

psychologica



Confidential

Perspectives 360: Strategic Leadership

Raw Score Version

for Stephen 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
Boss	1
Other	2

* **Please note:** some assessor categories have been grouped together to ensure anonymity.

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

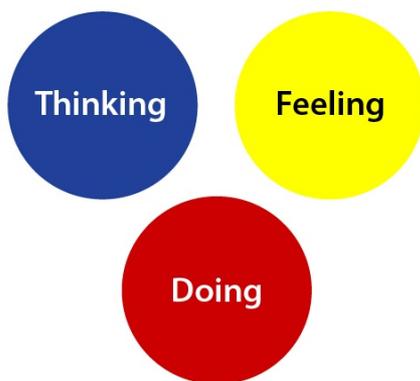
Getting the most out of this report

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.

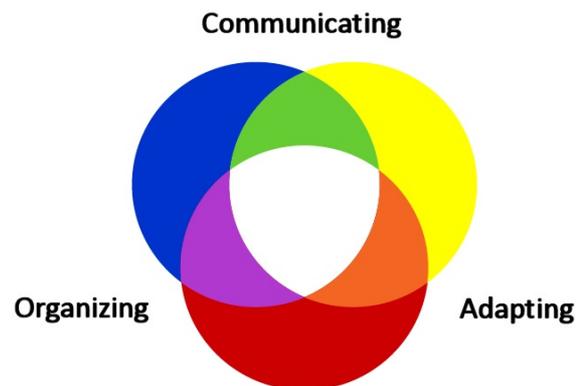


Our 3 Capacities

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**.



Strategic Leadership

A comprehensive directory of competences underpins each of the dimensions of the model shown here and was used as a basis for generating the survey items to which you and your assessors have responded. The following report shows your development potential with particular focus on the 'Blue Zone' and your capacity for *Thinking Strategically*.



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 areas of the Psychologica Model which relate to Strategic Leadership. **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.

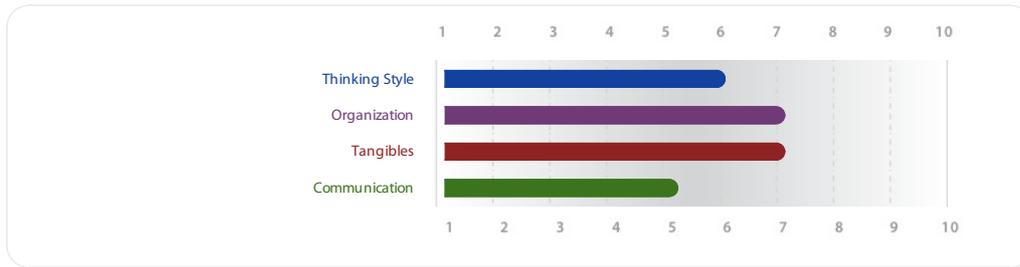
Your Personal Qualities



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, as seen by others, on the main dimensions of the model which have been used in this survey. These represents your perceived levels of competence in: gathering information, developing strategy and converting this into outcomes. This broadly represents your 'Task Focus' (left-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.

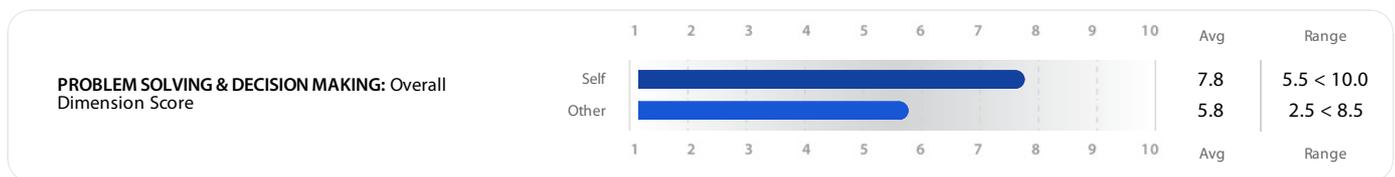


THINKING STYLE

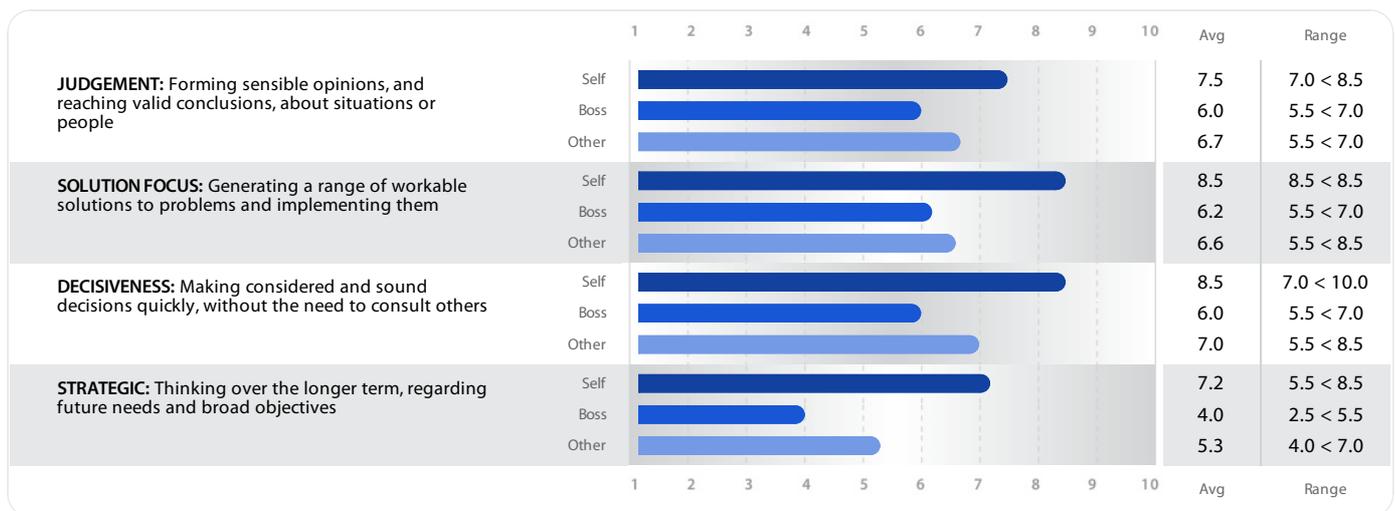
In this section we look at peoples' views on your Thinking Style. Please note: this is not a measure of your intelligence, more an indication of where you focus your mental energy. For example: 'Left Brain Thinkers' prefer logical and rational reasoning, regarding facts, tasks and details; 'Right Brain 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:

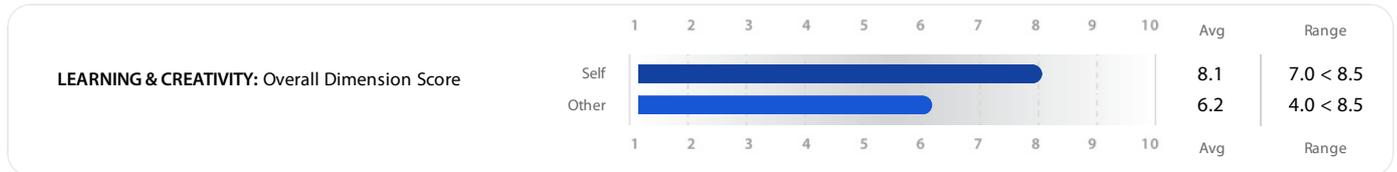




THINKING STYLE

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:

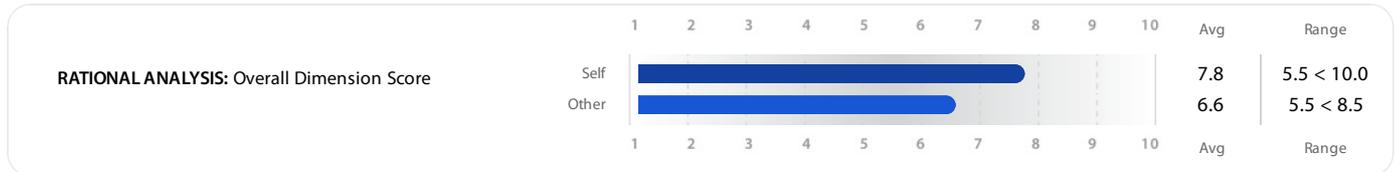




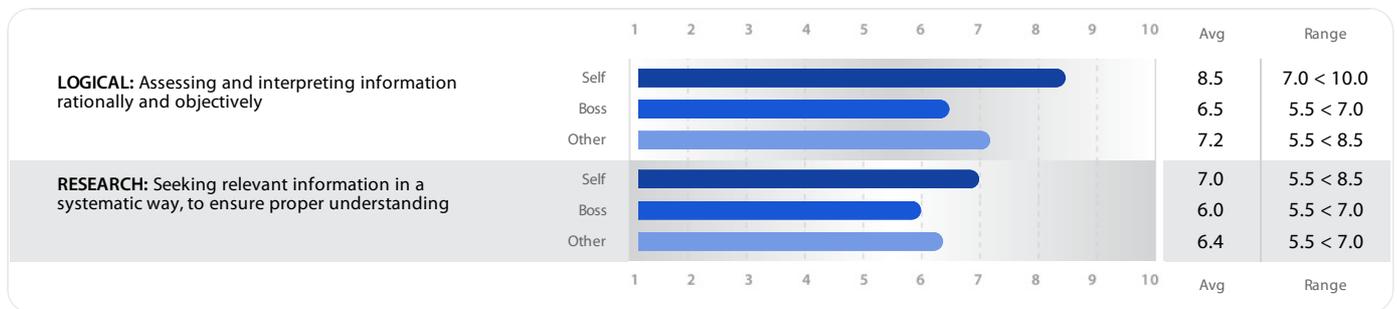
THINKING STYLE

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:



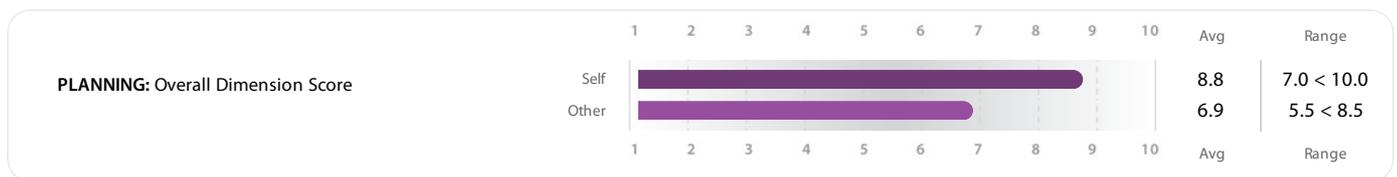


ORGANIZATION

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 they strike the right balance between planning activities and focusing on outcomes. Where plans are overemphasised we may fail to actually fulfill projects, through focusing excess 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:

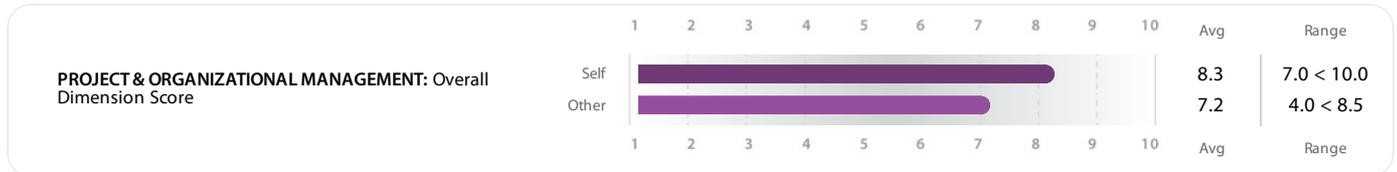




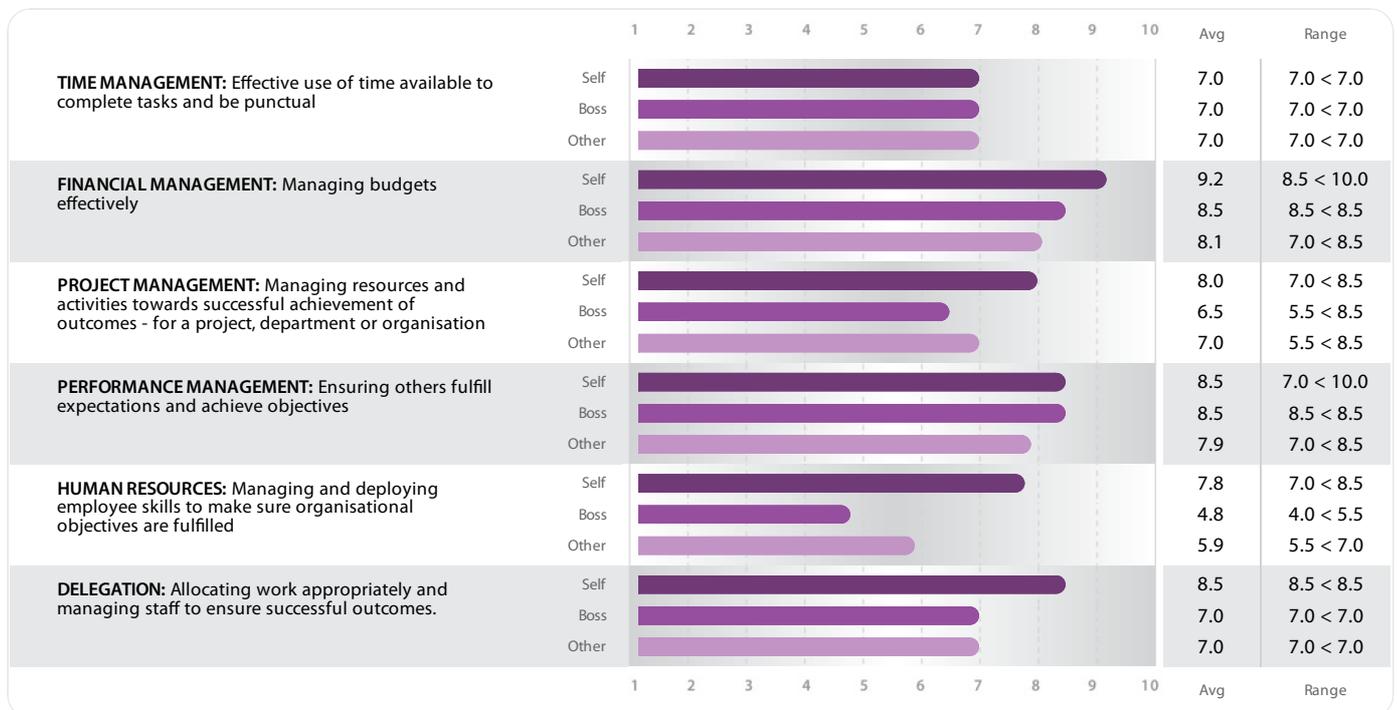
ORGANIZATION

PROJECT & ORGANIZATIONAL 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:

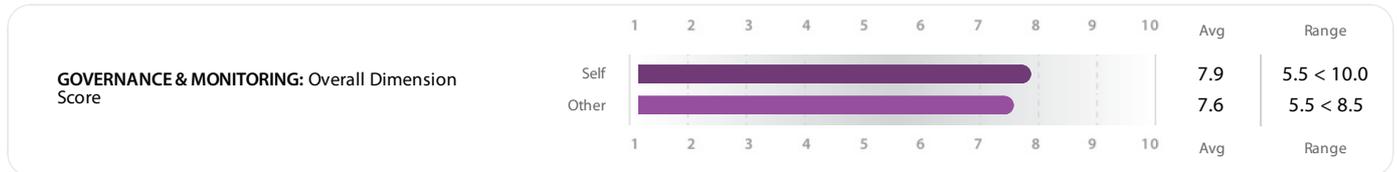




ORGANIZATION

GOVERNANCE & MONITORING

This dimension focuses on your ability to meet organizational 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:

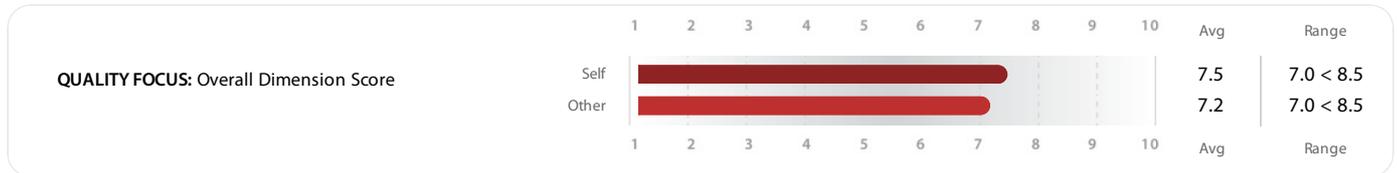




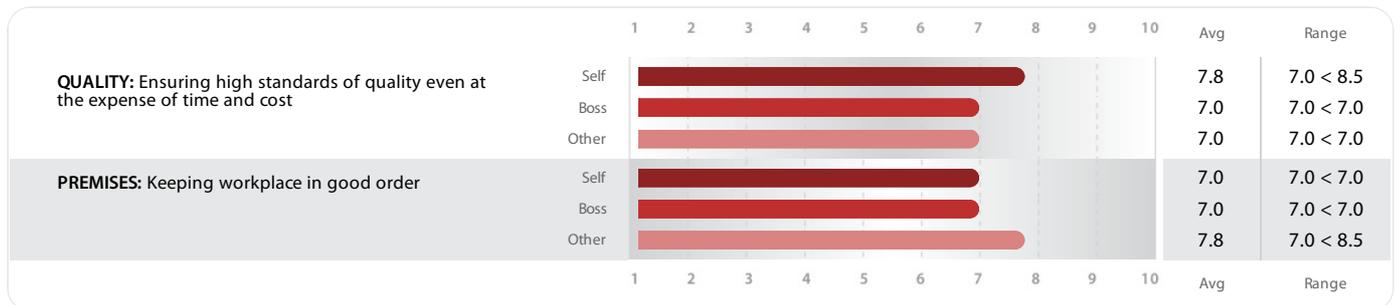
TANGIBLES - SKILLS & OUTCOMES

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:



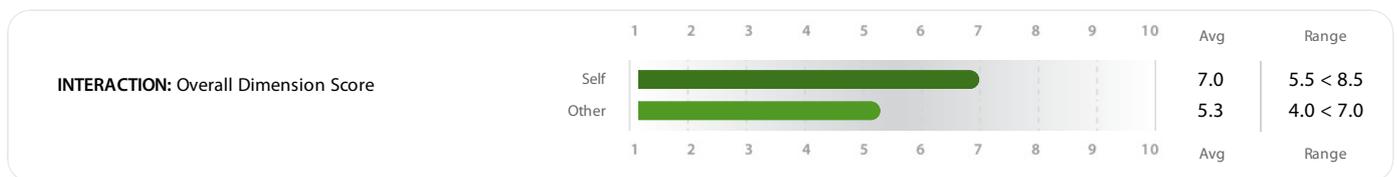


COMMUNICATION

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.

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:

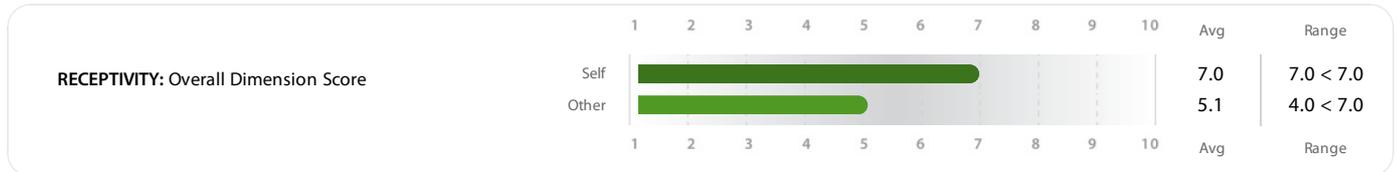




COMMUNICATION

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:



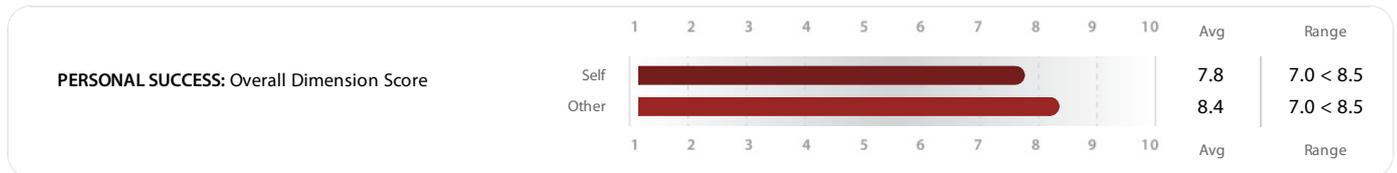


QUALITIES - MOTIVATION

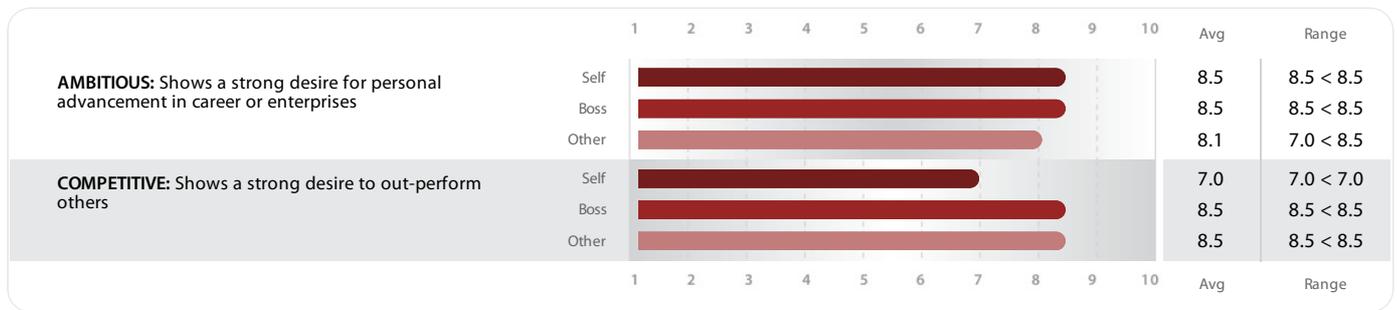
This section refers to your motivation levels - the energy and drive you show for achieving outcomes, either for yourself or others. This refers to your dynamism, vitality and readiness for action - rather than the actions themselves

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

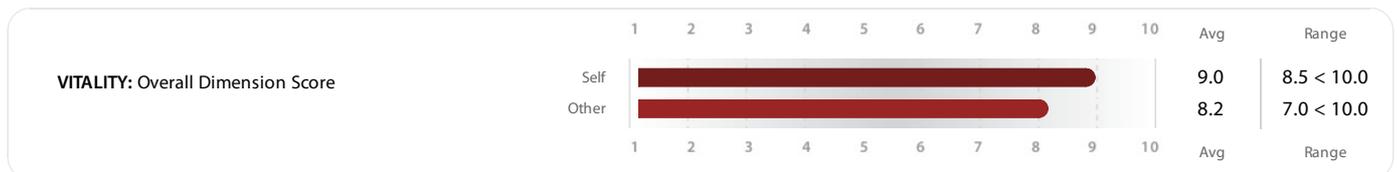


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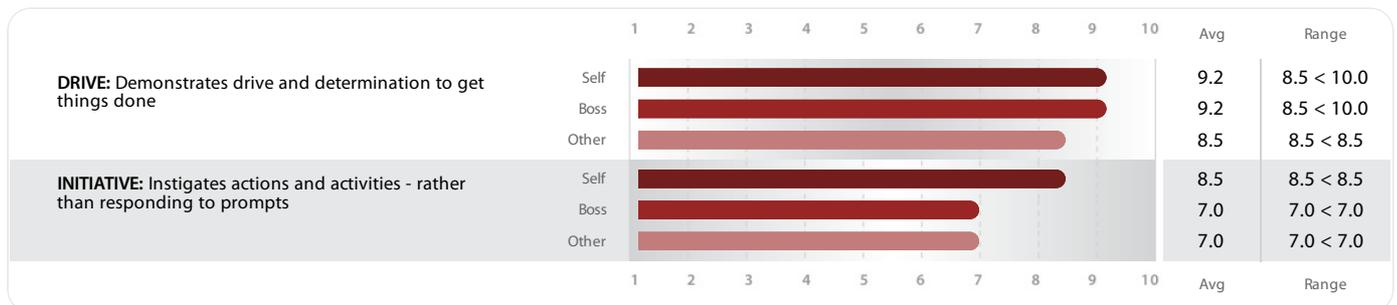


VITALITY

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:

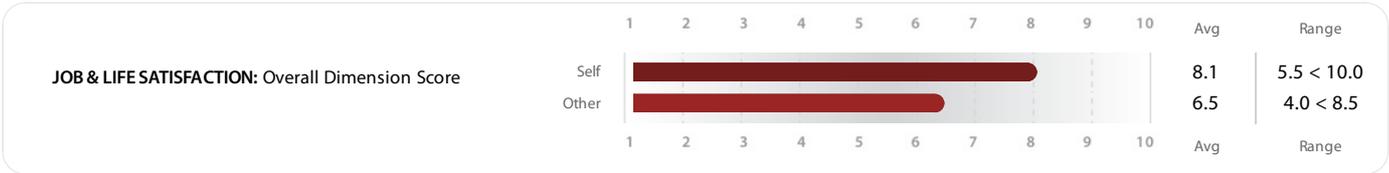




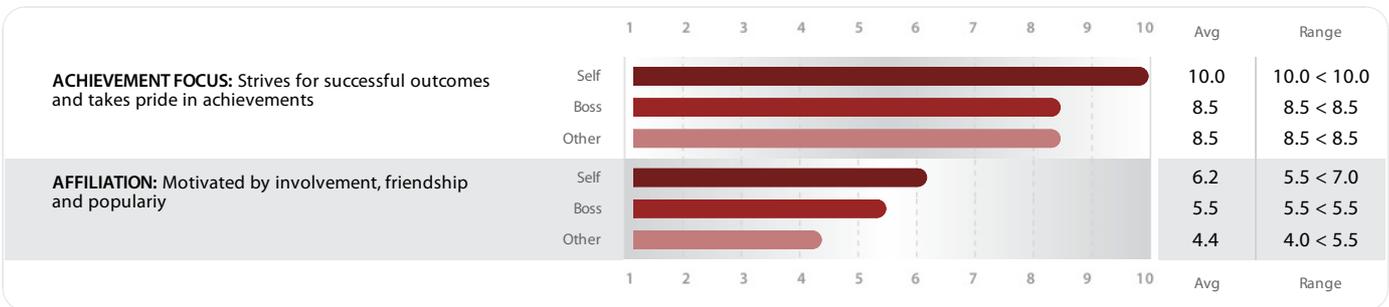
QUALITIES - MOTIVATION

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:



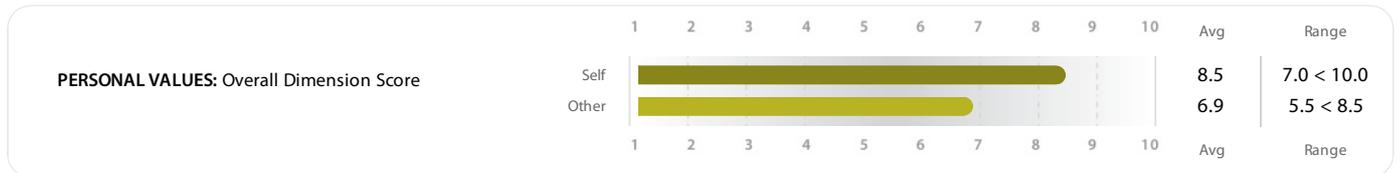


QUALITIES - VALUES

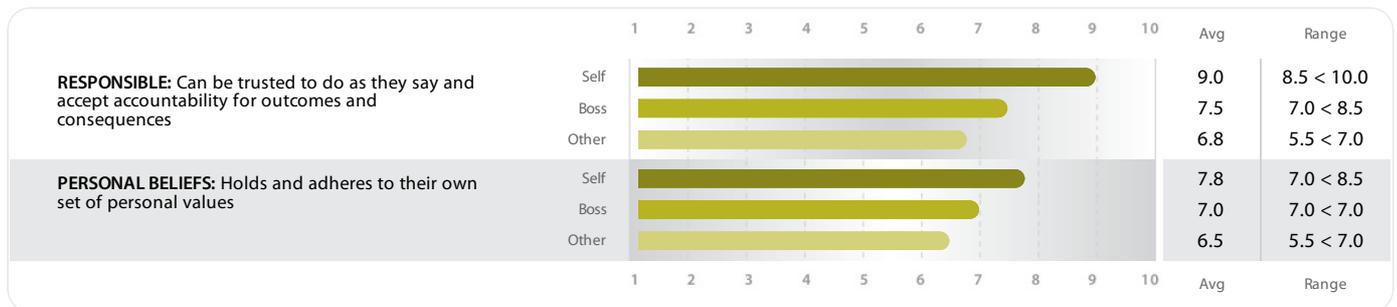
This section focuses on your values - your awareness of what is right and wrong and the degree to which you use this to guide your behaviour. Values can be personal to you or relate to a wider group, organisation, or culture - or humanity as a whole

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

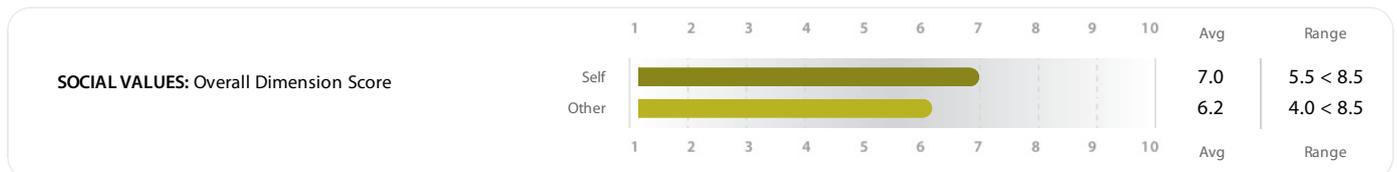


Your overall scores on this dimension, shown above, represent the average of the following abilities:

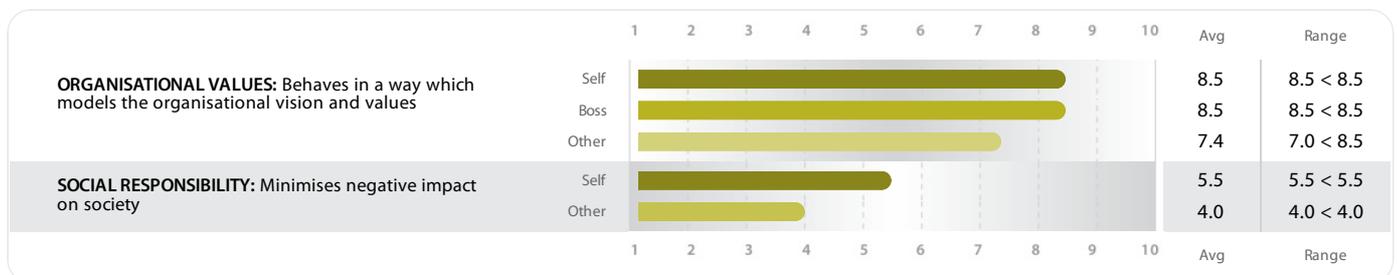


SOCIAL VALUES

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:





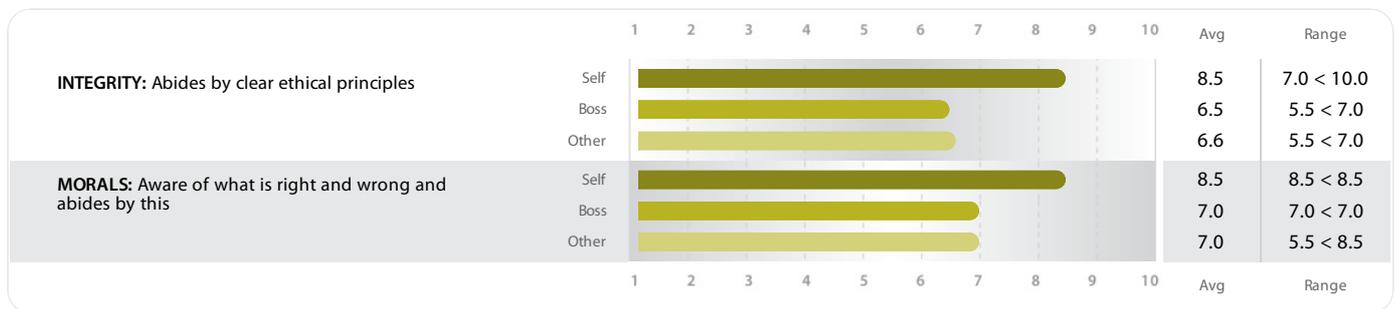
QUALITIES - VALUES

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

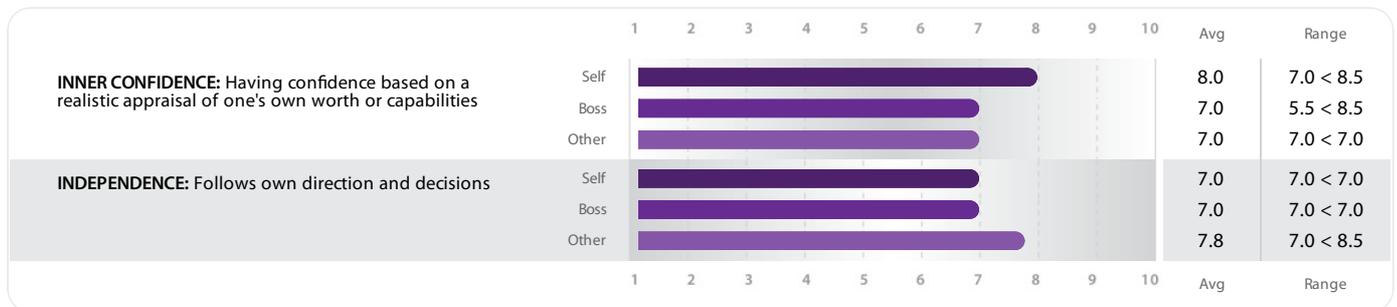
This section refers to your self awareness and sense of direction in life. These personal qualities are central and influence attitudes and behaviours in all other areas: the values you choose to live by; your outlook for the future; and your overall sense of meaning in life. A strong sense of direction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

SELF RELIANCE

This section relates to your sense of self worth and self reliance. This impacts on your personal confidence and ability to take control of your own life

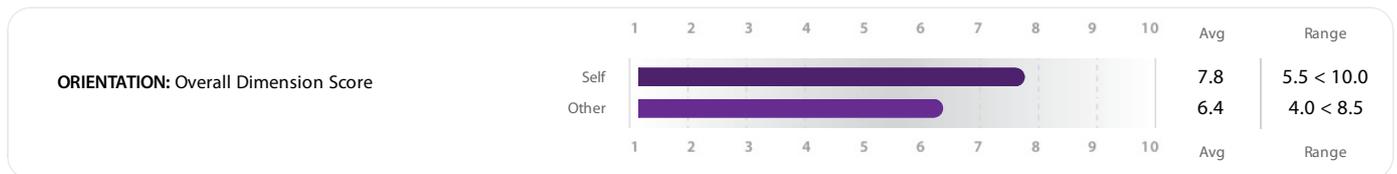


Your overall scores on this dimension, shown above, represent the average of the following abilities:



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:

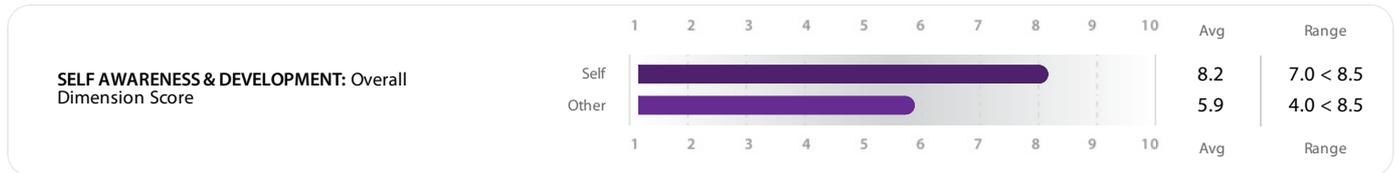




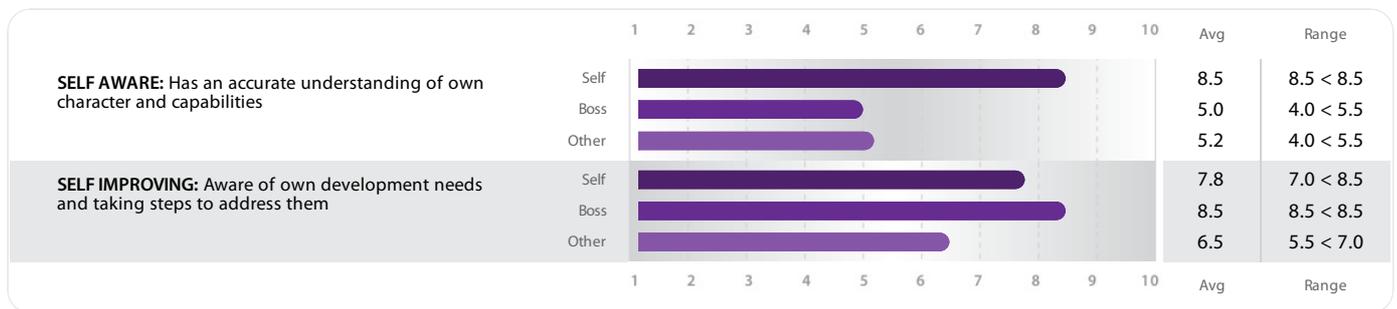
QUALITIES - DIRECTION

SELF AWARENESS & DEVELOPMENT

This section relates to your level of self awareness and desire to develop yourself - into a fully rounded human being, for example



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
Has lots of energy and likes to get things done	9.0	8.5 < 10.0
Monitors costs carefully, to ensure we make savings where possible	8.5	8.5 < 8.5
Sets clearly defined objectives for others to work toward	8.5	8.5 < 8.5
Is able and willing to intervene staff who consistently fail to meet agreed standards of work	8.5	8.5 < 8.5
Manages projects under their control effectively and efficiently	8.5	8.5 < 8.5
Plans their work in advance and sticks to their plan	8.5	8.5 < 8.5
Maintains appropriate budget control and cash flow management to ensure work objectives are fulfilled	8.5	8.5 < 8.5
Embraces new technologies proactively and recognises their role in modern business practice	8.5	8.5 < 8.5
Always focused on achieving maximum output - in terms of both productivity and profitability	8.5	8.5 < 8.5
Is motivated by challenging achievements	8.5	8.5 < 8.5

Development Needs

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

Item text:	Av	Range
Takes community needs into consideration when making decisions which may have a wide impact	4.0	4.0 < 4.0
Is aware of the social impact of our organisation and products and tries to ensure it is always positive	4.0	4.0 < 4.0
Is able to stay focused on the broader strategy without getting drawn into too much operational detail	4.0	2.5 < 5.5
Builds strategic relationships to make links across the broader system	4.0	4.0 < 4.0
Creates 'networks of influence' to develop consensus and buy-in to his/her ideas	4.0	4.0 < 4.0
Appears to want to be liked by other people - colleagues and clients alike	4.5	4.0 < 5.5
Has strategies and systems in place to maintain ongoing client relationship management	4.5	4.0 < 5.5
Builds alliances and shared agendas with external partners and stakeholders	4.5	4.0 < 5.5
Takes the opinions and ideas of others into consideration when developing strategy	4.5	4.0 < 5.5
Takes the views of others into consideration, clients and colleagues, to ensure our vision is leading us in the right direction	4.5	4.0 < 5.5

Hidden Strengths

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

Item text:	Self	Other
Has systems in place to ensure all necessary administrative processes and obligations are fulfilled	5.5	7.5
Always tries to stay ahead of the competition	7.0	8.5
Is highly competitive and determined to do better than anyone else	7.0	8.5
Monitors costs carefully, to ensure we make savings where possible	7.0	8.5
Always seeking new market opportunities	5.5	6.5
Agrees realistic targets and performance expectations with staff on a regular basis	7.0	7.8
Is able to stay on top of all the admin and paper-work required of their role	7.0	7.5
Always interested in finding out new and better ways of doing business	7.0	7.5
Ensures our premises are modern, smart and fit for purpose	7.0	7.5
Is autonomous in their operations and does not rely on anyone else - for guidance or support	7.0	7.5

Blind Spots

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

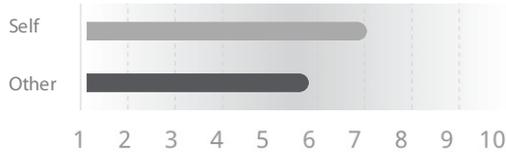
Item text:	Self	Other
Is able to translate strategic ideas into concrete and unambiguous operational plans	10.0	6.0
Is honest and truthful and does not lie to others	10.0	6.2
Takes all organisational factors into consideration when developing strategy, to ensure it is realistic	8.5	4.8
Encourages staff to learn from their mistakes and share this with others	8.5	4.8
Takes personal responsibility for everything they do	10.0	6.5
Demonstrates self-understanding, in terms of their feelings, aspirations and motivations	8.5	5.0
Is aware of their capabilities and knows when they need to draw on help from others	8.5	5.0
Understands how their role relates to other areas within 'the system'	8.5	5.5
Tends to keep difficulties in perspective and does not get downhearted	10.0	7.0
Builds strategic relationships to make links across the broader system	7.0	4.0



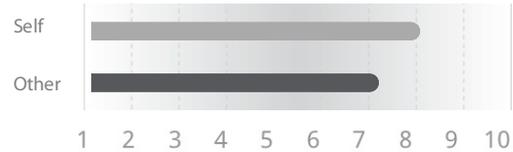
LEADERSHIP THINKING STYLE



Strategic Focus



Operational Focus



The shift from an *operational* to a *strategic* focus tends to be a significant transitional stage, for those moving from senior management to leadership positions. The scores above are derived from weightings of various component skills, outlined in other areas of this report, and show in these two areas*

Strategic

- Working 'on' the business, over the longer term (2 to 5 years)
- 'Horizon scanning' to anticipate what the future may bring
- Questioning direction and relevance of practices, skills and assets ('what' & 'why')
- Emphasising different activities from rivals, or similar ones in different ways
- Creating a vision and priorities and converting these into a plan - to guide management decision making
- Thinking 'holistically' and integrating all aspects of the business (finance, production, HR, marketing, IT, etc)
- Consulting with colleagues, partners and stakeholders to ensure relevance
- Demonstrating drive and commitment to push through difficulties and opposition
- Inspiring alignment with the vision
- Anticipating future skill needs and recruiting as part of a Talent Management plan

Operational / Tactical

- Working 'in' the business and making things happen in the shorter term (daily/monthly)
- Focusing on the 'here and now'
- Questioning the effectiveness of current practices and approaches (the 'how')
- Performing similar activities to rivals, but focusing on doing them more effectively
- Making sense of and implementing the Business or Strategic Plan, applying the vision internally
- Breaking down a larger strategic goal into workable tasks (Managing finances, people, logistics, operations, etc)
- Managing people well to ensure effectiveness and continuous improvement
- Setting pace to ensure targets and objectives are met
- Motivating achievement of goals
- Ensuring current skill needs are addressed through appropriate training and development

Both perspectives are equally important: Strategists need to understand operational realities and operational leaders need to understand the wider context in which they are working. Whether both perspectives co-exist in one leader or are shared within a team, there is a need to see problems as interrelated and to find solutions that cross boundaries and respond to competing needs. From a development perspective, leaders can 'bridge the gap', between the strategic vision and operational realities, using the *Achieving Aspirations*™ 'problem solving approach' - to aid strategic decision making.

* *Strategic Focus*: Judgement; Ideas; Analysis; Research; Entrepreneurial; Vision; Strategic Thinking

Operational Focus: Planning; Governance; Results Focus; Quality Focus; Vitality; Project Management

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, Lewis, B, Robertson, I.T. 2002. *Modeling and Measuring Key Determinants of the Service Experience*.

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

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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.