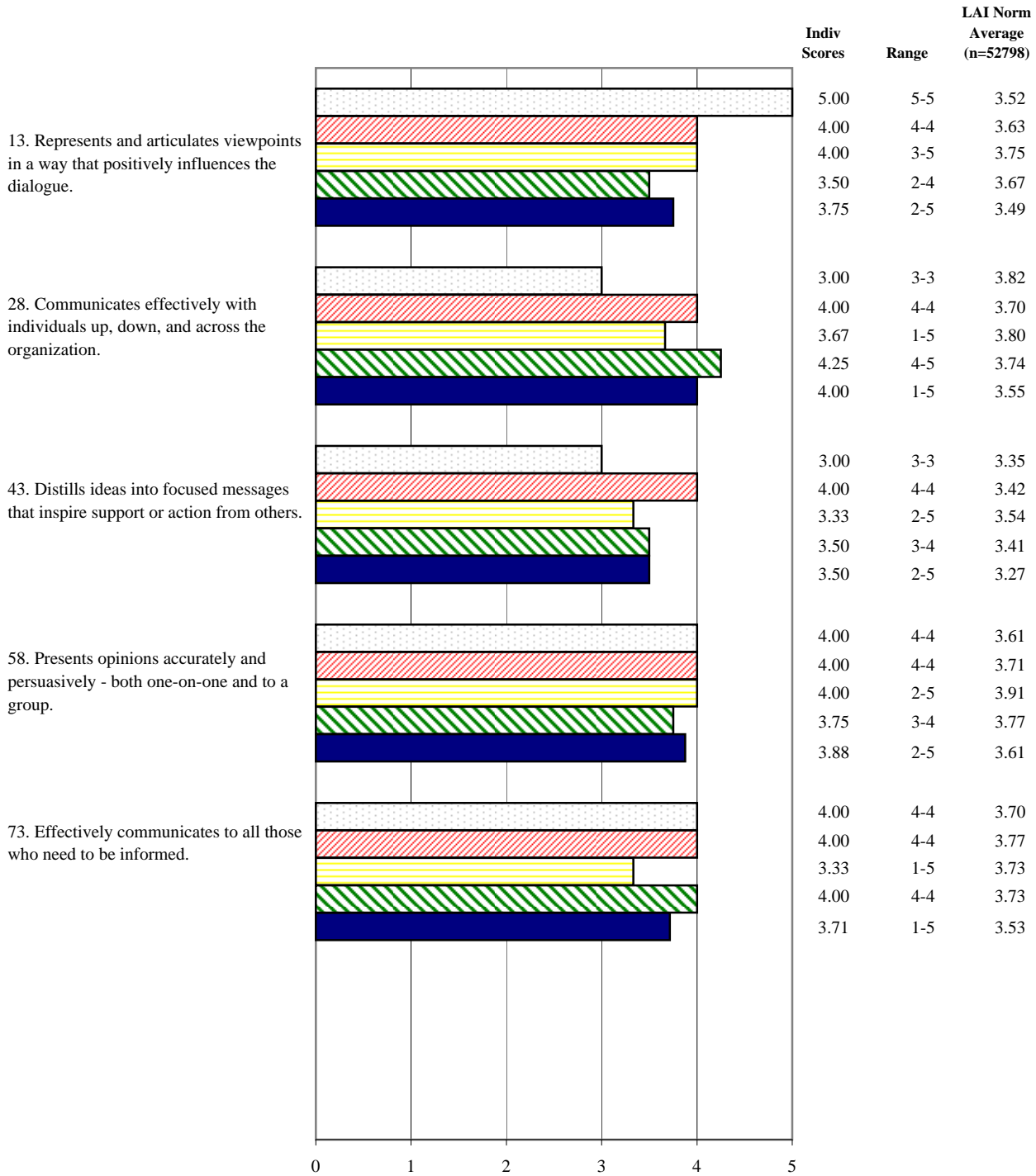
Run Date: 12/22/2008



----- Confidential Report -----

LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: COMMUNICATION

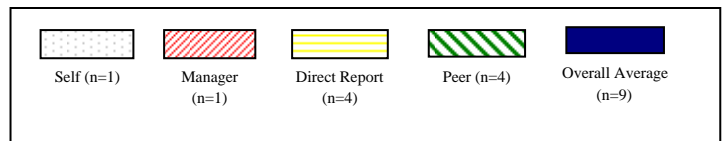


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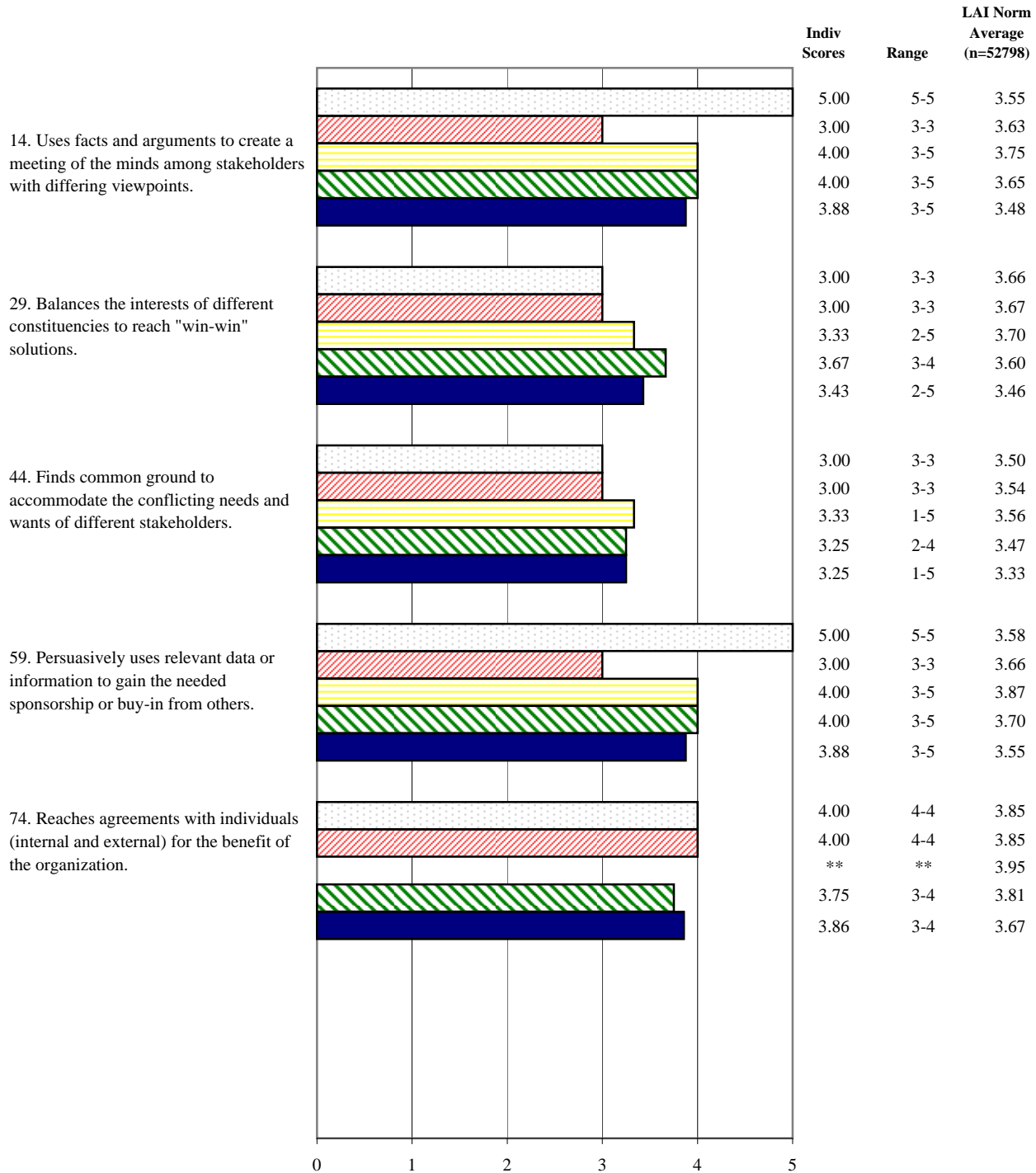
Run Date: 12/22/2008



----- Confidential Report -----

LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: NEGOTIATION



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ID: 9999

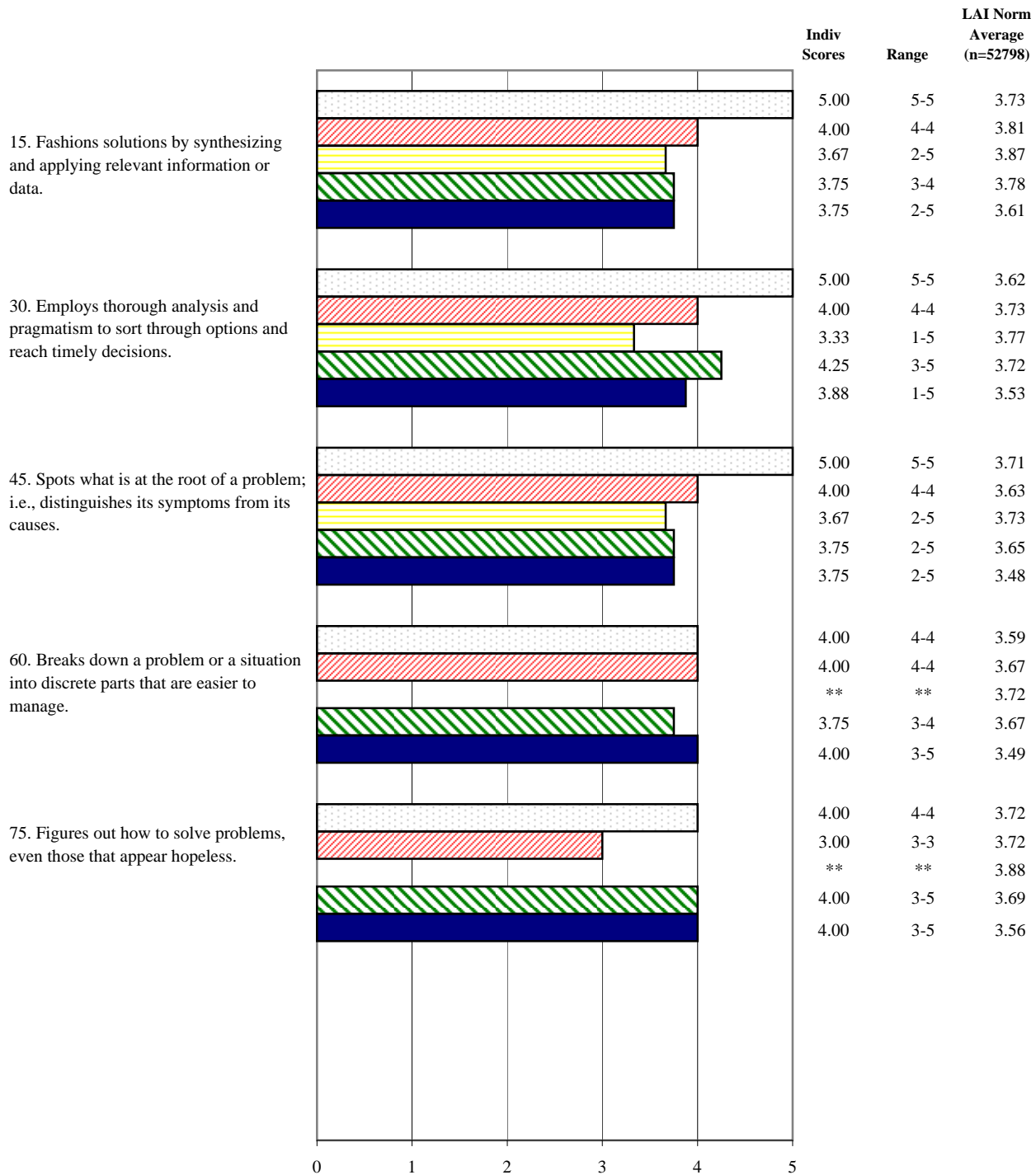
Run Date: 12/22/2008



----- Confidential Report -----

LAI 360° Assessment Profile for A. Sample

Item Ratings by Rater Group: PROBLEM SOLVING

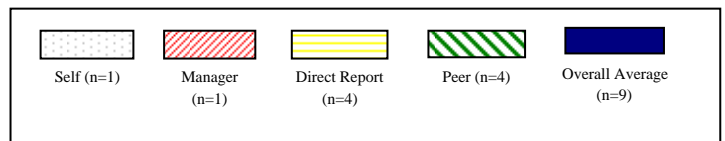


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ID: 9999

Run Date: 12/22/2008



A. Sample

If you could give this person one piece of advice – one that would help him/her if followed – what would that advice be?

- Be the true leader, not one of the group. And never play favorites. The saying “It’s lonely at the top” is true. Having special friendships among the team you are managing causes friction with those you do not have a special friendship with. It causes dissension within the group that can range from back-stabbing to sabotage of projects.
- Be very careful of showing favoritism to your direct reports. Appear socially “warm” equally to each direct report - even when drawn to one or two specific individuals.
- Keep pushing the team.
- Let’s work together on ways to help your team feel more accountable and empowered to do higher level work without waiting for your direction to do so.
- She has a strong desire to find the right solution, for everyone, and this is an admirable quality. Unfortunately, in the environment she is working within, where visions and goals are ambiguous, this is often hard to nail down. She is a natural and confident leader, and if I had to give her one piece of advice. I would say sometimes she should execute the idea that she has landed on, and move forward. Typically, getting consensus and buy-in is difficult and sometimes I think, especially in the areas where she is the expert and can anticipate with a fair amount accuracy the end result, she needs to just say “this is how it’s going be,” and go with it.
- Treat everyone in a fair and equitable manner. Take a look at the whole department and consider everyone’s opinions when asking questions as opposed to being swayed very easily by one or two people. Once a decision is reached - stick with it. If/when change occurs be sure to communicate with everyone in the department.
- Without becoming arrogant, know that your thinking and managerial skills are extraordinary; make sure you always work in a position where you can make a real difference (in your current position you are having huge impact).

A. Sample

Are there any other comments you would like to share, such as things that you really appreciate about this person?

- Hard working - always striving to do better.
- I believe you are one of the assets to the organization and your drive helps. As a manager I have seen you address issues head on and admire your ability to do this.
- I can always count on you to get the job done. Your tenacity to solve problems is very much appreciated. I also appreciate the way that you are always looking for ways to improve the department's processes.
- I don't have any complaints with her management style. She is a great manager. She always makes sure she knows what's going on, not only with the organization but also with you. She always makes sure we are getting what we need within the organization and also within our own personal growth. She is very responsive and I feel if there was anything going on that I needed to talk to her about I could.
- She has grown tremendously in her ability to manage over this last year. She is providing leadership to the team and has gained a strong sense of confidence in her abilities as a manager - and that spawns respect and confidence in her direct reports.
- She is an excellent partner to IT. She applies consistent logic to all her decisions. Although she has many responsibilities, she follows through on her tasks very thoroughly.
- She is constantly learning and growing. She is open to new ideas and is very approachable about them. She is generally very upbeat and easy to be around.
- She is probably one of the most conscientious and thorough managers I know. She always wants to know the why of a situation, and the reasoning behind the proposed resolution. She will expect the full history of an issue, prior to providing a solution or green light to a resolution. This is a desirable and good quality, and is often missing in a lot of managers. For her more task-oriented people, however, it can be somewhat derailing. In some cases, her desire to understand the problem fully may be interpreted as a lack of confidence that the person has already explored other avenues. I would just recommend that she be conscious of this, but not necessarily change it, as, in many cases, she is right: the person hasn't gone down all potential avenues. She is on the cusp of becoming a strong leader, and the skills offered in this class are likely to fine-tune her natural abilities.
- Remarkably mature, talented manager/strategic thinker. She is a huge asset to our organization and we are very lucky to have her.

PART IV

SUMMARY OF RESULTS

SUMMARY OF RESULTS

This analysis is provided to help you analyze the information contained in the report. The following pages will help you do the following.

Identify your opportunities to reach common ground:

- Identify areas where you rated yourself much higher or lower than your raters.
- Identify areas where rater categories rated you differently (e.g. Direct Reports rated you higher than Peers).
- Identify themes across rater categories.

Identify your strengths:

- Identify those areas that received the highest rating.
- Identify ways in which your strengths may be used to bolster yourself in areas needing development or to compensate for those areas.

Identify your developmental needs:

- Identify those areas that received the lowest rating.
- Identify the areas that should be given priority in your development.
- Identify any additional themes based on data derived from several combined scores (low and high).

Get clarification:

- Look at the individual item scores to further refine the action you need to take.
- Test your assumptions of what you should develop by looking again at the Summary pages, the Item pages, and the Strengths and Opportunities for Development pages.

LAI 360° Assessment Profile for A. Sample

Top and Bottom Competency Components

Purpose: To understand the areas that others view as your strengths and opportunities for development based on your overall average score and your average score by rating category.

Recognizing your own strengths will help you build the same capabilities in others. Understanding your areas for development will help you target areas for growth.

The following analysis identifies the three competency components for which you received the highest and lowest scores by rating group: overall, manager, direct reports, and peer.

Overall (n=9)

	<u>Self Score</u>	<u>Overall Average Score</u>
Strengths		
Focus	4.60	3.90
Problem Solving	4.60	3.87
Drive	4.20	3.80
Opportunities for Development		
Perception	3.40	3.42
Coaching/Mentoring	3.00	3.46
Empowerment	4.00	3.46

Manager (n=1)

	<u>Self Score</u>	<u>Manager Score</u>
Strengths		
Drive	4.20	4.00
Mental Discipline	4.40	4.00
Communication	3.80	4.00
Opportunities for Development		
Innovation	4.00	2.80
Negotiation	4.00	3.20
Empowerment	4.00	3.40

Direct Report (n=4)

	<u>Self Score</u>	<u>Direct Report (n=4) Score</u>
Strengths		
Problem Solving	4.60	3.85
Focus	4.60	3.80
Drive	4.20	3.75
Opportunities for Development		
Innovation	4.00	3.31
Empowerment	4.00	3.31
Coaching/Mentoring	3.00	3.33

Peer (n=4)

	<u>Self Score</u>	<u>Peer (n=4) Score</u>
Strengths		
Process Orientation	5.00	4.11
Focus	4.60	4.05
Mental Discipline	4.40	4.00
Opportunities for Development		
Perception	3.40	3.35
Emotional Maturity	3.40	3.47
Coaching/Mentoring	3.00	3.53

LAI 360° Assessment Profile for A. Sample

Opportunities to Reach Common Ground

Purpose: To examine differences in the perceptions of different rater groups.

When reviewing your Profile, look for any patterns in the data amongst different groups. This will allow you to determine the manner in which others perceive you relative to your own perceptions of yourself.

The following analysis refers to those areas showing the largest gaps (plus/minus) between your self rating and the ratings of others who rated you.

Please note that a negative number indicates that you rated yourself higher than the average of the individuals within the category. A positive number indicates that you rated yourself lower than the average of the individuals within a category.

Self vs. Manager

	<u>Self Score</u>	<u>Manager Score</u>	<u>Gap (+/-)</u>
Innovation	4.00	2.80	-1.20
37. Demonstrates an ability to create new business ideas by thinking out of the box.	4.00	2.00	-2.00
7. Asks "What if?" questions to test assumptions and challenge the status quo.	4.00	3.00	-1.00
22. Seeks better solutions to problems instead of falling back on obvious ones.	4.00	3.00	-1.00
<hr style="border: 1px solid #0000FF;"/>			
Process Orientation	5.00	3.80	-1.20
69. Demonstrates a commitment to build processes by documenting critical action steps and organizational learnings.	5.00	3.00	-2.00
9. Takes steps to make sure that new ideas are integrated with established procedures or processes.	5.00	4.00	-1.00
24. Adheres to processes to make sure that the right people are involved in a project.	5.00	4.00	-1.00
<hr style="border: 1px solid #0000FF;"/>			
Focus	4.60	3.60	-1.00
1. Maintains focus when disruptions might detract attention from key issues and objectives.	5.00	4.00	-1.00
16. Picks out and targets the projects or initiatives that require special attention.	5.00	4.00	-1.00
31. Displays single-mindedness in directing energy at key targets.	4.00	3.00	-1.00

LAI 360° Assessment Profile for A. Sample

Opportunities to Reach Common Ground

Purpose: To examine differences in the perceptions of different rater groups.

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Self vs. Direct Report

	<u>Self Score</u>	<u>Direct Report Score</u>	<u>Gap (+/-)</u>
Process Orientation	5.00	3.44	-1.56
9. Takes steps to make sure that new ideas are integrated with established procedures or processes.	5.00	3.25	-1.75
24. Adheres to processes to make sure that the right people are involved in a project.	5.00	3.33	-1.67
39. Talks about and perceives the organization in terms of critical and highly interrelated work processes.	5.00	3.33	-1.67
<hr/>			
Mental Discipline	4.40	3.43	-0.97
40. Crystallizes thoughts by deliberately and systematically steering through ambiguity and information clutter.	5.00	3.33	-1.67
10. Displays rigor and discipline in thinking in difficult situations.	4.00	3.50	-0.50
55. Critically and thoroughly analyzes the data available on alternatives when seeking the best solution to a problem.	4.00	3.67	-0.33
<hr/>			
Focus	4.60	3.80	-0.80
16. Picks out and targets the projects or initiatives that require special attention.	5.00	3.67	-1.33
1. Maintains focus when disruptions might detract attention from key issues and objectives.	5.00	4.00	-1.00
46. Focuses on key tasks when faced with limited time and/or resources.	5.00	4.00	-1.00

LAI 360° Assessment Profile for A. Sample

Opportunities to Reach Common Ground

Purpose: To examine differences in the perceptions of different rater groups.

When reviewing your Profile, look for any patterns in the data amongst different groups. This will allow you to determine the manner in which others perceive you relative to your own perceptions of yourself.

The following analysis refers to those areas showing the largest gaps (plus/minus) between your self rating and the ratings of others who rated you.

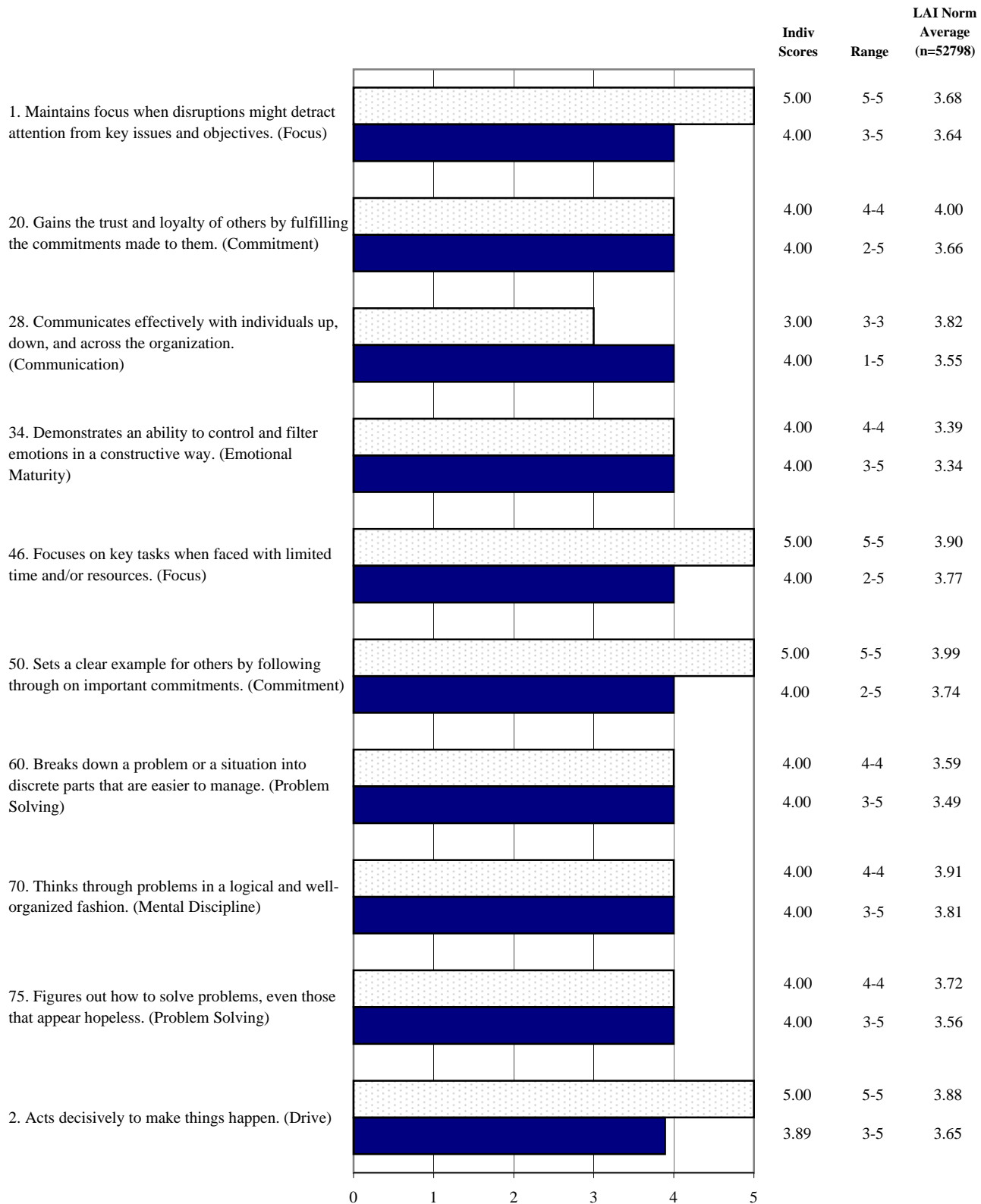
Please note that a negative number indicates that you rated yourself higher than the average of the individuals within the category. A positive number indicates that you rated yourself lower than the average of the individuals within a category.

Self vs. Peer

	<u>Self Score</u>	<u>Peer Score</u>	<u>Gap (+/-)</u>
Process Orientation	5.00	4.11	-0.89
39. Talks about and perceives the organization in terms of critical and highly interrelated work processes.	5.00	4.00	-1.00
54. Ensures successful implementation by building and connecting processes within the organization.	5.00	4.00	-1.00
69. Demonstrates a commitment to build processes by documenting critical action steps and organizational learnings.	5.00	4.00	-1.00
<hr style="border: 1px solid #0000FF;"/>			
Problem Solving	4.60	3.90	-0.70
15. Fashions solutions by synthesizing and applying relevant information or data.	5.00	3.75	-1.25
45. Spots what is at the root of a problem; i.e., distinguishes its symptoms from its causes.	5.00	3.75	-1.25
30. Employs thorough analysis and pragmatism to sort through options and reach timely decisions.	5.00	4.25	-0.75
<hr style="border: 1px solid #0000FF;"/>			
Focus	4.60	4.05	-0.55
1. Maintains focus when disruptions might detract attention from key issues and objectives.	5.00	4.00	-1.00
16. Picks out and targets the projects or initiatives that require special attention.	5.00	4.00	-1.00
46. Focuses on key tasks when faced with limited time and/or resources.	5.00	4.00	-1.00

LAI 360° Assessment Profile for A. Sample

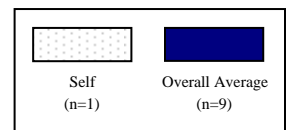
Strengths



* Overall average includes manager, direct reports, and peers (not self ratings, however).

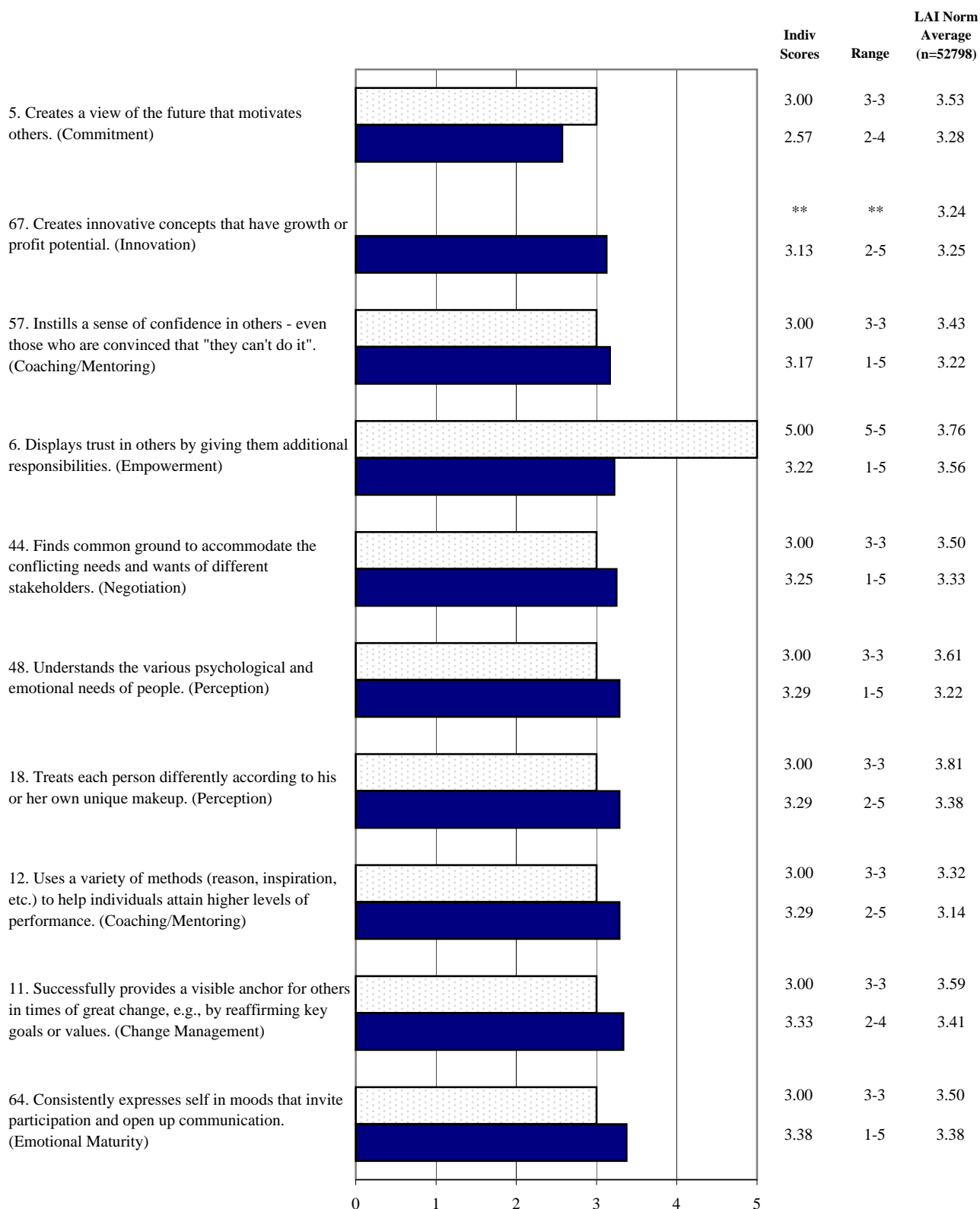
A score of ** (0.00) indicates that an insufficient number of responses was received.

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LAI 360° Assessment Profile for A. Sample

Opportunities for Development



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ID: 9999



PART V

INDIVIDUAL DEVELOPMENT

DEVELOPMENT PLANNING

Development planning will ensure that your current insights will actually help you to overcome your leadership challenges and achieve your goals. This final step will help you use what you have learned to plan to address your development needs and leverage your strengths.

Follow the directions below to complete the “Addressing Development Needs” and “Leveraging Strengths” sections on the last two pages of this report.

Directions:

1. Write your goals in the first column. These should be based on your high and low scores, differences between rater groups, and differences between your self-evaluation and others' evaluation of you.
 - Target no more than two goals for addressing development needs and three goals for leveraging strengths. Creating more goals than these will inevitably hinder your ability to focus on any of them.
 - Be as specific as possible in writing your goals. For example, “Improve my ability to negotiate roles and responsibilities in the merged IT organizations” is much more useful than “Improve my negotiation skills.”
2. In the second column, explain why each goal is important to you.
 - You should only be setting goals that will build your capability to address critical leadership challenges and/or to advance your career as a leader. Having a clear sense of why your goals are important should help you maintain your focus on achieving them.
3. In the third column, explain the actions you will take to achieve each goal.
 - What you will do/change now: The specific things you can do or start *immediately* to begin achieving your development goals. They may involve, for example, further self-awareness exercises, or resolutions to immediately change specific leadership behaviors.
 - Other developmental activities: These are the *longer-term* activities and changes that you plan to make. They may involve books to read, courses to take, projects to attempt, a mentoring relationship you'd like to establish, and the like.

DEVELOPMENT PLANNING

4. In the fourth column, explain what support you need from others, in terms of time and/or resources: What, specifically, will you ask them to provide?

Note: Having a coach you trust and respect may be the single most important factor in achieving your development goals. This person may support you with regular check-in meetings or periodic feedback on an as-needed basis. He or she may also be able to provide resources such as time off for training, access to experts, and so on. The coach may be your manager or someone else with whom you have a good relationship and who can help you reach your development goals.

5. Finally, think about the obstacles you will encounter in reaching your goals and what you can do to avoid or overcome them. Two of the most common are:

- **Lack of time.** If time is a problem, you might try to identify certain time-efficient “practices” you can use on an everyday basis. You might also try setting aside a regular block of daily, weekly, or monthly time that you will spend working toward the goals you have set.
- **Lack of support.** The best remedies in this case are to identify a coach, as discussed above, and/or colleagues who have similar goals and want to partner in achieving them.

SAMPLE PLAN FOR ADDRESSING DEVELOPMENT NEEDS

Development Goals	Why the Goals Are Important	Actions I Will Take to Achieve Them	Support Needed
<i>Become better at balancing the need for speed with people's need to participate, especially when I am working under pressure.</i>	<i>Most immediately, need to integrate people and systems from the new acquisition. I can't do it without their help, so if I blow the relationships now I'll be shooting myself in the foot.</i>	<p>What I'll do/change now: <i>At the start of each meeting, do a quick mental check of my and others' focus, energy, and openness.</i></p> <p>Other activities and completion dates: <i>Speak with Jack (VP HR) by the end of the week, re: Who can coach me?</i></p>	<i>Need regular coaching, perhaps from someone in HR.</i>
<i>Improve my ability to negotiate roles and responsibilities in IT.</i>	<i>Merging the two IT groups will be the toughest part of the acquisition, and they're on the shortest timeline.</i>	<p>What I'll do/change now:</p> <p>Other activities and completion dates: <i>Read Getting to Yes (by the end of the month) and discuss with Ellen. Look into negotiation workshops at the University. (Decide by the end of the month.)</i></p>	<i>May need funding to attend workshop. Borrow Jack's copy of Getting to Yes.</i>

Obstacles to Reaching Goals	Steps to Overcome Them
<i>Time!</i>	<i>Take 30 minutes per night at home for reading and research. Keep in mind: A little time spent now is worth a lot of time later.</i>

SAMPLE PLAN FOR LEVERAGING STRENGTHS

Goals for Leveraging Strengths	Why the Goals Are Important	Actions I Will Take to Achieve Them	Support Needed
<p><i>Coach key managers in exercising trusted influence.</i></p>	<p><i>We made the acquisition because they're the leader in some key markets—not, unfortunately, because of their culture. For the merger to work, some of their key people are going to have to rethink their “just do it” management style.</i></p>	<p>What I'll do/change now: <i>Identify key people who will probably need coaching.</i></p> <p>Other activities and completion dates: <i>As soon as possible, begin building relationships with these key people. Make the cultural issues regarding commitment and empowerment a central part of the merger planning meetings over the next two months. If any of the key people I've identified show signs of not getting it, address the issues with them off line.</i></p>	<p><i>Discuss the issue with Ellen, Jim, and Kris to get their input on how to handle the issue.</i></p>
<p><i>Use communication skills to keep people clued in about what's going on during the merger.</i></p>	<p><i>I've been through mergers before, and I know how hard they are and what they can do to productivity in the short term, even when people know what's going on. If we don't communicate what's going on in a caring, up-front way, people will think the worst.</i></p>	<p>What I'll do/change now:</p> <p>Other activities and completion dates: <i>At the next planning meeting, offer to lead the communication team.</i></p>	<p><i>Talk with Anna over at AmCore, since they just went through a big acquisition. Find out how they handled the communication issue. Also, speak with Elliot in Marketing to get his help in thinking through how we can do some mass communications with the staff.</i></p>

Obstacles to Reaching Goals	Steps to Overcome Them
<p><i>With all the pressure from the merger, the cultural issues may be shunted aside.</i></p>	<p><i>Getting Ellen's, Jim's, and Kris's support should help us keep our focus on the issue, as will making it a formal part of the planning conversations.</i></p>

DEVELOPMENT PLAN: ADDRESSING DEVELOPMENT NEEDS

Development Goals	Why the Goals Are Important	Actions I Will Take to Achieve Them	Support Needed

Obstacles to Reaching Goals	Steps to Overcome Them

DEVELOPMENT PLAN: LEVERAGING STRENGTHS

Goals for Leveraging Strengths	Why the Goals Are Important	Actions I Will Take to Achieve Them	Support Needed

Obstacles to Reaching Goals	Steps to Overcome Them