Leadership Potential Report
LPR

An Assessment of Potential to Advance into Leadership Roles

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Introduction

Leadership Potential

Leadership talent both guides and fuels the success of organizations. Few decisions will have greater reward–or risk–than identifying those leaders who are most likely to successfully expand their responsibilities and contributions. Organizations must make talent decisions to efficiently and effectively build a pipeline of leaders, who can be ready for expanded roles.

However, judgment regarding potential is often clouded by current role performance. Our model is based on research showing leadership potential is based on a foundation of relevant Cognitive Ability and Work Styles. Successful executives typically are bright. Also, behavioral styles and motivational characteristics (i.e., Work Styles, or personality traits) are key drivers of leadership success. These foundational elements are then mediated by a leader's experience and values which are shaped over time, and contribute to the likelihood of success in a specific leadership role.

AAI Leadership Potential Model
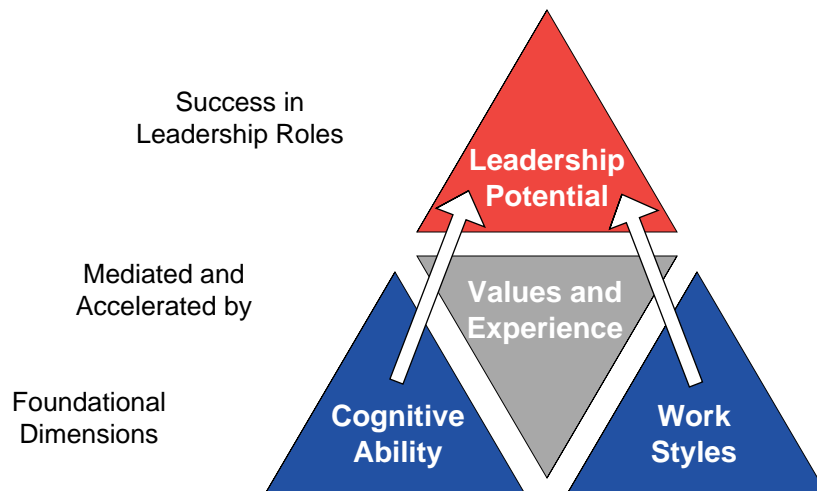
Elements of Leadership Potential

Foundational Dimensions. These are attributes within people that shape how they think and act and how they interact with the world around them. They can be measured and in many cases shaped to influence future behavior.

- **Cognitive Ability** refers to how a person understands and interprets language, numerical, and abstract ideas. It is relatively stable over time and can be affected by environmental factors, education, and focused attention.

- **Work Styles** represent personality and motivational characteristics that influence a person's behavior in work settings. Anchored to the Big 5 Personality Factors, they can be measured and compared across people. Work Styles can be modified by experience, motivation, training, and the environment.

Mediating Factors. The foundational dimensions show up in a person's behavior and over time are mediated by the set of experiences and values that a person has.

- **Values** help define the preferences and motives of a person and the importance that a person may place on goals and approaches.

- **Experience** shapes how a person interprets and reacts to situations. Someone new in a role may respond differently than a seasoned veteran, even if they share similar work styles.

This **Leadership Potential Report** assesses the foundational dimensions of Cognitive Ability and Work Styles, and provides objective, comparative data to facilitate the understanding and development of leaders in the workplace.

Introduction

How to Use this Report

The **Leadership Potential Report** (LPR) is a valuable tool for helping organizations better understand individual potential for leadership. People have different types of development potential and the individual development plans they will follow will largely depend on their specific combination of Cognitive Ability and Work Styles. This report provides insights regarding an individual's Leadership Potential and their development opportunities.

Interpreting Scores

Scores are presented in terms of the individual's percentile standing in comparison to a large and diverse group of professionals, managers, and executives. This helps organizations benchmark talent against talent in the marketplace.
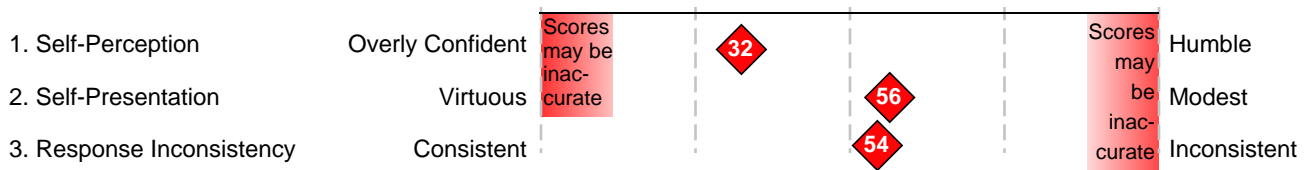
Assessment of Cognitive Ability. The cognitive ability portion of the LPR measures an individual's ability to reason, solve problems, learn new concepts, and understand complex relationships. It measures the three primary facets of cognitive ability relevant to work settings: Verbal Reasoning, Numerical Reasoning, and Abstract Reasoning. The three facets as well as an overall score are shown.

Assessment of Work Styles. The work styles portion of the LPR measures personality facets that predict future leadership success and have been combined into four behavioral facets: Interpersonal Acumen, Thinking Acumen, Results Acumen, and Emotional Acumen. These leadership potential facets are related to the Big 5 Factors of Personality, and are helpful in development planning.

Questionnaire Accuracy and Consistency

The self-description used to generate Leadership Behavioral Potential is likely to be: **Unbiased and Accurate**.

Responses were compared to the responses of the norm group on three measures of bias and consistency.

		Scores may be inaccurate				Scores may be inaccurate	
1. Self-Perception	Overly Confident		**32**				Humble
2. Self-Presentation	Virtuous				**56**		Modest
3. Response Inconsistency	Consistent			**54**			Inconsistent

If scores fall within the white, unshaded area, the results are judged to be an accurate reflection of work styles. However, if the scores fall within the red, shaded areas, caution should be exercised in interpreting the results. If scores on Self-Perception and Self-Presentation are quite high or low, the respondent may have provided a description that is shaded by too much virtue or humility. If the inconsistency score is quite high, the instructions were possibly misunderstood.

## Benefits of Using this Report

Every individual will have a unique set of scores. By understanding the individual's scores, advancement opportunities and development strategies may be better aligned with the individual. This report can be used to:

- Identify an individual's potential for advancement.
- Identify the range of leadership potential and talent development needs within the organization.
- Provide objective assessments of potential to support the Nine-Box Talent Management process.
- Provide insights regarding potential and align individuals with advancement and development opportunities.
- Identify the facets of an individual's strengths and development needs.
- Provide insights for career guidance strategies and the creation of individualized development plans.

Leadership Potential Scores

Overall Leadership Potential

Percentile Score

| 0 | 20 | 40 | 60 | 80 | 100 |

61

Low   Mid-Range   High
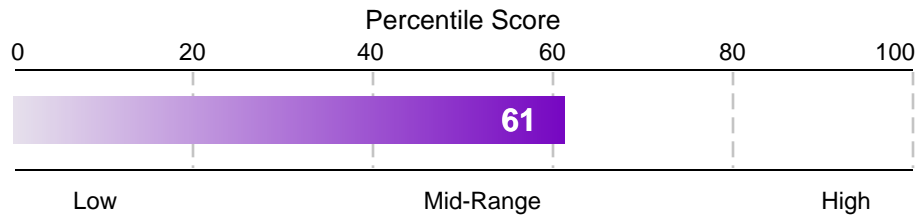
Summary of Score: 61%

The individual's score is **Average** in comparison to the typical Professional/Manager/Executive in terms of overall Leadership Potential. This score is based on a combination of his/her Cognitive Ability score and Leadership Behavioral Potential score and provides insight regarding the individual's propensity to advance in his/her career.

Leadership Potential Implications

- Will likely advance quickly in his/her career.
- Tends to solve complex issues quickly with effective solutions.
- Sets challenging goals that consistently stretch current capabilities.
- Constantly strives to grow and develop.
- With development guidance or a good advancement opportunity, will likely advance steadily throughout career.
- Will likely succeed in handling additional assignments.

Leadership Potential Dimensions

Percentile Score

| 0 | 20 | 40 | 60 | 80 | 100 |

Cognitive Ability   **76**

Leadership Behavioral Potential   **47**
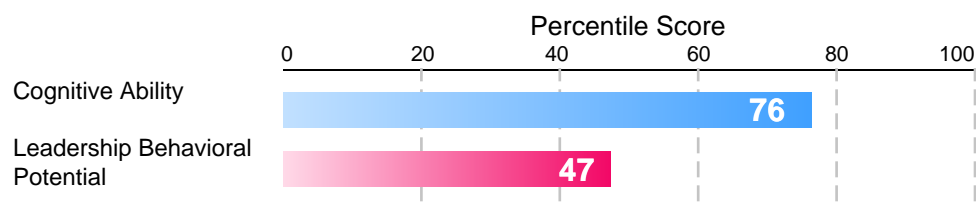
Cognitive Ability: 76%

The Cognitive Ability score is the Overall Score from the Applied Reasoning Test (ART-MP) which measures verbal, numerical and abstract reasoning for professionals, managers, and executives. Compared to other managers and professionals, the test taker's level of overall reasoning is **High**.

Leadership Behavior Potential: 47%

The Leadership Behavioral Potential score is measured by the Work Behavior Inventory (WBI), which assesses a wide range of work style behaviors related to promotion and career advancement. The individual's score indicates they he/she is **Average** in Leadership Behavioral Potential compared to other managers and professionals.
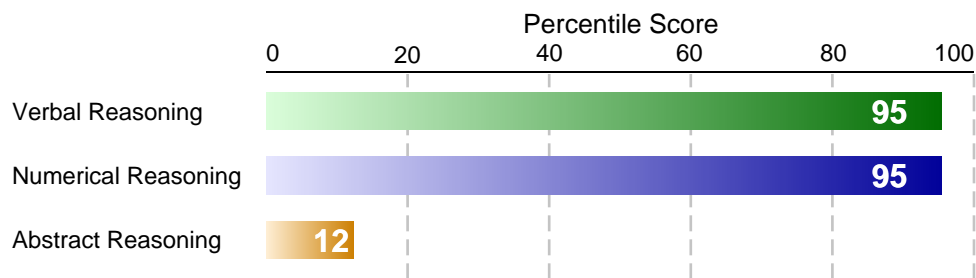
Cognitive Ability

Overall Score: 76%

The test taker scored as high or higher than 76% than individuals from the Managerial/Professional norm group, which is comprised of a large, diverse sample of managers, leaders, and professionals across a variety of industries.

Compared to other managers and professionals, the test taker's level of overall reasoning is **High**. As a result he/she will quickly learn new skills, solve complex problems, and spot trends more effectively than most managers/ professionals. He/she will likely:

- Complete most assignments more efficiently than other managers and professionals.
- Identify trends and relationships and draw conclusions more effectively than most managers/professionals.

Facet Scores

Percentile Score

0	20	40	60	80	100

Verbal Reasoning **95**

Numerical Reasoning **95**

Abstract Reasoning **12**

Verbal Reasoning

In comparison with the norm group, the test taker scored as high or higher than **95%** of managers and professionals. Compared to other managers and professionals, his/her ability to analyze and correctly interpret verbal information is **Very High**. He/she will likely:

- Quickly identify nuanced or subtle written concepts missed by most others.
- Effectively interpret, understand and make correct inferences from very complex and/or abstract written material.

Numerical Reasoning

In comparison with the norm group the test taker scored as high or higher than **95%** of managers and professionals. Compared to other managers and professionals, his/her numerical skills, recognition of numerical relationships, and numerical interpretation skills are **Very High**. He/she will likely:

- Analyze complex numerical data and provide insightful conclusions that most managers would miss.
- Quickly interpret tables, graphs or charts that require expert analysis beyond most managers' abilities.

Abstract Reasoning

In comparison with the norm group, the test taker scored as high or higher than **12%** of managers and professionals. Compared to other managers and professionals, his/her recognition of abstract relationships and ability to solve abstract problems is **Below Average**. He/she will likely:

- Not be very effective at recognizing structure and patterns within situations not previously experienced.
- Not be very effective at analyzing and solving abstract or conceptual problems.

Leadership Behavioral Potential

Overall Score: 47%

Leadership Behavioral Potential is comprised of interpersonal acumen, thinking acumen, results acumen, and emotional acumen. The overall score is a combination of many behaviors within each of these facets, and is a composite of the most valid behaviors found in highly successful executives.

Interpersonal Acumen: 38%
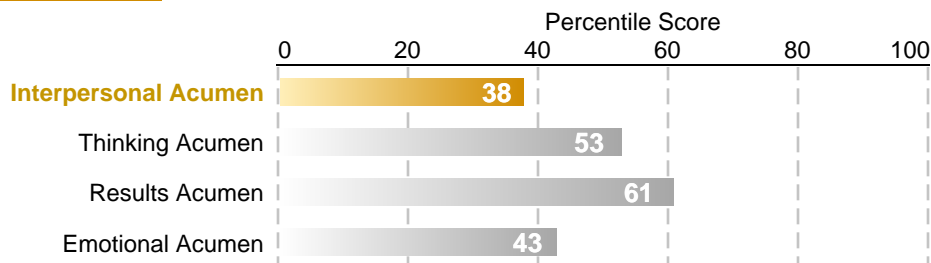
Interpersonal Acumen refers to an individual's style in taking charge and influencing groups. This includes taking charge in uncertain situations, motivating others towards a unified goal, and persuading others with convincing explanations.

High scores on Interpersonal Acumen:
- May be good at negotiating and debates.
- Identifies the best way to persuade people.
- Comfortable asserting self with others.
- Tends to take charge of groups or situations.
- Motivates and inspires others to achieve a common goal.

Low scores on Interpersonal Acumen:
- Likely will not be viewed as pushing a personal agenda.
- May avoid debates or influencing the decisions of others.
- May feel uncomfortable speaking before large groups.
- May not be assertive in expressing ideas or needs.
- Will likely feel comfortable following others.

Thinking Acumen: 53%
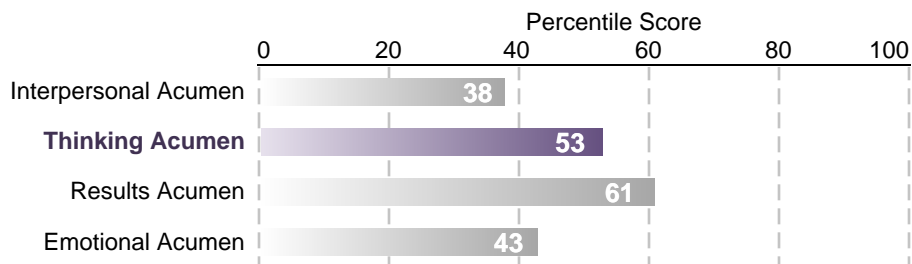
Thinking Acumen refers to an individual's style in analyzing issues and adapting to changing situations. This includes gathering information, using logic and analysis in decisions, and adapting to change.

High scores on Thinking Acumen:
- Readily adapts to a changing work environment.
- Enjoys having to learn new ways of doing things.
- Anticipates problems and identifies rational solutions.
- May identify new connections between differing ideas.
- Trusts own judgment and is willing to make decisions alone.

Low scores on Thinking Acumen:
- Not inclined to change traditional approaches.
- May miss opportunities to learn new methods.
- Comfortable with standardized procedures.
- May not anticipate potential problems.
- Comfortable in settings where little creativity is required.

Leadership Behavioral Potential

Overall Score: 47%

Leadership Behavioral Potential is comprised of interpersonal acumen, thinking acumen, results acumen, and emotional acumen. The overall score is a combination of many behaviors within each of these facets, and is a composite of the most valid behaviors found in highly successful executives.

Results Acumen: 61%

Percentile Score

Facet	Score
Interpersonal Acumen	38
Thinking Acumen	53
Results Acumen	61
Emotional Acumen	43
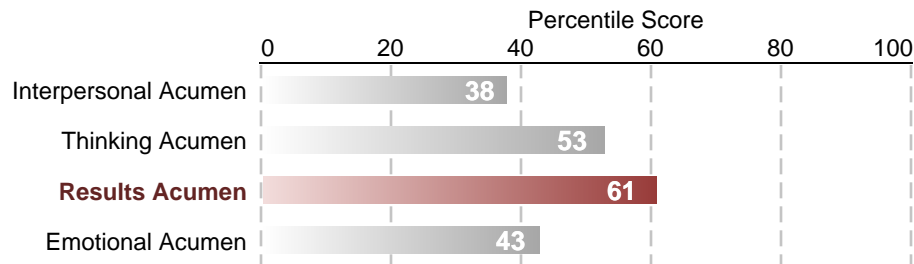
Results Acumen refers to an individual's style in taking initiative and working to achieve goals. This includes being a self-starter, overcoming obstacles to reach difficult goals, and maintaining goal-oriented motivation.

High scores on Results Acumen:
- Typically puts in extra effort to ensure high quality results.
- Likely to volunteer for extra assignments.
- Tends to persevere and continue despite obstacles.
- Willing to take calculated risks to achieve results.
- Works hard to achieve challenging goals.

Low scores on Results Acumen:
- Disinclined to compete with others to see who is best.
- May be hesitant to set challenging goals.
- May miss opportunities for advancement or development.
- Tends to be hesitant to volunteer.
- Readily lets go of a project when progress is not made.

Emotional Acumen: 43%

Percentile Score

Facet	Score
Interpersonal Acumen	38
Thinking Acumen	53
Results Acumen	61
Emotional Acumen	43
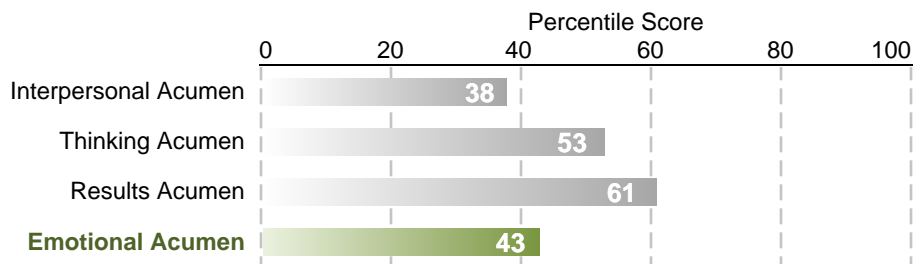
Emotional Acumen refers to an individual's style for handling stress and his/her level of confidence. This includes maintaining confidence despite setbacks, assertively communicating ideas, and appropriately confronting difficult situations.

High scores on Emotional Acumen:
- Handles stress productively.
- Tends to remain calm in crises or stressful situations.
- Remains confident despite setbacks.
- Comfortable working in high-stress environments.
- Willing to assertively defend personal beliefs.

Low scores on Emotional Acumen:
- May worry too much over problems or mistakes.
- May work less productively when under stress.
- May underestimate personal skills and abilities.
- May have difficulty accepting criticism.
- Tends not to be optimistic about chances for success.
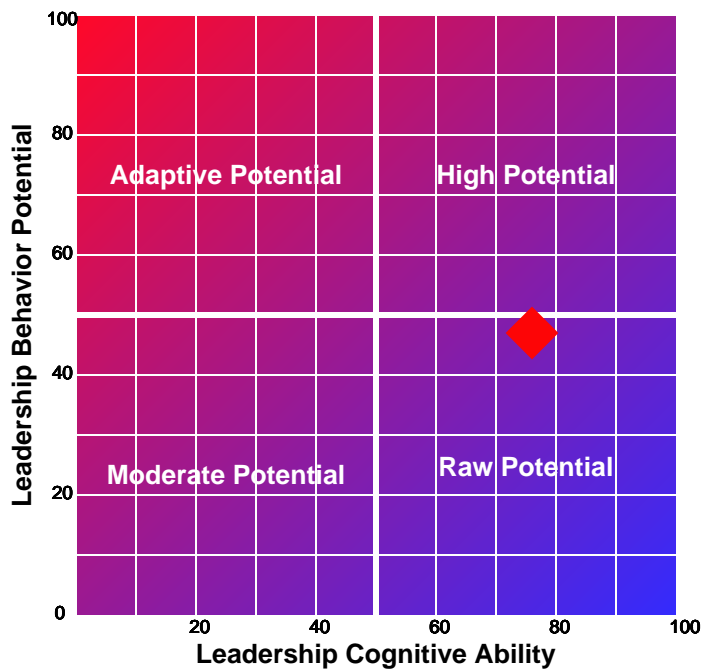
The Four Types of Leadership Potential

Four Types of Leadership Potential

Two scores are used to determine Leadership Potential – a Cognitive Ability score and a Leadership Behavioral Potential score.   Scores on these scales are plotted on the graph at the right and are segmented into four Leadership Potential types, which are as follows:

Scores

Cognitive Ability: 76%

Leadership Behavioral Potential: 47%

Types of Leadership Potential:

Raw Potential – tends to be higher in Cognitive Ability and lower in Leadership Behavioral Potential. They are mentally quick but tend not to have the behavioral styles that allow them to advance quickly. Thus, they have the cognitive "raw" potential that, if properly developed, will allow them to advance with confidence. Their key development challenges may be 1) finding a mentor or role model to help shape their leadership behavior, and 2) aligning on opportunities that deal with both significant problem solving/complexity, and modest-to-increasing demands on motivating others and persevering through challenges to achieve results.

The Other Leadership Styles

Adaptive Potential – tends to be higher on Leadership Behavioral Potential but lower on Cognitive Ability. Their high Leadership Behavior Potential suggests that they are "Adaptive" to situations and growth opportunities. They may not be as mentally quick as others, but have the drive to influence others, achieve results, and assume expanded responsibilities. They are confident, influential, and results-focused. Their key development challenges may be 1) learning how to leverage the cognitive abilities of others/advisors, and 2) seeking opportunities that both demand and develop leadership motivation, influence, and perseverance.

Moderate Potential – tends to be lower in both Cognitive Ability and Leadership Behavioral Potential. They may have to work harder than their peers, or leverage unique opportunities, to advance. Their advantage may come from honing existing skills, and focusing on their current network and area of expertise, to demonstrate their ability to create value for the organization. Their key development challenges may be 1) learning how to skillfully leverage the cognitive abilities of others/advisors, and 2) prioritizing a specific leadership behavior for focused development – especially when there are niche opportunities that match their experience.

High Potential – tends to be higher on both Cognitive Ability and Leadership Behavioral Potential. They tend to be mentally quick and to have the influence skills, results orientation, and people skills to impact the organization in current and future roles. Their combined cognitive and behavioral strength allows them to effectively work with and influence others, be comfortable in leadership roles, adapt to new situations, stay focused on achieving results, and be resilient. Their key development challenges may be 1) matching new opportunities that are both accretive to their experience and critical to the organization, and 2) finding an optimal pace for development and advancement.

Talent Management Worksheet

The information from this report can be used to place the individual in a Nine-Box Talent Management matrix. The matrix shows two dimensions: Potential and Performance. Each of these dimensions is divided into thirds, yielding nine boxes. The assessed individual's score on Potential is shown by the <u>purple diamond</u>.   The black line shows where the individual falls and the dashed lines show a band accommodating accuracy of measurement. Managerial review of Performance Manage-ment results will provide information for identifying the individual's position on Performance.
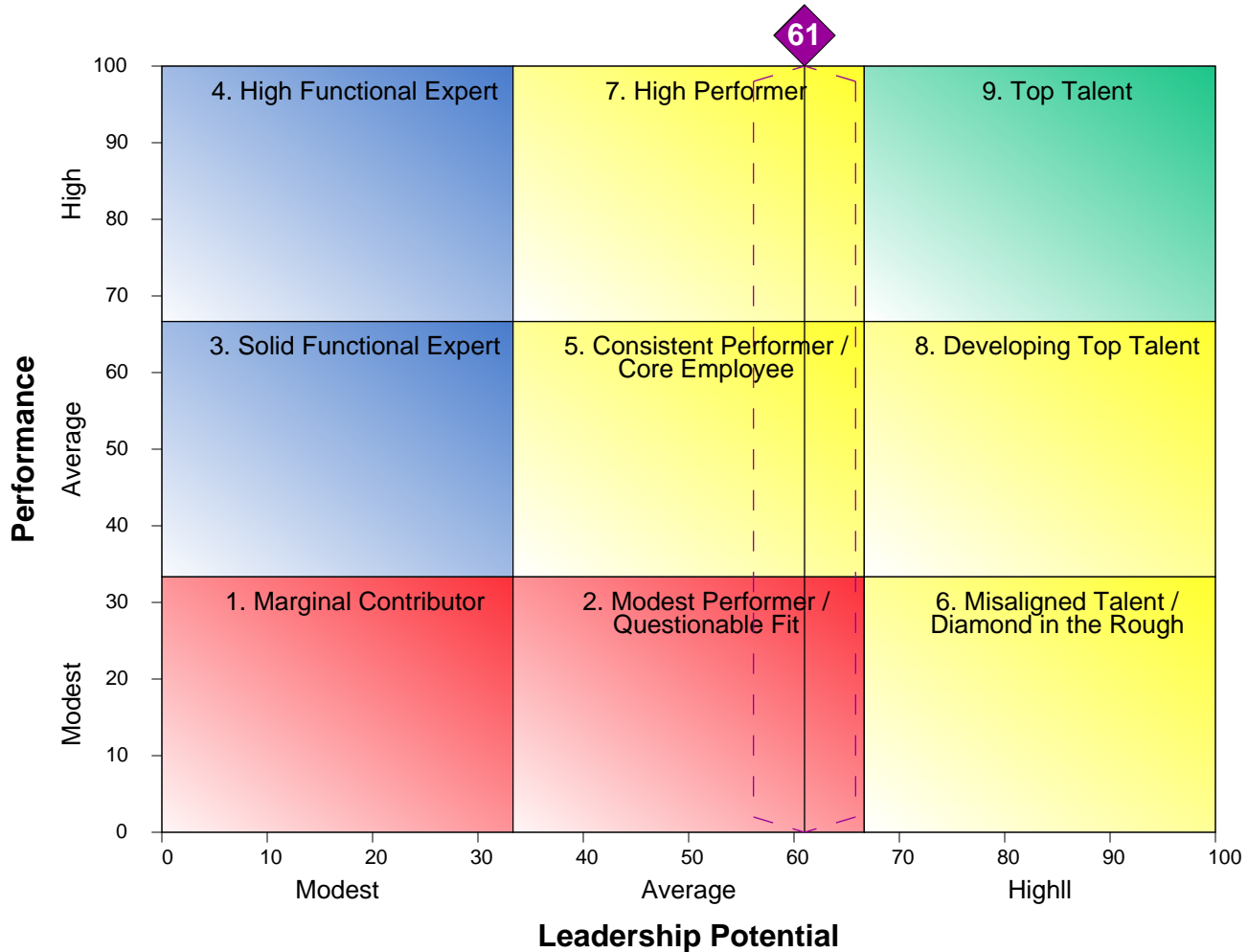
How to Complete this Table:

1. A diamond and black line have been placed on the Leadership Potential axis, showing where the individual may intersect with Performance results. The dashed lines indicate a "band" within which the individual is likely to fall.

2. The results of the organization's Performance Management process will identify where the individual falls on the Performance axis.

3. Plot the individual in the Nine Box matrix by marking the intersection of his/her Performance and Potential scores. Individuals in the:

   - Green box are the "Strategic Few" that are ready for advancement to key roles.
   - Yellow boxes are in the "Pipeline" and should be given further development opportunities.
   - Blue boxes are "Core Performers" that may be developed within their functional areas.
   - Red boxes are "Limited Performers" and should be managed for performance or reassigned to positions in better alignment with their capabilities.

Talent Management Recommendations*

9. Top Talent

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Lead a project/taskforce dealing with strategy, change management, reorganization, or an international assignment.
- Move from a Staff to Line leadership role or to leadership of a new Business Unit.
- Enable exposure to senior executives, Board members, etc. to make business proposals.

Mentoring and Coaching
- Be assigned a mentor from a senior level with experience in a new assignment.
- Focus on strategic, cross-functional, or organizational development issues.

8. Developing Top Talent

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Provide temporary/rotational assignments that stretch the depth and breadth of expertise.
- Lead a project/taskforce in one's unit/function or a cross-functional assignment at a parallel level of the organization.
- Provide turnaround, change management, reorganization, or international assignments.
- Enable exposure to senior executives, Board members, key customers, vendors, government officials, or the media.

Mentoring and Coaching
- Provide coaching from a senior level person with an outstanding record of accomplishment.
- Focus on strategic or cross-functional issues.

7. High Performer

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Promote to a higher functional role or a higher role in the existing business unit.
- Provide a temporary, rotational, or international assignment that provides a long-term challenge.
- Develop new products or new lines of business in an existing unit, or lead a change management task force.
- Enable exposure to functional, cross-functional, or business leadership teams.

Mentoring and Coaching
- Provide coaching from experienced senior leaders in strategy and process management.
- Serve as a mentor for those who have performance improvement needs.

6. Misaligned Talent

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Participate in functional or business unit projects that help develop skills to be able to perform at a higher level.
- Assign specific goals and objectives that relate to their functional or business role.
- Assign to work collaboratively with key customers to better understand customer expectations and specifications.
- Provide exposure to functional leadership and key departments that depend on their output.

Mentoring/Coaching/Training
- Provide regular feedback on performance.
- Meet with key departments that they support or work with to better understand their needs.

5. Consistent Performer/Core Employee

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Participate in new product or project teams as a team member.
- Provide ongoing assignments that help keep them motivated and engaged.
- Enable exposure to functional senior management or participate in presentations of project team reports.

Mentoring/Coaching/Training
- Provide coaching from Project Leaders or senior functional or business unit leaders.
- Attend further functional training.

Talent Management Recommendations (continued)*

4. High Functional Expert

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Provide temporary or rotational assignments that offer performance challenges.
- Assign as a project champion of a functional project or change management initiative.
- Assign to a functional task force on a business improvement process.
- Provide an international assignment to serve as a functional expert to transfer functional knowledge.
- Enable exposure to management within scope or to cross-functional management that their function serves.

Mentoring/Coaching/Training
- Provide training to new people in the function or business unit.
- Provide continued functional training and development to further develop expertise.
- Encourage membership in external professional organizations relevant to their function or business unit.

3. Solid Functional Expert

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Provide temporary/rotational assignments that leverage existing skills and offer incremental improvement to potential.
- Assign to be a member of a functional task force on business improvement processes.
- Assign to assisting in new product development or new process implementation.
- Provide exposure to management within scope or cross-functional management that their function serves.

Mentoring/Coaching/Training
- Ask them to provide training to new people in the function or business unit.
- Provide continued functional training and development to further develop expertise.

2. Modest Performer

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Assign to functional/business unit projects that help develop expertise to be able to perform at a higher level.
- Assign specific goals and objectives related to their functional or business role.
- Provide assignments requiring collaborative work with key customers, to enhance their understanding of customer expectations and specifications.
- Provide exposure to functional leadership.

Mentoring/Coaching/Training
- Attend training in the function or business unit.
- Provide regular feedback on performance.

1. Marginal Contributor

Development Assignments or Exposure that enhance the depth and breadth of competence:
- Assign functional or business unit projects that focus on developing expertise and knowledge to be able to perform the job at a higher level.
- Assign specific goals/deadlines related to their functional or business role.
- Assign them to work collaboratively with other team members to improve unit output or quality.
- Provide exposure to higher performing team members.

Mentoring/Coaching/Training
- Provide training in the function or business unit processes.
- Provide guidance to better understand their role in work team output and quality.
- Identify whether the individual appropriately understands their job, as well as resources and expectations.
- Identify the nature of obstacles to their performance.
- Provide regular feedback on performance.

* More detailed development activities can be found in ***Coaching Winners!*** Over 1,000 development tips are provided in over 300 self-paced development activities.

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