psychologica

Team-Fit

Leadership Team Profile

for

Your Team Members

Team:

Team Member	Abbreviation in report
	S.A.
	S.B.
	G.B.
	F.H.
	T.H.
	S.H.
	N.F.
	J.M1.
	J.M2.
	A.P.
	S.P.
	S.R.

Interpreting Your Report

The Team-Fit report helps improve team effectiveness and is designed for use in workshop development sessions.

Using amalgamated scores, from on-line surveys it shows how well balanced your team really is, highlighting strengths, skill gaps, and areas for development—in line with your organizational strategy or customer needs. Development guidance is provided, along with a methodology for improving team functioning, in key areas of importance.

It is recommended that team members receive feedback, regarding their individual reports, before using this team version.

Research shows that we are most effective when we focus on what we are good at, rather than spending too much time trying to improve the things we find hard, and that staff are up to 6 times more engaged when enabled to focus on their strengths. This report helps your team do this in a number of ways.

The information in this report can be used to help you:

- Recognize key strengths in the team and where these work to best effect
- Recognize where individual strengths can sometimes work against the team
- Identify who in the team is best suited to addressing specific tasks
- Identify any 'gaps' between your team's capabilities and organizational aims and objectives — as a focus for team development
- Compare individual key strengths with those of the team as a whole
- Ensure team members understand each other—in order to communicate well and work together more effectively
- Identify overall **team style** and how this impacts organizational climate, staff engagement and service quality outcomes

Your Score Conversions

This report is presented using Raw Scores on a scale of 1 (low) to 10 (high). The on-line survey used a scale of 1-7 and this table shows how the report scores compare with the original survey responses.

All Psychologica tools are structured around use of a specific developmental model and this has been used as a basis for this report. Although explained throughout, it is recommended that you work through the report as a team with an experienced facilitator or team coach who is a Psychologica practitioner or familiar with the model .

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

Your Scores

In the main body of the report averaged scores are shown as bar charts, comparing different perspectives (eg: self, team, others). The range of scores is also shown, which contributes to the average. In some cases a vertical line is shown to indicate 'strength' on the scale.
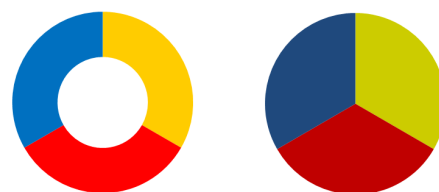

Please note: this chart is an example only

Scores may also be shown in *relative*, rather than *absolute*, terms. Each component is shown as a relative proportion of the whole, regardless of the overall absolute scores achieved — therefore they will always total 100% whether the overall score is high or low.

These are shown as either donut or pie charts. The absolute scores to which these refer may be seen in the   bar charts (as above)

(Please note: these are illustrative examples only)

Getting the most out of this report

Receiving feedback can sometimes be challenging and we often interpret less than perfect scores as 'negative' - even when based on our own assessments. Please remember that we all have some development needs as well as strengths, and these should be seen as opportunities for positive change. This is an opportunity to celebrate your strengths and recognize where they may be used to even greater benefit in your life —as our strengths are often our best tools for addressing our development opportunities. Improved self-awareness, which can result from this process, may be useful to you in many aspects of your life and career development—being the first step towards positive change and personal growth.

The Skills Spectrum

The **Team-Fit** profile is based on the **Skills Spectrum,** and shows the range of **behaviours** (competencies) and **qualities** ('drivers' of behaviour) which are important for effective performance—at both individual and team levels. These result from the interplay between our capacities of *Thinking, Feeling* and *Doing*. We can learn to improve any of these, but are most successful when we focus energy on our areas of greatest **strength**, or use these in ways to compensate for our areas of challenge. The most effective teams have the right balance of key skills vital for ensuring coordinated team function, spread across members. However, teams often attract like-minded individuals and may emphasise particular areas of the spectrum and, potentially, neglect others.

Behaviours

These are how we manifest our potential, through our *actions* (what we '*do*') and outcomes, as individuals and team members. The spectrum represents the key behaviours of importance, and these are used in different combinations according to task requirements. Several are key to effective performance of the team overall.

Qualities

These are the personal attributes and attitudes which we *have* or *hold*. These are not necessarily behavioural, but determine *how* we behave and *why*. They relate broadly to our main *capacities* (Thinking, Feeling , Doing) and are grouped under our: Sense of Direction (our aims and approach to life); our Values (which influence our interpersonal behaviours and how we engage with others); and our Motivation (the energy we invest in activities to create specific outcomes.)
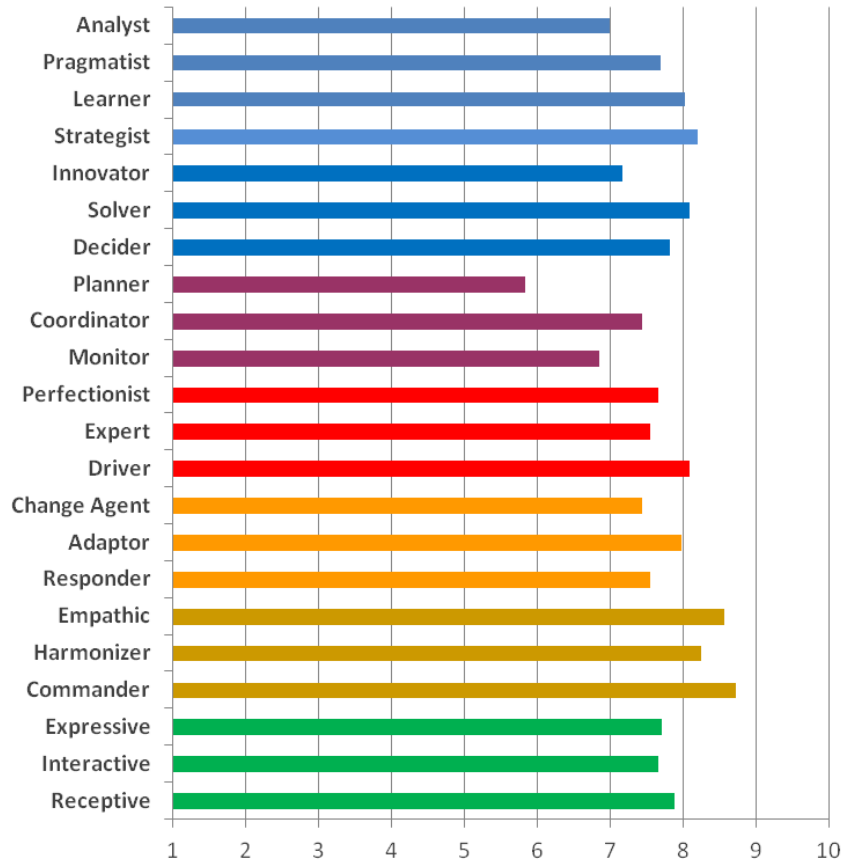
Skills refer to both behaviours and qualities as 'competencies' - which are recognised as defined requirements for effective individual, team and organizational functioning

Strengths refer to the specific skills at which individuals or teams excel — the degree to which they enact them with competence
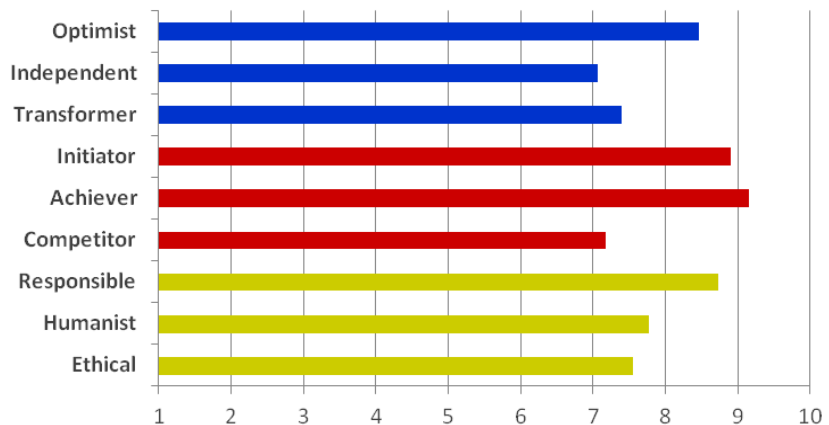
Your Team Skills Profile

Behaviours

Behaviour	Score
Analyst	7.0
Pragmatist	7.7
Learner	8.0
Strategist	8.2
Innovator	7.2
Solver	8.1
Decider	7.8
Planner	5.8
Coordinator	7.4
Monitor	6.9
Perfectionist	7.6
Expert	7.5
Driver	8.1
Change Agent	7.4
Adaptor	7.9
Responder	7.5
Empathic	8.6
Harmonizer	8.3
Commander	8.7
Expressive	7.7
Interactive	7.6
Receptive	7.9

Qualities

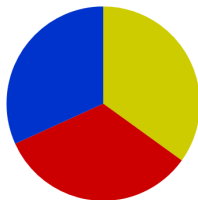| Quality	Score
Optimist	8.4
Independent	7.0
Transformer	7.3
Initiator	8.8
Achiever	9.1
Competitor	7.1
Responsible	8.7
Humanist	7.7
Ethical	7.5

The profiles above show amalgamated team scores across all Skill Areas. Scores of 7 and above refer to 'strengths', as defined by respondents in the survey. This should show a range of scores, for each skill, providing some perspective for the summaries shown on previous pages. Specific skills may have particular importance in relation to the type of team or its challenges. Key team skills are expanded in subsequent pages.

Please note: *scores only relate to* **how team members see themselves** *(unless these have been imported from 360 analysis results, which are based on the appraisals of 'others')*

Your Team Focus

The 'pie' chart shows relative emphasis the team is likely to place on the *Qualities* which drive team behaviours and set the tone for effective performance:

● **Sense of Direction** which is positive and transformational

● **Motivation** to maintain direction and get things done

● **Values** to create alignment and guidance on the way

The pie chart shows the key drivers for the team and where the team emphasis lies. Ideally these areas will be fairly well balanced, or may emphasise the team's purpose or function (ie: strategic, performance focused or people focused).

High performing teams have a sense of *unity*, where 'drivers' are aligned, ensuring all members are pulling in the same direction and that individual differences are understood and complementary—in terms of achieving the team's ultimate objectives and purpose. This creates a sense of *trust* where the unified team is more effective than the 'sum of its parts'. This is the difference between a 'real team' and a 'group' of people with similar goals. Dysfunctional teams often contain individuals who do not feel aligned and may either pull in different directions, lack trust and feel suspicion towards the motives of other members, or feel somewhat detached from the team's purpose or objectives.

This leads to the following key questions for team development:

- Are we a team or a group:
  What is our vision and sense of direction - and is this shared?
  Are we motivated towards achieving the same things?
  Do we have shared values which guide our behaviour?

- What can we achieve together, as a whole, which we cant do in parallel —as a 'sum of parts'?

- What do we do to build and maintain Trust
  Internally, within the team?
  More widely, within the organization?
  Externally, amongst stakeholders and customers/service users?

Your Team Functions

The 'donut' chart shows relative strengths for the main areas of effective functioning in your team:

- 🔵 Understanding and setting Strategy
- 🔵 Deciding What needs to be done and How
- 🟣 Implementing and Monitoring activity
- 🔴 Delivering planned Outcomes and Results
- 🟠 Responding to Change with Resilience
- 🟡 Ensuring Engagement
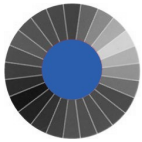- 🟢 Sharing Information and Receiving Feedback

The donut chart shows the main areas of the Skills Spectrum, at a broader level than the profile on page 7. These relate to our strengths within the underlying areas of Thinking (blue spectrum), Actions (red spectrum) and People Focus (yellow spectrum).

Effective and high-performing teams need representatives from each of these main skill areas, preferably distributed amongst members (leading to interdependence) rather than residing in one or two dominant individuals only. The distribution of strengths at the individual level is explored in the following pages.

Teams ore most effective when the key areas are in an appropriate balance—in relation to the team purpose or function, or the task in hand. Most tasks/functions involve skills from more than one area of the spectrum but generally focus on a specific area, as shown. High performing teams have a shared understanding regarding what their true function, or purpose, really is.

This leads to the following key questions for team development:

- What is the primary purpose and function of the team:
  Steering group?
  Decision making body?
  Task focused/specialist work group?
  Consultative advisory group?
  Reporting and information sharing group?
  Other?

- Does the team emphasise the appropriate skill areas to fulfil this function?

- Is this a 'high performing' team, which 'covers all the bases':
  Has clear shared objectives which are mutually understood (blue zone)?
  Meets regularly to review performance and improvement (red zone)?
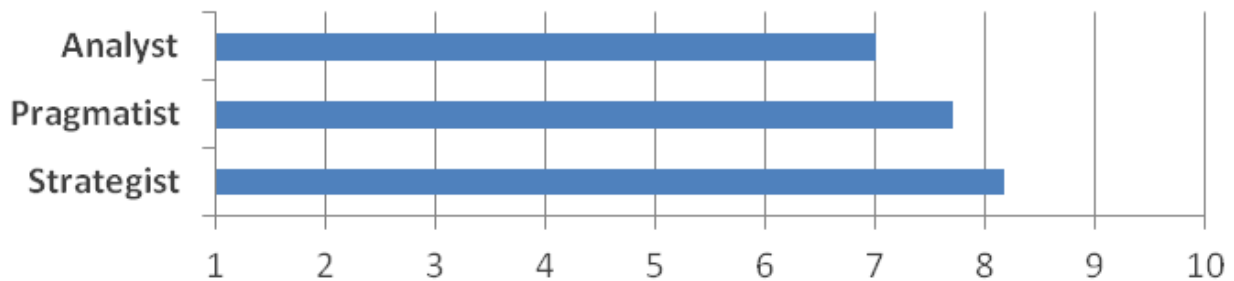 Works closely to achieve shared objectives (yellow zone)?

Thinking Skills
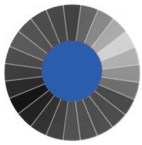
Divergent Thinking

Often termed 'critical thinking' this refers to the team's ability to make sense of complexity, to 'figure things out' objectively and decide what is important and where to place focus. This includes skills such as **analysis** of information, leading to understanding and **learning**, in order to make **pragmatic** judgements — concerning such things as policy formation and **strategic** development. Essential for *Steering or Consultative Advisory Groups.*
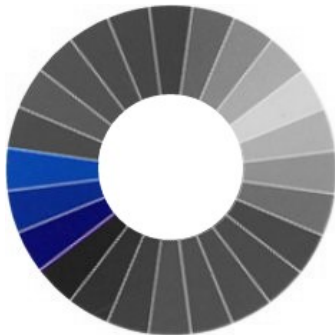
Team Skill	Most Strong	Average	Range
Analyst	*F.H., S.P., S.B.*	7.0	*4.5 < 9.5*
Pragmatist	*A.P., F.H., J.M1., S.H.*	7.6	*5.0 < 8.5*
Strategist	*S.R., G.B.*	8.2	*4.0 < 10.0*

Questions for team development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- Does the team spend sufficient time in reflection on development of policy and strategy?
- Do team members feel there is sufficient opportunity to question information and assumptions?
- To what degree is the team vulnerable to fixed assumptions, habitual mindsets or 'group think'?
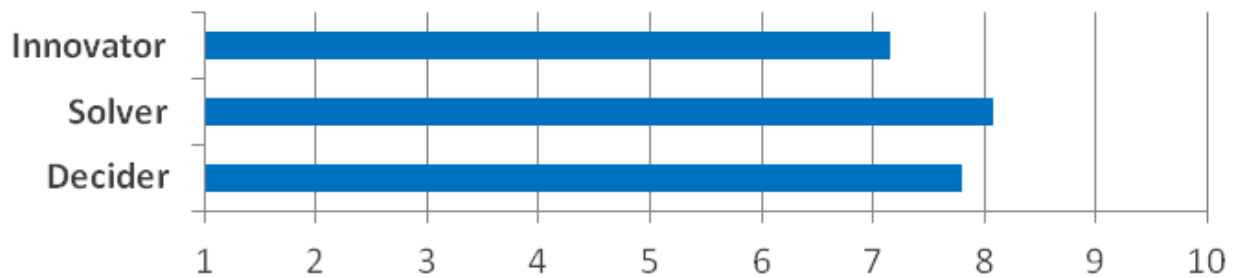- What actions need to be taken in this area, and by whom?

Thinking Skills

Convergent Thinking

This involves using information to generate ideas, to both **innovate** and **solve problems**, leading to clear **decisions** about what needs to be done, in order to deliver the strategic objectives of the team or meet external demands and challenges. Essential function for *Decision Making Bodies* of any kind.

Team Skill	Most Strong	Average	Range
Innovator	*S.P., N.F., J.M1.,J.M2.*	7.2	*4.0< 9.25*
Solver	*N.F.*	8.1	*3.0 < 10.0*
Decider	*F.H., S.R.*	7.7	*3.0 < 9.25*

Questions for team development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- Is the whole team involved in decision making?
- When is consensus decision making more appropriate than 'subject matter expert' guidance?
- Is there a methodology for aggregating individual views into joint views?
- How successful is the team in generating innovative solutions to problems?
- To what extent is the team, vulnerable to 'risky shift' in decision making?
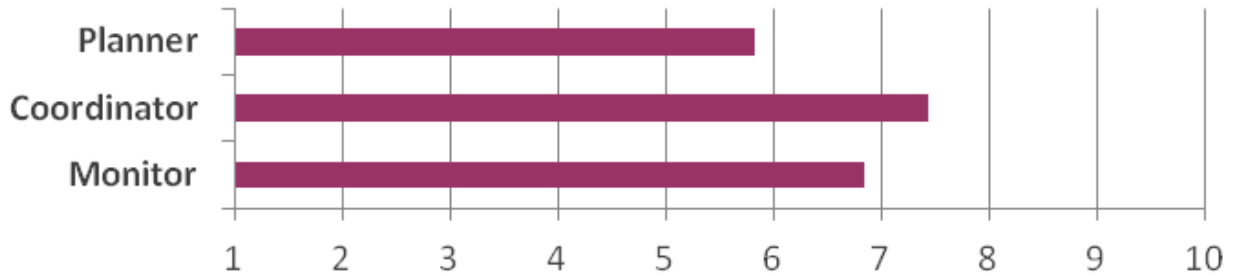- What actions need to be taken in this area, and by whom?

Task Focus

Organizing

These executive functions involve converting ideas and decisions into tangible outcomes through **planning** what needs to be done, **coordinating** and managing the process to make best use of resources and **monitoring** outcomes to ensure projects stay on track. Essential functions for most teams, particularly *Task-Focused Work Groups* of any kind.

Team Skill	Most Strong	Average	Range
Planner	*F.H., J.M1.*	5.8	*4.0< 9.25*
Coordinator	*A.P.*	7.4	*5.0 < 9.25*
Monitor	*F.H., J.M2., S.H.*	6.8	*3.0 < 10.0*

Questions for development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- To what extent does the team focus on operations rather than strategy or engagement and is this appropriate to our team function?
- How much time is spent in accountability to internal or external scrutiny and can this be reduced?
- How well balanced are these three aspects of organization and what can be done to ensure an optimised approach?
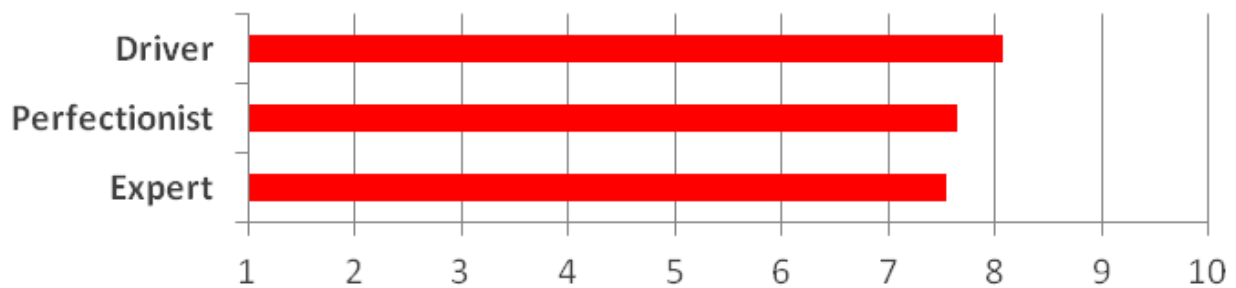- What actions need to be taken in this area, and by whom?

Task Focus

Outcomes Focus

This area focuses on reality, in terms of achieving tangible outcomes which are fit for purpose and profitable. This includes **driving** the team and projects forward to get bottom-line results, whilst ensuring proper deployment of **expertise** and best practice balanced with quality and safety as appropriate (**perfectionism**). Essential for *Task-Focused Work Groups.*

Team Skill	Most Strong	Average	Range
Driver	*S.B., F.H., A.P., J.M1..*	8.1	*4.0< 10.0*
Perfectionist	*A.P.*	7.7	*5.0 < 9.25*
Expert	*F.H., J.M2., S.H.*	7.6	*2.5 < 10.0*

Questions for development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- How realistic are your objectives, given your resources and performance to date?
- What could be done to address this (ie: regarding changes to performance or expectations)?
- Do you meet regularly to review performance and how it can be improved?
- Is the emphasis on Quality or Quantity issues?
- What resources are available for quality improvements?
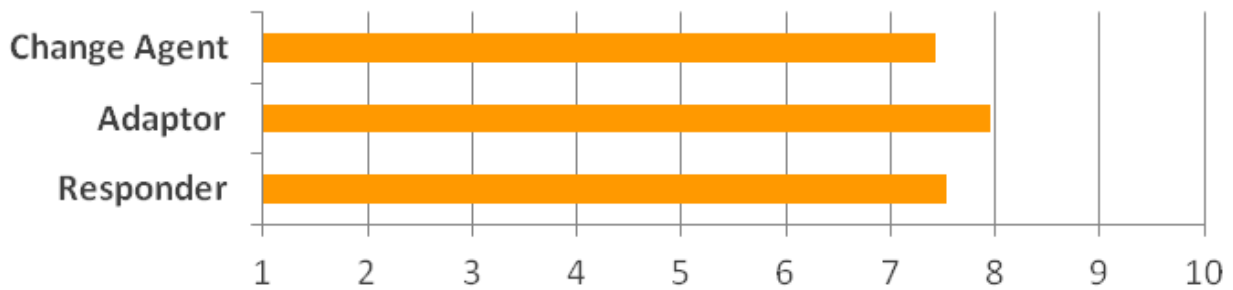- What actions need to be taken in this area, and by whom?

People Focus

Change Management

This area involves openness to change and anticipating and managing associated stress—both within the team and organization. Relating to *Emotional Intelligence* these skills include the ability to both **catalyze** change effectively and **respond** to it appropriately, through demonstrating resilience and effective **adaptation.**

Team Skill	Most Strong	Average	Range
Change Agent	*N.F., S.R.*	*7.4*	*4.0 < 9.25*
Adaptor	*S.B., G.B., S.R., S.A.*	*8.9*	*5.0 < 10.0*
Responder	*J.M2., N.F., S.R.*	*7.5*	*3.0 < 10.0*

Questions for development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task best: as a team, independently, or in some other form?
- How do you manage stress
    - In yourselves?
    - In the Team?
    - In the organization?
- How willing are you, as a team, to move our of your comfort zone and embrace change?
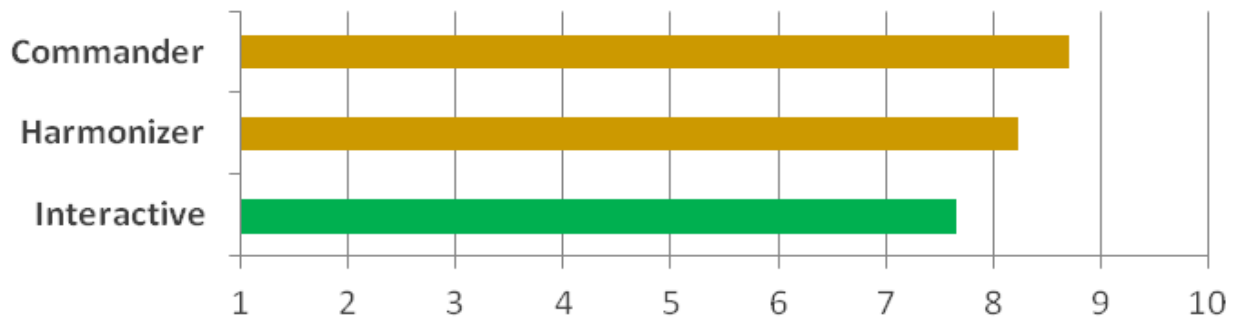- What actions need to be taken in this area, and by whom?

People Focus

Engagement: People & Communication

This area includes social skills for positive engagement, such as effective **influencing**, achieving collaborative and **harmonious** outcomes through demonstrating empathy and the ability to **interact** effectively, resulting in good interpersonal understanding. This area draws on all aspects of *Emotional Intelligence*.
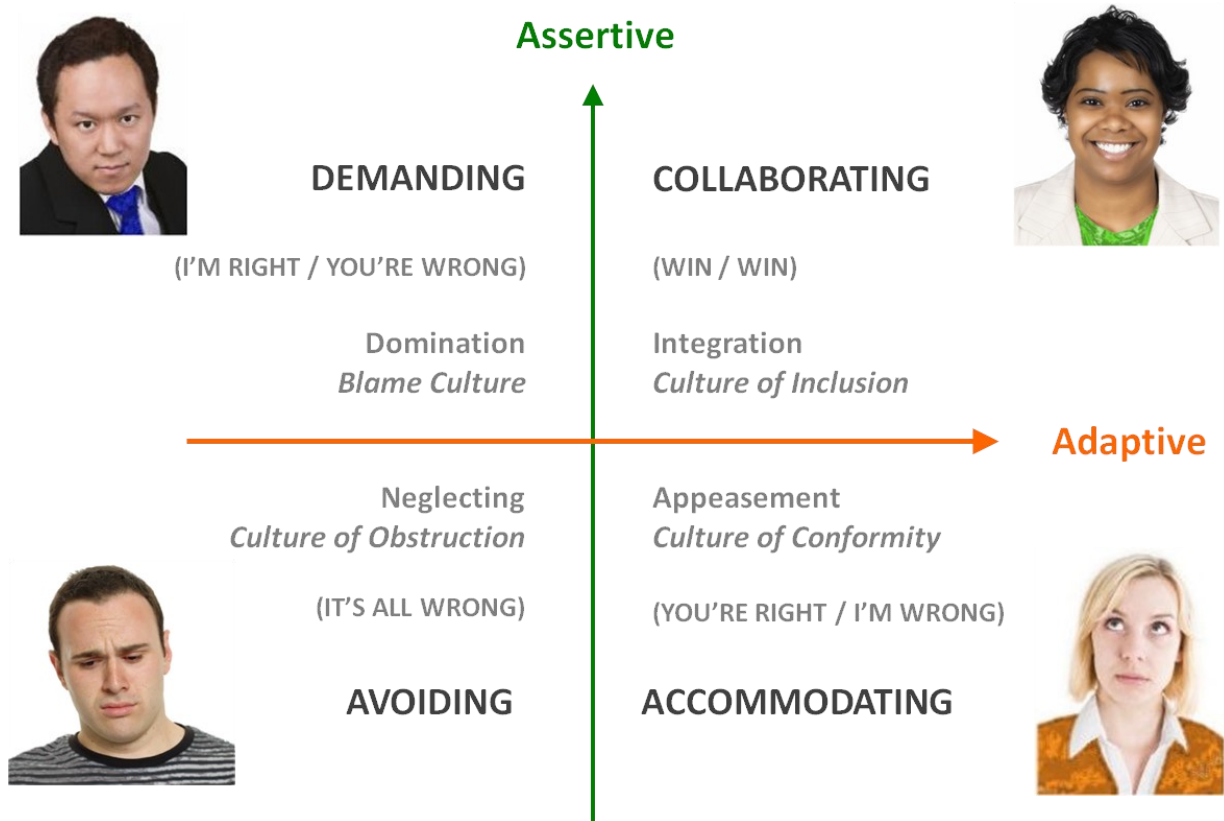

Team Skill	Most Strong	Average	Range
Commander	*A.P., F.H., N.F., G.B..*	8.7	*3.5 < 10.0*
Harmonizer	*F.H., J.M1., T.H., N.F.*	8.2	*4.0 < 10.0*
Interactive	*F.H., J.M2., S.R., S.A*	7.6	*4.5 < 10.0*

Questions for development:

- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task best: as a team, independently, or in some other form?
- How do you maintain commitment, as a team, and provide emotional support if needed?
- How well do you manage conflicts of interests—amongst team members or stakeholders?
- Do you work closely, as a team, to achieve your objectives?
- What actions need to be taken in this area, and by whom?

Interactions

Assertive

DEMANDING

(I'M RIGHT / YOU'RE WRONG)

Domination
Blame Culture

COLLABORATING

(WIN / WIN)

Integration
Culture of Inclusion

Adaptive

Neglecting
Culture of Obstruction

Appeasement
Culture of Conformity

(IT'S ALL WRONG)

(YOU'RE RIGHT / I'M WRONG)

AVOIDING

ACCOMMODATING

Interactions is a way of exploring interpersonal dynamics within a team, based on scores related to **assertiveness** and **flexibility.**

Although drawn from a complete 'spectrum' of emotions, only the main 'cardinal' positions are shown here. We may have a preference for one particular style, or use them all, in different situations or with different team members:

Demanding individuals assert themselves and do not necessarily flex to meet other peoples' needs. Skills which may come across this way include: *Initiator, Competitor, Independent, Commander, Driver,*
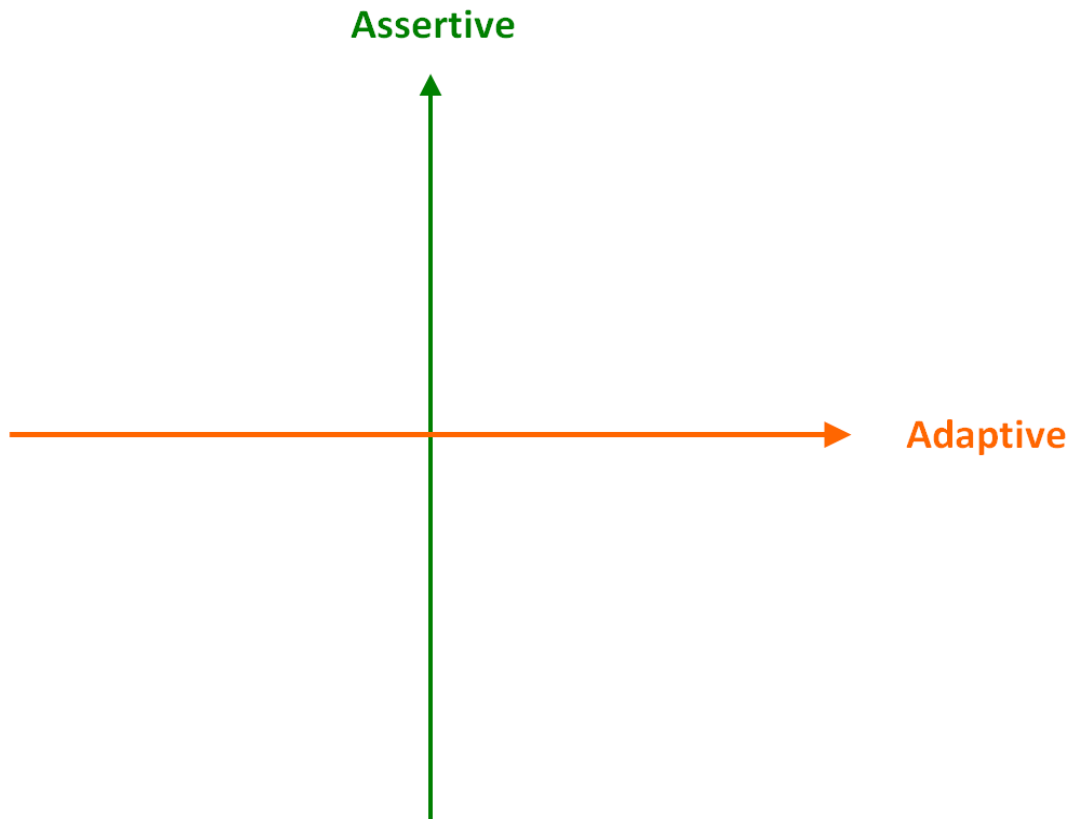
Engaging individuals can be assertive, but will collaborate with others and adapt in order to bring about win-win outcomes. Skills which may come across this way include: *Transformer, Responsible, Humanist, Change Agent, Harmoniser, Empathic, Interactive*

Responding individuals are not assertive but are receptive to the views of others and usually comply with their demands. Skills which may come across this way include: *Ethical, Empathic, Responder, Receptive*

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. No particular skills areas are associated as, when we are in this position, we are not likely to be behaving skilfully or contributing genuinely to team objectives.

Skills including Expressive and Adaptor may be associated with Assertive (top) and Adaptive (right hand) positions respectively.

Interactions

Assertive

Adaptive

Using the blank matrix, above, indicate where in the matrix you think you spend most time and the degree to which you may manifest this (distance from the centre: central = low, at the margins = high)

Do the same for other members of the team

Questions for development:

- Do other members agree with this and see themselves in the same way?

- When are these different positions appropriate and inappropriate?

- What is this saying about your team and how you manage conflicts and differing views internally?

- What is this saying about your team in terms of how you may come across to others in the organization?

- How can you, both as individuals and as a team, manage your levels of assertion and adaptation appropriately in order to maximise collaboration?

Skill Definitions

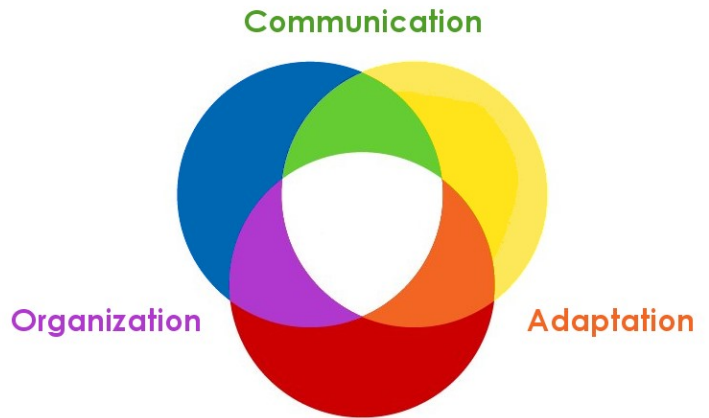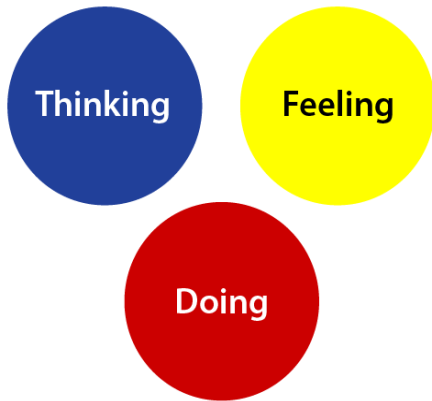| Skill Definition	Alternatives
● **Optimists** demonstrate a positive vision of the future which creates enthusiasm and can be inspirational. This may be based on aspirations, or their confidence to influence future events to advantage. Optimism becomes counter-productive if based on naivety, wishful thinking, or denial of real obstacles.	
● **Transformers** are self-aware and recognise their own development needs, and those of others, and approach these through transformational change, or 'personal growth'. While very positive, there may be times when lack of resources challenge this approach and more structural or transactional solutions are needed, in the short term.	
● **Independents** have authenticity and confidence in their ability to manage their own lives and accomplish tasks and goals in their own way. To be effective this needs to be based on a realistic appraisal of personal capabilities, founded on evidence, rather than mere delusion or desire to rebel.	
● **Planners** establish realistic objectives before starting work and schedule priorities and tasks to ensure they are actually fulfilled. They may need to allow some flexibility at times, to adapt to unforeseen or changing circumstances.	Belbin Type: **Implementor**
● **Coordinators** manage resources and organize activities efficiently in the pursuit of effective outcomes, for projects, teams or organizations. At times they may need to ensure they do not over-prioritize efficiency and process control, at the expense of real achievements and team commitment.	Belbin Type: **Coordinator**
● **Monitors** focus on rules, routines and structures, to ensure objectives are met without cutting corners, regarding such things as safety, quality, legality, etc. Monitors are great at ensuring task completion but, at times, may need to be careful not to lose sight of the spirit of the objective, through excessive scrutiny of the process.	Belbin Type: **Monitor-Evalutor**
● **Decisives** make sound decisions quickly and with confidence, even with limited information, without needing to consult with others or seek 'permission'. At times this can risk premature conclusions, creating unforeseen outcomes or consequences or may appear to dis-empower colleagues.	MBTI Type: **J**
● **Solvers** focus on solutions rather than problems. They quickly figure out what is wrong and come up with a range of options and fixes. Care should be taken not to try and fix problems hastily, before they are fully understood.	Belbin Type: **Plant**
● **Innovators** generate lots of original ideas or use existing knowledge in new and creative ways. While some innovations will be highly beneficial others may be unnecessary and, at times, cost-benefit analysis may help avoid the temptation to 're-invent the wheel'.	Belbin Type: **Plant**
● **Pragmatists** form sensible and sound judgements about things, leading to valid and realistic conclusions with workable outcomes. At times they may be resistant to what they see as hasty or fanciful solutions.	
● **Strategists** think over the longer term, regarding future needs and broad objectives. They notice related patterns within whole systems rather than focusing on isolated events and issues. At times they may risk getting absorbed in abstract complexities and fail to respond to operational demands of the 'here and now'.	MBTI Type: **N**

Skill Definitions

	Skill Definition	Alternatives
●	**Learners** have a desire for knowledge and continuously seek out and integrate new information to enhance their understanding. They may spend more time attempting to satisfy their curiosity than actually applying their knowledge, as there is always more to be discovered.	Trait: **O** MBTI Type: **P**
●	**Analysts** are 'critical thinkers' and explore the reasons and causes behind events. They tend to interpret information rationally and objectively. At times they may risk 'over-thinking' things or overlooking the role of emotional factors, which influence and motivate behaviour.	MBTI Type: **T**
●	**Receptives** are open to the views and needs of others, listening to them and paying attention to what they have to say. They can be skillful in coaching and customer service. At times they may become too introspective and fail to make their points, risking valid views and ideas being overlooked, or misappropriated by others.	MBTI Type: **I** Trait: **E-**
●	**Interactives** are good at engaging with others and building useful relationships and networks, often being the 'glue' which holds groups together. Although their connections may be numerous, some relationships may lack depth and be somewhat superficial.	Belbin Type: **Resource Investigator**
●	**Expressives** easily put their thoughts into words and, at their best, present ideas clearly, at the appropriate level to maintain the interest of their 'audience'. At other times they may dominate the conversation and fail to listen to others properly, invite responses, or allow time and space for quiet reflection.	MBTI Type:**E** Trait: **E**
●	**Responsibles** are committed to their personal values and take ownership of their beliefs and commitments. They can be trusted to do as they say and accept accountability for outcomes and consequences. At times, strong personal beliefs may not always concur with those of society as a whole and conflicts of values may occur.	
●	**Humanists** have social responsibility and will often model the values of their group, organization or society in their behaviour. They are likely to work for the common good, but there may be times when their own individual needs or opportunities will suffer as a consequence.	
●	**'Ethicals'** are able to restrain their own behaviour or personal wishes in order to fulfull clear moral principles or maintain rules over 'right and wrong'. They are highly professional in their conduct but at times may suffer internal conflict over issues of moral principle which are ambiguous and do not allow clear-cut judgements.	
●	**Commanders** exert influence and leadership, often persuading people to change opinions and ready challenging conflict or misbehaviour. Excellent in emergent situations they can, at times, be domineering and may fail to recognize the value of alternative opinions and approaches.	
●	**Harmonizers** work effectively with others and collaborate in achieving shared or team outcomes. They seek consensus and cooperation, including others and accepting peoples' differences. As 'people pleasers' they may accept less than ideal outcomes, at times, through a wish to avoid conflict or hurting peoples' feelings.	Belbin Type: **Teamworker** Trait: **A**

Skill Definitions

Skill Definition	Alternatives
Empathics understand and share the feelings of others, being able to see things from their perspective. This enables them to provide care and support based on understanding and compassion. At times this can make it hard for them to make tough and objective decisions, on an individual basis, which may be for the greater good.	MBTI Type: **F**
Change Agents bring about positive changes to improve how things are done, rather than just sticking with the status quo. At times they may need to ensure that this results in real improvements, rather than just being 'change for changes sake', and that others are ready to embrace it.	
Adaptors are emotionally resilient and calm in the face of change. They are flexible and quickly respond to new realities or set-backs without becoming angry or stressed. At times they may be too 'laid back' and ready to 'go with the flow', losing sight of established objectives or tried and tested methods.	Trait: **N-**
Responders adapt to the needs of others, reacting or complying quickly and positively. They are likely to be patient and tolerant, providing excellent service. At times they may be inclined to follow instructions which they do not fully agree with, rather than challenging them or risking 'rocking the boat'.	
Drivers focus on results, maximizing output and profitability and driving tasks to completion. They are great at getting things done but at times may overlook the human impacts and stresses resulting from relentless pursuit of targets or commercial gain.	Belbin Type: **Shaper**
Experts focus on practical, technical or academic skills which enable them to perform at a high level of professionalism and expertise. Care should be taken not to confuse mere qualifications with applied skills gained through actual experience 'on the ground'.	Belbin Type: **Specialist**
Perfectionists emphasise accuracy and attention to detail, often resulting in work of exceptional quality and reliability. At times they may risk getting into too much detail and need to ensure their level of input does not exceed the value of the task or project they are working on — they may need to accept less than perfect outcomes in order to ensure viability.	Belbin Type: **Completer Finisher** MBTI Type: **S** FFM: **C**
Competitors have a strong desire to out-perform others. They may be highly ambitious and measure success in terms of reward level and personal status. Although often to organizational benefit this tendency may, at times, undermine real team working and detract from fulfillment of group goals.	
Initiators have a lot of vitality and are pro-active. They are motivated self-starters who are 'hands-on' and make things happen, rather than just talking about them. With a lot of energy to draw on they may get frustrated and impatient at times, if things do not move at their own dynamic pace.	
Achievers take pride in a job well done. They do not necessarily seek status or personal reward but gain satisfaction from useful activity and recognition of its value. They are strongly motivated to perform, without the need for persuasion, but may at times become over-attached to the task in hand, losing sight of its wider objective.	

The **Psychologica Model**

Communication

Organization   **Adaptation**

Thinking   Feeling

Doing

1. Our 3 Capacities

Our **Thinking** processes and mental clarity (*intellectual zone*).

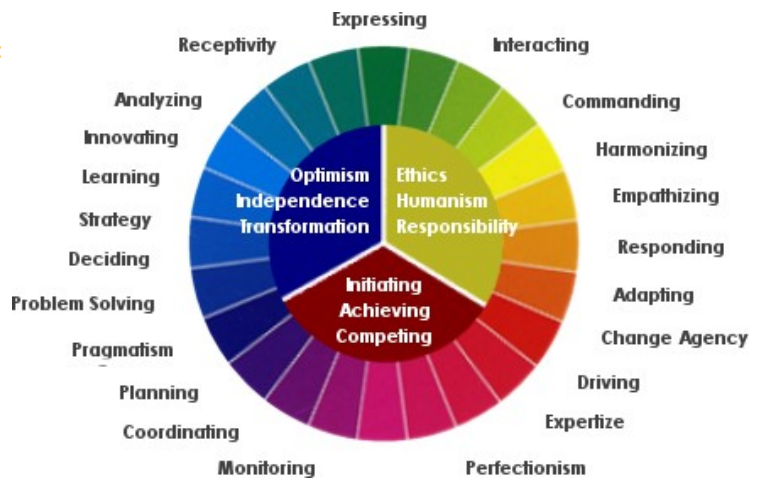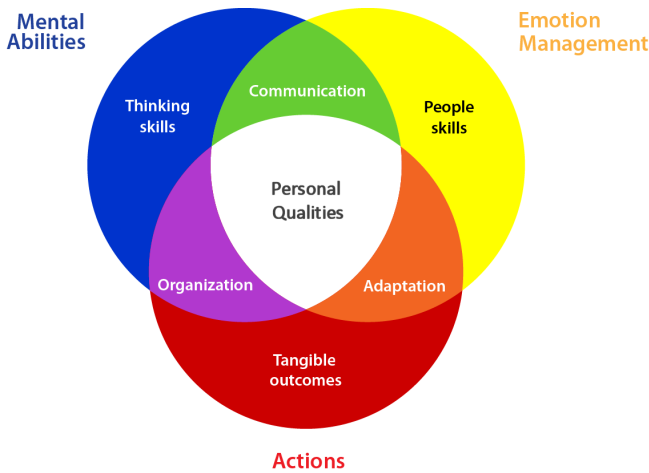Our ability to manage our **Feelings** and get on with people (*emotional zone*).

The practical expertise we use in **Doing** things well (*action zone*)

2. Our 3 Capabilities *(functions)*

Turning ideas into outcomes through **Organization.**

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

Exchanging information, feelings and ideas with others through effective **Communication**.

Mental Abilities — Thinking skills — Communication — People skills — Emotion Management — Personal Qualities — Organization — Adaptation — Tangible outcomes — Actions

Expressing — Receptivity — Interacting — Analyzing — Commanding — Innovating — Harmonizing — Learning — Optimism — Ethics — Empathizing — Strategy — Independence — Humanism — Transformation — Responsibility — Responding — Deciding — Adapting — Problem Solving — Initiating — Achieving — Competing — Change Agency — Pragmatism — Driving — Planning — Expertize — Coordinating — Perfectionism — Monitoring

3. Our Overall Makeup

Our overall makeup is 'driven' by central qualities:

Our **Motivation** provides the driving energy to initiate positive action;

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

Our sense of **Direction** provides us with a purpose

4. Our Skills Spectrum

Our Skills are the external manifestation of all the above and result from our Capacities and Capabilities, and the Personal Qualities which determine *how* we use these.

Strengths refer to the Skills at which we excel, or demonstrate at a high level of Competence.

Endnote: References and Further

The contents of this report are structured around the dimensions of the *Psychologica Model*™ This was developed over more than a decade of extensive funded research and is a method for bringing about individual, team, and organizational change, based on engagement and a process of *continuous improvement* (see series of research papers outlined in Bardzil 2015). The underlying model emerged from analysis of customers' perceptions of service quality and the organizational factors which impact them. Research showed clear linkages between Leadership behaviors, organizational climate, staff engagement and service outcomes (eg: Scneider et al. 1998).

The model, and associated tools and techniques, takes a 'ground-up' approach to change and is used to help organizations create customer-focused cultures and for leaders and their teams to develop the skills required to support them. Potential synergies and correspondences have been identified with other existing models and theories, eg: personality type (Myers et al. 1985)and trait (eg Costa & McCrae. 1992); team types (Belbin. 1981); emotional intelligence (eg Goleman et al. 2002) etc; and these have been developed and incorporated, where appropriate, to move towards a universal and 'joined up' approach to individual and organizational development. 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, for development of individuals, teams and whole organizations. These include *Customer surveys, Staff and Culture surveys, 360⁰ Analyses*, *Individual Strengths* assessments and *Job Analyses*. Use of these tools and approaches enables organizations to align their activities and staff development processes to meet

A more fundamental interpretation of management and leadership style, and its impact on team and staff engagement, is also presented with regard to emphasis on assertive vs adaptive stances. These are presented as a two dimensional matrix which shows convergences with a number of existing theories from within emotion and personality research and management science in general, again suggesting strong convergent validity, e.g: Galen's ancient *Four Temperaments*; Eysenck's (1947) and Dignman's (1997) higher order *Personality Dimensions*; Berne's (1964) *Transactional Analysis* postures; Blake's *(1964) Managerial Grid*; Thomas & Kilman's (1975) *Conflict Modes, Psychologica Interactions* (Bardzil. 2007) and others.

The Psychologica Model was, to our knowledge, the first to use rational colour coding, to help guide understanding and maintain consistency across dimensions. Colours are based on those traditionally associated with the 7 'chakra points' (power centres in the body from the Hindu yogic practice of integration) which correspond with the behavioural areas indicated.

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