LEADERSHIP

INSIGHTS

Develop

Sam Sample

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Introduction

This Assessment

The Leadership Insights assessment provides participants with scenarios which portray challenging situations that might leaders face at work. Each scenario is followed by a series of items which represent ways in which leaders could respond to the situation. Participants must then rate the effectiveness of each response.

It measures task and people requirements of leadership roles at a high-level as well as the underlying behavioural areas associated with Thinking, Achieving, Empowering and Directing clusters as outlined in the list below:

		Behavioural Areas
Task Requirements	**Thinking Cluster**	**Acquiring Info:** Gathering a rich variety of information from many different sources about events. This includes seeing issues from many different perspectives to compare options prior to taking action.
		Generating Ideas: Linking information to form new ideas that explain the underlying sequences and causes of events This includes both creative and analytical thinking that leads to future productivity.
	Achieving Cluster	**Proactivity:** Designing implementation plans and outlining actions and responsibilities. Plans are produced in anticipation of needs rather than as a reaction to situational demands.
		Continuous Improvement: Setting goals and targets and monitoring progress to improve performance. Targets are focused on adding value for the customer and improving organisational outcomes.
People Requirements	**Empowering Cluster**	**Emotional Awareness:** Recognises own emotions as well as the emotions of others. Can regulate their own emotions and can influence the emotions of others in a positive way as required. Makes people feel valued and respected.
		Teamwork: Encourages teamwork and cooperation, goal alignment, flexibility and a willingness act across functional boundaries. Provides staff with the resources, training and feedback to develop their capability.
	Directing Cluster	**Confidence:** Making your stance on issues clear and securing the support of those around you. Uses persuasive arguments and the goals and interests of others to build support for ideas.
		Presence: Comportment and poise that contributes to follower alignment. Makes effective and concise presentations and establishing effective communication processes.

This report consists of an overall score and several sub-component scores. The overall score is the most important. Sub-components of Leadership Insights represent potential reactions to, and knowledge about, the specific situations described by the scenarios. They should be considered merely as parts that contribute to the overall score. For substantive decisions, the overall score should take precedence over individual sub-component scores.

📃 This Report

The purpose of this report is to give information about Sam's likely behaviours. The report identifies potential strengths and challenges as well as suggests possible coaching or development actions which can be explored further with them. Use the report to identify development goals, raise Sam's self-awareness, identify potential obstacles and explore ways forward based on the GROW coaching model.

🔒 Private and Confidential

This is a confidential assessment report on Sam. This report was requested for a specific purpose and has influenced the information and conclusions drawn. The information contained in this report should only be interpreted by a trained professional, and in the context of other relevant information (i.e., actual experience, interests, skills, and aptitudes).

📋 Waiver

Leadership Insights is an indicator only and cannot predict leadership performance with certainty. The authors and distributors accept no responsibility for selection or other decisions made using this tool and cannot be held liable for the consequences of those decisions.

🕑 Rating Scales

Results are presented using percentage match scores as well as percentiles, sten and score ranges as described below.

Match (%)	This is a percentage value on a range of 0 to 100. The score indicates how closely the participant's results match Subject Matter Expert (SME) appraisal of the effectiveness of different actions related to leadership success.
Percentile (%ile)	This is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Sten (1-10)	This is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.
Range	This is a qualitative indicator that is based on the Sten score and is broken down into 5 score bands from Below Average to Above Average.

⋈ Comparison Group (Norm)

Sam's results have been compared against the following norm group.

Assessment	Name	Size
Leadership Insights	International Participants (2022)	2164

Profile Summary

Scale	Match (%)	Range	Below Average — Average — Above Average (1-10)
Leadership Insights Score	**89**	**Slightly Above Average**	7
Task Requirements	**89**	**Slightly Above Average**	7
Thinking Cluster	**85**	**Average**	6
Acquiring Info	90	Average	6
Generating Ideas	81	Average	6
Achieving Cluster	**93**	**Above Average**	8
Proactivity	96	Above Average	8
Continuous Improvement	91	Slightly Above Average	7
People Requirements	**89**	**Slightly Above Average**	7
Empowering Cluster	**88**	**Slightly Above Average**	7
Emotional Awareness	80	Average	5
Teamwork	96	Above Average	8
Directing Cluster	**90**	**Above Average**	8
Confidence	85	Above Average	8
Presence	95	Slightly Above Average	7

Profile Description

Task Requirements	
Thinking Cluster	
Acquiring Info	• Sam's responses suggest that they have an average score on the "Acquiring Info" behavioural area. • They are likely to perform as well as most in roles that require gathering information and using that information to generate effective solutions. • They are as likely as most to integrate intelligence from multiple sources and compare options before taking action.
Generating Ideas	• Their responses suggest that they have an average score on the "Generating Ideas" behavioural area. • Sam is likely to perform as well as most in roles that require reaching conclusions that go beyond obvious explanations and integrating new insights. • They are as likely as most to foster and reward innovation and exploration of ideas.
Achieving Cluster	
Proactivity	• Sam's responses suggest that they have an above average score on the "Proactivity" behavioural area. • They are likely to perform more effectively than most in roles that require producing plans and defining responsibilities. • They are more likely than most to be effective at considering multiple demands, stakeholders and contingencies.
Continuous Improvement	• Their responses suggest that they have a slightly above average score on the "Continuous Improvement" behavioural area. • Sam is likely to perform as well as most in roles that require setting goals and monitoring progress against those targets. • They are as likely as most to be effective at driving performance and improvements.

People Requirements	
Empowering Cluster	
Emotional Awareness	• Sam's responses suggest that they have an average score on the "Emotional Awareness" behavioural area. • They are likely to perform as well as most in roles that require recognising their and others' emotions. • They are as likely as most to learn about others and influence their emotions in a positive way.
Teamwork	• Their responses suggest that they have an above average score on the "Teamwork" behavioural area. • Sam is likely to perform more effectively than most in roles that require working with others across functional boundaries and from diverse backgrounds. • They are more likely than most to be effective at fostering inclusion and developing team members' capabilities.
Directing Cluster	
Confidence	• Sam's responses suggest that they have an above average score on the "Confidence" behavioural area. • They are likely to perform more effectively than most in roles that require presenting a clear and confident stance on issues. • They are more likely than most to be effective at generating confidence in others through their personal self-belief.
Presence	• Their responses suggest that they have a slightly above average score on the "Presence" behavioural area. • Sam is likely to perform as well as most in roles that require projecting authority and adapting their communication style. • They are as likely as most to be effective at using their interpersonal style to make a strong impact on others

Coaching Recommendations

Share the feedback report with Sam and corroborate the results with them before considering any development interventions. Adopt a supportive and balanced approach to ensure observations are supported and accepted.

Emotional Awareness

- Encourage Sam to provide, helpful, specific, constructive, and supportive feedback with others.
- Model and support active listening skills.
- Provide Sam with opportunities to develop their sensitivity to, and recognition of, issues facing others within the organisation.
- Model the process of developing others with Sam.
- Encourage them to hold regular development meetings with their staff.

Development Plan

Use this section to summarise and document Sam's development plan; marking development activities, objectives, resources, timeframes and how development will be measured.

Goal

What do you want to achieve or change? Identify SMART goals that are Specific, Measurable, Attainable, Realistic and Time-bound.

Reality

What aspects of your feedback do you feel contribute to your goal achievement or hinder you from achieving your goals?

Options

What options do you have for achieving your goals and making a change? What are some of the obstacles keeping you from pursuing these options?

Will

What will you do to move forward towards your goal? What will you do if you face challenges? How will you review progress?

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