

psychologica



Team-Fit 360°
Leadership Team Profile

For:



Your Team Members



Team Member	Abbreviation in report
	AH
	AM
	CR
	HL
	JC
	KL
	KF
	MS
	MR
	PH
PG	
SL	

Interpreting Your Report

The 360° Team-Fit report helps improve team effectiveness and is designed for use in workshop development sessions.

Using amalgamated scores, from on-line 360 surveys of all members, it shows how well balanced your team really is, highlighting both strengths and areas for development. Averaged scores are shown reflecting how team members see themselves and one another—as well as how staff and colleagues see the team as a whole.

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

- Recognise key strengths in the team and where these work to best effect
- Identify who in the team is best suited to addressing specific tasks
- 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
- Facilitate team coaching or development sessions

Development guidance is provided, along with suggestions for improving team functioning, in key areas of importance.

It is recommended that team members receive their own feedback, regarding their individual 360 reports, before using this team version.

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	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.

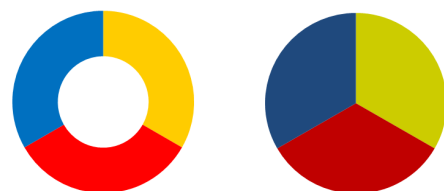


Please note: this chart is an example only

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 Well Balanced Team



The **Team-Fit 360** leadership profile focuses on the range of **behaviours** (competencies) and **qualities** ('drivers' of behaviour) which are shown to be important for effective performance — at both individual leader and team levels. The framework used results from the interplay between our capacities for *Thinking* (blue) *Feeling* (yellow) and *Doing* (red). We can learn to improve any of these, but are usually 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 model 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 following page shows key behaviours of importance which may be used in different combinations according to task requirements. Several are key to effective performance of the team overall.

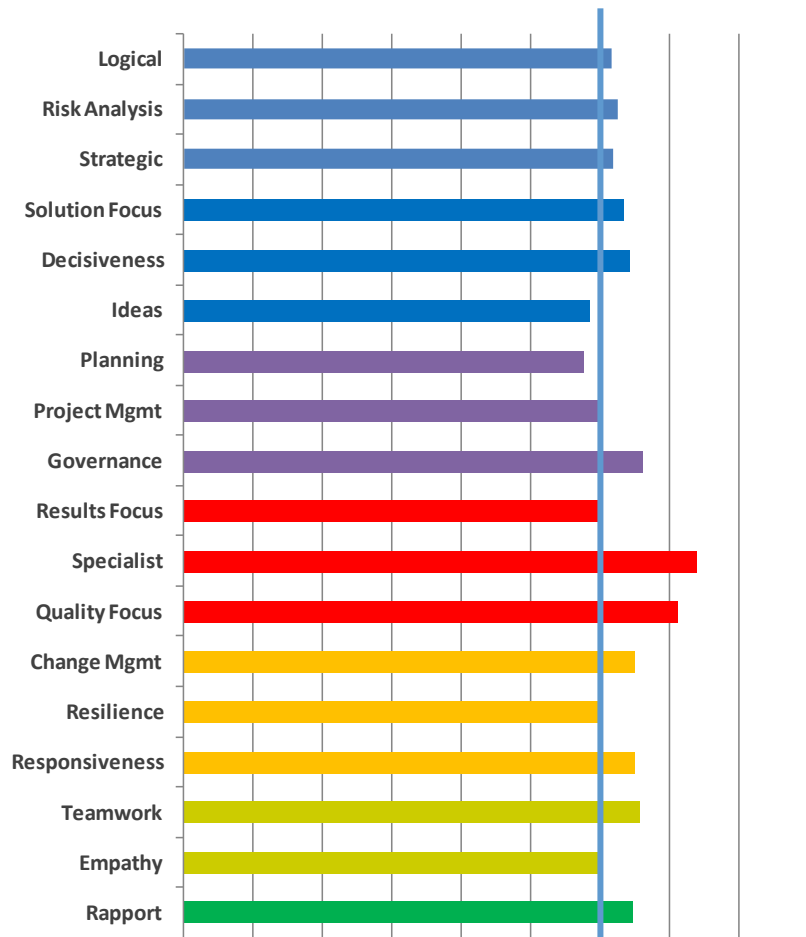
Qualities

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.)

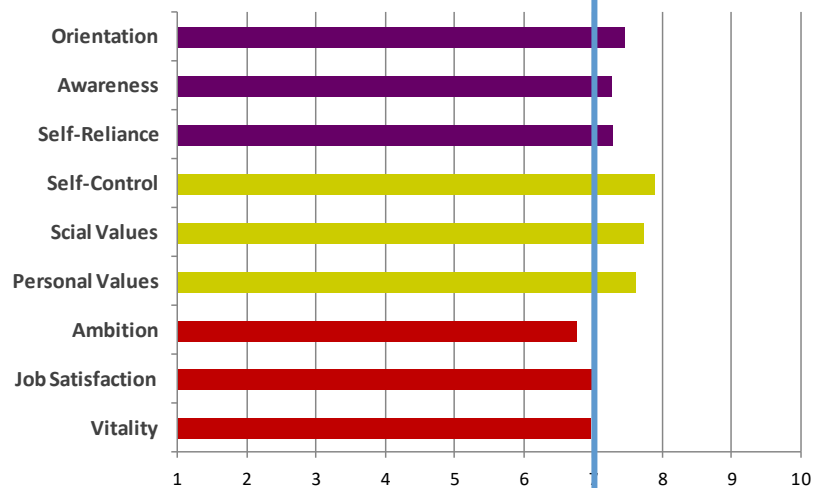


Your Team Skills Profile

Behaviours



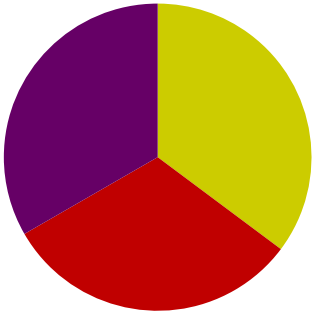
Qualities



The profiles above show amalgamated 'team' scores across all Skill Areas. Scores of 7 and above (blue line) 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 subsequent pages.



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 *qualities* which determine where the team's emphasis lies— as seen by team members. This is at a broader level than the profile on page 7. Ideally these areas will be fairly well balanced. In some cases they may emphasise the team's main purpose or function (ie: strategic, performance focused or people focused).

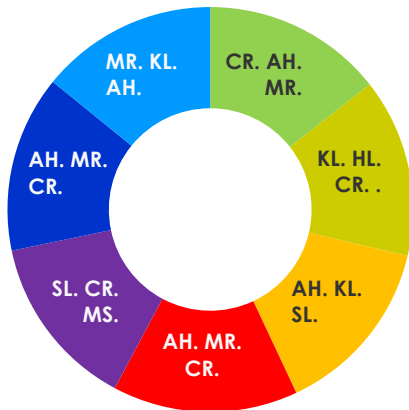
High performing teams have a sense of *unity*, where 'drivers' are aligned, ensuring all members are pulling in the same direction and that individual differences are understood and complementary—in terms of achieving the team's ultimate objectives and purpose. This creates a sense of *trust* where the *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 (with suspicions 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 *behavioural* areas, as seen by team members—at a broader level than the profile on page 7. These relate to strengths within the underlying areas of Thinking (blue zone), Actions (red zone) and People Focus (yellow zone).

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 (creating *dependency*). The distribution of strengths at the individual level is explored in the following pages.

Teams are 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. High performing teams have a shared understanding regarding their true function, or purpose.

This leads to the following key questions for team development:

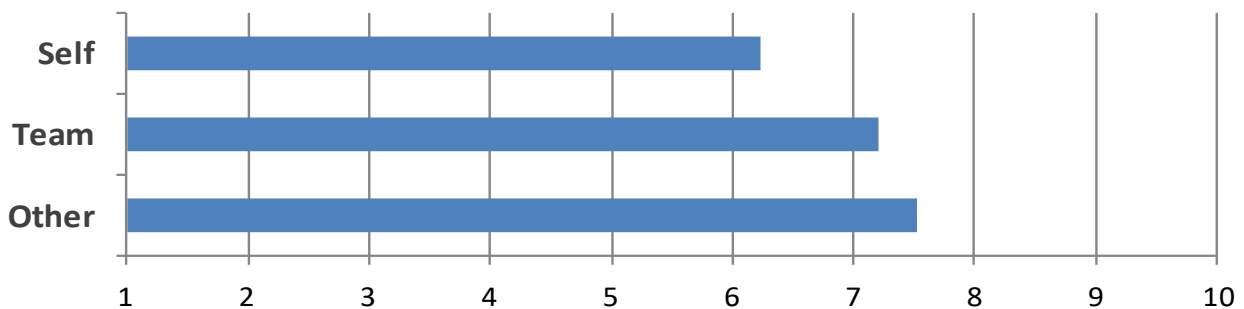
- **What is the primary purpose and function of the team:**
 - Steering group?
 - Decision making body?
 - Task focused/specialist work group?
 - Consultative advisory group?
 - Reporting and information sharing group?
 - Other?
- **Does the team emphasise the appropriate skill areas to fulfil this function?**
- **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)?



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 involves 'horizon scanning' and includes skills such as **logical analysis** of information to identify opportunities and **risks**, as a basis for **strategic** development. Essential for *Steering Committees or Consultative Advisory Groups*.

(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (Above Average)	Average	Team Range
Logical	AH, CR, SL, HL, JC, KL, MS, PG	7.17	4.90 < 8.30
Risk / Benefit	MR, KL, AH, JC, SL, PH, CR	7.27	6.40 < 7.90
Strategy	MR, KL, PG, CR, SL, AH, MS	7.19	4.67 < 8.80

Questions for team development:

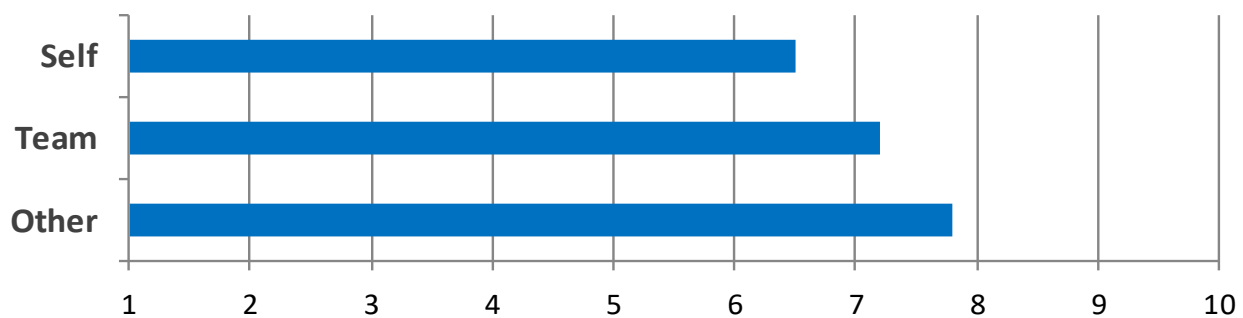
- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- Does the team spend sufficient time in reflection on development of policy and strategy?
- Do team members feel there is sufficient opportunity to question 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?



Convergent Thinking

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

(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (Above Average)	Average	Team Range
Ideas	MR, AH, SL, PG, CR, KL	6.84	4.10 < 8.50
Solutions Focus	AH, MR, KL, SL, JC, MS	7.33	5.20 < 8.75
Decisiveness	AH, CR, MR, PH, KL, SL, MS	7.42	5.40 < 8.80

Questions for team development:

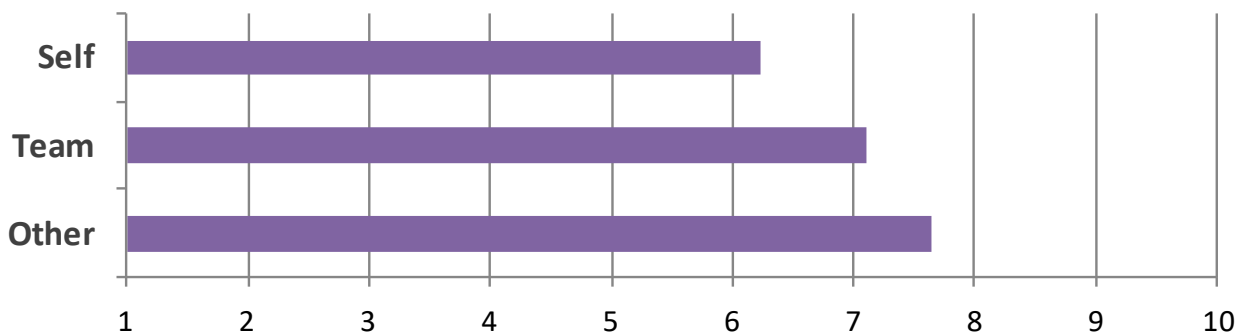
- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- Is the whole team involved in decision making?
- When is consensus decision making more appropriate than 'subject matter expert' guidance?
- Is there 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?



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.

(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (Above Average)	Average	Team Range
Planning	AH, SL, MS, KL, JC, CR, PG, MR	6.75	4.42 < 7.85
Project Mgmt	SL, CR, MR, MS, AH, KL, PG, JC	6.98	4.97 < 8.60
Governance	HL, CR, MS, AH, SL	7.59	5.85 < 9.50

Questions for development:

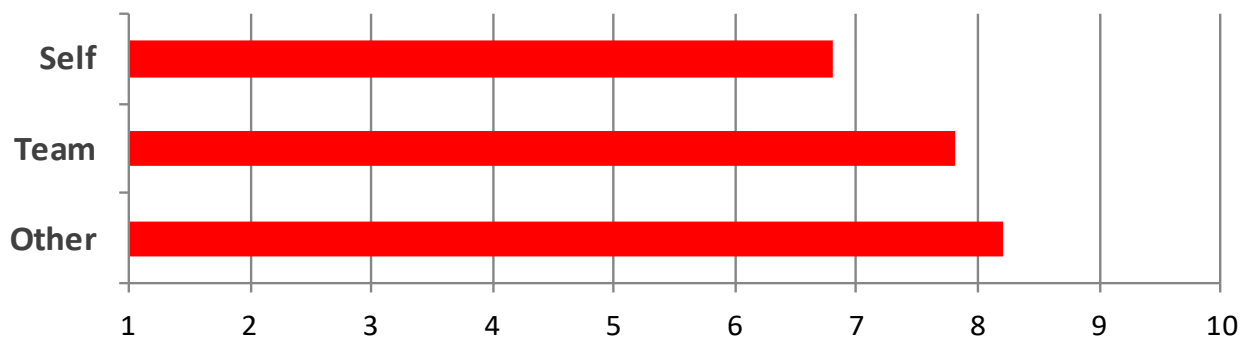
- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- To what extent does the team focus on operations rather than strategy or engagement and is this appropriate to our team function?
- How much time is 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?



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. Essential for *Task-Focused Work Groups*.

(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (Above Average)	Average	Team Range
Results Focus	AH, MR, KL, SL, JC, MS	6.98	5.35 < 8.35
Expertise	AH, CR, SL, MR, PG, KL, MS	8.37	6.15 < 9.60
Quality Focus	HL, MR, CR, SL, KL, PG, AH	8.09	5.09 < 9.50

Questions for development:

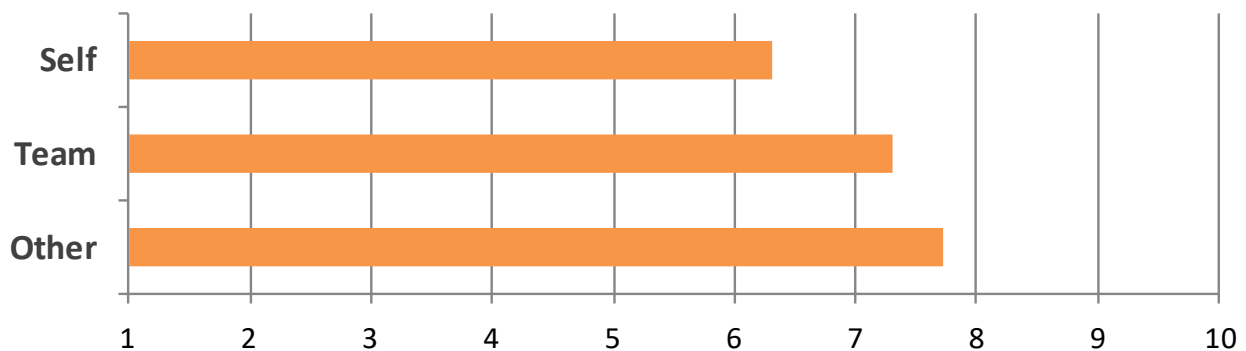
- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task better as a team, independently, or in some other form?
- How realistic are your objectives, given your resources and performance to date?
- What could be done to address this (ie: regarding changes to performance 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?



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 **manage** it appropriately, while demonstrating **resilience** and effective adaptation.

(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (Above Average)	Average	Team Range
Initiate Change	MR, AH, KL, SL, JC, CR	7.31	5.85 < 8.75
Change Mgmt	AH, SL, HL, MR, PH, CR, KL	7.49	6.05 < 9.15
Resilience	AH, KL, SL, PH, JC, MR	6.96	4.55 < 8.35

Questions for development:

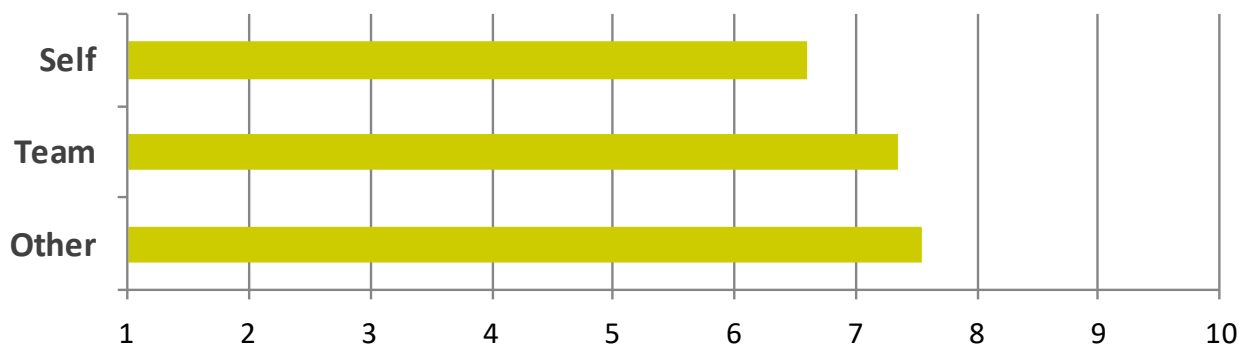
- Who in the team is best skilled to perform tasks in these areas?
- Can you fulfil this task best: as a team, independently, or in some other form?
- How do you manage stress
 - In yourselves?
 - In the Team?
 - In the organization?
- How willing are you, as a team, to move out of your comfort zone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



Engagement: People & Communication

This area includes social skills for positive engagement, such as effective **team working**, for achieving collaborative and harmonious outcomes, demonstrations of **empathy** and the ability to *interact* effectively, resulting in good inter-personal understanding and **rapport**. This area draws on all aspects of *Emotional Intelligence*.

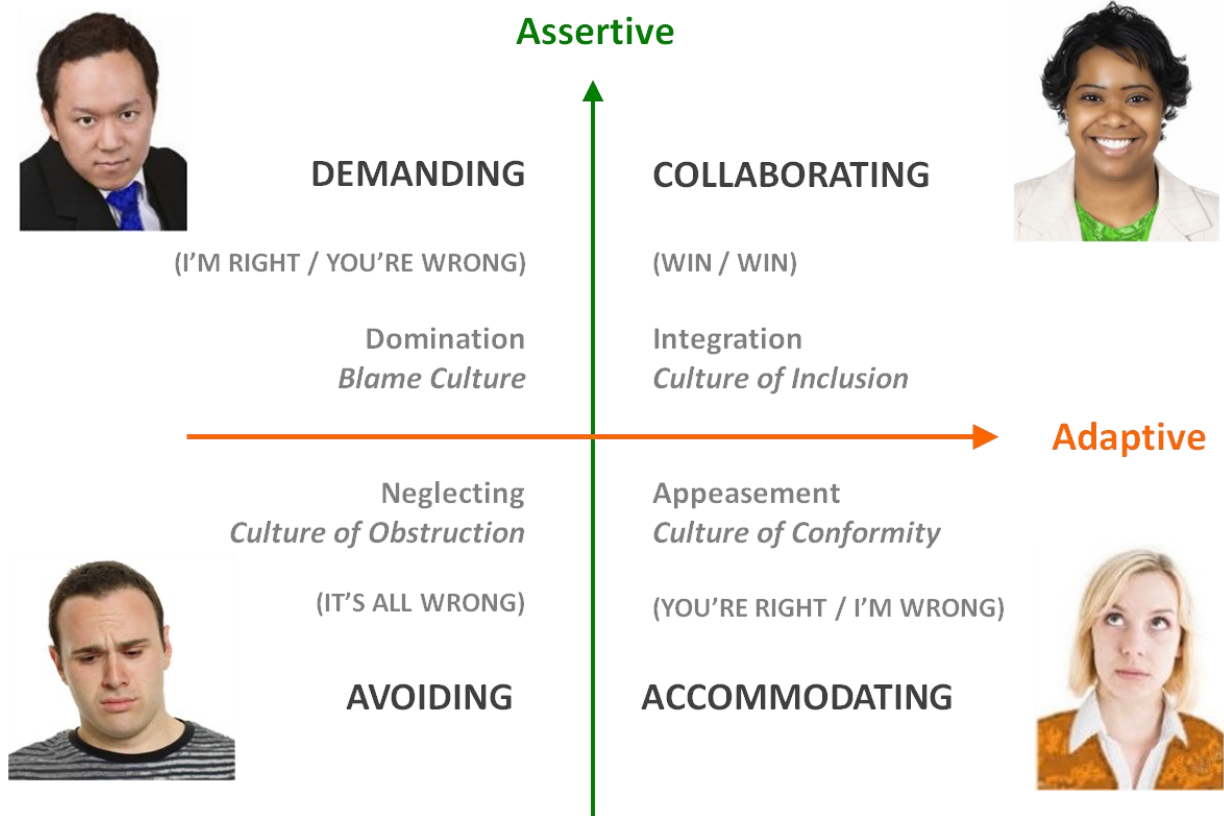
(Scores are based on: average of how team members see themselves, average of how they see one another, average of how others see them.)



Team Skill	Most Strong (above average)	Average	Team Range
Team Working	SL, KL, CR, HL, JC, AH, AM	7.55	4.00 < 8.50
Empathy	HL, KL, AH, CR, SL, PG, PH	7.01	4.20 < 8.50
Rapport	CR, AH, MR, HL, SL, KL, JC	7.47	4.85 < 8.55

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 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:

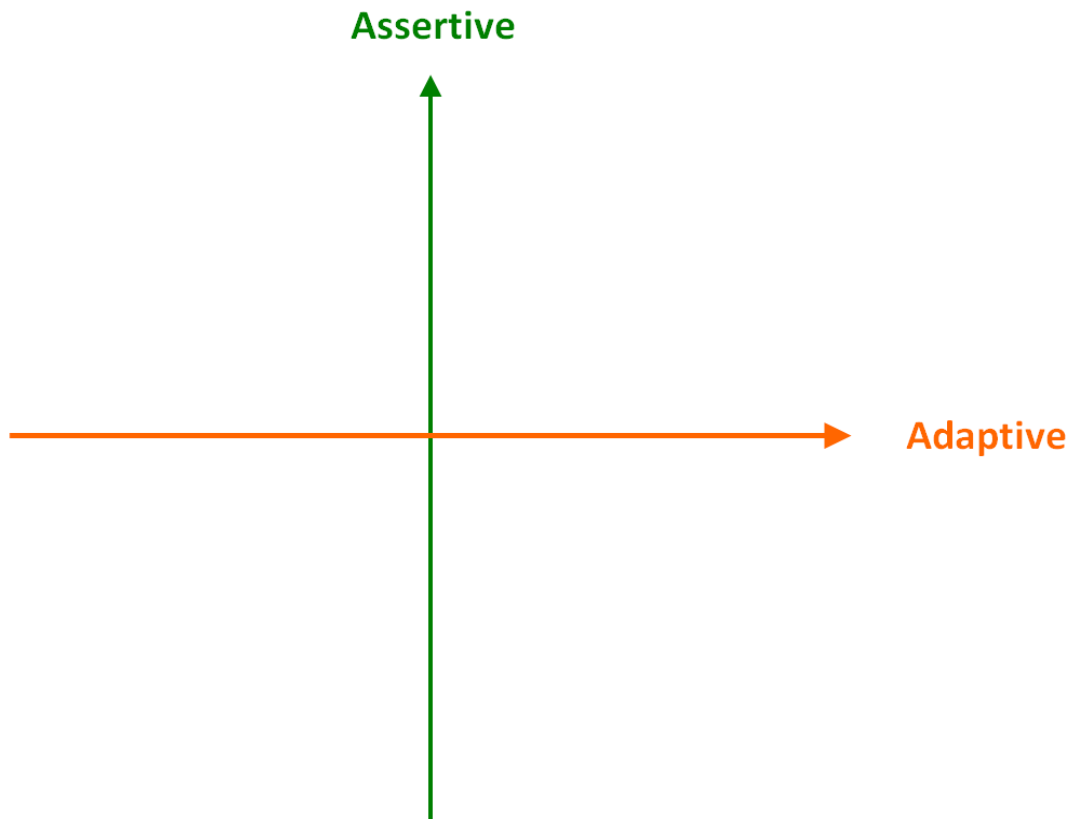
Demanding individuals assert themselves and do not necessarily flex to meet other people's needs. Skills which may come across this way include: *Initiator, Competitor, Independent, Commander, Driver,*

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.



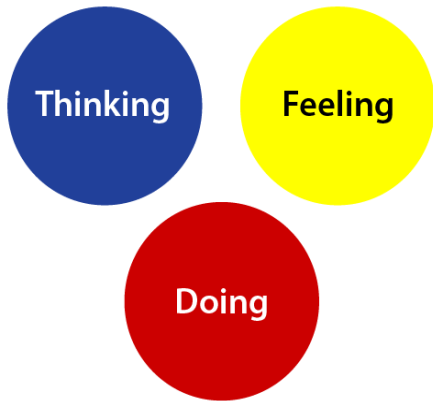
Using the blank matrix, above, indicate where in the matrix you think you spend most time and the degree to which you may manifest this (distance from the centre: central = low, at the margins = high)

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?

The Psychologica Model

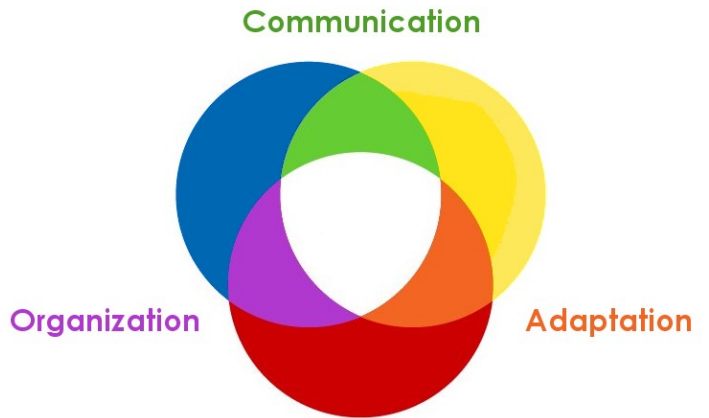


1. Our 3 Capacities

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*)

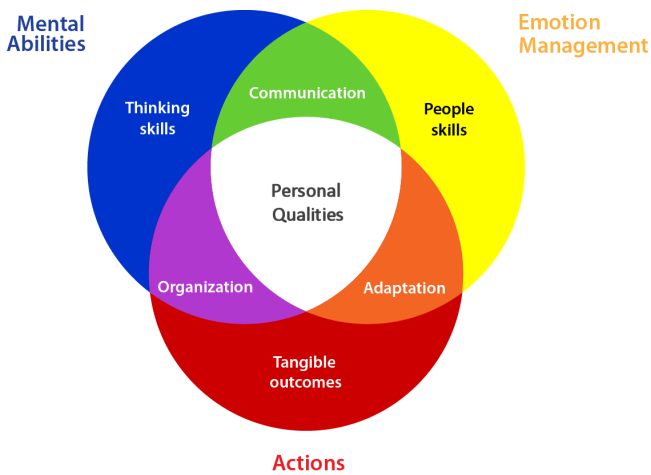


2. Our 3 Capabilities (functions)

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**.



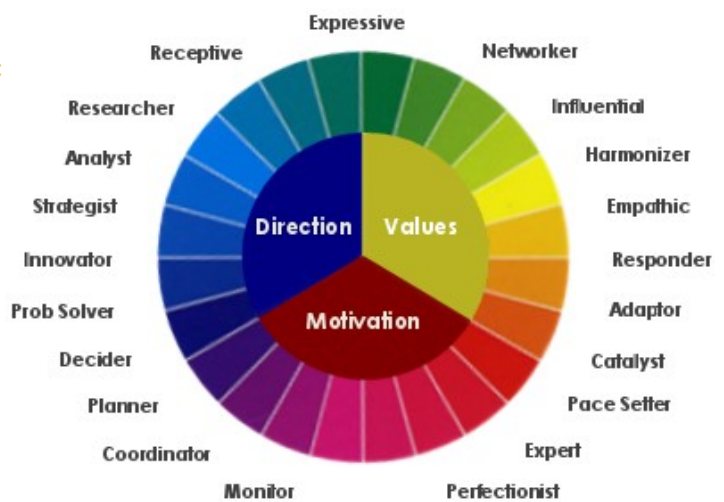
3. Our Overall Makeup

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 Reading

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: Schneider 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*, *360° 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 associated with the 7 'energy centres' in the human body (from Eastern Traditions). These are used in a symbolic sense only.

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