



# Field Leadership Profile

## Confidential Report For CAC Test Candidate 216898

Featuring

- Field Leadership Profile

Administrator: Maple Tester, Maple Leaf Life Call Center (TESTING)

Date Test Completed: 7 September 2012

Test Version: Field Leadership Profile  
Test ID 3482

Questions? Contact your ExSel Coordinator, email [exsel@limra.com](mailto:exsel@limra.com), or call (0)+1 888-785-4672.

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## The Leadership Journey

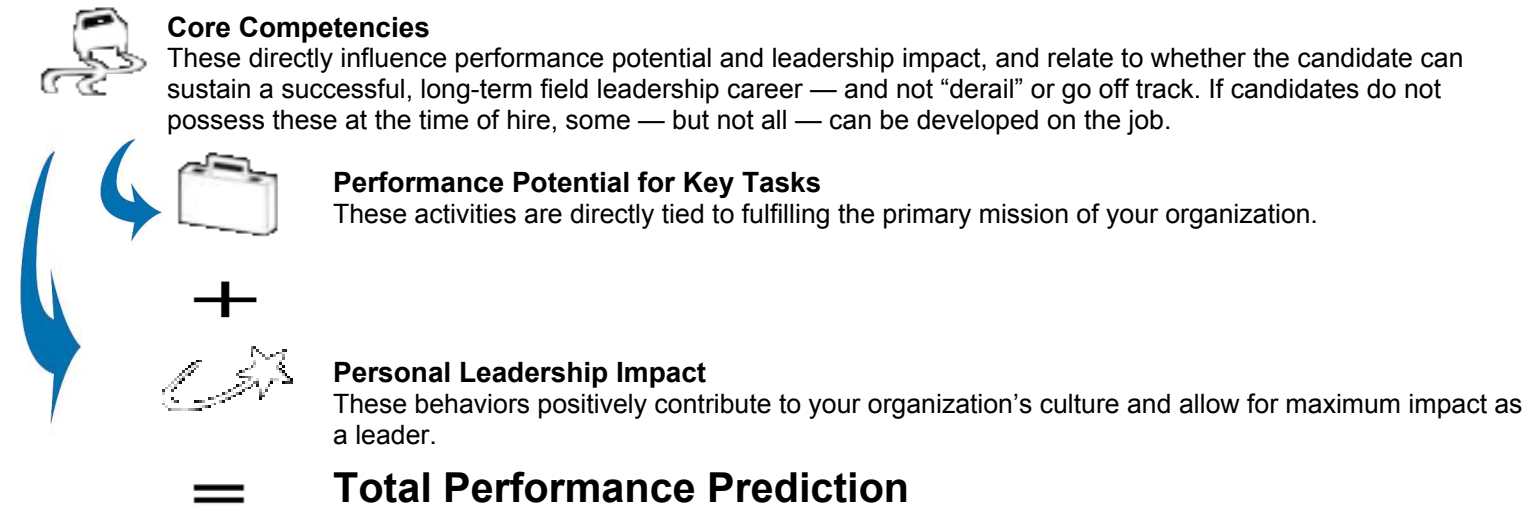
Your use of LIMRA's Field Leadership Profile™ indicates you already recognize the importance of identifying, assessing, and developing successful leaders for the future of your organization. To continue on this path, it is important for you to focus on two key facets of your leadership candidates:

1. Their potential for success in carrying out typical leadership tasks and activities of the job
2. Their level of strength in core competencies that will allow them to be successful carrying out the tasks and activities required of them

Your final decision on whether to move forward with leadership candidates should be based on three critical areas of information — all of which are clearly provided throughout this report:




1. The individual's potential for performing key aspects of the job successfully (**Tasks**)
2. The individual's personal leadership impact (**Leadership**)
3. The candidate's standing on a set of core competencies known to underlie field leadership performance (**Competencies**)

As shown in the diagram below, all of these sections are interconnected:



The Field Leadership Profile is designed to provide key corresponding information on each individual you consider for leadership. This report rates the candidate in each of the three areas above and also provides a Total Performance Prediction score.

To further assist in your selection and development activities, this report also includes:

-  Valuable non-scored information to use for discussion in the follow-up interview
-  A selection summary that translates into Candidate Action Steps
-  A guide to outlining a customized development plan

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## Performance Predictor

**Total Performance Prediction: Very High Potential**



### Performance Potential for Key Tasks

**Overall Performance Potential for Key Tasks: Very High Potential**

This candidate should effectively perform all activities required for success in field leadership.

This table shows ratings in tasks common to most leadership positions. If the position you are considering this candidate for does not require one or more of the tasks listed, do not use that specific rating or the overall task performance rating. Instead, consider only the individual ratings in the specific tasks that are relevant to the position.

<b>Finding Talent</b>	Find and select qualified sales talent	
<b>Developing Talent</b>	Train and develop sales talent	
<b>Creating an Engaging Work Environment</b>	Foster an environment of praise and reward, inspire and maintain enthusiasm, and provide sales assistance and support	
<b>Achieving Results</b>	Manage the performance of sales reps, and facilitate interactions with the home office	
<b>Setting Course and Direction</b>	Create and communicate vision and strategy; develop, implement, and manage the office business plan; and create the budget and goals	
<b>Managing Non-Sales Personnel</b>	Find, select, and manage talent for administrative, technical, and managerial positions	

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## Personal Leadership Impact

**Overall Personal Leadership Impact Rating: Above Average Potential**

This candidate is likely to have a positive impact on the organization's culture and climate.

### Leading by Example

Take responsibility for outcomes, cooperate with others without hesitation, support organizational objectives, demonstrate continuous personal and professional development, and treat others with respect



### Demonstrating Versatility

Adapt management actions to the situation, respond effectively to uncertain situations, and effectively manage stress



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## How Do the Competencies Relate to Key Task Areas?

This information maps connections between competencies and six key task areas.

### Finding Talent

Achievement & Accountability  
 Active Listening  
 Communication  
 Developing Networks  
 Influencing & Negotiating  
 Planning, Prioritizing & Organizing

### Developing Talent

Achievement & Accountability  
 Communication  
 Influencing & Negotiating  
 Leadership Ability  
 Leadership Presence  
 Respecting Others

### Achieving Results

Achievement & Accountability  
 Active Listening  
 Belief in the Company  
 Communication  
 Compliance  
 Developing Networks  
 Influencing & Negotiating  
 Integrity  
 Leadership Ability  
 Planning, Prioritizing & Organizing  
 Respecting Others

### Setting Course & Direction

Achievement & Accountability  
 Belief in the Company  
 Communication  
 Developing Networks  
 Leadership Presence  
 Planning, Prioritizing & Organizing  
 Vision

### Creating an Engaging Work Environment

Achievement & Accountability  
 Communication  
 Leadership Ability  
 Leadership Presence  
 Optimistic & Positive Attitude  
 Respecting Others

### Managing Non-Sales Personnel

Achievement & Accountability  
 Communication  
 Developing Networks  
 Fostering Collaboration & Teamwork  
 Leadership Ability  
 Planning, Prioritizing & Organizing  
 Respecting Others

## How Do the Competencies Relate to Personal Leadership Impact Areas?

The information below shows the relationship between competencies and two leadership areas.

### Leading by Example

Achievement & Accountability  
 Communication  
 Flexibility & Adaptability  
 Fostering Collaboration & Teamwork  
 Initiative  
 Integrity  
 Leadership Ability  
 Leadership Presence  
 Optimistic & Positive Attitude  
 Planning, Prioritizing & Organizing  
 Respecting Others  
 Self-Management and Control

### Demonstrating Versatility

Active Listening  
 Communication  
 Flexibility & Adaptability  
 Fostering Collaboration & Teamwork  
 Initiative  
 Optimistic & Positive Attitude  
 Planning, Prioritizing & Organizing  
 Respecting Others  
 Self-Management and Control  
 Time Management

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## Competencies in Detail

A great deal of management research has been conducted specifically on competencies that have been identified as causing field leaders to fail — we call this “derailment.” By recognizing the factors that contribute to derailment risk early in the process, there is a far better likelihood of minimizing the impact of any potential weaknesses and building successful, long-term leaders.

The competency areas in this section are presented in three separate charts, organized by their likelihood to “derail” a leadership career: those with the *greatest* potential to derail, *moderate* potential to derail, and *limited* potential to derail.

We recommend that initial focus be placed on competencies in the first chart (*greatest* potential to derail) that have low scores (1 or 2). It is also important to note the competencies that a candidate must have prior to hire (that is, they cannot be developed on the job) — **these areas are indicated with an asterisk (\*)**. **Any with low scores are also printed in red type — these indicate potential problem areas that training will not address.**







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## Competencies With the Greatest Potential to Derail a Leadership Career




<b>Communication</b>	Exhibits clear, effective communication of all types to internal and external groups	
<b>Time Management</b>	Fulfills obligations in a timely manner, is reliable and responsible, and gets more done in less time than others	
<b>Achievement and Accountability</b>	Holds self and others accountable for high-quality results, and is consistently a top performer	
<b>Planning, Prioritizing, and Organizing</b>	Develops and implements plans to accomplish objectives; and acquires, allocates, and uses resources effectively	
<b>*Integrity</b>	Consistently follows rules, is honest and widely trusted, does what is morally correct, and accepts accountability for mistakes	
<b>Leadership Presence</b>	Exhibits confidence, is self-assured and optimistic when confronting challenges, and is not easily intimidated	
<b>Active Listening</b>	Gives full attention to others, takes time to understand points being made, and accurately restates others' opinions even when he/she disagrees	
<b>*Respecting Others</b>	Treats people with dignity, tact, and courtesy; acts fairly; and treats direct reports equitably	
<b>*Self-Management and Control</b>	Maintains composure; adapts to changing circumstances; and avoids aggressive behavior, even in difficult situations	
<b>Flexibility and Adaptability</b>	Is open to change (positive or negative), quickly adjusts to new information, and can handle risk and uncertainty	

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## Competencies With Moderate Potential to Derail a Leadership Career

<b>Leadership Ability</b>	Steps up and takes charge; effectively asserts oneself over others; motivates groups to act; and is looked to for direction, especially in a crisis	
<b>Fostering Collaboration and Teamwork</b>	Builds teams into effective work units; encourages mutual trust, respect, and cooperation; and creates a feeling of belonging	
<b>Influencing and Negotiating</b>	Persuades others and gains cooperation to obtain information and accomplish goals	
<b>Vision</b>	Takes a long-term perspective, builds a shared vision of the organization with others, and translates it into action	
<b>*Initiative</b>	Starts new things without being asked, does more than is typically required, and takes on additional assignments and responsibilities	
<b>Compliance</b>	Ensures that all activities comply with laws, regulations, and standards; and maintains up-to-date information as required	

## Competencies With Limited Potential to Derail a Leadership Career

<b>*Optimistic and Positive Attitude</b>	Focuses on possible outcomes rather than possible failures, is self-assured in new situations and resilient in the face of challenges, and shifts gears comfortably	
<b>Belief in the Company</b>	Exhibits confidence in the values associated with the company's products and services, and has a deep understanding of these products and services	
<b>Developing Networks</b>	Builds and maintains a range of contacts through a personalized approach, and uses contacts to advance professional goals	



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## Decision-Making Scenarios

**Please note that the information in this section does NOT impact the Field Leadership Profile scores in any way. This section is provided for use throughout your selection process and for planning for follow-up interviews, should you choose to proceed with this candidate.**

The questions address two specific competencies:

- **Problem Solving** — that the candidate makes effective decisions in a timely manner (sometimes with incomplete information and under tight deadlines and pressure), analyzes available information and evaluates results to choose the best solutions and solve problems, conducts an honest analysis of options, and perceives the implications of decisions.
- **Business Ethics** — that the candidate knows and understands the ethical standards of the business, adheres to these standards in both good and bad times, acts in line with these values, rewards the right behaviors, and disapproves of improper behaviors.

The Field Leadership Profile questionnaire presented the candidate with potential work situations and asked him or her to respond as if he or she was a field leader. For each situation, the candidate selected one of five possible answers.

This information gives you the opportunity to review the candidate's choices and evaluate them in terms of appropriateness. Did he or she analyze the situation properly? Did he or she select the best resolution to the situation? Follow-up questions are provided to help you evaluate the candidate's decision-making process.

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## Problem Solving: Scenario #1

One of the better sales associates in the office challenges your authority to set sales goals. How would you handle this?

Possible Actions:

- Ask the sales associate how he or she would handle things differently. If the approach is acceptable, use the associate's input in the future.
- Meet privately with the associate. Explain the purpose and value of the goals you set. Show the associate how his or her goals fit in with those of the entire staff. Explain why they are necessary.
- Find out whether this associate should remain as part of your office team. If the associate continues to challenge your authority, terminate him or her.
- Meet with the associate to reach a compromise. Possibly allow the associate to set his or her goals.
- Inform the associate that you will continue to set minimum production goals. Let the associate know that such comments are unacceptable.

**This candidate's choice:** Inform the associate that you will continue to set minimum production goals. Let the associate know that such comments are unacceptable.

**Ask:** Each of the possible actions for this situation has both positives and negatives associated with it. Why did you choose the action you did?

What are the advantages and disadvantages of the other actions?

Regardless of the choices given for this situation, what would your ideal approach be?

### Rate this individual on Problem Solving Scenario #1

	Marginal	Acceptable	Outstanding
Thorough problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisive reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall judgment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Rating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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## Problem Solving: Scenario #2

A financial advisor asks for your help preparing a proposal for a large-scale sales project. The advisor is not very familiar with the project. The fiscal year is closing and you have a lot of work to do. In response to the financial advisor's request, what would you do?

Possible Actions:

- Give the financial advisor some general guidelines on how to outline a proposal. Let the advisor work out the details.
- Call in an experienced associate to help. Offer the experienced associate a small percentage of the business.
- Tell the financial advisor to prepare several alternative proposals. Review each one and answer any questions.
- Work overtime to help the financial advisor prepare the proposal. Help him or her rehearse the presentation.
- Explain your present workload but offer to help the financial advisor with the proposal at your earliest convenience.

**This candidate's choice:** Call in an experienced associate to help. Offer the experienced associate a small percentage of the business.

**Ask:** Each of the possible actions for this situation has both positives and negatives associated with it. Why did you choose the action you did?

What are the advantages and disadvantages of the other actions?

Regardless of the choices given for this situation, what would your ideal approach be?

### Rate this individual on Problem Solving Scenario #2

	Marginal	Acceptable	Outstanding
Thorough problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisive reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall judgment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Rating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Your Overall Rating of this Individual's Problem Solving</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Business Ethics: Scenario #1

Sergio Mercato is the assistant in charge of ordering office supplies for a large real estate firm. In this week's shipment of supplies, Sergio discovered that an extra carton of printer paper had been delivered, and that did not appear on the invoice. Sergio decided not to tell the office supply company about the mistake and took the printer paper home.

This candidate's assessment of Sergio's actions:

Morally Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Morally Right
Traditionally Acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Traditionally Unacceptable
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Unfair
Efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Efficient

**Ask:** How would you have handled this situation? What would have been the best response?

What role should each of these factors play in determining how to respond to an ethical dilemma?

- Morality
- Traditional Acceptability
- Fairness
- Efficiency

### Rate this individual on Business ethics Scenario #1

	Marginal	Acceptable	Outstanding
Business ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thorough problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisive reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Rating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Business Ethics: Scenario #2

Nearing the end of the year, Harley Jackson, a long time friend of Bryan's and a recruiter for a large employment company, was approached by one of Bryan's best salespeople, Jackie, to help her find a new position. Jackie complained to Harley that company policies were being ignored in favor of making more sales and that she was uncomfortable being associated with the company. Harley knew that losing Jackie would be costly to Bryan, so he told Bryan that Jackie wanted to leave.

This candidate's assessment of Harley's actions:

Morally Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Morally Right
Traditionally Acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Traditionally Unacceptable
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unfair
Efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not Efficient

**Ask:** How would you have handled this situation? What would have been the best response?

What role should each of these factors play in determining how to respond to an ethical dilemma?

- Morality
- Traditional Acceptability
- Fairness
- Efficiency

### Rate this individual on Business ethics Scenario #2

	Marginal	Acceptable	Outstanding
Business ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thorough problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisive reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Rating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Your Overall Rating of this Individual's Business Ethics</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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At this point, you should feel equipped with sufficient information about the candidate to stop and reflect on his or her likely fit with a field leadership role in your organization. Use these pages to:

- Review key information about the candidate
- Determine whether he or she has the success potential your organization needs
- Outline development priorities and build a customized development plan (*if appropriate*)



## Selection Summary and Candidate Action Steps

Remember that the Field Leadership Profile reported:

- This candidate's Total Performance Prediction is Very High Potential, with Very High Potential in Performance Potential for Key Tasks and Above Average Potential in Personal Leadership Impact.
- This candidate is strongest in the following competency areas:  
Communication, Time Management, Achievement and Accountability, Integrity\*, Leadership Presence, Active Listening, Respecting Others\*, Influencing and Negotiating, Vision, Initiative\*, Compliance, Optimistic and Positive Attitude\*, Belief in the Company, Developing Networks
- This candidate has developmental needs in the following competency areas:  
Self-Management and Control\*, Flexibility and Adaptability

\* A competency needed prior to hire

**Given this information and the requirements of this particular position, do this candidate's ratings and non-scored responses fall within your acceptable range?**

Yes

No



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**If you will continue with this candidate in your selection process, what specific themes or concerns would you like to discuss in the next interview?**

**What questions will you ask to explore these areas?**

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## Customized Development Plan

If a development plan is needed, create a custom plan for this individual based on:

- High developmental priorities identified in the Competency Detail section of this report
- Your ratings and discussion of his or her responses to the Problem Solving and Business Ethics situations
- Any additional key competencies and concerns you addressed in the follow-up interview
- One or two learning activities to practice for each development area

### Tips for Making Your Development Plan Work

- Development areas should include specific and tangible goals.
- Learning activities should also be as specific as possible. Identify what resources are required, use measurable outcomes, and include start and end dates.
- Also, during this process, consider constraints that might prevent successful completion of this development plan. (For example, the availability of time, people, and tangible resources.) If necessary, you may develop a strategy to overcome these obstacles.

The plan outlined here should serve as a roadmap for guiding this candidate's ongoing leadership journey.

Development Areas	Learning Activities	Resources Needed	Start Date	End Date	Possible Constraints