

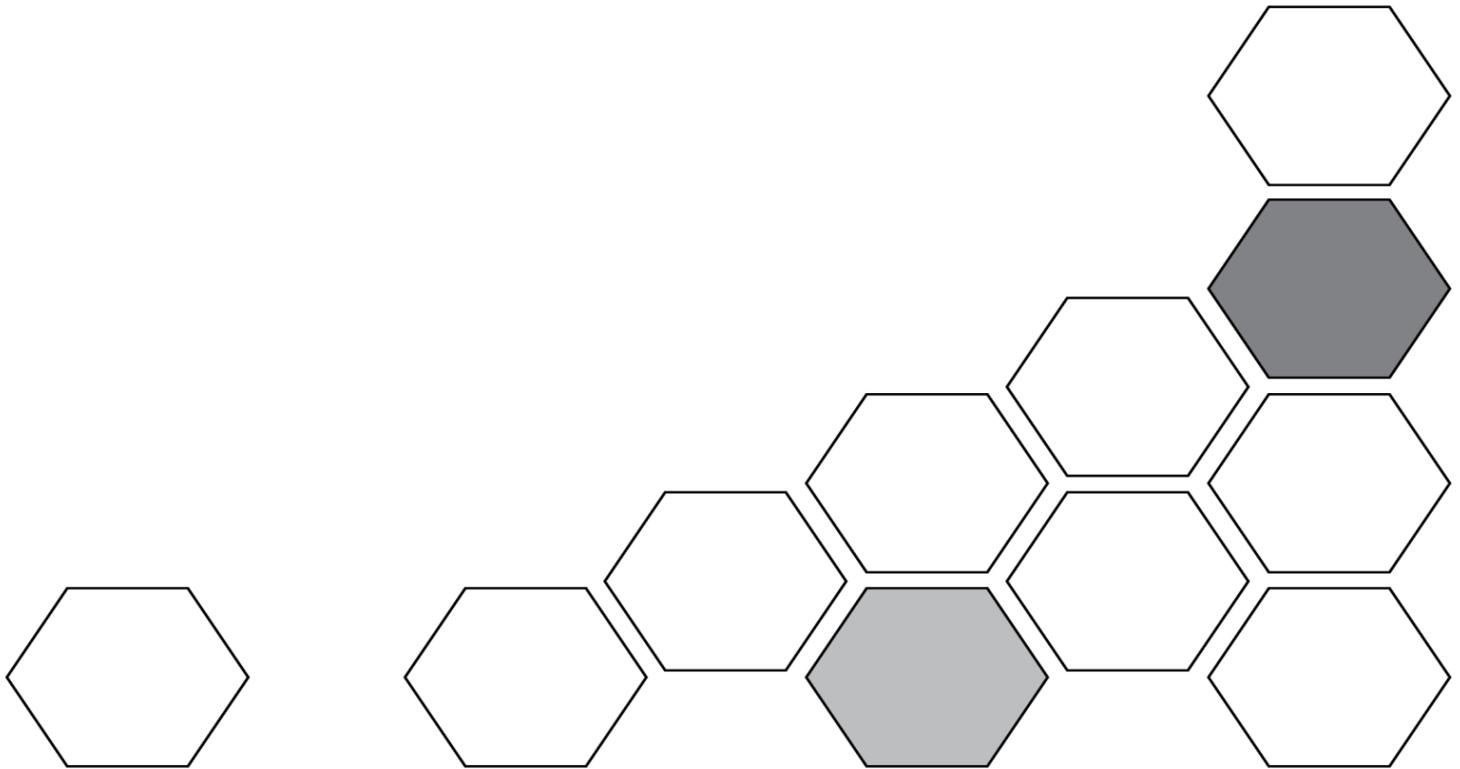


Claremont Leadership Assessment Center

Personalized Feedback Report

Prepared for

Donnie Brasco

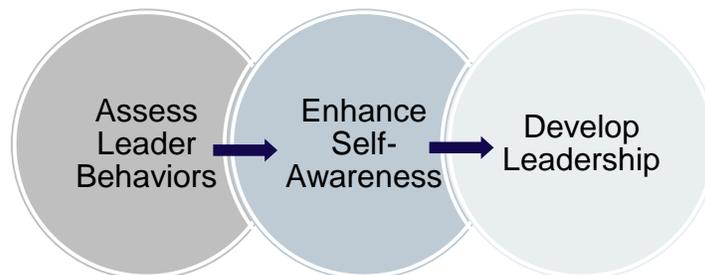


ABOUT THIS REPORT

In order to improve upon your current leadership skills, gaining an accurate and clear understanding of your preferred behaviors, strengths, and areas in need of improvement is essential. Most commonly used for selection, promotion, and development of executives, an assessment center is a method of evaluating leaders' behaviors using simulated scenarios and yields an arguably more accurate view of one's leadership than self-report surveys or 360-degree ratings because **actual behavior** of the leader is assessed. A trained team of LeAD Labs assessors has reviewed the written documentation and video recordings from your recent experience in the Claremont Leadership Assessment Center (or CLAC) and the results are displayed in this feedback report. The purpose of this report is to provide you with specific feedback on your leadership behaviors, increase your self-understanding, and provide you with a clear direction for your future self-development efforts.



The Guidelines and **Ethical Considerations** for Assessment Center Operations established by the International Task Force on Assessment Center Guidelines were followed both in the development and implementation of the in-person assessment center and in the training and operations of assessors. As an example, the Guidelines require multiple assessors used to observe and evaluate each leader and that assessors must receive thorough training. In the CLAC, your leader **behaviors** were independently observed and evaluated by at least 2 trained assessors. Assessor training included all components recommended by the Task Force including avoidance of common rating errors, frame of reference training including examples of behaviors being assessed, and extensive practice until assessors demonstrated reliable ratings with an expert.¹



Throughout this report we provide you with research evidence that we relied on as a foundation for the CLAC. This research evidence is contained in a blue box like the one above. In addition, we also provide questions for your consideration and space for you to record reflection and notes. The following are some questions you may want to consider before you review the details of this feedback report:

- 1) What did you find challenging about the leadership simulations during the assessment center? What do you think you did well?
- 2) In which simulation were you most in your element as a leader (email, group discussion, one-on-one meeting)? What does this tell you about your preferences for leading?

¹ International task force on assessment center guidelines. (2009). Guidelines and ethical considerations for assessment center operations. *International Journal of Selection and Assessment*, 17(3), 243-252.

Remember, although feedback can be difficult to receive, as you continue to move to higher levels of the organizational hierarchy feedback becomes scarce. Take a moment to mentally frame the feedback in this report as an opportunity to learn and grow.

We hope you will find these results useful toward becoming the leader you wish to be, and we look forward to helping you in this process. At the end of this report is a section outlining your next steps including taking time to reflect on what you have learned.

ABOUT LeAD LABS

This feedback report and the CLAC are brought to you by LeAD Labs, an evidence-based leadership evaluation, assessment, and development consultancy housed at Claremont Graduate University. Faculty and graduate students provide a range of leadership evaluation, assessment, and development services to local businesses in order to build leadership capacity. We are research-based practitioners and practitioner-based researchers, who believe in evidence-based practice and bridging the research-practice divide. For more information on LeAD Labs, visit our website: www.LeADLabs.org

INTERPRETING YOUR SCORES

Multiple assessors trained in observing human behavior independently rated the leadership behaviors that you displayed in the CLAC. It is important to keep in mind that these assessments are not indicators of your personality or any fixed characteristic or trait, but are **behaviors** that you can focus on increasing or decreasing in your future leadership experiences.

Based on the average performance of your cohort, all scores have been standardized to make them easier to understand. On each dimension, you will see a score between 0 and 100. The average score on each dimension ranges from 45 to 54. Please refer to the table below for guidelines for interpreting your scores.

	Standard Score	Interpretive Guideline
Very High	65≤	This area is a top strength – one that others probably notice and associate with you. To make the most out of it, don't just rest on your laurels. Look for opportunities to hone it even further, and for more settings in which to use it.
High	55-64	Above average – while this might not be a “top strength” of yours, it could become one if you decide to focus more attention on it.
Average	45-54	In this area, your scores are average for your cohort. Congratulations; you have developed quite a bit of skill here and can meet expectations.
Low	35-44	This is an area where you have some skill, but which may be suffering from a lack of attention. Is this an area you focused on once upon a time, but other priorities have since gotten in the way?
Very Low	≤35	This area may be ripe for development. Now that you know you aren't as strong here as in other areas, consider what this means to you. How does your performance in this area play out in your day-to-day life? How can you use your strengths to mitigate this weaker point?

LEADER BEHAVIORS BY SIMULATION

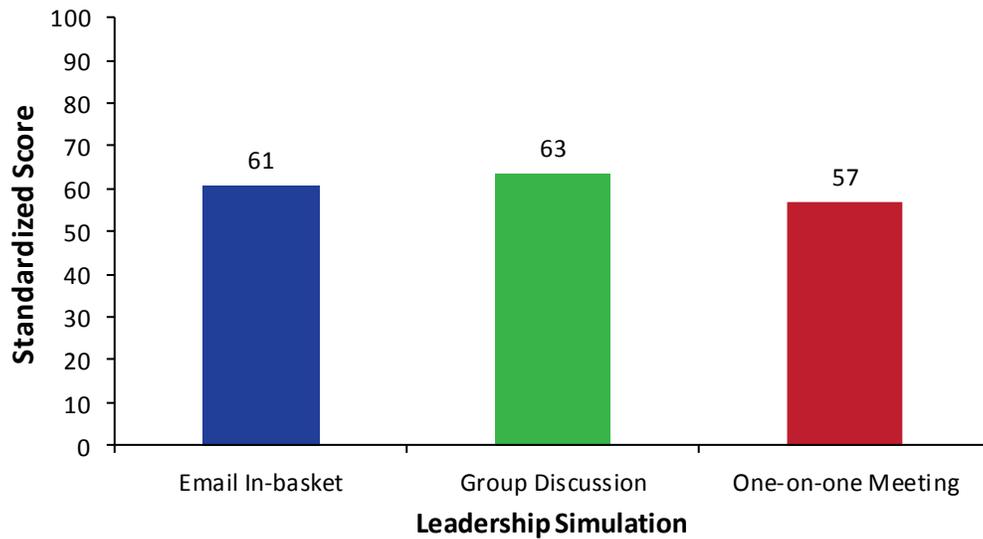
As you may have already observed, this feedback report provides extensive information on your preferred leadership behaviors along with specific recommendations on how you can apply your strengths and work around or improve upon your weaker points. The purpose of this section is to provide you a high-level overview of those details that follow.

As you may recall, you recently participated in three different simulations as part of the CLAC including (1) a virtual leadership task where you worked with written material to respond to email 'in-basket' items, (2) a peer group discussion where you presented an idea to the group, discussed the merits of various ideas within the group, and identified the best idea for the group to recommend to upper management, and (3) a one-on-one meeting with a troubled follower where you were provided very limited performance information and met individually with your subordinate to gain information and come up with a plan of action for addressing the problems.

Some leaders are more effective when leading virtually, some when leading groups, and others when working one-on-one. In each of the three simulations, we assessed different leadership behaviors as displayed in this graphic.



In this chart, we provide you with feedback on your leadership behaviors displayed across these three simulated tasks during the CLAC. As you can see, you performed above average in the email in-basket, above average in the group discussion, and above average in the one-on-one meeting.



REFLECTION AND NOTES

6P LEADERSHIP FRAMEWORK

Effective leadership can take several forms and at LeAD Labs we have strategically built our products and services around six dimensions of effective leadership, referred to as the 6P Leadership Framework. Existing leadership research indicates that these are the six inclusive approaches to understanding effective leadership and leader development.



You will receive feedback on four of the six dimensions relevant to the CLAC – People & Place, Pathways, Problem-Solving, and Positive Persuasion.

Each leadership dimension is composed of a number of factors as shown in this graphic and described below.



People & Place describe the way leaders create a culture for their team through forming open and supportive relationship with individuals and by fostering a cohesive group identity marked by trust, commitment, and pride.

Pathways is all about execution. The key is creating structure – setting performance expectations, clarifying goals and roles, allocating resources, identifying obstacles and tracking progress.

Problem-Solving is about strategy and decision-making, including a leader’s skill in critical thinking, innovation, and keeping a balanced perspective.

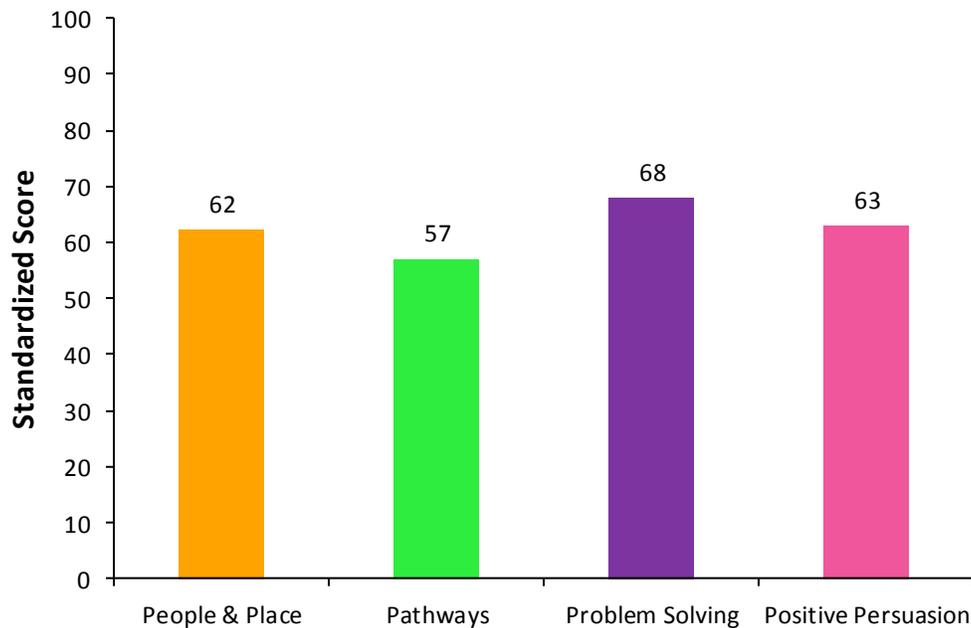
Positive Persuasion is about connecting with people in ways they experience as meaningful and motivating. This covers a wide range of skills, including writing clearly and convincingly, expressing emotions through body language, and using time-honored influence tactics.

To learn even more about the 6PLeadership framework, watch the video on our website:
<http://www.leadlabs.org/leadership/6p-leadership/>

Based on the 6PLeadership framework, the following graph displays an overall picture of the assessment of your leadership behaviors across simulations in the CLAC.

As you can see in the graph, you demonstrated above average leadership behaviors on the People & Place dimension, above average leadership behaviors on the Pathways dimension, above average leadership

behaviors on the Problem-Solving dimension, and above average leadership behaviors on the Positive Persuasion dimension.



In the remainder of this report, we will provide you more specific feedback on each of these behaviors. In addition to quantitative feedback, detailed qualitative feedback follows each graph along with actionable steps you can take to improve your leadership.



50 years of research suggests that **RELATIONSHIP-ORIENTED** leaders – or leaders who are considerate and supportive – develop high-quality, trusting, working relationships with subordinates, which results in positive work outcomes. A meta-analysis of 163 prior studies by Judge and colleagues found that ‘consideration’ behaviors were strongly related to subordinate satisfaction with their job and with their leader, motivation, and leader effectiveness.²



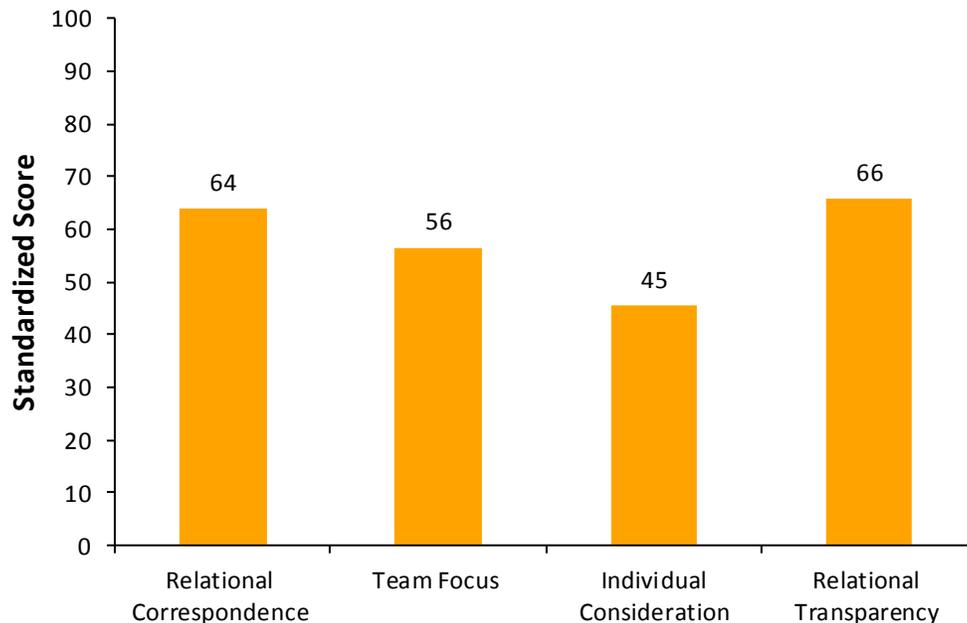
Leaders do their work with and through other people. The People & Place dimension

describes a leader’s skill at relationship building – more specifically, at creating a context where those around you can flourish. Leaders who excel in this area are like the “glue” that holds the team together. They are able to turn a group of individuals into a team that is much greater than the sum of its parts. For example, relationship-building leaders are able to get all team members involved in a project, and to minimize

² Judge, T.A., Piccolo, R.F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research.

distractions around social conflict. Leaders who are effective at People & Place may mentor and guide others toward bigger and better achievements.

In the CLAC, your displayed leadership behaviors were rated across several components of People & Place - **relational correspondence, team focus, individual consideration, and relational transparency**. Your scores on these themes are shown in the graph below. Next, your scores on each People & Place theme are described with suggestions for improving your leadership relationship building behaviors in the future.



RELATIONAL CORRESPONDENCE

The leader maintains healthy and productive relationships while making sure to complete tasks through writing. In emails, the leader responds to the correspondents' concerns, shows personal understanding, and illustrates flexibility.

Based on assessors' ratings, you demonstrated above average behaviors related to relationship correspondence. Given this, we generated the following ideas specifically for you to work on.

Your email correspondence is typically professional, presenting an excellent balance of relationship maintenance and focus on the tasks at hand.

You seem to be very courteous and flexible when interacting with group members. This is shown in the way you express your appreciation of others' concerns or hard work, and your sensitivity to their feelings. This is great for maintaining healthy relationships.

TEAM FOCUS

The leader expresses importance of input from each team member and the need for everyone to work together to achieve a goal. He/she works cooperatively and effectively with others to achieve common goals. The leader participates in building a group identity characterized by pride, trust and commitment.

Based on assessors' ratings, you demonstrated above average behaviors related to team focus. Given your displayed behaviors in the assessment center, we suggest improving by considering the following:

You seem to be a team-oriented individual who ensures that teammates have had a proper chance to consider their stance on an issue or idea before going forward with a decision. You appear to have a talent for integrating and acknowledging the issues and concerns of other team members.

To improve on this strength even more, you could make a stronger effort to ask questions specifically targeted to the feelings of other team members on particular ideas.

INDIVIDUAL CONSIDERATION

The leader provides coaching, treats each subordinate as a respected individual, recognizes individual differences in needs, offers support and encouragement to individual followers, and fosters supportive relationships by keeping lines of communication open so followers feel free to share ideas.

Based on assessors' ratings, you demonstrated average behaviors related to individual consideration. Given this feedback, the following are suggestions for improving your leadership:

You do well to express your desire to help others by treating them as a respected partner in your endeavor to solve a problem. This is a valuable leadership skill that will help you build trust in many leadership situations.

Try to express more personal understanding of what your followers are going through beyond acknowledging and apologizing for the negative issues they are facing. Consider expressing personal anecdotes that might show your followers that you can connect with their struggles and are ready to help them overcome the situation.

RELATIONAL TRANSPARENCY

The leader creates an environment of transparency when working individually with followers by sharing information in an open and honest manner. The leader collaborates by remaining open to input and expressing their thoughts and ideas in an authentic way.

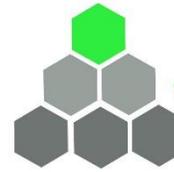
Based on assessors' ratings, you demonstrated above average behaviors related to relational transparency. You may want to consider trying the following leader development strategies:

When working one-on-one with a troubled follower you tend to do a good job of encouraging open communication and asking for your follower's opinion. Take this even further by making your goals and constraints in the situation clear to your follower and ask for the same from them, so both of you can know the full details of the situation and better work together to find a solution.

REFLECTION AND NOTES



EVIDENCE supporting the importance of Pathways for effective leadership is **STRONG**. A meta-analysis of 159 prior studies by Judge and colleagues³ found ‘initiating structure’ behaviors to be strongly related to leader job performance and group-organizational performance.

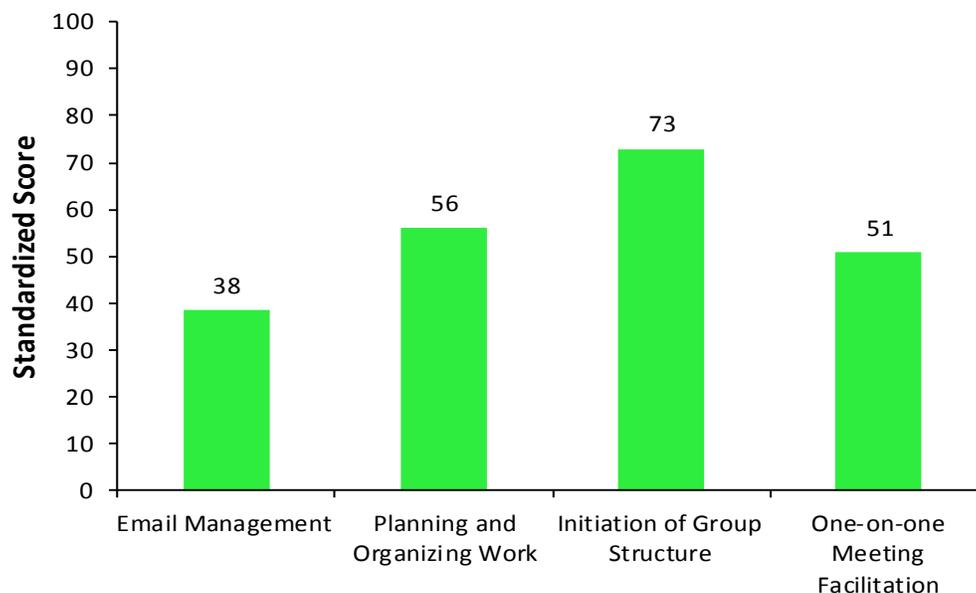


Pathways

Leader evaluation Assessment & Development

Leadership is about getting results. The Pathways dimension describes how leaders make things happen – how they move the team from A to B. Leaders who are effective on this dimension work persistently and efficiently to implement a solution. They enjoy the process of execution and are able to turn vague ideas into a tangible reality. For example, they may excel at establishing a quality process, working doggedly toward a goal, or putting together the ideal team for completing the task at hand.

In the CLAC, your displayed leadership behaviors were rated across four components of Pathways - **email management, planning and organizing work, initiation of group structure, and one-on-one meeting facilitation**. Your scores on these themes are shown in the graph below.



EMAIL MANAGEMENT

When responding to email, the leader responds in a timely manner by setting priorities and accomplishing tasks by using a range of skills, tools, and techniques to manage time.

Based on assessors' ratings, you demonstrated below average behaviors related to Email Management. Given this feedback, you can experiment with the following strategies related to this leadership behavior.

³ Judge, T.A., Piccolo, R.F., & Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research.

It seems that you make attempts at time management by checking the remaining time you have. You could further improve your time management skills by actively assessing how long certain tasks might take in relation to the time you have to do them. For example, set a timer and see how many email messages you are able to respond to. Record the number. In the future, you will have a better estimate of how long reading and responding to email will take and you can set aside certain times throughout the day to do so.

PLANNING AND ORGANIZING WORK

The leader accurately estimates priority, length and difficulty of tasks and sets clear objectives, goals, and measures. The leader is able to identify action steps, resources, or obstacles involved in reaching goals and appropriately schedule appointments/meetings. In addition, highly important and/or older emails are addressed first.

Based on assessors' ratings, you demonstrated above average behaviors related to Planning and Organizing Work. Based on our observation of your leadership behaviors, we generated the following suggestions for improving your leadership:

It seems that you have a definite skill in effectively answering emails. Keep in mind, though, that some issues are less important and can wait while others cannot. Prioritizing some emails over others can help you make sure that time sensitive issues are not overlooked.

You seem to be comfortable delegating to team members. Continue to use this skill, as it can keep team members working on tasks that are suited to their individual roles.

INITIATION OF GROUP STRUCTURE

The leader is organized, decisive, and able to work alongside other individuals in a group, while encouraging all individuals to work as a team. The leader takes initiative to facilitate the group efforts to accomplish their objectives while reminding the group to stay on task and to be conscious of time constraints.

Based on assessors' ratings, you demonstrated above average behaviors related to Initiation of Group Structure. We suggest the following for improving your leadership related to this behavior.

Your strength seems to be in your ability to take initiative to drive group decision making forward while remaining focused on task. You tend to do a good job of keeping track of the time and helping the group move forward effectively. This is a great way to help your team work more efficiently by initiating structure and organizing the group efforts to accomplish meeting objectives.

ONE-ON-ONE MEETING FACILITATION

The leader effectively facilitates objective driven meetings with individual followers by structuring conversations, decisions, timing, and establishing actionable items.

Based on assessors' ratings, you demonstrated average behaviors related to One-on-One Meeting Facilitation. Consider the following suggestions for improving your leadership:

You do a great job of addressing issues efficiently in one-on-one interactions.

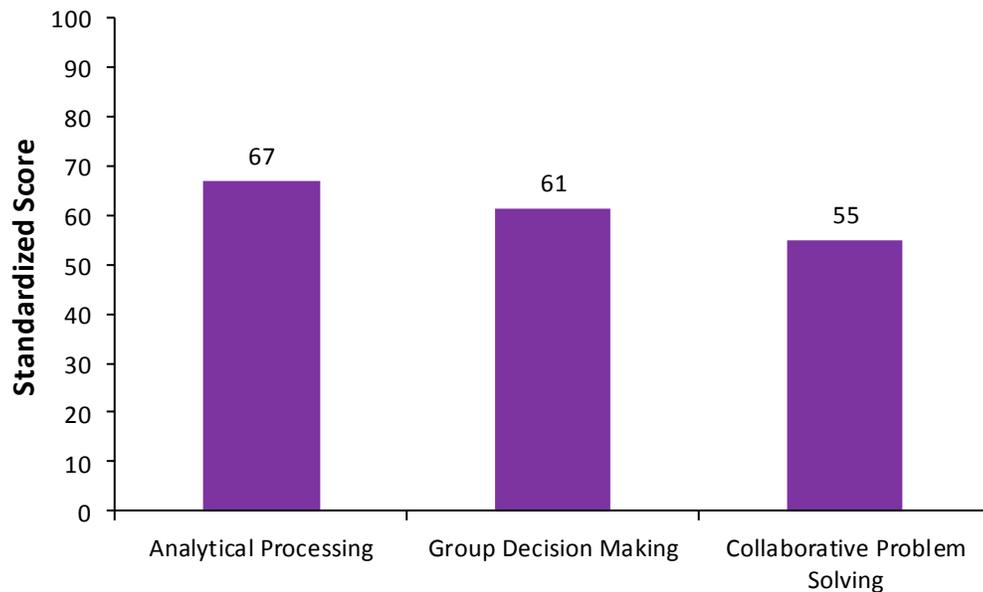
However, it may help to lay out concrete objectives at the outset of meetings. Start a meeting by outlining exactly what you are there for and what you want to achieve. This ensures that you are on the same page with your followers, while also giving you a clear way to measure your progress at the end of your meeting.

REFLECTION AND NOTES

Leaders need to be able to give their teams direction. The Problem-Solving dimension describes a leader’s ability to gather and use information to make effective decisions as situations unfold. Leaders who are effective on this dimension are constantly analyzing and absorbing new information and helping their teams make better decisions, while keeping in mind what the team can realistically accomplish. For example, such a leader might explain how past events influenced present circumstances or navigate the best route for future possibilities. They may see countless opportunities for growth based on information they have reviewed, or they might help the team examine the specific details of cause and effect.



In the CLAC, your displayed leadership behaviors were rated across several components of Problem-Solving - **analytical processing, group decision-making, and collaborative problem-solving**. Your scores on these themes are shown in the graph below. Next, your scores on each Problem-Solving theme are described with suggestions for improving these behaviors in the future.



ANALYTICAL PROCESSING

The leader makes accurate and balanced decisions that are supported by logic and analysis of available information to resolve issues. The leader works through both the written details of the problem and examines the big picture including multiple constituents’ perspectives before reaching a solution and taking action.

Based on assessors’ ratings, you demonstrated above average behaviors related to analytical processing. Given this feedback, you may want to consider adding the following strategies to your leader development plan:

When leading via email you seem to have an excellent understanding of the larger context surrounding issues, and your ability to gather pertinent information for decision-making is superb. Although it can be hard at times to remain thorough during mundane or frustrating situations try your best to continue to use this strength.

You are very logical and it serves you well. Understanding how details relate to problems is key, and you do a good job of this.

GROUP DECISION-MAKING

The leader makes appropriate and timely decisions that are supported by logic and accurate analysis of information that enhance group decisions and/or resolve issues.

Based on assessors' ratings, you demonstrated above average behaviors related to group decision-making. Given this feedback, the following are suggestions for improving your leadership:

When working with a group, you often provide excellent logic for your position, clearly expressing the critical information while expressing the need to maintain the well-being of all parties involved. Moreover, you do not hesitate to take decisive action, and you adequately support your ideas and decisions with logic. Others likely think of you as a confident and active leader.

COLLABORATIVE PROBLEM-SOLVING

The leader arouses a subordinate to think in new ways and emphasizes working through the details of the problem before reaching a solution and taking action. The leader makes appropriate and timely decisions that are supported by logic and accurate analysis of information that enhance decisions and/or resolve issues.

Based on assessors' ratings, you demonstrated above average behaviors related to collaborative problem solving. Considering your behaviors in the assessment center, we generated the following suggestions just for you:

When working one-on-one, you may benefit from using your follower as a potential source for creative solutions. If you are willing to be flexible, sometimes bringing them into the problem-solving process can result in solutions that will work better for everyone.

In the one-on-one exercise you did a good job of uncovering the underlying causes for the challenge at hand. This is a great strength for problem-solving and solution generation. Continue to develop this strength by actively identifying contributing components in complex situations.

REFLECTION AND NOTES

Leaders' success depends on the actions of their followers. The dimension of Positive Persuasion describes leaders' effectiveness in influencing both individuals and groups to move in a direction that the leader views as important. People high on the Positive Persuasion dimension are the ones you go to when you need someone to take charge, speak up, and make sure



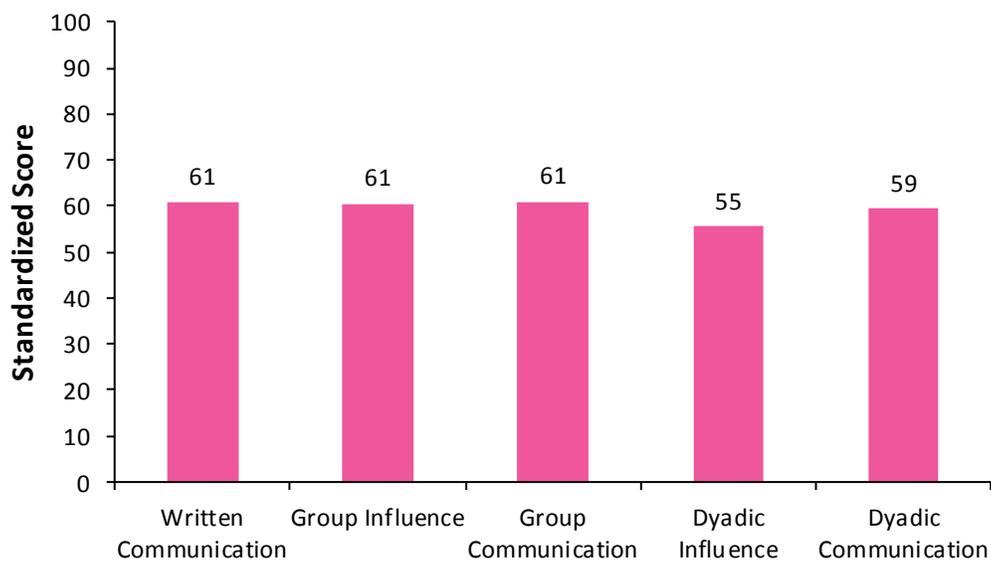
your group is heard. They are able to sell the team’s ideas inside and outside the organization, without resorting to manipulation or coercion. For example, leaders who speak and write effectively make followers feel comfortable and connected to the issue at hand. Influential leaders may not even need to use words – they win followers based on the confidence and authority they project.



Research indicates that, in contrast to the least effective managers, the most effective managers use a rational approach, consultation, **INSPIRATIONAL APPEAL**, and collaboration as influence strategies. On the other hand, those rated by peers as the least effective managers are more likely to use pressure tactics.⁴

In the CLAC, your displayed leadership behaviors were rated across several components of Positive Persuasion – **written communication, group communication, group influence, dyadic communication, and dyadic influence**. Your scores on these themes are shown in the

graph below. Next, your scores on each influencing theme are described along with suggestions for improving your leadership influence behaviors in the future.



WRITTEN COMMUNICATION

The leader communicates effectively in writing. Emails have no or minimal spelling, punctuation, or grammatical errors. Emails are well organized, include openings and closings, and explain and articulate logic and rationale while demonstrating that the leader is trustworthy and knowledgeable.

Based on assessors’ ratings, you demonstrated above average behaviors related to written communication. Try developing this leadership skill by:

It is often helpful in written communications to include spaces between the introduction and body paragraphs, as well as the body and conclusion paragraphs, in order to keep the correspondence from appearing cluttered and make it easier for the receiver to read.

⁴ Yukl, G., Seifert, C. F., & Chavez, C. (2008). Validation of the extended influence behavior questionnaire. *The Leadership Quarterly*, 19(5), 609-621.

In your written correspondence, you appear to make great use of openings and closings, which are an important part of the structure of an email.

GROUP INFLUENCE

The leader effectively influences the way others think, act and feel through efficient verbal communication in a group setting. He/she describes ideas assertively and logically while also referencing various forms of evidence, authority, or social proof to enhance their arguments.

Based on assessors' ratings, you demonstrated above average behaviors related to group influence. Given this feedback, the following are suggestions for improving your leadership:

You tend to make strong arguments by highlighting authority figures and facts that support your ideas. To increase your persuasiveness further, consider restating your opinions and arguments more often to ensure clarity amongst other members.

In addition, you can also make your arguments more persuasive by confidently stating your opinions and using fewer "um's" and other fillers.

GROUP COMMUNICATION

The leader effectively interacts with other people in a group, sending and receiving information efficiently, including the use of non-verbal behaviors such as gestures or eye contact, to strengthen communication attempts.

Based on assessors' ratings, you demonstrated above average behaviors related to group communication skills. You can improve upon and use this skill by practicing the following development strategies:

You seem to do a great job of maintaining eye contact with team members and utilizing effective gestures to clearly convey your ideas and suggestions. You also tend to excel in adding insightful comments based on others' presented ideas and thoughts with a communication style that is clear and concise.

To build upon this skill, consider varying your speech pattern and tone more to emphasize the key points of your argument.

DYADIC INFLUENCE

The leader is able to influence key decisions by gaining support and commitment from a follower through the use of well-planned and supported arguments.

Based on assessors' ratings, you demonstrated above average behaviors related to dyadic influence. Try out these developmental strategies:

During the one-on-one simulation, you did a great job of developing a convincing argument for your ideas. This strength enables you to be influential with others when getting them onboard with your proposed solutions. Continue to develop and utilize this ability as it is of great value in a leadership role to clearly articulate your arguments.

When working one-on-one with someone, you could make more of an impact if you seek their approval and agreement with your proposed solutions. Doing so can help them buy in to certain solutions, and make it easier to convince them to follow through. For example, consider asking for your follower's feedback on your solution suggestions.

DYADIC COMMUNICATION

The leader uses clear verbal and non-verbal expressions and exchanges, and orally expresses relevant information in an understandable, efficient, tactful, and constructive manner. The leader effectively reinforces, gauges reactions to, and supplements oral communication through appropriate use of body language, facial expressions, and tone of voice.

Based on assessors' ratings, you demonstrated above average behaviors related to dyadic communication. With this in mind, we crafted these suggestions for developing your leadership skills.

When interacting with others, you have a good use of calm, open body language, gestures, and consistent eye contact. This clearly communicates your interest and understanding, and helps put others at ease. As a leader, this ability is important for building trust and rapport with followers.

To build upon your professionalism, consider using active listening techniques to demonstrate your involvement, understanding, and concern for others. Restating your impression of what they are saying in your own words or asking for clarification when appropriate can go a long way in showing that you and your team member are on the same page.

REFLECTION AND NOTES

PASSION & PURPOSE AND PURSUIT

Because they are personal in nature, the final two dimensions of 6PLeadership - Passion & Purpose and Pursuit – are difficult to assess in a simulated context. Passion & Purpose refers to the future that a leader is called toward and compelled to commit to. It describes your self-awareness and your understanding of your core motivations – what drives you as a leader, your values, and your dreams for yourself and your team. The Pursuit dimension reflects the mastery focus needed to develop as a leader through a life-long, intentional, learning process. Such development is non-linear – at times you may be positively growing and developing aspects of your leadership, while at other times you may be coasting or even moving in a backward direction. Through motivation to develop, goal setting, and feedback seeking, leaders high on Pursuit are able to accelerate their leader self-development.

Unlike the other four dimensions of leadership in the 6PLeadership framework, these two dimensions are difficult to assess through simulations. If you would like to learn more about developing these aspects of leadership, please contact LeAD Labs or a LeAD consultant to learn about other relevant services.

WHAT TO DO NEXT

The purpose of this report was to provide you with an accurate assessment of your leadership behaviors as displayed in the CLAC, to increase your level of awareness of your leadership preferences, strengths, and areas that may be in need of improvement, and to give you specific strategies that you can utilize to develop your leadership in the future. We recommend that you take some time to consider and reflect upon the feedback provided within this report. It may be helpful to consider taking action on those developmental comments that you feel are most relevant at this time. You may also find that you are able to revisit this report in the future as you face new leadership challenges and are seeking to gain further self-insight.

The following are some questions you may want to consider once you've had an opportunity to digest the information contained in this report:

- 1) Which of the 6PLeadership dimensions reflect your greatest strengths as a leader?
- 2) What are some ways you currently utilize these strengths? What are some ways you could better utilize them in your current leadership role?
- 3) How could you leverage these strengths to achieve your developmental goals?
- 4) Based on your feedback, which areas of leadership do you think you could improve (challenges/weaknesses)?
- 5) How important is it for you to be proficient in these domains in your current role? A future role?

We hope you have found this information useful. Thank you! If you have any questions about LeAD Labs or the CLAC, please don't hesitate to contact Dr. Becky Reichard at Becky.Reichard@LeADLabs.org or visit www.LeADLabs.org.