



# LEADERSHIP INSIGHTS Select

Sam Sample

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# Introduction



## This Assessment

The Leadership Insights assessment provides participants with scenarios which portray challenging situations that might leaders face at work. Each scenario is followed by a series of items which represent ways in which leaders could respond to the situation. Participants must then rate the effectiveness of each response.

It measures task and people requirements of leadership roles at a high-level as well as the underlying behavioural areas associated with Thinking, Achieving, Empowering and Directing clusters as outlined in the list below:

		Behavioural Areas
Task Requirements	Thinking Cluster	<p><b>Acquiring Info:</b> Gathering a rich variety of information from many different sources about events. This includes seeing issues from many different perspectives to compare options prior to taking action.</p> <p><b>Generating Ideas:</b> Linking information to form new ideas that explain the underlying sequences and causes of events This includes both creative and analytical thinking that leads to future productivity.</p>
	Achieving Cluster	<p><b>Proactivity:</b> Designing implementation plans and outlining actions and responsibilities. Plans are produced in anticipation of needs rather than as a reaction to situational demands.</p> <p><b>Continuous Improvement:</b> Setting goals and targets and monitoring progress to improve performance. Targets are focused on adding value for the customer and improving organisational outcomes.</p>
People Requirements	Empowering Cluster	<p><b>Emotional Awareness:</b> Recognises own emotions as well as the emotions of others. Can regulate their own emotions and can influence the emotions of others in a positive way as required. Makes people feel valued and respected.</p> <p><b>Teamwork:</b> Encourages teamwork and cooperation, goal alignment, flexibility and a willingness act across functional boundaries. Provides staff with the resources, training and feedback to develop their capability.</p>
	Directing Cluster	<p><b>Confidence:</b> Making your stance on issues clear and securing the support of those around you. Uses persuasive arguments and the goals and interests of others to build support for ideas.</p> <p><b>Presence:</b> Comportment and poise that contributes to follower alignment. Makes effective and concise presentations and establishing effective communication processes.</p>

This report consists of an overall score and several sub-component scores. The overall score is the most important. Sub-components of Leadership Insights represent potential reactions to, and knowledge about, the specific situations described by the scenarios. They should be considered merely as parts that contribute to the overall score. For substantive decisions, the overall score should take precedence over individual sub-component scores.



## This Report

This report has been designed to support the interview and reference checking process. It presents Sam's results and provides probing interview questions to help elicit information about their preferences, past behaviour, and performance.



## Private and Confidential

This is a confidential assessment report on Sam. This report was requested for a specific purpose and has influenced the information and conclusions drawn. The information contained in this report should only be interpreted by a trained professional, and in the context of other relevant information (i.e., actual experience, interests, skills, and aptitudes).



## Waiver

Leadership Insights is an indicator only and cannot predict leadership performance with certainty. The authors and distributors accept no responsibility for selection or other decisions made using this tool and cannot be held liable for the consequences of those decisions.



## Rating Scales

Results are presented using percentage match scores as well as percentiles, sten and score ranges as described below.

Match (%)	This is a percentage value on a range of 0 to 100. The score indicates how closely the participant's results match Subject Matter Expert (SME) appraisal of the effectiveness of different actions related to leadership success.
Percentile (%ile)	This is a value on a scale of 100 that reflects the percentage of people in a sample who score below the participant's score.
Sten (1-10)	This is a standardised measure used to compare participant results. Presented on a 10-point scale, a score of 1 indicates low performance and a score of 10 indicates high performance.
Range	This is a qualitative indicator that is based on the Sten score and is broken down into 5 score bands from Below Average to Above Average.



## Comparison Group (Norm)

Sam's results have been compared against the following norm group.

Assessment	Name	Size
Leadership Insights	International Participants (2022)	2164



## Profile Summary

Scale	Match (%)	Range	Below Average	Average	Above Average
			1 2 3 4 5 6 7 8 9 10		
Leadership Insights Score	89	Slightly Above Average			
Task Requirements	89	Slightly Above Average			
Thinking Cluster	85	Average			
Acquiring Info	90	Average			
Generating Ideas	81	Average			
Achieving Cluster	93	Above Average			
Proactivity	96	Above Average			
Continuous Improvement	91	Slightly Above Average			
People Requirements	89	Slightly Above Average			
Empowering Cluster	88	Slightly Above Average			
Emotional Awareness	80	Average			
Teamwork	96	Above Average			
Directing Cluster	90	Above Average			
Confidence	85	Above Average			
Presence	95	Slightly Above Average			

## Profile Description

Task Requirements	
Thinking Cluster	
<b>Acquiring Info</b>	<ul style="list-style-type: none"> <li>Sam's responses suggest that they have an average score on the "Acquiring Info" behavioural area.</li> <li>They are likely to perform as well as most in roles that require gathering information and using that information to generate effective solutions.</li> <li>They are as likely as most to integrate intelligence from multiple sources and compare options before taking action.</li> </ul>
<b>Generating Ideas</b>	<ul style="list-style-type: none"> <li>Their responses suggest that they have an average score on the "Generating Ideas" behavioural area.</li> <li>Sam is likely to perform as well as most in roles that require reaching conclusions that go beyond obvious explanations and integrating new insights.</li> <li>They are as likely as most to foster and reward innovation and exploration of ideas.</li> </ul>
Achieving Cluster	
<b>Proactivity</b>	<ul style="list-style-type: none"> <li>Sam's responses suggest that they have an above average score on the "Proactivity" behavioural area.</li> <li>They are likely to perform more effectively than most in roles that require producing plans and defining responsibilities.</li> <li>They are more likely than most to be effective at considering multiple demands, stakeholders and contingencies.</li> </ul>
<b>Continuous Improvement</b>	<ul style="list-style-type: none"> <li>Their responses suggest that they have a slightly above average score on the "Continuous Improvement" behavioural area.</li> <li>Sam is likely to perform as well as most in roles that require setting goals and monitoring progress against those targets.</li> <li>They are as likely as most to be effective at driving performance and improvements.</li> </ul>

People Requirements	
Empowering Cluster	
<b>Emotional Awareness</b>	<ul style="list-style-type: none"> <li>Sam's responses suggest that they have an average score on the "Emotional Awareness" behavioural area.</li> <li>They are likely to perform as well as most in roles that require recognising their and others' emotions.</li> <li>They are as likely as most to learn about others and influence their emotions in a positive way.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>Their responses suggest that they have an above average score on the "Teamwork" behavioural area.</li> <li>Sam is likely to perform more effectively than most in roles that require working with others across functional boundaries and from diverse backgrounds.</li> <li>They are more likely than most to be effective at fostering inclusion and developing team members' capabilities.</li> </ul>
Directing Cluster	
<b>Confidence</b>	<ul style="list-style-type: none"> <li>Sam's responses suggest that they have an above average score on the "Confidence" behavioural area.</li> <li>They are likely to perform more effectively than most in roles that require presenting a clear and confident stance on issues.</li> <li>They are more likely than most to be effective at generating confidence in others through their personal self-belief.</li> </ul>
<b>Presence</b>	<ul style="list-style-type: none"> <li>Their responses suggest that they have a slightly above average score on the "Presence" behavioural area.</li> <li>Sam is likely to perform as well as most in roles that require projecting authority and adapting their communication style.</li> <li>They are as likely as most to be effective at using their interpersonal style to make a strong impact on others</li> </ul>



## Interview Prompts

This section provides interview questions to help gain insight into an individual's past behaviour. Knowing how individuals have dealt with situations in the past is the best insight into how they will perform in the future. Use the STAR interview method to structure your interview and probe the specific situation, task, action, and result of past behaviour.

Task Requirements					
Thinking Cluster					
	Range	Situation	Task	Action	Result
Acquiring Info	Average	<i>Describe a situation that demonstrates your ability to grasp complex ideas and/or information.</i>	<i>What were the ideas and/or information?</i>	<i>How did you organise the information and make sense of it?</i>	<i>How did you use your ability to grasp the information to your advantage?</i>
		<i>Describe a difficult decision you made that involved evaluating incomplete or conflicting information.</i>	<i>How was the information incomplete or conflicting?</i>	<i>How did you arrange the information to make sense of it?</i>	<i>What was your decision and how did you justify it?</i>
Generating Ideas	Average	<i>Describe a situation that demonstrates your ability to think creatively.</i>	<i>What were you trying to accomplish?</i>	<i>What ideas did you come up with and why?</i>	<i>How did these ideas impact your work or organisation?</i>
		<i>Give me an example of when you were able to 'connect the dots' to understand the bigger picture of an issue.</i>	<i>What was the issue?</i>	<i>How did you 'connect the dots'?</i>	<i>How did you use these insights to your advantage?</i>
Notes					

Task Requirements					
Achieving Cluster					
	Range	Situation	Task	Action	Result
Proactivity	Above Average	Describe an important goal that you set for your team.	What was the goal and how did you determine it was needed?	What did you do to achieve the goal?	How did you perform against your goals?
		Give me an example of changing/adapting your plans based on sudden and unexpected changes.	What were the changes and how did they impact your plans?	What did you do to adapt your plans?	What impact did your actions have on your plans and ability to deliver on them?
Continuous Improvement	Slightly Above Average	Tell me about a time when you went above and beyond the requirements for a project or assignment.	What were you tasked to do?	What did you do to exceed expectations?	What impact did this have on the project or assignment?
		Give me an example of some of the quality or performance standards you maintain in your work?	What are they and why are they important?	How do you maintain them?	What impact do your efforts have delivery and satisfaction?
Notes					



People Requirements					
Empowering Cluster					
	Range	Situation	Task	Action	Result
Emotional Awareness	Average	<i>Tell me about a situation that required you to really listen to someone who was going through a difficult/sensitive issue.</i>	<i>How did the situation arise and what was the issue?</i>	<i>How did you show that you were listening, attentive, and supportive of their needs?</i>	<i>How did they feel afterwards and what did you do to further support them?</i>
		<i>Describe a situation where you were able to pick up on the intentions or needs of others and which resulted in changing your views or course of action.</i>	<i>What did you pick up on and how?</i>	<i>What did you do to acknowledge their needs or change your course of action?</i>	<i>What impact did this have on others?</i>
Teamwork	Above Average	<i>Give me an example which highlights your ability to network and build contacts.</i>	<i>What were you trying to accomplish?</i>	<i>How did you go about building contacts?</i>	<i>What impact did this have on your goals?</i>
		<i>Tell me about a time when you gained the cooperation of others despite their reluctance.</i>	<i>What were you trying to accomplish and challenges you faced?</i>	<i>How did you approach others?</i>	<i>What impact did this have on your task achievement and relationships?</i>
Notes					

People Requirements					
Directing Cluster					
	Range	Situation	Task	Action	Result
Confidence	Above Average	<i>Give me an example of a time of change or uncertainty which you inspired others to overcome.</i>	<i>What was the challenge?</i>	<i>How did you inspire others?</i>	<i>What impact did this have on others?</i>
		<i>Tell me about a time when you made a decision you knew would be unpopular.</i>	<i>What was the decision and why was it going to be unpopular?</i>	<i>How did you communicate and sell the decision to others?</i>	<i>How was the decision received and what could you have done differently to better communicate the decision?</i>
Presence	Slightly Above Average	<i>Describe a time when you took the lead to influence others.</i>	<i>What were you trying to sell and who were you trying to influence?</i>	<i>What did you do to influence them?</i>	<i>What was the outcome?</i>
		<i>Give me an example of adapting your message and/or style to effectively communicate to a difficult audience.</i>	<i>What were you trying to convey and who was your audience?</i>	<i>What did you consider in catering your communication and how did you deliver your message?</i>	<i>How was the decision received and what could you have done differently to better communicate the decision?</i>
Notes					