

psychologica



Confidential

**Perspectives 360: Engaging with  
Others**

Raw Score Version  
for Edward Example

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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
Peer	3
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 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

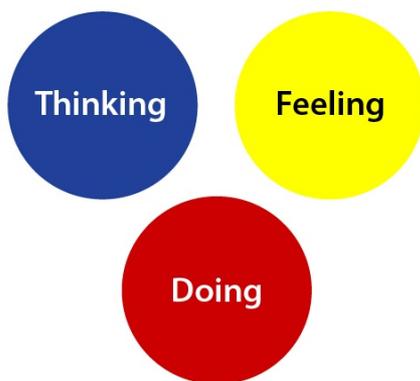
### Getting the most out of this report

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<sup>©</sup> 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.

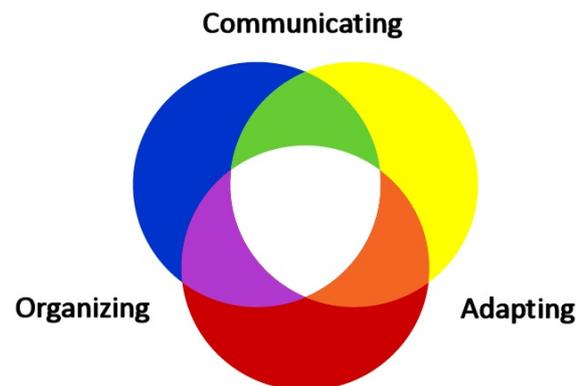


### Our 3 Capacities

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**.



### Our Personal Style

Personal Style relates to our preferred ways of interacting with others, which impacts on our performance and how others see us. Style manifests as a tendency towards either **Assertive** (active) or **Responsive** (reactive) engagement. We are generally at our most effective when we have these in balance (interactive) and at our least effective when we focus on neither (non-active).



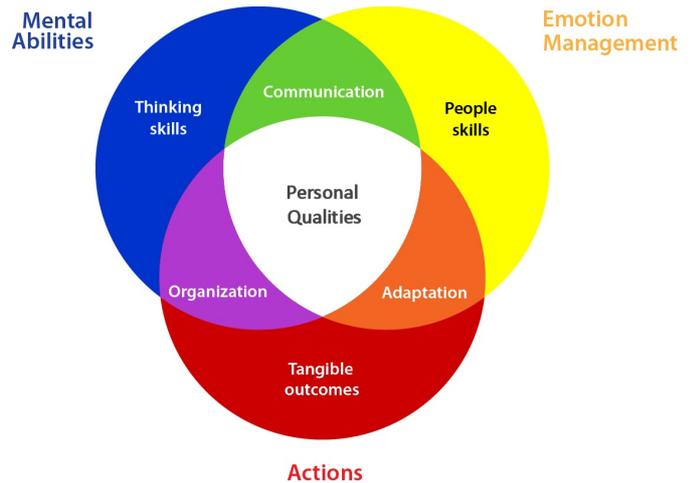
### Our Personal Qualities

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 inter-personal dimensions 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 interpersonal dimensions of the model, as seen by others. This represents your perceived levels of competence on each of the dimensions, broadly representing 'People Focus' (right-hand side of the model).

## Your Skill Dimension Scores



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



**CHANGE & ADAPTATION**

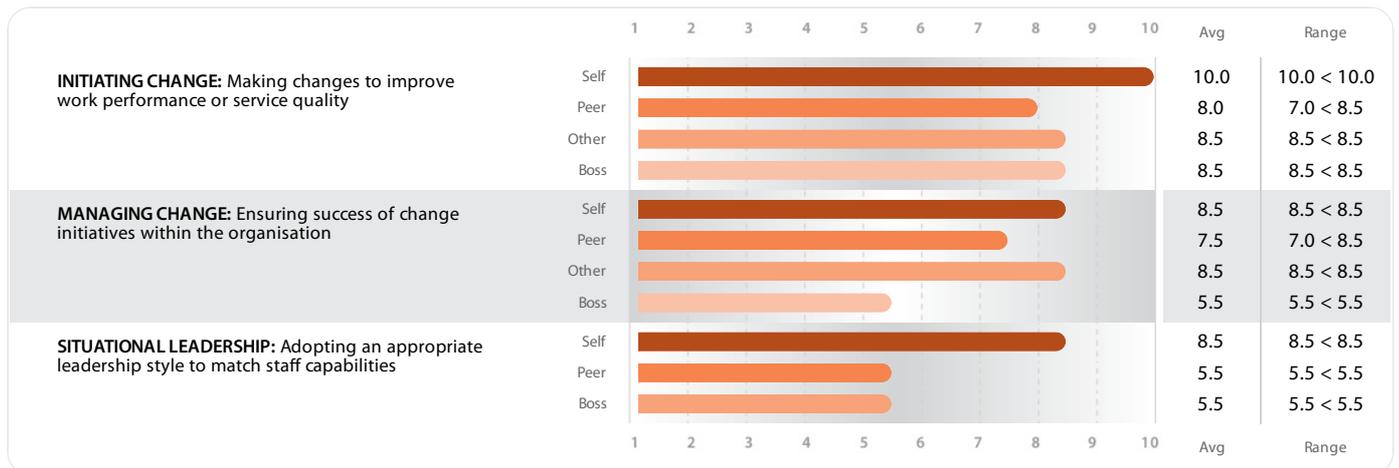
In this section we explore your ability to deal successfully with change. This includes modifying your behaviour, attitudes, and emotions in response to changing circumstances or the demands of others (eg: customers and colleagues). Inflexibility, on our part, demands that others adapt to our needs,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

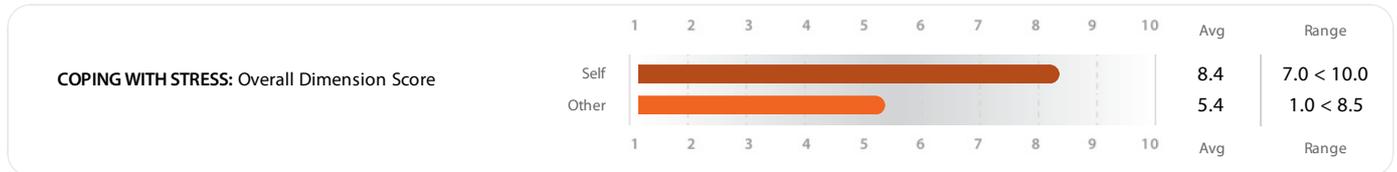




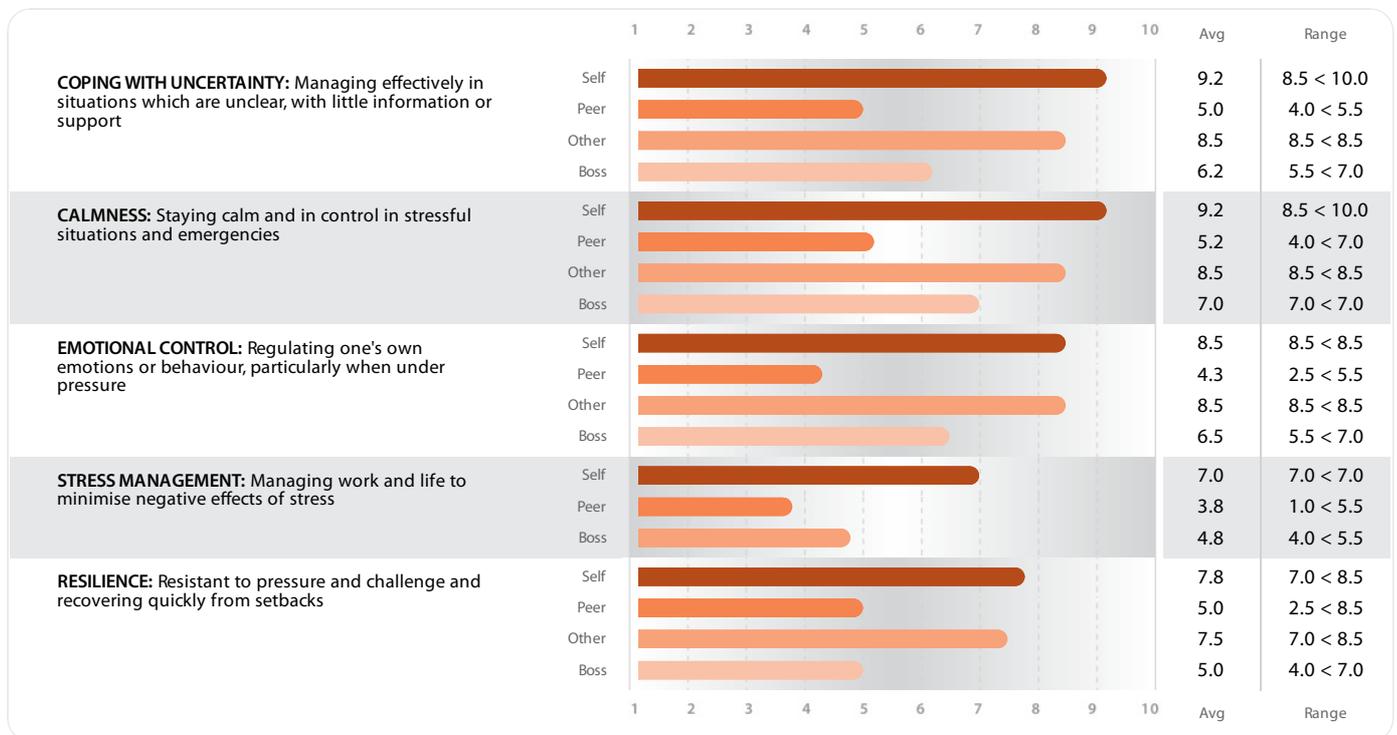
CHANGE & ADAPTATION

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:

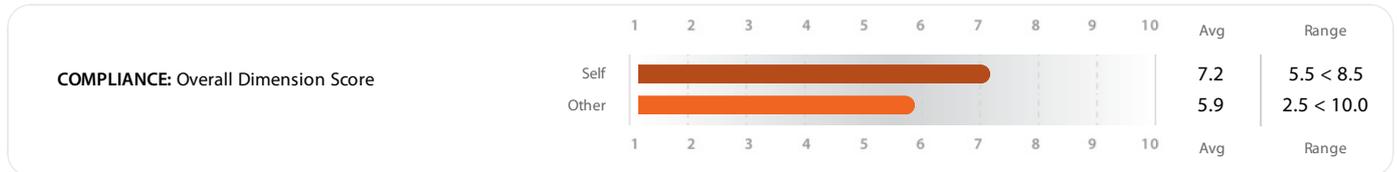




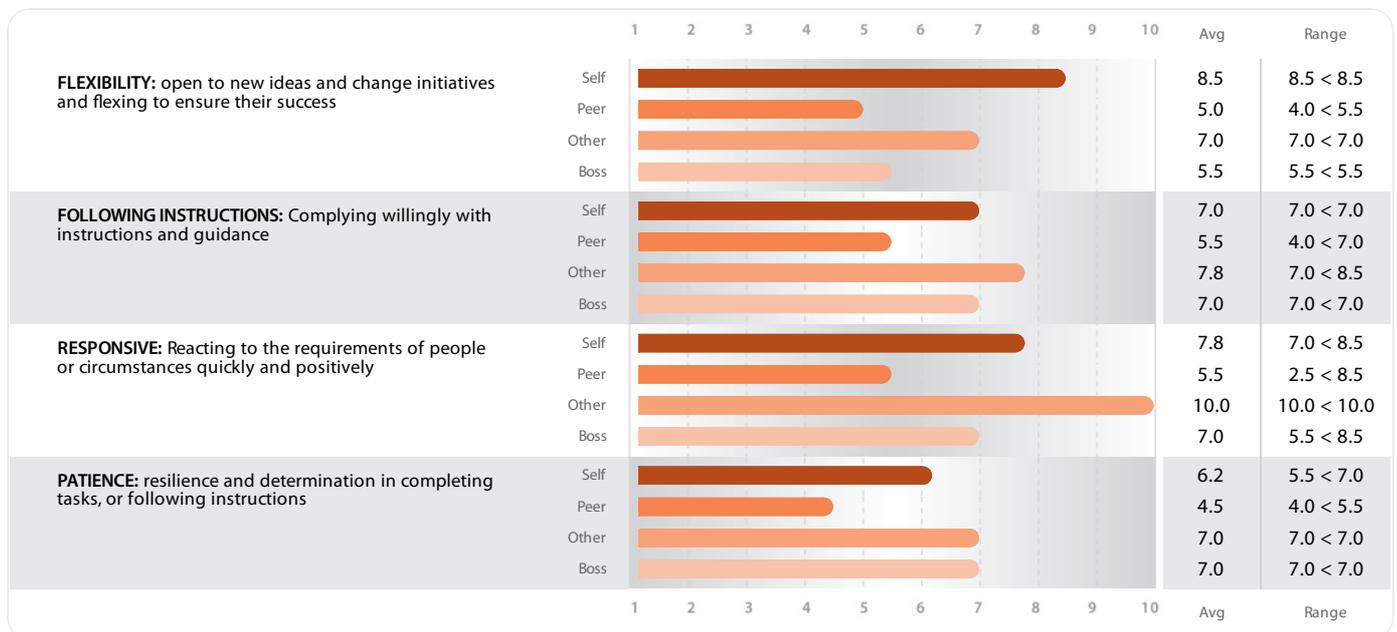
CHANGE & ADAPTATION

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:



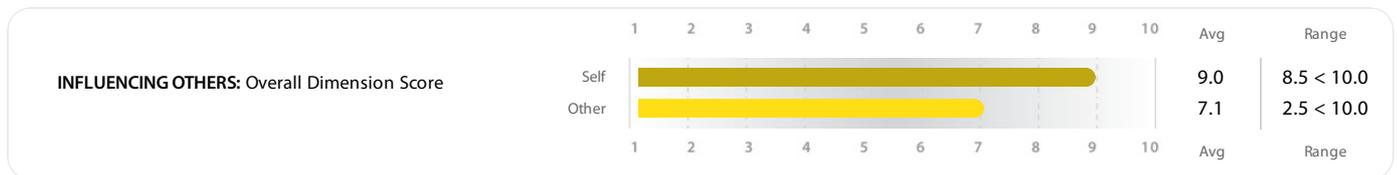


**PEOPLE SKILLS**

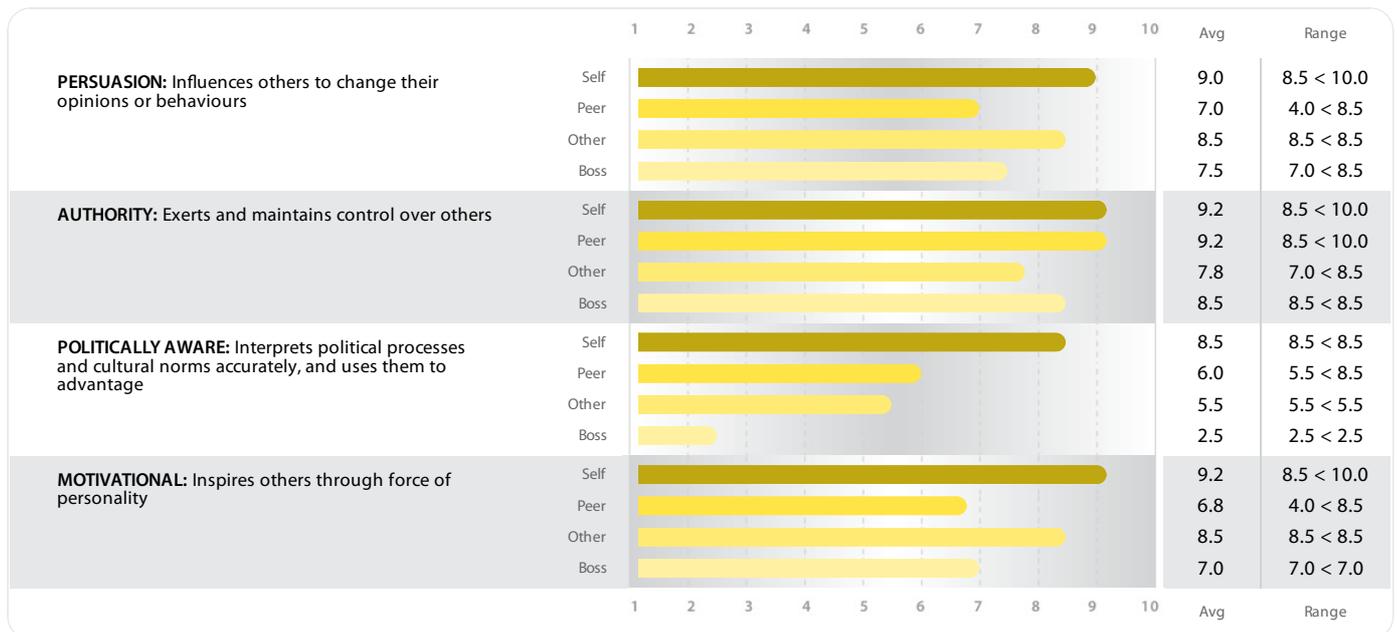
In this section we explore your ability to get on well with others and work with them effectively, Key to this is understanding the impact and influence of emotions: being sensitive to your own feelings, and those of others, and managing them appropriately. Individuals with high levels of emotional ability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

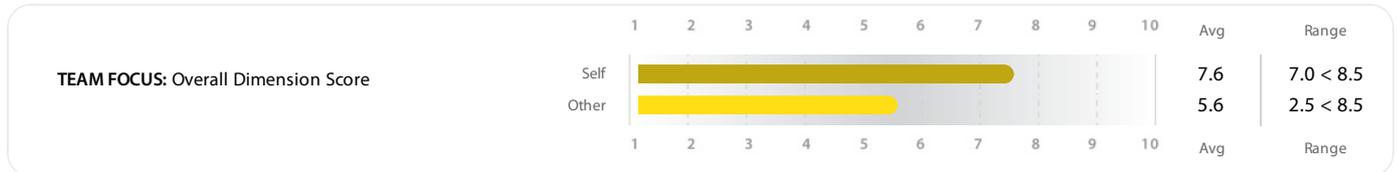




PEOPLE SKILLS

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:

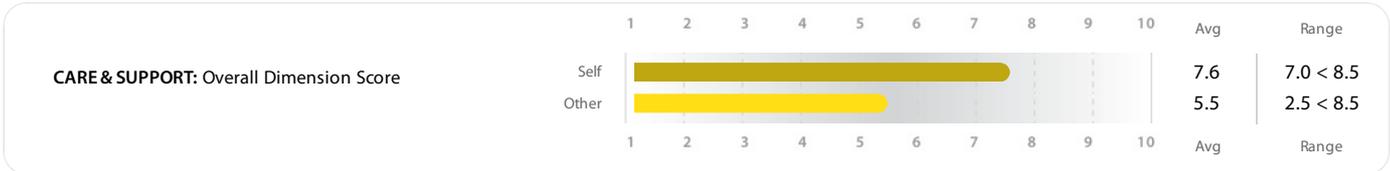




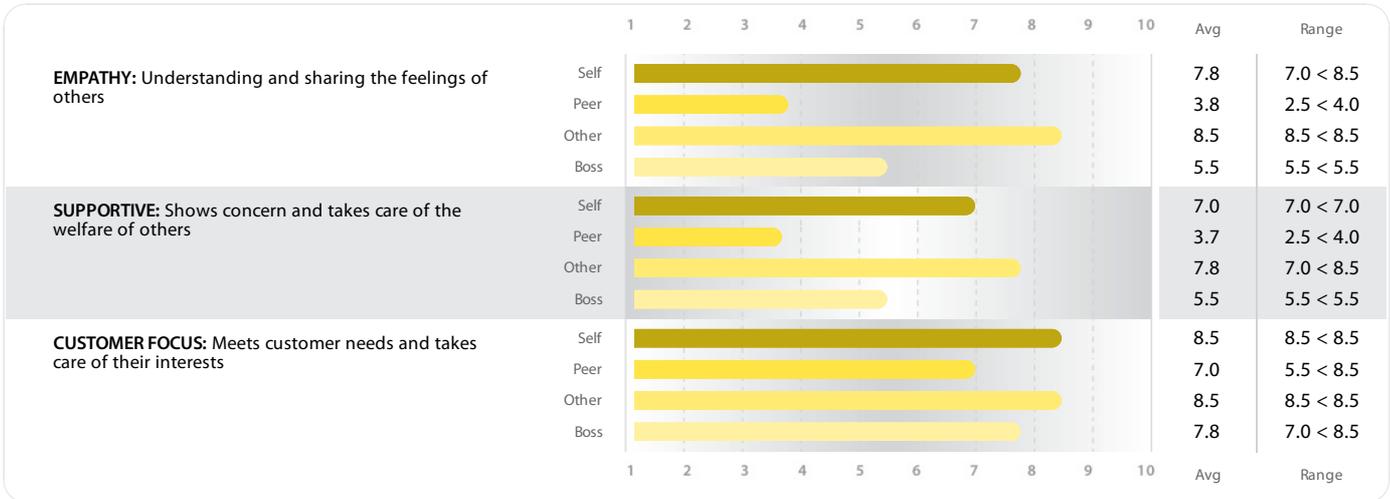
PEOPLE SKILLS

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:



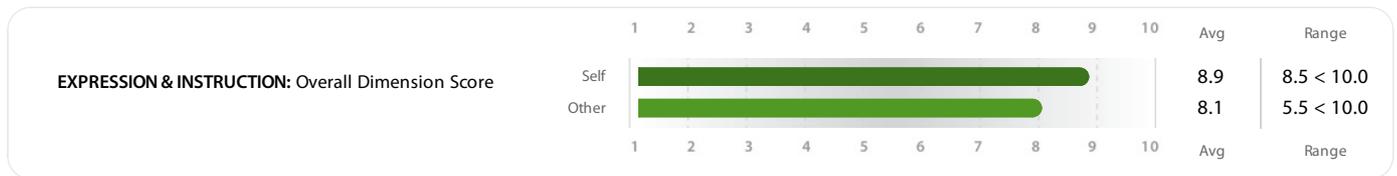


COMMUNICATION

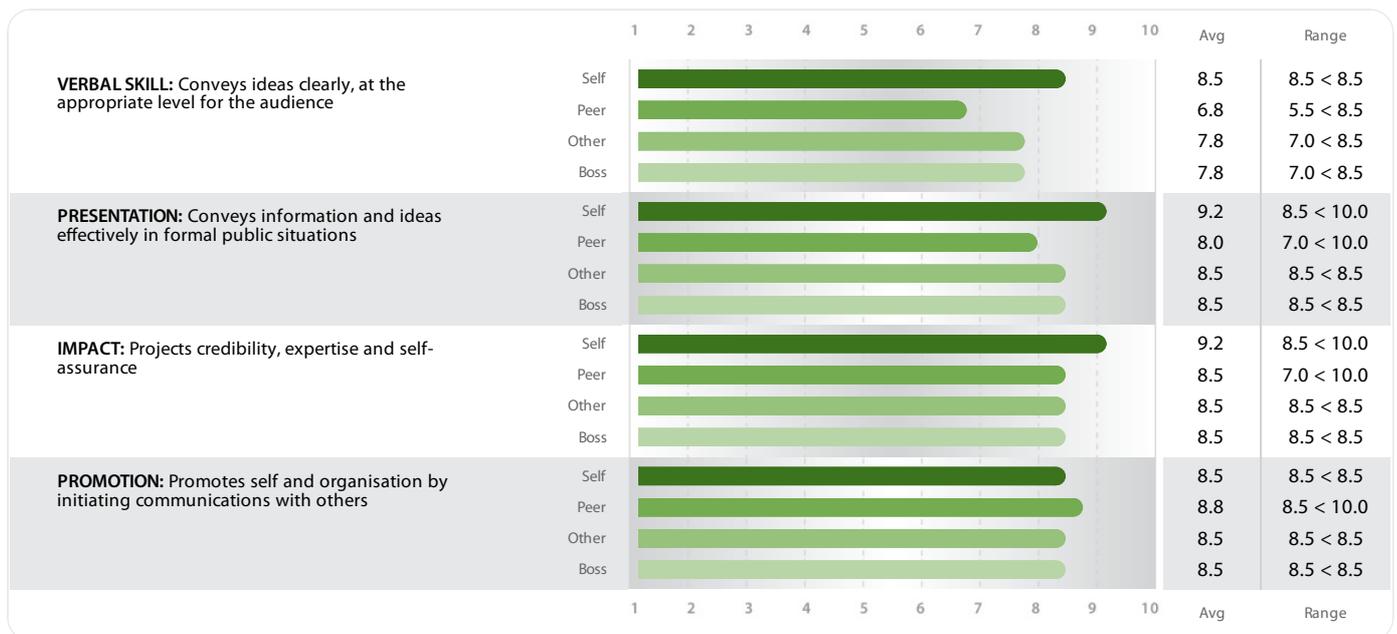
In this section we explore your ability to communicate with others. The focus is on the spoken or written word and how it is used to positive effect. The most effective communicators maintain a good balance between expressiveness and receptivity in order to maintain positive interaction and create rapport.

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:

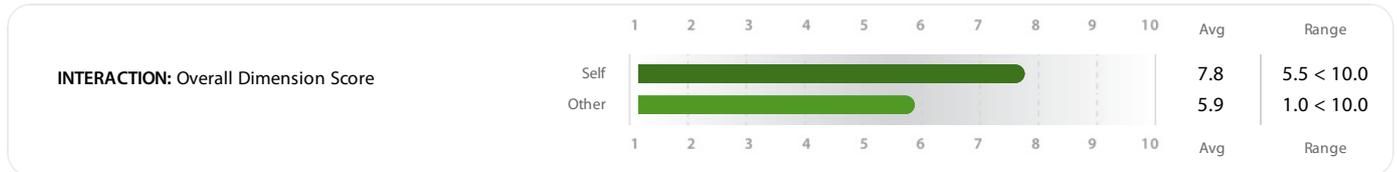




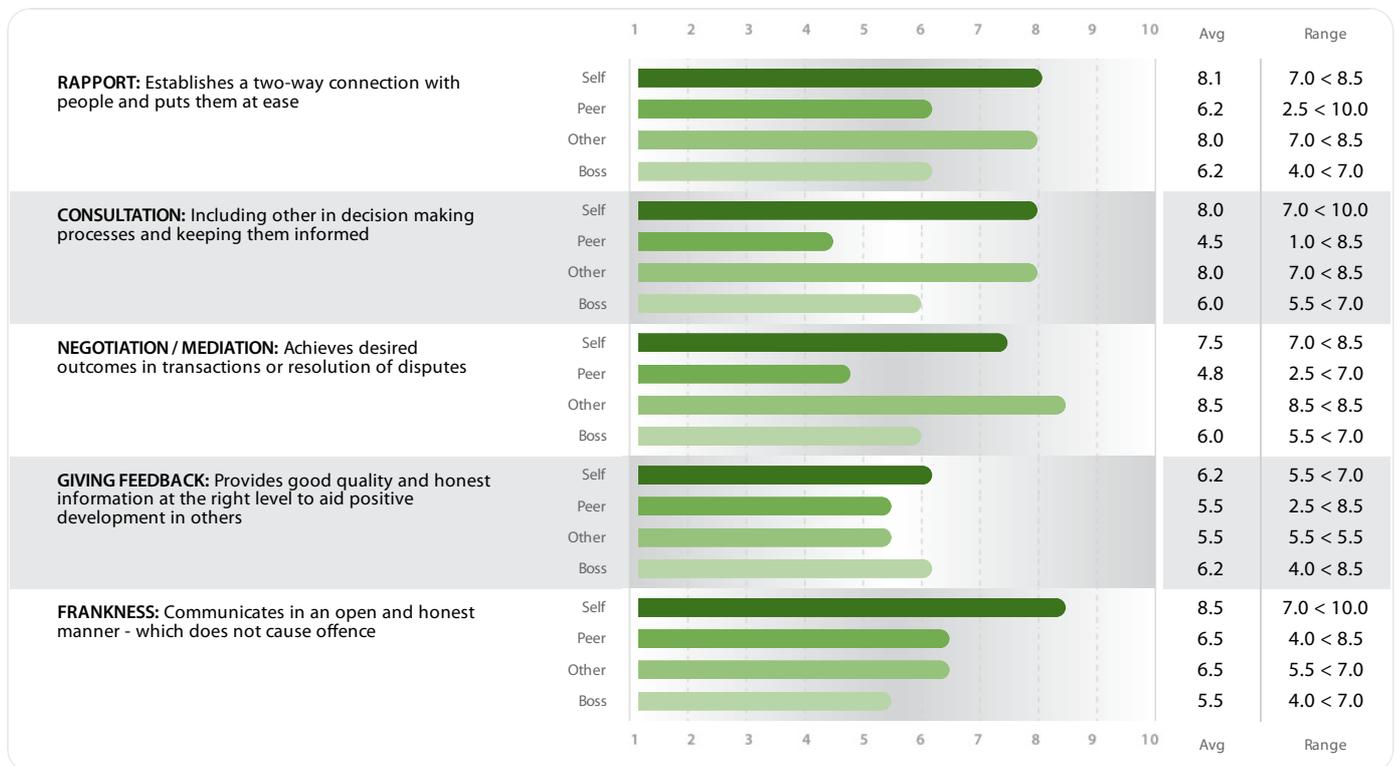
COMMUNICATION

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:

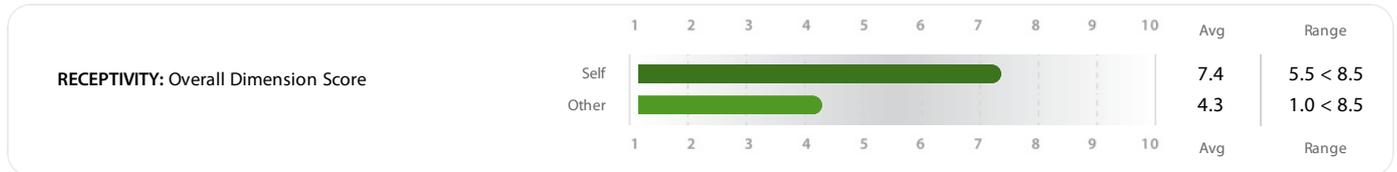




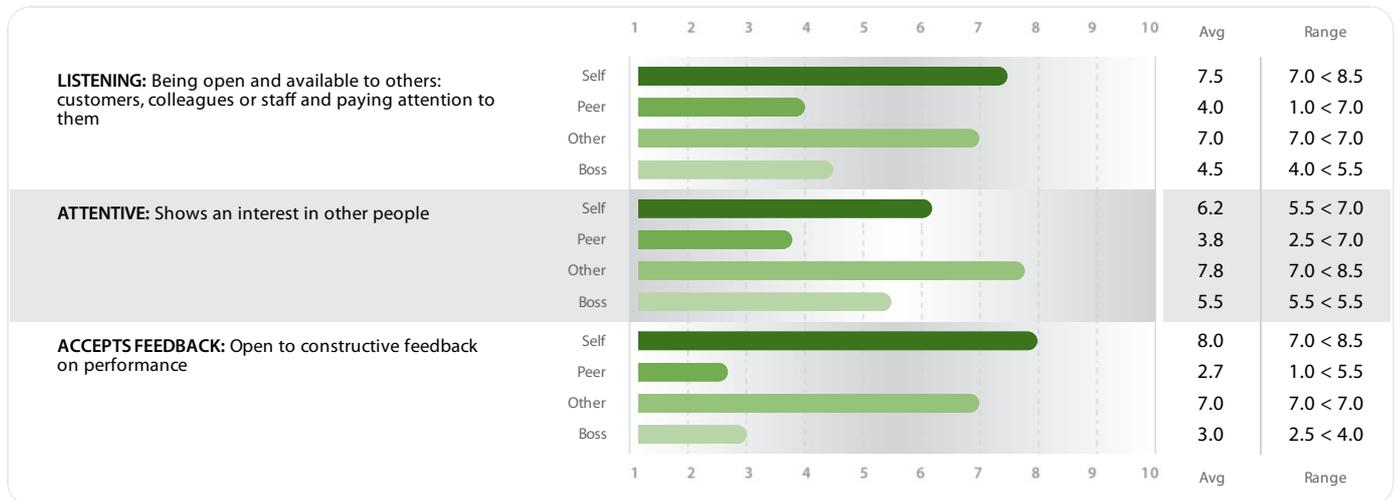
COMMUNICATION

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:



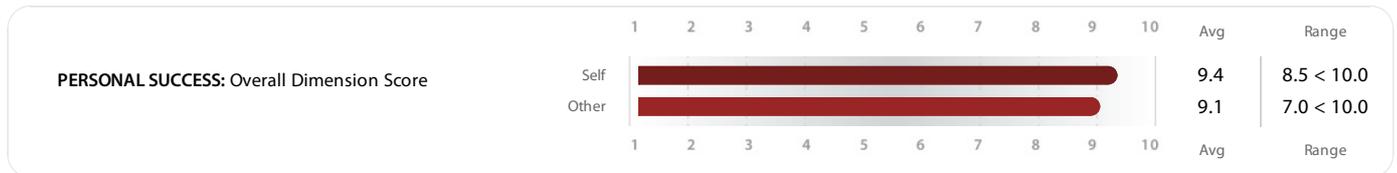


**QUALITIES - MOTIVATION**

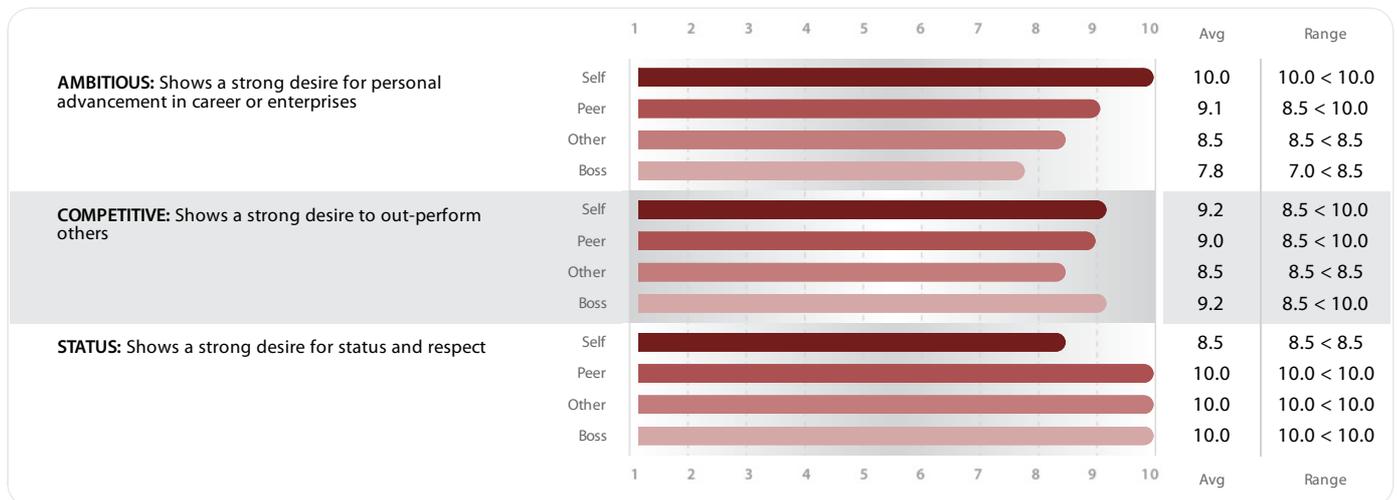
This section refers to your motivation levels - the energy and drive you show for achieving outcomes, either for yourself or others. This refers to your dynamism, vitality and readiness for action - rather than the actions themselves

**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:

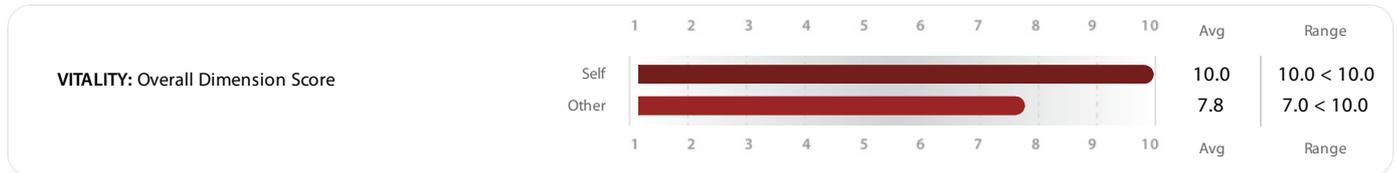




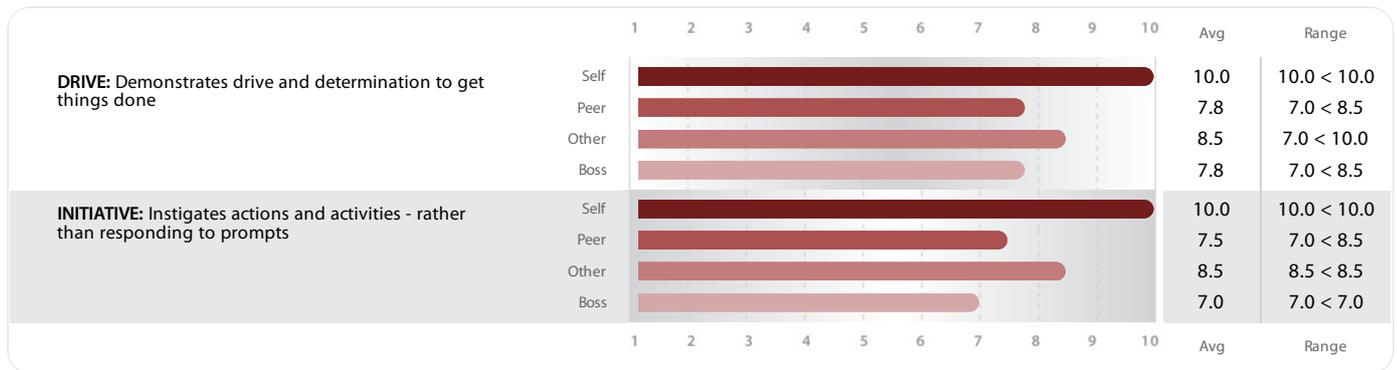
QUALITIES - MOTIVATION

VITALITY

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

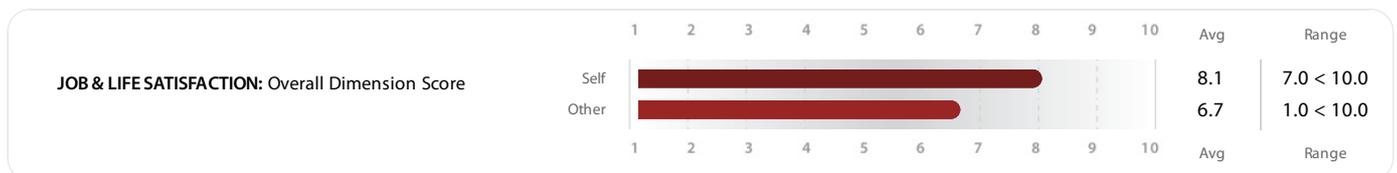


Your overall scores on this dimension, shown above, represent the average of the following abilities:

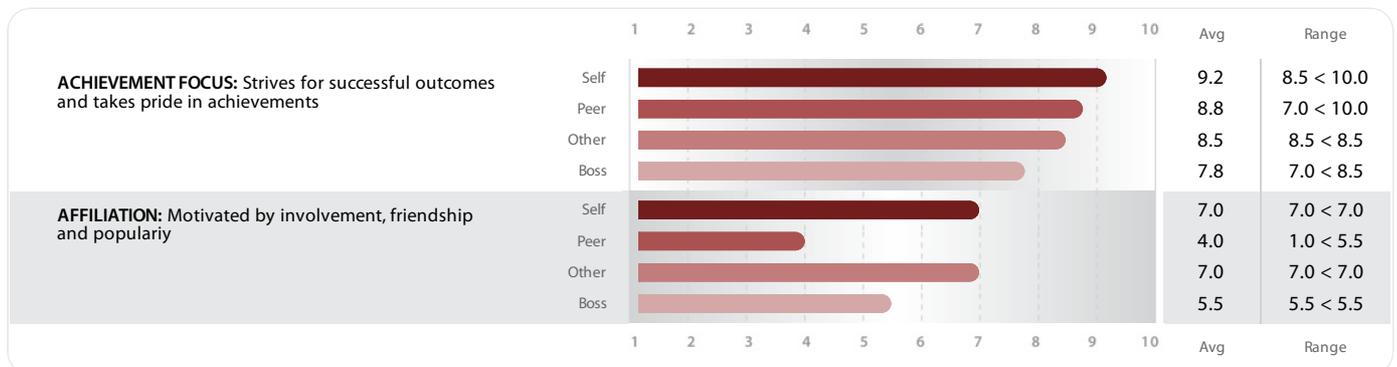


JOB & LIFE SATISFACTION

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:



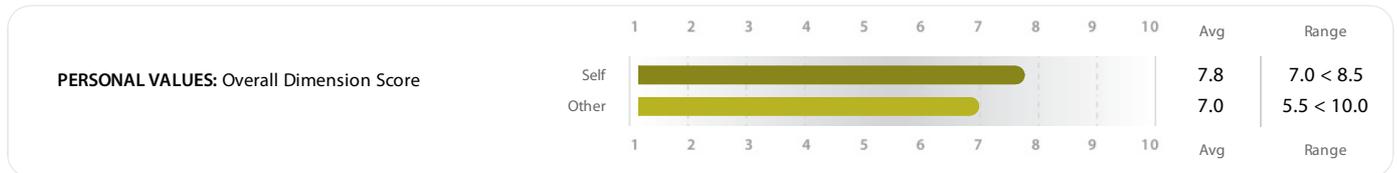


QUALITIES - VALUES

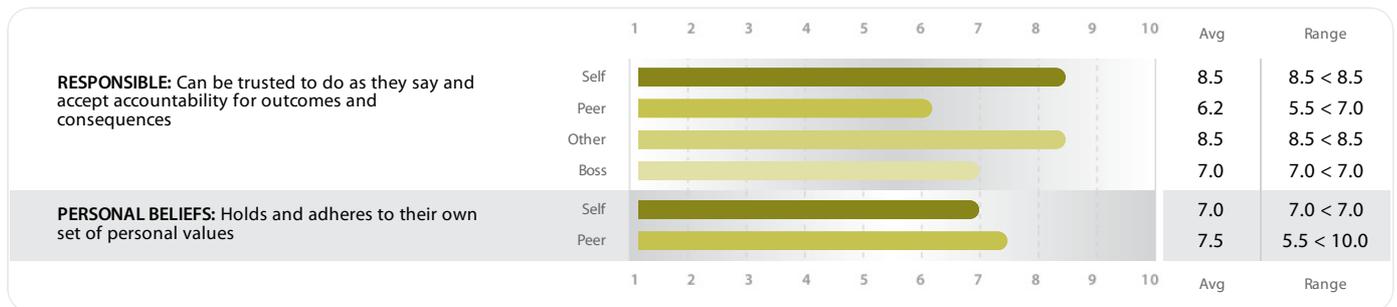
This section focuses on your values - your awareness of what is right and wrong and the degree to which you use this to guide your behaviour. Values can be personal to you or relate to a wider group, organisation, or culture - or humanity as a whole

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

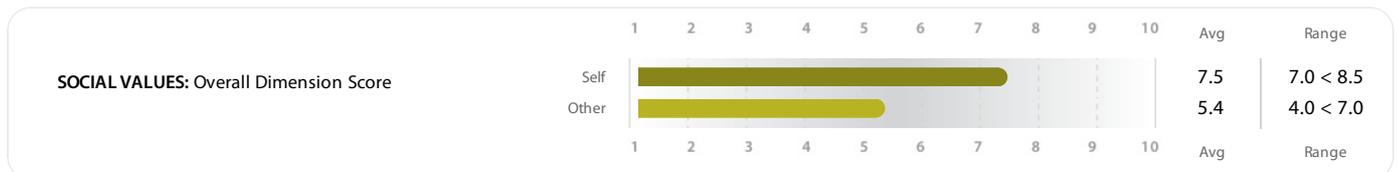


Your overall scores on this dimension, shown above, represent the average of the following abilities:



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:





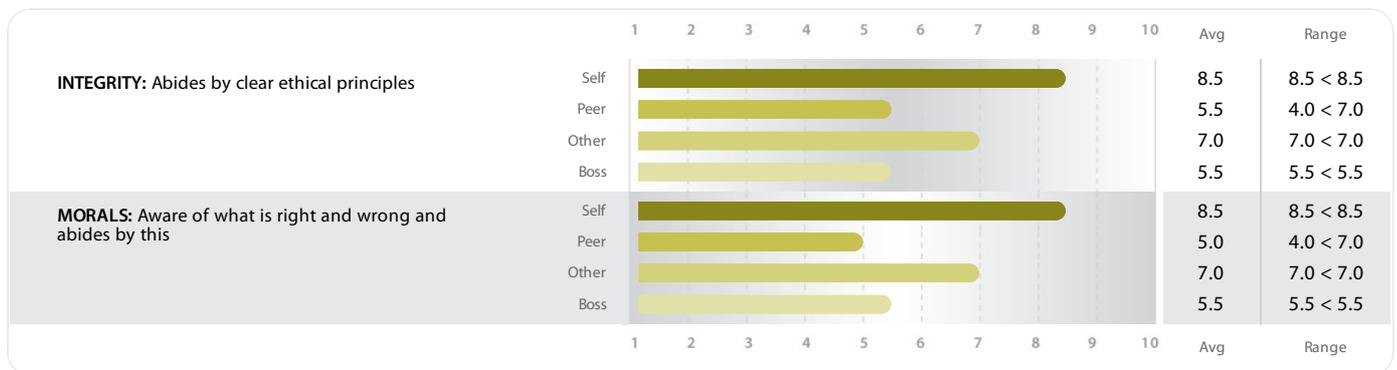
QUALITIES - VALUES

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:



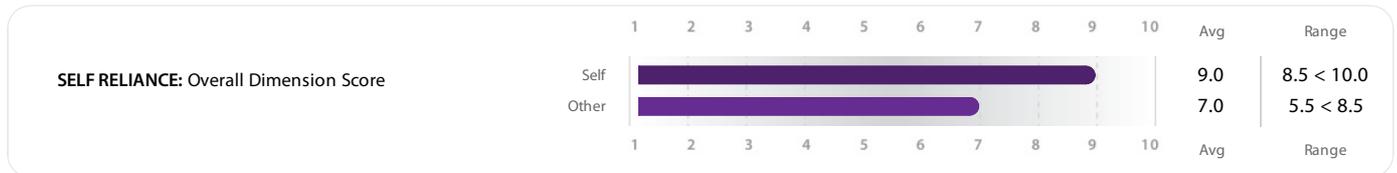


QUALITIES - DIRECTION

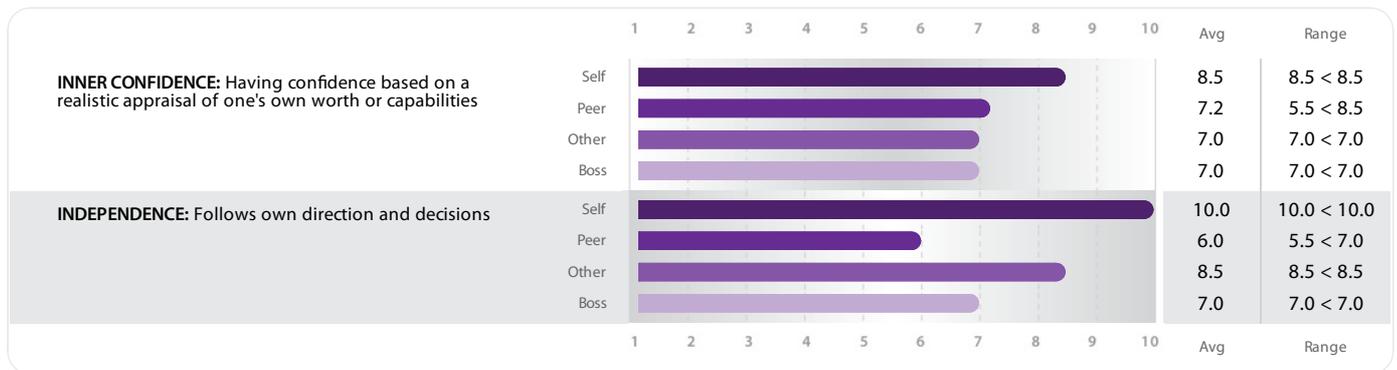
This section refers to your self awareness and sense of direction in life. These personal qualities are central and influence attitudes and behaviours in all other areas: the values you choose to live by; your outlook for the future; and your overall sense of meaning in life. A strong sense of direction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

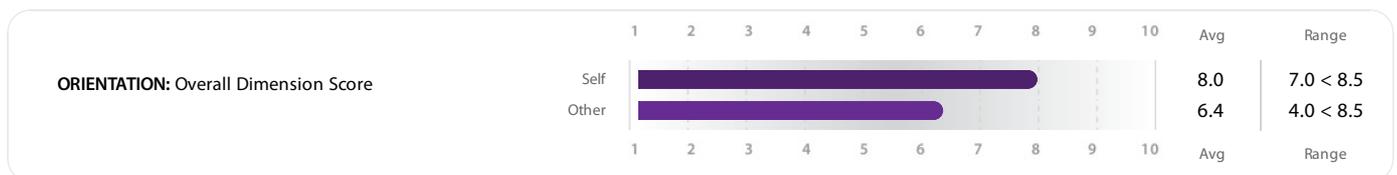


Your overall scores on this dimension, shown above, represent the average of the following abilities:

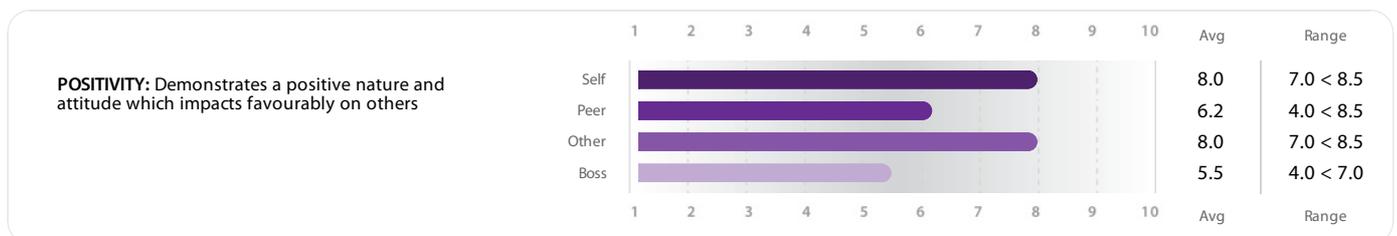


ORIENTATION

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:

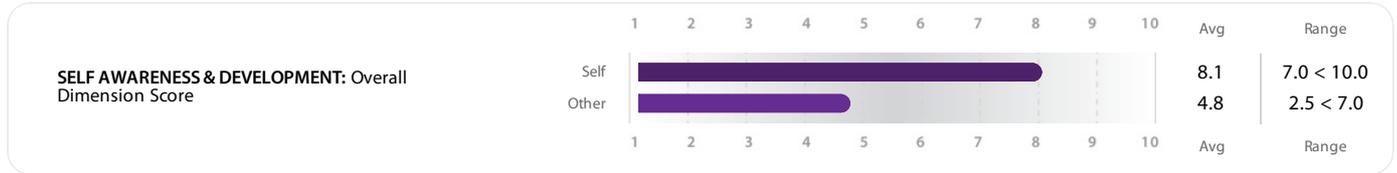




QUALITIES - DIRECTION

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
This person appears to seek success	10.0	10.0 < 10.0
Seems determined to fulfill their ambitions	9.2	8.5 < 10.0
Expresses with self assurance and conviction	9.1	8.5 < 10.0
Is highly competitive and determined to do better than anyone else	9.1	8.5 < 10.0
Is willing to use their authority to get results	9.1	8.5 < 10.0
Takes pride in their achievements	9.1	8.5 < 10.0
Has lots of energy and likes to get things done	8.8	8.5 < 10.0
Appears comfortable initiating conversations with others	8.8	8.5 < 10.0
Always plays to win	8.8	8.5 < 10.0
A good presenter of information	8.5	7.0 < 10.0

## Development Needs

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

Item text:	Av	Range
Values feedback from others and uses it in their self development	3.4	1.0 < 7.0
Is aware of their personal areas of weakness and takes steps to deal with them	3.5	2.5 < 4.0
Monitors stress levels in the workplace and will adapt processes to minimise negative impacts	3.6	1.0 < 5.5
Uses active listening as a technique to aid the development of other people	3.7	2.5 < 5.5
Is open to feedback, both positive and negative	3.7	1.0 < 7.0
Uses feedback from others for self-improvement	3.7	1.0 < 7.0
Cares about staff within the organisation and tries to create a supportive culture	4.0	2.5 < 5.5
Is approachable and receptive to the views and suggestions of others	4.3	2.5 < 7.0
Listens to others and takes their issues on board	4.3	1.0 < 7.0
Always consults with others before taking an action which might affect them	4.3	1.0 < 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
This person appears to seek success	8.5	10.0
Has their own beliefs which they use to guide their behaviour	7.0	8.5
Takes pride in their achievements	8.5	9.1
Is highly competitive and determined to do better than anyone else	8.5	9.1
Provides constructive criticism if it is required	7.0	7.6
Is willing to use their authority to get results	8.5	9.1
Always seeks to form collaborative relationships with partners and stakeholders, where they are of mutual benefit	7.0	7.4
Appears comfortable initiating conversations with others	8.5	8.8
This person has influence over others	8.5	8.5
Shows tolerance towards all kinds of people	5.5	5.5

## 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 self-aware, with a realistic sense of their own abilities and potential	10.0	4.9
Values feedback from others and uses it in their self development	8.5	3.4
Uses feedback from others for self-improvement	8.5	3.7
Copes well with ambiguous and challenging situations, without becoming stressed	10.0	5.5
Is resilient in the face of criticism or hostility from others	8.5	4.6
Is aware of their capabilities and knows when they need to draw on help from others	8.5	4.8
Always co-operates with his/her colleagues - to get the best results	8.5	4.9
Can be relied upon to be discrete when dealing with sensitive or confidential matters	8.5	4.9
Able to perform effectively when under pressure	10.0	6.4
Uses politics to influence others	8.5	4.9



EMOTIONAL COMPETENCE



**Self Awareness**



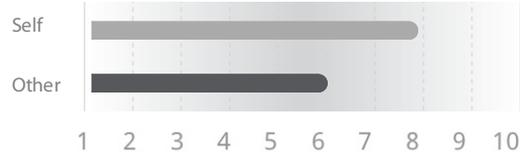
**Social Awareness**



**Self Management**



**Social Skills**



This chart shows your averaged scores in the four main areas of 'Emotional Competence'. These are sometimes also referred to collectively as 'Emotional Intelligence' (EI -our underlying ability to recognise and use emotions effectively). Daniel Goleman and others propose that EI is more important for personal success than IQ as it is fundamental to successful interactions with others (see Endnote at back of report).

**Self-Awareness of Emotions**

Our capacity to recognise and understand our feelings, our emotional and behavioural reactions, and our personal strengths and vulnerabilities. This is a fundamental emotional competence - high scorers will anticipate their likely responses in given situations, helping them to manage their own emotions and, by extension, the reactions of others.

*Derived from scores in areas of: 'Self Awareness'; 'Self-Efficacy' and 'Openness to Feedback'*

**Social Awareness of Emotions**

Our capacity to recognise and understand the feelings, needs, wants and expectations of others and the reasons for their emotional responses. This is a pre-requisite for all social skills, enabling us to empathise with others, anticipate their reactions and to consider the most appropriate responses.

*Derived from scores in areas of: 'Empathy'; 'Listening to Others'; 'Attentiveness'*



## EMOTIONAL COMPETENCE

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### Self Management of Emotions

Our ability to manage our own emotions and responses and to adapt appropriately to the demands of situations and stress associated with these. This can involve 'containing' frustration or demonstrating emotions we may not necessarily feel (emotional labour) in order to fulfil the expectations or needs of others.

*Derived from scores in areas of: 'Coping with Stress'; 'Self-control'; 'Orientation'*

### Social Management of Emotions

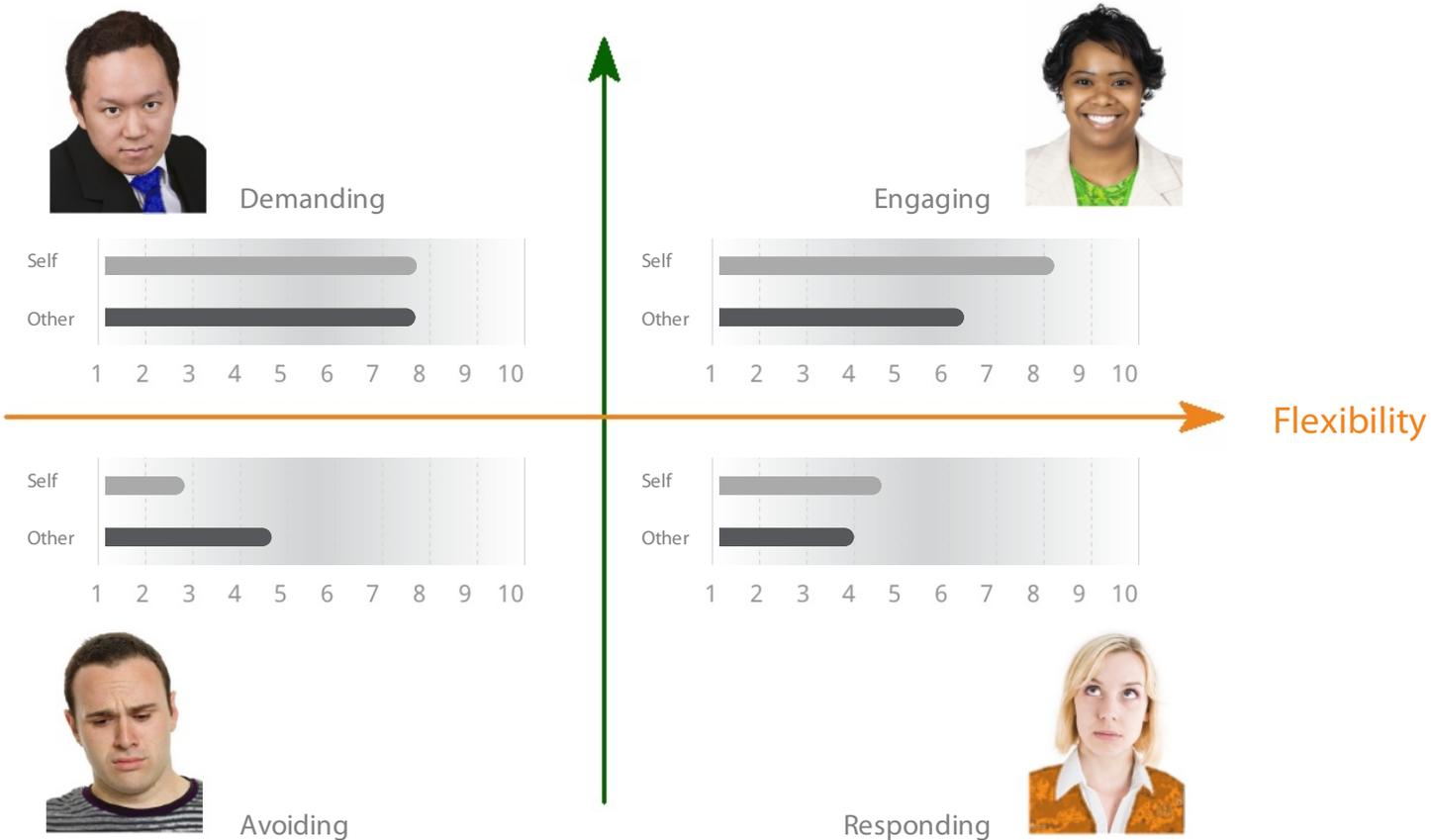
Our ability to affect the emotions or response of other people. This can include such things as conflict management, building and sustaining relationships, putting people at ease, inspiring and motivating others, etc. This is fundamental to success in any activity which requires exerting influence over others, such as: authentic leadership; closing deals; facilitating development activities; and so on.

*Derived from scores in areas of: 'Team Focus'; 'Interacting with Others'; 'Influencing Others'*



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?

- Accepting second best. We need a strong team to deliver consistently strong results.

### What would I like this person to stop doing?

- Issuing instructions without consulting others and then moves the goalposts
- Edward is a very dynamic colleague and gets results, but sometimes this can be at the expense of others. At times he may not be aware of the impact of this.
- Talkign over other people. There is a lot of experience in this departmnet and sometimes thats overlooked
- Edward is a hard working sales manager and gets great results. Sometimes he 'cracks too many eggs' in the process and doesnt bring his colleagues along with him. He should stop being quite so competitive and include others more - this wont diminish his performance and couls actually enhance it

### What should I start doing?

- More regular team meetings to ensure everyone is really on board.

### What would I like this person to start doing?

- Communicating more and getting our views before imposing changes that arent going to work
- Include colleagues more in his ideas. These are usually good but could be even better. Edward is very driven and can get stressed out if things dont go his way. He could get more support from the team if he talked about problems as well as successes - we are all in this together!
- Letting others get a word in!
- Being more aware of the politics in the organisation and recognising who he really needs to get onside. He can be a bit outspoken at times and may not realise when this gets peoples backs up! Being more open to feedback without getting defensive - we all have areas for improvement!

### What should I carry on doing?

- Exceeding targets and going for growth.

### What would I like this person to carry on doing?

- The team meetings can be productive but we need to be able to give more input - maybe see agendas ahead of time?
- Being a great sales manager and carry on getting results for the business!
- Motivating the team to get results - it is to all our benefits. Sales have definately gone up over the past year.
- Edward is a great communicator and presenter. He really gets his point across to clients - but should learn to listen a bit more to others (2 eyes / two ears and one mouth!)

## ENDNOTE: Background research and Further Reading

### *Emotional Intelligence*

*"The capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." (Goleman, 1998)*

Although 'Social Intelligence' has been a recognised characteristic for a long time (eg: Thorndyke, 1920), 'Emotional Intelligence' has become popularised over the last couple of decades. Building on the 'Social Intelligence' concept of Gardner (1983), it has been considered to be: a personality characteristic (Bar-On, 1988); an ability (Salovey & Mayer, 1990); a cluster of emotional and social competences (McClelland, 1973; Boyatzis, 1982); and a representation of 'emotional self-efficacy' (Petrides et al, 2004). The concept was largely brought to main-stream attention by Daniel Goleman (eg: 1998), who built on the work of Boyatzis and others, highlighting its positive influence on personal and business success. The approach taken here (for the derived Emotional Competence scores) adopts Goleman's approach to categorisation (emotional awareness and management abilities across personal and social perspectives) using established competences and survey items from within the Psychologica database.

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## 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.<sup>1</sup>

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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<sup>1</sup> 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.