

Leadership Skills Inventory

Version 5



Drive Leadership Excellence: Strategically Develop Specific Skills to Achieve Remarkable Outcomes and Success.

Name of Participant:
Sample report
Date of Assessment:
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Professional Development and Planning Section

Why Become a Transformational 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 **MAGNUS 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 **Transformational 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 **Transformational 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 MAGNUS 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**.



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 our book, **Transformational Leadership: Unleashing 12 Principles & 60 Skills for GREAT to MAGNUS**. 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 **MAGNUS 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.

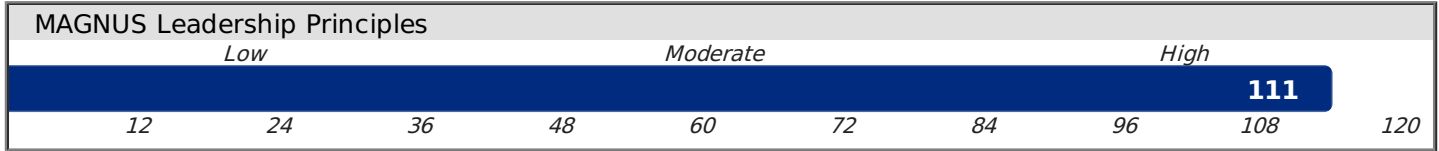
The **LSI-Self** can assist you to do the following:

- 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



MAGNUS Leadership Principles Interpretation

If you have a total of less than 72 on this page, you will likely find **Transformational 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 **MAGNUS Leadership** as your preferred approach to people and organizations.



#	Score	Principle
1	10	Every individual, in every situation, has the capacity to impact others positively or negatively.
2	10	Observing the impact of our actions helps us understand the effects of positive or negative leadership and identify opportunities for growth.
3	10	True leadership lies in leading by example, and each individual can choose to make a positive difference in every moment with every person.
4	9	Effective leadership requires the use of constructive, positive, respectful authority, power, and influence.
5	9	Individuals have the autonomy to determine their actions, behavior, and treatment of others.
6	9	Leadership is the understanding and meeting of the deeper needs of the people being led or served.
7	9	Leadership is an affair of the heart and encompasses a moral component central to all other aspects of leadership.
8	9	Transformational leadership involves collaboration and recognizing that leadership is a team effort, based on mutual respect, trust, and a sense of belonging.
9	9	Leadership opportunities exist in every environment, interaction, situation and moment, providing chances to make a difference.
10	9	Long-term impact and professional/personal development hold greater importance than immediate results.
11	9	Leadership originates from a person's underlying beliefs and values.
12	9	Embracing a growth mindset allows for a deeper understanding of reality beyond the current level of comprehension.

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.

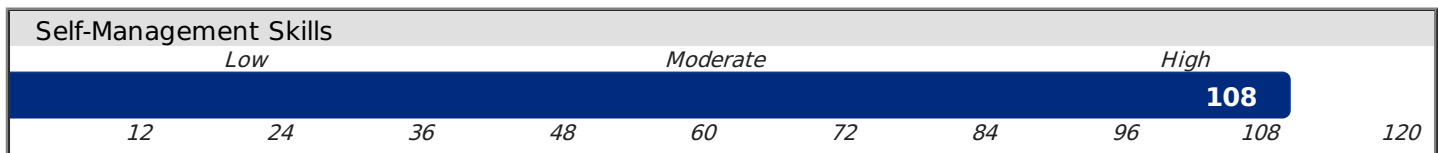
We suggest you retake the **LSI-Self** and get feedback from individuals, using the **LSI-360°** version, after a period of time and/or after a training session. By examining the difference between the before and the after scores, you can determine whether your development plan is effective, or if you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

A complete and detailed discussion of each skill is found in our **Transformational Leadership** book and our **Transformational Leadership eCourse**.

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, Learning Style Indicator** and the **Self Worth Inventory** 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™**, eCourse and book outline a journaling process to help you clarify your purpose;



#	Score	Skill
1	9	Grounding: Control my attention to focus in the present (not in the past or future).
2	9	Centering: Maintain clear awareness of self in the context of external events.
3	9	Beliefs Clarification: Confirm, express and live out clear and consistent set of beliefs.
4	9	Purpose Specification: Identify and live out a personal statement of purpose for my life.
5	9	Values Identification: Identify, prioritize, and live within a set of personal values.
6	9	Personal Style Strengths: You have confirmed, understand and have designed your life based on your personal style (personality) preferences and strengths.
7	9	Goal-Setting: Set and implement motivating and realistic career & life goals.
8	9	Life-Long Learning: Committed and implementing an intentional action plan for life-long learning.
9	9	Priority & Time Management: Identify what is most important, prioritize tasks, implement an effective system and process that allocates and optimizes time effectively, to align with those priorities.
10	9	Stress Management: Apply effective stress-management methods to daily life.
11	9	Health Practices: Get optimum nutrition, exercise, deep relaxation, and restful sleep.
12	9	Optimistic and Positive Mindset: Understand & control my thoughts, responses and language to be optimistic and positive.

My Personal Planning Notes:

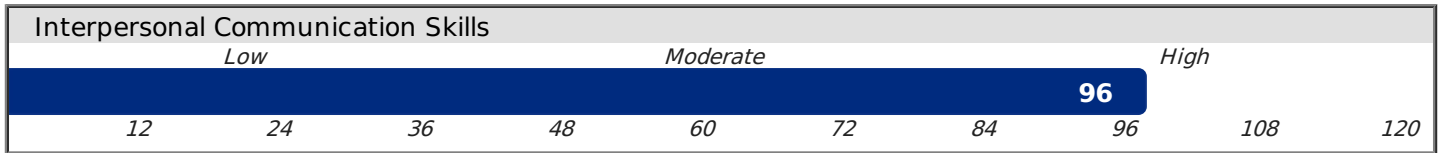
Please identify key areas you would like to develop and/or improve in this section

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.



#	Score	Skill
13	8	Self-Disclosure: I engage in appropriate self-disclosure by openly sharing my personal thoughts, beliefs, and feelings with others in a manner that builds trust and understanding.
14	8	Image Management (internal): I actively manage and take responsibility for the internal images I create in my mind of myself and others, fostering a positive self-concept and nurturing a healthy perception of others.
15	8	Impression Management (external): I skillfully manage the impression others have of me through effective use of language, appropriate attire, and professional demeanor, ensuring that my behavior aligns with the desired image I wish to convey.
16	8	Attending: I demonstrate control and focus by giving my undivided attention respectfully to others, actively listening and engaging in the present moment.
17	8	Observing: I objectively check my perceptions, avoiding distortions or judgments, and strive to accurately understand others' behaviors and intentions.
18	8	Suspending: I exercise wisdom by withholding emotions, judgments, and premature advice, allowing for a thoughtful and unbiased understanding of the situation before responding.
19	8	Questioning: I effectively use questions to elicit information and gain insight, demonstrating a balance between using inquiries to gather necessary information and avoiding overuse that may hinder open communication.
20	8	Listening: I actively listen to others, focusing on understanding the meaning they intend to convey while avoiding preconceptions and distractions.
21	8	Responding: I accurately convey my understanding of others' feelings and circumstances, providing appropriate responses that demonstrate empathy and support.
22	8	Assertiveness: I express myself honestly and kindly, avoiding the use of "put downs", while asserting my needs, opinions, and boundaries in a respectful manner.
23	8	Confrontation: I provide constructive feedback, guidance, and positive support when addressing issues or concerns, promoting growth and development in others.
24	8	Challenging: I encourage and assist others in recognizing their strengths and opportunities to capitalize on their unrealized potential, guiding them toward positive changes.

My Personal Planning Notes:

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

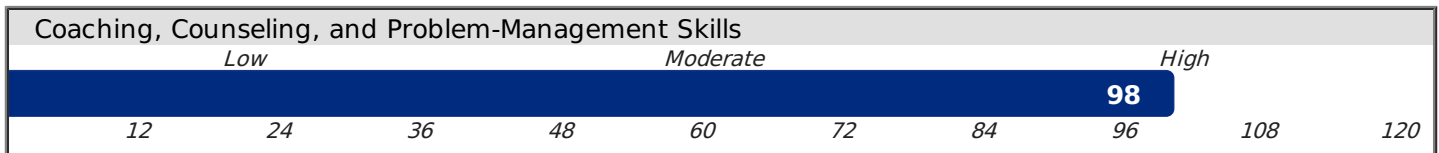
SECTION THREE

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.



#	Score	Skill
25	9	Advanced Empathy: Demonstrate accurate understanding of deeper feelings and thoughts in order to connect with others emotionally.
26	8	Problem Exploration: Able to guide (facilitate) others through a process that enables them to identify the internal root cause(s) of their external (observed) problems, and/or issues preventing them from achieving their full potential.
27	8	Problem Specification: Identify and define correctly the nature, cause(s), and implications of a given problem to be able to effectively problem-solve.
28	8	Problem Ownership: Willing to take responsibility for your own actions and outcomes, and able to help others do the same.
29	8	Goal-Setting: Identify specific, realistic and motivating outcomes with timelines, that support the organization's and your mission, vision and value.
30	8	Goal Ownership: Able to assume responsibility for taking action and achieving objectives, and capable of helping others do the same.
31	8	Action Planning: Exploring and evaluating specific pathways and steps required for achieving goals, and developing effective action plans.
32	8	Implementing Action Plans: Increase the success rate of goal achievement through easy to follow detailed instructions which includes follow-up, coaching and support.
33	8	Confrontation: Facilitating self-reflection, helping self and others identify self-defeating behaviors to promote personal growth and development.
34	8	Self-sharing: Sharing personal stories and experiences to help others gain new perspectives and insights into their own challenges.
35	8	Immediacy: Helping others get unstuck, pointing out problem behavior(s) and obstacle(s) hindering progress, promptly and effectively.
36	9	Referral: Making effective referrals to professional helpers, when necessary, to ensure individuals receive appropriate support and assistance.

My Personal Planning Notes:

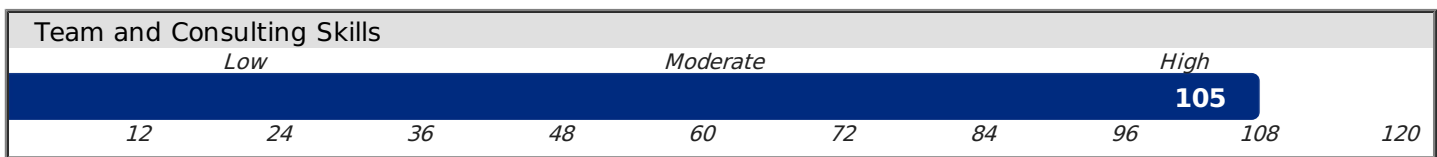
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SECTION FOUR

Team and 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.



#	Score	Skill
37	10	Informal Assessment: The practice of engaging in casual, open communications, both when one-on-one and within teams, to understand their experiences, concerns, fears, opportunities and ideas. This skill involves being approachable and fostering open communication.
38	9	Formal Assessment: This skill involves conducting systematic structured research, interviews, surveys and other methods, to gather usable and actionable data, which can be employed to improve the condition of individuals, teams and the organization.
39	9	Change Management Facilitation: Ability to raise awareness of the needed changes and communicate the desired outcome(s), including the benefits and downsides of change and what will be required of them; so that people are able to move out of their comfort zones.
40	9	Change Communication: The ability to clearly and effectively communicate the need for change using language and messaging where individuals easily understand and are able to accept these changes.
41	9	Change Willingness & Readiness: The skill of exploring and assessing the willingness (attitude) and readiness (ability) for change within individuals and groups, identifying the real obstacles underlying the resistance to change and developing strategies to effectively overcome any barriers.
42	9	Facilitate Team Spirit and Values Alignment: The ability to explore and facilitate a sense of team spirit and synergy by aligning team members' values, fostering a positive and collaborative team culture - and upholding them as standards for decisions and behaviors.
43	9	Facilitate consensus of a team's Mission, Vision, and Purpose: The skill of developing and facilitating agreement amongst stakeholders, regarding the team and organization's mission, vision and purpose - ensuring that there is a shared understanding and buy-in on a compelling "big picture".
44	9	Facilitate Strategy Consensus Building: The ability to facilitate consensus with stakeholders regarding specific strategies and actions plans, which provides a blueprint to achieve your team and organizational vision.

#	Score	Skill
45	8	Implementation Planning: The skill of designing and implementing effective steps, timelines, tasks, deliverables, measures and responsibilities in a clearly documented plan, necessary to achieve your stated objectives and goals.
46	8	Assessing Team Performance: The ability to systematically review, evaluate, measure and report the effectiveness of team performance and teamwork on strategic initiatives both short and long-term.
47	8	Lead Continuous Learning and Improvement: The skill of leading operational teams toward a culture of continuous learning and improvement, promoting ongoing development, encouraging knowledge sharing, and fostering a growth mindset within the team.
48	8	Building and Installing Accountability Systems: The ability to establish accountability systems that ensure agreement and alignment among team members, defining clear roles and responsibilities, and fostering a sense of ownership and commitment to individual and collective goals.

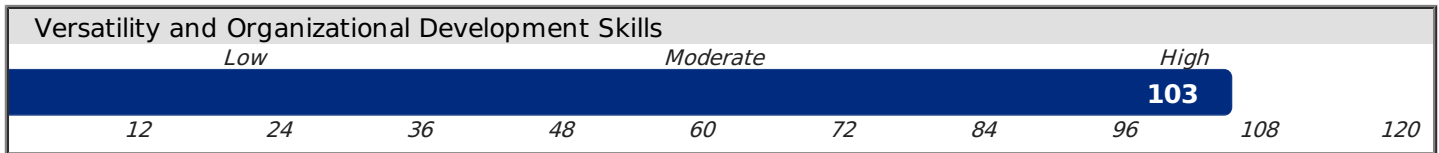
My Personal Planning Notes:

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.



#	Score	Skill
49	8	Style Assessment: You can determine predominant personal style tendencies of another person, group, or organization to better approach and interact with their environment, which includes tasks, time, people and situations.
50	9	Style-Shifting into others style behaviors: This skill refers to the capability to adjust and adapt one's own behavior and communication style to match the preferences and needs of others.
51	8	Role Assessment: Able to determine accurately which of (or combination of) the three major roles; communication, coaching, or consulting is most appropriate in any given situation.
52	9	Role-Shifting: You are able to shift into the appropriate role that matches the requirements of the situation and able to adapt to the role based on the demands and objectives of a particular situation.
53	8	Skill Assessment: You are able to determine and evaluate which skill(s) would be most appropriate to use in various situations and select the most suitable one(s) to apply in specific situations.
54	9	Skill-Shifting: The ability to seamlessly move within and among the transformational leadership skill sets of interpersonal communications, coaching, consulting and organizational development as required to achieve a successful outcome in a given situation based on the needs of the individual or group.

#	Score	Skill
55	9	<p>Recognition of Team and Organization Development Stages: You are able to describe the steps by which a typical group progresses through its lifecycle. Common Stages documented by Bruce Tuckman's work.</p> <ul style="list-style-type: none"> • Stage One: <i>Forming</i>: In the forming stage, team members come together, get acquainted, and start to understand the team's purpose, goals, and roles. • Stage Two: <i>Storming</i>: During the storming stage, team members may experience conflicts, differences in opinions, and power struggles. Individuals may assert their own ideas, challenge the established norms, and compete for influence within the team. It is crucial for the team to establish clear communication channels, resolve conflicts, and develop trust to move forward. • Stage Three: <i>Norming</i>: In the norming stage, team members start to establish common goals, values, and standards. They develop a sense of camaraderie, trust, and cooperation. This stage is marked by increased collaboration, consensus building, and a shared commitment to the team's success. • Stage Four: <i>Performing</i>: At the performing stage, the team has reached a high level of synergy and effectiveness. Team members work cohesively, leveraging each other's strengths, and have a deep understanding of their collective goals. There is a strong focus on achieving results, problem-solving, and continuous improvement. The team operates efficiently and autonomously, requiring minimal supervision. • Stage Five: <i>Adjourning</i>: The adjourning stage refers to the process of wrapping up a team's activities and disbanding after completing its objectives or project. There may be a sense of achievement and closure, but also feelings of loss or sadness as team members transition out of the team.
56	9	<p>Facilitate a group or organization through the five stages of organizational development: Leaders possess the ability to guide and support groups or organizations through the different stages of organizational development.</p>
57	9	<p>Formation and Facilitation of a cross-functional continuous-improvement teams: This involves leading and facilitating cross-functional teams responsible for identifying and resolving problems and capitalizing on opportunities in an organization; with the ability to promote collaboration and innovation across different functions.</p>
58	9	<p>Assessment of leadership skills of self and others: You are capable of identifying the 60 Transformational Leadership skills and levels of yourself and others for the purpose of effective professional development, of both strengths and improvement opportunities.</p>
59	8	<p>Coaching other leaders to become more effective: You are able to coach and help other leaders develop and improve their existing skills and competencies, which enhances their leadership effectiveness.</p>
60	8	<p>Lead strategic planning, implementation and environmental scanning (trends and threats) for the long-term success of the organization: You are able to formulate a clear vision and mission for the organization, setting strategic objectives, goals and capable of developing actionable plans to achieve them. You also take a proactive approach, anticipating future trends, identifying new opportunities and possible threats, while being able to align the organization's resources and efforts towards long-term success.</p>

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 Transformational/MAGNUS 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: Team and 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?