

# Helping Students Understand Their **LSP-R REPORT**

## **A Guide for HR Program Assessment Administrators**

# what's inside?



### introducing the LSP-R

- what is the LSP-R
- benefits of using the LSP-R
- key sections of the LSP-R Focus report

### using the Focus Report

- snapshot
- focus activities
- taking action
- customized content

### beyond the Focus Report

- introduction to the concept of long-term development
- supplemental resources

### the HR perspective

- applications of the LSP-R

## **purpose of this guide**



- 1 understand the components of the LSP-R Focus Report and be able to explain them to students
- 2 receive instructions, questions, and activities to help you guide students in reviewing their results and drafting development plans
- 3 discover resources and strategies to help students maintain their development long-term
- 4 know how students can apply the LSP-R in their careers as HR professionals



# introducing the LSP-R

# introducing the LSP-R



- the LSP-R is a personality assessment that uses students' natural tendencies to make inferences about their leadership behaviors
- taking the LSP-R will help students grow as leaders themselves, and equip them with tools they can use in their professional career

### PERSONAL BENEFITS FOR STUDENTS

- build self-awareness
- learn to play to their strengths
- capitalize on development opportunities
- personal and professional (i.e., leadership) development
- increase employability

### PROFESSIONAL BENEFITS FOR STUDENTS

- get familiar with top-notch talent development tools and processes
- learn how to administer talent assessments
- Learn how to use talent assessments for succession, selection, development etc.



# key sections of the LSP-R Focus Report

## snapshot

- overall snapshot of results (myRESULTS)
- competencies ranked from highest scoring to lowest
- **myZONE** competencies that represent your best opportunities for development

pg. 3-4

## focus activities

- series of brief activities to narrow your myZONE competencies to a **myFOCUS** competency

pg. 5-6

## taking action

- guide for creating **myPLAN**, an actionable personal development plan based on assessment results

pg. 7-8

## customized content

- personalized, detailed **myFEEDBACK** for each competency
  - definition of each competency
  - discussion of each score and its implications
  - guidance for developing each individual competency

pg. 9+



# using the Focus Report

# LSP-R ADMINISTRATOR'S GUIDE

## using the LSP-R



The following sections of this guide will walk you through the LSP-R report and provide you with instructions, questions, and activities you can use to guide your students.

We recommend that you set aside one class (or at least one hour) to lead students in reviewing their results and drafting development plans.



# LSP-R ADMINISTRATOR'S GUIDE

## using the LSP-R



**snapshot:** understanding myRESULTS

**focus activity:** setting myFOCUS

**taking action:** creating myPLAN

**customized content:** myFEEDBACK

## preparing your class



1. start by familiarizing yourself with the LSP-R Focus Report; review these slides and take a look at a sample report [here](#)
2. introduce the LSP-R to your students (either in class or via your school's online platform or announcement system)
  - a) explain to students that they will receive a link to take the LSP-R, and should do so before their next class
  - b) briefly outline what the LSP-R is, and why using it will be beneficial to students (see slide 4)
  - c) remind students to bring their Focus Report to your next class and explain that you will be reviewing results and guiding them in creating their own development plan



# snapshot understanding myRESULTS

# LSP-R ADMINISTRATOR'S GUIDE

## overview of myRESULTS



**LSP-R  
Focus**

**SNAPSHOT**  
**myRESULTS**

### myRESULTS

The myRESULTS section of the report lists scores on individual leadership competencies in descending order, highlighting the **myZONE** area for optimal development goals.

The myRESULTS section also acts as a navigation tool, linking each summary score to the page of the report where students can find custom content with in-depth analyses of their results.

# LSP-R ADMINISTRATOR'S GUIDE

## snapshot: myRESULTS



<div> <div>HIGHER SCORES</div> <div>↑</div> <div>myRESULTS</div> <div>↓</div> <div>LOWER SCORES</div> </div>	1	Business Acumen	page 9
	2	Decisiveness	page 10
	3	Strategic Planning	page 12
	4	Analytical Orientation	page 13
	5	Productivity	page 14
	6	Vision	page 15
	7	Emphasizing Excellence	page 17
	8	Dependability	page 18
	9	Emotional Control	page 19
	10	Independence	page 20
	11	Integrity	page 21
	12	Delegation	page 22
	13	Interpersonal Relations	page 23
	14	Active Listening	page 25
	15	Creativity	page 26
	16	Flexibility	page 28
	17	Prioritizing	page 29
	18	Organizational Spokesperson	page 30
	19	Communication	page 32
	20	Valuing Diversity	page 33
	21	Inspirational Role Model	page 34
	22	Attracting Staff	page 35
	23	Facilitating Teamwork	page 36
	24	Conflict Management	page 37
	25	Developing/Coaching Others	page 38

The competencies shaded in blue are competencies that represent your most immediate opportunities for development. They are areas where you likely demonstrate a degree of skill, providing a strong foundation for development. Focusing development efforts on these competencies is likely to result in your myZONE competencies becoming strengths in the future.

### myZONE

## Strengths

Based on students' personality, these competencies are likely to be strengths.

**myZONE** competencies are opportunities for immediate development. They are areas where students already demonstrate some skill, providing a strong foundation for growth. Focusing development efforts on these competencies is likely to turn them into strengths in the future.

## Development Opportunities

These are areas that may require longer-term development effort.



## helping students interpret results

- have students look at their strengths and development opportunities
- ask students (either for discussion or personal reflection)
  - *do these results resonate with you?*
  - *is anything surprising to you?*
- help students identify any patterns or themes that are showing up
  - *what do the development opportunities have in common?*
  - *how might strengths impact what is showing up at the bottom?*
- note that lower scores do not necessarily indicate a lack of ability, but rather highlight areas may not come easily or naturally

## example: review sample LSP-R results



<div> <div>HIGHER SCORES</div> <div>↑</div> <div>myRESULTS</div> <div>↓</div> <div>LOWER SCORES</div> </div>	1	Business Acumen	page 9
	2	Decisiveness	page 10
	3	Strategic Planning	page 12
	4	Analytical Orientation	page 13
	5	Productivity	page 14
	6	Vision	page 15
	7	Emphasizing Excellence	page 17
	8	Dependability	page 18
	9	Emotional Control	page 19
	10	Independence	page 20
	11	Integrity	page 21
	12	Delegation	page 22
	13	Interpersonal Relations	page 23
	14	Active Listening	page 25
	15	Creativity	page 26
	16	Flexibility	page 28
	17	Prioritizing	page 29
	18	Organizational Spokesperson	page 30
	19	Communication	page 32
	20	Valuing Diversity	page 33
	21	Inspirational Role Model	page 34
	22	Attracting Staff	page 35
	23	Facilitating Teamwork	page 36
	24	Conflict Management	page 37
	25	Developing/Coaching Others	page 38

### Step 1. Identify current strengths and development opportunities.

This student appears to be a reliable independent worker (#5, 7-11), and a strategic driver (#1-4, 6). Long-term development opportunities are based on building and maintaining teams (#22-25). Short-term (myZONE; blue shading) opportunities focus on task management (#12, 15-17) and people management (#13, 18-21).

### Step 2. Look for patterns in the results. Are there any connections between competencies at the top of the profile and those at the bottom?

This student's strengths lie in independent / strategic work, while development opportunities focus on group / relational work. Lower scores center around attracting and developing others, while intermediate (myZONE) scores center around mobilizing others.

### Step 3. Take a moment to reflect on results. Do they resonate with you? Are any development opportunities standing out?

In the short term, this student should focus on learning to manage teams, and in the long-term they can focus on learning how to build and develop them.



# focus activities

# SETTING GOALS



# LSP-R ADMINISTRATOR'S GUIDE

## overview of myFOCUS



**LSP-R**  
**Focus**

**FOCUS ACTIVITY**  
**myFOCUS**

### myFOCUS

Now that students understand their strengths and development opportunities, the myFOCUS section of the report includes two activities that will help students narrow their development goals.

**Activity 1:** Selecting top three competencies for development (my3)

**Activity 2:** Narrowing my3 competencies down to myFOCUS competency (based on which competencies you have the resources to develop and leverage)

## why myFOCUS matters



- working with too many opportunities can be overwhelming
- often, setting goals that are too ambitious (too many or too big) leads to less being accomplished than with a few focused targets
- as you help students navigate their LSP-R results, guide them through the myFOCUS section to narrow down key development opportunities
- to start, ask students to consider the following:
  - *which development opportunities are you most interested in?*
  - *which competencies, if improved, would be the most impactful to you?*
  - *are there competencies that can be clustered or developed together?*

**use the following two activities to help students answer these questions**

# LSP-R ADMINISTRATOR'S GUIDE

## activity 1: instructions



### LSP-R Focus

### FOCUS ACTIVITY myFOCUS

#### OVERVIEW

Choose your development priorities from a combination of your myZONE competencies and those competencies at the bottom of your profile. Determine your focus based on your interests, needs, and greatest influence on development. These priorities make up your myFOCUS competencies.

Validate your myFOCUS competencies against other performance indices to identify competencies that have multi-source supporting evidence. Indicate [✓] the competencies that have also been identified in other assessment contexts. Mark [★] the competencies that have the most checkmarks.

myFOCUS COMPETENCIES	COLLEAGUES e.g., 360-degree assessments	SUPERVISORS e.g., performance appraisals	EXPERIENCES e.g., work history, past successes	★
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### OVERVIEW

Narrow the focus to my3 by evaluating the marked [★] competencies against your preferences.

In the spaces provided, enter the three competencies you would like to develop most based on **PERSONAL INTEREST**, your sense of **NEED/URGENCY**, and that you think would have the **GREATEST INFLUENCE** on your performance as a leader.

#### my3 COMPETENCIES

The purpose of this activity is to help students identify which development opportunities should be a priority (top three). This is based on wholistic, 360 degree feedback.

1. On pg. 5, have students fill in the boxes on the left-hand side with competencies that they are interested in developing.
2. Validate results against other indices from multiple sources. Explain that in a corporate setting, this would be done using 360 degree feedback from colleagues, supervisors, and personal experience. In the classroom students can work with their peers to act as a “colleague” and a “supervisor” to get feedback from multiple perspective

# LSP-R ADMINISTRATOR'S GUIDE

## activity 1: instructions



### LSP-R Focus

### FOCUS ACTIVITY

### myFOCUS

**OVERVIEW**

Choose your development priorities from a combination of your myZONE competencies and those competencies at the bottom of your profile. Determine your focus based on your interests, needs, and greatest influence on development. These priorities make up your myFOCUS competencies.

Validate your myFOCUS competencies against other performance indices to identify competencies that have multi-source supporting evidence. Indicate [✓] the competencies that have also been identified in other assessment contexts. Mark [★] the competencies that have the most checkmarks.

myFOCUS COMPETENCIES	COLLEAGUES <small>e.g., 360-degree assessments</small>	SUPERVISORS <small>e.g., performance appraisals</small>	EXPERIENCES <small>e.g., work history, past successes</small>	★
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**OVERVIEW**

Narrow the focus to my3 by evaluating the marked [★] competencies against your preferences.

In the spaces provided, enter the three competencies you would like to develop most based on **PERSONAL INTEREST**, your sense of **NEED/URGENCY**, and that you think would have the **GREATEST INFLUENCE** on your performance as a leader.

**my3 COMPETENCIES** ←

3. If a competency is of personal interest to students AND it has been identified as a development opportunity by others, have students mark it in the final column (\*).
4. Finally, ask students to narrow their options down to the three competencies (my3) they feel are the most interesting and impactful.

# LSP-R ADMINISTRATOR'S GUIDE

## activity 2: instructions



### LSP-R Focus

### FOCUS ACTIVITY myFOCUS

#### OVERVIEW

Evaluate your my3 against a set of organizational and job criteria to identify those competencies you will have the resources to develop and leverage in your work.

Fill in your my3 competencies in the table below. Indicate [✓] the criteria that are met by each. Total the number of checkmarks per competency.

Enter the myFOCUS competency that has the highest total in the space provided.

my3 COMPETENCIES		COMPETENCY 1:	COMPETENCY 2:	COMPETENCY 3:
<b>IMPACT</b> Does this competency facilitate...?	YOUR GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TEAM GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	LONG-TERM STRATEGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPPORTUNITIES</b> Are there opportunities for this competency to be ...?	DEMONSTRATED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PRACTICED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	LEVERAGED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORT</b> Is there support in the form of...?	RESOURCES/TOOLS/TRAINING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ROLE MODELS/MENTORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	FEEDBACK PROCESSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DEMAND</b> Is there a demand for this competency in my...?	ORGANIZATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	INDUSTRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PROFESSION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>		<input type="text"/>	<input type="text"/>	<input type="text"/>

myFOCUS COMPETENCY

#### HELPFUL HINT

- Anticipate potential challenges that might interfere with your ability to leverage or develop certain competencies at this time.

Once students have selected their my3 competencies, guide them through the second activity to choose their **myFOCUS** competency.

This activity is designed to connect competencies to the real world by considering how realistic and meaningful it will be to invest in developing a particular skill.

- Have students write their my3 competencies in the boxes along the top
- Determine areas with the highest probability of success based on impact, opportunities, support, and demand. Have students check the corresponding boxes if they feel developing competencies 1-3 will align with the listed criteria (e.g., facilitating team goals, or long-term strategy).

# LSP-R ADMINISTRATOR'S GUIDE

## activity 2: instructions



### LSP-R Focus

### FOCUS ACTIVITY myFOCUS

#### OVERVIEW

Evaluate your my3 against a set of organizational and job criteria to identify those competencies you will have the resources to develop and leverage in your work.

Fill in your my3 competencies in the table below. Indicate [✓] the criteria that are met by each. Total the number of checkmarks per competency.

Enter the myFOCUS competency that has the highest total in the space provided.

my3 COMPETENCIES		COMPETENCY 1:	COMPETENCY 2:	COMPETENCY 3:
<b>IMPACT</b> Does this competency facilitate...?	YOUR GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TEAM GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	LONG-TERM STRATEGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPPORTUNITIES</b> Are there opportunities for this competency to be ...?	DEMONSTRATED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PRACTICED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	LEVERAGED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SUPPORT</b> Is there support in the form of...?	RESOURCES/TOOLS/TRAINING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ROLE MODELS/MENTORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	FEEDBACK PROCESSES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DEMAND</b> Is there a demand for this competency in my...?	ORGANIZATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	INDUSTRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PROFESSION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>		<input type="text"/>	<input type="text"/>	<input type="text"/>

myFOCUS COMPETENCY

#### HELPFUL HINT

- Anticipate potential challenges that might interfere with your ability to leverage or develop certain competencies at this time.

- Have students add up the number of boxes checked below each competency, and write the sum in the “TOTAL” boxes.
- The competency with the highest total should be students’ “myFOCUS COMPETENCY.” Have students write that competency in the corresponding box.

Explain that the myFOCUS competency should be a development priority because, according to this activity, students currently have the most resources to develop and leverage that competency in their work.



# taking action DEVELOPMENT PLANS



**LSP-R  
Focus**

**TAKING ACTION**  
**myPLAN**

## **myPLAN**

Now that students have narrowed their focus, they are ready to draft a development plan. The myPLAN section of the LSP-R report includes two templates that will guide students through this process:

**Template 1:** Guides students to outline what they will STOP, START, and CONTINUE doing in order to accomplish their goals

**Template 2:** Guides students in reviewing results and brainstorming ways they can apply and reinforce their new skills



# LSP-R ADMINISTRATOR'S GUIDE

## template 1: myPLAN



### LSP-R Focus

### TAKING ACTION myPLAN

**OVERVIEW**  
In the space provided below, enter your myFOCUS competency and indicate corresponding actions or behaviors that you will STOP, START, and CONTINUE. Plan how you will engage in each behavior, and set a goal for when you'd like to have each completed.

**myFOCUS:**

<b>STOP:</b>	<b>START:</b>	<b>CONTINUE:</b>
What	What	What
How	How	How
When	When	When

Once development priorities have been identified, guide students through the STOP, START, CONTINUE activity to help them create their plan.

**STOP:** Ask students to identify habits or behaviors that may be preventing them from reaching their development goals.

**START:** Ask students to think of new activities or behaviors they can begin to help develop their skills in this area.

**CONTINUE:** Tell students to consider their current strengths and have them think of ways they can leverage those strengths to build sustainable habits.

For each section, ask students to jot down what they will do, how they will do it, and when they intend to do so.

# LSP-R ADMINISTRATOR'S GUIDE

## template 1: sample development plan



**myFOCUS:**

### STOP:

#### What

Rushing to finish important tasks at the last minute

#### How

Keep up to date on task deadlines by creating specific, deadline-based goals for each week

#### When

Every Monday morning, after I check my emails but before my first meeting

### START:

#### What

Deciding which task to work on based on how urgent and important each individual task is for reaching my goals

#### How

Regularly review my goals to ensure I understand which projects should take priority

#### When

Review long-term goals when creating each weekly goal Monday morning

### CONTINUE:

#### What

Keeping track of all on-going tasks, including their status

#### How

Use our internal project management software to log hours and record progress

#### When

Update my logs by the end of each work day

# LSP-R ADMINISTRATOR'S GUIDE

## template 2: making it stick



### LSP-R Focus

### TAKING ACTION making it stick

#### OVERVIEW

Once you have had an opportunity to complete your plan, you can evaluate the results and start reinforcing your newly acquired behaviors.

#### myFOCUS:

What have I learned from completing myPLAN?

What were the benefits and rewards that emerged from pursuing myPLAN?

How has myPLAN leveraged or enhanced my leadership competency?

#### EXERCISE 1:

Identify the rewards you seek from enhancing your performance on this competency.

#### EXERCISE 2:

Identify situations where this competency is most relevant or arises most frequently.

#### EXERCISE 3:

Identify ways you will increase opportunities to demonstrate these competencies.

**Note:** Before filling out this second template, students should have had some time to practice **STOPPING, STARTING, and CONTINUING** the behaviours they outlined in their development plan. This template is intended to be used for review and reinforcement.

1. Instruct students to set aside 30 minutes each month (or another regular interval) in order to fill out this template and modify their plan as needed.
2. Ask students to honestly think about and answer the first three questions
3. Walk students through completing exercises 1-3 (next slide)

# LSP-R ADMINISTRATOR'S GUIDE

## template 2: making it stick



### LSP-R Focus

### TAKING ACTION making it stick

#### OVERVIEW

Once you have had an opportunity to complete your plan, you can evaluate the results and start reinforcing your newly acquired behaviors.

#### myFOCUS:

What have I learned from completing myPLAN?

What were the benefits and rewards that emerged from pursuing myPLAN?

How has myPLAN leveraged or enhanced my leadership competency?

#### EXERCISE 1:

Identify the rewards you seek from enhancing your performance on this competency.

#### EXERCISE 2:

Identify situations where this competency is most relevant or arises most frequently.

#### EXERCISE 3:

Identify ways you will increase opportunities to demonstrate these competencies.

**Exercise 1:** Help students check their motivation. Ask them to identify the rewards they're seeking by enhancing their performance on the myFOCUS competency

**Exercise 2:** Ask students to reflect on areas where their myFOCUS competency is especially relevant. Have them write down tasks or situations where the competency is useful or arises most frequently.

**Exercise 3:** Help students come up with ideas for application. Ask them to identify ways they will increase opportunities to practice using their myFOCUS competency.



# custom content **ANALYZING SCORES**

# LSP-R ADMINISTRATOR'S GUIDE

## overview of myFEEDBACK



**LSP-R  
Focus**

**CUSTOMIZED CONTENT**  
**myFEEDBACK**

### myFEEDBACK

The myFEEDBACK section provides students with custom content on their individual competency scores. Each page includes a definition of the competency, as well as two types of feedback:

- **Relationship and Implications:** How an underlying personality trait and the leadership competency are connected, as well the effect this combination may have on performance
- **Guidance:** what students can do to improve competency performance

# LSP-R ADMINISTRATOR'S GUIDE

## LSP-R Focus Report: myFEEDBACK



my  
FEEDBACK

TECHNICAL  
ORIENTATION

**DEFINITION**  
Demonstrating technical proficiency or expertise acquired through education, training, or experience.

**FEEDBACK**

■ Relationship and Implications● Guidance

■ Your results suggest that you appear to enjoy your work. As such, you are unlikely to become discouraged by small, inevitable setbacks, and are typically motivated to acquire the necessary skills to excel in a technical role. Your positive attitude toward work means that you also tend to be motivated to acquire technical proficiency in areas that are new to you.

● Try to impart this positive approach to your direct reports. If you successfully motivate them to learn about new technical concepts and skills you will likely foster a culture that supports technical progress, development, and innovation.

■ Your results indicate that you typically display great respect for formal policies and are likely to follow even trivial rules. As a result, you may be highly motivated to develop your technical expertise so that you may stay well-informed of current standards and "best practices".

● Be aware that although company policies are meant to guide your behavior, they may become outdated and not reflect what is best for your organization. As you develop your technical proficiency, be sure to evaluate your organization's current standards and address any concerns you may have with upper management.

■ Your results suggest that you strive for excellence and aspire to complete difficult tasks. Your ambition and ability to put forth a high level of effort means that you are likely to find solutions to barriers that interfere with your ability to complete challenging tasks. These tendencies suggest that you are motivated to learn new or difficult technical skills/material.

● Leverage these skills in others by setting a positive example. Set challenging but attainable goals that help you work towards developing your technical skills, and reward others for doing the same.

← Competency definition

Customized feedback based on students' underlying personality profile.



# next steps BEYOND THE FOCUS REPORT





## long-term maintenance of your plan

- development is an ongoing process
- guide students in reflecting on roadblocks they might encounter as they work on developing their skills beyond your time together
- help students make plans for reducing the impact of these barriers
- use the following questions to generate conversation and ideas
  - *how will you know if you're continuing to make progress?*
  - *what supports will you rely on to overcome challenges?*
  - *how will you integrate new goals into your plan over time?*



## long-term maintenance of your plan

- tell your students to schedule monthly meetings with themselves to
  - ☒ revisit development goals
  - ☒ review progress
  - ☒ write down any key take-aways from the past development period
  - ☒ adjust their plan as needed

\*students may use *template 2: making it stick* from the LSP-R Focus Report

- let students know that over time, as they make progress, their goals and priorities may change (that's okay!)

**explain to students that they can repeat this process of creating a plan for any new development opportunity they choose to prioritize**

## supplemental SIGMA resources



- you may find that some students struggle to create actionable development plans, especially for longer-term goals
- to help these students, SIGMA has created a database of supplemental resources called the Leadership Series
- each Leadership Series is grounded in research, and provides practical tips and activities for developing a particular competency
- click the link below to access our Leadership Series and download copies for your team today

### **SIGMA's Leadership Series**



# applications **THE HR PERSPECTIVE**

# using the LSP-R as an HR professional



- leadership assessments are powerful tools for talent development
- in the HR profession, the LSP-R can be used to help you
  - recognize talent
  - uncover potential
  - inform hiring and promotion
  - identify strengths
  - identify opportunities for growth
  - increase employees' self-awareness
  - draft talent development plans
  - create a robust succession planning process
- on the next slide, we've provided resources that will walk you through how the LSP-R can be used to support each of these processes

# using the LSP-R as an HR professional



- LSP-R Administrator's Guide
- How to Use the LSP-R Across Cultures
- How to Interpret LSP-R Results Across Cultures
- How to Use the LSP-R for Succession Planning
- Using the LSP-R for High-Potential Talent Development
- Using the LSP-R to Develop Large Groups on a Small Budget
- LSP-R for Teambuilding

### contact



- we wish you all the best as you endeavor to help your students grow into strong leaders
- if you have any questions or would like support along the way, please don't hesitate to reach out to us
- we're always happy to help!

**Glen Harrison**

**gharrison@sigmaassessmentsystems.com**

**800-265-1285 ext. 233**



US: SIGMA Assessment Systems, Inc. • PO Box 610757 • Port Huron MI • 48061-0757 • P: 800-265-1285 • E: support@sigmahr.com  
Canada: SIGMA Assessment Systems, Ltd. • PO Box 3292 Stn. B • London ON • N6A 4K3 • P: 800-401-4480 • E: support@sigmahr.com

[www.SIGMAAssessmentSystems.com](http://www.SIGMAAssessmentSystems.com)