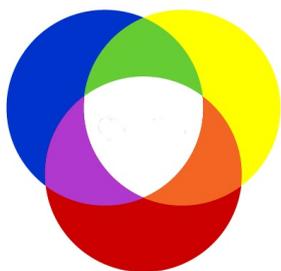


psychologica



Confidential
Perspectives 360:
Leadership Style & Climate
Raw Score Version
for John Sample

This report provides feedback from the **on-line survey** in which you recently participated. It contains confidential information and should only be shared with the person named and specified individuals such as a development appraiser, coach or HR support.

Your Assessors

This feedback is designed to provide an overview of your skills and behaviours at work and the impact these are having on those who work around you, such as line manager, colleagues, direct reports and any others (eg external clients). Your report is based on feedback from the following:

Assessors	N
Self	1
Peer	2
Report	4

Your Scores

In the main body of the report scores from your assessors are shown as averages for each group (eg average of all 'reports'). These are represented as bar charts referring to either your own self-assessment (self) or the perceptions of you by your other assessors (other).



Please note: this chart is an example only

Your Score Conversions

This report is presented using Raw Scores on a scale of 1 (low) to 10 (high). These are compared directly to the survey scoring scale (1-7), which your assessors used to rate your performance, and are not weighted in any way. This table shows how your scores in this report compare to the original assessor ratings.

Psychologica tools are structured around use of a specific development model and this has been used as the basis for the report. Although this is clearly explained it is recommended that you work through the report with the help of an experienced coach or member of HR who can help you identify your key strengths and development opportunities and build an appropriate development plan to enhance your capabilities within the organization.

Survey Scale to Raw Score Conversion		
Survey Scale	Survey Scale Anchors	Raw Score Report
1	ineffective	1
2	help needed	2.5
3	adequate	4
4	capable	5.5
5	strength	7
6	real strength	8.5
7	highly effective	10

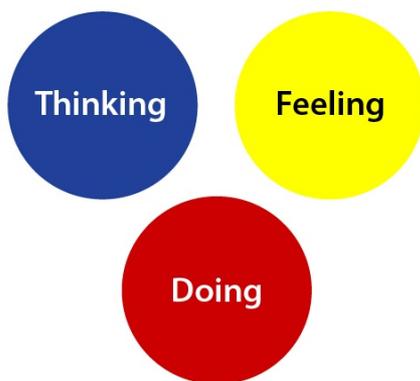
Getting the most out of this report

Receiving feedback from others can sometimes be challenging and it is all too easy to interpret less than perfect scores as 'negative'. It is important to remember that we all have development needs and these should be seen as opportunities for positive change. It is also helpful to use these findings to confirm our strengths and to recognize where these may be used to even greater benefit in our lives - as our strengths are often our best tools for addressing development opportunities. Improved self-awareness, which should result from this process, can be useful to you in many aspects of your life and career development - being the first step towards positive change and personal growth.

The Psychologica Model

The contents of this report are based on the Psychologica Model[©] which was designed to aid personal development. This looks at our range of **Skills**, the **Personal Qualities** we use to guide them, and the **Personal Style** in which we express them.

Skill results from a) our capacity to manage our feeling, thinking and 'doing' and b) using these to bring about effective communication, organization or adaptation. We call these capacities and capabilities. Our Capacities form the basis of the model and always appear as yellow, blue and red. Capabilities are always shown as purple, orange and green.

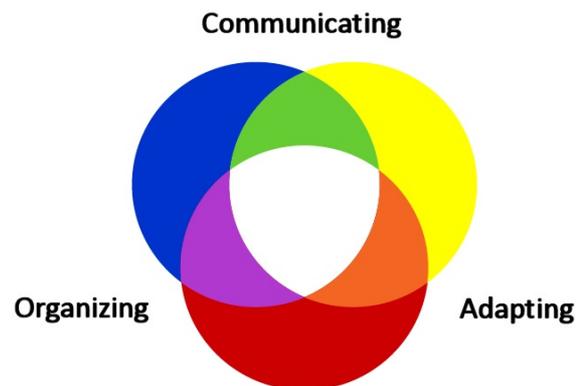


Our 3 Capacities

Our **Thinking** processes and mental clarity (general intelligence).

Our ability to manage our **Feelings** and get on with people (emotional intelligence).

The practical expertise we use in **Doing** things well.

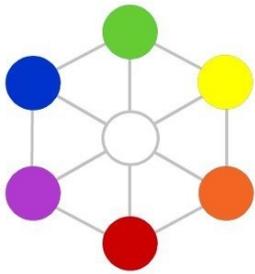


Our 3 Capabilities

Our use of rational thought to aid effective action through **Organization**.

Modification of our actions to accommodate the needs and demands of others through **Adaptation**.

The exchange of information, feelings and ideas with others through effective **Communication**.



Leadership Style & Climate

Evidence shows that different leadership styles impact on organisational climate in different ways, influencing staff engagement and service outcomes. Your preferred styles, shown later in this report, are derived from your scores on various aspects of the Psychologica Model. These correspond closely with established 'leadership types' and information is provided showing the effect these may have and how best to use them.



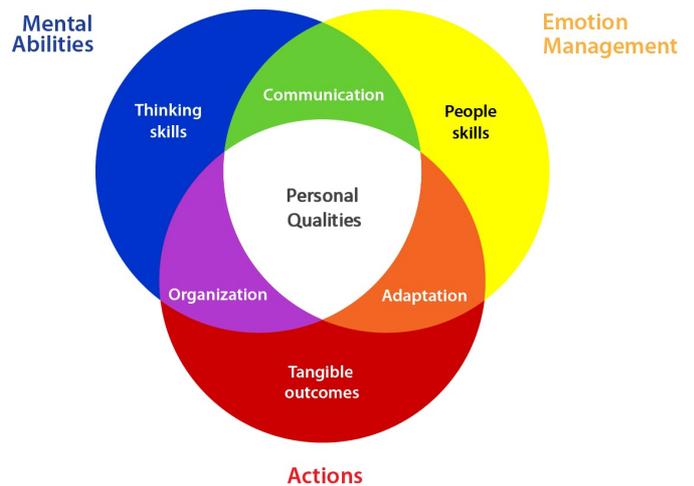
Our Personal Qualities

Personal Qualities influence our behavior and the way we deploy our skills. Three qualities underpin the model:

Our **Motivation** drives us and provides the energy to take action;

Our **Values** guide us and enable us to regulate our actions and work effectively with others;

Our sense of **Direction** relates to our vision and aspirations - having something to work towards.



Our Overall Makeup

The complete model accounts for our **Capacities** and **Capabilities**, the **Personal Qualities** which underpin how we use them and the **Personal Style** through which they are expressed. All these factors are considered in terms of behavioural **Competences**.

Your Scores

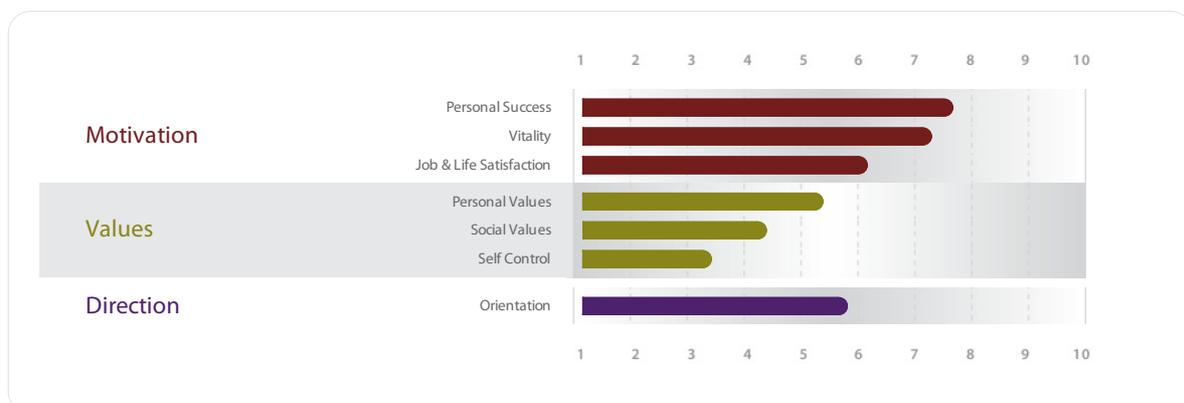
This report provides information on:

- How you are perceived in each of the areas of the Psychologica Model
- How this influences your Leadership Style and impacts on the organisational climate
- How your Personal Style affects how you come across as a leader

Personal Qualities are central and influence your behaviours in all skill areas. **Overall Scores** are shown using the primary dimensions of the model. These are then broken down into the **Skill Dimensions** from which they are comprised.

All scores are measured in terms of **levels of effectiveness**, as perceived by others, and are shown on a scale of 1 (low) through to 10 (high). Subsequent pages of the report break the skill dimensions down further into their component competences, as seen by all assessors. Further useful development information and assessor comments are included at the end of the report.

Your Personal Qualities



This chart shows your average score, as assessed by others, on dimensions within the 'personal qualities' categories of the model. These aspirations, values and motivations determine how your skills are manifested.

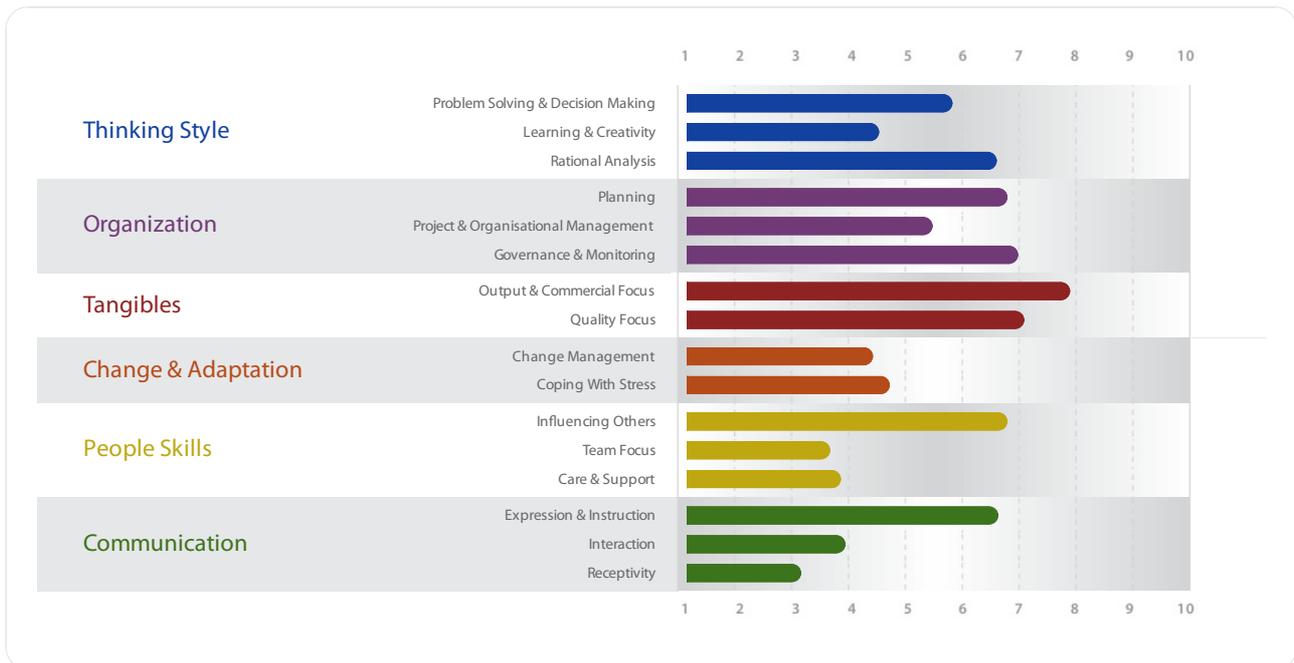


Your Overall Scores



This chart shows your overall scores on the main dimensions of the model, as seen by others. This represents your perceived levels of competence on each of the main dimensions. Thinking, Organisation and Tangibles refer to your 'task skills' (left hand side of the model); Adaptation, Social and Communication represent your 'people skills' (right hand side of the model).

Your Skill Dimension Scores



This chart shows your average scores, as assessed by others, on each of the sub dimensions of the model. On following pages you can see a further breakdown of the specific competences which contribute to these skills.

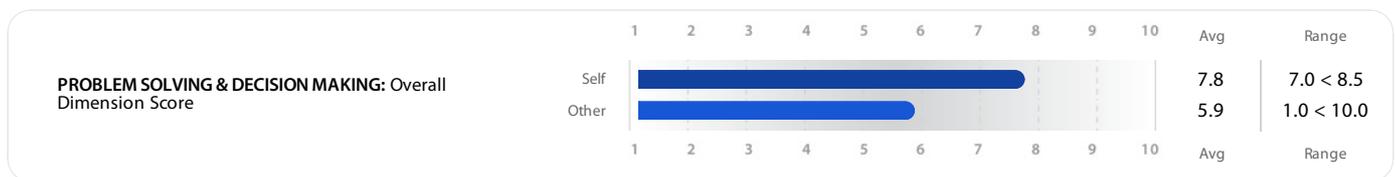


THINKING STYLE

In this section we look at peoples' views on your Thinking Style. Please note: this is not a measure of your intelligence, more an indication of where you focus your mental energy. For example: 'Left Brain Thinkers' prefer logical and rational reasoning, regarding facts, tasks and details; 'Right Brain Thinkers' take a more intuitive and 'bigger picture' view - while 'Dual Brain Thinkers' draw on both these approaches, in problem solving and decision making

PROBLEM SOLVING & DECISION MAKING

This dimension focuses on your ability to use information, knowledge and understanding to achieve tangible outcomes or solutions. This involves pulling together all the components of a problem or issue in order to reach a conclusion or make a decision. High scorers will be decisive and solution focused. Low scorers may be somewhat indecisive or become overwhelmed with possibilities. Where this tendency is over-developed, individuals can become somewhat hasty - jumping to conclusions, without having all the facts, or acting prematurely and without consultation



Your overall scores on this dimension, shown above, represent the average of the following abilities:





THINKING STYLE

LEARNING & CREATIVITY

This dimension looks at how you integrate knowledge and insight in the creation of new ideas, understandings, approaches, or solutions to novel situations. High scorers are likely to show a capacity for originality and 'thinking outside the box'. Low scorers are more inclined to focus on existing methods and solutions. However, some high scorers may waste energy through constantly 'reinventing the wheel', rather than accepting tried and tested solutions



Your overall scores on this dimension, shown above, represent the average of the following abilities:

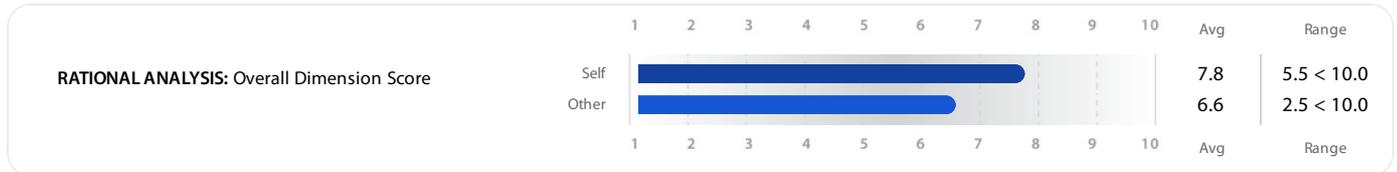




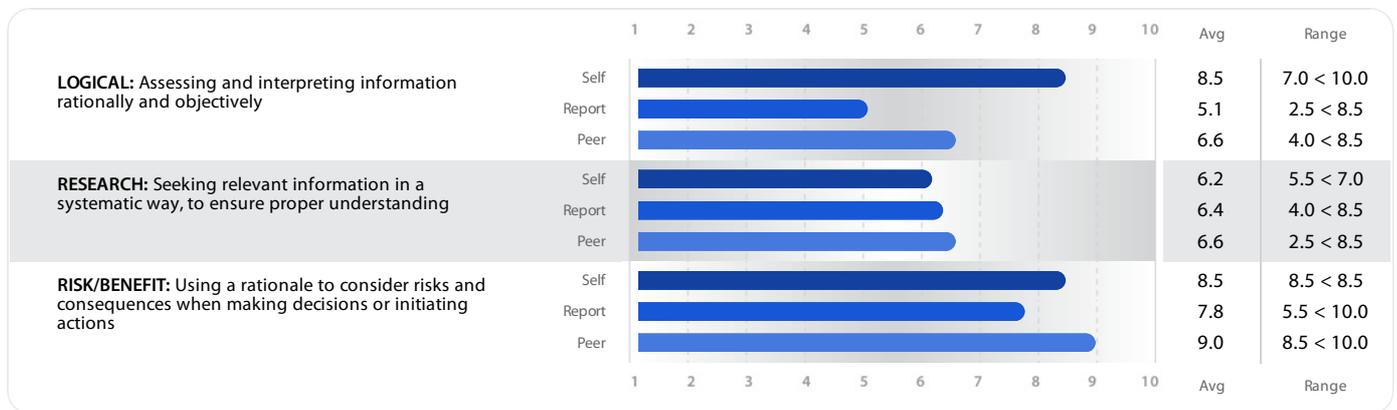
THINKING STYLE

RATIONAL ANALYSIS

This dimension focuses on the range of skills needed to 'figure things out' accurately and think in a rational and logical way. High scorers are likely to handle complexity easily while lower scorers may sometimes get confused. However, individuals who 'over analyse' things may find it hard to make decisions, as there are always further considerations to be made. Such individuals may be very detail conscious, failing to 'see the wood for the trees'. Highly rational individuals may even be seen as critical or 'cold' - depending on their interpersonal skills



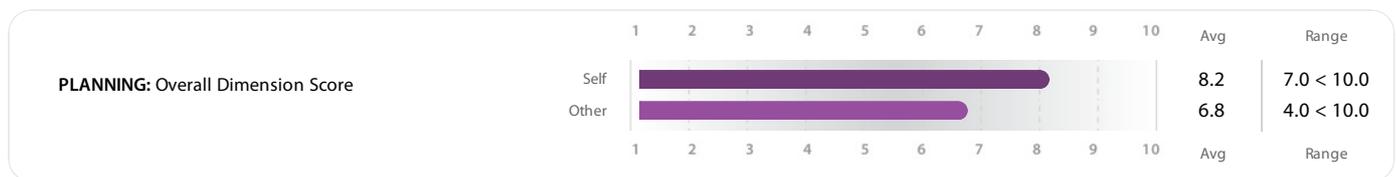
Your overall scores on this dimension, shown above, represent the average of the following abilities:



In this section we look at your Organizational Ability: how successful you are in converting ideas and strategies into tangible outcomes. Effective organizers take a systematic approach to defining objectives, managing the specific tasks necessary to achieve them, and checking they are actually fulfilled. Managers are at their most effective when strike the right balance between planning activities and focusing on outcomes. Where plans are overemphasised we may fail to fulfill projects, through focusing energy on improving the plan. Where targets are overemphasised this may be at the cost of process efficiencies and profitability, or the actual quality and relevance of outputs.

PLANNING

This dimension focuses on your ability to define objectives and establish efficient courses of action in order to achieve them. Effective planning involves identifying priorities, scheduling tasks and building in appropriate contingencies. However, plans are not ends in themselves and are only of benefit if they are acted on

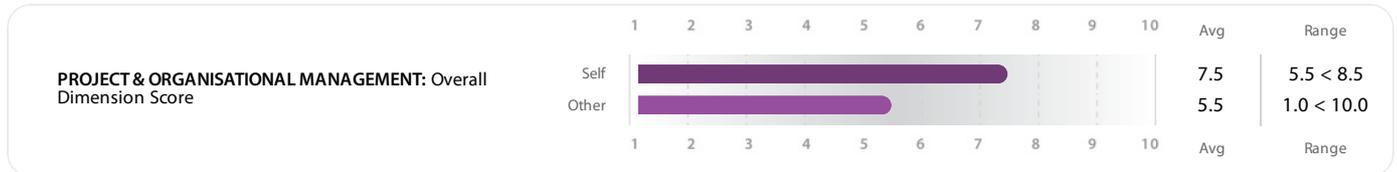


Your overall scores on this dimension, shown above, represent the average of the following abilities:



PROJECT & ORGANISATIONAL MANAGEMENT

This dimension focuses on your ability to put plans into action, through co-ordinating and controlling the various aspects typical of a project or task. Effective management involves driving projects to completion decisively while responding and adapting to emergent challenges and opportunities,

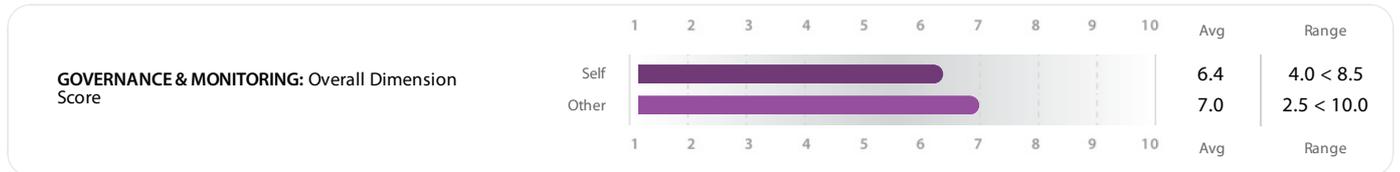


Your overall scores on this dimension, shown above, represent the average of the following abilities:



GOVERNANCE & MONITORING

This dimension focuses on your ability to meet organisational and project objectives without compromising values, quality or safety. This involves ongoing 'reality checks' on the actual processes or governance structures which are in place. Ideally these should ensure delivery of outcomes without hindering actual performance or possibilities for innovation.



Your overall scores on this dimension, shown above, represent the average of the following abilities:



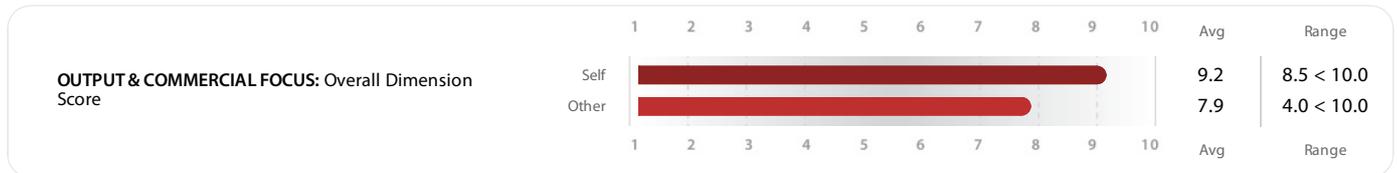


TANGIBLES - SKILLS & OUTCOMES

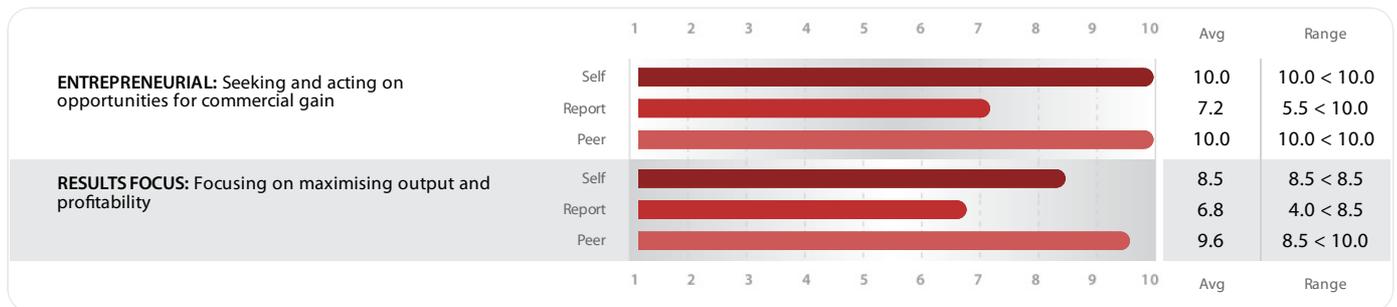
This section refers to the quality and quantity of tangible results or outcomes you achieve. This concerns your focus on outputs and the 'bottom line' and the levels of specialist, professional, or technical skills you require to achieve and maintain them

OUTPUT & COMMERCIAL FOCUS

This dimension focuses on your levels of commercial awareness and entrepreneurial spirit - in terms of quantity of outputs achieved and related profitability

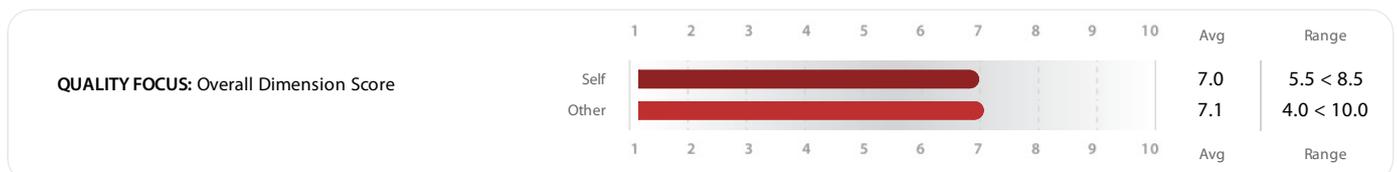


Your overall scores on this dimension, shown above, represent the average of the following abilities:

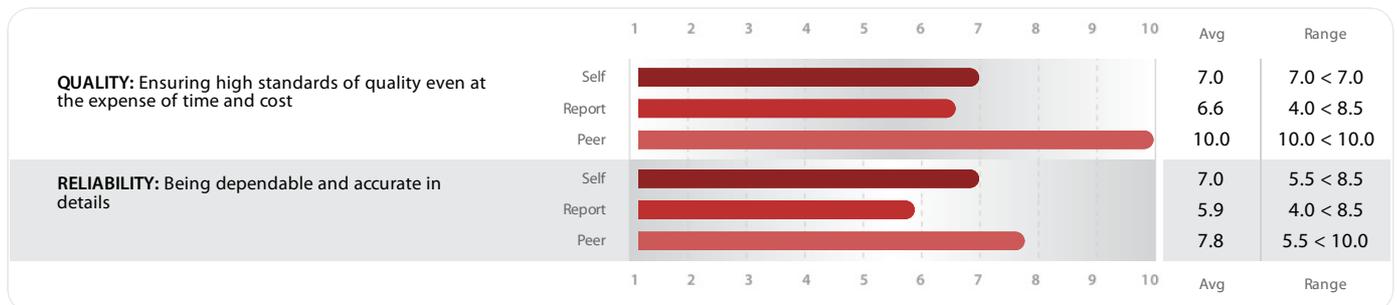


QUALITY FOCUS

This dimension focuses on the tangible quality of your products, outputs and/or appearances



Your overall scores on this dimension, shown above, represent the average of the following abilities:



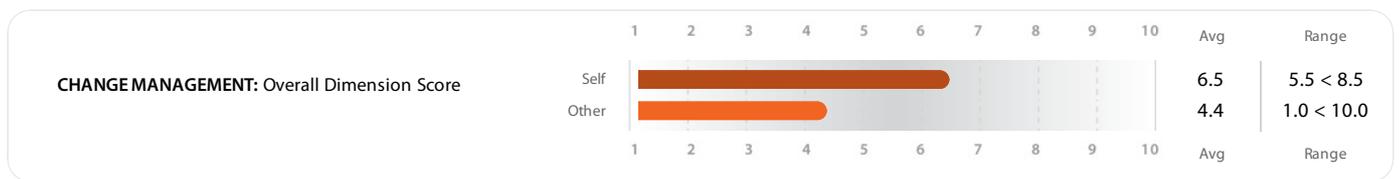


CHANGE & ADAPTATION

In this section we explore your ability to deal successfully with change. This includes modifying your behaviour, attitudes, and emotions in response to changing circumstances or the demands of others (eg: customers and colleagues). Inflexibility, on our part, demands that others adapt to our needs, while compliance requires us to undergo the emotional labour associated with adapting to external forces. Coping positively, with minimum stress, is an essential component of success and wellbeing

CHANGE MANAGEMENT

This dimension focuses on your ability to initiate positive changes and ensure they are carried out. Individuals and organisations who do not keep up with change soon get stale or become obsolete. Instigating ongoing positive change is therefore central to good organisational leadership and personal development



Your overall scores on this dimension, shown above, represent the average of the following abilities:

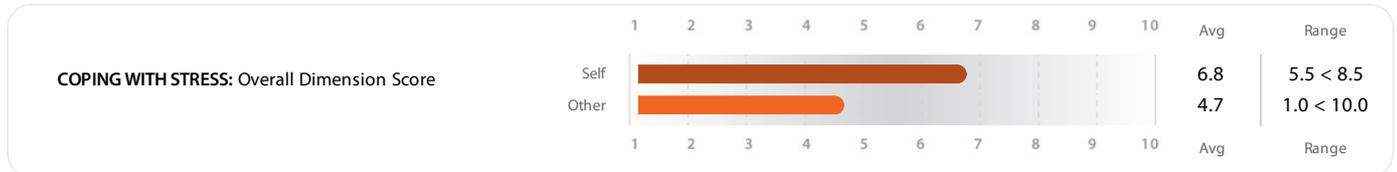




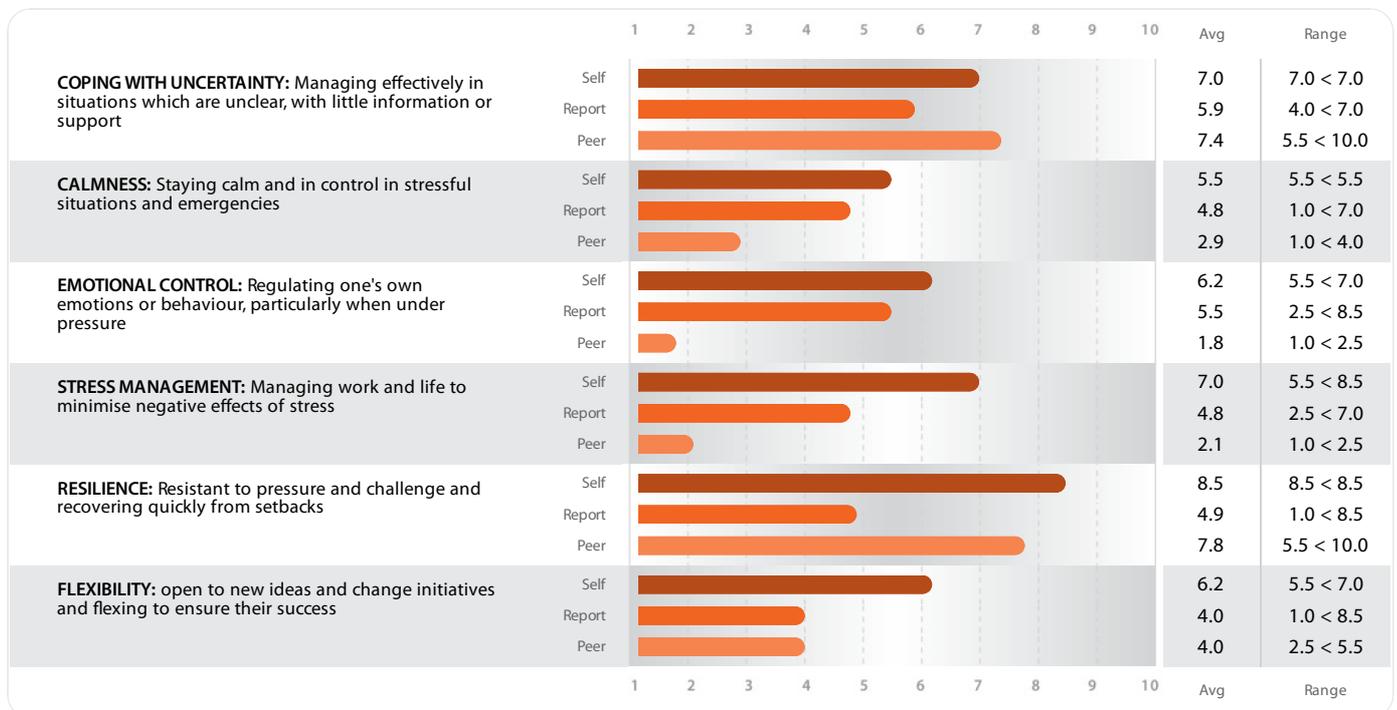
CHANGE & ADAPTATION

COPING WITH STRESS

This dimension focuses on your flexibility, in terms of coping effectively when under pressure or dealing with emergent situations, uncertainty or setbacks. Pressure and uncertainty can result in stress and successful coping is generally associated with emotional stability and effective stress management



Your overall scores on this dimension, shown above, represent the average of the following abilities:



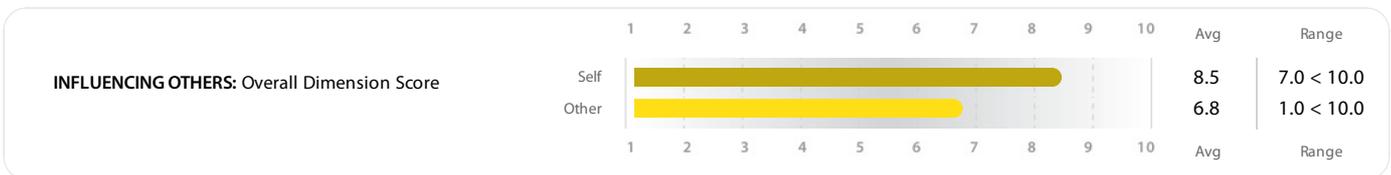


PEOPLE SKILLS

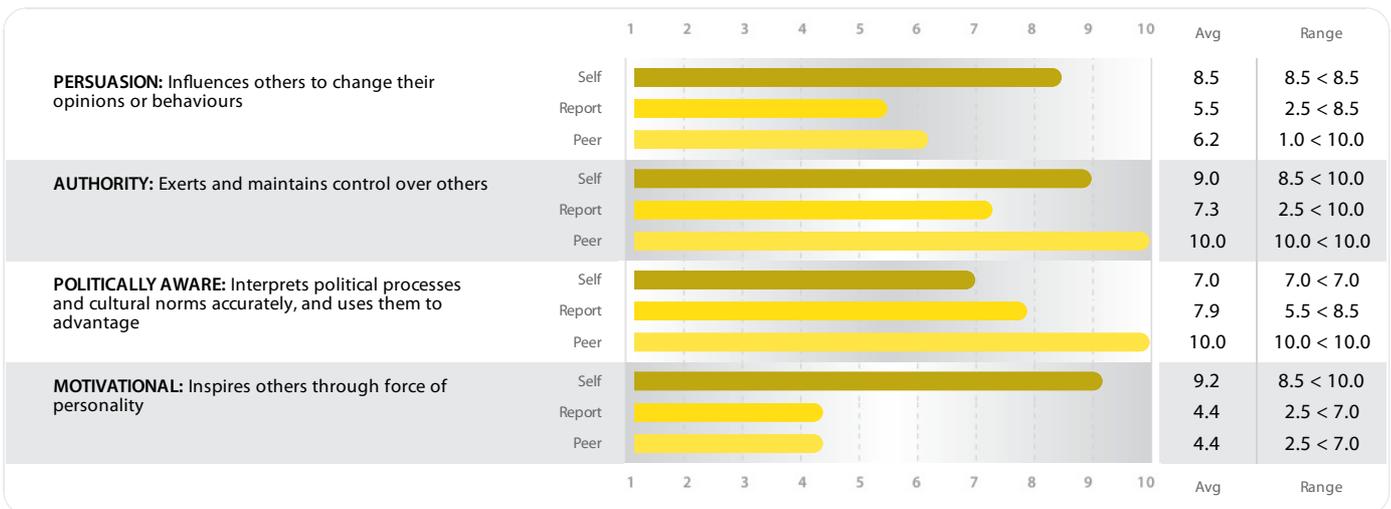
In this section we explore your ability to get on well with others and work with them effectively, Key to this is understanding the impact and influence of emotions: being sensitive to your own feelings, and those of others, and managing them appropriately. Individuals with high levels of emotional ability are able to shift from more assertive positions of social influence to more cooperative responses based on empathy and concern for others. A good balance between these two positions allows the 'give and take' needed for effective teamworking

INFLUENCING OTHERS

This skill dimension focuses on your ability to exert influence over others in order to achieve a desired personal or organisational objective. This can include changing their attitudes, beliefs, behaviours, or feelings. Influencing and persuading others is a key leadership skill and is likely to be most effective where there is a clear advantage to be gained by all parties. Where this is overdeveloped highly persuasive individuals may be perceived as bullies or manipulators. When underdeveloped it may be hard to get others 'on-side' and get results



Your overall scores on this dimension, shown above, represent the average of the following abilities:

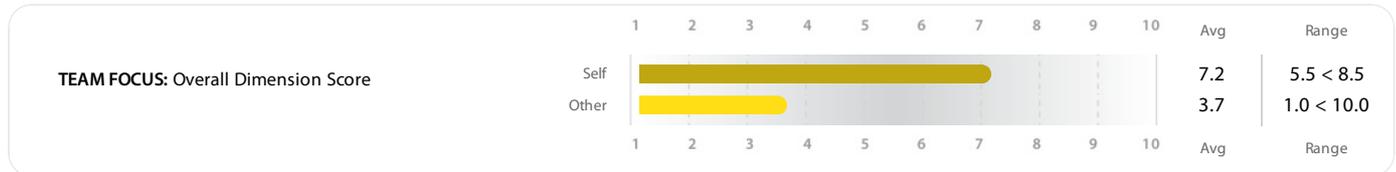




PEOPLE SKILLS

TEAM FOCUS

This dimension focuses on your effectiveness in working alongside others towards achieving shared objectives. Good teamwork involves developing unified commitments, cooperating, sharing resources and sometimes putting the needs of the team ahead of ones' own

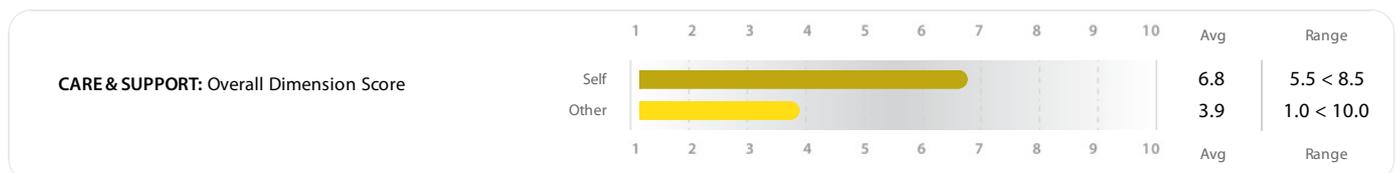


Your overall scores on this dimension, shown above, represent the average of the following abilities:

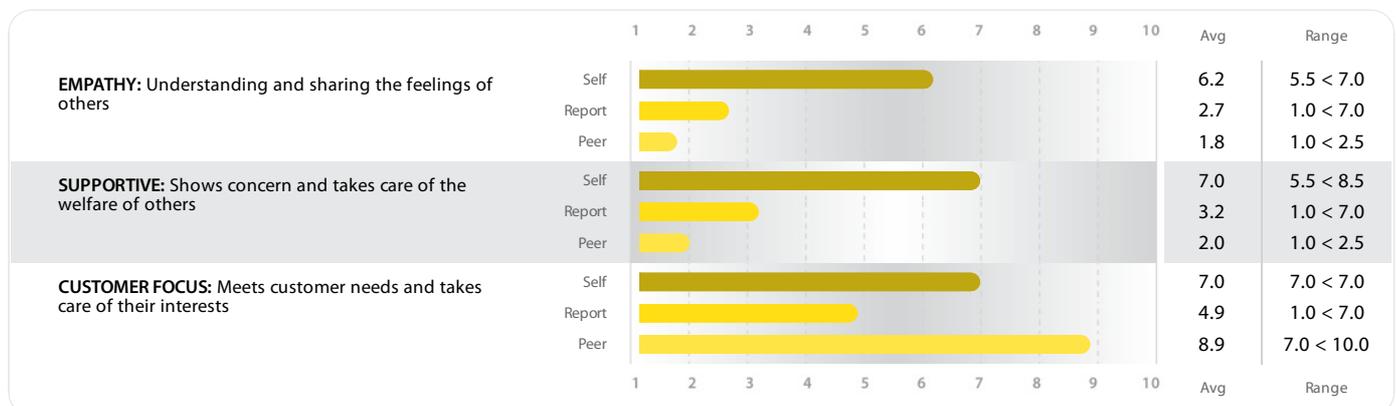


CARE & SUPPORT

This dimension focuses on your levels of personal concern for others, demonstrated by your willingness to empathise, provide support and address their individual needs



Your overall scores on this dimension, shown above, represent the average of the following abilities:



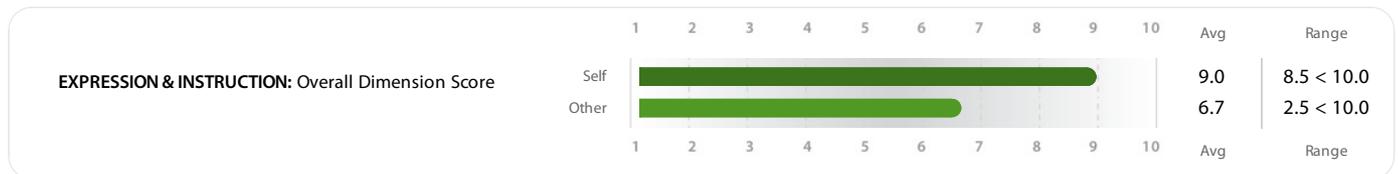


COMMUNICATION

In this section we explore your ability to communicate with others. The focus is on the spoken or written word and how it is used to positive effect. The most effective communicators maintain a good balance between expressiveness and receptivity in order to maintain positive interaction and create rapport.

EXPRESSION & INSTRUCTION

This dimension refers to your ability to express yourself effectively, getting your point across with clarity and positive impact. Successful expression includes maintaining the interest of others through adapting style and content to suit your audience and making an impact on them. Where this is overdeveloped individuals may tend to dominate conversations and not listen to others



Your overall scores on this dimension, shown above, represent the average of the following abilities:

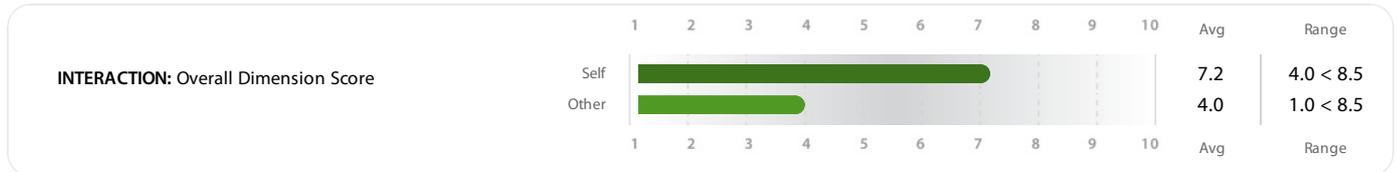




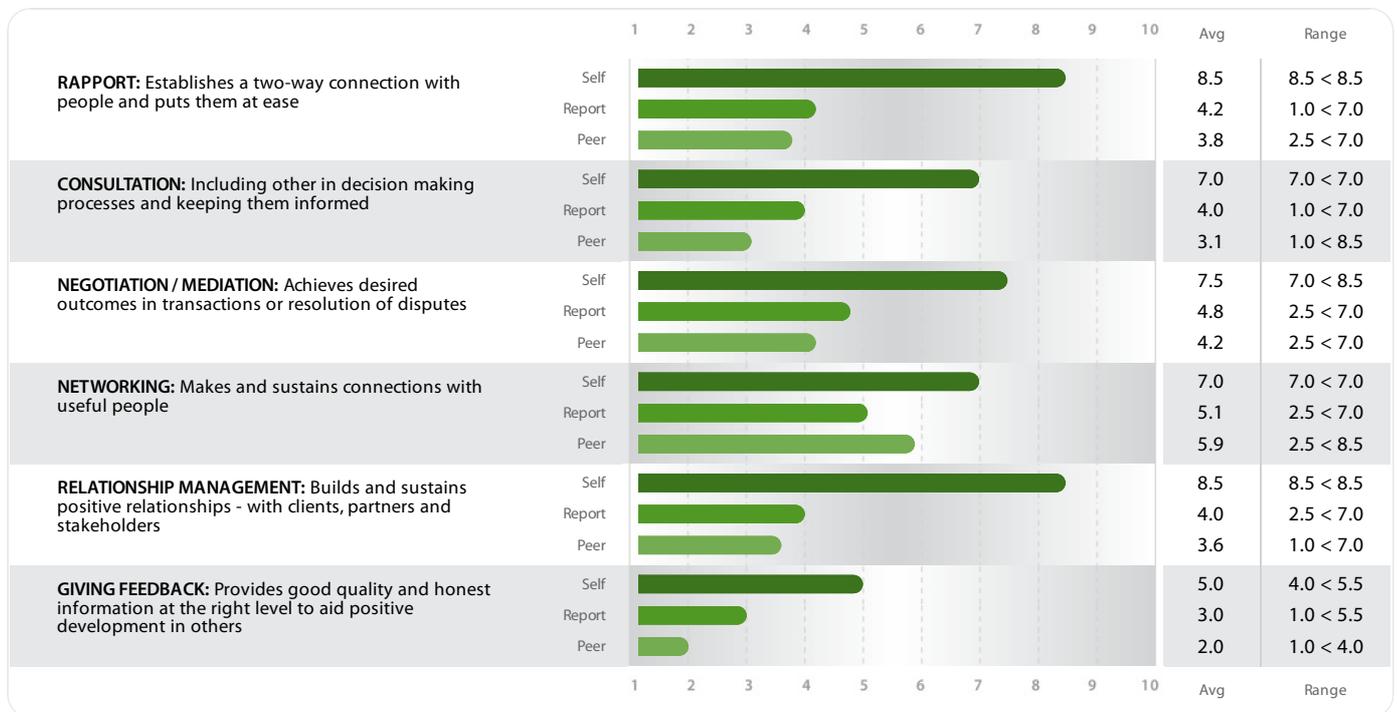
COMMUNICATION

INTERACTION

This dimension focuses on your ability to reciprocate with others in the exchange of information, opinions and ideas. This involves including others in conversations, rather than controlling exchanges or letting them do all the talking. Successful interaction depends on your ability to adjust your style in order to hold others' interest - while showing interest in them. Such two way conversation is essential for sustaining positive relationships and leads to success in areas such as consultation, mediation and negotiation



Your overall scores on this dimension, shown above, represent the average of the following abilities:





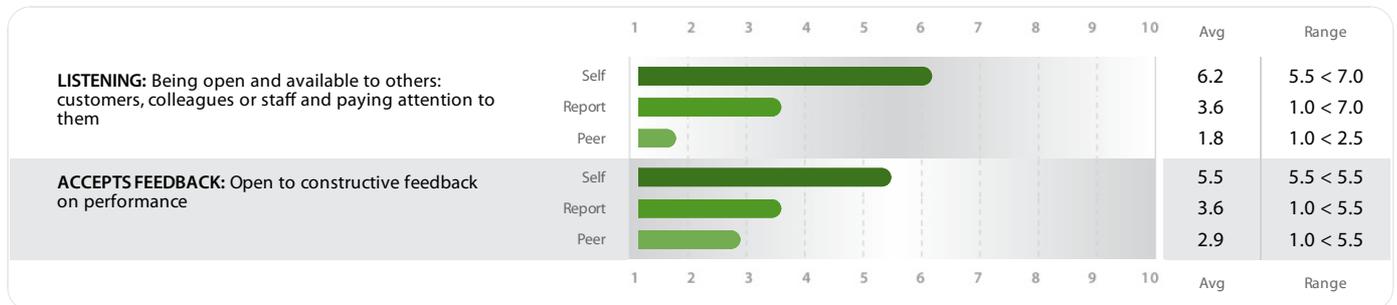
COMMUNICATION

RECEPTIVITY

This dimension focuses on your ability to be receptive to the views and needs of others. This can be through making yourself available, creating space in the conversation or demonstrating genuine interest - in order to build confidence and enable others to 'open up'. This is particularly important in sales, or counseling, and is key to generating real understanding of people and situations



Your overall scores on this dimension, shown above, represent the average of the following abilities:



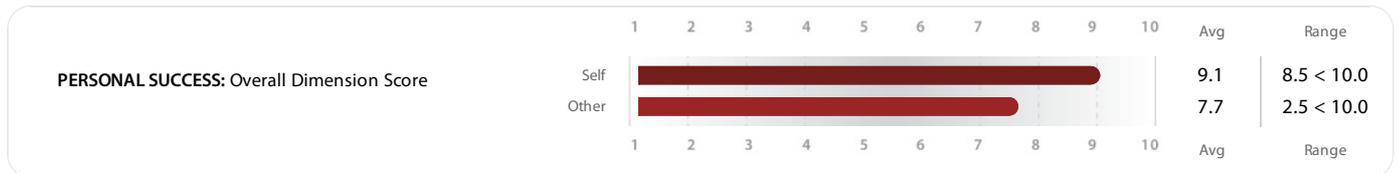


QUALITIES - MOTIVATION

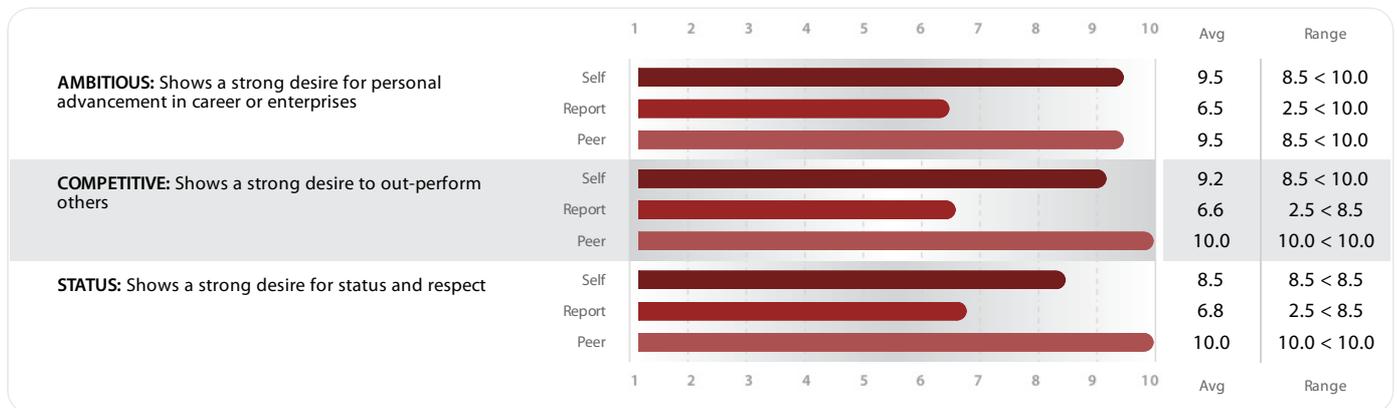
This section refers to your motivation levels - the energy and drive you show for achieving outcomes, either for yourself or others. This refers to your dynamism, vitality and readiness for action - rather than the actions themselves

PERSONAL SUCCESS

This area refers to your drive to succeed personally, in terms of fulfilling ambitions and competing with others. This may be through exerting control in order to 'come out on top'. High scorers often seek status and material symbols of success

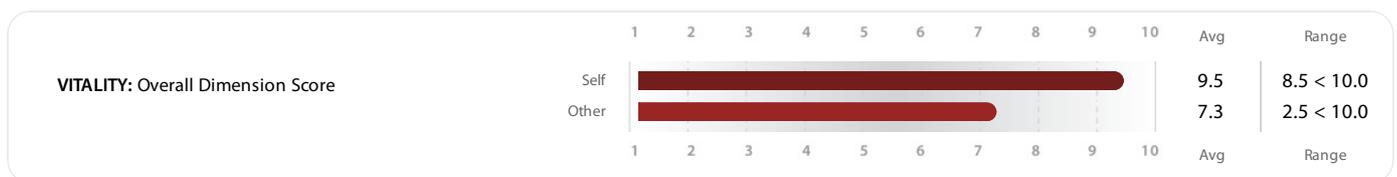


Your overall scores on this dimension, shown above, represent the average of the following abilities:

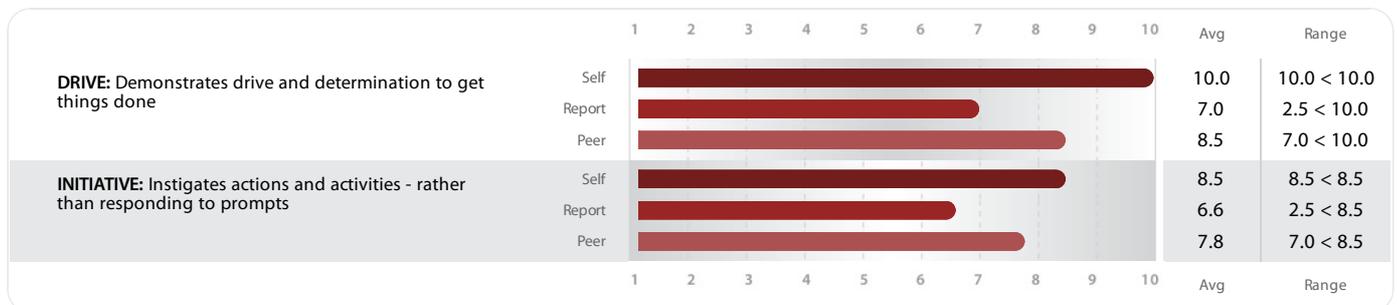


VITALITY

This area refers to your individual energy levels or vitality. This can be used in any skill area or to any purpose



Your overall scores on this dimension, shown above, represent the average of the following abilities:

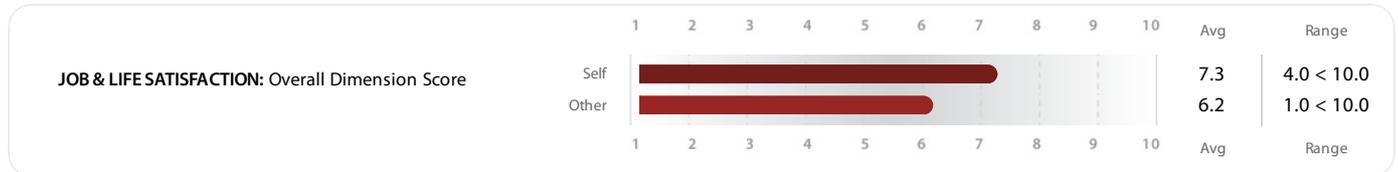




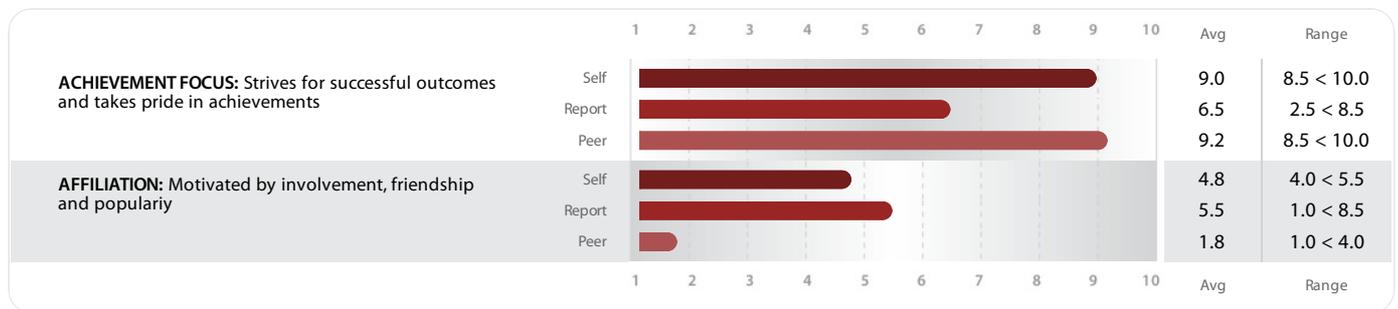
QUALITIES - MOTIVATION

JOB & LIFE SATISFACTION

This area refers to motivation to achieve outcomes other than personal or material rewards. This includes satisfaction resulting from 'a job well done', succeeding against the odds, friendships gained with others, or tangible benefits to society, etc



Your overall scores on this dimension, shown above, represent the average of the following abilities:



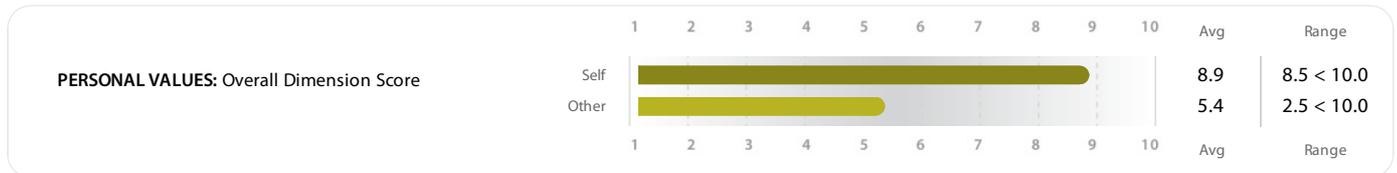


QUALITIES - VALUES

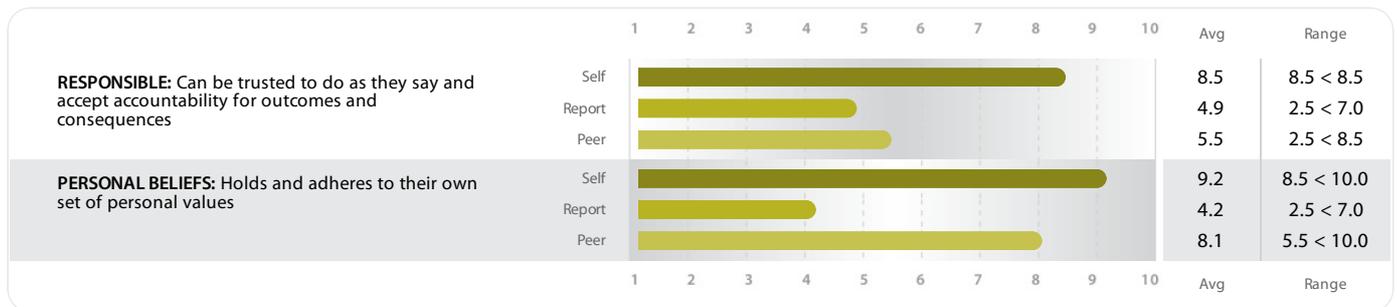
This section focuses on your values - your awareness of what is right and wrong and the degree to which you use this to guide your behaviour. Values can be personal to you or relate to a wider group, organisation, or culture - or humanity as a whole

PERSONAL VALUES

This section relates to your self assigned beliefs and values - which you use to guide your behaviour, over and above external influences or rules

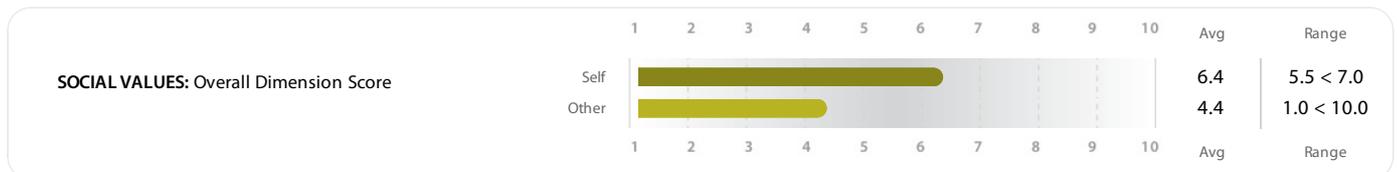


Your overall scores on this dimension, shown above, represent the average of the following abilities:



SOCIAL VALUES

This section focuses on your ability to adhere to the values and beliefs which prevail within 'your group'. This can be your society, culture, family, social group - or humanity as a whole



Your overall scores on this dimension, shown above, represent the average of the following abilities:

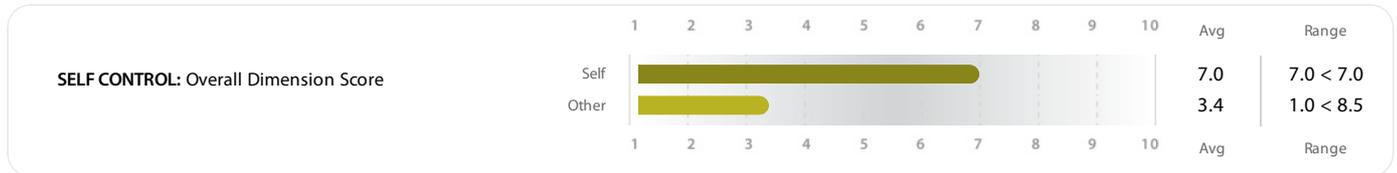




QUALITIES - VALUES

SELF CONTROL

This section refers to your ability to consciously restrain yourself and regulate your behaviour - in order to fulfill a belief, value, rule or aspiration



Your overall scores on this dimension, shown above, represent the average of the following abilities:



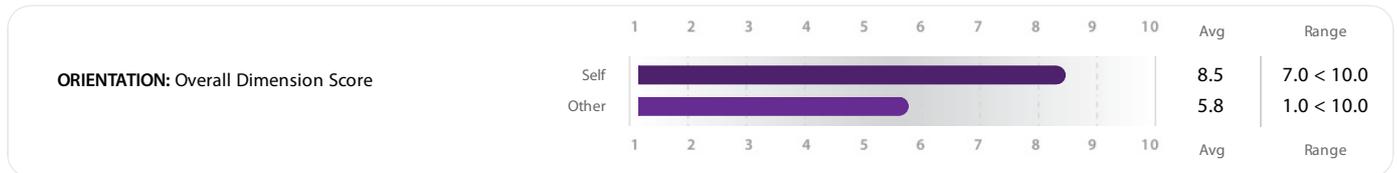


QUALITIES - DIRECTION

This section refers to your self awareness and sense of direction in life. These personal qualities are central and influence attitudes and behaviours in all other areas: the values you choose to live by; your outlook for the future; and your overall sense of meaning in life. A strong sense of direction is what distinguishes great leaders and great organisations

ORIENTATION

This section relates to your overall direction in life, in terms of positivity of your outlook and your attitude towards the future



Your overall scores on this dimension, shown above, represent the average of the following abilities:



Strengths

These are your ten highest scoring skill items from within the survey – as seen by others (excluding self score)

Item text:	Av	Range
Aware of political processes and uses them to advantage	8.8	7.0 < 10.0
This person appears to seek success	8.8	7.0 < 10.0
Is willing to take calculated risks	8.5	5.5 < 10.0
Is willing to use their authority to get results	8.5	5.5 < 10.0
Is quick to see the commercial potential in propositions and situations and moves quickly to develop them	8.2	5.5 < 10.0
Can be firm with others when necessary	8.2	2.5 < 10.0
Uses politics to influence others	8.2	5.5 < 10.0
Is highly enterprising and thinks in terms of profitability and business outcomes	8.0	5.5 < 10.0
Is driven to be successful	8.0	4.0 < 10.0
Always focused on achieving maximum output - in terms of both productivity and profitability	8.0	5.5 < 10.0

Development Needs

These are your ten major development needs as seen by others (excluding self score)

Item text:	Av	Range
Easily tunes into other people's feelings and needs	2.0	1.0 < 5.5
Adopts a coaching style with staff, to help them discover and develop their own potential	2.2	1.0 < 5.5
Ensures their team functions effectively with mutual cooperation and strong team spirit	2.5	1.0 < 5.5
Actively supports a coaching style of leadership within the organisation	2.5	1.0 < 4.0
Anticipates the needs of others (staff and customers alike)	2.8	1.0 < 7.0
Has good communication and relationships with all staff	2.8	1.0 < 4.0
Is approachable and receptive to the views and suggestions of others	2.8	1.0 < 5.5
Is open to feedback, both positive and negative	2.8	1.0 < 5.5
Will always try to ease conflicts between individuals for the sake of group harmony	2.8	1.0 < 5.5
Adjusts their leadership style, when delegating work, according to the experience and maturity of the individuals involved	2.8	1.0 < 4.0

Hidden Strengths

These are the skill areas where others see you as being more effective than you see yourself

Item text:	Self	Other
Keeps their records and documentation organised and up to date	4.0	7.2
Aware of political processes and uses them to advantage	7.0	8.8
Monitors costs carefully, to ensure we make savings where possible	5.5	6.7
Identifies the drivers of change (economic, social, political) and anticipate their impact on the organisation	5.5	6.7
Uses politics to influence others	7.0	8.2
Strives to achieve a reputation for quality, regarding the organisation's services, facilities, and image	7.0	8.0
Has systems in place to ensure all necessary administrative processes and obligations are fulfilled	7.0	7.8
Pays attention to the accuracy of details	5.5	6.2
Carries out regular 'horizon scanning' to ensure we are up to date with changes and developments in our field	7.0	7.6
It appears to be important for this person to feel involved with others, at work	4.0	4.6

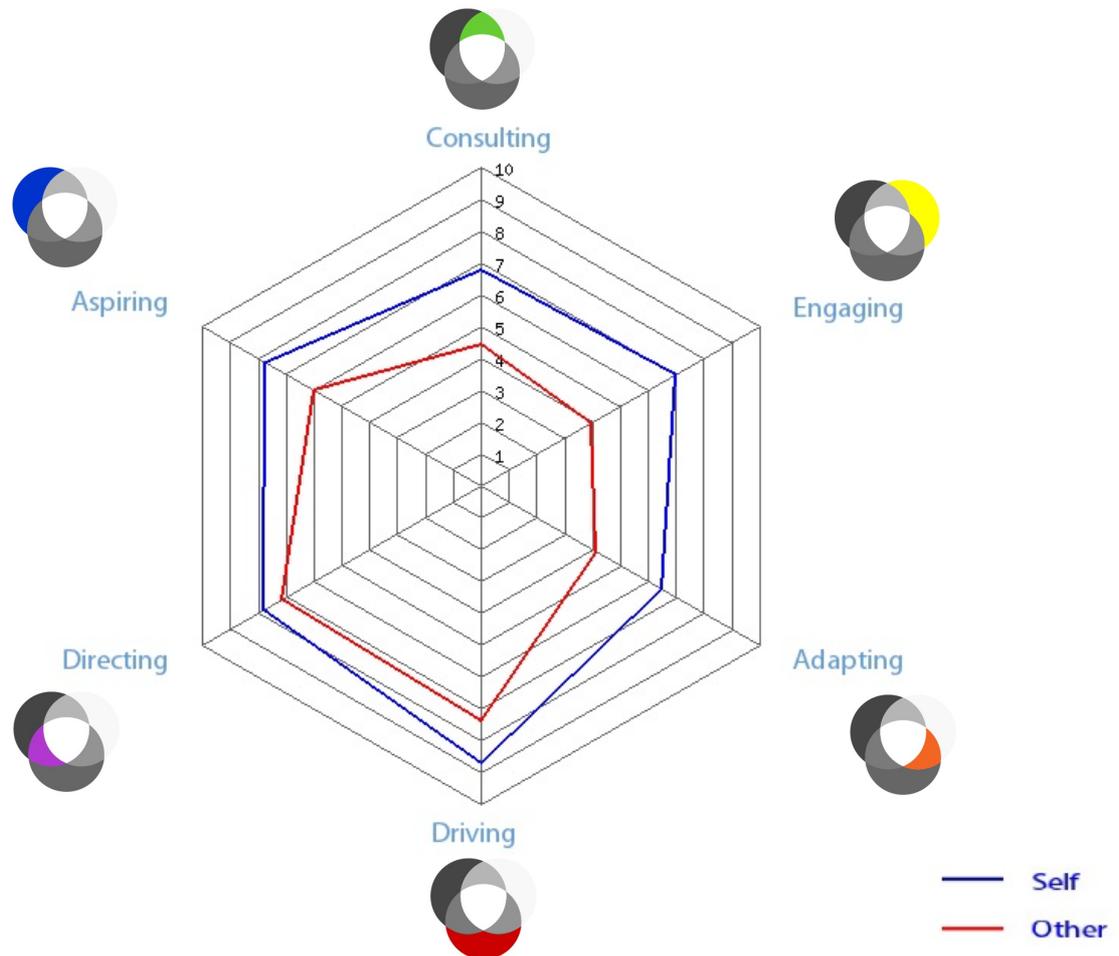
Blind Spots

These are the skill areas where others do not see you as achieving the level of effectiveness that you see in yourself

Item text:	Self	Other
Ensures their team functions effectively with mutual cooperation and strong team spirit	8.5	2.5
Leads and inspires others by their own example	10.0	4.2
Has good communication and relationships with all staff	8.5	2.8
Demonstrates genuine concern for the welfare of other people	8.5	3.0
Maintains good working relations across all levels of the organisation	8.5	3.2
Ensures equal opportunities and respect are given to all	8.5	3.5
Maintains good communication with staff, clients and colleagues	8.5	3.5
Understands the strengths and development needs of their team/staff and takes steps to ensure they are addressed	8.5	3.8
Allocates realistic time scales for activities	8.5	4.0
Can influence staff behaviour and performance without resorting to use of positional power or authority	8.5	4.0



LEADERSHIP STYLE & CLIMATE



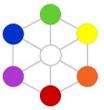
Research shows clearly that great leadership creates a climate¹ of engagement, which encourages the best from staff. This filters through into positive service outcomes and increased profit. Different leadership styles impact climate in different ways; the most effective leaders using a *range* of styles – as appropriate to particular circumstances and conditions.

The spider-gram chart shows your scores, in each area of leadership style, compared to how others see you (360 version only). Following are descriptions of each style, the impact it can have on staff engagement and service outcomes, and suggestions on when best to use it.

The styles outlined overleaf start with the most *Transactional* in approach (left side of the model: *task focus*) and become more *Transformational* as we work clockwise round the *Psychologica Model* (right side of the model: *people focus*)². Each has its place, but research shows that those focusing on transformational approaches support more positive climates and higher levels of performance. The more transactional styles should, ideally, be reserved for crisis situations.

¹ *Climate* in this context refers to how it feels to work in the organisation. This is related to, but distinct from, *culture* - which refers to the shared rules and mores which guide behaviour, for a given group or organisation.

² *Transactional Leadership* focuses more on output, coercion and compliance, while *Transformational Leadership* is more concerned with people, motivation and development (eg: Bass, 1990)



LEADERSHIP STYLE & CLIMATE

**DRIVING** *'Just Do It!'*

This is an action-oriented, pace-setting style, characterised by leading from the front and setting high standards for performance, with focus on short-term outcomes and operational effectiveness. This approach emphasises the 'here and now' and expects immediate response from staff: *'if I can do it, so can you!'* This can be highly effective for dealing with emergency issues and can be energising and motivating, in the short term, suiting those with high levels of resilience and individual competence. However, over time it can feel demanding, relentless and stressful - especially if leaders fail to take staff capacity issues or individual development needs into account when delegating. *Driving* leaders seldom focus on the big-picture, or the long-term need for change, but create climates which emphasise practical realities and immediate outcomes – and will readily criticise or punish poor performance. If used too often this can appear autocratic and become demotivating, creating negative climates and failing to develop talent for the future.

Use: Only when necessary, in emergency or deadline-led situations, or in very hands-on professions (eg: emergency services).

Driving leadership is highly Assertive and has been derived from scores on: *Achievement Motivation, Initiative, Vitality, Conscientiousness, Output Focus, Success Focus*

**DIRECTING** *'Do it like this!'*

This is a hierarchical 'command and control' approach where staff have clear instruction on what to do and there is little opportunity for individual innovation. Work is likely to be planned and predictable with clear governance structures in place. This approach is appropriate for entry level staff, or performance management situations, and suits those who like clarity and certainty and respond to explicit 'reward and punishment' structures. When used appropriately it can support reliable outcomes, though with little opportunity for service customisation. If overused, it can appear authoritarian and stress inducing, focusing on targets and compliance and supporting climates of bureaucracy, disempowerment and avoidance– inhibiting personal responsibility and willingness to change.

Use: Only when necessary, in organisations or roles which are highly target-focused (such as sales), require clear operational guidance, or in turn-around situations where strong governance/performance management is required.

Directing leadership tends to be Assertive and has been derived from scores on: *Achievement Motivation, Self Control, Planning, Governance, Performance Management, Influencing Others*

**ASPIRING** *'Do it because...'*

This is an ideas-based approach which aligns staff to a shared vision in order to guide strategy and operations. Ideally this will be through 'selling' and not 'telling'. Where the vision is actively supported by leaders, through 'lived values', this encourages a positive 'learning culture' where there is clear understanding of overall objectives and expectations, allowing staff to operate with autonomy and innovation. Customers gain assurance that the organisation is credible and people know what they are doing. However, if too many ideas are generated which don't come to fruition, the vision keeps changing, or people don't really 'get it', staff can become confused and frustrated - by a perceived lack of direction, or constantly moving goal posts. At worst this style can be 'directive without real direction'.

Use: In organisations which require a real vision or ideology (eg: marketing; politics) or situations of change which need a clear future-focused direction.

Aspiring leadership adopts both Assertive and Adaptive stances and is derived from scores on: *Self Reliance, Orientation, Initiating Change, Strategic Thinking, Learning & Creativity*



LEADERSHIP STYLE & CLIMATE

**CONSULTING** *'Let's talk it through'*

This is a 'people focused' approach which emphasises communication and consultation, as a basis for decision making and strategy formation. The tendency is to try and form consensus wherever possible, maximising 'buy-in' from all stakeholders. At its best this is through transparency and an 'open door' policy, with good networking and engagement and two-way information flow. Ideally this supports a climate of involvement, shared ownership and personal responsibility. Good communication enhances understanding and this can extend to customers - who experience good informational support and feel engaged. However, over-use can lead to 'too much talk, not enough action'- with endless meetings and, where assertion is low, perceptions of a lack of leadership decision-making ability.

Use: In situations requiring shared ownership - where colleagues need to be included in decision making or in forming a common vision (complementary to the *Aspiring* style)

Consulting leadership ideally combines both *Adaptive* and *Assertive* positions and is derived from scores on: *Collaboration, Communication- Interaction, Receptivity, Relationship Management*

**ENGAGING** *'Let's work together'*

This approach focuses on maintaining harmony and participation, through emphasising collaboration and teamwork. Influence exerted will be *persuasive* rather than *coercive* and mainly in pursuit of 'win-win' outcomes. This is a highly people-oriented style which is inclusive, supportive and good for mediation and conflict resolution. Where the emphasis is on *service*, this supports climates which are highly customer focused, empathic and caring. Customers may feel 'friends' with the business. At its best, staff work at optimum levels of responsibility, with a sense of trust, pride, personal value and loyalty. However, very high levels of supportiveness, which emphasise personal issues over performance, may de-motivate those who prefer structure and can be seen as unfair. Care should be taken, when using this style, that a desire for affiliation with staff does not undermine leadership authority or willingness to make tough decisions.

Use: In highly people-focused environments (such as caring professions), for conflict resolution, or where support is required through a change process.

Engaging leadership is fundamentally *Adaptive* in approach and derived from scores on: *Empathy, Collaboration, Team Focus, Care & Support, Affiliation Focus*

**ADAPTING** *'Let's do it differently'*

This is a flexible style where the leadership stance and delegation approaches are varied according to individual expertise and development levels, or situational factors. This is ultimately transformational, emphasising learning and growth and focusing on *coaching* as a way of facilitating positive change and developing talent. At its best this supports a culture of *continuous improvement*, innovation and autonomy and does not punish justifiable failures, should they occur. Customers benefit from personalisation, customisation and choice - as staff are empowered to innovate at point of delivery. The climate is likely to be one of 'optimum stress'; where staff are energised by working outside their comfort zones, but not subjected to unreasonable pressure or demands. By its nature, this approach is likely to draw on the other leadership styles, as appropriate to needs and circumstances, using each in turn as staff mature (*Situational Leadership*). Misunderstandings can occur if there are perceptions of inequity of treatment (of certain individuals), if development is not linked to clear performance expectations, or if alternative styles are used in a random fashion - rather than following a clear rationale.

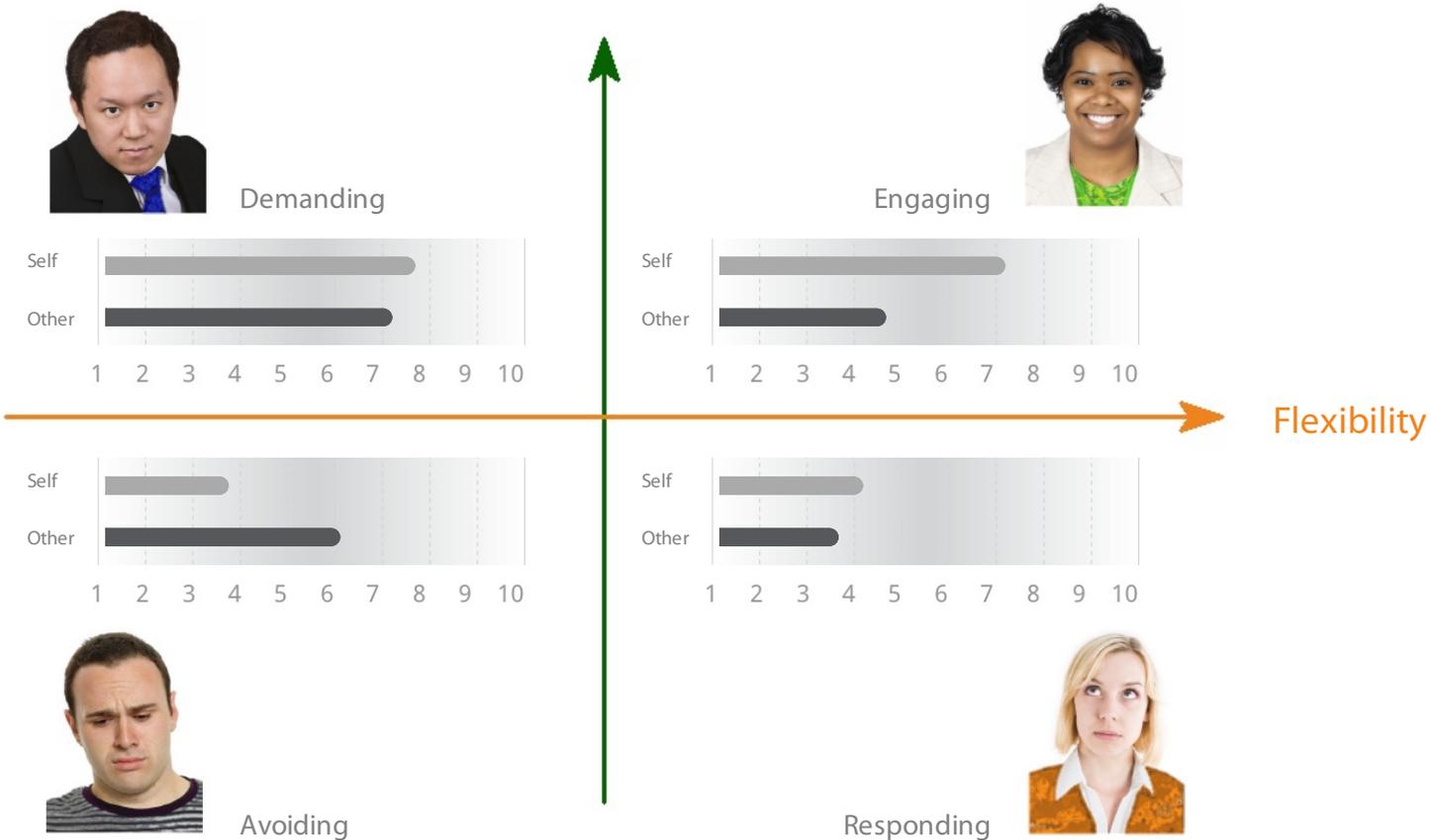
Use: Where the emphasis is on 'growing people' or dealing with change. May use or combine other styles, as appropriate to an individual's level of experience or expertise.

Adapting leadership ideally combines both *Adaptive* and *Assertive* postures and is derived from scores on: *Self Awareness, Situational Leadership, Continuous Improvement, Stress Management, Coaching & Feedback*



PERSONAL STYLE

Assertiveness



This final chart creates a picture of your personal style, or how you are likely to come across to others. This is derived from scores related to assertiveness and flexibility, from within the 'people focused' dimensions explored in this report

Four fundamental personality types are suggested within this chart. We may have a preference for one particular type or find we use them all, in different situations or with different kinds of people:

Demanding individuals assert themselves and do not necessarily flex to meet other peoples' needs. We are at our most demanding when we promote our own views in order to persuade others to adapt to our agenda or wishes. In leaders this corresponds with a somewhat Transactional style

Engaging individuals can be assertive, but involve others through establishing rapport, collaborating with them, and adapting behaviour to bring out the best in people and create win-win outcomes. In leaders this corresponds with a Transformational style

Responding individuals are not assertive but are receptive to the views of others and usually comply with their demands. They are at their best when they exercise compassion and care in support of the needs of others

Avoiding individuals are neither assertive nor adaptive and may experience low energy or negativity. They may find change difficult to deal with and can be obstructive and resistant

Open-ended Questions

Following are written responses to a number of free text questions from within the survey. These are presented exactly as written and will include any typos or errors which may have been made:

What should I stop doing, in order to allow a more positive climate in the organisation?

- Allowing certain members of staff to 'swing the lead' and take up valuable time I could spend with more effective employees

What would I like this person to stop doing, in order to allow a more positive climate in the organisation?

- Being controlling and demanding. Highlighting mistakes and blaming others rather than encouraging learning
- be slightly be less controlling
- Blaming others when things go wrong
- Stop being on your own agenda and driving through what you want at the expense of others , consider the impact of your style and learn to adapt and flex . When you delegate - leave people to get with the job in hand , stop taking over.
- putting on a front to employees as being a tough manager
- being self absorbed and dominating

What could I start doing, to support a positive climate in the organisation?

- More training opportunities

What would I like this person to start doing, in order to support a more positive climate in the organisation?

- Try to understand colleagues and their preferred ways of working. Greater empathy and self-awareness to understand how his style and actions impact on others around him
- leave room for other opinions
- Listen to staff about what they can realistically achieve, and recognize their abilities by delegating more.
- Start showing empathy and consideration for others . Delegate and trust that colleagues will get the job done , might not be your way , but their ideas are still valid . Think about having more coaching style conversations to really understand your colleagues perspectives .
- gain more self awareness and a more positive optimistic approach to work
- take others opinions into consideration

What am I doing already, to support a positive climate in the organisation?

- Rewarding success

What is this person doing already, which supports a positive climate in the organisation?

- Energetic, sets challenging goals and committed to get results
- is directive and inspires a good vision in the business
- Provides clear goals and vision for the future, often achieves results.
- Drive , energy and enthusiasm - real passion for the organisation and especially your customers and external clients .
- quite dynamic in his point of view
- has a good drive and ensures employees are on top of their work

What would I like this person to stop doing, in order to allow a more positive climate in the organisation?

- This page is a repeat of the previous page, see page 10 answers

What would I like this person to stop doing, in order to allow a more positive climate in the organisation?

- Again, this page repeats page 10.

ENDNOTE: Background Research and Further Reading

Leadership Styles & Climate

There is an established line of research into *Leadership Style* which can be traced back to Lewin et al (1939). *Climate*¹, as a key leadership outcome, has been emphasised by the work of Litwin and Stringer (1968), at Harvard University. Our approach to *Leadership Styles & Climate* emerged during the development of the *Psychologica Model*TM (Bardzil et al: 2000; 2002). Clear links have been identified between staff perceptions of leadership behaviours and customers' ratings of service quality, in various types of organisations, using measures based on the model (Bardzil 2007). This replicates other research, within the literature, which draws similar conclusions: that such relationships are mediated by the organisational *service climate* (eg: Schneider et al, 1985). This thinking forms a basis for 'service profit chain' theory, which proposes a series of 'links' between leadership behaviour and profitable outcomes, based on satisfaction and loyalty of both staff and customers (Heskett et al 1994).

Although the 'service profit chain' may be somewhat simplistic, there is considerable evidence to suggest that different leadership approaches impact organisational climates in different ways and that the most effective leaders use a range of styles (e.g.: *Situational Leadership*: Hersey et al, 2001). The leadership 'styles' shown here relate to the main dimensions of the *Psychologica Model*TM, in terms of the types of service climate which they engender. These range from *Transactional* to *Transformational* approaches (Bass, 1990), and are derived from individuals' behavioural competence scores - as described in the 360° report. These styles have been *induced* 'ground-up', from research into staff and customer perceptions of climate and quality, rather than *deduced* 'top-down', on the basis of existing leadership theory. Nevertheless, there are strong convergences with key 'leadership types' proposed in the literature, suggesting good construct validity for these styles. For example, conceptual similarities are apparent with types proposed by Goleman and colleagues (2002), though their approach focuses solely on *Emotional Intelligence* (EI), as the driver of leadership success. The types shown here also incorporate practical, organisational and thinking skills, which fall outside the EI domain (Bardzil & Slaski, 2003; Bardzil 2007).

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¹ *Climate* in this context refers to how it feels to work in the organisation. This is related to, but distinct from, *culture* - which refers to the shared rules and mores which guide behaviour, for a given group or organisation.

ENDNOTE: Background research and Further Reading

Interpersonal Style

A thorough literature review was carried out to identify the principle personality characteristics and emotions which influence interpersonal behaviour. A convergence of characteristics is suggested around two distinct 'cardinal dimensions' which capture similarities between: *personality traits* (Extraversion and Neuroticism); *emotional affect* (PA - Positive Affect, and NA - Negative Affect); *behaviour motivation* (BAS - Behaviour Activation System, and BIS - Behaviour Inhibition System); and *attributional style* (Internal Locus of Control and External Locus of Control). All personality structures reviewed included Extraversion (E) and Neuroticism (N) as central dimensions, and assumptions have been made in the literature (with regard to the Five Factor Model of Personality – Costa and McCrae) that these may characterise super-ordinate traits, which subsume the other three factors – namely, Conscientiousness (C), Agreeableness (A), and Openness to Change (O). These 'cardinal' factors have been termed *Alpha* and *Beta* (Digman, 1997) and underpin the *Interpersonal Style* matrix shown in the report. These have been termed *Assertiveness* (capturing a broad definition of Extraversion, including Surgency) and *Flexibility* (indicating the emotional stability required to adapt to pressure and change – ie: reversed Neuroticism). Motivational origins in reward (BAS) and/or punishment expectations (BIS), respectively, have been assumed to influence preferences shown, in the matrix scores.

The resultant 'two dimensional matrix' can also be considered as a 360° spectrum of possible personality characteristics or emotional displays (like a clock face), with only the key characteristics emphasised in this interpretation. Various emotion (and personality) 'circumplexes' (eg: Watson et al 1988) suggest that these key characteristics can be described as (going round clock-wise): activity, enthusiasm and excitement (High E / high *Assertiveness*); externalised happiness, satisfaction and warm-heartedness (High PA - top right quadrant); calm and relaxed emotional neutrality (Low N – high *Flexibility*); internalised contentedness and quiescence (Low NA - bottom right quadrant); drowsiness, sluggishness and apathy (Low E – low *Assertiveness*); internalised sadness, loneliness, depression (Low PA - bottom left quadrant); distress, anxiety, nervousness and fear (High N – low *Flexibility*); and hostility, anger and aggression (High NA - upper left quadrant). On this basis, simple personality types are formed which concur with the human tendency to classify people according to simple 'types', and correspond with a number of existing theories from within management science. Broadly, those in the upper sectors suggest leadership and dynamism (transactional vs transformational), while those in the lower sectors suggest subordinate roles and attitudes. Interestingly, the resultant matrices correspond with existential positions underpinning a number of other approaches and theories, suggesting strong convergent validity, e.g: Galen's ancient *Four Temperaments*; Berne's *Transactional Analysis* postures; Blake's *Managerial Grid* ; Thomas & Kilman's *Conflict Modes*, and others. Survey scores are allocated to these positions according to correlations established between dimensions of the *Psychologica Model* and FFM personality traits - and the theoretical correspondences outlined above.

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ENDNOTE: Background Research and Further Reading

The Psychologica Model

The *Psychologica Model*© was developed by Dr Phil Bardzil and is a method for bringing about individual and organizational change, based on a process of *continuous improvement*. The underlying model was developed from extensive research into customers' perceptions of service quality and the organizational factors which impact them. Research showed clear linkages between Leadership behaviours, climate, and service outcomes.¹

The model, and associated tools, techniques and approaches, takes a 'ground-up' approach to change and is used to help organizations create customer-focused cultures and for leaders to develop the skills required to support them. It can be applied at the individual level (as an aid to executive coaching), group level (to enhance team or Board dynamics), or organizational level (as an aid for structural change, managing complexity, or the wider OD process).

A comprehensive directory of competences underpins each of the dimensions of the model and is used as a basis for generating survey items for a range of related products. These include *Customer surveys*, *Staff and Culture surveys*, *360° Analyses*, and *Job Analyses* as well as self-reflection surveys and reports for individual appraisal, careers coaching and team development. Use of these tools and approaches enables organizations to align their activities and staff development processes to meet changing customer needs and demands.

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Bardzil, P.J. 2007. *Modeling the Service Experience: The Role of Psychological Factors as Antecedents of*

Customers', Staff and Organisational Perceptions and Behaviours. PhD Thesis.

Manchester Business School. Manchester. University of Manchester

¹ a) Customer Perceptions of Service Quality - 2 national postal surveys of service users (n=5000), statistical analysis of responses, scientific papers on findings and presentation at international conferences. Factor analysis established a provisional structure for key components of customers' service experiences. Funded by the SHL/UMIST Research Centre.

b) Key Service Competences - Statistical analysis of customer perceptions of quality and service competences of staff in a sample of service providers and customers (in NW UK). Identification of correlations between key competences and key customer experiences leading to development of best practices. As Research Associate to Manchester School of Management (UMIST). Funded by the European Social Fund.

c) Measuring & Developing Service Competences: Extending the previous research to approximately 50 service organisations in the UK (staff and customers). Assessment and development of leadership competences. Clear relationships established between leader characteristics and customer experiences (mediated by service climate). Outputs included consultancy support for organisations, research papers and reports of findings to conferences. As fund-holder and co-director of research centre in Manchester Business School (University of Manchester). Funded by the European Regional Development Fund over a two year period.

d) PhD Thesis: Validation of the model and establishing IPR. Confirming the theoretical constructs of service quality and the validity and reliability of the related psychometric measures under development: customer service experience; staff competence; organizational service climate; leadership style; job analysis; personality. Funded by Psychologica Ltd.

e) Piloting Leadership 360 on 100+ CEOs, Executive and Non-executive Directors and Senior Managers of a range of Private and Public Sector organizations prior to refinement and product launch.