

SIGMA Assessment Systems **Talent Development**

Step-by-Step Guide to the LSP-R™ Focus Report



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Welcome to your Step-by-Step Guide to the LSP-R Focus Report! Here, we'll walk you through the assessment, your results, and the report you should have automatically received upon completion. If you did not receive a report, please [contact us](#). If you have not taken the LSP-R, you can view a [sample report](#) to follow along with the instructions below.

About the LSP-R

The LSP-R is a personality assessment that uses employees' natural tendencies to make inferences about their leadership behaviors. Results from this assessment can help employees identify strengths, as well as areas where they have opportunities to grow. There are several benefits to using an assessment like the LSP-R:

BENEFITS FOR EMPLOYEES

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

BENEFITS FOR BUSINESSES

- attract and retain talent
- develop an internal pool of leaders
- improve employee engagement and performance
- lay the foundation for a leadership pipeline and succession planning process

For more information about the assessment, how it was developed, and how it can be used, visit our website [here](#).

Overview of the Focus Report

One of the major advantages of using the LSP-R is that every test-taker automatically receives an in-depth Focus Report upon completion of the assessment. The LSP-R Focus Report provides a summary of an individual's scores for each of the 50 competencies in SIGMA's [Leadership Competency Framework](#). The report also highlights MyZONE competencies, which are optimal areas for development. Each score includes a detailed description of the competency, an analysis of the score, and guidance on specific ways the competency can be developed. The report also includes templates and activities that can be used to set development goals and create an action plan.

In the remainder of this guide, we'll walk you through each of the three development activities included in the LSP-R Focus Report and provide a few tips and tricks to help you get started.

Activity 1: Identifying Development Opportunities

Activity 2: Prioritizing Development Opportunities

Activity 3: Creating a Development Plan

Activity 1: Identifying Development Opportunities

"If a window of opportunity appears, don't pull down the shade" – Tom Peters

The first activity in the LSP-R Focus Report is on page 5, after the snapshot of your results (pg 3-4). This activity is intended to help you identify your top three development opportunities. We will use input from your colleagues, supervisors, and your own work experience to inform which three competencies you select. Those competencies will be called your "my3 competencies."

Why Choose Just Three?

You may be wondering why we are narrowing down your myZONE competencies to just three. If they are all optimal development opportunities, shouldn't we keep each and work our way through? The reality is that talent development takes time and working with too many opportunities can be overwhelming. You may spend 6 months to a year (or more) working on just one of these competencies. Therefore, selecting three based on your interests and the organization's needs will be much more motivating than keeping all competencies and attempting to slough your way through.

Apart from negatively impacting motivation, setting too many goals also results in less success than when we just start with a few. Studies have shown that when it comes to setting goals, often less is more. According to research by psychologist Ray Baumeister and John Tierney, the average professional has 150 tasks to be done at any given time. That may explain why over 40% of to-do lists are never accomplished.¹

At the end of the day, your myZONE competencies aren't going anywhere. If you whiz through your priorities and are looking for the next step, you can repeat these activities with the remaining competencies and start a second phase of development.

The Benefit of 360 Degree Assessment

The my3 Focus Activity uses input from colleagues and supervisors in addition to your own experiences. Why use multiple sources? Using multiple sources for evaluation is called taking a "360 degree" approach ("360" for short). There are several benefits to both organizations and leaders when a 360 approach is taken.

Benefits of 360 degree assessment:

- Increased self-awareness through comparing ones' own evaluation with the evaluation of others
- Insight into a leader's blind spots (and coverage via other sources)
- A wholistic, balanced view informed by a variety of perspectives
- Organizational level data that can also be used to drive decisions around broader leadership development, succession planning, and development budgets
- Opportunity for team building and collaboration

Getting Started: How to Identify Development Opportunities

Now that we understand the importance of selecting your my3 competencies and using input from other sources, we're ready to begin completing the Focus Activity. Turn to page 5 in your LSP-R Focus Report and follow the steps below.

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"/> |
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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 ←

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Sam Sample – LSP-R Focus

Figure 1. Focus Activity 1 in the LSP-R Focus Report, page 5

- 1. Select your myFOCUS competencies.** On the left-hand side, under myFOCUS COMPETENCIES, write down your myZONE competencies (you will find your myZONE competencies highlighted in blue on your snapshot on pg. 3-4). You don't have to use them all; you can determine your focus based on your interests and needs (that's what makes your myFOCUS different from your myZONE). Choose at least 5 myFOCUS competencies.
- 2. Get input from colleagues.** After you've selected your myFOCUS competencies, get input from colleagues around which 3 are the most important. You can ask colleagues directly and keep a tally or use second-hand data from feedback you've received in the past. We recommend you ask at least 3 colleagues. Once you've collected all your data, use the boxes under COLLEAGUES to mark the competencies that were verified as important.
- 3. Get input from supervisors.** Like colleagues, you can ask supervisors directly and keep a tally of which competencies they believe are most important, or you can use second-hand data from feedback you've received in the past. We recommend you ask at least 2 supervisors. Use the boxes under SUPERVISORS to mark the competencies that were verified as important.
- 4. Reflect on your experiences.** Think of your work history, past success, and challenges. Think of the competencies you need or would benefit from most. Put a mark beside these under the column labelled EXPERIENCES.
- 5. Evaluate.** Tally up the stars for each competency and mark which three received the most. Put a star beside those three competencies in the final column on the right-hand side. Then, write the competencies in the boxes in the bottom right-hand corner. These are your my3 competencies.

Activity 2: Prioritizing Development Opportunities

"People who can focus, get things done. People who can prioritize, get the right things done"
– John Maeda

The second activity in the LSP-R Focus Report is on page 6. This activity is intended to help you narrow your my3 competencies down to a single myFOCUS competency. This will be the first competency for which you create a development plan.

Don't Skip This Step

Narrowing your my3 competencies to a single myFOCUS competency is important. Don't skip this step! You might be tempted to pick a competency and start drafting your action plan, but it is important to take a measured approach to prioritization.

As we learned in our first Focus Activity, narrowing your objectives can boost motivation and increase the likelihood that you will accomplish your goals. Taking the time to set priorities with input from multiple sources is also important. This will make sure that you are working smart, rather than just working hard.

Getting Started: How to Prioritize Development Opportunities

The second Focus Activity will help you evaluate your my3 competencies against a set of organizational and job criteria. This will show you which competencies you have the resources to develop and leverage in your work.

To complete this activity, turn to page 6 of your Focus Report.

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: |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| IMPACT <small>Does this competency facilitate...?</small> | 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"/> |
| OPPORTUNITIES <small>Are there opportunities for this competency to be ...?</small> | 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"/> |
| SUPPORT <small>Is there support in the form of...?</small> | 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"/> |
| DEMAND <small>Is there a demand for this competency in my...?</small> | 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"/> |
| TOTAL | | <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.

Figure 2. Focus Activity 1 in the LSP-R Focus Report, page 6

Start by filling in your my3 competencies in the first row of the table (labeled my3 COMPETENCIES). Next, indicate the criteria that are met by each competency. Here's a quick breakdown of what each criterion means:

- **Impact** – Impact refers to how relevant a competency is to the strategy and operations of your team. Does the competency help you achieve your goals? Your team's goals? The organization's long-term strategy? If it does, then it is an impactful competency.
- **Opportunities** – Opportunities refers to the chances you will have to develop and use this competency. Are there places where you can demonstrate, practice, or use this new skill? If so, then it is a high-opportunity competency.
- **Support** – Support refers to the buy-in you have from colleagues and supervisors for developing this competency. Support may come in the form of resources and tools, coaching/mentoring, and feedback processes. If you have all these available to you the competency is well supported.
- **Demand** – Demand refers to whether there is a need for this competency to be developed. Will it benefit you in your organization? Industry? Profession? If so, then there is demand for that competency.

As you are scoring each competency, consider using a 360 degree approach as we did for Focus Activity 1. You can consult the same people or resources in order to make sure you get a wholistic, balanced perspective of which competency meets these criteria best.

Once you are finished, add up the scores for each competency and write the total in the boxes at the bottom of each column. Find the competency that scored highest, and write this in the space below, labelled myFOCUS competency. This will be the competency you focus on developing first.

Activity 3: Creating an Action Plan

"A goal without an action plan is a daydream" – Nathaniel Branden

Congratulations! You've arrived at the final activity in your LSP-R Focus Report. Here we are going to create a development plan for the myFOCUS competency you selected in the previous activity. To complete your development plan, turn to page 7 in your Focus Report.

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:

STOP:

What

How

When

START:

What

How

When

CONTINUE:

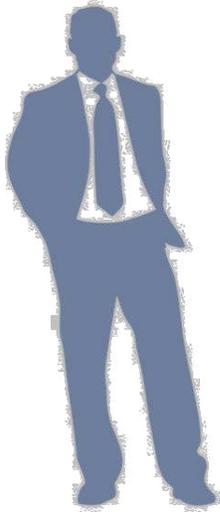
What

How

When

Figure 3. myPLAN in the LSP-R Focus Report, page 7

Enter your myFOCUS competency in the top row, then brainstorm corresponding actions or behaviors that you can STOP, START, and CONTINUE to develop that competency. Plan how you will engage in each behavior and set a goal for when you'd like to have each completed. Here's an example for you.



*Meet Henry. Henry is a team lead at an automotive manufacturing firm. He has chosen to work on the leadership competency “Delegation.” To do so, Henry is going to **STOP** micromanaging (what) by setting a weekly check-in with his direct reports and allowing them to come to you for additional guidance on a per-need basis (how/when). Henry is also going to **START** looking at his tasks at the beginning of each week and consider whether someone on his team may be available and qualified to complete them. If so, Henry is going to start delegating these tasks (what) individually or at a team meeting at the start of each week (how/when). Finally, Henry is going to **CONTINUE** organizing deliverables himself (what), because he, as the leader, will still be held accountable for all assignments to his team. He will do this by maintaining the checklist of tasks and timelines he has created for himself but will also keep track of ownership for the tasks he chooses to delegate (how). Henry will update this list at the beginning of each week and monitor it throughout (when).*

Leadership Skill Development Tools

If you’re looking for some inspiration on how you can develop a particular competency, check out SIGMA’s [Leadership Skill Development Series](#). Developed by industrial organizational (IO) psychologists and other experts in the field, these resources offer a quick 'how-to' on developing some of the most important leadership skills today. Our tools are actionable and convenient. Each guide includes 3 broad tips for improving your skills, as well as 3 action items you can use to start practicing each skill today. Links to other articles, TED Talks, and additional resources are also provided.

The Importance of Coaching

Before we let you go, we want to finish by highlighting the importance of coaching. If you have a supervisor or mentor at your organization, consider asking them if they would be willing to coach you through the development process. But what does coaching entail?

Coaches support the development process by helping you reflect on assessment results, challenge your thoughts and assumptions, and set development goals. Show your development plan to your coach, and ask whether they would be willing to set aside half an hour per month to meet with you and discuss your progress.

Take a look at page 8 in your Focus Report.

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.

Figure 4. Template for reflecting on progress in the LSP-R Focus Report, page 8

This page has a guided reflection activity that will help you identify what you've learned and how you are going to apply it month-by-month. Use this template to organize your thoughts, then walk through it in your coaching sessions. Also ask your coach for their thoughts and feedback.

While you can try implementing your action plan on your own, SIGMA recommends working with a coach so that you have better support. Coaching can increase accountability, motivation, and development opportunities. Often a coach may be able to facilitate job shadowing, stretch assignments, or share resources you may not have otherwise had access too. As a result, studies have shown that coaching makes it significantly more likely that candidates will achieve their development goals.² It also increases the likelihood that this behavior change will remain long-term.^{3,4}

Looking for More?

If you would like help with your development plan, SIGMA is here for you! Give us a call if you need help interpreting your LSP-R results or creating your development plan. We are always happy to chat! We are also available as coaches if you do not have internal resources. Check out SIGMA's [group and individual coaching](#), and our [Lunch and Learn](#) series. If you have any questions, please don't hesitate to [contact us](#). We would love to hear from you.



Speak with one of our experts. We're always happy to chat!

Glen Harrison

[Email Glen](#)

1 – 800 – 401 – 4480 ext. 233

¹ Clark, D. (December 16, 2016). Don't Set Too Many Goals for Yourself. *HBR*. Retrieved from <https://hbr.org/2016/12/dont-set-too-many-goals-for-yourself>.

² Harkin, B., Webb, T. L., Chang, B. P. I., Prestwich, A., Conner, M., Kellar, I., ..., & Sheeran, P. (2016). Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 142, 198-229.

³ Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft-skills. *Leadership & Organization Development Journal*, 31, 18-38.

⁴ Sonesh, S. C., Coultas, C. W., Lacerenza, C. N., Marlow, S. L., Benishek, L. E., & Salas, E. (2015). The power of coaching: A meta-analytic investigation. *Coaching: An International Journal of Theory, Research and Practice*, 8, 73-95.