

MSP Feedback Guide 2009

Leadership Potential Indicator (LPI)

Feedback to Test Takers

Introduction (page 2 of the report)

Key points to make

- The Leadership Potential Indicator (LPI) assesses aspects of your leadership behaviour and style by asking you questions about your behaviours, attitudes and reactions in various management and leadership situations.
- Groups of questions relate to different aspects of management and leadership skills called competencies. It is the particular combination of competencies possessed by a person that shapes their leadership style and contributes to their performance.
- Competencies are not the only influence on your performance, however, as your personality, your particular talents, your interests, your values, your pattern of intellectual abilities, your life experience, and your current situation also contribute to making you the person you are.
- Psychological tests do not measure the whole you which is why they need to be interpreted in the context of other information about you.
- Your profile is based on what you have said about yourself through your responses to the questionnaire so that what we are measuring here is your own perception of what you are like.
- The results can be affected by your strategy for answering the questionnaire - whether this was conscious or unconscious – for example, whether you were very frank, whether you were very self-critical or whether you felt under pressure to convey a more than usually positive impression of yourself.
- The LPI is designed to help you clarify your view of yourself and help you to develop and achieve personal growth. If you do not recognize yourself in the LPI profile and narrative report, check what other people think by taking views from bosses, peers and direct reports.

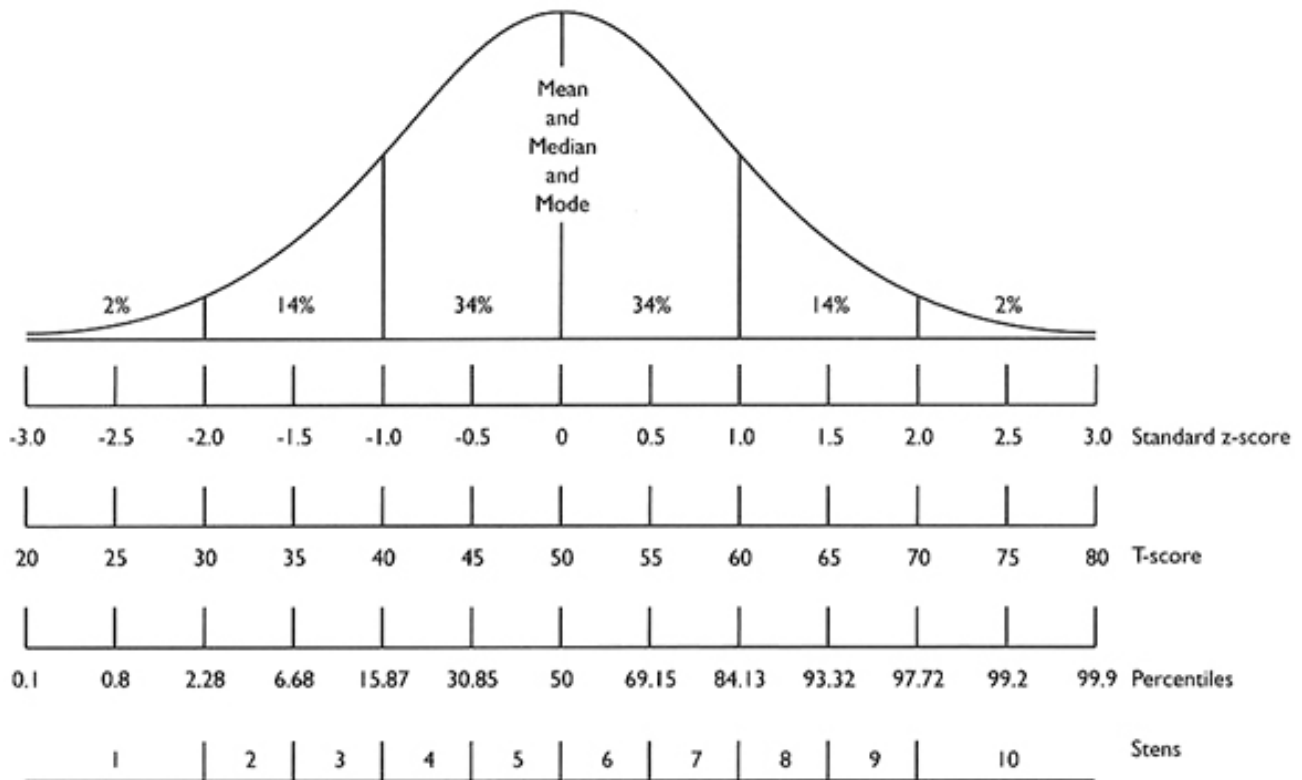
Your leadership profile summary (page 3 of the report)

Key points to make

- The LPI is based on a five factor model of management and leadership competencies which was developed by identifying the most frequently occurring competencies in company competency frameworks. The five factors/meta-competencies in the model are:
 - Managing change
 - Planning and organising
 - Interpersonal skills
 - Results orientation
 - Leadership
- The instrument has 20 scales measuring different aspects of these meta-competencies. These scales are shown on the profile chart on page 11 of your report along with a short explanation of what each scale reflects.
- The scores on the profile chart are based on an international comparison group of over 20,000 people who have taken the test. The majority of respondents come from the USA, Canada, UK, Australia, New Zealand, and Singapore.
- The mean age of the group was 37.7 with a standard deviation of 10.8. Fifty two percent were men and 48 percent were women. Just over 50 percent of respondents were from the USA. Just over sixty percent described themselves as white.
- The group includes over 1,000 top managers - people with job titles such as CEO, vice president, president, managing director or director.
- The scores reported in the profile sheet are Standard Ten Scores (Stens). Figure 1 shows how Stens and other commonly used scales map onto the normal distribution curve.
- The average range on a Sten scale is from 4 to 7 with a score of 4 interpreted as low average and a score of 7 interpreted as high average. Sixty eight percent of people score in this middle range. Sixteen percent of people score higher than 7 and sixteen percent score lower than 4.
- There are statistically significant correlations between scores on the questionnaire scales and ratings of job performance. The correlations between the five key factors and job performance ranged from 0.29 to 0.34 with a median correlation of 0.33.
- Analysis indicates that about 15% of the variability in job performance ratings is explained by competencies assessed by the questionnaire. This compares favourably with general intelligence which is considered to account for between 10 and 20 percent of academic and job success.

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- Page 3 presents a summary of your profile which is presented in more detail on pages 4-10.



- The LPI report provides three different perspectives on your leadership style and competencies:
 - First, the report assesses your current effectiveness on the five LPI meta-competencies and twenty competencies. This is shown on the profile chart on page 11 of the report.
 - Second, the report provides an assessment of your leadership level against Jim Collins' theory of Level 5 Leadership. This is covered on pages 4-5.
 - Third, the report gives an idea of where you stand on the four leadership functions in Dave Bartram's corporate leadership model. This is covered on pages 6-9.

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Level 5 leadership (page 4-5 of the report)

Key points to make

What level are you?

- According to Jim Collins, one of the distinguishing features of great companies is the presence of what he calls Level 5 Leadership. Collins' framework of leadership level is summarised on page 4 of the report.
- Your leadership level score is based on the percentage of the maximum possible total score that your total score represents. Your total score is the sum of your scores across the twenty LPI scales.
- The LPI total score is designed to give you a rough idea of what level you have reached compared to other managers and leaders. The score that you get on the questionnaire is less important than how you see yourself against Collins' model, however, and what you plan to do to improve your leadership effectiveness.

Level	Competence	Top % Position
1	Highly capable individual who makes productive contributions through talent, knowledge, skills and good work habits	60%
2	Contributing team member who contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting	50%
3	Competent manager who organizes people and resources toward the effective and efficient pursuit of predetermined objectives	33%
4	Effective leader who catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards	15%
5	Executive who builds enduring greatness through a paradoxical blend of personal humility and professional will	2%

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- A score falling into the bottom 40% of the international comparison group is interpreted as meaning that there are key gaps in the person's core competencies that need to be addressed.
- If your score is within this group, it could indicate that you have been hard on yourself. In high-stakes selection and development situations, many people seem to feel compelled to overrate their competencies, so people who are very self-critical/hard on themselves get penalized.

Where are you on will and humility?

- Page 5 of the report provides a short section dealing with Collins' concept of will and humility. This is based on your scores on a group of transformational competencies covering the will side of leadership, and a group of people management competencies covering the people management side of leadership. These are shown in the table below.

Transformational	People Management
Persuading and Influencing Communicating Relating and Networking Taking Risks Achieving Goals Making Decisions	Adapting to Change Listening and Supporting Team Working Motivating and Empowering

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Developing the vision, sharing the goals, gaining support, delivery success (pages 6-9 of the report)

Key points to make

- This is the first of four sections dealing with the four key leadership functions influenced by (but not identical to) Dave Bartram's model of corporate leadership. The four functions in the model are:
 - Developing the vision dealing with the strategy aspect of leadership
 - Sharing the goals dealing with the communication aspect of leadership
 - Gaining support dealing with the people aspect of leadership
 - Delivering success dealing with the operational aspect of leadership
- For example, the first section looks at your approach to the strategy domain based on your scores on two of the LPI meta-competencies: Managing Change and Planning and Organising. According to whether you score high or low in each of these competencies, you are put into one of 4 quadrants in a table where each quadrant depicts a distinctive leadership style.

Managing Change	Higher	Originator	Modernizer
	Lower	Traditionalist	Implementer
		Lower	Higher
		Planning and Organising	

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- If you have high scores on each of these meta-competencies, you will appear in the top right of the Modernizer quadrant which is the preferred and balanced leadership style. The other three leadership styles are the result of a high score in one competency area and a low score in the other. The narrative gives brief descriptions of each style and an explanation of where you lie at present with a suggested development tactic where appropriate.
- Remember that this is a device to encourage you to think about the skills, abilities, qualities, and behaviours that lie behind effective leadership. This is not rocket science and you should not get hung up about where you are positioned in the table. The majority of people who lie in the middle of the table exhibit characteristics of more than one style.
- The table below shows how the model has been constructed across the four leadership functions, and which pairs of LPI competencies are used in the construction of the tables

Function	LPI Competency	Style
Developing the vision	Managing change Planning and organizing	Modernizer
		Originator
		Implementer
		Traditionalist
Sharing the goals	Interpersonal skills Leadership	Director
		Presenter
		Regulator
		Personal performer
Gaining support	Managing change Interpersonal skills	Catalyst
		Explorer
		Adaptor
		Luddite
Delivering success	Results orientation Planning and organising	Corporate manager
		Individual contributor
		Planner
		Steady plodder

Development advice (page 10 of the report)

Key points to make

- Most people don't need to completely change their style to improve their effectiveness as a manager and leader. The following kinds of modest changes have been suggested by experts in the field of emotional intelligence and leadership.
- Try to understand what you do well, what motivates and satisfies you and what people and situations push your buttons. Assess how your mood affects your behaviour and performance. Seek feedback to check whether how you see yourself is the same as how other people see you
- Observe people and listen to their conversations. Get to know people on a personal level and try to understand their perspectives and work well with them. Walk around your work environment and notice what is happening. Put yourself in other people's situations and ask yourself what you would do.
- When things get difficult, give yourself time to digest difficult situations and sleep on things. Put your immediate needs on hold in favour of achieving larger goals. Give things an opportunity to work out before reacting but don't allow things to fester. Use performance enhancement techniques such as breathing techniques, visualisation, and smiling and laughing to help manage pressure and lift your mood.
- Try to use your feelings as a signal to understand what is going on, and balance emotional considerations and facts when making decisions. Try to make your decisions transparent, and try to be reliable and genuine when you discuss your reasons for decisions.
- Displaying positive emotions such as enthusiasm and optimism can be a huge motivator. Convey to your team the message that you know they can do it. It will raise their confidence and encourage them to work harder.
- Encourage people to think about new ways of doing things and come to you with ideas and suggestions. When someone comes to you with ideas, think first about the positive aspects of their proposals - "yes and" instead of "no but". Engage people by asking them what they would do rather than by dictating solutions.
- Create space in your diary to find out about and pay attention to people's views and concerns. Be careful not to operate through only the best performers who will quickly be perceived as your favourites. Personally thank subordinates for their efforts. Face-to-face communication is best but written notes and emails will also do.

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Personal Improvement Plan

Name	Date
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Developing the vision		
Strengths	Weaknesses	Improvement Actions

Sharing the goals		
Strengths	Weaknesses	Improvement Actions

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Gaining support		
Strengths	Weaknesses	Improvement Actions

Delivering success		
Strengths	Weaknesses	Improvement Actions

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Notes