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Helping Students Understand Their
LSP-R REPORT

A Guide for HR Program Assessment Administrators

what's inside?

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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+

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using the
Focus Report

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.

using the LSP-R

LSP-R
LEADERSHIP SKILLS PROFILE – REVISED

focus report

Report for:
Sam Sample
February 3, 2021

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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 <u>here</u>

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

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.

snapshot: myRESULTS

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

HIGHER SCORES / **myRESULTS** / **LOWER SCORES**

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.

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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

1	Business Acumen	page 9
2	Decisiveness	page 10
3	Strategic Planning	page 12
4	Analytical Orientation	page 13
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HIGHER SCORES

myRESULTS

LOWER SCORES

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

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

activity 1: instructions

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

activity 1: instructions

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.
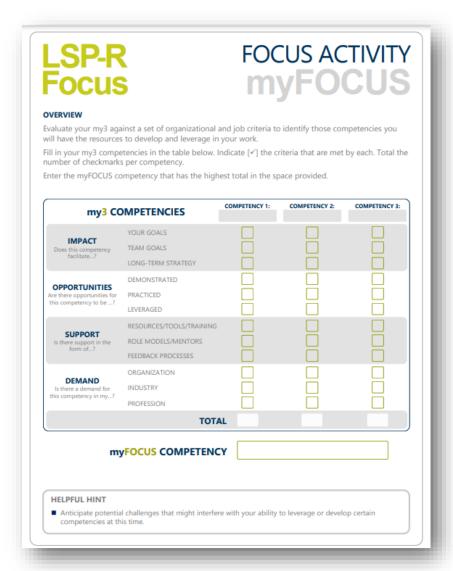
activity 2: instructions

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.

1. Have students write their my3 competencies in the boxes along the top

2. 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).

activity 2: instructions

3. Have students add up the number of boxes checked below each competency, and write the sum in the "TOTAL" boxes.

4. 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

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

template 1: myPLAN

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.

template 1: sample development plan

myFOCUS: Prioritizing

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

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template 2: making it stick

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)

template 2: making it stick

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

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 Focus Report: myFEEDBACK

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 though 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