SIGMA Assessment Systems
Leadership Development

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

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This guide provides an overview of the Leadership Skills Profile – Revised® (LSP-R®) Focus Report. It outlines the assessment process, explains the structure of the results, and describes the components included in the report automatically generated upon completion. If the report has not been received upon completion, please contact us. For individuals who have not yet completed the LSP-R, a sample report is available to support understanding and application of the instructions provided 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	BENEFITS FOR EMPLOYERS
▪ build self-awareness	▪ attract and retain talent
▪ learn to capitalize on their strengths	▪ develop an internal pool of leaders
▪ utilize development opportunities	▪ improve employee engagement and performance
▪ support personal and professional development	▪ lay the foundation for a leadership pipeline and succession planning process
▪ increase employability	

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 significant 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 scores for each of the 50 competencies in SIGMA's Leadership Competency Framework. This summary is called the "Snapshot" or "myRESULTS." The Snapshot lists competencies in order from highest to lowest, and highlights "myZONE" competencies, which are the optimal areas for development.

Following the Snapshot, there are four activities with templates that can be used to set development goals and create an action plan:

Activity 1: Identifying Development Opportunities

Activity 2: Prioritizing Development Opportunities

Activity 3: Creating a Development Plan

Activity 4: Template for Reflection and Feedback

Subsequent to these templates, the report includes a one-page summary for each score, including a detailed description of the competency, an analysis of the score, and guidance on specific ways the competency can be developed. Because this section of the report is tailored to each test-taker's individual results, its content will not be reviewed in detail. Instead, this guide focuses on the development activities included in the LSP-R Focus Report, and provides practical instruction for completing the templates to create personalized, competency-based development plans.

Activity 1: Identifying Development Opportunities

"If a window of opportunity appears, don't pull down the shade." — Tom Peters, American writer and business professional

The first development activity in the LSP-R Focus Report appears on page 5, following the Snapshot summary of results (pages 3-4). This activity is designed to help identify the top three competencies to target for development. Selection should be informed by input from colleagues, supervisors, and personal work experience. These selected competencies are referred to as "my3 competencies."

Why Choose Only Three Competencies for Development?

Talent development takes time, and focusing on too many competencies at once can be overwhelming. Developing a single competency can take between six months and a year — or even longer. Therefore, selecting three competencies aligned with both individual interests and organizational priorities is likely to result in greater motivation than attempting to progress through all competencies at once.

Setting an excessive number of goals can diminish motivation and reduce overall success rates, particularly when compared to beginning with a smaller, more focused set. Research supports this approach: psychologists Roy Baumeister and John Tierney found that the average professional manages approximately 150 tasks at any given time, which may explain why over 40% of tasks on to-do lists remain incomplete.[1]

myZONE competencies are always available for future development efforts. Once initial priorities have been completed, the remaining competencies can be revisited to initiate a second phase of growth and improvement.

The Benefit of 360-Degree Assessment

The my3 Focus Activity uses input from colleagues and supervisors in addition to personal experiences. This multi-source method is known as a 360-degree approach (or simply "360"), which gathers feedback from multiple perspectives. Taking a 360-degree approach offers significant benefits for both leaders and organizations, including a more balanced evaluation and deeper insight into development needs.

The benefits of 360-degree feedback include:

- 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 holistic, balanced view informed by a variety of perspectives

- An opportunity for team building and collaboration

Getting Started: How to Identify Development Opportunities

After reviewing the purpose of selecting my3 competencies and incorporating multi-source input, the Focus Activity can now be completed. Begin by reviewing the Snapshot on pages 3–4. Once familiar with the identified myZONE competencies, turn to page 5 and follow the steps outlined below.

1. **Select your myFOCUS competencies.** On the left-hand side, under myFOCUS COMPETENCIES, document your myZONE competencies (highlighted in blue on pages 3-4). You do not need to use them all; you can determine your focus based on your interests and needs. Choose at least five myFOCUS competencies.

2. **Get input from colleagues.** After selecting myFOCUS competencies, gather input from colleagues regarding which three are the most important. Input can be gathered by speaking directly with colleagues and tracking responses, or by drawing on existing feedback previously received. It is recommended to consult at least three colleagues. Once input has been collected, use the boxes under COLLEAGUES to indicate which competencies were confirmed as important.

3. **Gather input from supervisors.** Like colleagues, you can ask supervisors directly and track which competencies they believe are most important, or you can use second-hand data from feedback you've received in the past. It is recommended to consult at least two 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. Indicate these competencies in the column labelled EXPERIENCES.

5. **Evaluate.** Calculate the number of stars for each competency and indicate which three received the most. Place a star beside those three competencies in the final column on the right. Then, write the competencies in the boxes in the bottom right corner. These represent the my3 competencies that will serve as the focus for initial development efforts.

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	★
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

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

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

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Activity 2: Prioritizing Development Opportunities

"People who can focus, get things done. People who can prioritize, get the right things done." — *John Maeda, American technologist and designer*

The second activity in the LSP-R Focus Report, found on page 6, is designed to help narrow the my3 competencies to a single myFOCUS competency. This selected competency will serve as the starting point for creating a personalized development plan.

Prioritize with Purpose

Narrowing your my3 competencies to a single myFOCUS competency is a critical step in the development process. While it may be tempting to jump ahead and begin drafting an action plan, taking a deliberate approach to prioritization ensures greater focus and effectiveness.

As highlighted in the first Focus Activity, setting fewer, targeted goals can significantly boost motivation and improve the likelihood of success. Gathering input from multiple sources further strengthens this step, helping ensure that development efforts are strategic, relevant, and impactful — not just labor-intensive without clear direction.

Getting Started: How to Prioritize Development Opportunities

The second Focus Activity is designed to evaluate the my3 competencies against key organizational and role-specific criteria. This helps identify which competencies are most feasible to develop and apply effectively in the current work environment.

To complete this activity, turn to page 6 of the Focus Report. Begin by entering the my3 competencies in the first row of the table labeled my3 COMPETENCIES. Then, review each criterion and indicate which ones are met by each competency. Below is a brief overview of what each criterion represents:

- **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 likelihood of being able to develop and apply the competency in real-world settings. Consider whether there are situations where this skill can be demonstrated, practiced, or used regularly. If so, the competency can be considered high-opportunity.

- **Support** – Support refers to the level of buy-in from colleagues and supervisors for developing this competency. It may include access to resources and tools, coaching or mentoring opportunities, and regular feedback. When these elements are in place, the competency is considered 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.

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 Does this competency facilitate...?	YOUR GOALS	☐	☐	☐
	TEAM GOALS	☐	☐	☐
	LONG-TERM STRATEGY	☐	☐	☐
OPPORTUNITIES Are there opportunities for this competency to be ...?	DEMONSTRATED	☐	☐	☐
	PRACTICED	☐	☐	☐
	LEVERAGED	☐	☐	☐
SUPPORT Is there support in the form of...?	RESOURCES/TOOLS/TRAINING	☐	☐	☐
	ROLE MODELS/MENTORS	☐	☐	☐
	FEEDBACK PROCESSES	☐	☐	☐
DEMAND Is there a demand for this competency in my...?	ORGANIZATION	☐	☐	☐
	INDUSTRY	☐	☐	☐
	PROFESSION	☐	☐	☐
TOTAL				

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

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As each competency is scored, consider using a 360-degree approach — similar to the method applied in Focus Activity 1. Drawing on the same individuals or feedback sources can help ensure a well-rounded, objective perspective on which competency best meets the criteria.

Once scoring is complete, total the points for each competency and record the sums in the boxes at the bottom of each column. Identify the highest-scoring competency and enter it in the space labeled myFOCUS competency. This will serve as the primary focus for your initial development efforts.

Activity 3: Creating a Development Plan

"A goal without an action plan is a daydream." – Nathaniel Branden, Canadian psychotherapist and writer

Congratulations! You have reached the third activity in the LSP-R Focus Report, which means you are now ready to begin drafting a personal development plan.

Before completing this activity, take a moment to consider the Stop, Start, Continue method — a simple yet effective framework for behavior change. This approach encourages reflection on current habits and helps identify which behaviors to eliminate, adopt, or reinforce in order to support meaningful development.

Once you are ready to get started, turn to page 7 of the report and follow the steps provided. 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.
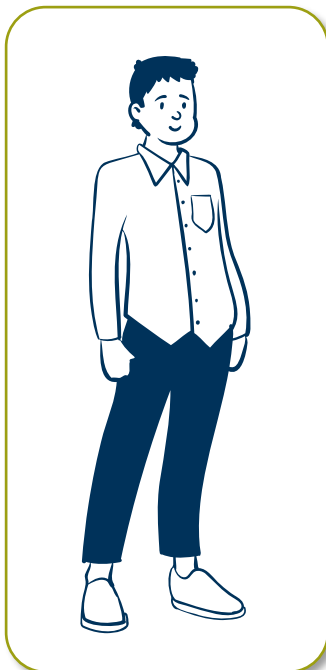
Sample myACTION Plan

*Meet Henry. Henry is a Team Lead at a 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).*

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:	START:	CONTINUE:
What	What	What
How	How	How
When	When	When

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

[Download PDF Template]

Leadership Skill Development Tools

If you would like ideas for how to develop a particular competency, explore SIGMA's Leadership Skill Development Series. Developed by experienced coaches and industrial organizational (IO) psychologists, these resources offer a quick "how-to" on developing some of the most important leadership skills today. Each guide includes practical tips and development activities you can use to begin working on a particular competency. Links to other articles, TED Talks, and additional resources are also provided.

Activity 4: Template for Reflection and Feedback

"The more reflective you are, the more effective you are." — Pete Hall and Alisa Simeral, authors

The final step in every leadership development process is to maintain regular check-ins to review progress and make adjustments as needed. For self-directed development, schedule time each month to reflect on your progress and set fresh goals using the template on page 8 of your Focus Report. For individual or group coaching programs, this template can be used to guide leadership development workshops or one-on-one coaching conversations.

While self-directed development is possible, SIGMA recommends partnering with a coach to enhance support and effectiveness. Coaching can increase accountability, motivation, and development opportunities. Coaches can also facilitate job shadowing, stretch assignments, or share resources you may not have otherwise had access to. As a result, research shows that individuals who receive coaching are significantly more likely to achieve their development goals and sustain behavior change over the long term.[2, 3, 4]

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.

Download PDF Template

Looking for More?

If you would like help interpreting your LSP-R Focus Report or creating a development plan, SIGMA's team is here to help. Our consultants are available to guide the process and can also provide coaching services if internal resources are limited. For more information, explore our leadership coaching solutions or contact us online. We look forward to helping you achieve your development goals

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[1] Clark, D. (2016). Don't set too many goals for yourself. *Harvard Business Review*. 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.