

Expressive

Reflector

Assured

Perceptive

Theorist

Mindful

Pragmatist

Balanced

In Control

Flexible

Insightful

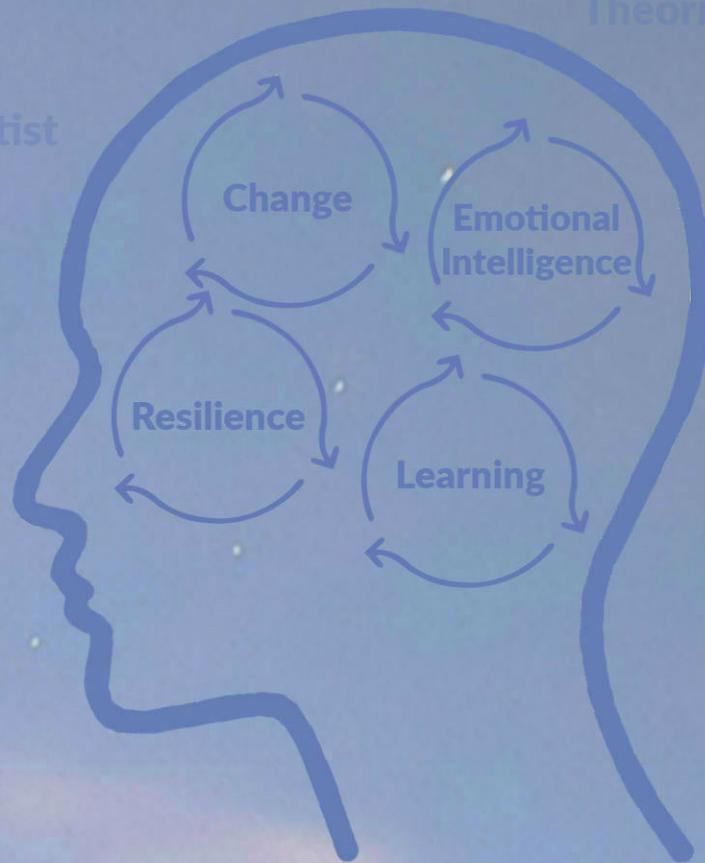
Adjusted

Confident

Activist

Variety Seeking

Long-Term Focused



Lumus360

Leadership Psychometric Profile

Pat Sample

lumus360



1. Introduction - About the Lumus360 Psychometric Profile

Behavioural research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

Designed to provide leaders with the self-insight needed to effectively lead in today's world, your Lumus360 psychometric profile will enable you to identify and explore your personal preferences towards four key underpinning leadership attributes:

- **Resilience** - Today's leaders face more obstacles, time pressures, unplanned changes, complexity, delivery pressure and challenge than ever before.

Whilst inner personal resilience is important, how leaders are seen to recover quickly from setbacks, display a positive attitude and emotional strength during hard/ the most trying times, is a critical component of effective leadership.

The Resilience dimension enables you to further understand your ability to adapt positively when faced with adversity, setbacks, pressure and stress, gaining a greater understanding of how your preferred approach impacts those you lead.

- **Openness to change** - In today's workplace change is inevitable and successful change is one of biggest problems that all organisations now face. To survive and thrive, every organisation has to have leaders who can navigate themselves and others through continuous change.

This dimension provides insight into your natural preference towards accepting, welcoming, championing change and how those preference impact those you lead.

- **Learning preference** - Leaders who don't recognise how they learn and then use that knowledge to continually grow, risk stagnating and not adapting themselves or their organisation to the ever changing environment we work in.

Leaders need to learn different things and each have our own preferred ways of absorbing, processing and retaining learned information. Knowing individual learning preferences, enable strengths to be optimised and weaker preferences to be recognised, developed or allowed for.

It is important to remember that there is no right or wrong learning style. Each style has advantages and disadvantages. Knowing your learning style is not meant to limit you, but provide the opportunity to expand.

- **Emotional intelligence** - This is widely known to be a key component of effective leadership. Leaders who are in tune and understand their own emotions and those of others and can then use that knowledge to manage themselves and get the best out of those they lead, are very powerful.

The Emotional Intelligence dimension provides insight into your preference/ ability to identify, recognise and manage emotions, along with an awareness of how those emotions impact the behaviour of others.

2. Making the most of your report

Is the report 100% true? Yes, no and maybe. Your report is based on the responses you gave and provides a broad understanding of your own unique preferred balance in and across the four dimensions. The results provide typical behaviours and tendencies associated with your answers and as such, will enable you to review those behaviours that are effective and those that may hinder great leadership.

Results are shown against norms/ a preference scale as follows:



The results have nothing to do with good/ bad, right/ wrong, mental health, IQ, career potential etc. but do provide an opportunity to consider how your preferred approach to each of the leadership dimensions can help or hinder your leadership style.

Summary of Results

RESILIENCE	OPENNESS TO CHANGE	LEARNING PREFERENCE	EMOTIONAL INTELLIGENCE
<p>In Control</p> <p>3</p> <p>Perceived level of control over own life, often expressed through reactions to setbacks/ obstacles and success/ failure.</p>	<p>Variety seeking</p> <p>6</p> <p>Often expressed through attitudes towards variations in daily routine, change and preferences for unpredictability.</p>	<p>Activist</p> <p>6</p> <p>Preference for learning by doing, often expressed by a propensity towards trying unconventional methods/ being spontaneous</p>	<p>Mindful</p> <p>2</p> <p>Level of self-awareness, often expressed through recognition of emotionality and how that impacts own behaviour and mood.</p>
<p>Balanced</p> <p>2</p> <p>Overall level of emotionality, often expressed through variability in mood/ feelings and how this affects overall sense of being.</p>	<p>Adjusted</p> <p>2</p> <p>Your emotional reactions to change, often expressed through a readiness to adapt to and accept variation/ change</p>	<p>Reflector</p> <p>4</p> <p>Preference for learning through observation and reflection, often expressed through valuing information over intuition.</p>	<p>Empathetic</p> <p>7</p> <p>Your emotional connection to others. Often expressed through concern for other peoples' wellbeing.</p>
<p>Confident</p> <p>5</p> <p>Level of perceived competence/ self-assurance, often expressed by attitudes towards successful task completion and overcoming challenges.</p>	<p>Long-term focus</p> <p>5</p> <p>Often expressed through seeing beyond the short-term and striving towards long-term achievement.</p>	<p>Theorist</p> <p>7</p> <p>Preference for structured learning, often expressed through a methodical approach using relevant concepts and processes</p>	<p>Expressive</p> <p>2</p> <p>Level of emotional communicability, often expressed through the conscious articulation of thoughts feelings and mood.</p>
<p>Assured</p> <p>3</p> <p>Perceived overall level of self-worth, often expressed by attitudes towards own value as an individual.</p>	<p>Flexible</p> <p>3</p> <p>Readiness to accept and adapt to new information, often expressed by a willingness to change opinions and adopt the unfamiliar.</p>	<p>Pragmatist</p> <p>5</p> <p>Preference for practical learning, often expressed through experimentation and a propensity towards real world applications over conceptual solutions.</p>	<p>Insightful</p> <p>5</p> <p>Level of personal understanding, often expressed through the recognition of emotions and how they impact your subjective experience.</p>

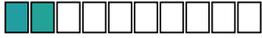
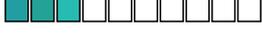
RESILIENCE

Introduction

Resilience is the ability to adapt positively when faced with adversity, setbacks, pressure, challenges and stress, with important implications in the workplace. Highly resilient individuals remain steadfast during difficult times, remaining confident in their ability to perform regardless of the environment. However, these individuals may also display excessive confidence, overestimating their ability to handle stressful situations. Resilience comprises four facets, which include the following sub-traits:

- **In Control** - Your perceived level of control over your life. Often expressed through your reactions to setbacks, overall attitude towards obstacles and your attitudes towards success and failure.
- **Balanced** - Your overall level of emotionality. Often expressed through variability in mood, frequency of positive and negative feelings and how this affects your overall sense of being.
- **Confident** - Your overall level of perceived competence. Often expressed by attitudes towards successful task completion, overcoming challenges and your general level of self-assurance.
- **Assured** - Your overall level of self-worth. Often expressed by your attitudes towards yourself, your overall value as an individual, beliefs regarding your character and virtues as a person.

My Results

<p>In Control</p>		<p>3</p>	<p>You are deterred easily by setbacks and tend to see many obstacles in your way. You rarely take ownership of your successes and have difficulty crediting yourself for your achievements.</p>
<p>Balanced</p>		<p>2</p>	<p>You may find that your mood fluctuates quite frequently throughout the day. Minor comments or setbacks tend to significantly impact your mood.</p>
<p>Confident</p>		<p>5</p>	<p>You are unlikely to be discouraged easily. When attempting to overcome challenges, you tend to focus on both the potential positive and negative outcomes.</p>
<p>Assured</p>		<p>3</p>	<p>You hold a critical view of yourself. You find it difficult to acknowledge your strengths and virtues, usually blaming yourself when things go wrong.</p>

RESILIENCE

My Strengths & Opportunities

The following captures your most likely behavioural traits for each sub-dimension. To make the most of the lists, highlight those descriptors that best match you and then use the reflections sheet on the following page to identify how you can best use those descriptors/ insights to further develop your leadership style.

	Strengths (to be leveraged)	Watch Outs (strengths over played)	Opportunities (for development)
In Control	<ul style="list-style-type: none"> • Not placing excessive blame on yourself when things do not go according to plan. • Not taking successes or failures too personally. 	<ul style="list-style-type: none"> • Not taking responsibility for negative outcomes that are partially due to your actions. • Not giving personal failures or successes the necessary consideration. 	<ul style="list-style-type: none"> • Being more determined to overcome obstacles/ setbacks • Recognising and learning from your role in any personal successes and failures.
Balanced	<ul style="list-style-type: none"> • Not conceal your feelings, leading you to be somewhat open with others. • Getting an emotional lift/ buzz (more so than others) from positive outcomes. 	<ul style="list-style-type: none"> • Displaying emotions unintentionally. • How you manage the impact of your mood that results from negative outcomes. 	<ul style="list-style-type: none"> • Not allowing situations (positive or negative) to excessively influence your mood. • Not dwelling on negative outcomes, instead consider what you may have learnt from them.
Confident	<ul style="list-style-type: none"> • Demonstrating persistence in light of setbacks. • Confidence/ capability in yourself to complete tasks successfully. 	<ul style="list-style-type: none"> • Hesitance to undertake highly challenging yet achievable tasks. 	<ul style="list-style-type: none"> • Reflecting on whether you are able to complete all requirements of a challenge before accepting. • If hesitant, consider whether this is based on your actual ability or your perception of that ability.
Assured	<ul style="list-style-type: none"> • Not exaggerating your capabilities. • Not appearing arrogant or excessively confident. 	<ul style="list-style-type: none"> • Negative self-perception can make it difficult to identify your strengths. • Potentially accepting blame for things that were not your fault. 	<ul style="list-style-type: none"> • Reflecting upon your strengths objectively instead of through negative self-perception. • Before immediately accepting blame, consider whether you are truly at fault.

Reflections

RESILIENCE

My ability to adapt positively when faced with adversity, setbacks, pressure, challenges and stress and how this impacts leading others.

My key learning from this area is ...

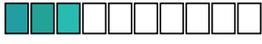
OPENNESS TO CHANGE

Introduction

Openness to change is a person’s propensity to accept, welcome, champion or generally think positively about change. Individuals who are highly open to change are likely to readily accept change initiatives, welcoming the variation in routine and support the change process. However, these individuals may also have difficulty sticking to routines, and may also be accepting of changes offering little or questionable benefit. Openness to change has four facets, which include the following sub-traits:

- **Variety seeking** - A preference for variety over routine. Often expressed through attitudes towards variations in daily routine, changes in plan and a general preference for unpredictability.
- **Adjusted** - Your emotional reactions to change. Often expressed through a readiness to adapt, willingness to accept variation and your feelings towards changes in routine.
- **Long-term focus** - Your propensity towards the future. Often expressed through a consideration for the future, seeing beyond the short-term and striving towards long-term achievement.
- **Flexible** - Your readiness to accept new information. Often expressed by a willingness to change opinions, consider alternative perspectives and adopt the unfamiliar.

My Results

Variety seeking		6	Variety does not unbalance you, although continual deviation from daily routine may overwhelm you. You sometimes step out of your comfort zone, but do not stray too far from it.
Adjusted		2	You tend to reject change. You often avoid the unfamiliar and can struggle with variation to your routine, as it tends to make you feel uncomfortable.
Long-term focus		5	You tend to consider the future. You are concerned with both current and forthcoming situations. When pursuing short-term goals, you may also consider their long-term implications.
Flexible		3	You tend to be highly sceptical of new information, maintaining some of your opinions in light of conflicting evidence. You have difficulty with the unfamiliar and can be resistant to change.

OPENNESS TO CHANGE

My Strengths & Opportunities

The following captures your most likely behavioural traits for each sub-dimension. To make the most of the lists, highlight those descriptors that best match you and then use the reflections sheet on the following page to identify how you can best use those descriptors/ insights to further develop your leadership style.

	Strengths (to be leveraged)	Watch Outs (strengths over played)	Opportunities (for development)
Variety seeking	<ul style="list-style-type: none"> Accepting variation to your daily routine. Not accepting potentially ineffective changes for the sake of variety. 	<ul style="list-style-type: none"> Difficulty in deciding between a tried and tested method or a new approach. Identifying whether a situation requires a tried and tested method or a new approach. 	<ul style="list-style-type: none"> Reflecting more on the benefits of both variety and routine. Consider the context before applying either a variety based or routine approach.
Adjusted	<ul style="list-style-type: none"> Demonstrating a consistent approach to daily tasks. Not accepting change too readily, seeking evidence of its merits prior to application. 	<ul style="list-style-type: none"> Having difficulty adjusting to unavoidable change, even when it is beneficial. Inadvertently avoiding potential opportunities for development. 	<ul style="list-style-type: none"> Considering the possible merits of incorporating variation into your daily structure. Being mindful that familiar approaches may not always provide the most effective solutions.
Long-term focus	<ul style="list-style-type: none"> Appreciating immediate change improvements. Recognising that not all changes offer immediate benefits, but may in time. 	<ul style="list-style-type: none"> Some difficulty comparing the merits of short-term versus long-term solutions. Discerning the value of immediate versus long-term improvement. 	<ul style="list-style-type: none"> Reflecting on possible outcomes of both short and the long-term approaches, before application. Striking an effective balance between long-term focus and short-term gain.
Flexible	<ul style="list-style-type: none"> Demonstrating a healthy scepticism when provided with new or unfamiliar information. Not blindly accepting change but instead demanding proof of benefit. 	<ul style="list-style-type: none"> Personal scepticism could bias you against accepting new and beneficial information. Blindly resisting positive/ value adding change 	<ul style="list-style-type: none"> Not automatically rejecting information on the basis that it is new or unfamiliar. Considering the pros and cons of new change initiatives before forming an opinion.

OPENNESS TO CHANGE

Reflections

My intuitive preference towards accepting, welcoming, championing change and how your preferences impact those you lead.

To be an even more effective change leader I should ...

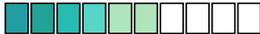
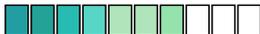
LEARNING PREFERENCE

Introduction

Learning Styles are individual preferences for specific approaches to learning and impact how individuals absorb, process, retain and comprehend learned information. High scores on a learning style indicate a strong preference for learning approaches that complement that specific style. Low scores on a learning style indicate that you may not be suited to learning approaches that complement that learning style. Learning styles can be broken into four distinct styles, which include:

- **Activist** - A preference for learning by doing. Often expressed by a propensity towards unconventional methods, spontaneity and living in the moment.
- **Reflector** - A preference for learning through observation. Often expressed through a tendency to gather and evaluate information, act based on thorough analysis and value evidence over intuition.
- **Theorist** - A preference for structured learning. Often expressed through a methodical approach to tasks, systematic evaluation of the facts and familiarisation with relevant concepts and processes.
- **Pragmatist** - A preference for practical learning. Often expressed through experimentation, a propensity towards real world applications over abstract or conceptual solutions.

My Results

Activist		6	You generally see the benefit of learning through experience and are comfortable adopting a hands-on approach. You are open to unconventional methods, but not exclusively.
Reflector		4	You seldom feel that observational learning is beneficial. You sometimes reflect on your experiences and are often quick to make decisions.
Theorist		7	You often see the value of structured learning. Usually referring to theoretical models and concepts to guide learning and tend to employ a systematic approach to tasks.
Pragmatist		5	You see some benefit in practical learning. You sometimes learn from trial and error when employing real world solutions, but are generally comfortable with abstract concepts also.

LEARNING PREFERENCE

My Strengths & Opportunities

The following captures your most likely behavioural traits for each sub-dimension. To make the most of the lists, highlight those descriptors that best match you and then use the reflections sheet on the following page to identify how you can best use those descriptors/ insights to further develop your leadership style.

	Strengths (to be leveraged)	Watch Outs (strengths over played)	Opportunities (for development)
Activist	<ul style="list-style-type: none"> • Being open to both conventional and unconventional experiential learning methods and approaches. • Ability to learn from experience, without being over reliant on that approach 	<ul style="list-style-type: none"> • Not being able to decide between conventional or unconventional learning methods. • Learning solely through experience may not be the optimal approach to further your development. 	<ul style="list-style-type: none"> • Gaining about when conventional or unconventional methods are the most appropriate learning vehicle • Identifying which tasks/ development goals are suited to a hands-on approach and which are not.
Reflector	<ul style="list-style-type: none"> • Not excessively dwelling on your experiences. • Not requiring direct observation/ experience to further your learning. 	<ul style="list-style-type: none"> • Missing out on the insight that can be gained through reflecting on your experiences. • Overly resisting observational learning methods. 	<ul style="list-style-type: none"> • Spending time reflecting on your experiences. • Challenge yourself to use observational learning methods from time to time.
Theorist	<ul style="list-style-type: none"> • Deriving significant benefit from a structured approach to learning. • Making the most of available concepts and theories to further your understanding. 	<ul style="list-style-type: none"> • Difficulty in following/ valuing unstructured learning approaches. • Disengaging from concrete and practical approaches to learning. 	<ul style="list-style-type: none"> • Further considering the benefits of unstructured approaches to learning. • Taking time to learn from real-world experiences and trying to apply practical learning.
Pragmatist	<ul style="list-style-type: none"> • Learning through both practical experience and abstract concepts. • Comfortable experimenting/ learning through trial and error, without relying on it. 	<ul style="list-style-type: none"> • Identifying whether a practical or abstract approach to learning is the most appropriate in different contexts • Identifying where trial and error/ experimentation learning works best. 	<ul style="list-style-type: none"> • Reflecting on past experiences in order to identify situations where trial and error could prove optimal. • Being mindful of when practical or abstract concepts could be most beneficial, as well as when they can be combined.

LEARNING PREFERENCE

Reflections

My preference towards absorbing, processing and retaining learned information.

I would be an even better learner if I ...

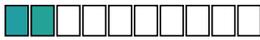
EMOTIONAL INTELLIGENCE

Introduction

Emotional Intelligence is the ability to identify, recognise and manage emotions, along with an awareness of how emotions impact behaviour. Individuals scoring highly on emotional intelligence are likely to exhibit a high degree of awareness when it comes to their mood, feelings and overall emotional state, and can communicate this effectively. However, these individuals may hold emotion in excessively high regard, to the detriment of logic or practicality. Emotional intelligence can be broken into four distinct parts, which include:

- **Mindful** - Your level of self-awareness. Often expressed through recognition of emotionality and identification of feelings, as well as the impact this has on your behaviour and mood.
- **Empathetic** - Your emotional connection to others. Often expressed through concern for other peoples' wellbeing, as well as a propensity to put the needs of others before your own.
- **Expressive** - Your level of emotional communicability. Often expressed through the conscious articulation of thoughts feelings and mood in a way that can be understood by others.
- **Insightful** - Your level of personal understanding. Often expressed through the identification and recognition of emotions and how they impact your individual subjective experience.

My Results

Mindful		2	You are seldom aware of your emotions. You do not always recognise changes in your mood and rarely notice the effect that your feelings have on your behaviour.
Empathetic		7	You readily form emotional connections. You are likely to show significant concern to those in need and are willing set your needs aside in order to help other people.
Expressive		2	You rarely express your emotions to others. You have difficulty expressing how you feel to others, usually finding it hard to articulate your mood in a way that others can understand.
Insightful		5	You tend to understand yourself. You are generally able to identify the emotions you feel and how this impacts your experiences on an individual level.

EMOTIONAL INTELLIGENCE

My Strengths & Opportunities

The following captures your most likely behavioural traits for each sub-dimension. To make the most of the lists, highlight those descriptors that best match you and then use the reflections sheet on the following page to identify how you can best use those descriptors/ insights to further develop your leadership style.

	Strengths (to be leveraged)	Watch Outs (strengths over played)	Opportunities (for development)
Mindful	<ul style="list-style-type: none"> • Not being overly distracted by your emotions, mood and feelings. • Not spending excessive amounts of time overthinking how you are feeling. 	<ul style="list-style-type: none"> • Not spending enough time reflecting on your emotions, mood and feelings. • Missing out on insight by not taking consideration of your emotional state. 	<ul style="list-style-type: none"> • Spending some time considering your feelings and how they contribute to your mood. • Trying to anticipate the possible impact that your emotional state could have on your behaviour.
Empathetic	<ul style="list-style-type: none"> • Being relied upon by people who are in need, readily offering help and support. • Quickly forming emotional connections, readily and naturally warming to new people. 	<ul style="list-style-type: none"> • Being susceptible to emotional manipulation from unscrupulous people. • Being convinced to provide support to people unnecessarily, or to those who do not deserve it. 	<ul style="list-style-type: none"> • Before jumping at the opportunity to help, try to evaluate whether that help is warranted or deserved. • Remember that your own needs and wants are just as valid as anyone else's.
Expressive	<ul style="list-style-type: none"> • Not discussing your feelings in an inappropriate setting. • Not expressing your emotions in an inappropriate setting. 	<ul style="list-style-type: none"> • Not expressing your feelings, even when it is in your interest to do so. • Finding it frustrating when trying to open up to others. 	<ul style="list-style-type: none"> • Try to take some opportunities to express your feelings to others. • Reflecting on your feelings before attempting to describe them to others.
Insightful	<ul style="list-style-type: none"> • Having a general understanding of yourself and your emotionality. • Acknowledging the extent to which your emotions impact your personal experiences. 	<ul style="list-style-type: none"> • Finding it difficult to identify or acknowledge the impact of unfamiliar emotions. • Having difficulty identifying the influence of your emotions when faced with certain scenarios. 	<ul style="list-style-type: none"> • Try to ensure that you take the time to reflect on unfamiliar emotions whenever you experience them. • Reflect on the extent to which your emotions impact your personal experience and try to identify common themes.

EMOTIONAL INTELLIGENCE

Reflections

My ability to identify, recognise and manage emotions, along with an awareness of how those emotions impact the behaviour of others.

The things I should ponder here are

Overall Learning

Key learnings from my overall results are ...

The dimension that can hinder me most is

And therefore I need to ...

A key strength to leverage is

And I can do this by ...