Hart Leadership Assessment (HLA) Overview

The HLA is designed to help you evaluate your leadership capabilities in comparison to a "Good Leader" and a "Poor Leader" you know. Because the HLA is a self-assessment, the good/poor leader comparison method helps you better rate your behavior based on your personal experiences with both leaders.

The HLA assesses **behavior-based** competencies demonstrated by project and first level managers.   The HLA is not a personality test nor does it claim anything definitive about you. Your HLA Report result is merely feedback for you to consider in the context of this course or in other areas of your life.

As you review your report please keep in mind the rules of feedback.

- **Feedback is data**
- **Data is neutral (not good or bad)**
    Two common mistakes
    1. <u>Over Acceptance</u> **(you accept without question)**
    2. <u>Over Dismissive</u> **(you reject everything)**
- **Balance approach to considering data, ask those who know you well to confirm or dispel (remember, you are the expert on you)**
- **Data is static, (this represents your state of mind at the time you took the survey)**

The Lyle Leadership Framework was designed specifically for engineering students. A group of Lyle faculty, staff, and colleagues from the Center for Creative Leadership created the framework to guide leadership development efforts in the Lyle School of Engineering. Leadership is a vast and complex phenomenon. An arch was selected as a symbol for leadership. Like leadership, arches are both simple and complex structures. Arches symbolize portal in which one may transit from one place to another.

This framework does not intend to cover every aspect of leadership. Instead, it helps define the key elements of leadership relevant to engineering and related disciplines.

The leadership arch is divided into four sections, indicative of the Focus Areas of the framework.

Personal Leadership forms the foundation, or base of the arch.

The left side of the arch symbolizes **Relational Leadership** and the right side of the arch represents **Functional Leadership**.

The keystone, or top of the arch, represents **Leading in Context**.

CONTEXTUAL LEADERSHIP
RELATIONAL LEADERSHIP
FUNCTIONAL LEADERSHIP

Seeks Innovative Solutions
Upholds Ethics & Integrity
Keeps Strategic Perspective
Engages Others
Sets Direction
Embraces Diversity & Differences
Champions Effective Processes
Develops Relationships
Solves Problems
Communicates Effectively
Learns Intentionally
Is Self-Aware

PERSONAL LEADERSHIP

Personal Leadership
Self-Awareness, Intentional Learner, and Communicates Effectively

Effective leadership is built on a solid foundation. Personal leadership encompasses the self awareness, knowledge, and personal management required of a Lyle Leader. Leadership development begins with self-discovery: acknowledging personal strengths, shortcomings, and developing one's capacity for self-management. Lyle leaders take responsibility for personal and professional development and make a commitment to enrichment regardless of one's career path.

Self-Awareness

Exhibits knowledge of personal values, strengths, shortcomings, and developmental opportunities. Uses self-assessment strategies to inform personal growth and development.

Intentional Learner

Has knowledge of personal learning style and leverages this knowledge to enhance personal performance, knowledge of self, others, and leadership ability.

Communicates Effectively

Has the ability to communicate effectively through a variety of methods, media, and within a range of contexts.

Relational Leadership

Develops Relationships, Diversity and Difference, and Engaging Leadership

We believe success hinges on an ability to work with and through others. Leaders must learn to form and maintain quality relationships built on mutual understanding, respect, compromise, and diligence. This capacity increases as leaders learn to understand differences, value diversity, inspire people, and hold others accountable. Throughout one's leadership journey, well developed relational networks can provide a critical source of support and guidance.
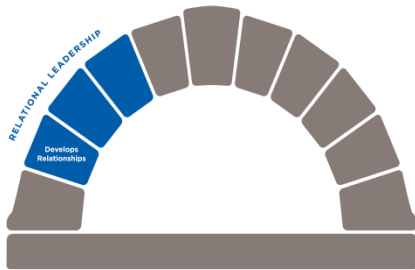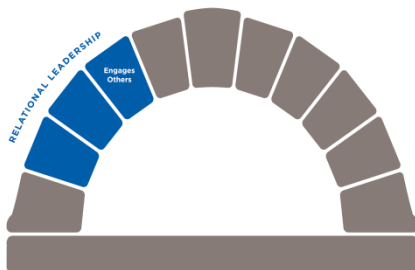
Develops Relationships

Creates positive, welcoming environment; able to see issues from multiple points of view and builds effective inter- and intra-group relationships.
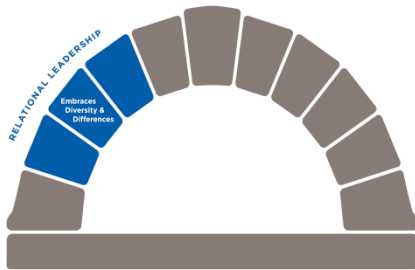
Diversity and Differences

Recognizes the value of different perspectives, skillsets, and people; is able to facilitate productive outcomes in diverse groups.

Engaging Leadership

Enables others to step up and lead; creates conditions for others to shine; generates collective commitment and learning.

Functional Leadership

Directive Leadership, Champions Effective Processes, and Problem Solving Engineering leaders have a responsibility, where possible, to help workgroups and organizations operate more effectively. All Lyle students have the opportunity to learn skills and processes that positively influence group functions, outcomes, and their ability to learn from experience. These practices are equally important for positional leaders as well as for members of self-directed teams.

Directive Leadership

Coordinates members and maintains accountability for effective outcomes. Sets direction, communicates expectations, and monitors progress.

Champions Effective Processes

Establishes systems and processes that facilitate efficient and effective outcomes.

Problem Solving

Facilitates effective problem identification and solving strategies; identifies and cultivates resources; delivers results.

Leading in Context

**Strategic Perspective, Ethics and Integrity, and Innovative Spirit**

Leadership is best learned through practice. No leadership theory, model, or media resource conveys the fluid nature of leading in context. Environments are shaped by a dynamic array of situations and circumstances, where conditions change as people engage and disengage.

Experience helps Lyle leaders learn to assess their context and appropriately adapt their style. The Hart Center encourages students to venture into their context, perform leadership, and then absorb the lessons of experience.
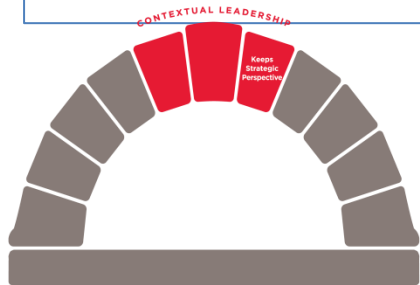
Strategic Perspective

Able to evaluate issues from multiple perspectives and identify the core problem; considers options and tradeoffs; makes effective use of resources.
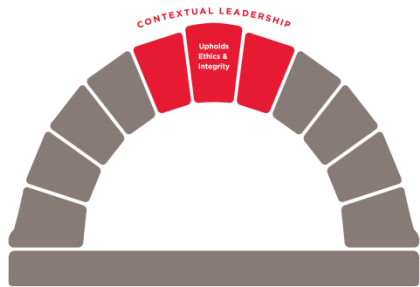
Ethics and Integrity

Knowledgeable of and committed to a meaningful set of ethical guidelines and principles. Actions are consistent with personal values.

Innovative Spirit

Displays the courage to initiate positive change; innovative; will risk failing in front of peers.

Good/Poor Leader + Self Chart

This page represents the comparison of your self-evaluation with your good and poor leaders.

Overall Competency Ranking

Your Leadership Competencies
Sorted by Strength
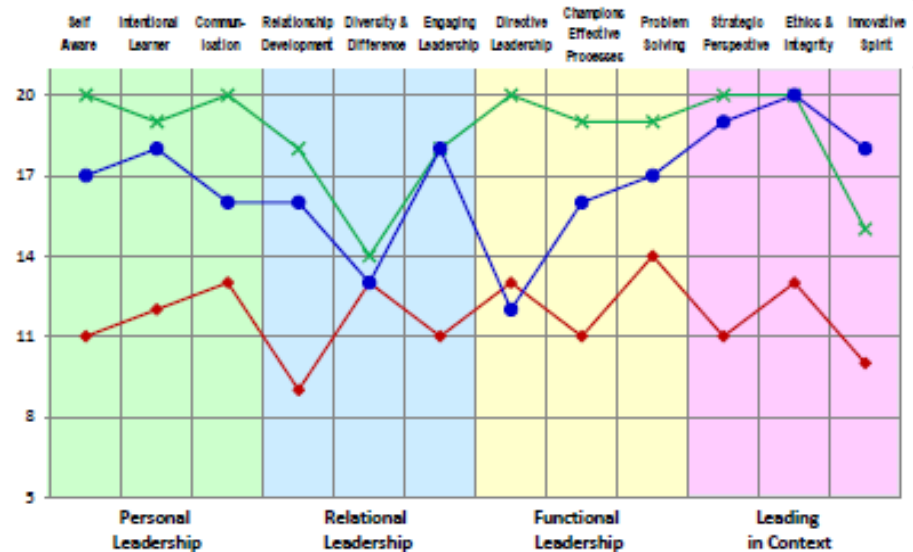
Ethics and Integrity — 20
Strategic Perspective — 19
Intentional Learner — 18
Engaging Leadership — 18
Innovative Spirit — 18
Self Aware — 17
Problem Solving — 17
Communication — 16
Relationship Development — 16
Champions Effective Processes — 16
Diversity and Difference — 13
Directive Leadership — 12
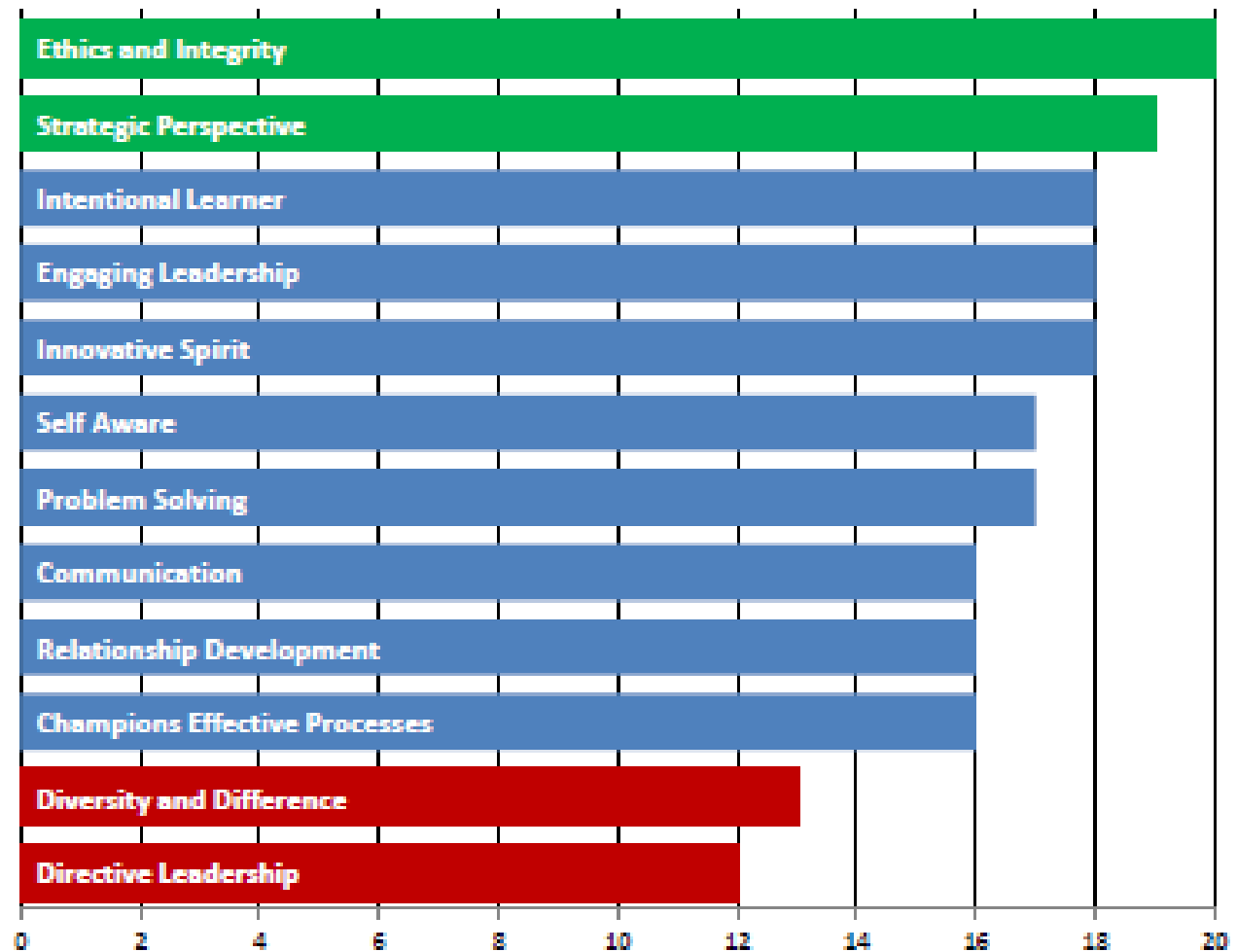
Focus Area Charts

These bar charts represents your leadership capabilities in the four major leadership focus areas of Personal, Relational, Functional and Leading in Context.

You see your strengths within in each focus area.

Focus Area Detail

This page represents your ratings of your behavior – based competencies in comparison to your good/poor leaders.

Personal Leadership

Self Aware	Intentional Learner	Communication
Self	Self	Self
0% 50% 100%	0% 50% 100%	0% 50% 100%

Self Aware

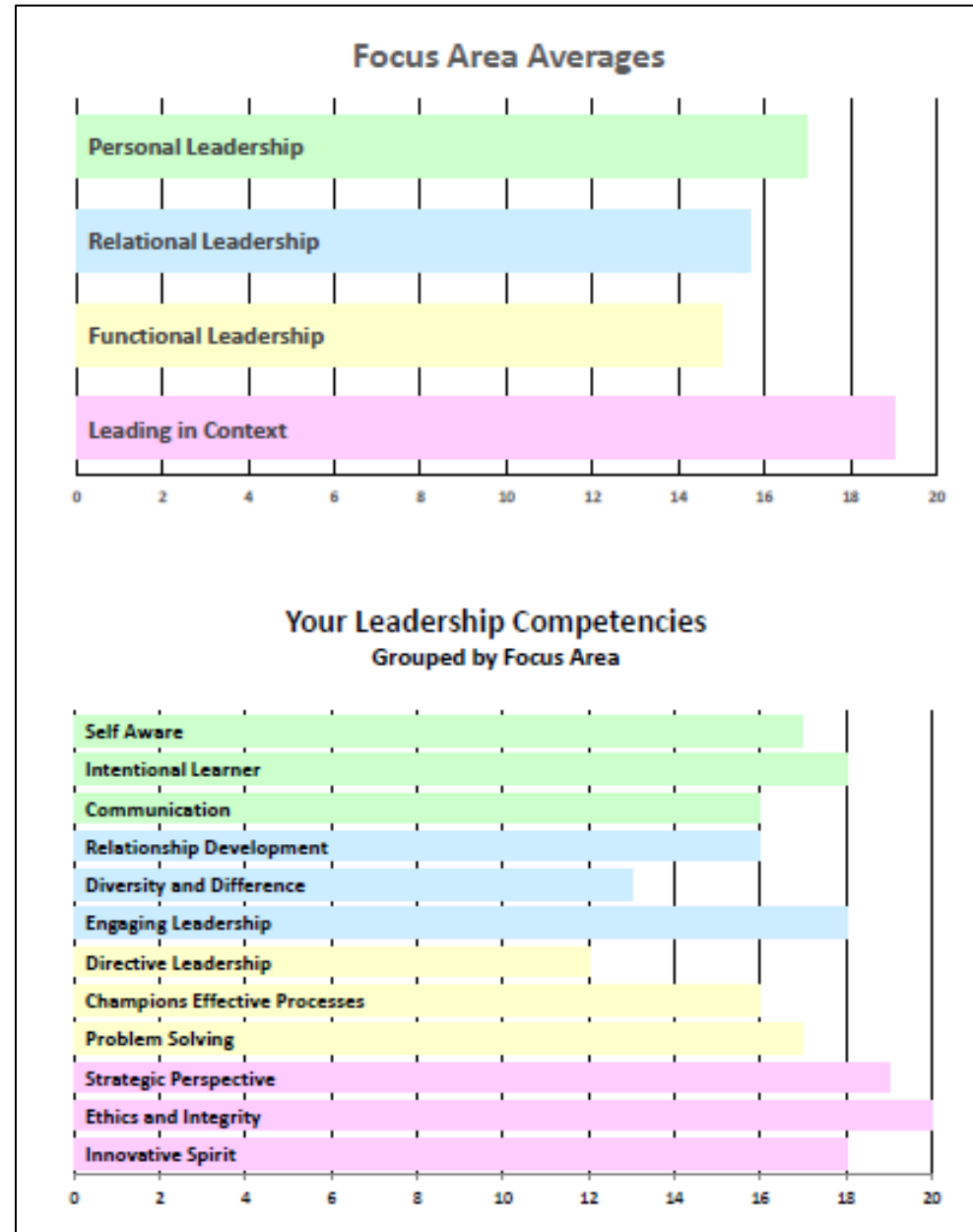|	Good Leader	Poor Leader	Me as a Leader
1. Candid Self-Appraisal: Aware of personal strengths and shortcomings	4	2	4
2. Commits Wisely: Avoids spreading self too thin	4	3	2
3. Composed: Handles mistakes or setbacks with composure	4	1	3
4. Self Directed: Has personal direction or focus	4	2	4
5. Open to Feedback: Willing to receive constructive feedback	4	3	4
	20/20	11/20	17/20

Intentional Learner

	Good Leader	Poor Leader	Me as a Leader
6. Improves Performance: Shows ability to improve performance over time	4	2	3
7. Willing to Stretch: Ventures outside personal comfort zone	3	2	4
8. Reflective Learner: Reflects on and learns from experiences	4	2	4
9. Grows from Adversity: Able to learn from mistakes or adversity	4	2	4
10. Seeks Feedback: Asks for candid feedback on his or her performance	4	4	3
	19/20	12/20	18/20

Communication

	Good Leader	Poor Leader	Me as a Leader
5. Open to Feedback: Willing to receive constructive feedback	4	3	4
10. Seeks Feedback: Asks for candid feedback on his or her performance	4	4	3
15. Transparent: Encourages direct and open discussions about important issues	4	1	3
25. Careful Listener: Listens intently to others' ideas, suggestions, and concerns	4	3	3
30. Gives Candid Feedback: Provides prompt feedback, both positive and negative	4	2	3
	20/20	13/20	16/20