Leadership Skills Inventory

CRG

Manage less and lead more by pinpointing the specific skills you need to develop in order to increase your leadership effectiveness.

Name of Participant:
Sample Report
Date of Assessment:
Jan 01, 2020

by Terry D. Anderson, Ph.D., with Ken Keis, Ph.D.

Professional Development and Planning Section

Why Become a Transforming Leader?

Skilled Leaders are critical to the success level of any venture, both profit and non-profit. This was validated in the research Jim Collins and his team conducted for his book, Good to Great. They confirmed that the most successful organizations had skilled Transforming Leaders at the helm. (Jim Collins called them Level 5 Leaders.) Our research, however, has shown that fewer than 1 in 10 professionals (as observed in video-taped assessment sessions) have competency in the whole range of skills to Level 4 competency (scores of 7 to 8). And even fewer individuals have the abilities—Level 5 competency, scores of 9 to 10—to teach others the skills outlined in the Leadership Skills Inventory. This confirms why there is such a Leadership vacuum globally in organizations, from government to business; they simply do not have the Transformational Leadership Skills to achieve success.

Fortunately, the old adage leaders are born not developed is not true. Effective leadership behaviors can be observed, learned, and transferred to others. These behaviors can be broken down into "micro-skills" and demonstrated, practiced, and refined. Competency can be developed. We must point out, however, that skills are not wisdom. How you go about integrating the various skills into your personal leadership style is a matter of your individual creativity and it requires much intentional practice and development.

The Leadership Skills Inventory documents a comprehensive and integrated model to develop versatile, skilled, and appropriate Transforming Leaders. The Leadership Skills Inventory and the book Transforming Leadership are written and designed on theory and supportive research in self-development, communication, coaching, problem-management, small-group facilitation, and organizational development. When leaders are performing at their best (and successfully), they are by definition implementing the competencies and skills outlined in this research. Therefore, the Transforming Leadership book and the Leadership Skills Inventory can help individuals pinpoint the specific skills set and practices that people need to help them develop into more successful leaders.

Realistic Expectations: How Quickly Can You Develop Your Leadership Skills?

Most people who aspire to be effective in leadership realize the complexity of the task. They understand that development does not come quickly or overnight or from a course or a book. Becoming a fully competent Level 5 Transformational Leader takes time. That might be one reason why we found so few fully competent leaders in our research. Competency requires a commitment to long-term development. People who believe there is a quick-fix method are misleading themselves. And the quick-fix notion is not reflective of the thinking of a Transformational Leader.

The skills in the higher sections can literally take years to master. Of course the timeline for becoming a true Transforming Leader is no different than the timeline for mastering other skills sets, from medicine to athletics.

Interpretation of Scores

Total scores of 96 or over in each section indicate you have a high degree of confidence in your ability to perform the skills of a particular section. If you have less than 96 in one or more sections, that indicates you would likely benefit from some type of coaching or training in some of the specific skills of that section.

Your Grand Total Score allows you a pre-post-comparison of your overall score and also helps establish benchmarks and norms for groups, teams, and organizations. You can use the Grand Total Score (or any one of the five section totals) to compare your pre-coaching/training score with your post-training score. Or, if you are collecting data on a group of more than 60 people who have completed the Leadership Skills Inventory, you can compare your score with the average of the others who have completed the Leadership Skills Inventory.

Transforming Leadership Principles			
Low		*Moderate*	*High*
			118
12 24 36	48 60 72	84 96	108 120

Self-Management Skills			
Low		*Moderate*	*High*
			105
12 24 36	48 60 72	84 96	108 120

Interpersonal Communication Skills			
Low		*Moderate*	*High*
		96	
12 24 36	48 60 72	84 96	108 120

Coaching, Counseling, and Problem-Management Skills			
Low		*Moderate*	*High*
		84	
12 24 36	48 60 72	84 96	108 120

Consulting Skills			
Low		*Moderate*	*High*
	79		
12 24 36	48 60 72	84 96	108 120

Versatility and Organizational Development Skills			
Low		*Moderate*	*High*
		89	
12 24 36	48 60 72	84 96	108 120

Grand Total			
Low		*Moderate*	*High*
		571	
72 144 216	288 360 432	504 576	648 720

What is the Leadership Skills Inventory?

The Leadership Skills Inventory is a professionally developed, learning and communication instrument.

The Leadership Skills Inventory is based on research in applied behavioral science and leadership effectiveness. It focuses primarily on helping you develop your ability to manage "self" and the "people" side of leadership. The research on emotional and organizational intelligence continues to substantiate the validity of the leadership skills in this inventory.

This assessment is a condensed and streamlined version of the book, Transforming Leadership, by Terry D. Anderson, Ph.D., Brian Fraser, Ph.D., with Ken Keis, Ph.D. It will provide you with the theoretical and research background upon which the LSI–Self instrument is based. Completing this learning tool will position you to manage less and lead more, by guiding you to pinpoint the specific skills you need to develop to increase your leadership effectiveness.

Note: The LSI–Self was not designed to assess your ability in technical or operational managerial areas.

The LSI–Self will help you gain insight and formulate a solid leadership development plan in 50 to 60 minutes.

As you proceed through the pages of this tool, you will see strengths you can maximize and identify areas that need work.

Using this instrument, you can:

- Establish your agreement to the 12 Transforming Leadership Principles;
- Evaluate your proficiency level in any of the 60 Transforming Leadership Skills;
- Assess your level of functioning in each of the five skills sections; and
- Determine your overall level of Leadership competency.

Through the LSI–Self, you can become more confident, better equipped, and more effective with a wider range of individuals, teams, and organizations.

The LSI–Self can assist you to do the following:

- Benchmark key skills levels for anyone in a leadership or supervisory role
- Confirm perceptions of your leadership skills levels as others see you, using the LSI 360° feedback tool
- Determine required professional development for executive succession planning
- Facilitate leadership-team development and responsibility allocation, based on leadership skills levels
- Establish framework and focus points for Executive and Leadership coaching
- Outline steps for a personal development strategy or plan
- Assist in the selection, hiring, and promotion for any supervisory or leadership position
- Identify required skills for success in any leadership role or responsibility

Transforming Leadership Principles Interpretation

If you have a total of less than 72 on this page, you will likely find **Transforming Leadership** either new or contrary to your present or preferred way of functioning. If you have a total of more than 96, you will likely find yourself moving in the direction of **Transforming Leadership** as your preferred approach to people and organizations.

Transforming Leadership Principles									
Low				*Moderate*				*High*	
12	24	36	48	60	72	84	96	108	120

118
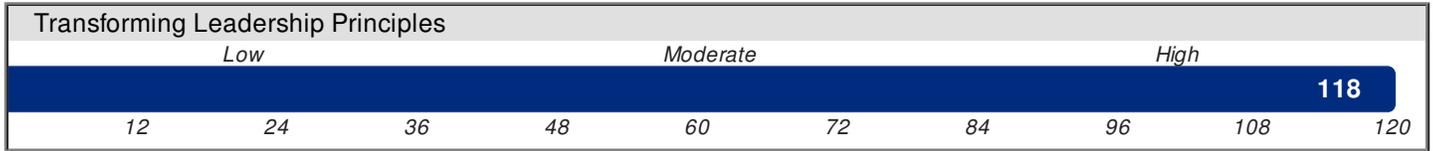
| #	Score	Principle
1	10	Every person in every situation is having an impact, for better or worse, on the people and the current situations.
2	10	Learning to observe this impact alerts us to the reality of positive or negative leadership opportunities and events.
3	9	Everyone can choose to work toward making a positive difference, at each moment, with each person.
4	9	The use of positive and respectful power and influence is necessary for leadership to have enough impact to be effective.
5	10	Individuals determine within themselves what to do, how to act, and how to treat people.
6	10	Leadership is the understanding and meeting of the deeper needs of the people being led/served.
7	10	Leadership has a moral component that is centrally important to all other aspects of leadership.
8	10	Transforming Leadership understands and involves others, so they can gain a critical sense of belonging and also experience a mutual sense of respect and trust.
9	10	There is opportunity for leadership in every environment, interaction, situation, and moment.
10	10	Long-term impact and long-term development is more important than just immediate results.
11	10	Leadership begins deep within a person's belief and value structures.
12	10	There could always be a deeper understanding of reality beyond what is currently understood.

Steps and Timelines to Consider in Your Skills Development Journey

Below we have simply outlined potential timelines and considerations to help you review your own skills development. Obviously these can vary, depending on your current level and starting point, and the inherent speed at which you can learn and master a new skill.

- **Knowledge about concepts and skills** can take a few hours to a few weeks to internalize.
- **Understanding and acquiring working knowledge** (ability to try the skills on your own without supervision) can take a month or two.
- **Competency** (the ability to perform reliably at will) is learned through mentoring, training, coaching, and making unpleasant mistakes as well as enjoying successes. For some of the more complex skills, this stage may take six months to two years.
- **Dynamic creativity** in the application of skills comes after many years of practice and experience.
- **Ability to mentor and train others** comes when your own skills sets are well established and you are able to be unconsciously competent in a wide range of skills. This is a master's level, which usually takes years to develop.

As you proceed into your professional development planning section, please keep in mind the above timelines for each level of competency. Disillusionment, frustration, or giving up on your development can occur when you set unrealistic expectations on the speed at which you develop your leadership skills. Keep in mind there are rarely unrealistic goals, only unrealistic timelines. We also want to point out that experience and maturity are not linked to a person's leadership competency. In other words, older does not always mean wiser; it may simply mean older.

Professional Development and Planning Section

On the following pages, you will be given the opportunity to review each skill in each section, make some planning notes, and record your skills development goals. Please list any skills you think you need to develop to fulfill your roles, responsibilities, or objectives.

We suggest you retake the LSI–Self and get feedback from individuals, using the LSI–360 version, after a period of time and/or after a training session. By examining the difference between the before and the after scores, you can determine whether your development plan is effective or if you need to consider new skills-development strategies.

A complete and detailed discussion of each skill is found in our Transforming Leadership book.

SECTION ONE

Self-Management (Mastery) Skills

As mentioned early in the LSI–Self, each set of skills in a section builds on the previous sets of skills and each section progresses in skills-sets complexity. This section is about the skills for managing yourself. Being able to be in control of self is critical before you can achieve success in the skills in the next sections. Several other CRG assessments can assist you in the development of your Self-Management skills sets. The Values Preference Indicator, Stress Indicator and Health Planner, Job Style Indicator, and Learning Style Indicator can help you in your development journey. If you are needing a deeper understanding of your purpose, we have two resources available for you:

- **The Quest For Purpose™**, a journaling process to help you clarify your purpose; and
- The **Living on Purpose Assessment**, which asks you hundreds of questions to help you become clear about your purpose.

Self-Management Skills									
Low				*Moderate*				*High*	
								105	
12	24	36	48	60	72	84	96	108	120
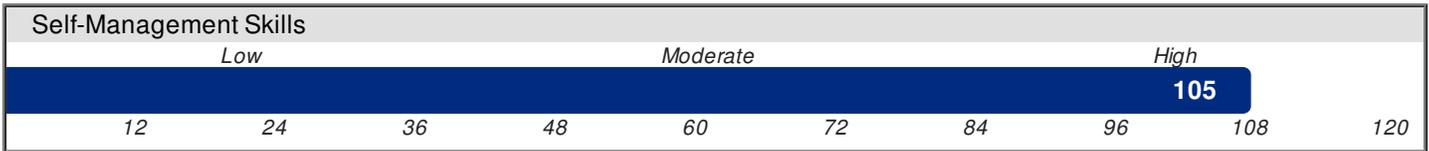
Self-Management Skills		
1.	**8**	**Grounding:** Focusing awareness in the present
2.	**10**	**Centering:** Including self in the context of events
3.	**9**	**Clarifying:** Specifying a belief stance
4.	**9**	**Purposing:** Formulating and living a personal purpose statement
5.	**10**	**Valuing:** Identifying, prioritizing, and living your values
6.	**9**	**Life Planning:** Formulating a plan to live an intentional lifestyle
7.	**10**	**Educational Goal-Setting:** Specifying and living a plan for lifelong learning
8.	**8**	**Career Goal-Setting:** Establishing motivating, realistic career goals
9.	**9**	**Time Management:** Allocating and distributing time wisely
10.	**8**	**Stress Management:** Applying effective stress management methods to daily life
11.	**7**	**Health Practices:** Optimizing health practices and performance
12.	**8**	**Positive Mental Attitude:** Focusing and building on the positive to build self-worth
	105	Self-Management Skills Score

My Personal Planning Notes:

Please identify key areas you would like to develop and/or improve in this section

SECTION TWO

Interpersonal Communications Skills

Much of the communication that occurs between people is one-way, without either party truly understanding the other's feelings or thoughts or the reasons behind those feelings or thoughts. In fact, our modern culture teaches many people not to have two-way communication because it is too personal and imposing. Yet lack of understood and meaningful communications between leaders and staff or team members is always cited as one of their greatest frustrations.

The skills outlined in Section Two are foundational; they are required by everyone in any leadership, supervisory, and management position or role that involves others. These interpersonal communication skills apply equally to all your personal relationships with significant others, family, and friends—but only if you want to be an effective Transformational Leader.

Interpersonal Communication Skills									
Low				*Moderate*				*High*	
							96		
12	24	36	48	60	72	84	96	108	120
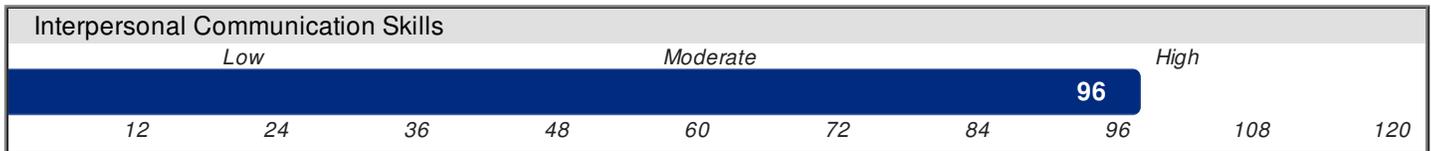
		Interpersonal Communication Skills
13.	**10**	**Self-disclosing:** Sharing appropriately with others
14.	**9**	**Imaging:** Managing the images I create in my mind about self and others
15.	**8**	**Impressioning:** Managing the images I send out to others through language, dress, and decorum
16.	**9**	**Attending:** Giving undivided attention to others, where appropriate
17.	**8**	**Observing:** Noticing non-verbal cues
18.	**6**	**Suspending:** Wisely withholding emotions, premature judgments, and advice
19.	**8**	**Questioning:** Respectfully gathering appropriate information to gain perspective and insight
20.	**9**	**Listening:** Checking for intended meaning
21.	**7**	**Responding:** Conveying accurate understanding of others
22.	**6**	**Asserting:** Communicating your views and feelings respectfully
23.	**7**	**Confronting:** Providing constructive criticism and support to others
24.	**9**	**Challenging:** Encouraging others to capitalize on unrealized potential
	96	Interpersonal Communication Skills Score

My Personal Planning Notes:

Please identify key areas you would like to develop and/or improve in this section

SECTION THREE

Coaching,Counseling and Problem-Management Skills

The skills outlined below are at the heart of effective coaching, counseling, mentoring, and problem-management. They can be used with self, other individuals, or with individuals in groups.

These skills are critical for moving people toward greater self-understanding, self-responsibility, and performance. Every leader needs to develop these skills and encourage others to develop and realize their full potential.

The skills focus on your ability to hold others accountable for their actions and results, while being able to outline the steps they must implement to achieve mutually agreed outcomes and objectives.

Coaching, Counseling, and Problem-Management Skills									
Low				*Moderate*				*High*	
							84		
12	24	36	48	60	72	84	96	108	120
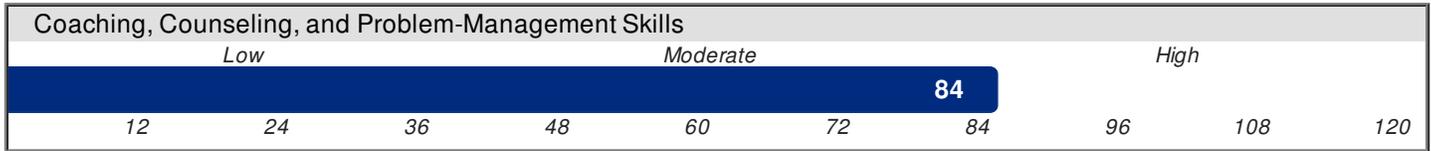
		Coaching, Counseling, and Problem-Management Skills
25.	7	**Empathizing:** Showing accurate understanding of deeper feelings and problems
26.	8	**Problem-Exploration:** Exploring the implications of internal or external problems
27.	4	**Problem-Specification:** Specifying the nature, causes, and implications of a problem
28.	8	**Problem-Ownership:** Specifying and facilitating appropriate ownership of a problem
29.	9	**Goal-Setting:** Identifying realistic and motivating scenarios and timelines
30.	9	**Goal-Ownership:** Specifying and facilitating who is to make commitments to take action
31.	7	**Action-Planning:** Exploring specific pathways and steps for goal achievement
32.	7	**Implementing Action Plans:** Increasing success rate through follow-up and coaching
33.	8	**Confrontation:** Facilitating self and others to identify self-defeating behaviors
34.	5	**Self-Sharing:** Helping others see problems in a new light by sharing my own story
35.	6	**Immediacy:** Pointing out typical problem behaviors in others' current actions
36.	6	**Referral:** Making an effective referral to a professional helper
	84	Coaching, Counseling, and Problem-Management Skills Score

My Personal Planning Notes:
Please identify key areas you would like to develop and/or improve in this section

SECTION FOUR

Consulting Skills

This section emphasizes your ability to handle more complicated situations through an increasingly complex set of responses. Section Four requires the successful implementation of the skills identified in the first three sections. The skills in Section Four are required and necessary for you to be able to assess and facilitate success with a group, team, or organization.

The dynamics and skills levels essential to successfully lead a group of individuals (a team) are not a simple multiple of, or addition to, the previous three skills sections. Success in this section reflects an exponential growth in your abilities. Our research has identified that very few people are competent in the Section Four skills sets, which means that most people completing the LSI–Self will need to seriously consider learning those skills sets as a developmental opportunity. Because so few individuals are competent in these skills sets, there will be significant career and leadership opportunities for people who commit to developing these consulting skills.

Consulting Skills								
Low				*Moderate*			*High*	
					79			
12	24	36	48	60	72	84	96	108	120
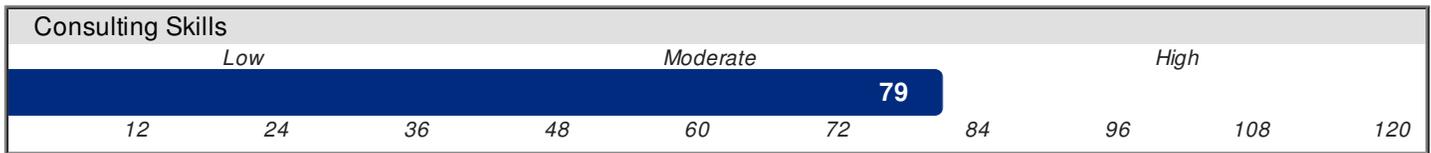
Consulting Skills

37.	**7**	**Assessing** needs, wants, problems, and fears talking to people
38.	**7**	**Assessing** needs, wants, problems, and fears through surveys, research, and info systems
39.	**6**	**Facilitating** effective problem-management by helping overcome resistance to change
40.	**8**	**Clarifying** the need for change in a language that others will understand and accept
41.	**7**	**Exploring** readiness for change and overcoming blocks to constructive change
42.	**7**	**Exploring and facilitating** team spirit and synergy through values alignment
43.	**8**	**Facilitating consensus** about the organization's mission, vision, and purpose
44.	**7**	**Facilitating consensus** regarding objectives, goals, and action plans
45.	**8**	**Designing and implementing** flexible programs to reliably achieve objectives
46.	**6**	**Evaluating and reporting** the impact of action programs and team efforts
47.	**4**	**Leading** teams toward continuous improvement of products and services
48.	**4**	**Installing accountability** systems so everyone experiences agreement between/among people
	79	Consulting Skills Score

My Personal Planning Notes:
Please identify key areas you would like to develop and/or improve in this section

SECTION FIVE

Versatility and Organizational Development Skills

This section emphasizes and assesses your ability to handle the most complex situations with an array of appropriate responses. Not only are you required to implement all the skills mentioned in the previous four sections, now you are engaging your skills at the organizational level. This set of skills is required for gaining credibility with others and for adapting to the permanent state of change in which most individuals and organizations find themselves. These skills help you to work more effectively on your organization, not just in it.

Versatility and Organizational Development Skills									
Low				*Moderate*				*High*	
							89		
12	24	36	48	60	72	84	96	108	120
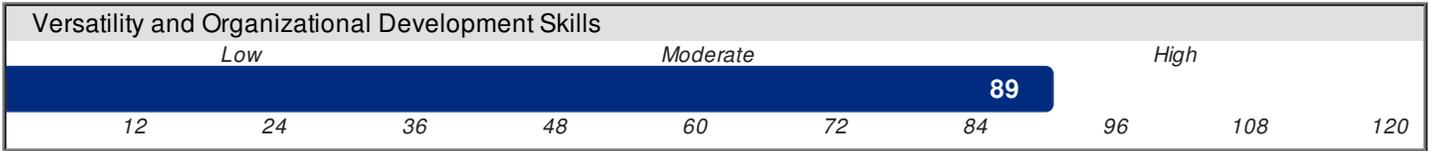
		Versatility and Organizational Development Skills
49.	**6**	**Assessing** the predominant style tendencies of another person, group, or organization
50.	**8**	**Shifting** into appropriate style behaviors that match the styles of others
51.	**6**	**Assessing** situations for appropriateness of communication, coaching, or consulting roles
52.	**8**	**Shifting** into the appropriate role, as required
53.	**8**	**Assessing** the most appropriate skills to use in various situations
54.	**8**	**Shifting** into appropriate communication, coaching, or consulting skills, as required
55.	**6**	**Recognizing** the five stages of group and organization development • *Stage One:* Design, Orientation, Consensus, and Commitment • *Stage Two:* Making the Transition; Overcoming Resistance and Obstacles • *Stage Three:* Doing the Work of the Group • *Stage Four:* Transitioning from Entrepreneurial Leadership to Professional Leadership • *Stage Five:* Learning from Feedback and Celebrating Achievements
56.	**8**	**Facilitating** a group or organization through the five stages of organizational development (as outlined above)
57.	**7**	**Facilitating** a cross-functional continuous-improvement team
58.	**8**	**Assessing** other leaders' skills and helping them plan for their development
59.	**7**	**Coaching** other leaders to become more effective
60.	**9**	**Leading** environmental scanning and initiating pro-active responses
	89	Versatility and Organizational Development Skills Score

My Personal Planning Notes:

Please identify key areas you would like to develop and/or improve in this section

Leadership Development: Your Reasons to Improve

- If you are completely satisfied with your Leadership Skills Level, we congratulate you. You are part of the minority.
- If you are part of the majority (over 90 percent) who do not have full leadership skills competency and you want to improve, please respond to the two questions below.

Change and developing Transforming Leadership skills are never easy, especially if a person has not taken the time to identify and document the reasons and/or benefits for doing so. Many have identified the skills and competencies they wanted to improve but they did not stay the course. Why? They have forgotten or lost their focus about their reasons and the benefits to themselves, if they were to make the effort.

Why is it important to you (if it is) to improve and develop your leadership skills and competencies?

If you are successful in developing and increasing your leadership skills competencies, what will be the key benefits to you?

Designing Your Plan to Increase Your Leadership Effectiveness and Skills

The outline below provides you with an opportunity to briefly summarize what you have learned about yourself through the Leadership Skills Inventory.

SECTION ONE: Self-Management

What are your top 3 areas of development and improvement in each of the five sections?

What specific action steps or strategies do you plan to take to achieve success in each area?

SECTION TWO: Interpersonal Communications

What are your top 3 areas of development and improvement in each of the five sections?

What specific action steps or strategies do you plan to take to achieve success in each area?

SECTION THREE: Coaching, Counseling, and Problem-Management
What are your top 3 areas of development and improvement in each of the five sections?

What specific action steps or strategies do you plan to take to achieve success in each area?

SECTION FOUR: Consulting
What are your top 3 areas of development and improvement in each of the five sections?

What specific action steps or strategies do you plan to take to achieve success in each area?

SECTION FIVE: Versatility and Organizational Development
What are your top 3 areas of development and improvement in each of the five sections?

What specific action steps or strategies do you plan to take to achieve success in each area?