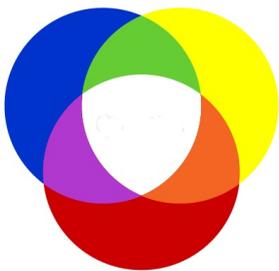


psychologica



Confidential
Perspectives 360:
Leadership Standard
Raw Score Version
for Simon 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

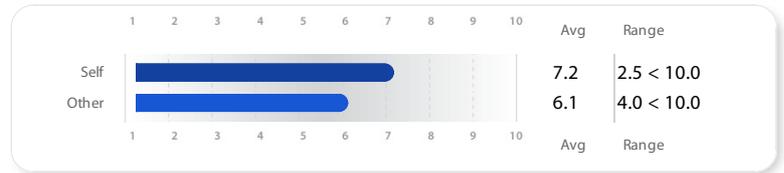
This feedback is designed to provide an overview of your skills and behaviours at work and the impact these are having on those who work around you, such as line manager, colleagues, direct reports and any others (eg external clients). Your report is based on feedback from the following:

Assessors	N
Self	1
Boss	1
Report	4
Other	1

* **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	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

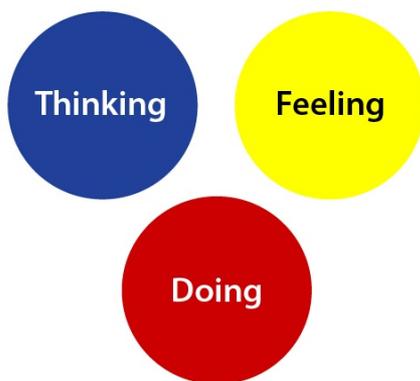
Getting the most out of this report

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.

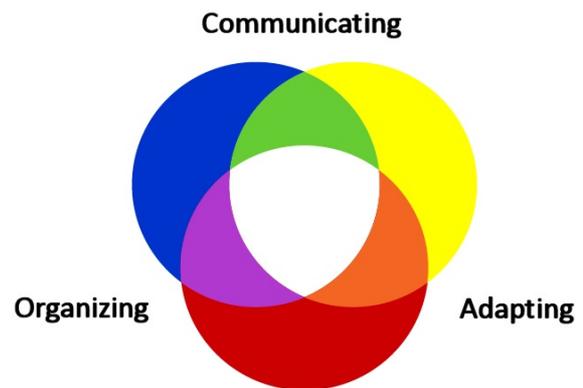


Our 3 Capacities

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**.

The *Psychologica Model*TM was developed from over 15 years of extensive research into customers’ perceptions of service quality and the organizational factors which impact them. The associated tools, techniques and approaches help organizations to create customer-focused cultures, through enabling leaders to develop the necessary skills.

*Psychologica*TM can be used 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). (See Endnote, at back of report, for theoretical references).

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 have responded. The following report shows your development potential, in each dimension and skill area, based on your responses and those of your other assessors.



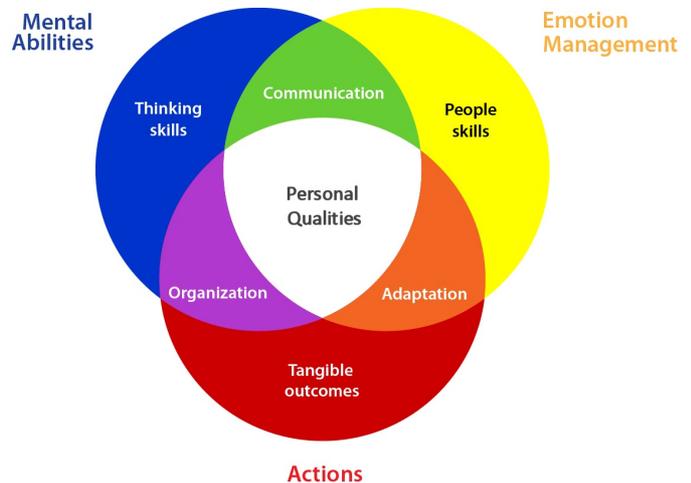
Our Personal Qualities

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. **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.

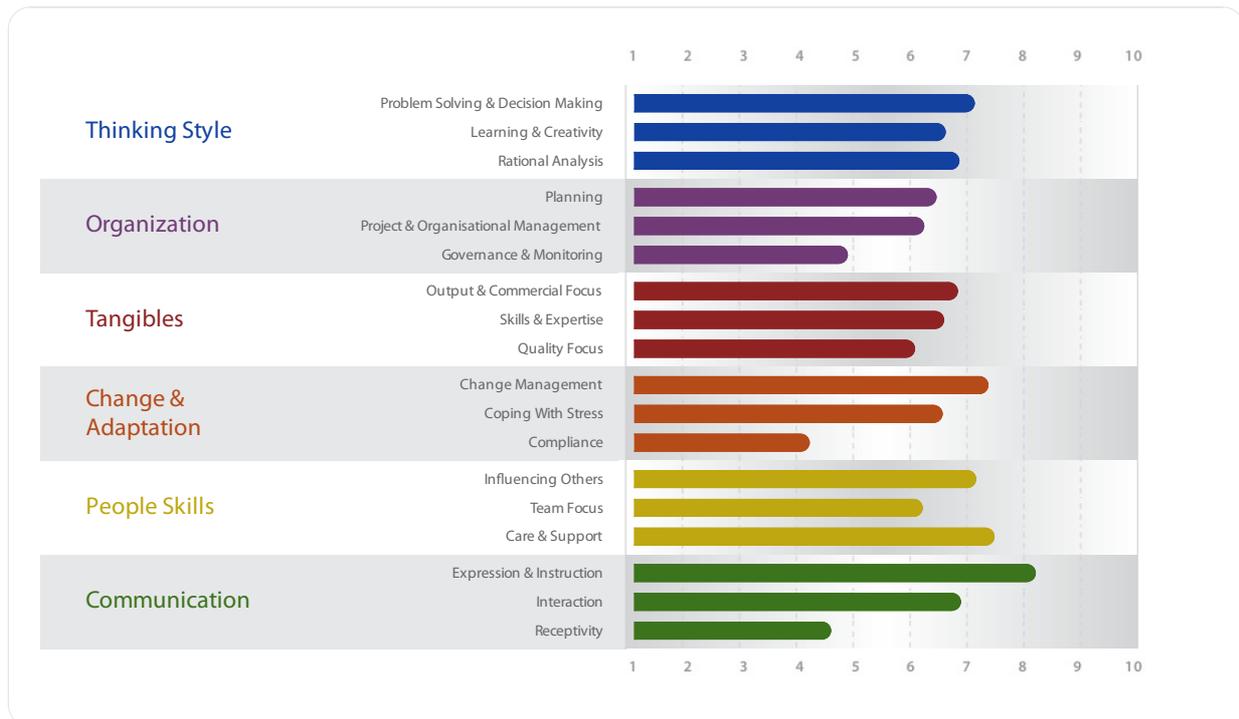


Your Overall Scores



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.

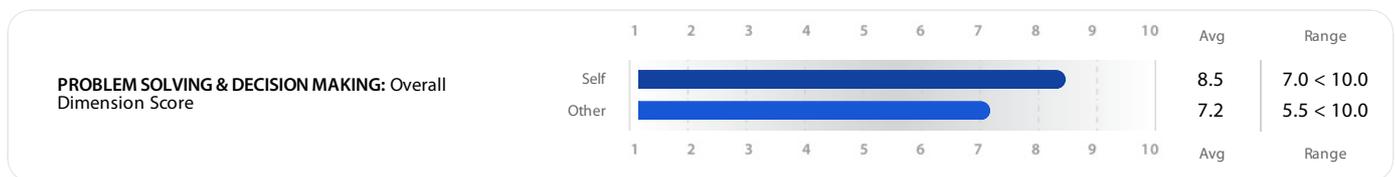


THINKING STYLE

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:

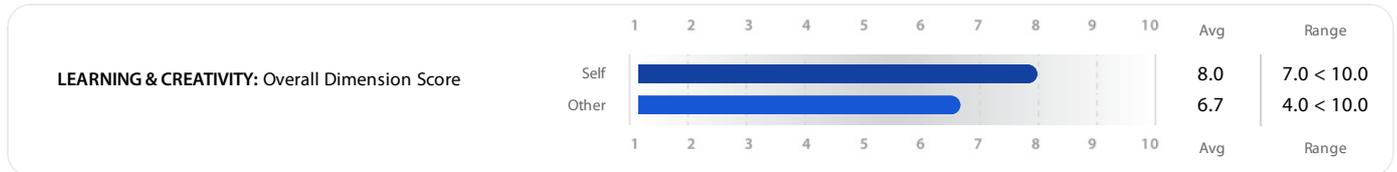




THINKING STYLE

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:

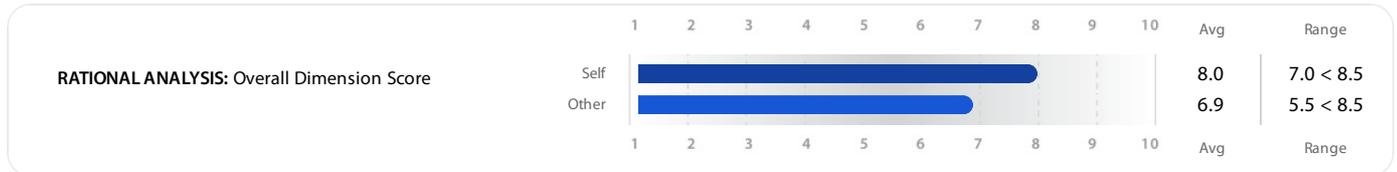




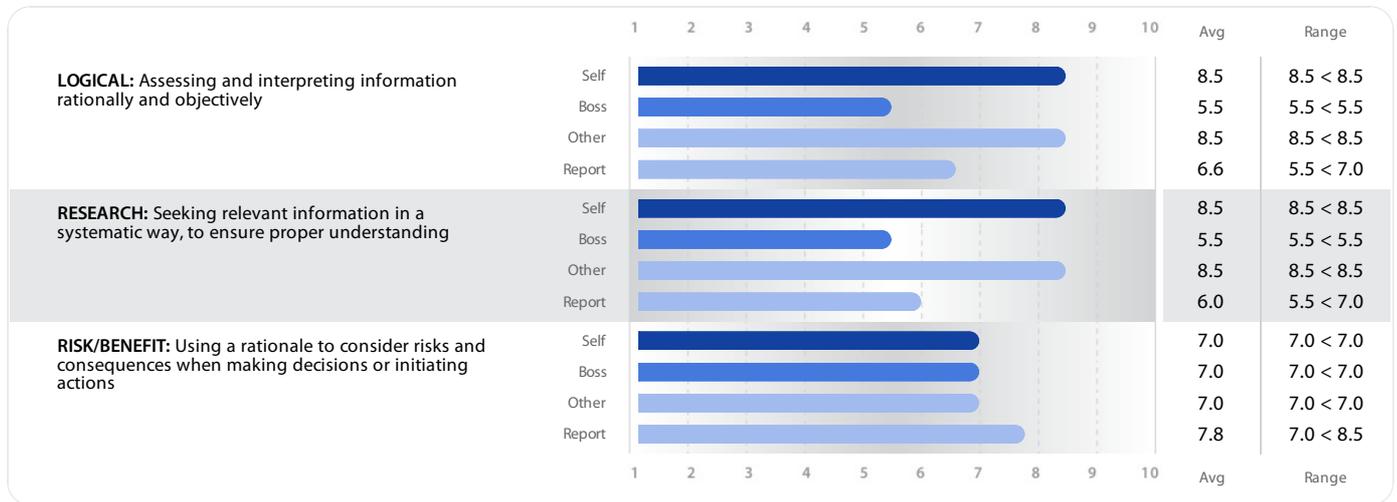
THINKING STYLE

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



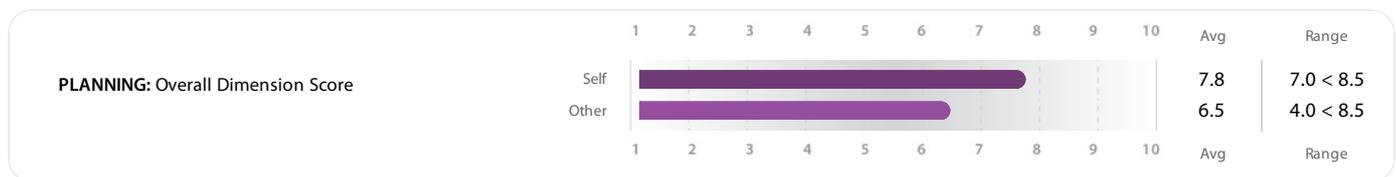
Your overall scores on this dimension, shown above, represent the average of the following abilities:



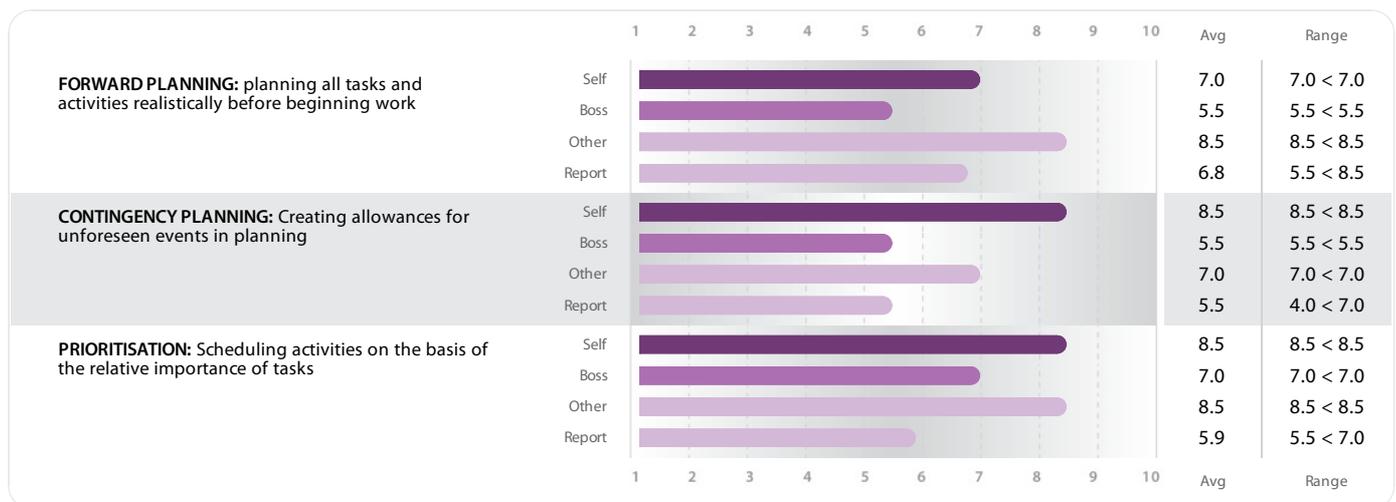
In this section we look at your Organizational Ability: how successful you are in converting ideas and strategies into tangible outcomes. Effective organizers take a systematic approach to defining objectives, managing the specific tasks necessary to achieve them, and checking they are actually fulfilled. 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

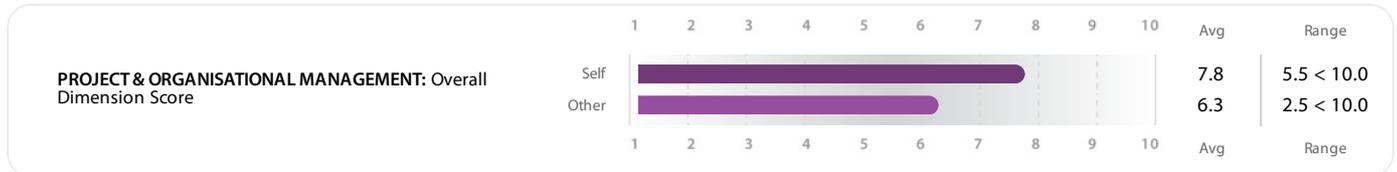


Your overall scores on this dimension, shown above, represent the average of the following abilities:



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,

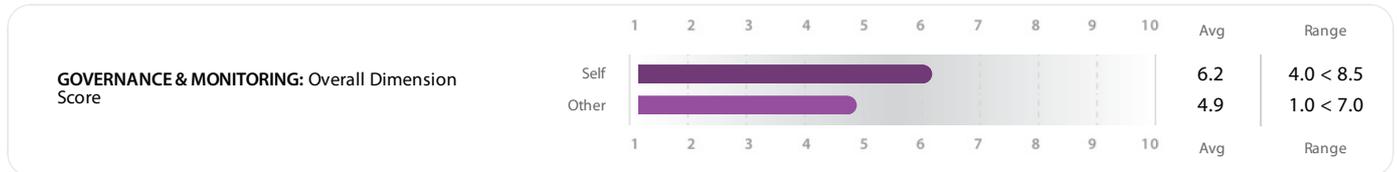


Your overall scores on this dimension, shown above, represent the average of the following abilities:



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:



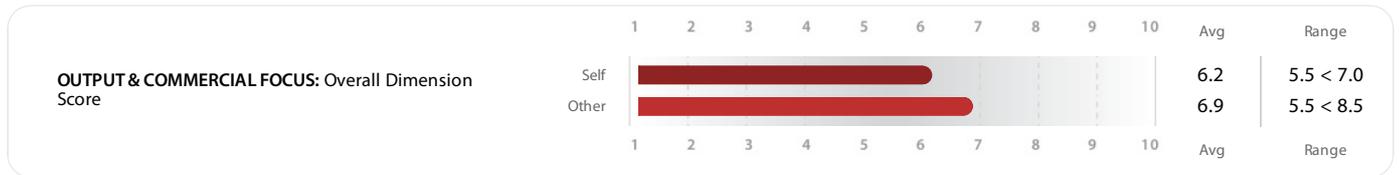


TANGIBLES - SKILLS & OUTCOMES

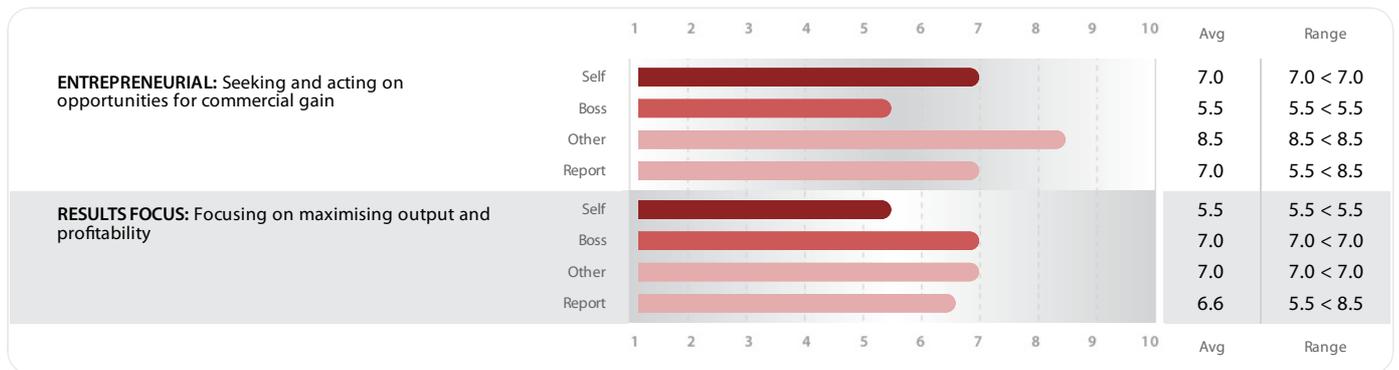
This section refers to the quality and quantity of tangible results or outcomes you achieve. This concerns your focus on outputs and the 'bottom line' and the levels of specialist, professional, or technical skills you require to achieve and maintain them

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

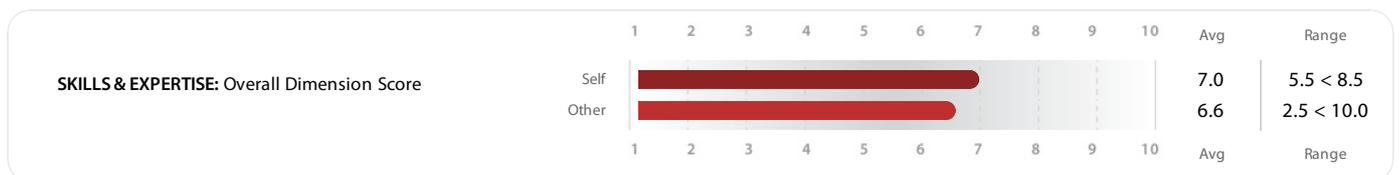


Your overall scores on this dimension, shown above, represent the average of the following abilities:

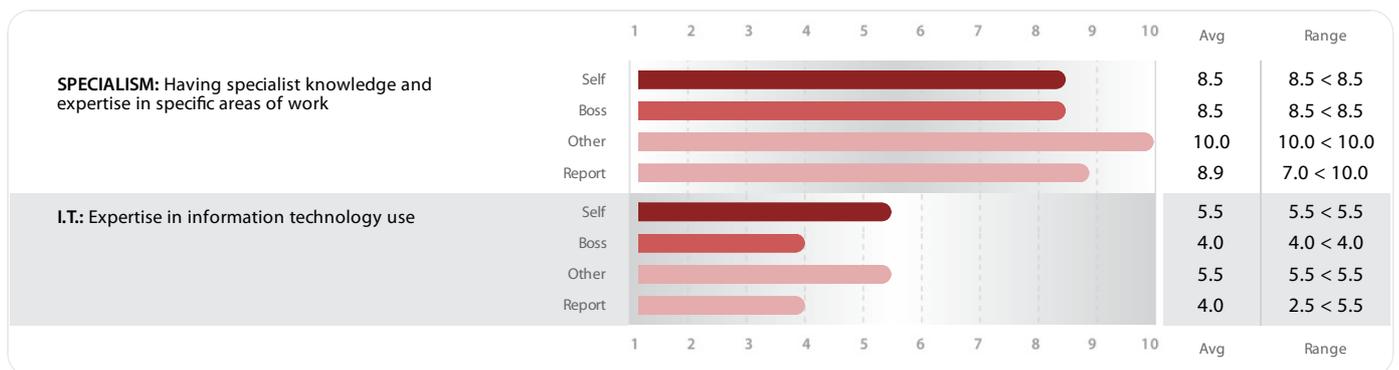


SKILLS & EXPERTISE

This dimension focuses on your practical and technical skills, which enable you to perform tasks at a consistent level of quality and professionalism. High levels of skill result in high quality in terms of work outputs



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





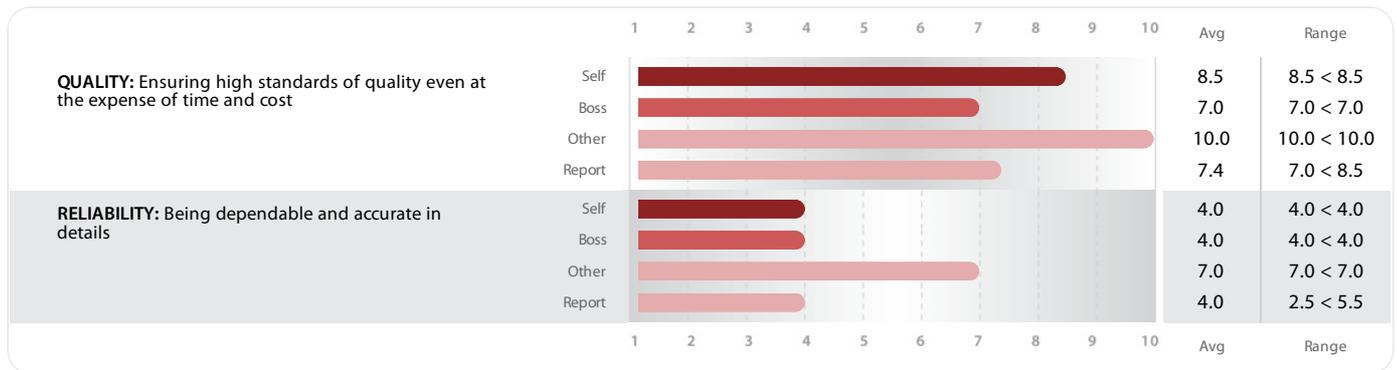
TANGIBLES - SKILLS & OUTCOMES

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:





CHANGE & ADAPTATION

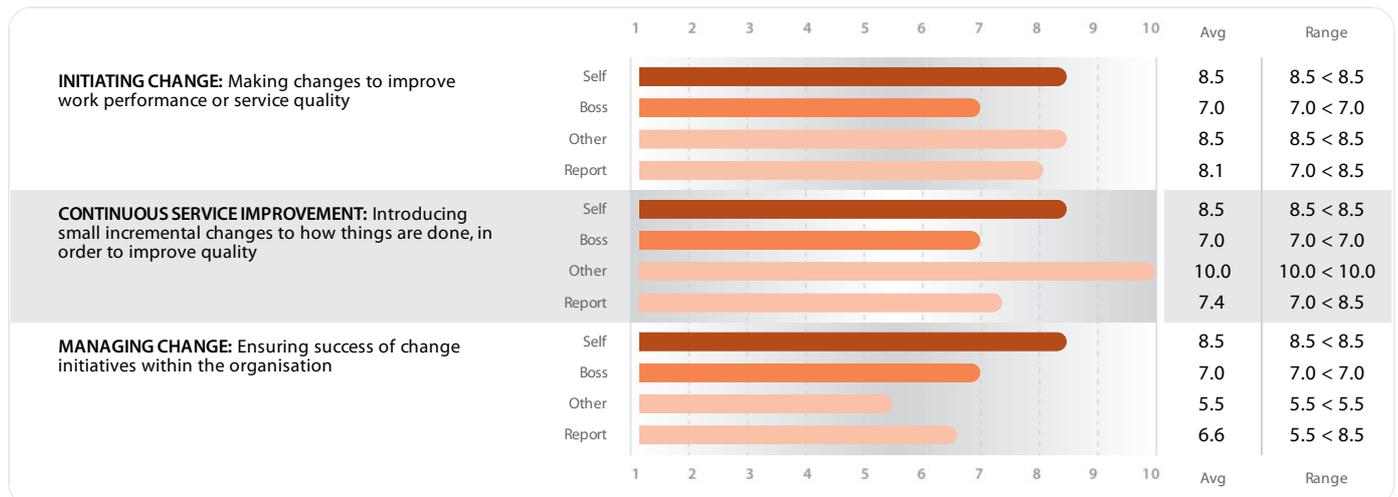
In this section we explore your ability to deal successfully with change. This includes modifying your behaviour, attitudes, and emotions in response to changing circumstances or the demands of others (eg: customers and colleagues). Inflexibility, on our part, demands that others adapt to our needs, 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:

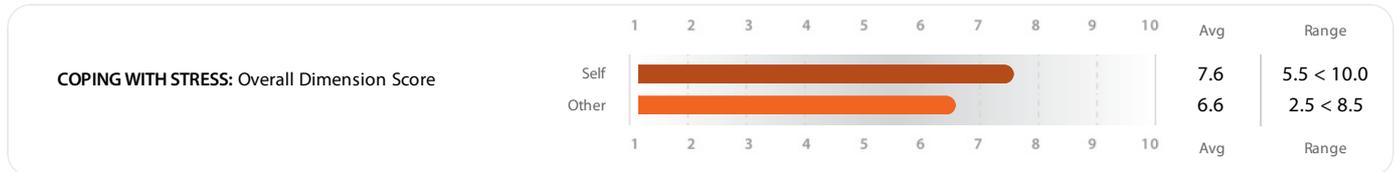




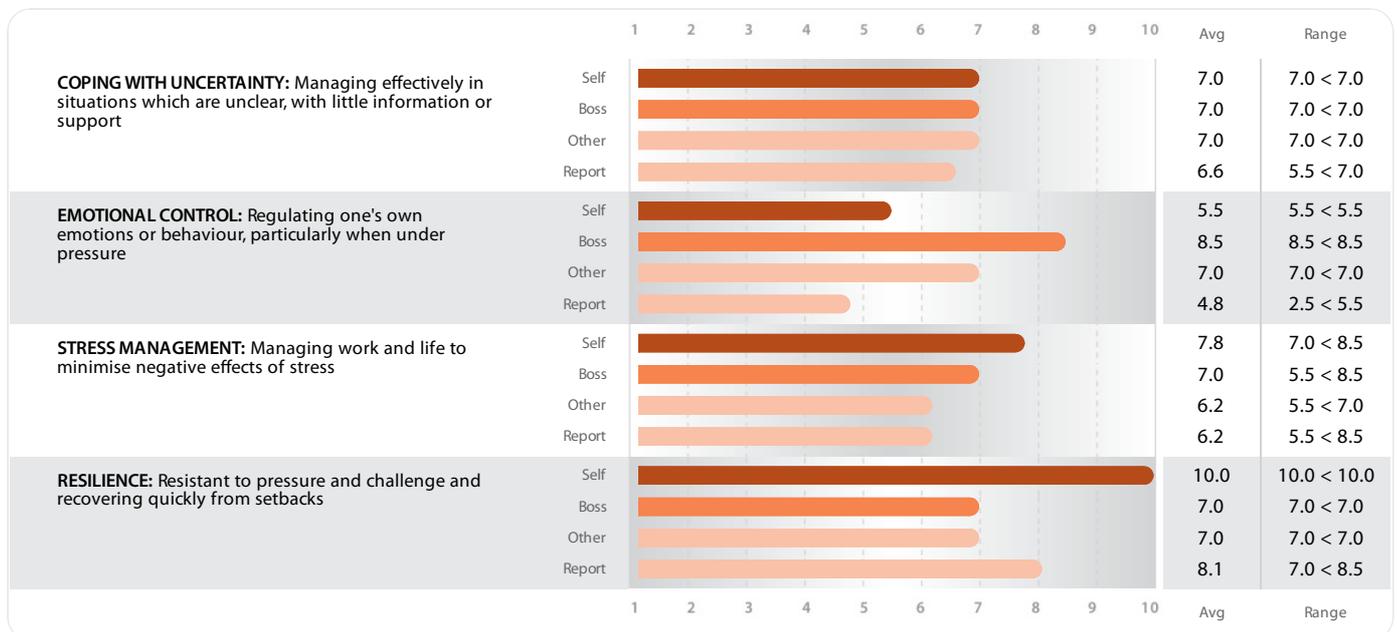
CHANGE & ADAPTATION

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:

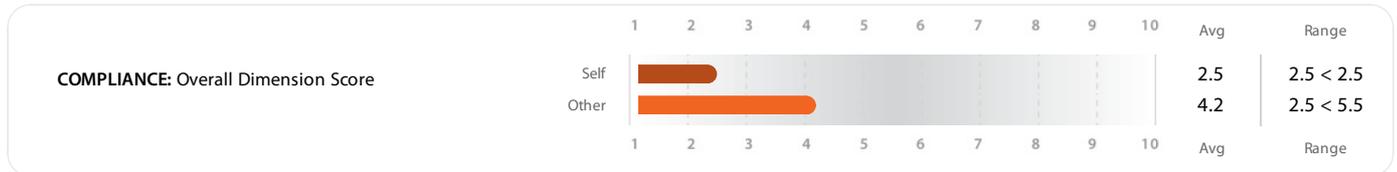




CHANGE & ADAPTATION

COMPLIANCE

This dimension focuses on your willingness to follow instructions and comply with the requirements and expectations of your role - and demands of customers and clients. Effective individuals will anticipate and respond to such requirements without needing instruction



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



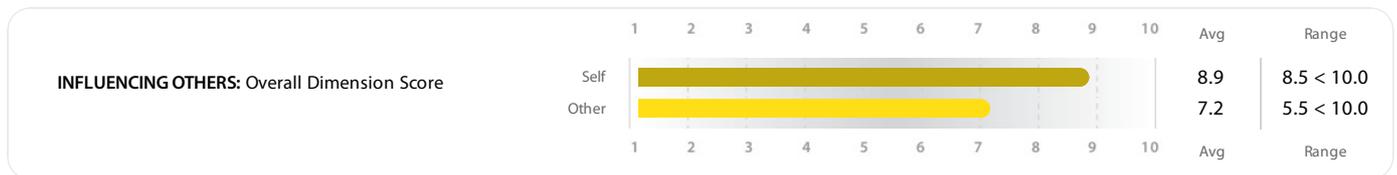


PEOPLE SKILLS

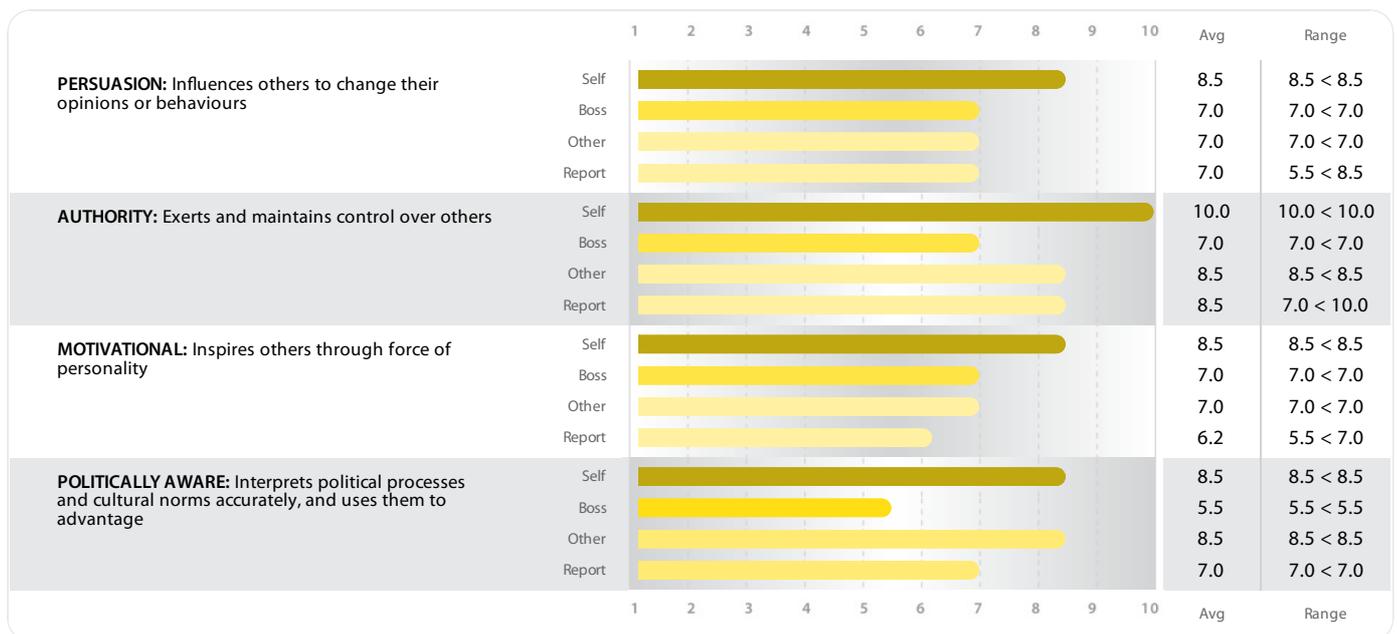
In this section we explore your ability to get on well with others and work with them effectively, Key to this is understanding the impact and influence of emotions: being sensitive to your own feelings, and those of others, and managing them appropriately. Individuals with high levels of emotional ability 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:

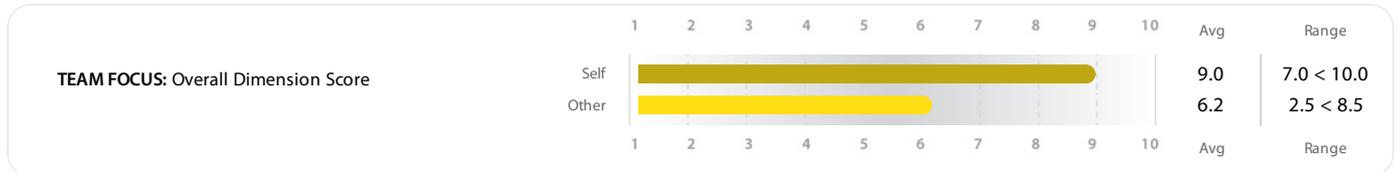




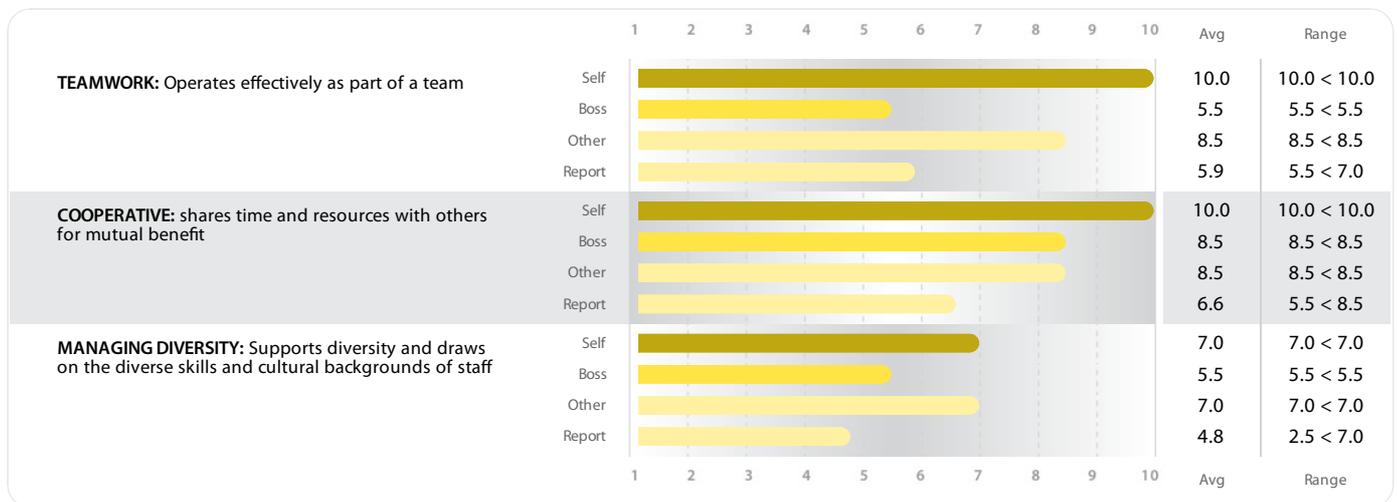
PEOPLE SKILLS

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:

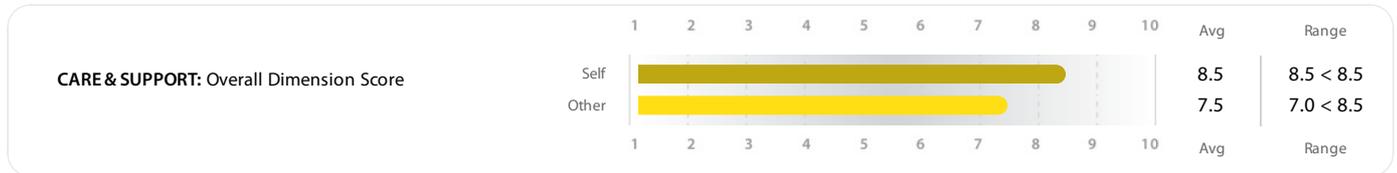




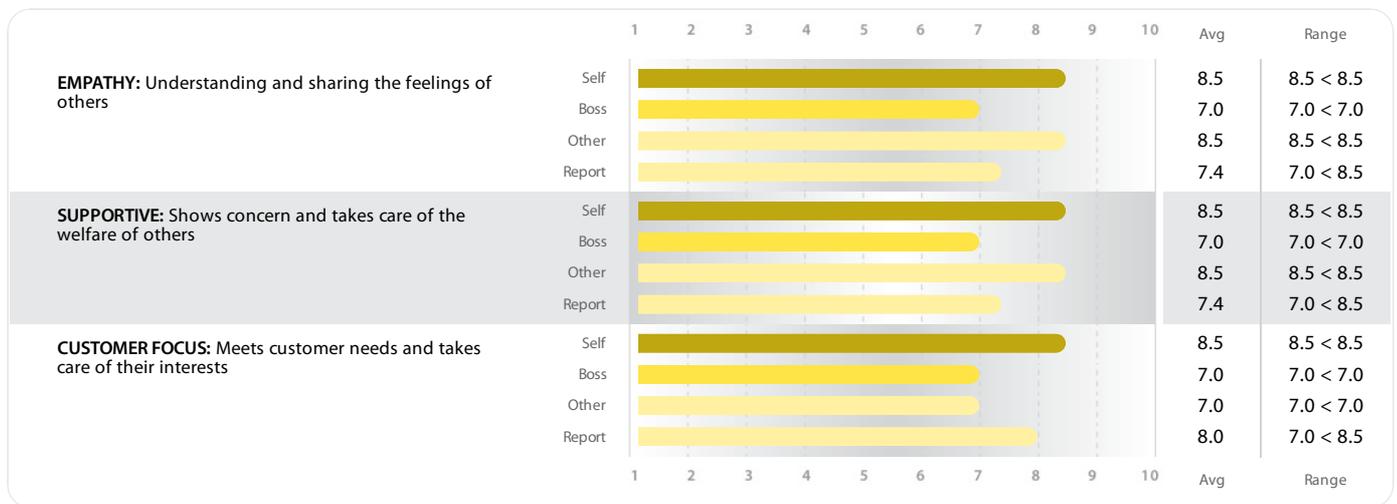
PEOPLE SKILLS

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:



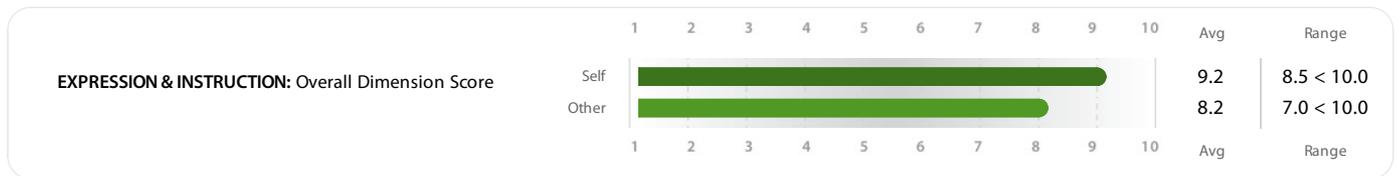


COMMUNICATION

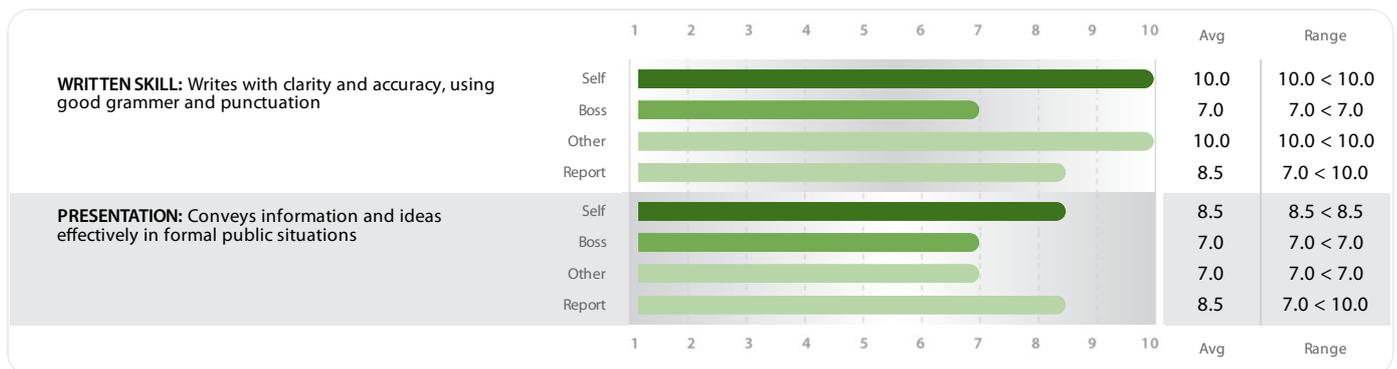
In this section we explore your ability to communicate with others. The focus is on the spoken or written word and how it is used to positive effect. The most effective communicators maintain a good balance between expressiveness and receptivity in order to maintain positive interaction and create rapport.

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:

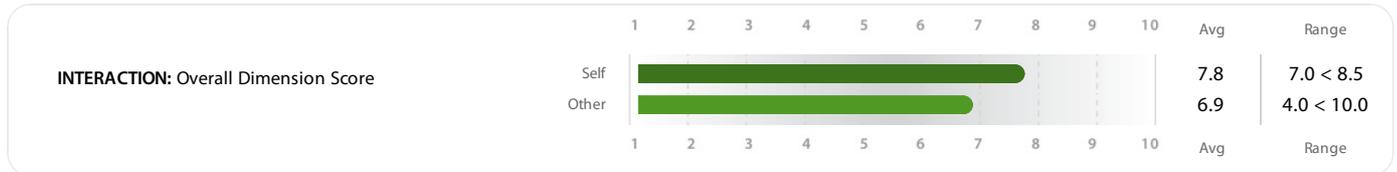




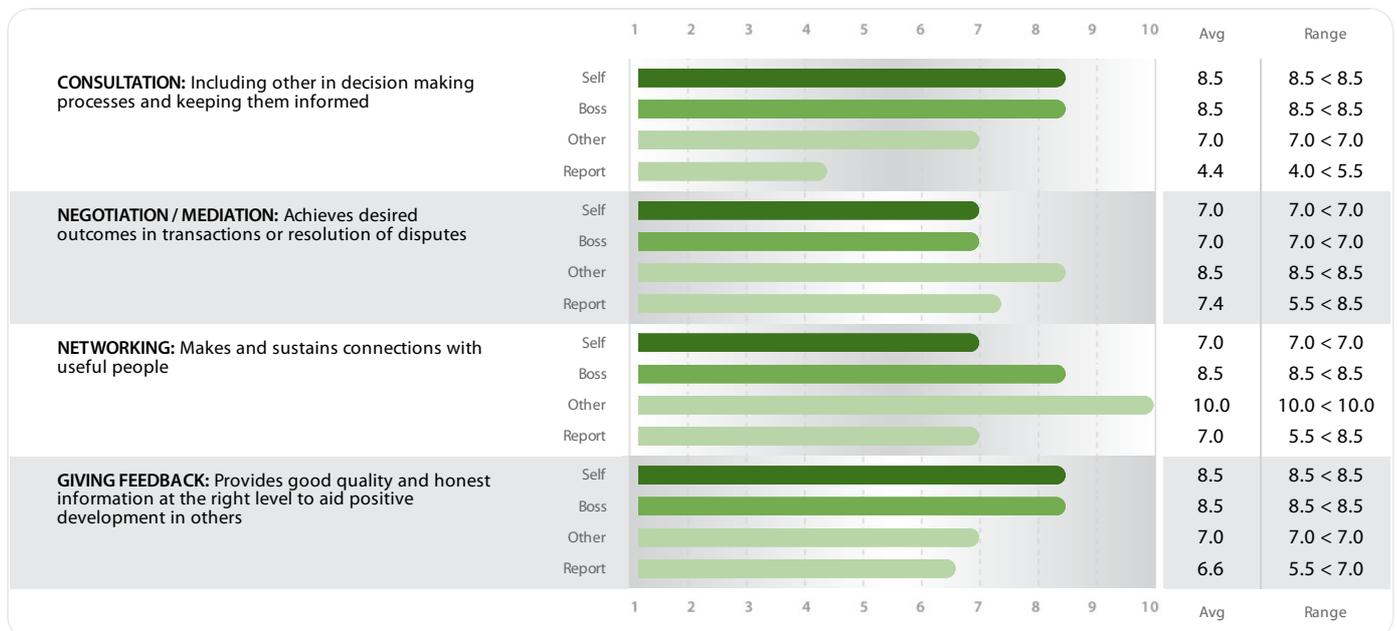
COMMUNICATION

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:

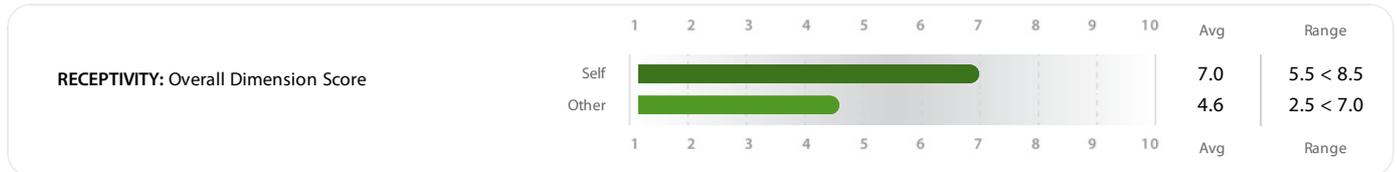




COMMUNICATION

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:



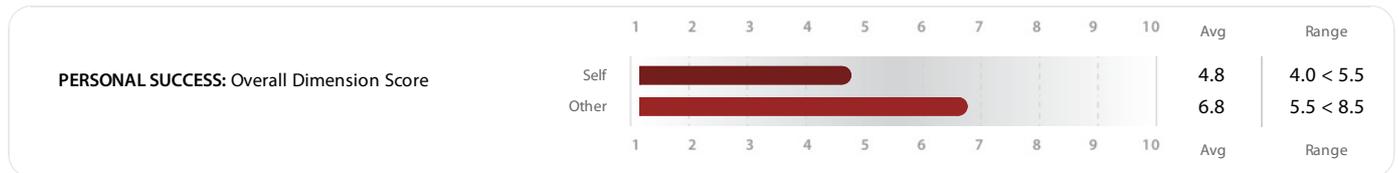


QUALITIES - MOTIVATION

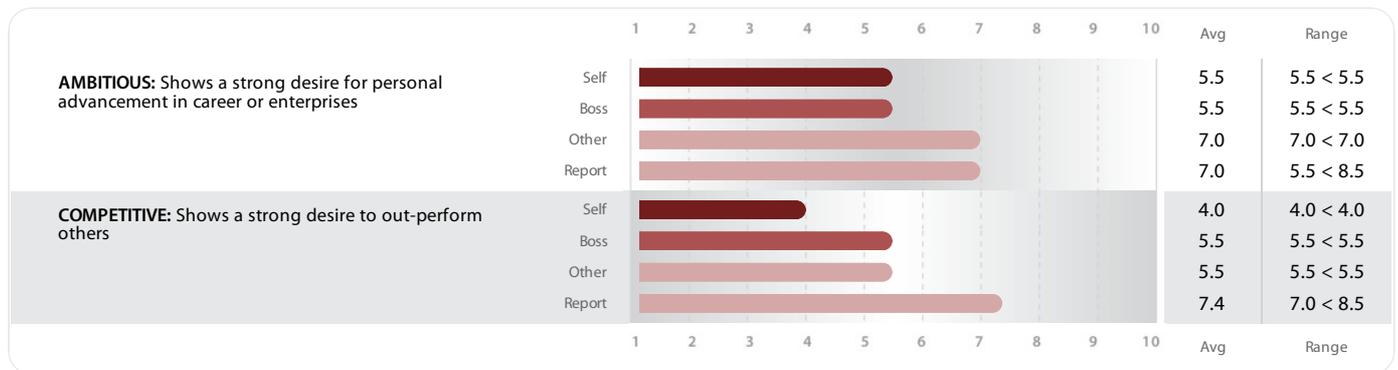
This section refers to your motivation levels - the energy and drive you show for achieving outcomes, either for yourself or others. This refers to your dynamism, vitality and readiness for action - rather than the actions themselves

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

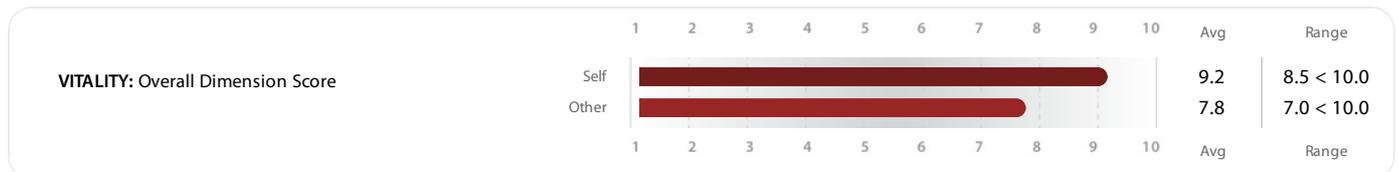


Your overall scores on this dimension, shown above, represent the average of the following abilities:

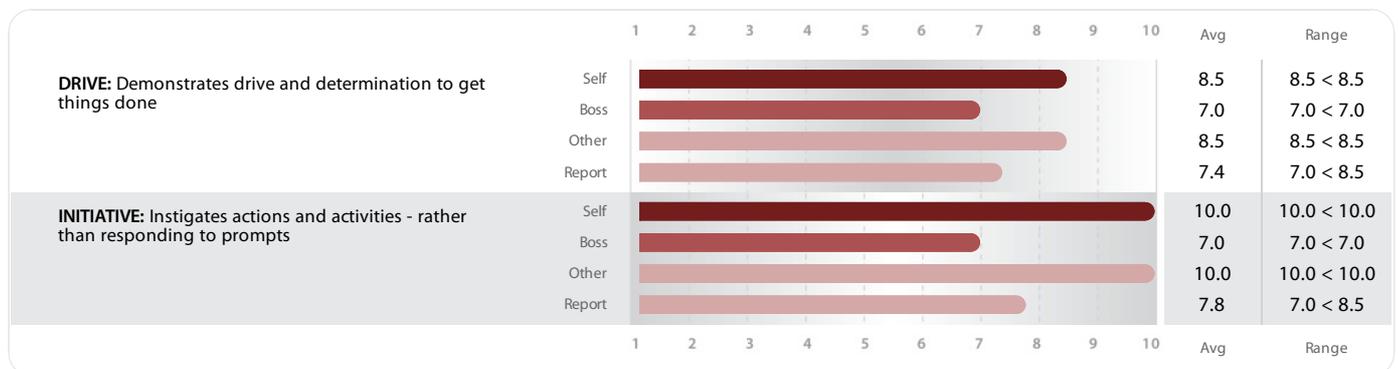


VITALITY

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:

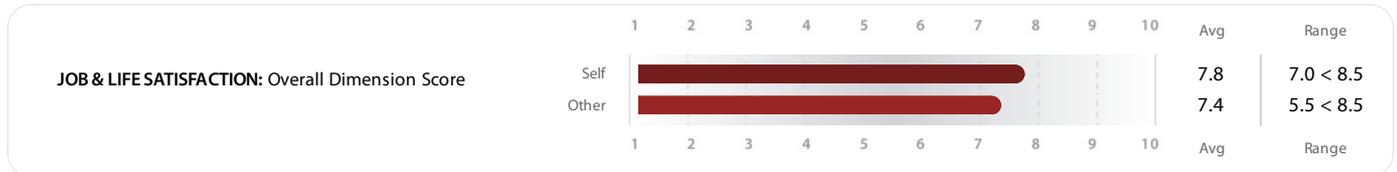




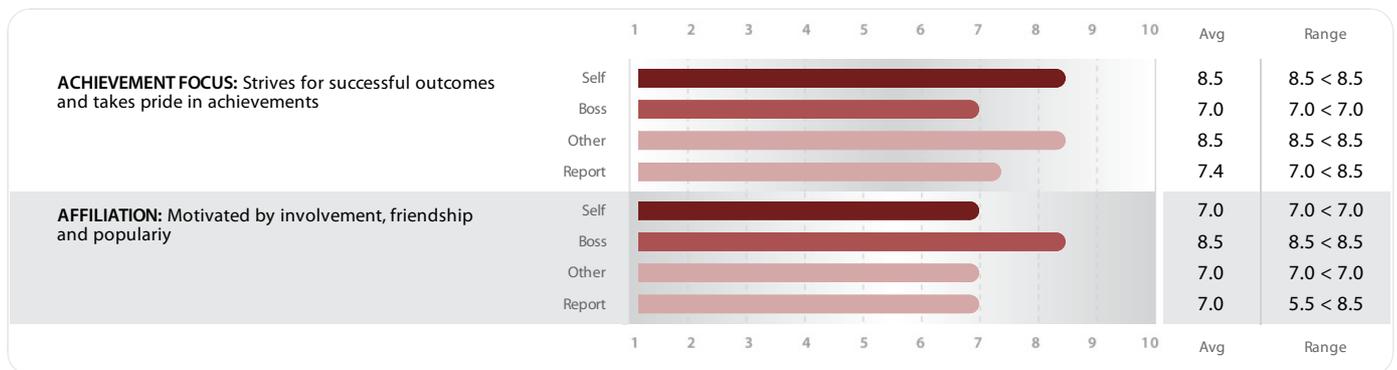
QUALITIES - MOTIVATION

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

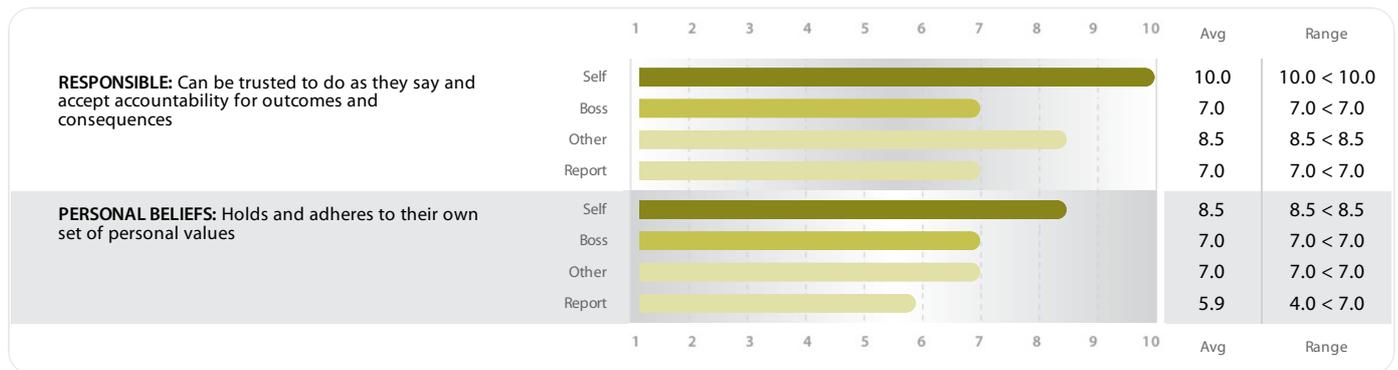
This section focuses on your values - your awareness of what is right and wrong and the degree to which you use this to guide your behaviour. Values can be personal to you or relate to a wider group, organisation, or culture - or humanity as a whole

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

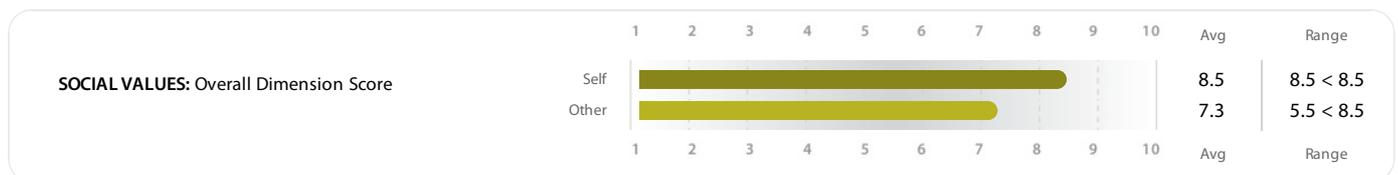


Your overall scores on this dimension, shown above, represent the average of the following abilities:

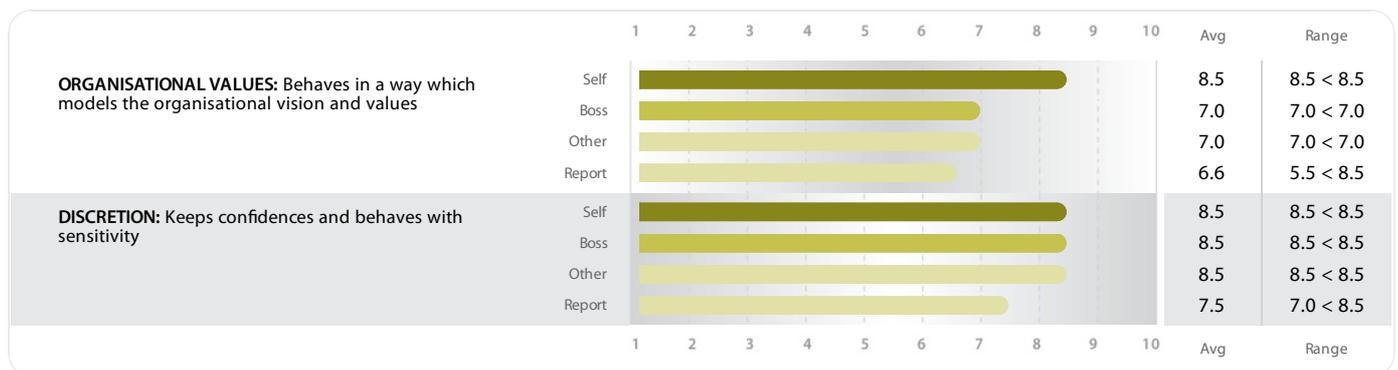


SOCIAL VALUES

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:





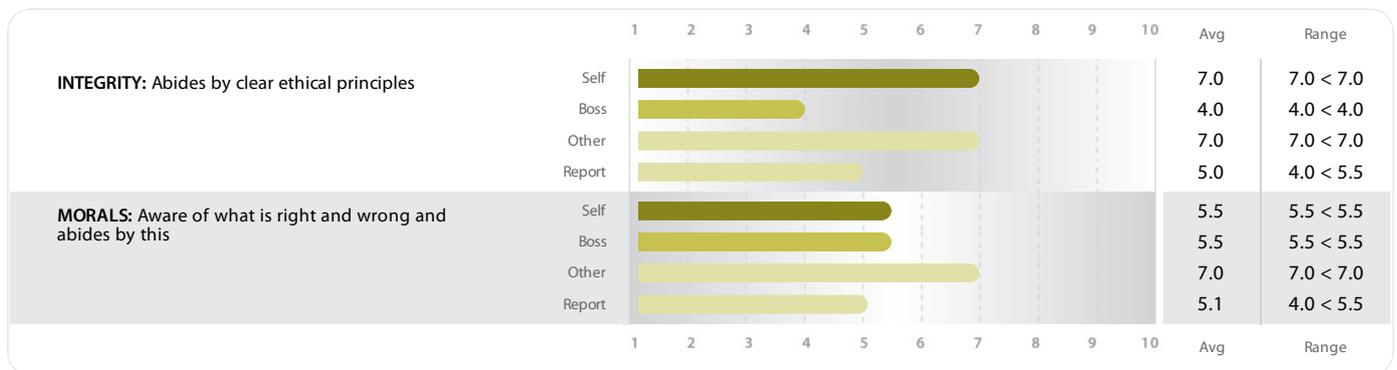
QUALITIES - VALUES

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:



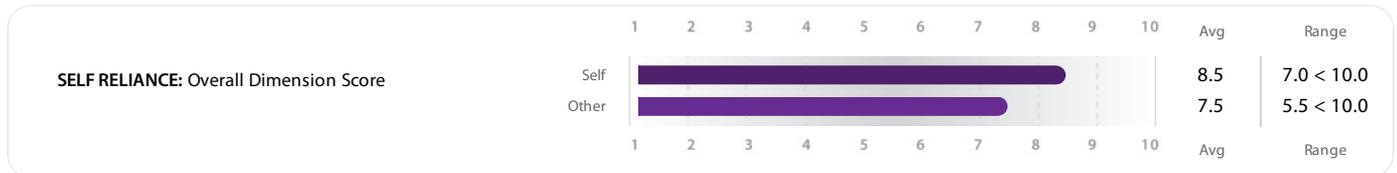


QUALITIES - DIRECTION

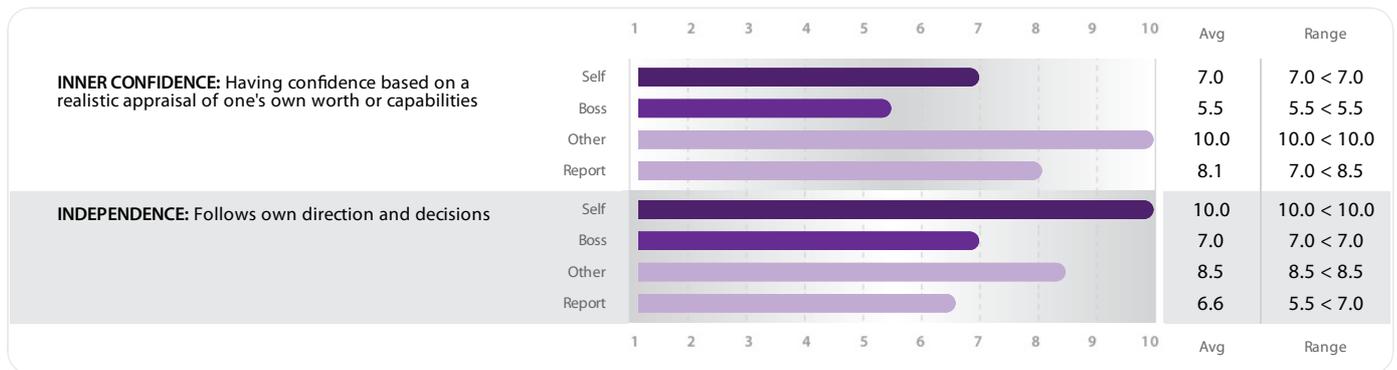
This section refers to your self awareness and sense of direction in life. These personal qualities are central and influence attitudes and behaviours in all other areas: the values you choose to live by; your outlook for the future; and your overall sense of meaning in life. A strong sense of direction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

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

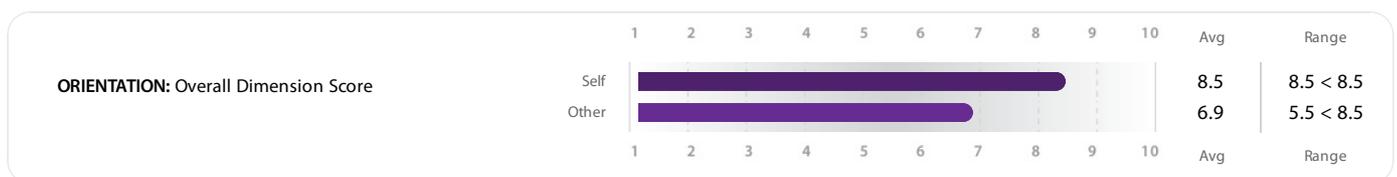


Your overall scores on this dimension, shown above, represent the average of the following abilities:

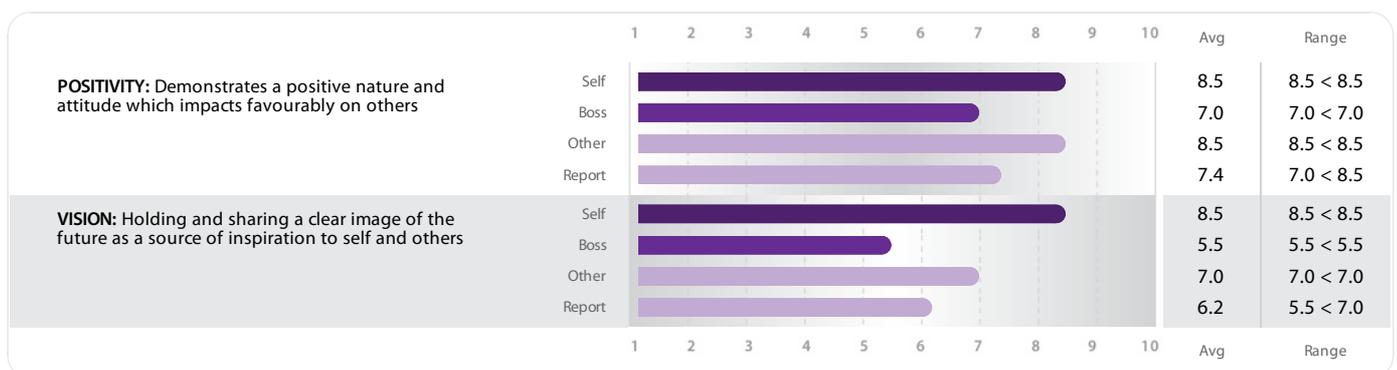


ORIENTATION

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:

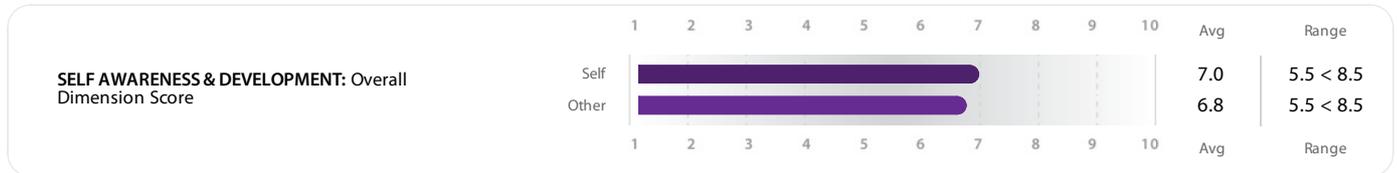




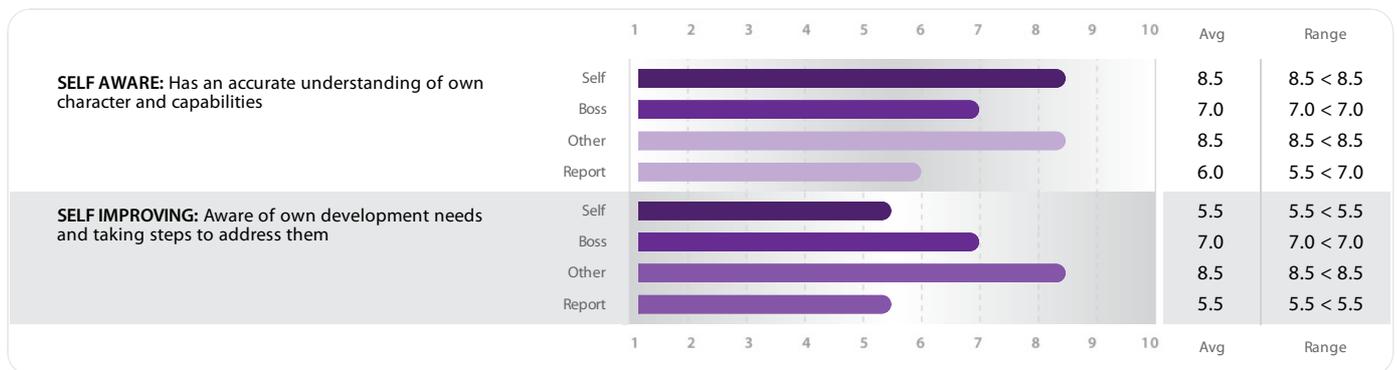
QUALITIES - DIRECTION

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 the necessary skills and qualifications to support their area of expertise	9.0	7.0 < 10.0
Is always having creative ideas: about new methods, approaches or possibilities	8.5	5.5 < 10.0
Is able to write well, producing professional Tenders and Reports which are pitched at the right level	8.5	7.0 < 10.0
Is willing to use their authority to get results	8.2	7.0 < 10.0
A self assured and effective public speaker	8.0	7.0 < 10.0
Creates opportunities, rather than just responding to them	8.0	7.0 < 10.0
Drives forward new changes and initiatives	8.0	7.0 < 8.5
Appears confident in their worth and abilities to succeed	8.0	5.5 < 10.0
Builds strategic relationships to make useful links across the broader system	7.9	5.5 < 10.0
Can be relied upon to be discrete when dealing with sensitive or confidential matters	7.9	7.0 < 8.5

Development Needs

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

Item text:	Av	Range
Is able to stay on top of all the admin and paper-work required of their role	3.0	1.0 < 7.0
Is open to feedback, both positive and negative	4.0	2.5 < 5.5
Embraces new technologies proactively and recognises their role in modern business practice	4.2	2.5 < 5.5
Respects and complies willingly with organisational policies, procedures and legal obligations	4.2	2.5 < 5.5
Pays attention to the accuracy of details	4.5	2.5 < 7.0
Ensures the necessary resources are always available to allow effective and efficient functioning	4.8	2.5 < 7.0
Sets up and maintains effective and appropriate governance processes to ensure successful outcomes	5.0	2.5 < 7.0
Acts with clear ethical principles at all times	5.2	4.0 < 7.0
Encourages a diverse mix of backgrounds and views in the organisation	5.2	2.5 < 7.0
Is approachable and receptive to the views and suggestions of others	5.2	4.0 < 7.0

Hidden Strengths

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

Item text:	Self	Other
Is highly competitive and determined to do better than anyone else	4.0	6.8
Respects and complies willingly with organisational policies, procedures and legal obligations	2.5	4.2
Has clear personal objectives for their self development	5.5	7.0
Always focused on achieving maximum output - in terms of both productivity and profitability	5.5	6.8
Is driven to be successful	5.5	6.8
Appears confident in their worth and abilities to succeed	7.0	8.0
Builds strategic relationships to make useful links across the broader system	7.0	7.9
Has the necessary skills and qualifications to support their area of expertise	8.5	9.0
Pays attention to the accuracy of details	4.0	4.5
Is willing to take calculated risks	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
This person puts team objective before his/her own	10.0	6.2
Actively contributes to development of organisational strategy	10.0	6.2
Delegates work to others appropriately, ensuring they have the necessary capabilities and resources	10.0	6.8
Is approachable and receptive to the views and suggestions of others	8.5	5.2
Always consults with others before taking an action which might affect them	8.5	5.5
Is autonomous in their operations and does not rely on anyone else - for guidance or support	10.0	7.0
Always makes contingency plans in case things go wrong	8.5	5.8
Always seeks win-win outcomes wherever possible	10.0	7.2
Takes personal responsibility for everything they do	10.0	7.2
Has a clear vision of the future which they share with others	8.5	6.2

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?

- Procrastinating - I know what I need to do and I should just get on with it.

What would I like this person to stop doing?

- Simon puts a lot of focus on supporting change and introducing new ways of working. Sometimes this can risk throwing the baby out with the bathwater
- Expecting too much of us when we are already under pressure
- Simon is generally a good boss. He has a lot of ideas, some are helpful but sometimes not clear what we are supposed to be doing.
- Paying more attention to personnel issues than commercial ones. of course staff well-being is important, but the bottom line comes first!
- Being a bit too laid back. It can have a calming effect, but sometimes we really need to be a bit more driven
- Nothing. I think Simon offers a lot to the business

What should I start doing?

- More focus on promotion/marketing and making the most of my achievements

What would I like this person to start doing?

- Focus more on clear and consistent structures and processes - and get up to date with the IT!
- Spend a bit more time understanding some of the challenges we face at our level in the organisation
- Clearer policies and protocols - it is all very well being empowered to make improvements but sometimes don't know if it is the right thing
- Focus more on business planning and delivering our strategy
- Taking things more seriously, we need to really pull the stops out this year
- Simon has more potential than he thinks and could make more of it

What should I carry on doing?

- Networking with potential clients and partners

What would I like this person to carry on doing?

- Being a valued member of staff
- Simon is a pretty good boss and does give us a chance to have our say
- Being positive and supporting staff development
- Simon is a 'people person' and good at engaging with potential clients and networking. This is of real benefit.
- Being positive and keeping staff on-side
- Keeping peoples' spirits up and knowing when to have a laugh at work

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.

Bardzil, P.J, Lewis, B, Robertson, I.T. 2000. *Understanding Service Quality: Modeling the Service Experience*.

Service Quality in the New Economy :Interdisciplinary and International Dimensions. New York.

International Service Quality Association

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

Quality in Service: Crossing Borders. Victoria BC. University of Victoria Faculty of Business.

Bardzil, P. J., & Slaski, M. 2003. *Emotional Intelligence: fundamental competencies for enhanced service provision*.

Managing Service Quality, 13(2): 97-104.

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.