Testing management skills

Michael Williams

Six tests to assess management and leadership skills

- Increase management effectiveness

- Understand the core skills of leadership

- Ensure continuing personal development

- Identify strengths and weaknesses in management style

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The Thorogood Management Assessments

There are 6 Management Assessments featured in this book which are available from the publishers Thorogood.

The Leadership Style Profile and Analysis — 1

The Professional Style Profile and Analysis — 2

The Management Decision Making Profile and Analysis — 3
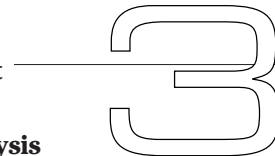
The Power and Empowerment Profile and Analysis — 4
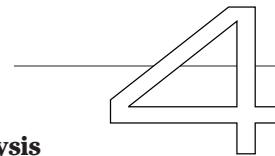
The Management Action Profile and Analysis — 5
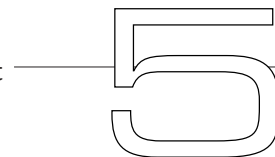
The Leadership and Management 360° Profiles (A & B) and Analysis — 6
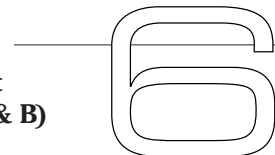
To the people who shape today and tomorrow, but especially my son and daughter –
Susie and Jonathan, who have achieved so much and their children – Charlotte, Sam,
Alice and Harry Williams and Franziska Goess-Saurau.

Acknowledgements

One of the happiest aspects of writing and putting together a book, of this sort, is that of having the opportunity to say 'thank you', publicly, to the many people who have helped to make it a reality.

Over the many years, operating as a consultant, I have been extremely fortunate in the number of gifted, dedicated and professional people with whom I have been able to work. They have, variously, stimulated, challenged and encouraged me in my thinking and in the use and development of the profiles, described in the pages that follow.

Those to whom I owe a debt of gratitude for so much support and so many opportunities include:

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Dr Pat Haran, CEO, Northern Ireland Electricity

John Coles, Managing Director, Huck International

Dr Paul White, CEO, Warman International

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David Roe, Janssen-Cilag

Dr Mike Taylor, Astra Pharmaceuticals

Noel Beaver, GUS

Bob Thomas, McCain Foods, USA

Val Pilkington, Warman International

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Assignments typically include:

- Major organisational change programmes
- Identification of management and professional potential
- Leadership development
- Team development
- Cross-functional integration

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Introduction

What is this book about?

It introduces psychometric assessment profiling as a technique and features six key behavioural profiles:

1 Leadership style profile

2 Professional style profile

3 Management decision making profile

4 Power and empowerment profile

5 Management action profile

6 Leadership and management 360 degree profile

These profiles can, of course, be used in the book by an individual and the results analysed. Thorogood, the publishers of this book, produce and sell the profiles (all copyright protected) for use within businesses to help develop individuals.

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How this book is organised

Part one is an appraisal of psychometric assessment profiles detailing what they are, how they work and how the information gained from them can be used to develop individual potential.

Part two contains the profiles themselves, each followed by detailed analyses for you to evaluate the results and begin to build on them.

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Using psychometric assessment profiles in management

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PART ONE
Using psychometric assessment profiles in management

What are psychometric assessment profiles?

Since the 1970's there has been a rapid mushrooming in the output and use of so-called psychometric 'tests' and profiles, in business and industry. Largely confined to managerial and professional staff, the instruments typically used generally fall into one of two categories:

1. ***Personality inventories***, which are, in effect, the psychometric 'heavies'. These include such well known instruments as the Myers Briggs Type.

2. ***Behavioural Profiles***, which are primarily instruments aimed at identifying specific preferences, *behaviours and competencies* – usually those associated with managerial, professional and leadership roles.

The instruments in this book fall into the second category of psychometric assessment and exploration. In a sense, the distinction between the two is rather like the difference between a microscope and a magnifying glass, though not quite so exaggerated.

There are claimed to be something like 18,000 words in the English language relating to personality and behaviour and, paradoxically, this provides scope for both considerable accuracy and also distortion whenever we attempt to describe what people do and how we believe they are. The current widespread growth of competency-based assessment, training and development has seen the emergence of more specific, role and task-related behavioural descriptions and it is within such a focused context that appropriate psychometric instruments have much to offer both users and respondents.

Less specific, broader and more contextual than competency-based definitions are those derived from 'typology' descriptions. Essentially, typologies are structured ways of helping us to determine which synthesised patterns of competencies and behaviour will best fit a given role, situation or set of circumstances. Psychometric profiles are one means whereby we can determine something of the extent to which those necessary skills, attributes and behaviours are likely to be present within individuals, especially when backed up by other diagnostic data. Behaviour

cannot be measured directly, but it can be accurately inferred. For example, the 'life cycles' of products, projects and businesses may well demand very different roles – and skills – in order to fulfil and achieve the widely differing objectives of the various phases, or cyclical stages of product, team or organisational life. Different situations, phases and goals frequently demand different behaviours and roles: especially at the more strategic and integrative levels of management and particularly in conditions of major change.

Simply to illustrate the point, seven possible sequential stages in the life cycle of an organisation, over a period of, say, a decade, or less, might follow the pattern below, with the demand for different types of Leader-Manager to handle changing situations.

Life cycle of an organisation

Phase reached	Type of manager required
Explosive growth, following start up	Pioneer
Expansion and fight for market position	Conqueror
Stability and continuous, planned growth	Level-headed ruler
Strategic, underpinned consolidation	Systems architect
'Slip' strategies and programme control	Monitor/Economiser
Necessary paradigm-shift and transformation	Transformer
Statesman-like management of contraction	Strong diplomat

Why use psychometric profiles?

Well-constructed psychometric instruments can provide a great deal of relevant, useful information about people and their strengths and areas for development.

In practical terms, they are best seen as an additional source of data to interviews with individuals to obtain biographical information, assessment of the individuals assessed track record and observed behaviour.

The fact that the data that psychometric profiles generate is essentially relative and indicative of the individual, shows their practical relevance and value in encouraging both assessors and respondents to explore the findings and feedback in more detail.

After the fashion of military intelligence, profiles provide valuable information in jigsaw forms, in that they often help to 'fill in the gaps' in our understanding of how individuals behave and whether or not they are thinking, acting and working in the most appropriate and effective ways, within a role, or set of conditions.

Profiles are likely to be at their most helpful and useful when they are used in conjunction with other sources of data, such as development and assessment centres, so that the information they generate can be viewed, in conjunction with that produced by other assessment tools.

Personality inventories and their more specific cousins *Behavioural Profiles* seek to provide users with answers to the questions:

- Is the individual likely to do the job/fulfil the role effectively?

- Is he/she capable of being trained or developed to do it with optimum effect?

- Will he/she be sufficiently motivated to do the job effectively?

- How typically are they most likely to go about doing it?

Implicit in the above questions are issues of both skill and will, for example:

- How is this person likely to approach problems and exercise judgement?

- Are they more likely to home in on detail or work from a broader perspective?

- How will they relate to and cope with other people?

- Are they more likely to take the lead – or will they prefer to be led?

- Is this individual likely to 'give way' or stay calm under pressure?

- Is he/she an 'all action', 'do-it-now-and-think-afterwards' type, or is this individual likely to define the problem thoroughly, before choosing a solution carefully?

- Is he/she a risk-taker who is prepared to create and exploit opportunities, or will they always 'play it safe' – preferring certainty and security to risk and challenge?

- Is this person flexible and adaptable and capable of responding quickly to changing situations, or is he/she a rather rigid, conservative and 'dyed-in-the-wool' character, who will resist change?

- Is he/she careless and 'scatty', or thoughtful, methodical and systematic?

The profiles contained in this manual will help you both to answer these, and many other questions about people – and also help you to formulate appropriate realistic training and development plans for them.

The two main types of psychometric instruments

An important factor that may not always be known to users is whether the instrument is normative or ipsative.

This matter is crucial, because of the very different nature of the data generated by these two distinctly different types of instrument – and the consequences of the information that they provide.

Normative instruments score each differentiated attribute on a bi-polar continuum. Therefore, the individual's score for that particular behaviour places him/her somewhere appropriately along that continuum in relation to the two opposing extremes and to the relevant norm group. For example:

Attributes of a bi-polar continuum

Extreme	◁ Normal ▷	Extreme
Extroversion		Introversion
Dominance		Submissiveness
Serious minded		Light-hearted
Warm		Cold
Emotional		Stable
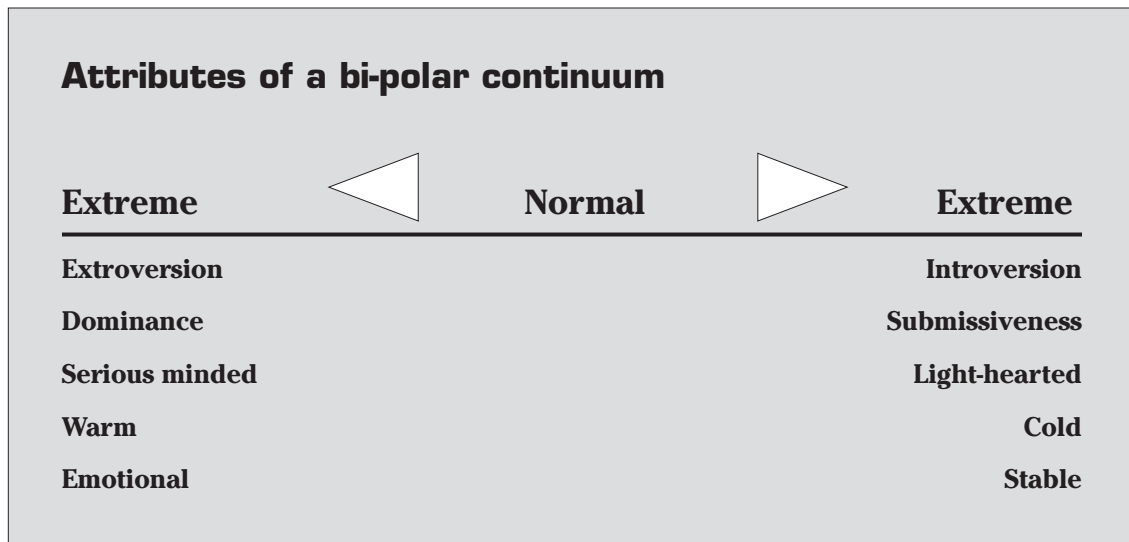
Ipsative instruments, by contrast, use forced-choice questions and involve measures about behaviours from differing scales, so for each pair of descriptors below choose the word which most closely describes how you normally behave:

Drive	Assertiveness
1. energetic	dominant
2. self-motivating	resolute
3. initiator	influential
4. active	strong-willed
5. achiever	determined
6. persistent	forceful

Though this can tell people much about the respondent as an individual, it is unlikely to generate much comparative data.

Equally, if a person tends to choose most words from one column rather than the other, it may not produce a valid, balanced picture. However, as Peter Saville says 'Life and personality are arguably about competing options and ipsative questionnaires represent this reality well'.

So, by way of summary, normative tests allow the user to compare people against normative data (though they are subject to faking and 'motivational distortion'). Ipsative tests enable users to identify a range of characteristics within the individual. They are two complementary methods of assessing people and each has a part to play in psychometric measurement. What is important is that we know what we are using and what the method/instrument is realistically capable of giving us, by way of relevant feedback and usable information about respondents.

The psychometric assessment profiles featured in this book

The predictive validity of psychometric instruments continues to be an issue of some controversy amongst both professional psychologists and users of psychometric tests. The selection of instruments offered by Thorogood have been designed and developed as diagnostic tools, for use on assessment centres, development centres, training programmes and team building workshops; not primarily as recruitment or selection devices. The psychometric data generated by instruments, such as those contained in this manual, is neither definitive, nor absolute. Essentially, it is relative and indicative in that it relates to norms (in this case from data bases derived from a minimum of over 3,000 managers and professionals) and is intended to indicate areas of either likely strength or weakness for further investigation and exploration.

These skills are assessed in the following profiles:

The leadership style profile

The professional style profile

The management decision making profile

The power and empowerment profile

The management action profile

The leadership and management 360° profile

The validity of psychometric instruments is primarily a matter of accuracy and reliability and the basis of validity underlying the instruments in the book derives principally from the following:

1. **Faith** – has the constructor faith in the instrument?

2. **Face validity** – does the instrument seem and feel right?

3. **Constructive validity** – is the behavioural model coherent and does the instrument measure it?

4. **Predictive validity** – will it accurately and reliably identify likely future patterns of behaviour? (Given the limitations of relative and indicative assessment)

5. **Concurrent validity** – are the instrument's results in line and congruent with other credible sources of information about the respondent?

Used essentially for development purposes, the instruments in the book are intended both to stand alone – as indicators of likely strengths and areas for development, within individuals – and also as supportive, adjunct instruments to major personality inventories. In the first role, they may be used to generate relevant data about both individuals – and, collectively, about – team profiles, hence their usefulness in team-building, as well as in individual development.

In the latter role, they fulfil a very important function as a means of amplifying and/or giving sharper, 'managerial' and 'professional' definition to the personality data generated by instruments such as the Myers Briggs, 16PF, Gordon Personality Inventory and so on.

As dimensional psychologists have repeatedly found over the years, there are no practical, valid and 'total' lists of human behaviour and personality structures. However, the work of Raymond Cattell and Hans Eysenck, especially, has been both relevant and helpful in identifying 'core' characteristics for measurement, while the taxonomy underpinning the Myers Briggs type indicator similarly, has given extremely useful pertinent definition to various fundamental and measurable personality 'types'.

The profiles available in this book similarly seek to explore and measure managerial, leadership and professional behaviours but largely against three key skill sets, and in the context of typical current organisation dynamics:

1. Cognitive and perceptual skills

2. Interpersonal skills

3. Motivational skills

Cognitive and perceptual skills

- Collecting, analysing and investigating data and information

- Scanning and making sense of the environment

- Simplifying the complex, for others to follow

- Generating options and synthesising ideas

- Integrating and conceptual modelling

These skills are assessed in the following profiles:

The management decision making profile

The leadership and management 360° profile

Interpersonal skills

- Finding, deploying and effectively using the right people

- Building effective coalitions and alliances

- 'Networking' to good effect

- Developing strong teams and teamworking

- Valuing and managing inter-dependence

- Mediating across functions and boundaries

- Creating 'win-win' outcomes

These skills are assessed in the following profiles:

The leadership style profile

The professional style profile

The power and empowerment profile

The management action profile

The leadership and management 360° profile

Motivational skills

- Articulating compelling visions

- Setting challenging goals

- Focusing the teams efforts on achievement

- Proactive/anticipatory management

- Making things happen

- Motivating by achievement, success and power

- Demonstrating credibility

These skills are assessed in the following profiles:

The leadership style profile

The power and empowerment profile

The management action profile

The leadership and management 360° profile

The role of psychometric assessment profiles in identifying individual potential

The problem of trying to identify and give realistic definition to people's potential remains a major issue in most companies. As a consequence, succession planning, recruitment selection and promotion often see enormous investment – in time, energy, discussion and money. As has been indicated earlier, the predictive validity of many psychometric instruments is called into question. However, the relative and indicative nature of the data and information they generate can often provide helpful supportive feedback which may add significantly to our knowledge of people's transferable competencies, preferences and motivations.

Probably the period between the ages of twenty and thirty represents the period of greatest maturation for the vast majority of people. As a consequence, it is often both very difficult and somewhat academic to attempt to predict, accurately and realistically, the long term potential of young people, especially. Equally, the rapidly changing nature of businesses, organisation structures and roles means that attempts to relate people's potential to the possible future needs of the company, long term, are often similarly invalid and inappropriate.

However, as a practical alternative to trying to identify long-term or ultimate potential, it is sensible and appropriate to think of a person's evolving capabilities as a series of 'horizons' where time scales between such evolutionary 'staging posts' may be varied. Using the concept of horizons in an individual's potential, it is possible to think in terms of a succession of attainable 'plus me's' for that person. Each 'plus me' represents a predicted level of realised potential based upon a time scale and period of planned development and increased, analysed experience over a period, of, say, 18 months-2 years, i.e. constantly updated 'horizons' in potential allow the processes of realistic, anticipated personal growth to be aligned more appropriately to carefully structured, planned development.

Similarly, there is an opportunity to enhance and enrich jobs or roles in a similar way and, therefore, relate personal growth to role expansion. This is particularly important in today's 'flatter' organisation structures where there is less opportunity for upwards advancement, but more scope for lateral or cross-functional activity and increased contributive competence, within the same job:

Me, as I am, now

My job, as it is, right now

Ideally, the job – and the 'plus job' – are best described, not in terms of classical accountabilities, but rather against the 'live' criteria of:

1. **Things I do well in my job**

2. **Things I enjoy doing**

3. **Challenges that 'stretch' me**

In this way, the 'plus job', by definition, develops out of a need to build a role which allows for **MORE** of the three above dynamic yardsticks of enhanced ownership, increased job satisfaction and potentially greater performance.

The psychometric profiles in this manual all, in varying degrees, help to give a more focused definition to the skill and will fundamental to growth from the 'me-as-I-am-right-now' to the attainment of a requisite, achievable 'plus me'. Similarly, the profiles will provide relevant feedback to both user and respondent (and the respondent's superior) about competency and motivational patterns likely to fit in with a 'plus job' defined, or redefined, as the result of diagnosis and discussion.

Trends in psychometric profiling

As part of a major investigative programme, over 50 client companies, test providers, universities, business schools and professional bodies, were approached, in order to identify discernible trends in psychometric profiling, within:

- The UK (including Northern Ireland)

- Ireland

- France

- Germany

- The Netherlands

- USA

- Canada

- Australia/New Zealand

With minor variations between some countries, the summarised findings from the above international sample, indicate:

1. Psychometric testing will continue to expand: it represents big business, world-wide

2. It will become increasingly competency driven

3. It will adapt, to measure emerging integrative thinking and styles of 'New Age' management and 'flatter' organisations

4. Users (generally) are slowly becoming better informed and more demanding

5. Providers, increasingly, will be expected to provide added value for clients

6. Profiling, itself, is becoming a more integrated and systematic process, i.e. individual profiles are becoming linked into team profiles which in turn are becoming increasingly linked to profiles of organisation capability, integrity, 'style' and culture

7. '360 degree' profiling will increase, because of market pressure for relevant and realistic data

8. Profiling will continue to grow as a developmental process especially as ipsative instruments proliferate

9. Increasingly, profiles will take more account of the individual's role context and operational environment/circumstances

10. Profiling will become better substantiated by more rigorous research and more relevant data bases

11. Increasingly, profiles will be 'structured' around core factors, from which are derived 'competency families' and specific behaviours

12. Post-profiling development will become more rigorously and intelligently managed, with more appropriate goal-maintenance strategies

13. For the user, the problem of to whom to turn for professional help and guidance will also remain; hence – CAVEAT EMPTOR!, although likely legislation will help considerably by 'tightening up' on products, practices and processes.

What to do after the tests

Sadly, experience suggests that, too often, appropriate, coherent development strategies and action plans do not emerge as necessary follow-up to profiling and the identification of development needs. Profiling cannot be seen as an end in itself. First and foremost, it is a necessary preliminary to identifying areas of skill and will where strengths should be capitalised upon and further developed and where weaknesses need to be addressed, by remedial/developmental action. Development strategies, as a minimum, should provide learning opportunities, work exposure, coaching, guidance and support by:

1. Being creative, as well as practical learning within the job itself

2. Providing opportunities to expand/enhance/enrich existing roles by taking on new legitimate tasks and functions

3. Constructing new career and role opportunities for respondents which are linked directly to changing or emerging organisation dynamics

4. Making leadership opportunities and/or roles with significant responsibility available at earlier stages in peoples careers

5. Recognising that 'career', as such, is no longer a matter of logical, vertical promotion, but rather the accumulation of life's working experiences where lateral and especially cross-functional role progression are likely to become paramount, based upon the acquisition of necessary contributive skills and expertise

6. Creating and building, with respondents, re-aligned visions of success within both individual roles – and teamworking – in the enterprise

7. Encouraging, empowering and enabling ownership of people's own development and progression

8. Constantly managing learning – for and with – people i.e. putting energy, direction and focus into development action

9. Building in challenge – and 'stretch' – wherever practicable, to stimulate relevant learning and so enhance personal growth.

Overview of the 6 profiles featured

1. The Leadership Style Profile

This profile provides relevant insights about leadership and management on a relative and comparative basis. The profile identifies the following key aspects of the respondent's preferred leadership style:

Susceptive Behaviours	*versus*	Prescriptive Behaviours
'developmental styles'		*'controlling styles'*
A Encouraging and reassuring		**B** Directive and organising
C Involving and responsive		**D**. Single-minded and assertive
E Risk and change oriented		**F** Careful and stable
G Free-thinking and experimental		**H** Disciplined and organised
I Adaptable and versatile		**J** Invariable and consistent
K Group affiliative		**L** Self-reliant

Because it provides information about personal style and the particular team, roles and work relationships within which the respondent operates, it is also useful as an instrument for team building as well as individual development.

2. The Professional Style Profile

This profile derives from *The Leadership Style Profile* and has been designed for use by people who are primarily functional specialists rather than leaders. It measures tendencies in behaviour along six dimensions of professional work style:

Susceptive Behaviours	*versus*	Prescriptive Behaviours
'developmental styles'		**'controlling styles'**
A. Communicating encouragement and/ or reassurance		**B.** Giving direction and seeking control
C. Being participative and involving in relationships		**D.** Acting in a unilateral, single-minded, assertive way
E. Showing a need for change, risk and excitement		**F.** Acting carefully, cautiously, challenging, securing stability and certainty
G. Preferring conditions of freedom and scope for personal choice		**H.** Preferring a structured environment and disciplined approach to work
I. Operating in an adaptable, responsive and flexible or opportunistic way		**J.** Behaving in ways which reflect consistency and a concern for 'doing things right'
K. Preferring the noise, buzz and a company of a team or group		**L.** Preferring to operate largely as a 'solo' player with space and privacy

The raw scores for each element are then related to established norms. For example, a score of 28 for factor A (encouraging and reassuring) would place the individual within the top 2.3% of the managerial and professional population for that characteristic, at that particular time.

3. The Management Decision Making Profile

This profile recognises the fundamental importance of problem-solving and decision making as key managerial activities, and assesses a manager's strengths and weaknesses in three vital areas:

1. Awareness (situational analysis) – inquiry and insight

2. Direction (mission/task analysis) – diagnosis and drive

3. Action (execution and commitment) – planning and pace of response.

The basic structure of this profile follows the long established and well proven 'mission – execution' model developed in the armed forces, for developing decision making skills at the operational and strategic levels. Although the worlds of the military and business differ enormously in many respects, the intellectual and emotional responses involved in problem resolution and decision making remain the same in both environments.

4. The Power and Empowerment Profile

This profile identifies the extent to which power and empowerment is exercised by teams and individuals. It recognises that being empowered, having the necessary power to do what must be done, has its roots in many sources including positional authority; expertise, information, influence, commitment and integrity.

5. The Management Action Profile

The Management Action Profile helps to identify your primary and backup modes of acting as a director or manager. It identifies how some of the most important behaviours combine and interact when managing, to produce different management action styles.

Four distinctive patterns or styles of managing emerge from the profile. They are the:

A. Activator – Mobiliser

B. Director – Controller

C. Co-operator – Appeaser

D. Evaluator – Reflector

No executive is likely to keep to one pattern but will demonstrate several styles. This profile is therefore designed to indicate which are the most frequently used styles and the strengths as well as areas for development. Normally, there is likely to be a predominant style and secondary, back-up behaviours.

6. The Leadership and Management 360° Profile

This profile is divided into two parts: a self-assessment profile of an executive's 16 leadership and management core competencies, and a profile which provides the individual with others' perceptions of their core competencies. This distinction between leadership and management is recognised by key management thinkers (including Warren Bennis and John Kotter in the United States and John Adair and Charles Handy in the UK) as a necessary, practical means of focusing on selected skills that apply in some situations but not necessarily in others.

There are eight core competencies for leadership and eight for management which are assessed in each profile. For leadership these are:

1. Visioning and pathfinding

2. Communicating and briefing

3. Sharing and involving

4. Empowering

5. Mobilising commitment

6. Developing and using talent

7. Making things happen

8. Developing the team and teamwork.

For management the eight core competencies which are assessed are:

1. Goal clarification and objective setting

2. Analysing and resolving problems

3. Decision making

4. Planning and prioritising

5. Organising and implementing

6. Political acumen

7. Monitoring and controlling

8. Following up and following through.

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PART TWO

Thorogood Management Assessments

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profile

analysis

analysis

profile

The Leadership Style Assessment

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1 profile

The
leadership style
profile

Michael Williams

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To complete this profile follow three steps...

step 1

Complete the
profile questionnaire

step 2

Tabulate your scores in
the score summary section

step 3

Either:
if self assessing –
read the analysis and follow
up the development issues

Or:
if assessing others –
read the analysis and follow
up the development issues with
the individuals

step 1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their behaviour when conducting business, in a relative and comparative form. It is **not** therefore a test with 'right' or 'wrong' answers: its aim is to help you by giving relevant information about yourself to help formulate appropriate, realistic training and development plans.

Please complete the questionnaire as honestly and accurately as you can.

Using a total score of 3 points allocate them, in any combination, between the 2 statements in each question. Use all 3 points to indicate which response most closely represents how you would usually act. Do **not** use half points. Your total for each question **must** be 3.

Work through all the questions as quickly as possible. Don't waste time searching for meanings that probably don't exist.

Example

I am more likely to...

1a Be seen as a tough, single minded manager .... $\boxed{1}$

 b Be regarded as a sensitive, considerate manager .... $\boxed{2}$

Now you are ready to complete the profile questionnaire.

I am more likely to…

1a Lead from the front and direct people's efforts . . . . ☐

  b Lead by supporting and encouraging others' efforts . . . . ☐

2a Stand off – and manage – rather than become involved in the 'doing' . . . . ☐

  b Become involved and add a shoulder to the wheel to help out . . . . ☐

3a Act boldly, wherever necessary, to win and exploit new ground . . . . ☐

  b Consolidate and secure what has already been gained or achieved . . . . ☐

4a Work principally by the use of facts, logic, analysis and rational thinking . . . . ☐

  b Work by imagination, inspiration, and creativity . . . . ☐

5a Leave some details to chance, so as to keep up the pace of action . . . . ☐

  b Always check to ensure things are right, before moving on . . . . ☐

6a Prefer pursuing my own work objectives,
with minimal reference to other people . . . . ☐

  b Prefer to feel that I am a member of a close, well-knit work team . . . . ☐

7a Build productive collaboration, through guiding and developing staff . . . . ☐

  b Take command of the team, and mobilise
people, to produce the results needed . . . . ☐

8a Take a firm line, when people start to ease off, or begin to give up . . . . ☐

  b Reduce the pressure, when performance
begins to drop, or motivation starts to fall . . . . ☐

9a Prefer variety and excitement in both work and work relationships . . . . ☐

  b Prefer stability and certainty in work and work relationships . . . . ☐

10a Enjoy working more with people who
behave in an orderly, predictable way . . . . ☐

 b Enjoy working more with those who act
as they feel and tend to 'let it all hang out' . . . . ☐

11a Rarely be the first to capitulate in an argument . . . . ☐

 b Give in, when I can plainly see I'm losing the argument . . . . ☐

12a Establish my own conclusions and make my own decisions about things . . . . ☐

 b Want to share ideas and talk through decisions with colleagues . . . . ☐

13a Use energy and personal influence to establish my presence
with a group and organise them into an effective work team . . . . ☐

 b Encourage people and demonstrate approval and
reassurance for their efforts, to develop their self-confidence . . . . ☐

14a Concentrate on the tasks and specific
skills needed to get a particular job done . . . . ☐

 b Shape jobs around people's different talents and personalities . . . . ☐

15a Prefer new, unconventional or unorthodox approaches to resolve problems . . . . ☐

 b Rely mainly on proven ways and methods which are known to work . . . . ☐

16a Be a manager who encourages staff to take initiatives and experiment . . . . ☐

 b Be a manager who prefers staff to work
to agreed plans, schedules and procedures . . . . ☐

17a Work consistently, according to established
principles, standards and professional values . . . . ☐

 b Play things 'by ear' and adapt to events, as they occur . . . . ☐

18a Work in an environment, where I can reflect
upon and think through issues thoroughly . . . . □

b Work in an interactive environment where people
'spark' each other off and pool ideas and efforts . . . . □

19a Encourage independence of thinking and ownership
of problems and their solution, among staff . . . . □

b Ensure that people know exactly what is expected
of them and that they are given clear direction and purpose . . . . □

20a Be assertive and decisive in dealing with
resistance, or indifference, to meeting objectives . . . . □

b Show patience, tolerance and consideration
in winning people's commitment . . . . □

21a Go for high payoffs, with attendant higher risks . . . . □

b Prefer lower payoffs where there is more certainty of achievement . . . . □

22a Have my head ruling my heart . . . . □

b Let my heart rule my head . . . . □

23a Be seen as consistent, dogged and persistent . . . . □

b Be seen as flexible, variable and adaptable . . . . □

24a Work from a basis of personal beliefs, values and reasoning . . . . □

b Gain confidence from the information,
feedback and guidance others give me . . . . □

25a Make staff feel that I trust and appreciate their ideas and contribution . . . . □

b Set the example as a competent, confident leader . . . . □

26a Encourage close, open and informal
relationships within my team . . . . ☐

  b Maintain some distance, in relationships,
in order to remain effective as a boss . . . . ☐

27a Move into situations, where my courage as a leader can be properly tested . . . . ☐

  b Work in situations which require me
to act as a careful, 'safe' and steadfast manager . . . . ☐

28a Diagnose, plan and monitor work systematically and thoroughly . . . . ☐

  b Get involved in the action and seize opportunities, as and when they arise . . . . . ☐

29a Manage the team and do things primarily from
a sense of professional 'conscience' and personal accountability . . . . ☐

  b Make things happen by accepting that,
frequently in business, the ends justify the means . . . . ☐

30a Enjoy being 'caught up' in an atmosphere of teamwork and collaboration . . . . . . ☐

  b Prefer not having to rush into things,
before I'm really ready to commit myself . . . . ☐

31a Build people up, to feel confident in their own judgement and ability . . . . ☐

  b Make people feel that things are in control and
that they are being well led by a decisive professional . . . . ☐

32a Always maintain good relationships with
staff, but sometimes risk lowering performance . . . . ☐

  b Always maintain high performance levels,
but sometimes risk alienating staff . . . . ☐

33a Be considered to be a mature, responsible
and caring leader who will not leave his team feeling exposed . . . . □

b Be considered to be a dynamic leader who can take on
tough challenges and generate more exciting work for the team . . . . □

34a Quite often experiment with new, untried ideas and theories . . . . □

b Keep to practical, sensible and workable solutions . . . . □

35a Insist upon punctuality and promptness, as a matter of principle . . . . □

b Operate in a flexible way, about time, according to circumstances . . . . □

36a Confront tough negotiations in a
detached, impersonal and analytical way . . . . □

b Observe the others closely and adapt my
approach to match their moods and reactions . . . . □

37a Be seen by my staff as reasonable, receptive and helpful . . . . □

b Be considered by them to be strong, influential and in control of things . . . . □

38a Prefer bold opportunism, especially
when decisions involve risks and obstacles . . . . □

b Prefer well calculated risk-taking in such conditions . . . . □

39a Come across as a high achiever with a track record for 'delivery' . . . . □

b Help others to achieve their goals and 'produce the goods' as a team effort . . . . . . □

40a Give people their heads and allow
them freedom to learn from making mistakes . . . . □

b Set out well-defined objectives, guidelines and authority levels for my staff . . . . . □

41a Often doing quite outrageous things – just for the hell of it . . . . □

b Rarely doing anything outrageous – simply because it is 'fun' to do so . . . . □

42a Take people into my confidence, as fully
as possible, right from the outset of things . . . . ☐

  b Let people know what is happening once things have
been properly developed or tested and I am ready to go ahead . . . . ☐

43a Coax and encourage people when they fail
to 'deliver' and explore the reasons for poor performance . . . . ☐

  b Spell out to people the realities and consequences of poor performance . . . . ☐

44a Find satisfaction, as a manager, in seeing
people grow as individuals and as work teams . . . . ☐

  b Find satisfaction, as a manager, in achieving
impressive results in efficiency, performance and results . . . . ☐

45a Enjoy the satisfaction of having done
a job thoroughly to the very best of my ability . . . . ☐

  b Enjoy the 'heat' of competition and taking on new challenges to conquer . . . . ☐

46a Delegate to others, to see how they make out, using their own ideas . . . . ☐

  b Maintain close, personal control over
things, to make sure that they are done well . . . . ☐

47a Ensure that my personal turnout and appearance
are always very neat and businesslike, with attention to detail . . . . ☐

  b Be always clean and tidy, but informal and smartly casual in my dress . . . . ☐

48a Keep my own counsel and carefully guard my
knowledge when I know that it is superior to that of others . . . . ☐

  b Share my information and ideas, so that
others may benefit from my superior knowledge . . . . ☐

49a Feel angry and blame myself
when things go wrong . . . . □

   b Become annoyed and blame others, when things go wrong . . . . □

50a Explore the underlying reasons for any objections
or resistance to my role and position as leader of the team . . . . □

   b Emphasise to those who object that I am the team
leader and intend to make the team a successful work group . . . . □

51a Believe that – 'He who hesitates is lost' is the better management philosophy . . . . □

   b Prefer a management philosophy of 'look before you leap!' . . . . □

52a Let go of the reins and encourage others to try out initiatives
and put forward ideas, even if they challenge my own beliefs . . . . □

   b Ensure that objectives are set and met through the right
authority channels and correct management structure . . . . □

53a Finish whatever I begin and not leave 'loose ends' around . . . . □

   b Complete only the important things and discard the others . . . . □

54a Ignore bossy people who try to 'push' me and
continue to work in my own way, at my own pace . . . . □

   b Quickly put such people in their place in no uncertain way . . . . □

55a Be seen as understanding and a good shoulder
to lean on when things get really tough . . . . □

   b Be someone whom others respect for being
resolute and decisive when things get tough . . . . □

56a Be seen as an open, sharing and likeable
person whom others enjoy being with . . . . ☐

b Be considered to be a forceful 'go-getter' and
high achiever, who knows exactly what they want . . . . ☐

57a Be given an epitaph of – 'He was quite mad, but we loved him!' . . . . ☐

b Be given one of – 'We respected him for the way he cared about us' . . . . ☐

58a Prefer to be given loose or broad objectives, where the rest is up to me . . . . ☐

b Prefer a thorough briefing, with clear ground rules and specific objectives . . . . . . ☐

59a Enjoy trying out lots of different things – whether I do them very well or not . . . . . ☐

b Concentrate on a few things all of which I can do thoroughly . . . . ☐

60a Prefer to be the 'brain power' behind a project, who
usually provides the logic, intellectual structure or strategic overview . . . . ☐

b Prefer to be the organiser, who motivates and
stimulates others, to maintain pace and commitment . . . . ☐
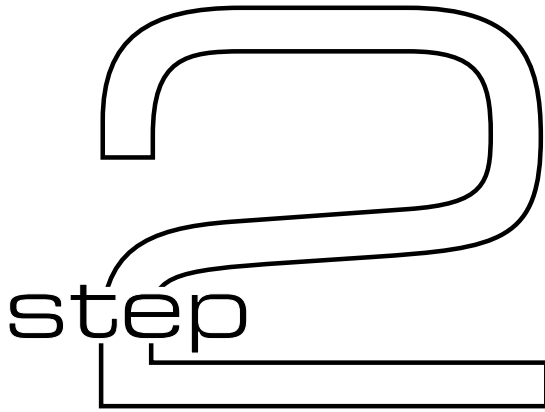
step 2

Score summary

Count up the scores you have allocated for each statement in the following groupings. This will give you a total score for each of the elements of leadership style.

A   1b, 7a, 13b, 19a, 25a, 31a, 37a, 43a, 49a, 55a
This total is your **encouraging/reassuring score**: . . . . □

B   1a, 7b, 13a, 19b, 25b, 31b, 37b, 43b, 49b, 55b
This total is your **directive/organising score**: . . . . □

C   2b, 8b, 14b, 20b, 26a, 32a, 38b, 44a, 50a, 56a
This total is your **involving/responsive score**: . . . . □

D   2a, 8a, 14a, 20a, 26b, 32b, 38a, 44b, 50b, 56b
This total is your **single-minded/assertiveness score**: . . . . □

E   3a, 9a, 15a, 21a, 27a, 33a, 39a, 45a, 51a, 57a
This total is your **need for change and risk score**: . . . . □

F   3b, 9b, 15b, 21b, 27b, 33b, 39b, 45b, 51b, 57b
This total is your **need for certainty and stability score**: . . . . □

G   4b, 10b, 16a, 22b, 28b, 34a, 40a, 46a, 52a, 58a
This total is your **preference for freedom and experimentation score**: . . . . □

H   4a, 10a, 16b, 22a, 28a, 34b, 40b, 46b, 52b, 58b
This total is your **preference for structure, order and discipline score**: . . . . . . □

I   5a, 11b,17b, 23b, 29b, 35b, 41a, 47b, 53b, 59a
This total is your **flexibility and variability score**: . . . . □

J   5b, 11a, 17a, 23a, 29a, 35a, 41b, 47a, 53a, 59b

This total is your **consistency and invariability score**: . . . .

K   6b, 12b, 18b, 24b, 30a, 36b, 42a, 48b, 54b, 60b

This total is your **group affiliation score**: . . . .

L   6a, 12a, 18a, 24a, 30b, 36a, 42b, 48a, 54a, 60a

This is your **self reliance score**: . . . .

SPECIMEN

step 3

Assessment and analysis

Now either

If self assessing – read the analysis and follow up the development issues.

Or

If assessing others – read the analysis and follow up the development issues with the individuals.

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1 analysis

The
leadership style profile
analysis

Michael Williams

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This analysis looks at:

- the background to the Leadership Style Profile

- interpreting the scores

- the implications of high and low scores

- a summary of the strengths and weaknesses of those scores

Background to the Leadership Style Profile

The Leadership Style Profile has been developed and refined since 1983, when it was first launched after extensive research, 'field trials' and validation with five hundred managers and professionals. Since its launch it has been used with many thousands of managers and executives in the UK, Ireland, Western Europe, the US and Canada.

From this, *The Professional Style Profile* has been developed for people in functional roles, where there is a need to influence others to act in particular ways.

Interpreting the scores

Rarely, if ever, can behaviours be directly measured with consistent reliability, accuracy and precision. What psychometric instruments do, is to INFER measurement of *preferences, tendencies and competencies*. From this it is normally quite possible to establish the range of a person's behavioural comfort and competence, outside of which he/she is likely to be less effective or behave in ways inappropriate to the demands of a particular role, function, or task.

The Leadership Style Profile is designed to identify people's preferred modes of behaving along each of the six dimensions to professional style. It is important to remember, at this stage, that *psychometric data is neither absolute, nor definitive*. It is, essentially, *relative and indicative*. That is, relative to norms and indicative of areas of behaviour that it would seem important to explore and examine further, in the light of job and/or role requirements.

The Leadership Style Profile is essentially, a typical bi-polar instrument which seeks to measure tendencies in behaviour, along six dimensions of leadership work style, namely:

Susceptive Behaviours	*versus*	**Prescriptive Behaviours**
'developmental styles'		*'controlling styles'*

A Communicating encouragement and/ or reassurance

B Giving direction and seeking control

C Being participative and involving in relationships with others

D Acting in a unilateral, single-minded, assertive way

E Showing a need for change, challenge, risk and excitement

F Acting in a careful, cautious way, aimed at securing stability and certainty

G Preferring conditions of freedom and scope for personal choice

H Preferring a structured environment and disciplined approach to work

I Operating in an adaptable, responsive and flexible or opportunistic way

J Behaving in ways which reflect consistency and a concern for doing things 'right'

K Preferring the noise, 'buzz' and company of a team or work group

L Preferring to operate largely as a 'solo player' with space, privacy and freedom from interruption

The 'left-hand' behaviours, i.e. items 'A', 'C', 'E', 'G', 'I' and 'K' represent more **susceptive** and versatile styles of behaving and interacting with others. Fundamentally they are essentially 'building' or 'developmental' behaviours which allow room for:

• Discussion and debate

• Negotiated change, compromise and modification

• Room to manoeuvre.

The opposite ends of the six bi-polar behavioural styles (items 'B', 'D', 'F', 'H', 'J' and 'L') are primarily **prescriptive**, where there are usually expressed (or implied) 'prescriptions' of 'right' and 'wrong', 'good' or 'bad'. Judgement, criticism and approval/disapproval frequently underlie the six 'right-hand' behaviours. They are normally considered to be 'closed' behaviours in psychology whereas the left hand preferences are seen as 'open' behaviours.

No judgement or assessment of 'good', or 'bad' should be applied to, nor inferred from the terms 'open' and 'closed': they are merely opposite ends of a continuum of behaviour. Indeed, both are absolutely essential in professional interaction with others. The principal questions are about how, when, where and with whom to use them for maximum impact, effect and outcome.

Because of its unique format and structure, it invites exploration of the impact and interaction of various **developmental** styles on each of their **controlling** counterparts – and vice versa.

The implications of high and low scores

The twelve behavioural patterns of *The Leadership Style Profile* are described below, as a series of typical strengths and weaknesses likely to be found against each dimension.

Generally, the higher the scores, the more pronounced the strengths and weaknesses with the proviso that exceptionally high scores for strengths can also indicate potentially serious weaknesses unless suitably compensated for, elsewhere in the individual's scores.

In a significant minority of cases, people will obtain either high 'left hand' scores, for *each* pair, or conversely, high *'right hand'* scores (though the former is more usual). *Universally* high '*left hand*' scores, generally indicate the following:

- Outgoing, expressive, talkative style (may be garrulous and too gregarious)

- Sociable and inclined to rely too much upon (and over estimate) personal influence

- Largely unstructured, reactive and impulsive approaches

- Somewhat laissez-faire or easy-going leader style (though may be very extrovert and dynamic)

- Unfocused and lacking coherent, co-ordinated direction

- Easily persuaded, swayed, or deflected from his/her chosen/declared path and goals

- Lack of 'strength' in taking a tough line when needed and a reluctance to get a needed grip on both people and events

The quite rare universally high *'right hand'* scores are usually indicative of someone who is:

- Very task focused and who concentrates upon goal achievement – often to the exclusion of socialising, 'small talk' and 'networking'

- Serious-minded and often more inclined to pessimism, rather than to optimism

- More judgmental, critical and evaluative than the average

- Much more analytical and inclined to be more ruled by his 'head' than his 'heart'.

If factors 'F', 'H' and 'J', especially, are high, then the individual is likely to be quite cautious, careful and conservative. Just one high 'left hand' score in such an individual – for example, a strong 'E' can alter their style dramatically indicating a restless, tough-minded – even 'maverick' character who may not be easy to manage and who is likely to need bosses whom he/she can respect.

Especially high factor 'D' and 'L' scores (respectively 'unilateralism' and 'self-sufficiency') are very typical of a self-determining 'solo player' who will tend to operate in an 'insulated', individualistic way. Their reserve, distance, need for 'space' and privately arrived at intentions and decisions can be off-putting and counter-productive in some groups – especially where *interdependence* and *responsive mutual support* are necessary to successful team functioning.

The next few pages give the typical common descriptions of the twelve separate characteristics measured on the instrument. However, because of the complexities of personality and behaviour, and the frequent interdependence and interplay of different attributes, it is important to consider the congruence – and apparent contradictions that may emerge between the twelve behaviours. Just one high or low score may indicate a significant factor in the leadership style – and typical behavioural patterns of the individual.

At this point it is worth re-emphasising the fact that psychometric data is essentially normative and indicative – not definitive and absolute and is essentially for developmental purposes, in instruments such as ***The Leadership Style Profile***.

The use of this instrument is designed to stimulate debate and dialogue about the individual's leadership style – in practice – and, therefore, what follow-up and developmental actions are likely to be most relevant and beneficial to both the organisation and the person in seeking to maximise their potential as a director, manager, functional specialist, and where effective leadership style is a major factor in the success of their particular role.

Summary of strengths and weaknesses

Open	*versus*	**Closed**
'exploratory styles'		*'prescriptive styles'*

A Encouraging/building styles

Strengths:

- Friendly, interactive and democratic
- Receptive and responsive
- Helpful, gives information and recommendations
- Initiates and activates

Weaknesses:

- Too easy, lenient and over-familiar (Can't push for a 'yes')
- Over accommodating (Can't say 'no')
- Laissez-faire – does not demand enough of others
- Talks, but may not act effectively

B Directive/controlling styles

Strengths:

- Forceful and/or competitive
- Self assured and takes the lead
- Decisive and gives direction
- 'Autocratic' and 'no-nonsense' in style

Weaknesses:

- Domineering and stifling – doesn't 'build' others up
- Pressurising and over-demanding
- Intolerant, impatient or inconsiderate
- Aggressive, coercive; unfriendly

C Concern for relationships

Strengths:

- Outgoing and sociable: often talkative and expressive
- Group centred and a 'joiner'
- Involved and involves others – shares ideas
- Builds relationships and contacts – enlists help and support

Weaknesses:

- May be too aware of other people
- Over manipulative and 'political'
- Too friendly/over popular – loses task focus
- Loses objectivity and follows others

D Concern for results

Strengths:

- Sense of deadline/urgency
- Factual and often analytical
- Task oriented and focused
- Autonomous and self-directing

Weaknesses:

- 'Cold' or too task oriented
- Discounts relationships and others' contributions
- Distant, 'private' and keeps people at arms' length
- Superior, condescending or arrogant

Open	*versus*	**Closed**
'exploratory styles'		*'prescriptive styles'*

E Preference for risk and challenge

Strengths:

- Bold and confident. Seeks out and explores new ideas
- Prominent in group activity
- Seeks excitement, new experiences and contacts
- Initiates and enjoys change, or challenge

Weaknesses:

- Irresponsible or unthinking – easily bored – lacks concentration
- Lack of attention and sensitivity
- Lacks care or caring; impulsive

F Preference for certainty and stability

Strengths:

- Careful and calculating. Relies on the tried and trusted
- Thorough and/or caring
- Protective. Good 'custodian'
- Preference for status quo and the known/familiar

Weaknesses:

- Over-cautious (self-imposed constraints)
- May lack courage and can be too risk averse
- Takes a back seat (over cautious management)
- 'Paralysis by analysis'; slow to commit to decision or action

G Preference for freedom of action

Strengths:

- Stimulates ideas and free thinking
- Experimental – sets own goals and direction
- Looks for possibilities and opportunities
- Unconventional and unfettered

Weaknesses:

- Being seen as immature, or out of line
- Lack of control and discipline; disorganised
- Making up own rules to detriment of group
- Lack of critical judgement and evaluation
- Lacks structure and planning

H Preference for structure, discipline and order

Strengths:

- Orderly, organised and disciplined
- Concern for correctness and detail
- Conscientious and abide by rules
- Likes structure and clear objectives/measures

Weaknesses:

- Over-correct/over-detailed
- Bureaucratic/rule bound
- Constraining and restraining
- Over elaborates – 'gilds the lily'
- Sterile, non-innovative and over-conventional

Open	*versus*	**Closed**
'exploratory styles'		*'prescriptive styles'*

I   Preference for variability and flexibility

Strengths:

- Generates options
- Adaptable and accommodating
- Ingenious and/or expedient
- Resourceful and innovative

Weaknesses:

- Vacillating, indecisive or 'casual'
- Aimless, or inconsistent
- Over compromising and too accommodating
- Avoids confrontation and seeks to please/appease

J   Preference for consistency and invariability

Strengths:

- Tough
- Persistent and/or insistent
- Single minded
- Consistent

Weaknesses:

- Pedantic and nit-picking
- Obstinate or stubborn
- Inflexible and uncompromising
- Uncreative – lacks resourcefulness and innovation

K   Preference for group affiliation

Strengths:

- Good team member – enjoys consensus decisions
- Collaborative and co-operative – likes joint activities
- Fits in well with others – naturally gregarious
- 'Open' communicator

Weaknesses:

- Lacks self-sufficiency, or self direction
- Too dependent on others
- Lacks confidence to stand alone
- 'Lose' themselves in the group, i.e. 'joiner', not a leader

L   Preference for analysis and self-reliance

Strengths:

- Independent thinker – make their own decisions
- Self reliant and self-sufficient: 'solo player'
- Work things out for themselves
- Impersonal and objective

Weaknesses:

- Intellectual arrogance/superiority
- Unco-operative and non-collaborative
- Too independent, or selfish
- Uncommunicative and a 'loner'

Generally, the most reliable picture of a person's leadership style will be built up as the result of:

- Observed behaviour in an appropriate variety of situations

- Track record in role

- The use of a *battery* of relevant psychometric profiles, i.e. not simply one profile, used in isolation.

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profile analysis

The Professional Style Assessment

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The professional style profile

Michael Williams

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To complete this profile follow three steps...

step 1

Complete the
profile questionnaire

step 2

Tabulate your scores in
the score summary section

step 3

Either:
if self assessing –
read the analysis and follow
up the development issues

Or:
if assessing others –
read the analysis and follow
up the development issues with
the individuals

step 1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their behaviour, when conducting business, in a relative and comparative form. It is **not** therefore a test with 'right' or 'wrong' answers: its aim is to help you by giving relevant information about yourself to help formulate appropriate, realistic training and development plans.

Please complete the questionnaire as honestly and accurately as you can.

Using a total score of 3 points allocate them, in any combination, between the 2 statements in each question. Use all 3 points to indicate which response most closely represents how you would usually act. Do **not** use half points. Your total for each question **must** be 3.

Work through all the questions as quickly as possible. Don't waste time searching for meanings that probably don't exist.

Example

I really prefer...

1a Taking the lead in convincing people of what they need . . . . [ ]

 b Helping people to talk out and define their own needs . . . . [ ]

2a Remaining detached and professional, but helpful . . . . [ ]

 b Breaking down personal barriers
and becoming friends with clients, or customers . . . . [ ]

Now you are ready to complete the profile questionnaire

I am more likely to be...

1a Taking the lead in convincing people of what they should do . . . . ☐

b Helping people to talk out and define their own needs . . . . ☐

2a Remaining detached, professional, and concerned with getting results . . . . ☐

b Breaking down personal barriers and
building relationships with clients, or customers . . . . ☐

3a Pushing to open up, win and exploit new territory . . . . ☐

b Improving and consolidating what I already hold . . . . ☐

4a Working with facts, logic, rational thinking and analysis . . . . ☐

b Working with imagination, inspiration and creativity . . . . ☐

5a Leaving some things to chance, in order to keep up the pace of action . . . . ☐

b Always carefully checking, to make sure
things are really right, before moving on . . . . ☐

6a Doing what I believe is right, without having to refer to others, too often . . . . . . ☐

b Being a member of a supportive, well-knit team,
where ideas are constantly shared . . . . ☐

7a Bringing about agreement through guidance, listening, and encouragement . . . . . ☐

b Using personal 'power' and drive to get people to do what I need them to do . . . . ☐

8a Increasing the pressure on people as they start to give way or slacken off . . . . . . ☐

b Easing off pressure, as people start to show signs of yielding or giving up . . . . . . ☐

9a Preferring work and relationships that involve excitement, variety and risk . . . . . ☐

b Attaining and maintaining security and certainty in work and in relationships . . . ☐

10a Working with people who are orderly, disciplined and thoroughly reliable ...... ☐

  b Working with those who are spontaneous, uninhibited and challenging .... ☐

11a Never being the first to give way in an argument .... ☐

  b Giving in when I can see I've lost the argument .... ☐

12a Arriving at my own conclusions and making my own decisions .... ☐

  b Sharing ideas and talking decisions through with colleagues or clients .... ☐

13a Using a well researched, powerful and
consistent approach to take people along with me .... ☐

  b Shaping my 'sales pitch' to customers'
individual personalities, quirks and styles .... ☐

14a Maintaining authority and control, by directing
people's efforts, even though I may be disliked for doing so .... ☐

  b Giving people 'strokes', approval and reassurance for what they are doing ...... ☐

15a Using untried, unconventional, or unorthodox
methods to resolve problems and get things done .... ☐

  b Relying on proven ways and methods which are known to work well .... ☐

16a Being seen as a considerate, fair and democratic person .... ☐

  b Being regarded as someone who sets and demands very high standards .... ☐

17a Carefully working to schedules, detail and within clear-cut lines of authority .... ☐

  b Responding freely and with maximum
discretion, to events as and when they arise .... ☐

18a Working in an 'insulated' atmosphere of serious, professional dedication .... ☐

  b Operating in an environment where people 'spark'
each other off and where there is pooled effort .... ☐

19a Encouraging originality of thinking and independence
of choice among clients, or customers . . . . ☐

b Securing product/brand loyalty and commitment from clients . . . . ☐

20a Being forceful and single minded in
overcoming resistance or obstructionism . . . . ☐

b Using a lot of patience, diplomacy and tolerance to try to win people round . . . . ☐

21a Going for high payoffs, even though there are attendant high risks . . . . ☐

b Opting for lower payoffs where there are correspondingly lower risks . . . . ☐

22a My head ruling my heart . . . . ☐

b My heart ruling my head . . . . ☐

23a Being considered to be persistent, dogged and responsible . . . . ☐

b Being seen as adaptable, responsive and flexible . . . . ☐

24a Identifying and working from personal beliefs, values and reasoning . . . . ☐

b Gaining confidence from what others tell
me from their observations and experience . . . . ☐

25a Making clients feel that I appreciate and respect their judgement . . . . ☐

b Impressing my clients that I am 100% sure of my ground . . . . ☐

26a Encouraging informal, open and close relationships with clients . . . . ☐

b Maintaining some degree of distance in order to avoid being 'captured' . . . . ☐

27a Being in situations where my courage
and response to challenges will be tested . . . . ☐

b Being in situations where I can exercise care,
responsibility and intellectual abilities . . . . ☐

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28a Analysing, planning and structuring work and monitoring performance . . . . ☐

b Getting involved in the action and taking decisions on the spot . . . . ☐

29a Producing results by exercising professional
conscience and personal accountability . . . . ☐

b Making things happen, by being versatile
and bending the rules, or beating the system . . . . ☐

30a Becoming 'caught up' in an atmosphere of team spirit and united effort . . . . ☐

b Not having to rush into things, before I'm really
ready to commit myself to joint action with others . . . . ☐

31a Building up people to feel confident of their own judgement and ability . . . . ☐

b Making people feel that they are being well led by a decisive professional . . . . . . ☐

32a Developing good personal relationships with clients,
even if it means having to risk losing some business . . . . ☐

b Increasing business results, at the risk of upsetting good friends . . . . ☐

33a Being seen as ready and prepared to take on tough and difficult challenges . . . . . ☐

b Being thought of as mature, dependable and responsible . . . . ☐

34a Freely experimenting with new ideas, methods or projects . . . . ☐

b Keeping to practical, sensible limits and valid methods . . . . ☐

35a Insisting on promptness and punctuality
at all times, as a matter of principle . . . . ☐

b Operating in a relaxed way about time, according to circumstances . . . . ☐

36a Confronting tough negotiations in a detached, impersonal and analytical way . . . . ☐

b Observing others closely and modifying my
approach to match their moods and reactions . . . . ☐

37a Being seen as helpful, unassuming and receptive . . . . ▢

  b Being considered to be powerful, strong and influential . . . . ▢

38a A high achiever with a personal track record for 'delivery' . . . . ▢

  b Someone who helps others to succeed in achieving their goals . . . . ▢

39a Bold and opportunist, especially when
some risk or tough obstacle is involved . . . . ▢

  b Carefully calculated and evaluative in my approach to risk taking . . . . ▢

40a Giving people their heads and allowing them to learn from their mistakes . . . . . . ▢

  b Setting out well defined objectives,
guidelines and authority boundaries for people . . . . ▢

41a Sometimes doing quite outrageous things – just for the hell of it . . . . ▢

  b Never doing anything outrageous – simply because it is 'fun' to do so . . . . ▢

42a Taking people into my confidence, as fully as possible, from the outset . . . . ▢

  b Informing others once things have been properly
developed or tested and are ready to be implemented . . . . ▢

43a Exploring the underlying reasons for
objections or resistance to my 'sales pitch' . . . . ▢

  b Emphasising the benefits of buying my ideas, services or products . . . . ▢

44a Coaxing people and developing their confidence
to be able to take the necessary steps to 'buy' from me . . . . ▢

  b Using facts and performance criteria to convince
people of the importance of 'buying' what I have to offer them . . . . ▢

45a Enjoying the 'heat' of competition or
obstructionism and taking on the challenge . . . .

  b Preferring the experience of having completed
a job thoroughly, to the very best of my professional ability . . . .

46a Involving others to contribute to setting objectives
and participate in decisions about what should be done . . . .

  b Ensuring targets are set and met through taking the
right actions and through the correct channels, or procedures . . . .

47a Making sure that my turnout is always neat
and business-like, with attention to detail . . . .

  b Being informal and relaxed about the
details of my turnout i.e. – 'smartly casual' . . . .

48a Keeping my counsel and protecting my knowledge
when I know it is superior to that of others . . . .

  b Sharing my information and ideas, so that others
can benefit from my specialist, or superior, knowledge . . . .

49a Blaming myself when things don't turn out as I want them to . . . .

  b Becoming annoyed with others when things go wrong . . . .

50a Seeing good personal relationships grow, with particular clients . . . .

  b Seeing real improvements in efficiency, operating costs and profitability . . . .

51a Believing – 'He who hesitates is lost', in clinching business . . . .

  b Believing – 'Look before you leap', when clinching business . . . .

52a Standing back and encouraging others to try
out initiatives and put up ideas which challenge my own . . . .

  b Personally exercising control and direction
over events, to ensure things are done properly . . . .

53a   Finishing what I begin and not leaving 'loose ends' around .... ☐

  b   Completing only the things I see as being vital and dropping the others .... ☐

54a   Ignoring people who either 'rush', or impede me
      and continuing to work at my own pace and in my own way .... ☐

  b   Quickly putting them in their place, in no uncertain way .... ☐

55a   Seen as understanding and a good shoulder to lean on in difficult times .... ☐

  b   Seen essentially as someone whom others respect .... ☐

56a   Being regarded as a helpful, co-operative person .... ☐

  b   Being considered to be a dynamic 'go-getter' .... ☐

57a   Given an epitaph of – 'He was quite mad, but we loved him!' .... ☐

  b   Given one of – 'We respected him for the way he cared about us' .... ☐

58a   Given very broad objectives where the rest
      is left up to me and I can play things 'by ear' .... ☐

  b   Given thorough briefing, spelling out specific objectives and with clear rules .... ☐

59a   Trying out lots of new things, whenever
      I can, whether I can do them well, or not .... ☐

  b   Concentrating on a few things and doing them all thoroughly .... ☐

60a   Being the 'brain power' behind a project, who
      usually provides the logic, or intellectual structure .... ☐

  b   Being the organiser, who becomes involved with
      and stimulates others to maintain pace and commitment .... ☐
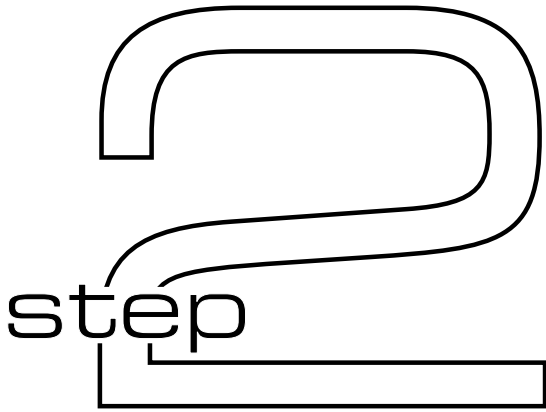
Score summary

Count up the scores you have allocated for each statement in the following groupings. This will give you a total score for each of the elements of professional style.

A   1b, 7a, 13b, 19a, 25a, 31a, 37a, 43a, 49a, 55a
This total is your **encouraging/reassuring score**: . . . .

B   1a, 7b, 13a, 19b, 25b, 31b, 37b, 43b, 49b, 55b
This total is your **directive/organising score**: . . . .

C   2b, 8b, 14b, 20b, 26a, 32a, 38b, 44a, 50a, 56a
This total is your **involving/responsive score**: . . . .

D   2a, 8a, 14a, 20a, 26b, 32b, 38a, 44b, 50b, 56b
This total is your **single-minded/assertiveness score**: . . . .

E   3a, 9a, 15a, 21a, 27a, 33a, 39a, 45a, 51a, 57a
This total is your **need for change and risk score**: . . . .

F   3b, 9b 15b, 21b, 27b, 33b, 39b, 45b, 51b, 57b
This total is your **need for certainty and stability score**: . . . .

G   4b, 10b, 16a, 22b, 28b, 34a, 40a, 46a, 52a, 58a
This total is your **preference for freedom and permission score**: . . . .

H   4a, 10a, 16b, 22a, 28a, 34b, 40b, 46b, 52b, 58b
This total is your **preference for structure, order and discipline score**: . . . .

I   5a, 11b, 17b, 23b, 29b, 35b, 41a, 47b, 53b, 59a
This total is your **flexibility and versatility score**: . . . .

J   5b, 11a, 17a, 23a, 29a, 35a, 41b, 47a, 53a, 59b

This total is your **consistency and invariability score**: . . . .

K   6b, 12b, 18b, 24b, 30a, 36b, 42a, 48b, 54b, 60b

This total is your **group affiliation score**: . . . .

L   6a, 12a, 18a, 24a, 30b, 36a, 42b, 48a, 54a, 60a

This total is your **self-reliance score**: . . . .

step 3

Assessment and analysis

Now either

If self assessing – read the analysis and follow up the development issues.

Or

If assessing others – read the analysis and follow up the development issues with the individuals.

2

analysis

The
professional style profile

analysis

Michael Williams

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This analysis looks at:

- the background to The Professional Style Profile

- interpreting the scores

- the implications of high and low scores

- a summary of the strengths and weaknesses of those scores

Background to The Professional Style Profile

The Professional Style Profile has been developed and refined since 1984, when it was first launched after extensive research, field trials and validation with five hundred managers and professionals. Since its launch it has been used with many thousands of managers and executives in:

The UK • Ireland • Western Europe • The US • Canada

The Professional Style Profile has been developed from The Leadership Style Profile, for those people who are in functional roles, where there is a need to influence others to act in particular ways.

It has been designed to identify individuals' **preferred** or **predominant** styles in setting out to bring about action on the part of others.

The *Professional Style Profile* is therefore an ideal instrument to use with functional specialists and change agents, from senior through to junior levels who occupy such roles as:

• IT specialists

• Sales and advertising executives and their staff

• Finance and accountancy specialists

• Design and development engineers

• R and D scientists and technologists

• Human resource specialists

• Executives and staff from other support/specialist functions.

It may also be used, with equal effect, as an integral part of an assessment, or development centre, and as an instrument to identify work group profiles and hence team development needs. Equally, it may be used to provide added feedback and further definition to management instruments like Blake's Grid, the Reddin 3-D Scales, Porter's Strengths Deployment Inventory and the Hersey Blanchard Situational Leadership Measures.

Interpreting the scores

Rarely, if ever, can behaviours be directly measured with consistent reliability, accuracy and precision. What psychometric instruments do is to **infer** measurement of preferences, tendencies and competencies. From this it is normally quite possible to establish the range of a person's behavioural comfort and competence, outside of which he/she is likely to be less effective or behave in ways inappropriate to the demands of a particular role, function, or task.

The Professional Style Profile is designed to identify people' s preferred modes of behaving along each of the six dimensions to professional style. It is important to remember, at this stage, that psychometric data is neither absolute, nor definitive. It is, essentially, relative and indicative. That is, relative to norms and indicative of areas of behaviour that it would seem important to explore and examine further, in the light of job and/or role requirements.

The Professional Style Profile has been developed to identify individuals' **preferences** in the following dimensions of professional and specialist behaviour:

Susceptive Behaviours *'developmental styles'*	*versus*	**Prescriptive Behaviours** *'controlling styles'*

A Communicating encouragement and/ or reassurance	**B** Giving direction and seeking control
C Being participative and involving in relationships with others	**D** Acting in a unilateral, single-minded, assertive way
E Showing a need for change, challenge, risk and excitement	**F** Acting in a careful, cautious way, aimed at securing stability and certainty
G Preferring conditions of freedom and scope for personal choice	**H** Preferring a structured environment and disciplined approach to work
I Operating in an adaptable, responsive and flexible or opportunistic way	**J** Behaving in ways which reflect consistency and a concern for doing things 'right'
K Preferring the noise, 'buzz' and company of a team or work group	**L** Preferring to operate largely as a 'solo player' with space, privacy and freedom from interruption

The 'left-hand' behaviours, i.e. items 'A', 'C', 'E', 'G', 'I' and 'K' represent more **susceptive** and versatile styles of behaving and interacting with others. Fundamentally they are essentially 'building' or 'developmental' behaviours which allow room for:

• Discussion and debate

• Negotiated change, compromise and modification

• Room to manoeuvre.

The opposite ends of the six bi-polar behavioural styles (items 'B', 'D', 'F', 'H', 'J' and 'L') are primarily **prescriptive**, where there are usually expressed (or implied) 'prescriptions' of 'right' and 'wrong', 'good' or 'bad'. Judgement, criticism and approval/disapproval frequently underlie the six 'right-hand' behaviours. They are normally considered to be 'closed' behaviours in psychology whereas the left hand preferences are seen as 'open' behaviours.

No judgement or assessment of 'good', or 'bad' should be applied to, nor inferred from the terms 'open' and, 'closed': they are merely opposite ends of a continuum of behaviour. Indeed, both are absolutely essential in professional interaction with others. The principal questions are about how, when, where and with whom to use them for maximum impact, effect and outcome.

Because of its unique format and structure, it invites exploration of the impact and interaction of various **developmental** styles on each of their **controlling** counterparts – and vice versa.

The implications of high and low scores

The twelve behavioural patterns of *The Professional Style Profile* are described below, as a series of typical strengths and weaknesses likely to be found against each dimension.

Generally, the higher the scores, the more pronounced the strengths and weaknesses with the proviso that exceptionally high scores for strengths can also indicate potentially serious weaknesses unless suitably compensated for, elsewhere in the individual's scores.

In a significant minority of cases, people will obtain either high 'left hand' scores, for *each* pair, or conversely, high *'right hand'* scores (though the former is more usual). *Universally* high '*left hand*' scores, generally indicate the following:

- Outgoing, expressive, talkative style (may be garrulous and too gregarious)

- Sociable and inclined to rely too much upon (and over estimate) personal influence

- Largely unstructured, reactive and impulsive approaches

- Somewhat laissez-faire or easy-going leader style (though may be very extrovert and dynamic)

- Unfocused and lacking coherent, co-ordinated direction

- Easily persuaded, swayed, or deflected from his/her chosen/declared path and goals

- Lack of 'strength' in taking a tough line when needed and a reluctance to get a needed grip on both people and events

The quite rare universally high *'right hand'* scores are usually indicative of someone who is:

- Very task focused and who concentrates upon goal achievement – often to the exclusion of socialising, 'small talk' and 'networking'

- Serious-minded and often more inclined to pessimism, rather than to optimism

- More judgmental, critical and evaluative than the average

- Much more analytical and inclined to be more ruled by his 'head' than his 'heart'.

If factors 'F', 'H' and 'J', especially, are high, then the individual is likely to be quite cautious, careful and conservative. Just one high 'left hand' score in such an individual – for example, a strong 'E' can alter their style dramatically indicating a restless, tough-minded – even 'maverick' character who may not be easy to manage and who is likely to need bosses whom he/she can respect.

Especially high factor 'D' and 'L' scores (respectively 'unilateralism' and 'self-sufficiency') are very typical of a self-determining 'solo player' who will tend to operate in an 'insulated', individualistic way. Their reserve, distance, need for 'space' and privately arrived at intentions and decisions can be off-putting and counter-productive in some groups – especially where *interdependence* and *responsive mutual support* are necessary to successful team functioning.

The next few pages give the typical common descriptions of the twelve separate characteristics measured on the instrument. However, because of the complexities of personality and behaviour, and the frequent interdependence and interplay of different attributes, it is important to consider the congruence – and apparent contradictions that may emerge between the twelve behaviours. Just one high or low score may indicate a significant factor in the leadership style – and typical behavioural patterns of the individual.

At this point it is worth re-emphasising the fact that psychometric data is essentially normative and indicative – not definitive and absolute and is essentially for developmental purposes, in instruments such as **The Professional Style Profile**.

The use of this instrument is designed to stimulate debate and dialogue about the individual's leadership style – in practice – and, therefore, what follow-up and developmental actions are likely to be most relevant and beneficial to both the organisation and the person in seeking to maximise their potential as a director, manager, functional specialist, and where effective leadership style is a major factor in the success of their particular role.

Summary of strengths and weaknesses

Open *versus*	Closed
Open	**Closed**
'exploratory styles'	*'prescriptive styles'*

A Encouraging/building styles

Strengths:

• Friendly, interactive and democratic

• Receptive and responsive

• Helpful, gives information and recommendations

• Initiates and activates

Weaknesses:

• Too easy, lenient and over-familiar (Can't push for a 'yes')

• Over accommodating (Can't say 'no')

• Laissez-faire – does not demand enough of others

• Talks, but may not act effectively

B Directive/controlling styles

Strengths:

• Forceful and/or competitive

• Self assured and takes the lead

• Decisive and gives direction

• 'Autocratic' and 'no-nonsense' in style

Weaknesses:

• Domineering and stifling – doesn't 'build' others up

• Pressurising and over-demanding

• Intolerant, impatient or inconsiderate

• Aggressive, coercive; unfriendly

C Concern for relationships

Strengths:

• Outgoing and sociable: often talkative and expressive

• Group centred and a 'joiner'

• Involved and involves others – shares ideas

• Builds relationships and contacts – enlists help and support

Weaknesses:

• May be too aware of other people

• Over manipulative and 'political'

• Too friendly/over popular – loses task focus

• Loses objectivity and follows others

D Concern for results

Strengths:

• Sense of deadline/urgency

• Factual and often analytical

• Task oriented and focused

• Autonomous and self-directing

Weaknesses:

• 'Cold' or too task oriented

• Discounts relationships and others' contributions

• Distant, 'private' and keeps people at arms' length

• Superior, condescending or arrogant

Open	*versus*	**Closed**
'exploratory styles'		*'prescriptive styles'*

E Preference for risk and challenge

Strengths:

- Bold and confident. Seeks out and explores new ideas
- Prominent in group activity
- Seeks excitement, new experiences and contacts
- Initiates and enjoys change, or challenge

Weaknesses:

- Irresponsible or unthinking – easily bored – lacks concentration
- Lack of attention and sensitivity
- Lacks care or caring; impulsive

F Preference for certainty and stability

Strengths:

- Careful and calculating. Relies on the tried and trusted
- Thorough and/or caring
- Protective. Good 'custodian'
- Preference for status quo and the known/familiar

Weaknesses:

- Over-cautious (self-imposed constraints)
- May lack courage and can be too risk averse
- Takes a back seat (over cautious decision-making)
- 'Paralysis by analysis'; slow to commit to decision or action

G Preference for freedom of action

Strengths:

- Stimulates ideas and free thinking
- Experimental – sets own goals and direction
- Looks for possibilities and opportunities
- Unconventional and unfettered

Weaknesses:

- Being seen as immature, or out of line
- Lack of control and discipline; disorganised
- Making up own rules to detriment of group
- Lack of critical judgement and evaluation
- Lacks structure and planning

H Preference for structure, discipline and order

Strengths:

- Orderly, organised and disciplined
- Concern for correctness and detail
- Conscientious and abide by rules
- Likes structure and clear objectives/measures

Weaknesses:

- Over-correct/over-detailed
- Bureaucratic/rule bound
- Constraining and restraining
- Over elaborates – 'gilds the lily'
- Sterile, non-innovative and over-conventional

Open	*versus*	**Closed**
'exploratory styles'		*'prescriptive styles'*

I *Preference for variability and flexibility*

Strengths:

- Generates options
- Adaptable and accommodating
- Ingenious and/or expedient
- Resourceful and innovative

Weaknesses:

- Vacillating, indecisive or 'casual'
- Aimless, or inconsistent
- Over compromising and too accommodating
- Avoids confrontation and seeks to please/appease

K *Preference for group affiliation*

Strengths:

- Good team member – enjoys consensus decisions
- Collaborative and co-operative – likes joint activities
- Fits in well with others – naturally gregarious
- 'Open' communicator

Weaknesses:

- Lacks self-sufficiency, or self direction
- Too dependent on others
- Lacks confidence to stand alone
- 'Lose' themselves in the group, i.e. 'joiner', not a leader

J *Preference for consistency and invariability*

Strengths:

- Tough
- Persistent and/or insistent
- Single minded
- Consistent

Weaknesses:

- Pedantic and nit-picking
- Obstinate or stubborn
- Inflexible and uncompromising
- Uncreative – lacks resourcefulness and innovation

L *Preference for analysis and self-reliance*

Strengths:

- Independent thinker – make their own decisions
- Self reliant and self-sufficient: 'solo player'
- Work things out for themselves
- Impersonal and objective

Weaknesses:

- Intellectual arrogance/superiority
- Unco-operative and non-collaborative
- Too independent, or selfish
- Uncommunicative and a 'loner'

Generally, the most reliable picture of a person's leadership style will be built up as the result of:

• Observed behaviour in an appropriate variety of situations

• Track record in role

• The use of a *battery* of relevant psychometric profiles, i.e. not simply one profile, used in isolation.

SPECIMEN

profile analysis

**The Management Decision
Making Assessment**

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3 profile

The management decision making profile

Michael Williams

THOROgOOD

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To complete this profile follow three steps...

step 1   **Complete the
profile questionnaire**

step 2   **Tabulate your scores in
the score summary section**

step 3   *Either:*
**if self assessing –
read the analysis and follow
up the development issues**

Or:
**if assessing others –
read the analysis and follow
up the development issues with
the individuals**

step 1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their behaviour when conducting business, in a relative and comparative form. It is **not** therefore a test with 'right' or 'wrong' answers: its aim is to help you by giving relevant information about yourself to help formulate appropriate, realistic training and development plans.

Please complete the questionnaire as honestly and accurately as you can.

Read through each of the following pairs of statements and choose which one more closely represents how you would usually act. Allocate a score of '2' to that statement and give the other, which you feel is less like you a score of '0'. If you cannot choose between the two, give each a value of '1'.

The sixty different pairs of statements are not necessarily opposites, but rather different stages and approaches to decision-making.

Next to each box where you fill in your score is a letter. When you have completed all the questions add up the scores you have allocated for each letter – A, B, C, D, E and F and enter them in the sub-totals box at the bottom of the page and then in the totals boxes at the end of the questionnaire.

Work through all the questions as quickly as possible. Don't waste time searching for meanings that probably don't exist.

Example

I am more likely to:

1 Feel confident about my action, if I have been
carefful and thorough in planning events well ahead . . . . 2 **E**

Feel confident if I have established reality
and clarified what is really important in a problem . . . . 0 **C**

Now you are ready to complete the profile questionnaire

I am more likely to:

1 Get down to details and thoroughly examine data so
as to make an accurate analysis of the problem facing me .... ☐ **A**

Be able to offer several likely alternative
solutions whenever faced by a complicated problem .... ☐ **B**

2 Accept the hard facts in a situation as the basis for my decision .... ☐ **C**

Maintain a determination to succeed
especially when the odds appear to be against me .... ☐ **D**

3 Feel more confident if I am able to review my work
regularly stage by stage and update my plans accordingly .... ☐ **E**

Rarely put off those jobs that I don't enjoy doing,
but do whatever needs to be done at that particular time .... ☐ **F**

4 Place a high value on establishing the right facts,
figures and information, before making my decision .... ☐ **A**

Really enjoy doing those tasks where there is a real challenge to win .... ☐ **D**

5 Develop new angles in problems or issues,
that others have been unable to resolve .... ☐ **B**

Enjoy 'ferreting out' facts and figures and
checking their reliability before formulating plans .... ☐ **A**

6 Describe my style, in a demanding situation, as 'resolute,
insistent and persistent' when confronted with opposition or obstacles .... ☐ **D**

See my style in such circumstances as – 'think fast,
act opportunely and quickly move on to the next problem' .... ☐ **F**

7 Spend considerable time clarifying and crystallising issues
to be clear about where I need to concentrate my effort .... ☐ **C**

Be the one who 'plans their work and works their plan',
so that I am normally well prepared beforehand .... ☐ **E**

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐   **E** ☐   **F** ☐

8 Seek out, analyse and structure data and information
in order to understand exactly what problem I am up against . . . . [ ] **A**

Devote considerable time to identifying which
issues are really important in situations I have to deal with . . . . [ ] **C**

9 Be able to exploit or capitalise upon
opportunities for improvement, whenever I spot them . . . . [ ] **B**

Carefully weigh consequences and outcomes especially where there
are no clear objectives, or policies before committing myself to action . . . . [ ] **E**

10 Rely on my determination and personal drive, in order to
overcome obstacles, or resistance – when making a decision . . . . [ ] **D**

Carefully think about and thoroughly plan each stage
of what I need to do before I choose my course of action . . . . [ ] **E**

11 Clarify priorities so that I have a clear sense
of both what is important and what is not so . . . . [ ] **C**

Take action, essentially on a 'good feel'
for getting the timing of my response just right . . . . [ ] **F**

12 Take a far-sighted approach in order to reduce the degree
of unpredictability, in my decisions – and their consequences . . . . [ ] **E**

Carefully check to ensure that I actually have obtained
all the information that I really need – and that it is accurate . . . . [ ] **A**

13 Convince others of the need to explore new
possibilities more than in simply working to proven ways . . . . [ ] **B**

Live according to the philosophy that –
winners don't quit and quitters don't win . . . . [ ] **D**

14 Make sure that I am clear about the principles,
yardsticks and rules that govern what I do . . . . [ ] **A**

Organise myself opportunely and efficiently,
so as to respond to problems at exactly the right time . . . . [ ] **F**

Sub-totals: **A** [ ] **B** [ ] **C** [ ] **D** [ ] **E** [ ] **F** [ ]

15 Focus more on the issue – what do we really need, here? . . . . ☐ D

Concentrate on the question – what really matters here? . . . . ☐ C

16 Always have the energy at hand necessary
to do what is required when it is needed . . . . ☐ F

Persuade others, when necessary, to question the assumptions
underlying their reasons for taking decisions or actions . . . . ☐ B

17 Ensure that I take full account of the consequences
of my plans and intended actions as conditions change . . . . ☐ E

Rely on my tenacity and strength of purpose to see a problem through . . . . . . ☐ D

18 Check facts and figures very carefully, to make sure I
understand and feel certain about what I am going to have to do next . . . . ☐ A

Feel happier where I am able to predict outcomes
clearly based upon intelligent anticipation beforehand . . . . ☐ E

19 Find I can usually come up with fresh solutions
to old problems, when working with a group . . . . ☐ B

Time my responses, so that I can usually respond with
maximum impact to changes in circumstances or opportunities . . . . ☐ F

20 Keep abreast of emerging trends and their
consequences upon the major decisions that I make . . . . ☐ E

Consistently demonstrate ingenuity and resourcefulness
in finding ways around constraints or 'roadblocks' . . . . ☐ B

21 Exercise strong self-discipline and determination
to pursue my goals, when the going gets tough . . . . ☐ D

Establish just what criteria, or parameters are involved,
when examining a difficult problem I have to deal with . . . . ☐ A

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐   **E** ☐   **F** ☐

22 Feel more confident about my action if I have
been careful and thorough in planning events well ahead .... ☐ **E**

Feel more comfortable, if I have got things
clearly focused and know what my priorities are .... ☐ **C**

23 Put pressure on people when needed in order
to make sure things happen as I want them to .... ☐ **D**

Inject high energy and enthusiasm into
any project in which I become involved .... ☐ **F**

24 Rely on considerable intuitive 'feel' for
the situation and the people involved in it .... ☐ **B**

Clear my own mind and get things into
perspective in order to make a decision .... ☐ **C**

25 Feel at home, when 'fire-fighting' and enjoy
the excitement of pulling the chestnuts out of the fire .... ☐ **F**

Enjoy gathering and examining data from a range of different
sources, to give me a proper understanding of a problem .... ☐ **A**

26 Face reality and be clear in my mind about exactly
what I have to do in a particular set of circumstances .... ☐ **C**

Work experimentally and typically try
out lots of new ideas, before making my decision .... ☐ **B**

27 Strip problems of unnecessary clutter and
get to the core issues involved in a problem .... ☐ **C**

Be quite clear about the ground rules, standards
or principles, to which I am expected to work .... ☐ **A**

28 Quickly adjust my pace of action on a basis of 'he who
hesitates is lost' or when appropriate 'look before you leap' .... ☐ **F**

Respond in a planned systematic way,
having 'read' the situation well beforehand .... ☐ **E**

Sub-totals: **A** ☐ **B** ☐ **C** ☐ **D** ☐ **E** ☐ **F** ☐

29 Use a high level of firmness, persistence
and determination to resolve long-standing problems . . . . `[ ]` **D**

Come up with fresh insights – or new angles –
that produce solutions to long-standing problems . . . . `[ ]` **B**

30 Require flexibility in pace and timing from others
in responding to my need for action from them . . . . `[ ]` **F**

Have a clear idea of the most important needs in situations . . . . `[ ]` **C**

31 Be concerned with answering the questions
'What?' 'Where?' 'Who?' 'When?' and 'Why?' . . . . `[ ]` **A**

Be able to persuade people to explore the
difficult question – and its answers – 'What else?' . . . . `[ ]` **B**

32 Be described by those who know me
well as – 'tough and determined, but fair' . . . . `[ ]` **D**

Be seen by close associates as 'clear
thinking', with a good sense of direction . . . . `[ ]` **C**

33 Enjoy the immediacy of the 'here and now' and
the excitement of acting at exactly the right time . . . . `[ ]` **F**

Find planning the 'there and then' and
managing tomorrow, today, more satisfying . . . . `[ ]` **E**

34 Be the one who usually suggests changing the goal
posts, if a solution cannot be found to a difficult problem . . . . `[ ]` **B**

Be the one who has the courage of their conviction,
to stick to their guns as the opposition increases . . . . `[ ]` **D**

35 Establish order, system and method in whatever
I am doing, in order to operate more efficiently . . . . `[ ]` **C**

Recognise clearly the core issues, of whatever problem I am involved in . . . . . . `[ ]` **A**

Sub-totals: **A** `[ ]`   **B** `[ ]`   **C** `[ ]`   **D** `[ ]`   **E** `[ ]`   **F** `[ ]`

36 Be the one who identifies the key stages and acts accordingly
to control the successful completion of major events or projects . . . . ☐ **E**

Be the one who can usually be relied upon to introduce
the creative and imaginative ideas into the group . . . . ☐ **B**

37 Meet resistance with toughness when I am faced
with severe or unreasonable opposition to my plans . . . . ☐ **D**

Change time priorities or goals, in order to
take full advantage of opportunities as they arise . . . . ☐ **F**

38 Enjoy working to a high degree of precision and accuracy
particularly where important statistical data are involved in my work . . . . ☐ **A**

Feel happy when I can establish order and
sense from chaos, before making my decision . . . . ☐ **A**

39 Value time spent identifying the scope
and range of options available to me . . . . ☐ **B**

Value time spent identifying and considering
changing conditions and their likely impact on my plans . . . . ☐ **E**

40 Be very alert to shifts in events, or tactics, so as
to respond more opportunely as and when needed . . . . ☐ **F**

Depend upon my personal values and conviction,
to give strength to my case when in conflict with others . . . . ☐ **D**

41 Usually produce good ideas, quite quickly, for getting out of a real 'hole' . . . . . . ☐ **B**

Assess what is needed and size up the key elements
of a problem, in order to find the most effective solution . . . . ☐ **C**

42 Enjoy investigation in depth, within specific areas of data and statistics,
in order to extract meaningful information about objectives and decisions . . . . . ☐ **A**

Enjoy re-setting or adjusting my goals, in the light of changing conditions . . . . . . ☐ **E**

Sub-totals: **A** ☐ **B** ☐ **C** ☐ **D** ☐ **E** ☐ **F** ☐

43 Be prepared to 'bite the bullet' and take necessary
tough or unpopular decisions in order to move things along . . . . ☐ D

Be the one in the group who will come up with
alternative possible ways out of a difficult situation . . . . ☐ B

44 Disregard things which seem to be unnecessary or unrealistic . . . . ☐ C

Respond rapidly, in order to take full advantage
of opportunities which unexpectedly present themselves . . . . ☐ F

45 Help people quickly to find their way out
of an impasse when they seem stuck for a solution . . . . ☐ B

Carefully probe data and investigate information
to obtain the most informed basis for a solution . . . . ☐ A

46 Protect my plans by continually 'reading' the
situation and being alert to changing conditions . . . . ☐ E

Firmly resist other's attempts to get me
to change my mind, when I know I am right . . . . ☐ D

47 Enjoy the excitement and level of challenge,
or risk, involved in sudden changes to courses of action . . . . ☐ F

Enjoy setting the priorities for action, once
I've understood what is really needed in a situation . . . . ☐ C

48 Want to be seen as a person whose
work is thorough, accurate and reliable . . . . ☐ A

Want to be seen as a person whose approach
is characterised by determination and courage . . . . ☐ D

49 Choose roles where I can use my ability to make
sense of things and work to realistic priorities . . . . ☐ C

Choose roles where my inventiveness,
ingenuity and imagination will have full scope . . . . ☐ B

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐   **E** ☐   **F** ☐

50 Be annoyed about working closely with someone
who got into difficulties because they did not plan ahead .... ☐ **E**

Be frustrated if I worked closely with someone who
did not act, as and when I needed action from them .... ☐ **F**

51 Be angered by people who lack 'guts'
and the determination to see things through .... ☐ **D**

Be irritated by people who give me information
inadequate for my needs and lacking in facts .... ☐ **A**

52 Be irritated by those who will not deviate from set plans
and schedules, when a different response time is required of them .... ☐ **F**

Be frustrated by people who just refuse to
consider new alternative ways of doing things .... ☐ **B**

53 Be annoyed by people who are stubborn and
unnecessarily unyielding, when reality suggests compromise .... ☐ **C**

Be upset by those who constantly seem to over-simplify
issues and disregard creative ideas as being unrealistic .... ☐ **D**

54 Be irritated by people who continually want to
find alternatives, instead of sticking to agreed methods .... ☐ **A**

Be frustrated by people who take ages to make up their minds
and refuse to commit, quickly, to implement relatively simple decisions .... ☐ **F**

55 Be frustrated by people who constantly allow others to
take the initiative from them through lack of assertiveness .... ☐ **D**

Be annoyed by those who always seem to be 'fire-fighting',
because they can't or won't anticipate events sensibly .... ☐ **E**

56 Be the one others look to, to ensure that
the future will be properly taken care of .... ☐ **E**

Be the one other people look to for thoroughness and accuracy .... ☐ **A**

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐   **E** ☐   **F** ☐

57 Be the person others turn to for fresh ideas and new insights . . . . [ ] **B**

Be the one others look to for action, when and where it is needed . . . . [ ] **F**

58 See myself as someone who is alert to significant trends and
developments and who thinks about their impact well in advance . . . . [ ] **E**

See myself as confident, capable and
clear thinking, with a good sense of reality . . . . [ ] **C**

59 Be the one others regard as being good at
anticipating events, or outcomes, accurately . . . . [ ] **E**

Be the person others see as someone who gets their priorities right . . . . [ ] **C**

60 Be the one others see as someone with a good
sense of timing who knows just when or when not to act . . . . [ ] **F**

Be the one others see as someone who knows how to seek out,
put together and use the right information, as a basis for decisions . . . . [ ] **A**

TOTALS: **A** [ ]   **B** [ ]   **C** [ ]   **D** [ ]   **E** [ ]   **F** [ ]

step 2

Score summary

Each letter represents an element of your management decision-making style. Transfer your scores onto the chart below by plotting the score on the y axis against each appropriate letter on the x axis. Join the points together for a comparison with the dotted line shown which is the MEAN scores for British managers and professionals.
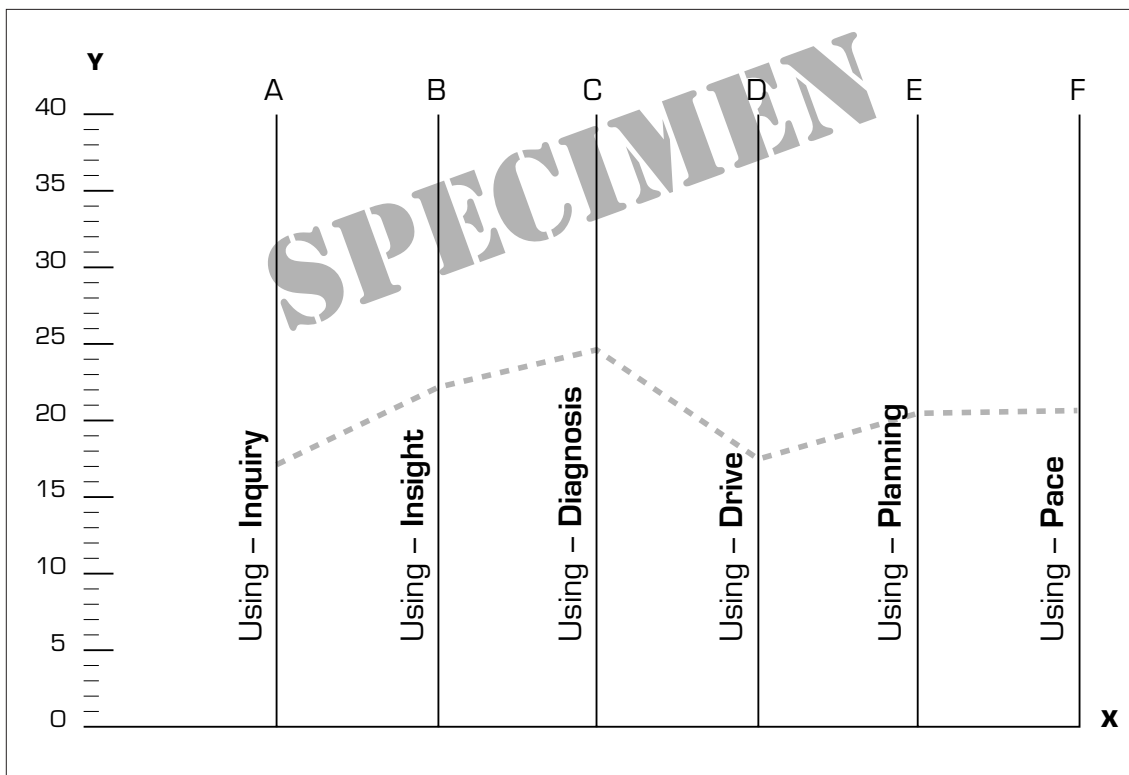
Now plot your scores and calculate the percentages for your '**awareness**' '**direction**' and '**action**' in the shaded boxes overleaf.

A   Inquiry

Seeking, analysing, examining, probing and classifying data. Defining criteria, standards or principles. **Concern for basic facts and principles**.

B   Insight

Intuiting, exploring possibilities. Generating and synthesising ideas. **Feel for scope, options and change**.

Score A

Score B

The **awareness** stage in your decision-making

Add scores A and B

C   Diagnosis

Assessing, weighing, clarifying, estimating, prioritising and simplifying.
Concern for reality.

D   Drive

Being resolute or determined.
Applying pressure, resisting, persisting or insisting. Being firm, asserting. **Sense of purpose**.

Score C

Score D

The **direction** stage in your decision-making

Add scores C and D

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E   Planning

Predicting, foreseeing, anticipating, planning, progressing and following up. **Concern for preparation**.

F   Pace

Taking time, action, varying or adjusting pace, pre-empting.
Sense of timing.

Score E

Score F

The **action** stage in your decision-making

Add scores E and F

Balance of logical and emotional responses

Transfer your first set of scores from page 10 ('A', 'B', 'C' and so on) and place them in the spaces marked in the diagram opposite. Add these up to show you how much relative energy you appear to be directing toward both logical/cognitive and emotional/intuitive responses in your approach to making decisions.

Logical/cognitive responses	Emotional/intuitive responses	
		Awareness
Inquiry A _____	Insight B _____	☐
		Direction
Diagnosis C _____	Drive D _____	☐
		Action
Planning E _____	Pace F _____	☐
Total logic _____	Total emotion _____	
Use of Logic and Cognition ☐	**Use of Emotion and Intuition** ☐	
'Head rules heart'	*'Heart rules head'*	

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Logical/cognitive

1   *Logic and cognition* provide you with **knowledge, perspective, understanding and conclusion**, in your approach to problem analysis and decision-making. When scores are very high they may also reflect anxiety. Very low scores in logic and cognition suggest too much activity and insufficient thinking.

2   *Emotion and intuition* provide **purposefulness, courage, perception and inspiration** for making decisions. Excessive scores may indicate **mis-directed energy**, e.g. fighting unnecessary battles. Very low scores are likely to mean too little use of **hunch, assertiveness, or risk taking**.

step 3

Assessment and analysis

Now either

If self assessing – read the analysis and follow up the development issues.

Or

If assessing others – read the analysis and follow up the development issues with the individuals.

SPECIMEN

3
analysis

The
management
decision-making profile
analysis

Michael Williams

THOROgOOD

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This analysis looks at:

- the background to the management Decision making Profile

- interpreting the scores

- the significance of the scores against factors 'A' – 'F'

Background to The Management Decision Making Profile

The Management Decision Making Profile (MDP) focuses on the ways that directors, managers and professionals approach problem analysis and decision-making, and it is frequently used in its own right to assess individuals' preferred modes of behaving in these key executive activities.

The aim of *The Management Decision Making Profile* is to help identify your primary and backup modes of decision-making when in the role of director or manager. It seeks to identify and give recognisable definition to your motivation and behaviour. It should also show you how some of your most important drives and behaviours combine and interact to produce your characteristic approaches to making decisions in your job. The profile provides data about the extent to which individuals and management teams or work groups are likely to:

1 Collect and analyse data

2 Generate options

3 Explore new ideas and approaches

4 Clarify and crystallise issues

5 Set priorities

6 Show determination and resolve in pursuing objectives

7 Time the seizing of opportunities and taking action

8 Think ahead, in terms of consequences and outcomes

9 Plan for results and review progress.

The behavioural constructs upon which the MDP is based have their roots in established psychological theories of cognition and emotion. The framework around which the questionnaire is built is developed from classical approaches to problem analysis and decision making – both military and industrial. The form of the instrument is a development of the results of research undertaken since 1979 by Michael Williams and Partners throughout Europe, the US and the UK into:

• Leadership 'style'

• Executive competencies

• Managerial behaviour.

As with all other *Thorogood Management Assessment Profiles* the **MDP** was launched after evaluative research and 'field trials' with five hundred directors, managers and functional specialists. The research upon which the **MDP** draws is taken from the responses of over 5,000 directors, managers and professional specialists from twelve different countries, over a period of twelve years.

Since that initial validation, it has been used with several thousand respondents from the managerial and professional norm group in:

• The UK	• USA
• Ireland	• Canada.
• Western Europe	

If used in conjunction with either the Myers Briggs Type Indicator and/or *The Leadership Style Profile* the instrument can provide significantly more relevant data about how people – individually and collectively:

• Think	• Handle conflict
• Feel	• Perceive the world.
• Solve problems	
• Make decisions	

Interpreting the scores

Rarely, if ever, can behaviours be directly measured with consistent reliability, accuracy and precision. What psychometric instruments do, is to INFER measurement of preferences, tendencies and competencies.

From this information it is normally quite possible to **establish the range of a person's behavioural comfort and competence**, outside of which he/she is likely to be less effective, or behave in ways inappropriate to the demands of a particular role, function or task.

It is important to remember, at this stage, that psychometric data is neither absolute, nor definitive. It is, essentially, relative and indicative. That is, relative to norms and indicative of areas of behaviour which it would seem important to explore and examine further, in the light of job and/or role requirements.

The descriptions accompanying *The Management Decision Making Profile* should provide respondents (and their sponsors) with a clear picture of the key strengths, preferences and areas for development, in the individual, in all six areas of decision making activity.

The instrument thus should provide an informed basis for dialogue and discussion about development needs and the actions necessary to help individuals – and their organisations – to capitalise upon and further develop strengths, and what to do about weaknesses in problem analysis and decision making.

In addition to the obvious help it can provide in individual development, *The Management Decision Making Profile* can be used, with effect, as a team building tool since it can generate much useful feedback and discussion, as an aid to work group profiling. Here both analyses of collective strengths, as well as areas for development at team – and also cross-functional level – can be of major use in developing more effective team and inter-departmental working.

The significance of the scores against factors 'A' – 'F'

A Inquiry is about:

- Concern for accuracy
- Fact finding
- Defining standards
- Defining principals
- Defining criteria
- Attention to detail
- Probing data/information
- Analysing
- Classifying
- Categorising
- 'What is it…?'

B Insight is about:

- Concern to establish scope, range and potential
- Scanning problems/situations
- Getting facts into perspective
- Looking for alternatives or options
- Looking ahead
- Bringing up new angles or short cuts
- Questioning assumptions
- 'What else…?'
- 'Why does it have to be like this?'

C Diagnosis is about:

- Self confronting
- Clarifying situations/problems
- Crystallising issues
- Establishing important priorities
- Weighing up information
- Accepting hard facts
- Facing realities
- Simplifying issues
- 'What is the main thing here…?'
- 'What's really important here?'

D Driving is about:

- Building resolve
- Applying pressure
- Resisting pressure
- Persisting
- Persevering
- Getting to grips
- Having strong purpose
- Maintaining purpose
- 'What do we need?'
- 'Who, or what, is going to cause the problem?'

E Planning is about:

- Foreseeing, consequences and outcomes
- Sensing trends and patterns
- Setting goals and objectives
- Seeing the action steps ahead
- Updating as conditions change – proactive adaptability
- 'Live' action plans i.e. planning ahead
- Measuring progress
- Sensing time scales, e.g. short, medium long
- 'Where are we going?'
- 'What outcomes do we want?'
- 'How do we ensure our goals are met?'
- 'How do we best follow up?'

F Pace is about:

- Flexibility, immediate adaptability
- Moment of decision
- Adjusting time priorities
- On the spot programming
- Seizing opportunities
- Making progress
- Moving on
- Speeding up or slowing down

- 'What is next...?'
- 'When?'
- Selection of the right moment, i.e. seizure of the 'moment of opportunity'

Essentially it is an ipsative instrument using forced choice as the basis to its scoring. The instrument seeks to measure behaviour along six separate, but related, dimensions of problem analysis and decision making. These are grouped in related pairs, broadly representing 'left brain' and 'right brain' behaviours for each of the three basic stages of managerial problem solving, i.e:

Stage	'Left brain' activity	'Right brain' activity
1 Awareness (situational analysis) • concerns • information available • scope	**Inquiry** – searching – examining – probing – analysing – defining – categorising	**Insight** – intuiting – exploring situations – generating ideas – synthesising – scanning – creating options
2 Direction (mission /task analysis) • problems and obstacles • priorities and objectives • strengths and weaknesses	**Diagnosis** – assessing – weighing – clarifying – crystallising – simplifying – prioritising	**Drive** – insisting – persisting – resisting – being determined – being resolute – building purpose
3 Action (execution and commitment) • opportunities • threats • consequences and outcomes	**Planning** – foreseeing – predicting – anticipating – preparing – over viewing – monitoring – following up	**Pace of response** – sense of timing – recognising the right conditions – taking opportune action – adapting responses – being flexible – varying speed of reaction/response.

The three groups of '**left brain**' activities – inquiry, diagnosis and planning – are essentially, cognitive, logical mental behaviours aimed variously at identifying facts, detail, what is important in problems or situations, and what necessary proactive steps need to be taken, in sequence, to ensure that objectives are met and that unintended consequences are avoided, where possible.

The three groups of '**right brain**' behaviours are less 'disciplined', premeditated and structured and are, respectively, more a matter of intuitive 'feel', perception, resolution, spontaneity and adaptability.

The basic structure of the instrument follows the long-established and well proven **situation-mission-execution** model developed in the armed forces as a basis for teaching decision making at both operational and strategic levels. Although the worlds of military business leaders differ enormously, in many respects, the intellectual and emotional processes involved in decision making and problem resolution remain the same in both – and, indeed, in many other – working environments.

As with all psychometric instruments, the data and feedback generated is usually more meaningful and in context when seen in *conjunction with*:

• Observed behaviour in a variety of situations

• Track record and job/role performance

• The accumulated feedback obtained from other relevant psychometric profiles.

profile analysis

analysis
analysis
analysis
profile analysis

4

**The Power and
Empowerment Assessment**

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4 profile

The
power and empowerment
profile

Michael Williams

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To complete this profile follow three steps...

step 1   Complete the
profile questionnaire

step 2   Tabulate your scores in
the score summary section

step 3   *Either:*
if self assessing –
read the analysis and follow
up the development issues

Or:
if assessing others –
read the analysis and follow
up the development issues with
the individuals

step1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their behaviour when conducting business, in a relative and comparative form. It is **not** therefore a test with 'right' or 'wrong' answers: its aim is to help you by giving relevant information about yourself to help formulate appropriate, realistic training and development plans.

Please complete the questionnaire as honestly and accurately as you can.

Using the following rating scale, identify the extent of power and empowerment that you have in your current job.

Allocate a score of '0' if you have no power and a score of '5' if you have total power. Use the scores 1 to 4 to indicate how much power you have if it is not total power.

Work through all the questions as quickly as possible. Don't waste time searching for meanings that probably don't exist.

Example

EXTENT OF POWER

None ⟵⟶ Total

	0	1	2	3	4	5
A POSITIONAL AUTHORITY						
1 Authority over budget and control of 'spend', i.e. make appropriate financial decisions.					✗	
2 Selection, promotion and appointment of staff				✗		

In this example the total score would be seven.

Now you are ready to complete the profile questionnaire.

EXTENT OF POWER

None ⟵⟶ Total

| 0 | 1 | 2 | 3 | 4 | 5 |

A   POSITIONAL AUTHORITY

1   Authority over budget and control of 'spend', i.e. make appropriate financial decisions.

2   Selection, promotion and appointment of staff.

3   Removal of staff, from role.

4   Appraisal and development of staff.

5   Reward of staff.

6   Quality and extent of empowerment from superiors generally

B   AUTHORITY OF EXPERTISE

7   Possess specialist/unique skills necessary to succeed in the job.

8   Have extensive job knowledge and broad/depth experience.

9   Possess important competencies which my superiors may not have.

10   Am highly qualified vocationally and/or professionally.

11   Regarded as someone who is good in a crisis and who handles the unexpected well.

12   Seen as possessing high potential, especially creativity and conceptual competence.

| 0 | 1 | 2 | 3 | 4 | 5 |

	0	1	2	3	4	5

C   INFORMATION AUTHORITY

13 Have access to information generally unavailable to others.

14 Have access to information which may be denied to my superiors.

15 Possess important organisational and 'political' information and knowledge.

16 Am in a privileged position for informing/ communicating to others.

17 Have access to key decision makers and/or am a focal point in decision making.

18 Possess clear vision and the ability to conceptualise the bridge between the current and the requisite state of the business.

D   INFLUENCE ('PERSONAL POWER')

19 'Networking' extensively to gain support, informally, through alliances at all levels.

20 Socialising with superiors and others.

21 Degree to which people do what you want, because they like and/or respect you.

22 Practise MBWA ('management-by-walkabout') regularly and give recognition to people, personally, face-to-face.

23 Am a member/official of relevant influential steering groups, task forces and/or committees, or 'in-groups'.

24 Possess perceived 'political' awareness and competence and handle organisational 'politics' effectively.

	0	1	2	3	4	5

EXTENT OF POWER

None ⟵⟶ Total

| 0 | 1 | 2 | 3 | 4 | 5 |

E OWNERSHIP AND COMMITMENT

25 Extent to which I participate in defining the vision and goals of the department/business.

26 Degree to which I say 'what' will be done.

27 Extent to which I say 'how' it will be done.

28 Degree to which I propose, initiate and implement change.

29 Extent to which I take initiatives of real significance in my job.

30 Degree to which I feel personal 'ownership' of my job and its success, or failure, in results.

F AUTHORITY OF INTEGRITY

31 Extent to which people believe in me, as well as believe me.

32 Degree to which subordinates trust me and feel 'safe' about what I do.

33 The trust peers and colleagues put in me and what I do.

34 The extent of trust placed in me and my actions, by superiors.

35 My self-rating for integrity and 'straight dealing'.

36 How others, at work, who really know me would rate me for trustworthiness and consistent dependability.

| 0 | 1 | 2 | 3 | 4 | 5 |

step 2
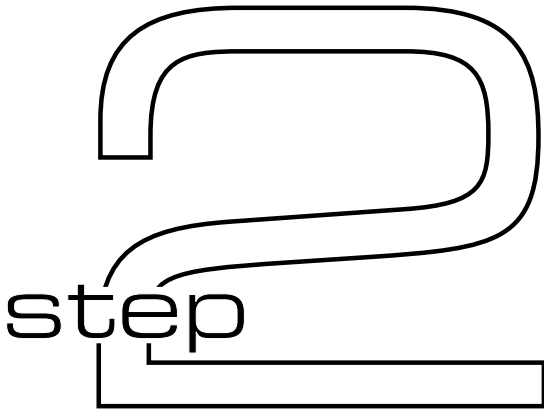
Score summary

Count up your total scores for each of the six principal sources of power and empowerment and write them in the appropriate boxes below.

Put your overall score in the total score box.

A   Positional Authority ....your score ☐ (max 30)

B   Authority of Expertise ....your score ☐ (max 30)

C   Informational Authority ....your score ☐ (max 30)

D   Influence ('Personal Power') ....your score ☐ (max 30)

E   Ownership and Commitment ....your score ☐ (max 30)

F   Authority of Integrity ....your score ☐ (max 30)

Your Total Power and Empowerment Score .... ☐ (max 180)

To give yourself an 'instant picture' of the sources of authority and influence you use in order to gain empowerment and exercise power, please transfer your scores from above and plot them against the appropriate axis (**A. Position Power, etc**) on the Profile Wheel opposite.

- A. POSITION — Rank 30, Role 28, Status 26; Superior's position in hierarchy
- B. EXPERTISE — Knowledge, Skill, Intellect; Knowledge, Specialism, Uniqueness
- C. INFORMATION — Decisions on generation of information; Access to / possession of information
- D. INFLUENCE — Personal 'power', Style, Sponsor; Networking 26, Politicking 28, Creation of Goodwill 30
- E. OWNERSHIP — Personal accountability and commitment; Superiors' preparedness to empower 30 28 26
- F. INTEGRITY — Personal ethics and tactics; Trustworthiness 30, Honest 28, Credibility 26

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Team empowerment

The 'wheel profile' will show not only your personal style in using power, but also the patterns of empowerment and power usage within a team. By producing transparencies from each 'wheel' and then superimposing them one upon another, a team, or group, power style and likely extent of empowerment may be readily identified.

In the Power and Empowerment Profile **credibility** stems largely from the power of an individual's:

B   Expertise

D   Influence   } Backed up by the power of their position, information and ownership

F   Integrity

*(Max score 90) your **credibility** score ('B' + 'D' + 'F')*

Commitment has many of its roots in the power of a person's:

A   Position

B   Expertise   } Underpinned by the power of their **integrity**, **influence** and **information**

E   Ownership

*(Max score 90) your **commitment** score ('A' + 'B' + 'E')*

Communication competencies arise out of the power of someone's:

A   Position

C   Information   } Supported by the power of their **integrity**, **ownership** and **expertise**

D   Influence

*(Max score 90) your **communication** score ('A' + 'C' + 'D').*

Your credibility, commitment and communication profile (3)

Transfer the scores both for the **core** factors: **Credibility, Commitment** and **Communication** and for the **Power** factors: **Positional Authority, Expertise,** etc and place them on the chart.
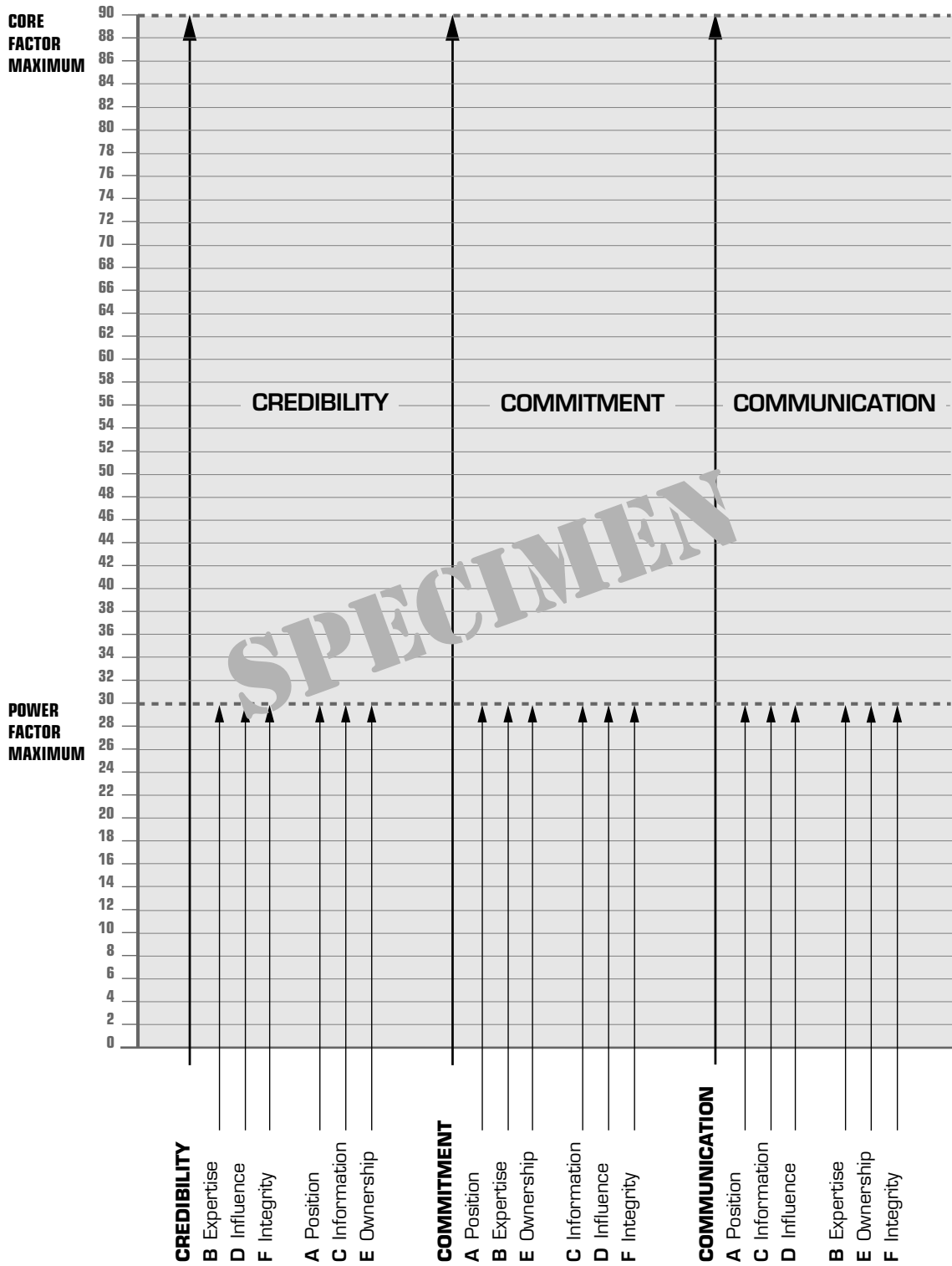
CORE
FACTOR
MAXIMUM

90
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14
12
10
8
6
4
2
0

POWER
FACTOR
MAXIMUM

CREDIBILITY   COMMITMENT   COMMUNICATION

SPECIMEN

CREDIBILITY

B Expertise
D Influence
F Integrity

A Position
C Information
E Ownership

COMMITMENT

A Position
B Expertise
E Ownership

C Information
D Influence
F Integrity

COMMUNICATION

A Position
C Information
D Influence

B Expertise
E Ownership
F Integrity

step 3

Assessment and analysis

Now either

If self assessing – read the analysis and follow up the development issues.

Or

If assessing others – read the analysis and follow up the development issues with the individuals.

4
analysis

The power and empowerment profile

analysis

Michael Williams

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This analysis looks at:

- the 3Cs of power and empowerment: Credibility, Commitment and Communication

- the scores and score ranges

- the significance of high and low scores

- authority, influence and power: the bases of empowerment

- implications of the scores

- the use of power and empowerment

The 3 C's of power and empowerment: Credibility, Commitment and Communication

Clearly, the various sources of executive power and empowerment can interact in many different ways to generate unique strengths in a manager's – or director's – 'style' and operational effectiveness. However, three core factors in anyone's power profile must be that person's:

Credibility – as an executive, as a professional and as a leader of people.

Commitment – and demonstrated personal accountability for their actions and results.

Communication – competencies and the impact they make as a consequence.

Scores and score ranges

		High	Average	Low
A	Positional Authority	25-30	16-24	15-0
B	Authority of Expertise	26-30	20-25	19-0
C	Informational Authority	20-30	15-19	14-0
D	Influence (Personal Power)	25-30	17-24	16-0
E	Commitment and Ownership	26-30	20-25	19-0
F	Authority of Integrity	27-30	21-26	20-0

Significance of high and low scores

1 Low scores

Bearing in mind the relatively high scores, representing typical 'average' ratings, some low scores may emerge as very low indeed, e.g. around the range 3-8. Generally this is because of the following reasons:

• Very low **Positional Authority** scores – even among hierarchically relatively senior people – often occur because the respondent does not actually control or directly manage other people – and so has no direct 'say' in other people's rewards, promotion or work activities.

During conditions of rapid or fundamental organisational change – temporary shifts in positional authority may result in similarly low scores.

- Very low scores in the **Authority of Expertise** – in otherwise intelligent, qualified people may be the result of a move into a very new function where the individual may not be familiar with a particular technology or specialist area of work, (but will possess high 'general' expertise or some other, specialist, skill).

- Scores which are low under the heading of **Informal Authority** may be the result of the respondent simply not being privy to confidential data. It may also mean that everyone is party to the same information – hence no sense of uniqueness or exclusivity of knowledge.

- Very low scores in both **Influence and Commitment** can mean that the individual is new to a particular role, function or organisation and so does not yet really feel part of the 'weft and warp', nor fully integrated into the organisational culture.

There may, however, be other more significant personal – and professional – reasons for low scores under either or both of the above headings, and these usually need to be explored with respondents and their superiors.

- Very low scores under **Integrity** may mean that such individuals see themselves as 'pragmatic', 'expedient', 'direct' and 'political realists' and hence believe they operate accordingly in what they may perceive to be personal survival conditions. However, there may be more fundamental personal reasons that, normally, will need to be talked through with respondents who rated themselves low under **Integrity**.

2   High scores

High scores may simply represent a confident – but realistic – belief in one's personal skill, commitment, professional integrity and level of application within a particular role in an organisation.

They may, equally, reflect a need to portray oneself in a better than realistic light and, hence, will contain an element (significant, or otherwise) of motivational distortion.

What is important is that any perceived, or felt anomalies, between actual behaviour and known track-record, on the one hand – and score ratings, on the other – are talked through with the individual, so that there is realistic congruence between self-images, 'ego ideals', others' perceptions and – reality.

The Power and Empowerment Profile is essentially a development tool – not a device for recruiting and selecting people. It is intended to stimulate dialogue and debate – as well as identifying development needs – in order to enhance people's recognition and appropriate use of power, in fulfilling their roles effectively.

It is also aimed at enhancing the quality of necessary empowerment within a business, where legitimate autonomy, self-direction and professional initiative are likely to contribute to the growth of people and the well-being of the business.

Authority, influence and power: the bases of empowerment

Being empowered means having the necessary power to do what needs to be done, and it has its roots in many sources. Wishing to avoid 'fadism', but recognising the growing tendency world-wide towards empowered working, *The Power and Empowerment Profile* was first launched in 1993. This followed research and 'field trials' to validate the instrument, with some four hundred managers and professionals. Since 1993 the instrument has been used with approximately a further 2,000 respondents from the same norm group.

The Power and Empowerment Profile seeks to identify the degree to which people believe they have – and exercise – the power to influence events and make things happen, within their organisations.

Six different dimensions of power are examined in the instrument. They are:

Positional authority (organisational power)

That of job, role, status and the extent of authority conferred by superiors, in terms of budget, headcount and decision parameter.

Expertise (power of competence)

Vested in a person's competence, specialist knowledge and skills, or particular, often unique, expertise.

Informational power

The possession of facts, data and information, that enhance an individual's influence and power personally and professionally.

Influence (personal power)

The quality of alliances, 'sponsorship' and committed support from others, including 'political' backing, gained by 'networking', interpersonal skill and relationships.

Commitment (power of ownership)

Individuals support and 'own' what they create and the commitment that stems from a real sense of 'ownership' gives a person power.

Integrity (moral authority)

The individual's trustworthiness, honesty and personal credibility in the way they conduct themselves and their business.

Implications of the scores

Following initial scoring of each of the six aspects of power and empowerment respondents are:

1   Invited to consider eight questions about the implications of their scores in terms of:

- Identifying strengths and weaknesses in their perception and use of power developing and using more effectively the quality of empowerment within their own operational domains

- Personal development actions they need to take to use power and empower others – more appropriately and effectively.

2   Provided with the means for an instant 'picture' of their power and empowering pattern which can readily be compared with those of colleagues to produce a team profile of how power is used or not used within a particular group function or department.

3   Able to move to so called 'second order' behaviours and assess, via their scores of the initial six aspects of power, the strength of their:

- Power credibility. (Expertise, influence and integrity)

- Personal commitment. (Position, expertise and ownership)

- Quality of communication. (Position, information and influence)

Combined, first and second order scores, therefore, provide respondents – and their sponsors – with a comprehensive picture of:

- Their understanding of the realities of power in an organisation

- The degree to which they appear able – and willing – to USE power appropriately

- The extent to which they realistically empower others.

The use of power and empowerment

From your scores, please consider the following factors about your own use of power and empowerment:

1   Which are your strongest power bases at work?

2   Which are your weakest?

3   What should you now do to develop and capitalise upon your strongest power base(s) by enhancing your own empowerment?

4   What action will you take to improve things in your weakest areas of power, in order to increase your own empowerment?

5   What should you do, specifically, to improve the extent to which your superiors empower you?

    i   In yourself?

    ii   With them?

6   What are the implications of your scores about how YOU empower those who report to you?

7   What specific actions should you now begin to take to increase the extent of your empowerment of our people?

8   Any other thoughts, concerns or intentions?

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profile analysis

The Management Action Assessment

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5 profile

The
management action
profile

Michael Williams

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To complete this profile follow three steps...

step 1

**Complete the
profile questionnaire**

step 2

**Tabulate your scores in
the score summary section**

step 3

Either:
**if self assessing –
read the analysis and follow
up the development issues**

Or:
**if assessing others –
read the analysis and follow
up the development issues with
the individuals**

step 1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their behaviour, when conducting business, in a relative and comparative form. It is **not** therefore a test with 'right' or 'wrong' answers: its aim is to help you by giving relevant information about yourself to help formulate appropriate, realistic training and development plans.

Please complete the questionnaire as honestly and accurately as you can.

Using a score of up to 3 points, allocate them in any combination between the two statements in each question. You do **not** need to use all 3 points but do **not** use half points.

Next to each box where you fill in your score is a letter. When you have completed all the questions add up the score you have allocated for each letter – A, B, C and D and enter them in the sub-totals box at the bottom of each page and then in the totals box at the end of the questionnaire.

Work through all the questions as quickly as possible. Don't waste time searching for meanings that probably don't exist.

Example

As a director or manager I usually act by...

1a Identifying, determining and setting
work objectives myself, whenever I can . . . . | 2 | B |

b Working closely with others, so that there is
high interdependence, and jointly arrived at goals . . . . | 0 | A |

Now you are ready to complete the profile questionnaire.

As a director or manager I usually act by...

1a Identifying, determining and setting
work objectives myself, whenever I can . . . . □ **B**

b Working closely with others, so that there is
high interdependence, and jointly arrived at goals . . . . □ **A**

2a Doing what I want to do, without having
to depend upon others for support or help . . . . □ **D**

b Obtaining direction, guidance and confirmation
from peers and superiors, whenever possible . . . . □ **C**

3a Being able to sway other people, at my
level or above, to my way of thinking and acting . . . . □ **A**

b Being supportive, collaborative and helpful to colleagues and superiors . . . . . □ **C**

4a Confronting people who have annoyed me,
in ways which discourage them from trying again . . . . □ **B**

b Finding alternative ways of getting things done, than trying
to rely upon those who have let me down, or acted in an underhand way . . . . □ **D**

5a Taking the lead in developing opportunities
and influencing outcomes with peers, superiors and staff . . . . □ **A**

b Concentrating upon those areas where I have expertise and independently
taking initiatives to resolve problems, or make things happen . . . . □ **B**

6a Demonstrating that I am ready to be friendly, supportive
and helpful, from the outset, in most relationships . . . . □ **C**

b Maintaining some distance with people, until I am sure
what demands they are likely to make upon me . . . . □ **D**

7a Other people generally seeing me as the one who gives
them the direction, takes the lead and/or sets the pace . . . . □ **A**

b Being generally regarded as a capable, self-sufficient person
whom others respect for my independence of thinking and competence . . . . . □ **B**

Sub-totals: **A** □ **B** □ **C** □ **D** □

8a Being seen as the one others can count on
for backup, willing support and active collaboration . . . . ▢ **C**

  b Operating efficiently and knowledgeably, within
agreed guidelines, procedures and yardsticks . . . . ▢ **D**

9a A philosophy of – 'No one of us is better than all of us' . . . . ▢ **A**

  b A philosophy of – 'I'll find a way – or I'll make one' . . . . ▢ **B**

10a Not leaving things to chance, by seeking appropriate
parameters, or clear directions, from my superior . . . . ▢ **D**

  b Creating and maintaining all the freedom and autonomy
I can, by keeping my boss – or others – at arms length . . . . ▢ **B**

11a Maintaining a high profile and recognising that the
reality of management is – 'Manage, or be managed' . . . . ▢ **A**

  b Acknowledging that you catch more
flies with honey than you do with vinegar . . . . ▢ **C**

12a Recognising that knowledge is power and that some information
should always be kept back, so as to retain a good measure of control . . . . . . ▢ **B**

  b Ensuring that I always maintain full and frank
exchanges of information between myself and others . . . . ▢ **A**

13a Leaving decision making to those who are
best qualified, or in the right position, to make them . . . . ▢ **D**

  b Co-operating fully with the key decision-makers
to help them to do their jobs well . . . . ▢ **C**

14a Taking no unnecessary chances, by not delegating work, until
I am convinced people are capable of being delegated to . . . . ▢ **D**

  b Giving people a greater 'say' in events and
letting them make more of the decisions . . . . ▢ **C**

Sub-totals: **A** ▢   **B** ▢   **C** ▢   **D** ▢

15a Being generally regarded as a careful,
conscientious person who can be left alone to look
after a job, or project, and ensure that it will be done thoroughly . . . . [ ] **D**

  b Acting as the person who determines what ground-rules,
standards, or objectives, others will commit and adhere to . . . . [ ] **B**

16a Being the one who shows empathy and who is prepared
to listen and give thoughtful consideration to others . . . . [ ] **C**

  b Being seen as out-going, self-confident, ready to 'grasp the nettles'
and, therefore, the one who usually initiates and organises things . . . . [ ] **A**

17a Carefully avoiding conflict, intrusion, or interference, whenever I am able
and getting on with my own job and making my own decisions about things . . . [ ] **D**

  b Working with someone on whom I can depend and with
whom I can share mutual expectations, trust and collaboration . . . . [ ] **C**

18a Quietly ignoring, 'side stepping', or conveniently
'forgetting' inappropriate or foolish instructions . . . . [ ] **D**

  b Effectively using my position of power as
a director, or manager, to get things done . . . . [ ] **B**

19a Being approachable, considerate and friendly,
and putting aside rank status, or formality . . . . [ ] **C**

  b Maintaining suitable 'distance' between myself and others
by not letting people get too close and familiar, or take advantages . . . . [ ] **D**

20a Motivating others by personal persuasion,
influence and 'up-front' leadership of the group . . . . [ ] **A**

  b To get people to respond as I need them
to, by demanding results and high standards . . . . [ ] **B**

21a Being careful, cautious and holding off,
when uncertain about what decision to take . . . . [ ] **D**

  b Being forceful and pushing a decision through,
in conditions of doubt, uncertainty, or change . . . . [ ] **B**

Sub-totals: **A** [ ]   **B** [ ]   **C** [ ]   **D** [ ]

22a Arriving at decisions through open discussion
and fair, but tough, bargaining, or negotiation . . . . ☐ **A**

b Agreeing decisions out of concern, loyalty and respect for others . . . . ☐ **C**

23a Planning, deciding and organising events,
with minimal interference, or intervention from others . . . . ☐ **B**

b Keeping to ideas, plans and actions that have worked previously . . . . ☐ **D**

24a Making plans and taking actions which foster harmony,
goodwill and smooth working, within, or between, departments . . . . ☐ **C**

b Ensuring that agreed plans emerge only after full exchanges and
adequate exploration, or 'give and take', between involved parties . . . . ☐ **A**

25a Running my 'own ship' – and being held
personally accountable for the results . . . . ☐ **B**

b Making sure that there is no ambiguity or confusion in just
what I am to be held answerable, or responsible for . . . . ☐ **D**

26a Ensuring that others do not subvert, pre-empt,
or 'hijack' the plans and decisions I make . . . . ☐ **D**

b Strengthening my personal control over events, so that
I become the focal point in decision making and running things . . . . ☐ **B**

27a Taking courses of action determined essentially
by my convictions, principles and personal standards . . . . ☐ **B**

b Taking what seems to be the practical and workable
solution, after consulting with others and hearing their views . . . . ☐ **A**

28a Recognising the reality that if you give people
an inch, they will usually try to take a yard . . . . ☐ **D**

b Accepting that, if you want a job done
properly, it's usually best to do it yourself . . . . ☐ **B**

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐

29a Working on the basis that I have both rights
and obligations with each of the people with whom I work . . . . ☐ **A**

b Understanding that it is a manager's right to manage
and make the major decisions of the business . . . . ☐ **B**

30a Accepting that, for practical purposes, leadership
is largely a matter of status, position and power . . . . ☐ **B**

b Believing that leadership is essentially a matter
of personal influence, competence and leader 'style' . . . . ☐ **A**

31a Coping with opposition to my plans, or decisions, by being
determined, and preserving my right to pursue and implement them . . . . ☐ **B**

b Dealing with opposition, by getting all my
facts together and by remaining objective, analytical
and generally keeping a low profile until the 'storm' has passed . . . . ☐ **D**

32a Dealing with others' criticism or aggression by trying to
appease or mollify them, so as to take the 'heat' out of things . . . . ☐ **C**

b Coping with such behaviour by resolute argument
– followed by a readiness to make things up, afterwards . . . . ☐ **A**

33a Dropping, or avoiding, those relationships that seem
to prove fruitless, negative, or very difficult to handle . . . . ☐ **D**

b Handling such relationships, by hoping and trusting that,
given time and goodwill, things will generally improve . . . . ☐ **C**

34a Dealing with awkward people by seeing them as a challenge to
be 'turned around', or overcome, by personal intervention, or dialogue . . . . . ☐ **A**

b Remaining detached and uninfluenced by their
behaviour and simply sticking to the goals, or job in hand . . . . ☐ **B**

Sub-totals: **A** ☐   **B** ☐   **C** ☐   **D** ☐

35a Generally, being someone who is open and friendly
and who can see some good in almost everyone . . . . `[  ]` **C**

   b Being someone who puts a lot of energy into influencing
others to bring them around to my way of thinking . . . . `[  ]` **A**

36a Always doing my best and believing that, in the long term,
people will come to recognise my contribution and worth . . . . `[  ]` **C**

   b Taking the lead in opening up opportunities and carrying
others along with me, by energy, optimism and/or persuasion . . . . `[  ]` **A**

37a Avoiding those situations where I am likely to end up having to say 'No' . . . . . `[  ]` **D**

   b Seeing others benefit from the help or support that I have given them . . . . . . `[  ]` **C**

38a Being quick to respond to other people's feelings, needs, or expectations . . . . `[  ]` **C**

   b Being able to win people over by drive,
persuasion, or by 'networking' with them . . . . `[  ]` **A**

39a Readily helping people to achieve the goals they want or have to . . . . `[  ]` **C**

   b Being practical and analytical, and not simply
rushing in to give support to others, willy nilly . . . . `[  ]` **D**

40a Overcoming objections, by modifying my ideas
to make them more acceptable, or reasonable to others . . . . `[  ]` **C**

   b Facing up to a 'battle' and being determined to win, but
working constructively, so as not to make enemies out of opponents . . . . `[  ]` **A**

TOTALS: **A** `[  ]`   **B** `[  ]`   **C** `[  ]`   **D** `[  ]`

step 2
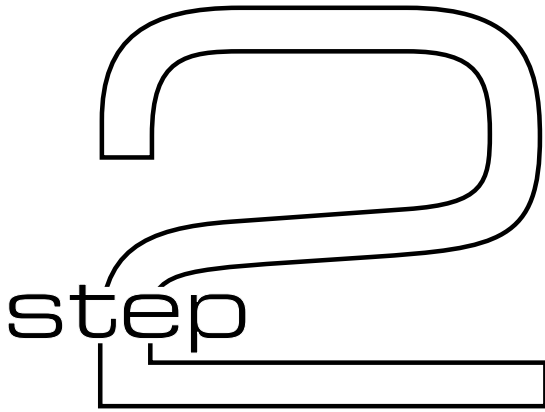
Score summary

Each letter represents an element of your management action style. Transfer your scores onto the chart below in the appropriate style column to identify at which percentiles of the managerial and professional population your scores place you.
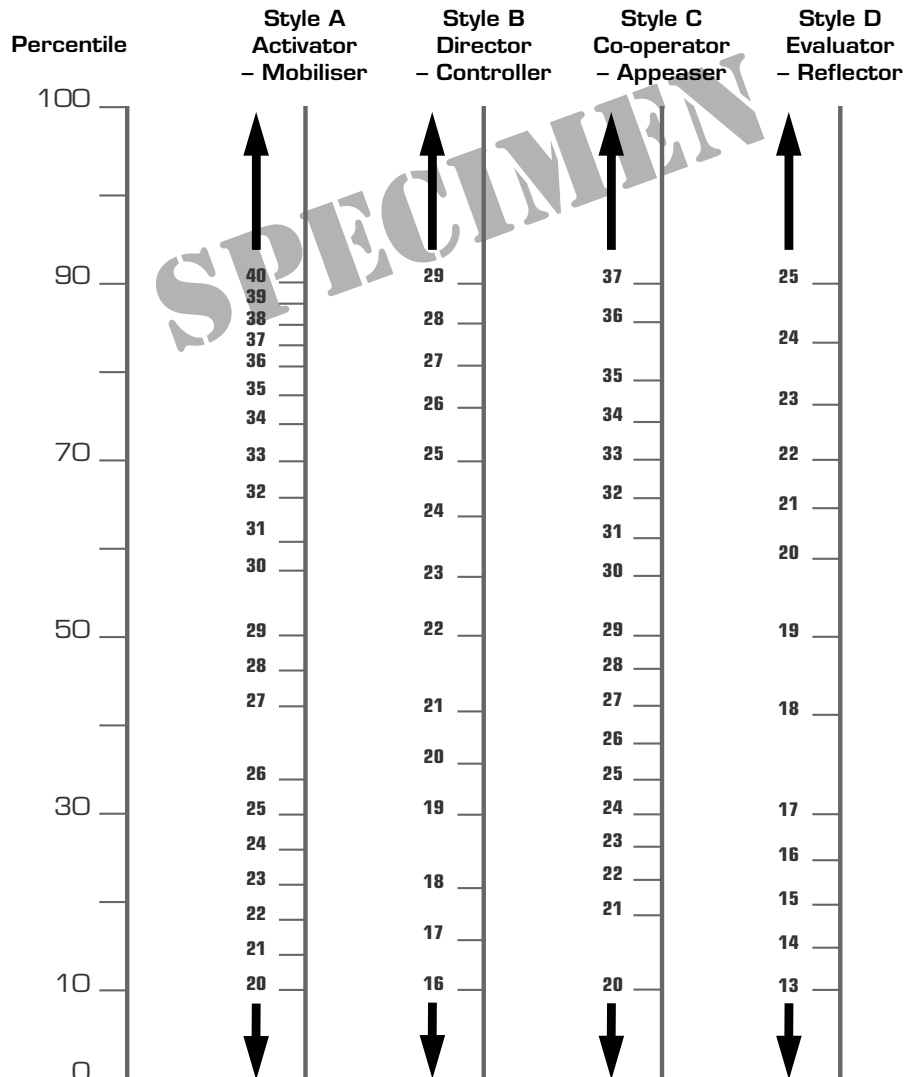
	Style A Activator – Mobiliser	Style B Director – Controller	Style C Co-operator – Appeaser	Style D Evaluator – Reflector

Percentile

100

90 — 40, 39, 38, 37, 36, 35, 34 | 29, 28, 27, 26 | 37, 36, 35, 34 | 25, 24, 23

70 — 33, 32, 31, 30 | 25, 24, 23 | 33, 32, 31, 30 | 22, 21, 20

50 — 29, 28, 27 | 22, 21 | 29, 28, 27, 26, 25 | 19, 18

30 — 26, 25, 24, 23, 22, 21 | 20, 19, 18, 17 | 24, 23, 22, 21 | 17, 16, 15, 14

10 — 20 | 16 | 20 | 13

0

SPECIMEN

step 3

Assessment and analysis

Now either

If self assessing – read the analysis and follow up the development issues.

Or

If assessing others – read the analysis and follow up the development issues with the individuals.

SPECIMEN

The management action profile

analysis

Michael Williams

THOROgOOD

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This analysis looks at:

- **the background to the Management action profile**

- **interpreting the scores**

- **the scores and the norm**

- **four styles of managerial action and their comparative strengths and weaknesses**

Background to The Management Action Profile

The Management Action Profile (MAP) has been designed largely as a follow-up instrument to *The Leadership Style Profile* and *Professional Style Profile*. It may, however, be used equally as a management profile in its own right, or as one of several instruments to provide indications of both **individual and team styles** on assessment and development centres. It is particularly useful as a means of giving managerial dimensions to the personality attributes identified in the 16 PF or Myers Briggs inventories.

The aim of *The MAP* is to help you identify your **Primary** and **Backup** modes of **Acting**, when in the role of director, or manager. It seeks, therefore, to categorise and define your **Behaviour** *– not you as a person*. It also sets out to identify how some of your most important behaviours *combine and interact when managing, to produce different management action styles.*

Two dimensions of behaviour – and their interaction – are explored in **The Map**.

They are:

- The extent to which you either **take** the **lead** – and exercise influence – or **let others take it** and assume *control*.

- The degree to which you either **respond** to **other people** and their feelings and ideas – or remain **unresponsive**, detached, evaluative, and even cynical, or suspicious, about them, i.e. a '**team player**' or a '**solo player**'.

Interpreting the scores

1 High A · Low B
High C · Low D

- Energetic – activates and initiates
- Accommodating
- Helpful/supportive
- Co-operative and collaborative
- Sociable and gregarious
- Communicative, talkative and expressive
- Warm-hearted and friendly
- Compliant
- Optimistic
- Assertive and self-promoting
- Bold and mobilises others
- Emotional (heart rules head)
- Unstructured

2 Low A, B and D · High C

- Passive/low drive
- Accommodating
- Helpful and co-operative
- Tolerant
- Sociable
- Warm-hearted
- Cautious, but not just necessarily structured
- Anxious to please
- Compliant and conventional
- Dependent
- Open
- Not dominant
- Unassuming

3 High A and B
Low C and D

- Dominant and assertive
- Forceful and competitive
- Activates and initiates
- Opinionated
- Independent-minded
- Tough
- Influential
- Autocratic
- Self-starter and self-determining
- Impatient
- Energetic
- Results-oriented
- Changeable/inconsistent
- Confronts

4 High A · Low B
Med C · Low D

- Energetic
- Outgoing
- Communicative
- Collaborative and co-operative
- Encouraging/supportive
- Involving of others
- People oriented
- Sociable and extrovert
- Talkative
- Optimistic
- Self promoting and expressive
- Builds relationships
- Activates and initiates
- Self assured

SPECIMEN

5   Low A and B • High C and D

- Passive
- Undemanding
- Thoughtful
- Friendly, rather than sociable
- Reflective and sensitive
- Introvert
- Co-operative, but cautious
- Follower
- Retiring/reserved
- Analytical
- Careful
- Weighs up before acting
- Avoids confrontation
- Seeks alibis or excuses

6   Med A • High B
Low C • High D

- Analytical and critically evaluative
- Calculating (head rules heart)
- Reserved and 'private'
- Self-centred
- Manipulative
- Independent minded
- Tough (may appear as 'harsh' to others)
- Results oriented
- Rebellious
- Dominant introvert
- Self-contained and self determining
- Judgmental and prescriptive
- Conservative
- Pessimistic

7   High A • Low B
Med C • High D

- Dominant, but introverted
- Outgoing one moment, withdrawn the next
- Friendly, but shy
- Practical
- Conscientious
- Thoughtful
- Analytical
- Listens well
- Counsellor or mentor
- Discriminating
- Plans well
- Takes well calculated risks
- Sensitive

8   High A • Med B
High C • Low D

- Energetic – activates and initiates
- Outgoing and impulsive/spontaneous
- Friendly
- Communicative
- Self-centred – even selfish
- Easily bored
- Alternates between 'democracy and autocracy'
- Organises
- Confronts
- Results oriented
- Independent minded
- Questioning
- 'I'm a nice guy – but watch it'

SPECIMEN

The significance of your scores

Very High	=	Top 10%	
High	=	Upper 20%	
Average	=	Middle 40%	of the managerial and professional population
Low	=	Lower 20%	
Very Low	=	Bottom 10%	

Style 'A' – ACTIVATOR – MOBILISER

Mean – 29

Very High	40+
High	39-33
Average	32-26
Low	25-21
Very Low	20-

Style 'B'- DIRECTOR – CONTROLLER

Mean – 22

Very High	29+
High	28-25
Average	24-20
Low	19-17
Very Low	16-

Style 'C' – CO-OPERATOR – APPEASER

Mean – 29

Very High	37+
High	36-32
Average	31-25
Low	24-21
Very Low	20-

Style 'D' – EVALUATOR – REFLECTOR

Mean – 19

Very High	25+
High	24-22
Average	21-18
Low	17-14
Very Low	13-

Note: Extremely high scores, e.g. 'A' (42+), 'B' (33+), 'C' (40+) and 'D' (30+) may indicate a tendency to 'flip' from such a strong style into a quite different even 'opposite' mode of behaviour, especially when feeling under considerable pressure.

The shift is often sudden and dramatic, since it is usually an over-reaction. Very high 'A's' for example may 'switch' into either a very autocratic, uncompromising style 'B', or suddenly withdraw into extreme 'D' behaviour and appear distant, reserved or 'brittle'.

Such 'pendulum' effects are normally less noticeable where scores are lower.

The scores and the norm

The norms established for *The Management Action Profile (MAP)* are those for directors and managers in the UK, from a variety of industries and a representative selection of functions. As can be seen, the norms for Style 'A' (**Activator – Mobiliser**) and Style 'C' (**Co-operator – Appeaser**) are approximately in the ratio of 3:2 to those for Styles 'B' and 'D' (**Director – Controller**) or (**Evaluator – Reflector**).

Your scores for styles 'B' and 'D' may, therefore, be considerably lower than those for styles 'A' and 'C'. Just how your scores for each of the four management styles, compare with those of the executive population of the UK can be seen from the following pages, including the chart.

The proportional variation of the different styles you use will give you (and others) a good idea of your preferred modes of working, when in the roles of director or manager. This, together with any indication of possible 'flipping', or sudden 'switching', should indicate what kind of controlling or development action you might need to take, in order to be more effective as an executive.

Four styles of managerial action

The subject of exploration by industrial psychologists since the 1940s, the interactions of these two basic dimensions of behaviour produce at least four distinctive patterns, or styles of managing which look essentially like this:

Style 'A' • Activator – Mobiliser

Assertive, responsive, outgoing and confident behaviour, which seeks to influence others by persuasion, force of personality, decisiveness and enthusiasm. Motivation of others is usually by involving them in those decisions which affect them and by gaining commitment from them on the strength of their participation, sense of 'ownership' and degree of empowerment.

Style 'B' • Director – Controller

Opinionated, often prescriptive behaviour, aimed at securing the results and objectives one wants, usually by driving, dominating or controlling others. The main focus is on the self, so that motivation tends to be manipulative and based upon rewards and punishments. Strong belief in self-effort, self determination and the seizing of initiatives.

Style 'C' • Co-operator – Appeaser

Accommodating, friendly behaviour, where affection, optimism and lack of critical judgement are major characteristics. Loyalty, personal regard and/or affiliation are the bases of motivation – both of self and of others.

Style 'D' • Evaluator – Reflector

Largely non-assertive behaviour, which may reflect either self-sufficiency, or a wish not to become involved. This style is often characterised by reserve, evaluation, avoidance and sometimes suspicion. Close social relationships will be maintained on a very selective basis. Since this is usually 'low profile' behaviour, the capacity to motivate others is not obvious.

No director or manager is likely to keep to one pattern, but rather will demonstrate several styles. This instrument is designed to indicate which are your most frequently used styles – and, consequently, your strengths and areas for development. Normally, however, there is likely to be a predominant style and secondary, back-up behaviours.

The four styles: comparative strengths and weaknesses

Style 'A' • Activator – Mobiliser

Strengths:

- Use influencing skills, energy and personal warmth, rather than status or rank.
- Provide information, ideas, goals and direction.
- Share with and involve others.
- Work well in teams, because of his/her sociability and enthusiasm.
- Provide a stimulating environment for others' creativity and ideas.
- Actively seek perspectives, information and ideas from others.
- Self-promoting, verbal and gregarious, i.e. interactive and expressive.
- Candid and frank and expect 'give and take'.
- Usually bold, optimistic and prepared to take risks.
- Often challenging and competitive.

Points to guard against:

- May rely too heavily on sociability and persuasion and like to be the centre of influence.
- May have too high a regard for own capacity to influence others.
- Can underestimate others' strengths and commitment.
- Because of enthusiasm, can misinterpret others' motives and needs, and may not always listen.
- Because of natural optimism, may over-simplify complex situations.
- May dissipate effort chasing too many goals, i.e. may lose focus or concentration.
- May be too hasty in judgement and decision making.
- May talk a good deal, but not always 'deliver'.
- May be vague and not crystallise, or prioritise sufficiently.
- Often initiate well, but don't follow up, follow through or co-ordinate.

Often needs Style 'D' behaviour around to balance and to inject adequate analysis, reflection and thinking into planning and action.

Style 'B' • Director – Controller

Strengths:

- Good 'self-starters', with high drive. Believe in personal effort and are self-reliant.

- Task and results-oriented. Focus on goals and requisite outcomes.

- Tough, single-minded, purposeful and assertive.

- Independent-minded and decisive.

- Clear sense of direction and objectives. Pronounce and define.

- Enjoy taking initiatives and risks.

- Usually have high energy and confidence.

- Competitive, driving and inquisitive. Don't allow obstacles to hold them up for very long.

- Dominant and demand results from others.

- Can pin-point faults, or weaknesses, quickly and believe in problem resolution as an end in itself.

Points to guard against:

- Like their own way ('stars', or 'prima donnas').

- May have inflated ego and self-confidence.

- Can be pre-emptive and disconcerting to superiors, colleagues, or staff.

- May be too independent and self-sufficient – to the point of selfishness or isolation.

- 'Cosmetically' may be team members, but are often too self-centred to sustain – real teamwork. Essentially 'solo players'.

- Appear as self-willed 'mavericks' to others.

- Intolerant, inconsiderate, impatient and don't listen.

- May seem self-centred, cynical and lacking regard for others, i.e. 'hard', or 'cold'.

- Often over-bearing or aggressive and tend to 'railroad', or short circuit others.

- May be too hasty or insensitive, in judgement and decision-making.

Usually need a strong 'C' or an 'A' style behaviour around, to give warmth and consideration and to take the edge off 'B's' harshness, or arrogance.

Style 'C' • Co-operator – Appeaser

Strengths:

- Friendly, talkative and communicative. Enjoy being with others.
- Trusting, optimistic and often generous, or kind.
- Accommodating and prepared to put themselves out for others.
- Helpful and supportive to others. Generally non-threatening.
- Often make good team members, because of their need to 'belong'.
- Co-operative, open and usually 'sharing'. Participative and interactive.
- Can be good listeners – anxious to please.
- Likely to be tolerant, patient and persevering.
- Adaptable, unassuming and undemanding.
- Aware and/or sensitive. Empathetic/sympathetic and easy to get along with.

Points to guard against:

- Too accommodating and too anxious to please (can't say 'No' – but often regret not doing so, afterwards).
- Likes to be liked too much. Put popularity and relationships before results.
- Because of their need to please others sometimes 'sulk' or turn 'nasty', when people don't, in turn, please them.
- May have complicated social expectations about what constitutes 'desirable behaviour'.
- Over-dependent and indecisive, and find it difficult to take necessary tough decisions.
- Too lenient and don't make sufficient demands of others for results.
- Allow mediocre work and accept low standards (though they may actually set higher ones).
- Insufficiently critical or discriminating, and don't demand information or facts from people.
- Complacent and likely to accept alibis, excuses for non-achievement.
- Too passive and don't take the initiative.
- Often naive and unrealistic in their 'reading' of situations – and other people.
- Manipulative, i.e. sometimes help others for 'political' gain, or flatter to deceive.

Style 'C' typically needs the toughness and constructive dissatisfaction of Style 'A', or a positive Style 'B'. It may also require the cynicism, suspicion, or scepticism of Style 'D' to counterbalance the uncritical, unassuming naivety of Style 'C'.

Style 'D' • Evaluator – Reflector

Strengths:

- Often strong – and strongly held – values or beliefs.

- Persistent in maintaining principles or a particular standpoint.

- Precise, careful and often thorough, with a concern for accuracy.

- Can set high standards – and concerned about checking out the detail of a task, or issue.

- Work with structure, ground rules and clear parameters. Monitor and evaluate well.

- May be sensitive – but 'brittle' – and protect self-worth, or 'territory'.

- Take time out to create 'space', in order to think through things and arrive at own solutions.

- Sceptical, critically evaluative, and generally need convincing, before giving commitment.

- Usually factual, investigative and analytical.

- Question more than tell, or pronounce.

Points to guard against:

- Can be rigid, obstinate and uncommunicative, or withdrawn.

- Avoid confronting and 'opening up' issues. Withdraw, rather than contest.

- Can be fastidious, or a perfectionist and afraid of failure.

- May also be unco-operative, defiant and obstructive.

- Over-cautious and risk averse.

- Over-sceptical or even cynical, and often appear to be 'cold' and unresponsive or unfeeling.

- Unhelpful towards others – unforthcoming: may create 'blame' cultures, or mistrust.

- Indecisive, a 'fence sitter' and asks the question 'but, what if…?'

- Pessimistic and may seek to avoid committing to action. Play devil's advocate.

- Tend to be 'private' and 'solo', rather than 'team players'.

- May indulge in 'malicious' compliance.

At its most positive, Style 'D' injects questioning scepticism and precision into managerial activity. In its negative form, it can be so unhelpful, or querulously destructive, that it requires strong Style 'A' to inject energy, positive direction and caring into the situation.

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profile

analysis

**The Leadership and
Management 360° Assessment**

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The leadership & management 360° profile

Michael Williams

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To complete this profile follow three steps...

step 1

**Complete the profile
questionnaire
A – a self-assessment
B – an assessment by others**

step 2

**Tabulate your scores in
the score summary section**

step 3

Either:
**if self assessing –
read the analysis and follow
up the development issues**

Or:
**if assessing others –
read the analysis and follow
up the development issues with
the individuals**

Leadership and Management
Profile consists of two parts

Profile A

A self assessment profile of an executive's 16 leadership and management core competencies.

Profile B

An assessment by others of their perceptions of the individuals core competencies.

The number, and roles, of other assessors may vary according to circumstances and particular need. However, a useful all-round 360 degree profile may be obtained from:

- a self assessment

- immediate superior's assessment

- one or two colleague assessments

- minimum of three subordinate assessments.

The section to follow details Profile A – self assessment

step 1

Notes on answering the profile questionnaire

This profile provides the individual with relevant insights about their leadership and management behaviour. It assesses how the individual perceives him/herself and how others perceive them in their leader-manager role

Read both statements in each question carefully and decide which one you most agree with, either 'A' or 'B'.

Once you have selected either 'A' or 'B' decide how much you agree with that statement and allocate a score to it using the scale below.

If you select the 'A' statement choose a score of 1 to 3 as follows:

3 = almost completely like A

2 = significantly more like A

1 = a bit more like A

If you select the 'B' statement choose a score of 1 to 3 as follows:

3 = almost completely like B

2 = significantly more like B

1 = a bit more like B

If you cannot decide between 'A' and 'B' allocate a score of '0' to each.

Please answer all 56 questions as honestly and accurately as you can.

Self-assessment • Leadership competencies

L1   Vision and pathfinding

1   My vision of our function is:

a   Relevant, well crystallised and based upon realistic
aspirations and the attainable ambitions of function members . . . . [ ]

b   Vague, woolly, unrealistic and unrepresentative
of what people expect or hope for . . . . [ ]

2   My ideas for developing the function and our people:

a   Represent significant and necessary change – and improvement . . . . [ ]

b   Have little real substance, relevance and impact upon improvement . . . . [ ]

3   The sense of direction and plans for achieving our vision are:

a   Well-focused, consistent, credible and well integrated . . . . [ ]

b   Indeterminate, confused and lacking co-ordination . . . . [ ]

4   Team members see my ideas for taking the function forward as:

a   Exciting, compelling and challenging . . . . [ ]

b   Lacklustre, banal and lacking in stimulus or excitement . . . . [ ]

5   The communication and sharing of vision and sense of direction:

a   Have been (and continue to be) effectively
and consistently undertaken, throughout the function . . . . [ ]

b   Have been (and are still) inadequately undertaken across the function . . . . [ ]

6 **People, generally, in the function feel that:**

a They 'own' the vision and the responsibility for making it a reality . . . . ☐

b They don't really identify with it, or believe in it . . . . ☐

7 **In our day-to-day relationships and operation, we:**

a Constantly work at 'living' the values, beliefs
and standards upon which our vision is based . . . . ☐

b Tend to say one thing – when we happen
to remember – but do something quite different . . . . ☐

☐ – ☐ = ☐

Totals **A** – **B** = **Final total**

L2 Communicating and briefing

1 Communication from me, generally, is:

a Clear, consistent comprehensive and conveys all the information needed . . . ☐

b Unclear, inconsistent, incomplete and frequently
includes inaccurate, or unnecessary information . . . . ☐

2 In keeping other people informed, I:

a Make the time and opportunity to ensure that
others fully understand what is expected of them . . . . ☐

b Fail to take the necessary trouble to ensure
that others understand what is expected of them . . . . ☐

3 The timing of my communication is:

a Planned to be as appropriate as possible, to give people
maximum opportunity to prepare, adapt, or take necessary action . . . . ☐

b Badly organised, or inappropriately timed, so that people
don't have enough time to prepare, organise, or act as they need . . . . ☐

4 As situations change, or develop, I:

a Brief and up-date people as a matter of course . . . . ☐

b Omit, or forget, to keep others informed . . . . ☐

5 In terms of communication 'style', I:

a Ensure that I am as accessible and visible
as possible on a daily basis or as regularly as I am able . . . . ☐

b Tend to be unavailable and inaccessible, too much, on a day-to-day basis . . . . ☐

6   **'Networking' and the conscious building
         up of goodwill, from others, is something I:**

a   Regularly and consistently put considerable
         time and energy into as a matter of course . . . . ☐

b   Rarely ever do deliberately and often tend to avoid . . . . ☐

7   **Being a good listener would be:**

a   One of my major strengths in the way I communicate with other people . . . ☐

b   One of the things I do least well in communicating with others . . . . ☐

SPECIMEN

Totals   ☐ − ☐ = ☐
           A − **B** = **Final total**

L3 Sharing and involving

1 In working with others, it is more likely that I will:

a Involve them and take them into my confidence, from the outset . . . . ☐

b Play my cards close to my chest and inform them on a 'need to know' basis . . . . . ☐

2 When working on a problem, or new project, I tend to:

a Keep 'open house' and actively encourage
ideas and contributions from others . . . . ☐

b Keep people at a distance until I feel ready,
or that it is 'politically' safe, to involve them . . . . ☐

3 In making decisions and resolving problems, I prefer to:

a Enjoy the stimulus and challenge of exploring options and ideas
with others and arriving at solutions, or decisions collectively . . . . ☐

b Create enough 'space' and time for myself without interruption
from others, in order to come up with my own solutions, or decisions . . . . ☐

4 When proposing to introduce changes, I am more likely to:

a First 'float' my ideas across several people, to gauge
the reactions, or concerns, that my plans may generate in them . . . . ☐

b Work 'underground' as long as I can and so reduce the risk of
triggering unfavourable responses, before my ideas can be put into action . . . . . . ☐

5 In terms of personal 'style', I tend to be:

a Generally 'open', participative
and concerned to involve others in my plans . . . . ☐

b Generally a 'private' person who prefers to
remain a little distant or reserved with others . . . . ☐

6   **When putting forward a proposal, or view point, I am:**

a   Usually confident that I will be able to persuade people
to my way of thinking or, at least, to accept my point of view . . . . □

b   Often concerned that they will most likely reject,
or criticise, my ideas in a hostile manner . . . . □

7   **When people ask me to do something,**
without prior warning, my normal response is to:

a   Say 'yes' more or less straight away, without
thinking too much about what I am committing myself to . . . . □

b   Think carefully about what I might be
letting myself in for, before I give them my answer . . . . □

Totals   □ − □ = □
         A − **B** = **Final total**

L4 Empowering

1 In order to get work done and to meet objectives, I typically:

a Give my people the necessary autonomy
and freedom to set objectives and take appropriate
decisions maintaining dialogue on progress and objectives . . . . ☐

b Take the major decisions myself and delegate tasks and roles
to my people, giving them clear-cut objectives and instructions . . . . ☐

2 In allocating work to my people, I generally:

a Take time to brief them thoroughly and
ensure they have access to all the information they
are likely to need to take appropriate action and initiatives . . . . ☐

b Give them as much information as is necessary
to do what they have been told to do . . . . ☐

3 As a general rule, I:

a Actively encourage 'bottom-up' initiatives from my people and
publicly endorse their ownership of projects, solutions and decisions . . . . ☐

b Try to ensure that I retain control over people's activities
and direct them to the achievement of agreed objectives . . . . ☐

**4 Recognising that power derives from resources, as well
as from information, support, position and personality, I:**

a Do all that I can to release additional funds, staff, time and
materials to people to enable them to operate to maximum effect . . . . ☐

b Manage people well to ensure that they
work within existing budgets, headcounts and inventory
levels and I maintain active, continued control over the bottom line . . . . ☐

5   In terms of my personal style, I:

a   Am becoming much more of a 'coach', or 'non-manager' and
concentrating on facilitating effective performance from my people ......☐

b   Am essentially an 'executive' manager, who
leads from the front and who directs people's
energies towards the achievement of goals and targets ....☐

6   To me, leadership in practice is more about:

a   Achieving results by building and releasing
productive innovative effort among people ....☐

b   Achieving results, by setting the right example, as a
manager and leader, through personal application and effort ....☐

7   I believe that:

a   The solutions and answers to most problems
are to be found amongst the people closest to the job ....☐

b   Most people need to be given direction and
answers, to help them solve problems in the job ....☐

Totals   ☐ A − ☐ B = ☐ **Final total**

L5   Mobilising commitment

1   **For me, the essential leadership factors in mobilising people are:**

a   Giving people the right level of belief in themselves, by building their confidence, as well as their skills . . . .

b   Using criticism, or disapproval of poor performance as a technique to spur people on to higher achievement . . . .

2   **In getting work done and achieving results, I generally:**

a   Encourage people to set their own goals, parameters and 'deliverables' and regularly act as a mentor to them . . . .

b   Keep things simple and tell people what I expect from them and tell them to get on with it . . . .

3   **Key 'tools' I use in motivating and mobilising people are:**

a   Recognition, expressed approval and appreciation, via regular face-to-face communication, aimed at overcoming weaknesses and building on successes . . . .

b   Fear, threat and leaving them with the clear understanding that failures or shortfalls, are unacceptable to me . . . .

4   **To ensure the effective mobilising of commitment from others, I prefer to:**

a   Build and consolidate trust and reinforce my credibility as a leader, by consistent integrity of action and maintenance of good communication . . . .

b   Demonstrate my own confidence and competence, as a manager, by being decisive, dynamic and unequivocal . . . .

5   **To ensure others' support and commitment, I typically make decisions:**

a   In sufficient time to enable people to discuss or add to them and make adequate preparations to respond to the pressure . . . .

b   Quickly at the last moment which gets people's adrenaline flowing, as they implement them . . . .

SPECIMEN

6 **In conditions of anxiety or uncertainty, I frequently:**

a Take time out to enable people to talk through their
concerns and agree effective courses of action, jointly, with me .... ☐

b Drive decisions through, in order to focus people's
attention on priorities – or the bottom line – not their worries .... ☐

7 **In terms of my personal style, I:**

a Regularly and actively review what can be done to motivate
my people and come up with new creative ideas and strategies
to stimulate and reward them and 'recharge their batteries' .... ☐

b Really don't put enough creative effort into
stimulating, motivating and rewarding my people .... ☐

Totals ☐ **A** – ☐ **B** = ☐ **Final total**

L6 Developing and using talent

**1 One of the most important practical issues,
I believe, in developing and using talent, is:**

a   That there is a greater shortage of people who can recognise, manage
and use talent, than there is of people of talent, in our organisation . . . . . . ☐

b   That there are actually very few people of real, usable talent, in our organisation . . ☐

2 If talent is a combination of skill and will, then I believe:

a   It is essential to do much more to build, enrich and reshape jobs
around people's strengths – and potential – wherever possible . . . . ☐

b   Most people, in our organisation, lack the drive, as well as
the ability, to take on expanded, more challenging roles . . . . ☐

3 I believe that developing a winning attitude in people is:

a   One of the most effective things an executive can ever do
and, therefore, should regularly devote energy to . . . . ☐

b   Often something of a lost cause and is largely dependent upon the quality
of the people a manager has. A lot of energy devoted to it is a waste of time . . . . . ☐

4 The people who work for me would say, with justification, that I:

a   Work regularly at building their skill and
their confidence and help them to develop themselves . . . . ☐

b   Usually neglect to build their confidence and
skill and rarely help them to develop themselves . . . . ☐

5 People who know me would confirm that I:

a   Place about as much emphasis upon their development
and growth in competence as I do on results and task achievement . . . . . . ☐

b   Focus almost entirely upon the bottom line and
results and attach little importance to their development . . . . ☐

6 **The people who work for me typically:**

a Receive at least five days per year,
regularly, of formal training and development . . . .

b If they're lucky, receive about a day's formal training most years . . . .

7 **I believe that one of the most crucial roles of a manager is:**

a To spend much of his/her time as a mentor in order to build and
maintain a creative environment of constant learning and improvement . . .

b To make sure that people at work do what they are supposed
to be doing, by supervising and monitoring their performance closely . . . .

SPECIMEN

Totals **A** − **B** = **Final total**

L7 Making things happen

1 The way we go about our jobs, in our function, is:

a With a 'buzz' and a sense of committed,
motivated determination to deliver . . . .☐

b Rather half-hearted and generally inclined
to get away with the minimum possible . . . .☐

2 Performance – in terms of effectiveness, in our function, is:

a Constantly reviewed and the right remedial
action is taken as a matter of course . . . .☐

b A constant source of annoyance, frustration –
or, simply, apathy and indifference to people . . . .☐

3 Working in our particular function is:

a A process of both continual learning and development so
that people are, more or less, in a state of constant personal growth . . . . .☐

b Basically a job to be done, but where there is little
real learning, or opportunities for personal development . . . .☐

4 In our function, we are:

a Always looking for new challenges, new opportunities
and new openings for our unique skills and creativity . . . .☐

b In something of a rut in terms of opening up new work or new projects . . . .☐

5 Generally, in our function, conflict is:

a Something which is regarded as healthy,
necessary and inevitable, if we are to grow as a business . . . .☐

b Something which we do our best to avoid, wherever possible
– or it simmers resentfully, just below the surface for much of the time . . . .☐

6   **Our operating culture would generally best be described as:**

a   'Open', positive and a constructive environment where
we explore what went wrong and how best to improve things . . . .

b   Largely a 'blame' culture, where we focus on
who went wrong and where to lay the guilt for failure . . . .

7   **Essentially, our working environment is one where:**

a   Change is seen as inevitable and is
welcomed as a means of ensuring competitive
advantage, improved performance and enhanced personal job scope . . . .

b   The status quo is sacrosanct and where people defend old ways
of doing things with a strong sense of personal 'territory' and history . . . .

SPECIMEN

Totals   A   −   B   =   Final total

L8 Developing the team and teamwork

1   Effective teamwork, in the team I manage, tends to be:

a   A matter of the utmost importance and is something
which is actively stimulated and constantly worked at .... ☐

b   Something which gets thought about only when
someone remembers that it might be a good thing to have .... ☐

2   Under me, team 'processes' are:

a   Regularly reviewed and explored, in order to
generate more effective behaviours and relationships .... ☐

b   Generally ignored, since task issues occupy
at least 90 – 95% of team agenda and discussions .... ☐

3   As a matter of course, I typically:

a   Actively encourage high levels of mutual
support and interdependence, within the team .... ☐

b   Do not explore such issues until something
goes seriously wrong, within the team .... ☐

**4   Under my management, commitment
to the team and team results, are:**

a   Viewed as paramount and a strongly collaborative
culture is focused around shared beliefs and values .... ☐

b   Not emphasised or 'engineered' sufficiently,
with consequent parochialism and fragmentation .... ☐

5   We last ran a team building workshop:

a   Within the previous six months .... ☐

b   Have never done so/can't remember when .... ☐

6   **By any group's standards our team is:**

a   A well-knit, effective team which regularly meets
or exceeds, its targets and to which it is a pleasure to belong . . . . ☐

b   Hardly a team as such, and is much more a group of individuals who
pursue their own goals and priorities, with little regard for collective results . . . . ☐

7   **In terms of leadership style, I typically:**

a   Emphasise – and review – team achievement and collective
results, as well as individual achievements . . . . ☐

b   Focus almost entirely upon individual efforts and target achievements . . . . ☐

Totals   ☐ **A** − ☐ **B** = ☐ **Final total**

Self assessment • Management competencies

M1 Goal clarification and objective setting

1   **The goals I set generally:**

a   Reflect reality and the end results that really should be achieved . . . . ☐

b   Reflect too much personal perspective and/or questionable judgement . . . . ☐

2   **Objectives I set are done so:**

a   In such a way as to secure a high degree of ownership as
well as delivery, on the part of those responsible for achieving them . . . . . ☐

b   With insufficient regard for personal ownership and
accountability for delivery on the part of subordinates . . . . ☐

3   **Objectives I set would essentially be seen by my people as:**

a   Mutually identified and agreed . . . . ☐

b   Something of an imposition set by me or my superiors . . . . ☐

4   **The goals that I give my people would be regarded by them as:**

a   Challenging and stretching, but attainable . . . . ☐

b   Mostly 'pie-in-the-sky' and frequently not really achievable . . . . ☐

5   **The goals that I give to my people would be regarded by them as:**

a   Tough and challenging . . . . ☐

b   Lacking in real challenge . . . . ☐

6 **People would see the way I clarify requisite end results with them, as:**

a Thorough and explicit so that they generally
have a clear idea about what is expected of them . . . . ☐

b An inadequate briefing so that they usually end up
confused, or uncertain about what is expected of them . . . . ☐

7 **When having to set difficult, harsh or mandatory goals, I generally:**

a Take sufficient time to explain to people why it is necessary to achieve
them and invite them to suggest how best they might be achieved . . . . ☐

b Tell them that life is tough and that
their task is to get on with the job – and deliver . . . . ☐

Totals ☐ **A** − ☐ **B** = ☐ **Final total**

M2 Analysing and resolving problems

1   Typically, I:

a   Ensure that I take time to check why
something is a problem and that l/we 'own' it . . . . ☐

b   Tend to take snap judgements about what the likely
solution should be and get on with solving the problem . . . . ☐

2   In working on a problem, as a matter of course, I:

a   Actively seek others' views to determine and use their
experience and talents, wherever appropriate . . . . ☐

b   Prefer to work through the problem myself and come up with my own solutions . . . ☐

3   In dealing with a problem, I generally will:

a   Gather all the relevant data and facts that I am likely to need . . . . ☐

b   Fly by the seat of my pants, rely upon
'gut feel' and not get 'bogged down' in detail . . . . ☐

4   In identifying the causes of problems, I tend to:

a   Concentrate upon what went wrong i.e. focus upon the 'crime' . . . . ☐

b   Home in on who was to blame i.e. focus upon the 'criminal' . . . . ☐

5   When something has gone wrong, or we are off the track, I:

a   Generate amongst others – and personally use – as much creative
thinking as possible to come up with effective solutions . . . . ☐

b   Stick to proven ways, or methods, that have worked in
the past and rely upon conventional wisdom . . . . ☐

6 **In finding solutions to problems, people would say I:**

a Am more professional than 'political' i.e.
people would generally say I act for the right reasons . . . . ☐

b Am more 'political' than professional i.e. they
would question my motives for opting for a particular solution . . . . ☐

7 **When working on a difficult problem with my team, I generally:**

a Generate the right climate for people to
advance ideas and put forward initiatives . . . . ☐

b Inhibit others by my body language, attitudes
or comments and so stifle initiatives from them . . . . ☐

Totals ☐ **A** − ☐ **B** = ☐ **Final total**

M3 Decision making

1   In making decisions, I normally:

a   Refuse to be 'panicked' and make my mind up,

         after as thorough an analysis as I can reasonably make . . . . [ ]

b   Tend to let events – and other people – rush me,

         so that my style tends to be one of 'ready, shoot – aim' . . . . [ ]

2   In making significant decisions, I am recognised for:

a   Making up my own mind (or deciding with my team)

         without constantly seeking my superiors' approval . . . . [ ]

b   Regularly checking that what I am proposing has

         my superiors' approval and permission, before I commit myself . . . . [ ]

3   In making important decisions, as a matter of course, I:

a   Involve my people, invite their views and feelings

         and discuss their inputs, before making my decision . . . . [ ]

b   Make my decision and then tell my people what I have decided . . . . [ ]

4   When I am expected to make an unpopular or difficult decision, I:

a   Deal with the situation promptly without unnecessary

         self-protection, but with due regard for others' anxieties . . . . [ ]

b   Ensure that I have thoroughly covered all

         angles and – myself – before making such a decision . . . . [ ]

5   In conditions of uncertainty, or ambiguity, I typically:

a   Am decisive and make up my mind

         quite quickly and commit to my decision . . . . [ ]

b   Tend to procrastinate and put off making the decision, as long as I possibly can . . . [ ]

6   When working in conditions of chaos and confusion I normally:

a   Will quickly make the sort of decisions that
impose sense, order and control over the situation . . . . ☐

b   Fail to take control of events as rapidly and effectively as
I should, by not making the right sort of decisions fast enough . . . . ☐

7   Generally, I would be considered, by those who know me, to be:

a   A creative, innovative, risk-taker who is prepared
to take the necessary risks with people and situations . . . . ☐

b   Someone who is very careful, rather risk averse
and who typically opts for conventional, 'safe' decisions . . . . ☐

☐ − ☐ = ☐

Totals   **A** − **B** = **Final total**

M4 Planning and prioritising

1   In terms of planning, I tend to be:

a   A systematic, methodical person, who plans
ahead carefully and thoroughly, in some detail . . . .☐

b   Much more of a reactive person who waits until
something happens – and then responds accordingly . . . .☐

2   Typically, when planning, I:

a   Make sure that my plans are communicated, in time,
in a form which is readily understood by those involved . . . .☐

b   Don't always ensure that those involved in my
plans thoroughly understand what my intentions are . . . .☐

3   Having established an overall plan of action in my own mind, I:

a   Involve others in the process of planning
the detail – including their own ideas and involvement . . . .☐

b   Identify the details myself and allocate/delegate tasks
and responsibilities to those involved in carrying out the plans . . . .☐

4   When planning projects and tasks, I usually:

a   Estimate costs, time, resources required
and other parameters realistically and accurately . . . .☐

b   Under – or over – estimate what is involved and what
is required and so lack realism and precision in my estimates . . . .☐

5   My 'planning style' is typically:

a   Anticipatory and I tend to look ahead, as a matter of course,
by trying to predict likely outcomes and consequences of events . . . .☐

b   One of someone who is often caught on the hop, or taken
by surprise by not really anticipating outcomes sufficiently well . . . .☐

6 **Generally, I believe, I am:**

a Someone who takes considerable trouble to ensure that clear
priorities are established, on a basis of relative importance . . . . ☐

b A person who moves across several tasks, or projects, simultaneously,
or tackles things as they arise, without necessarily prioritising them . . . . ☐

7 **In my work, I tend to be a 'naturally':**
a Organised, systematic and thorough person . . . . ☐
b Rather chaotic and disorganised person . . . . ☐

☐ **–** ☐ **=** ☐

Totals **A** **–** **B** **=** **Final total**

M5 Organising and implementing

1 The way I typically organise and assign work is:

a Logical, orderly and consistent . . . . ☐

b Illogical, haphazard and inconsistent . . . . ☐

2 In allocating work, or projects to people, I:

a Always try to ensure that tasks are related
realistically to their strengths, experience and skills . . . . ☐

b Assign tasks or work to whomsoever happens to be available, at the time . . . . ☐

3 When under pressure and in order to make things happen quickly, I:

a Never duplicate work or tasks, though I may take
a task off one person and give it to a more capable person . . . . ☐

b Sometimes duplicate work to see who will do it first, or best . . . . ☐

4 In organising work, I typically:

a Ensure that I have provided adequate necessary
co-ordination, across different individuals and/or departments . . . . ☐

b Fail to co-ordinate complementary roles and
tasks, across different individuals and/or functions . . . . ☐

5 In organising work for my people, I:

a Consciously build in challenges and tasks that will
stretch them, or enhance their reputation, wherever I can . . . . ☐

b Allocate work, or tasks and expect people to get on with them . . . . ☐

6   **In the organisation of a project, or task, I typically:**

a   Leave the day-to-day organising of it to my staff and
empower them to 'deliver', in the ways they know to be best . . . . ☐

b   Expect things to be done, as I prescribe . . . . ☐

7   **To me, the organisation of work means:**

a   Constantly trying to find or develop newer, better ways of doing things . . . ☐

b   Working according to tried and tested methods and/or the 'book' . . . . ☐

SPECIMEN

☐ – ☐ = ☐
Totals **A** – **B** = **Final total**

M6 Political acumen

1   Politically, I believe I generally:

a   'Read the signs' in good time and act upon them
intelligently, sensitively and appropriately, with good results . . . .

b   Tend to miss the critical political messages
and often end up in more trouble than I started . . . .

2   In coping with difficult political situations, I:

a   Always try to behave ethically and maintain a
high degree of both personal and professional integrity . . . .

b   Accept that, in company politics, the ends often justify
the means and I am quite prepared to live by that realistic code . . . .

3   In trying to ensure necessary influence and support, I:

a   Constantly work at respect and backing, from others, by
'logical incrementalism', rather than by upstaging, or leap-frogging . . . . . .

b   Find tactical guile useful, for short term gains, by
disadvantaging opponents or outflanking rivals and 'blockers' . . . .

4   In response to political pressures to change what I believe is right, I:

a   Rely upon sustained resolve, determination and an unswerving will
to win, by standing my ground if the issue at stake is important to me . . . .

b   Typically back off, so as to reduce
the 'temperature' and level of conflict, or hassle . . . .

5   The politics of power and influence in our organisation are:

a   Best handled boldly and as early as
possible, before complications build up . . . .

b   Best avoided, ignored, or handled with extreme caution . . . .

6 **In company and internal politics,**
my preferred role model would be:

a Sir Launcelot . . . . [ ]

b Machiavelli . . . . [ ]

7 **As a leader/manager, I:**

a See successful management as being inextricably
bound up and involved in politics and political issues . . . . [ ]

b See management as best kept clear of politics and 'politicking'
– which should be left to those who want to play such games . . . . [ ]

[ ] – [ ] = [ ]

Totals [A] – [B] = [Final total]

M7 Monitoring and controlling

1 Once projects, or tasks, have been assigned, I:

a Set up with those involved in the task effective means
of monitoring and reporting back on progress against plan . . . . □

b Expect them to be performed as I have stated, or agreed with people . . . . □

2 In keeping tabs on work progress, I typically:

a Empower the individual, or team, responsible
for the job to monitor and report back on progress . . . . □

b Ensure that I personally act as monitor and controller of performance . . . . □

3 Feedback on progress, generally, is:

a Given to those involved in the task
instantaneously/on a more or less continuous basis . . . . □

b Often delayed, or not always available when
it should be, to those involved in doing the job . . . . □

4 Control procedures, in our function are:

a Developed by those responsible for the
project or task and implemented by them . . . . □

b Centralised/corporate systems which are
imposed from the centre/division, across the piece . . . . □

5 Systems and methods of monitoring and control, are:

a Regularly reviewed and updated, as conditions evolve and change . . . . □

b Usually accepted for what they are and
rarely examined, evaluated and brought up to date . . . . □

6 **In times of crisis, our monitoring and control:**

a Are still effective and provide us with essential
feedback, in time to take avoidance/corrective action . . . . ☐

b Are only partially effective and tend to provide feedback which is
inappropriate and/or too late to take action or corrective/avoidance measures . . . . ☐

7 **Feedback on progress is:**

a Regularly discussed and the necessary lessons are
drawn from it so that we are constantly improving our efficiency . . . . ☐

b Often ignored or resented, but rarely acted upon effectively and creatively . . . . . . ☐

Totals ☐ **A** – ☐ **B** = ☐ **Final total**

M8 Follow-up and follow-through

1 Follow-up – and follow-through – on completion of a project, or task, are something:

a That we do as a matter course to ensure that implementation/operation are going smoothly and to plan . . . . □

b That we really don't do enough of . . . . □

2 Because we have several projects/tasks 'on the go', at any one time, I:

a Take extra care to ensure that we finish and complete each one satisfactorily and don't leave any 'loose ends' around . . . . □

b Am afraid that we don't finish and complete each one satisfactorily, sacrificing some in order to do others properly . . . . □

3 Under pressure, we typically:

a Still insist on maintaining our standards for quality of completion and finishing . . . . □

b Take questionable short cuts with some jobs in order to meet deadlines or budgets and don't follow up afterwards . . . . □

4 The quality and standard of completion, in our function is:

a Excellent and appropriate, rather than unrealistically perfectionist . . . . . . □

b Perfectionist to the point of 'nit picking' or gilding the lily . . . . □

5 When we complete a job, clients/ customers are more likely to say of us that:

a We are professionals who deliver a cost effective, quality product/service that represents value for money . . . . □

b We are less than professional and that our quality and deliverables are below required, or expected standards . . . . □

6 **When planning a product or service we, as a matter of course:**

a Do all that is reasonable to ensure that we build in
value added elements into the finished product or service . . . . ☐

b Work to 'spec', but do not consciously and
consistently build in value added features or elements . . . . ☐

7 **In undertaking work, we:**

a Are extremely customer aware and focus strongly
and actively upon client/customer needs and expectations . . . . ☐

b Are rather indifferent to client or customer needs and
expectations and concentrate upon what we can, or want to do . . . . ☐

☐ – ☐ = ☐

Totals **A** – **B** = **Final total**

Score Summary

For each section, L1 to L8 and M1 to M8, deduct the total 'A' score for each section from the total 'B' score for each section and plot the final totals on to the following Leadership and Management tables. You may have negative scores as well as positive scores so plot them carefully.

Leadership score table

		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	
L1	**Clear, credible vision and realistic pathfinding** Challenging, exciting programme of relevant change																**Absence of valid vision and no realistic sense of direction** Pathfinding lacks challenge, focus and credibility
L2	**Consistently effective communication** People kept informed by briefing and regular, comprehensive two-way exchanges of information																**Communication is erratic and inconsistent** People inadequately briefed, not kept informed and remain ignorant, uninformed and/or unprepared
L3	**Open, participative management style** People are involved and ideas are shared and explored jointly																**Closed, unilateral management style** Others' ideas neither sought nor explored jointly and taken up. Non-sharing, one-way transactions
L4	**High autonomy and empowerment** Initiatives expected and encouraged. Manager acts as coach/mentor, for much of the time																**Autocracy/bureaucracy with no empowerment** Choice of decision/action dictated by manager. Little initiative exercised by others
L5	**Motivation and commitment mobilised by credible, communicative leadership** Integrity, credibility, creativity and interpersonal skills, of leader																**Results expected via manager drive, direction and/or disapproval** Leader directive and prescriptive. Puts little or no creative energy into motivating others
L6	**Talent identified, developed and well managed** People's confidence and competence built and well used in appropriate role/ job outlets																**Talent ignored, unrecognised and inadequately used** Leader fails to identify, build and employ talent, in the most appropriate outlets
L7	**Environment for learning, development and change** Focus upon innovation, opportunism and transformation																**A 'blame' and/or plateaued culture** Little or no learning, innovation or change. 'Territory', status quo and comfort zones predominate
L8	**Teams in state of continual development** Teams and teamworking constantly reviewed and developmental action regularly taken.																**No conscious effort goes into developing the team** No specific attempts made to review and develop teams or teamworking
		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	

SPECIMEN

Management score table

	21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	
M1 Goals clarified and clear objectives agreed End results, tough, challenging, understood and agreed by those accountable																**Goals and objectives unclear and/or imposed** Objectives seen as unrealistic and/or lacking in real challenge. Imposed rather than agreed
M2 Problems clearly identified realistic solutions Clear problem definition and optional solutions jointly explored																**Problems inadequately defined and questionable solutions put forward** People inadequately involved in problem and solution definitions
M3 Effective, timely decision-making, based upon sound judgement Objective, professional decisions, sound diagnosis and accurate realistic evaluation																**Procrastination, self protectionism and poor evaluation** Risk averse and/or 'panic' decisions, based upon inadequate diagnosis or poor judgement
M4 Thorough, shared planning and realistic prioritising Focused, anticipatory planning and co-ordinated prioritisation of actions																**Reactive responses, unilateral planning and poor prioritisation** Ad hoc reaction, with poor communication of plans or intentions. No real prioritisation
M5 Work assignments effectively allocated and co-ordinated Task delegation and empowerment, based upon competence levels																**Work allocation haphazard** Little or no regard given to talent availability in work allocation
M6 Organisation 'politics' handled with integrity, skill and intelligence Courage, integrity and sensitivity demonstrated in dealing with company politics																**'Political' issues avoided and/or mishandled** Unethical, over expedient, or over-cautious behaviour, resulting in counter productive outcomes
M7 Performance is well monitored, evaluated and controlled Feedback and responsibility for performance/'delivery', extends down the line																**Performance inadequately monitored, evaluated and controlled** Performance feedback, review and corrective action too late and/or inadequate
M8 Completing and finishing professional and client focused Quality, follow-through and follow-up all ensure realistic value added and attainable excellence																**Quality of 'deliverables' unprofessional/ inappropriate** Quality, follow-through and follow up unacceptable, or perfectionist to an unrealistic degree
	21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	

SPECIMEN

step 3

Self assessment and analysis

Now compare your self assessment with the assessment of you by others. Then read the analysis and follow up the development issues.

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6b profile

The
leadership &
management 360°
profile

Michael Williams

THOROgood

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To complete this profile follow three steps...

step 1

Complete the profile questionnaire
A – a self-assessment
B – an assessment by others

step 2

Tabulate your scores in the score summary section

step 3

Either:
**if self assessing –
read the analysis and follow
up the development issues**

Or:
**if assessing others –
read the analysis and follow
up the development issues with
the individuals**

The Leadership and Management Profile consists of two parts

Profile A

A self assessment profile of an executive's 16 leadership and management core competencies.

Profile B

An assessment by others of their perceptions of the individuals core competencies.

The number, and roles, of other assessors may vary according to circumstances and particular need. However, a useful all-round 360 degree profile may be obtained from:

- a self assessment

- immediate superior's assessment

- one or two colleague assessments

- minimum of three subordinate assessments.

The section to follow details Profile B – assessment by others

step 1

Notes on answering the profile questionnaire

Read both statements in each question carefully and decide which one you think is most like the person you are assessing , either 'A' or 'B'.

Once you have selected either 'A' or 'B' decide how much you think it is like that person and allocate a score to it using the scale below.

If you select the 'A' statement choose a score of 1 to 3 as follows:

3 = almost completely like A

2 = significantly more like A

1 = a bit more like A

If you select the 'B' statement choose a score of 1 to 3 as follows:

3 = almost completely like B

2 = significantly more like B

1 = a bit more like B

If you cannot decide between 'A' and 'B' allocate a score of '0' to each.

Please answer all 56 questions as honestly and accurately as you can.

Assessment by others • Leadership competencies

L1 Vision and pathfinding

1 **My vision of our function is:**

a Relevant, well crystallised and based upon realistic
aspirations and the attainable ambitions of function members . . . . [ ]

b Vague, woolly, unrealistic and unrepresentative
of what people expect or hope for . . . . [ ]

2 **My ideas for developing the function and our people:**

a Represent significant and necessary change – and improvement . . . . [ ]

b Have little real substance, relevance and impact upon improvement . . . . [ ]

3 **The sense of direction and plans for achieving our vision are:**

a Well-focused, consistent, credible and well integrated . . . . [ ]

b Indeterminate, confused and lacking co-ordination . . . . [ ]

4 **Team members see my ideas for taking the function forward as:**

a Exciting, compelling and challenging . . . . [ ]

b Lacklustre, banal and lacking in stimulus or excitement . . . . [ ]

5 **The communication and sharing of vision and sense of direction:**

a Have been (and continue to be) effectively
and consistently undertaken, throughout the function . . . . [ ]

b Have been (and are still) inadequately undertaken across the function . . . . [ ]

6 **People, generally, in the function feel that:**

a They 'own' the vision and the responsibility for making it a reality . . . . ☐

b They don't really identify with it, or believe in it . . . . ☐

7 **In our day-to-day relationships and operation, we:**

a Constantly work at 'living' the values, beliefs
and standards upon which our vision is based . . . . ☐

b Tend to say one thing – when we happen
to remember – but do something quite different . . . . ☐

Totals ☐ A – ☐ B = ☐ **Final total**

L2 Communicating and briefing

1   Communication from me, generally, is:

a   Clear, consistent comprehensive and conveys all the information needed . . . ☐

b   Unclear, inconsistent, incomplete and frequently
includes inaccurate, or unnecessary information . . . . ☐

2   In keeping other people informed, I:

a   Make the time and opportunity to ensure that
others fully understand what is expected of them . . . . ☐

b   Fail to take the necessary trouble to ensure
that others understand what is expected of them . . . . ☐

3   The timing of my communication is:

a   Planned to be as appropriate as possible, to give people
maximum opportunity to prepare, adapt, or take necessary action . . . . ☐

b   Badly organised, or inappropriately timed, so that people
don't have enough time to prepare, organise, or act as they need . . . . ☐

4   As situations change, or develop, I:

a   Brief and up-date people as a matter of course . . . . ☐

b   Omit, or forget, to keep others informed . . . . ☐

5   In terms of communication 'style', I:

a   Ensure that I am as accessible and visible
as possible on a daily basis or as regularly as I am able . . . . ☐

b   Tend to be unavailable and inaccessible, too much, on a day-to-day basis . . . . ☐

6 **'Networking' and the conscious building
up of goodwill, from others, is something I:**

a Regularly and consistently put considerable
time and energy into as a matter of course . . . . ☐

b Rarely ever do deliberately and often tend to avoid . . . . ☐

7 **Being a good listener would be:**

a One of my major strengths in the way I communicate with other people . . . ☐

b One of the things I do least well in communicating with others . . . . ☐

SPECIMEN

Totals ☐ **A** – ☐ **B** = ☐ **Final total**

L3 Sharing and involving

1 In working with others, it is more likely that I will:

a Involve them and take them into my confidence, from the outset .... ☐

b Play my cards close to my chest and inform them on a 'need to know' basis ..... ☐

2 When working on a problem, or new project, I tend to:

a Keep 'open house' and actively encourage
ideas and contributions from others .... ☐

b Keep people at a distance until I feel ready,
or that it is 'politically' safe, to involve them .... ☐

3 In making decisions and resolving problems, I prefer to:

a Enjoy the stimulus and challenge of exploring options and ideas
with others and arriving at solutions, or decisions collectively .... ☐

b Create enough 'space' and time for myself without interruption
from others, in order to come up with my own solutions, or decisions .... ☐

4 When proposing to introduce changes, I am more likely to:

a First 'float' my ideas across several people, to gauge
the reactions, or concerns, that my plans may generate in them .... ☐

b Work 'underground' as long as I can and so reduce the risk of
triggering unfavourable responses, before my ideas can be put into action ...... ☐

5 In terms of personal 'style', I tend to be:

a Generally 'open', participative
and concerned to involve others in my plans .... ☐

b Generally a 'private' person who prefers to
remain a little distant or reserved with others .... ☐

6 **When putting forward a proposal, or view point, I am:**

a Usually confident that I will be able to persuade people
to my way of thinking or, at least, to accept my point of view . . . . □

b Often concerned that they will most likely reject,
or criticise, my ideas in a hostile manner . . . . □

7 **When people ask me to do something,**
without prior warning, my normal response is to:

a Say 'yes' more or less straight away, without
thinking too much about what I am committing myself to . . . . □

b Think carefully about what I might be
letting myself in for, before I give them my answer . . . . □

Totals □ **A** − □ **B** = □ **Final total**

L4   Empowering

1   In order to get work done and to meet objectives, I typically:

a   Give my people the necessary autonomy
and freedom to set objectives and take appropriate
decisions maintaining dialogue on progress and objectives . . . . ☐

b   Take the major decisions myself and delegate tasks and roles
to my people, giving them clear-cut objectives and instructions . . . . ☐

2   In allocating work to my people, I generally:

a   Take time to brief them thoroughly and
ensure they have access to all the information they
are likely to need to take appropriate action and initiatives . . . . ☐

b   Give them as much information as is necessary
to do what they have been told to do . . . . ☐

3   As a general rule, I:

a   Actively encourage 'bottom-up' initiatives from my people and
publicly endorse their ownership of projects, solutions and decisions . . . . ☐

b   Try to ensure that I retain control over people's activities
and direct them to the achievement of agreed objectives . . . . ☐

**4   Recognising that power derives from resources, as well
as from information, support, position and personality, I:**

a   Do all that I can to release additional funds, staff, time and
materials to people to enable them to operate to maximum effect . . . . ☐

b   Manage people well to ensure that they
work within existing budgets, headcounts and inventory
levels and I maintain active, continued control over the bottom line . . . . ☐

5 **In terms of my personal style, I:**

a Am becoming much more of a 'coach', or 'non-manager' and
concentrating on facilitating effective performance from my people . . . . . . ☐

b Am essentially an 'executive' manager, who
leads from the front and who directs people's
energies towards the achievement of goals and targets . . . . ☐

6 **To me, leadership in practice is more about:**

a Achieving results by building and releasing
productive innovative effort among people . . . . ☐

b Achieving results, by setting the right example, as a
manager and leader, through personal application and effort . . . . ☐

7 **I believe that:**

a The solutions and answers to most problems
are to be found amongst the people closest to the job . . . . ☐

b Most people need to be given direction and
answers, to help them solve problems in the job . . . . ☐

SPECIMEN

Totals ☐ **A** − ☐ **B** = ☐ **Final total**

L5 Mobilising commitment

**1   For me, the essential leadership
factors in mobilising people are:**

a   Giving people the right level of belief in themselves,
by building their confidence, as well as their skills . . . . ☐

b   Using criticism, or disapproval of poor performance
as a technique to spur people on to higher achievement . . . . ☐

2   In getting work done and achieving results, I generally:

a   Encourage people to set their own goals, parameters
and 'deliverables' and regularly act as a mentor to them . . . . ☐

b   Keep things simple and tell people what I
expect from them and tell them to get on with it . . . . ☐

3   Key 'tools' I use in motivating and mobilising people are:

a   Recognition, expressed approval and appreciation,
via regular face-to-face communication, aimed at overcoming
weaknesses and building on successes . . . . ☐

b   Fear, threat and leaving them with the clear understanding
that failures or shortfalls, are unacceptable to me . . . . ☐

**4   To ensure the effective mobilising of
commitment from others, I prefer to:**

a   Build and consolidate trust and reinforce
my credibility as a leader, by consistent integrity
of action and maintenance of good communication . . . . ☐

b   Demonstrate my own confidence and competence,
as a manager, by being decisive, dynamic and unequivocal . . . . ☐

5   To ensure others' support and commitment, I typically make decisions:

a   In sufficient time to enable people to discuss or add to them
and make adequate preparations to respond to the pressure . . . . ☐

b   Quickly at the last moment which gets people's
adrenaline flowing, as they implement them . . . . ☐

6   **In conditions of anxiety or uncertainty, I frequently:**

a   Take time out to enable people to talk through their
concerns and agree effective courses of action, jointly, with me .... ☐

b   Drive decisions through, in order to focus people's
attention on priorities – or the bottom line – not their worries .... ☐

7   **In terms of my personal style, I:**

a   Regularly and actively review what can be done to motivate
my people and come up with new creative ideas and strategies
to stimulate and reward them and 'recharge their batteries' .... ☐

b   Really don't put enough creative effort into
stimulating, motivating and rewarding my people .... ☐

☐ – ☐ = ☐

Totals   **A** – **B** = **Final total**

L6 Developing and using talent

1 **One of the most important practical issues,**
I believe, in developing and using talent, is:

a That there is a greater shortage of people who can recognise, manage
and use talent, than there is of people of talent, in our organisation . . . . . . ☐

b That there are actually very few people of real, usable talent, in our organisation . . ☐

2 **If talent is a combination of skill and will, then I believe:**

a It is essential to do much more to build, enrich and reshape jobs
around people's strengths – and potential – wherever possible . . . . ☐

b Most people, in our organisation, lack the drive, as well as
the ability, to take on expanded, more challenging roles . . . . ☐

3 **I believe that developing a winning attitude in people is:**

a One of the most effective things an executive can ever do
and, therefore, should regularly devote energy to . . . . ☐

b Often something of a lost cause and is largely dependent upon the quality
of the people a manager has. A lot of energy devoted to it is a waste of time . . . . . ☐

4 **The people who work for me would say, with justification, that I:**

a Work regularly at building their skill and
their confidence and help them to develop themselves . . . . ☐

b Usually neglect to build their confidence and
skill and rarely help them to develop themselves . . . . ☐

5 **People who know me would confirm that I:**

a Place about as much emphasis upon their development
and growth in competence as I do on results and task achievement . . . . . . ☐

b Focus almost entirely upon the bottom line and
results and attach little importance to their development . . . . ☐

6   **The people who work for me typically:**

a   Receive at least five days per year,
regularly, of formal training and development . . . .☐

b   If they're lucky, receive about a day's formal training most years . . . .☐

7   **I believe that one of the most crucial roles of a manager is:**

a   To spend much of his/her time as a mentor in order to build and
maintain a creative environment of constant learning and improvement . . .☐

b   To make sure that people at work do what they are supposed
to be doing, by supervising and monitoring their performance closely . . . .☐

SPECIMEN

☐ − ☐ = ☐

Totals   **A** − **B** = **Final total**

L7 Making things happen

1 The way we go about our jobs, in our function, is:

a With a 'buzz' and a sense of committed,
motivated determination to deliver . . . . ☐

b Rather half-hearted and generally inclined
to get away with the minimum possible . . . . ☐

2 Performance – in terms of effectiveness, in our function, is:

a Constantly reviewed and the right remedial
action is taken as a matter of course . . . . ☐

b A constant source of annoyance, frustration –
or, simply, apathy and indifference to people . . . . ☐

3 Working in our particular function is:

a A process of both continual learning and development so
that people are, more or less, in a state of constant personal growth . . . . . ☐

b Basically a job to be done, but where there is little
real learning, or opportunities for personal development . . . . ☐

4 In our function, we are:

a Always looking for new challenges, new opportunities
and new openings for our unique skills and creativity . . . . ☐

b In something of a rut in terms of opening up new work or new projects . . . . ☐

5 Generally, in our function, conflict is:

a Something which is regarded as healthy,
necessary and inevitable, if we are to grow as a business . . . . ☐

b Something which we do our best to avoid, wherever possible
– or it simmers resentfully, just below the surface for much of the time . . . . ☐

6 **Our operating culture would generally best be described as:**

a 'Open', positive and a constructive environment where
we explore what went wrong and how best to improve things . . . . ☐

b Largely a 'blame' culture, where we focus on
who went wrong and where to lay the guilt for failure . . . . ☐

7 **Essentially, our working environment is one where:**

a Change is seen as inevitable and is
welcomed as a means of ensuring competitive
advantage, improved performance and enhanced personal job scope . . . . ☐

b The status quo is sacrosanct and where people defend old ways
of doing things with a strong sense of personal 'territory' and history . . . . ☐

☐ **−** ☐ **=** ☐

Totals **A** **−** **B** **=** **Final total**

L8 Developing the team and teamwork

1 Effective teamwork, in the team I manage, tends to be:

a A matter of the utmost importance and is something
which is actively stimulated and constantly worked at . . . . □

b Something which gets thought about only when
someone remembers that it might be a good thing to have . . . . □

2 Under me, team 'processes' are:

a Regularly reviewed and explored, in order to
generate more effective behaviours and relationships . . . . □

b Generally ignored, since task issues occupy
at least 90 – 95% of team agenda and discussions . . . . □

3 As a matter of course, I typically:

a Actively encourage high levels of mutual
support and interdependence, within the team . . . . □

b Do not explore such issues until something
goes seriously wrong, within the team . . . . □

**4 Under my management, commitment
to the team and team results, are:**

a Viewed as paramount and a strongly collaborative
culture is focused around shared beliefs and values . . . . □

b Not emphasised or 'engineered' sufficiently,
with consequent parochialism and fragmentation . . . . □

5 We last ran a team building workshop:

a Within the previous six months . . . . □

b Have never done so/can't remember when . . . . □

6   **By any group's standards our team is:**

a   A well-knit, effective team which regularly meets
or exceeds, its targets and to which it is a pleasure to belong . . . . ☐

b   Hardly a team as such, and is much more a group of individuals who
pursue their own goals and priorities, with little regard for collective results . . . . ☐

7   **In terms of leadership style, I typically:**

a   Emphasise – and review – team achievement and collective
results, as well as individual achievements . . . . ☐

b   Focus almost entirely upon individual efforts and target achievements . . . . ☐

Totals   ☐ **A** − ☐ **B** = ☐ **Final total**

Assessment by others • Management competencies

M1 Goal clarification and objective setting

1   The goals I set generally:

a   Reflect reality and the end results that really should be achieved . . . . ☐

b   Reflect too much personal perspective and/or questionable judgement . . . . ☐

2   Objectives I set are done so:

a   In such a way as to secure a high degree of ownership as
well as delivery, on the part of those responsible for achieving them . . . . . ☐

b   With insufficient regard for personal ownership and
accountability for delivery on the part of subordinates . . . . ☐

3   Objectives I set would essentially be seen by my people as:

a   Mutually identified and agreed . . . . ☐

b   Something of an imposition set by me or my superiors . . . . ☐

4   The goals that I give my people would be regarded by them as:

a   Challenging and stretching, but attainable . . . . ☐

b   Mostly 'pie-in-the-sky' and frequently not really achievable . . . . ☐

5   The goals that I give to my people would be regarded by them as:

a   Tough and challenging . . . . ☐

b   Lacking in real challenge . . . . ☐

6 **People would see the way I clarify requisite end results with them, as:**

a Thorough and explicit so that they generally
have a clear idea about what is expected of them . . . . ☐

b An inadequate briefing so that they usually end up
confused, or uncertain about what is expected of them . . . . ☐

7 **When having to set difficult, harsh or mandatory goals, I generally:**

a Take sufficient time to explain to people why it is necessary to achieve
them and invite them to suggest how best they might be achieved . . . . ☐

b Tell them that life is tough and that
their task is to get on with the job – and deliver . . . . ☐

SPECIMEN

Totals ☐ **A** – ☐ **B** = ☐ **Final total**

M2 Analysing and resolving problems

1 Typically, I:

a Ensure that I take time to check why
something is a problem and that l/we 'own' it . . . . □

b Tend to take snap judgements about what the likely
solution should be and get on with solving the problem . . . . □

2 In working on a problem, as a matter of course, I:

a Actively seek others' views to determine and use their
experience and talents, wherever appropriate . . . . □

b Prefer to work through the problem myself and come up with my own solutions . . . □

3 In dealing with a problem, I generally will:

a Gather all the relevant data and facts that I am likely to need . . . . □

b Fly by the seat of my pants, rely upon
'gut feel' and not get 'bogged down' in detail . . . . □

4 In identifying the causes of problems, I tend to:

a Concentrate upon what went wrong i.e. focus upon the 'crime' . . . . □

b Home in on who was to blame i.e. focus upon the 'criminal' . . . . □

5 When something has gone wrong, or we are off the track, I:

a Generate amongst others – and personally use – as much creative
thinking as possible to come up with effective solutions . . . . □

b Stick to proven ways, or methods that have worked in
the past and rely upon conventional wisdom . . . . □

6 **In finding solutions to problems, people would say I:**

a Am more professional than 'political' i.e.
people would generally say I act for the right reasons . . . . □

b Am more 'political' than professional i.e. they
would question my motives for opting for a particular solution . . . . □

7 **When working on a difficult problem with my team, I generally:**

a Generate the right climate for people to
advance ideas and put forward initiatives . . . . □

b Inhibit others by my body language, attitudes
or comments and so stifle initiatives from them . . . . □

Totals □ **A** − □ **B** = □ **Final total**

M3 Decision making

1 In making decisions, I normally:

a Refuse to be 'panicked' and make my mind up,
after as thorough an analysis as I can reasonably make . . . . ☐

b Tend to let events – and other people – rush me,
so that my style tends to be one of 'ready, shoot – aim' . . . . ☐

2 In making significant decisions, I am recognised for:

a Making up my own mind (or deciding with my team)
without constantly seeking my superiors' approval . . . . ☐

b Regularly checking that what I am proposing has
my superiors' approval and permission, before I commit myself . . . . ☐

3 In making important decisions, as a matter of course, I:

a Involve my people, invite their views and feelings
and discuss their inputs, before making my decision . . . . ☐

b Make my decision and then tell my people what I have decided . . . . ☐

4 When I am expected to make an unpopular or difficult decision, I:

a Deal with the situation promptly without unnecessary
self-protection, but with due regard for others' anxieties . . . . ☐

b Ensure that I have thoroughly covered all
angles and – myself – before making such a decision . . . . ☐

5 In conditions of uncertainty, or ambiguity, I typically:

a Am decisive and make up my mind
quite quickly and commit to my decision . . . . ☐

b Tend to procrastinate and put off making the decision, as long as I possibly can . . . ☐

6 **When working in conditions of chaos and confusion I normally:**

a Will quickly make the sort of decisions that
impose sense, order and control over the situation . . . . ☐

b Fail to take control of events as rapidly and effectively as
I should, by not making the right sort of decisions fast enough . . . . ☐

7 **Generally, I would be considered, by those who know me, to be:**

a A creative, innovative, risk-taker who is prepared
to take the necessary risks with people and situations . . . . ☐

b Someone who is very careful, rather risk averse
and who typically opts for conventional, 'safe' decisions . . . . ☐

Totals ☐ **A** − ☐ **B** = ☐ **Final total**

M4 Planning and prioritising

1 In terms of planning, I tend to be:

a   A systematic, methodical person, who plans
ahead carefully and thoroughly, in some detail . . . . ☐

b   Much more of a reactive person who waits until
something happens – and then responds accordingly . . . . ☐

2 Typically, when planning, I:

a   Make sure that my plans are communicated, in time,
in a form which is readily understood by those involved . . . . ☐

b   Don't always ensure that those involved in my
plans thoroughly understand what my intentions are . . . . ☐

3 Having established an overall plan of action in my own mind, I:

a   Involve others in the process of planning
the detail – including their own ideas and involvement . . . . ☐

b   Identify the details myself and allocate/delegate tasks
and responsibilities to those involved in carrying out the plans . . . . ☐

4 When planning projects and tasks, I usually:

a   Estimate costs, time, resources required
and other parameters realistically and accurately . . . . ☐

b   Under – or over – estimate what is involved and what
is required and so lack realism and precision in my estimates . . . . ☐

5 My 'planning style' is typically:

a   Anticipatory and I tend to look ahead, as a matter of course,
by trying to predict likely outcomes and consequences of events . . . . ☐

b   One of someone who is often caught on the hop, or taken
by surprise by not really anticipating outcomes sufficiently well . . . . ☐

6 **Generally, I believe, I am:**

a Someone who takes considerable trouble to ensure that clear
priorities are established, on a basis of relative importance . . . . ☐

b A person who moves across several tasks, or projects, simultaneously,
or tackles things as they arise, without necessarily prioritising them . . . . ☐

7 **In my work, I tend to be a 'naturally':**

a Organised, systematic and thorough person . . . . ☐

b Rather chaotic and disorganised person . . . . ☐

☐ − ☐ = ☐
Totals **A** − **B** = **Final total**

M5 Organising and implementing

1 **The way I typically organise and assign work is:**

a Logical, orderly and consistent . . . . [ ]

b Illogical, haphazard and inconsistent . . . . [ ]

2 **In allocating work, or projects to people, I:**

a Always try to ensure that tasks are related
realistically to their strengths, experience and skills . . . . [ ]

b Assign tasks or work to whomsoever happens to be available, at the time . . . . [ ]

3 **When under pressure and in order to make things happen quickly, I:**

a Never duplicate work or tasks, though I may take
a task off one person and give it to a more capable person . . . . [ ]

b Sometimes duplicate work to see who will do it first, or best . . . . [ ]

4 **In organising work, I typically:**

a Ensure that I have provided adequate necessary
co-ordination, across different individuals and/or departments . . . . [ ]

b Fail to co-ordinate complementary roles and
tasks, across different individuals and/or functions . . . . [ ]

5 **In organising work for my people, I:**

a Consciously build in challenges and tasks that will
stretch them, or enhance their reputation, wherever I can . . . . [ ]

b Allocate work, or tasks, and expect people to get on with them . . . . [ ]

6   In the organisation of a project, or task, I typically:

a   Leave the day-to-day organising of it to my staff and
empower them to 'deliver', in the ways they know to be best . . . . ☐

b   Expect things to be done, as I prescribe . . . . ☐

7   To me, the organisation of work means:

a   Constantly trying to find or develop newer, better ways of doing things . . . ☐

b   Working according to tried and tested methods and/or the 'book' . . . . ☐

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Totals   ☐ A − ☐ B = ☐ Final total

M6 Political acumen

1 Politically, I believe I generally:

a   'Read the signs' in good time and act upon them
   intelligently, sensitively and appropriately, with good results . . . . ☐

b   Tend to miss the critical political messages
   and often end up in more trouble than I started . . . . ☐

2 In coping with difficult political situations, I:

a   Always try to behave ethically and maintain a
   high degree of both personal and professional integrity . . . . ☐

b   Accept that, in company politics, the ends often justify
   the means and I am quite prepared to live by that realistic code . . . . ☐

3 In trying to ensure necessary influence and support, I:

a   Constantly work at respect and backing, from others, by
   'logical incrementalism', rather than by upstaging, or leap-frogging . . . . . . ☐

b   Find tactical guile useful, for short term gains, by
   disadvantaging opponents or outflanking rivals and 'blockers' . . . . ☐

4 In response to political pressures to change what I believe is right, I:

a   Rely upon sustained resolve, determination and an unswerving will
   to win, by standing my ground if the issue at stake is important to me . . . . ☐

b   Typically back off, so as to reduce
   the 'temperature' and level of conflict, or hassle . . . . ☐

5 The politics of power and influence in our organisation are:

a   Best handled boldly and as early as
   possible, before complications build up . . . . ☐

b   Best avoided, ignored, or handled with extreme caution . . . . ☐

6 **In company and internal politics,**
   my preferred role model would be:

a Sir Launcelot . . . . □

b Machiavelli . . . . □

7 **As a leader/manager, I:**

a See successful management as being inextricably
   bound up and involved in politics and political issues . . . . □

b See management as best kept clear of politics and 'politicking'
   – which should be left to those who want to play such games . . . . □

Totals □ – □ = □
        A – B = Final total

M7 Monitoring and controlling

1 **Once projects, or tasks, have been assigned, I:**

a Set up with those involved in the task effective means
of monitoring and reporting back on progress against plan . . . . ☐

b Expect them to be performed as I have stated, or agreed with people . . . . ☐

2 **In keeping tabs on work progress, I typically:**

a Empower the individual, or team, responsible
for the job to monitor and report back on progress . . . . ☐

b Ensure that I personally act as monitor and controller of performance . . . . ☐

3 **Feedback on progress, generally, is:**

a Given to those involved in the task
instantaneously/on a more or less continuous basis . . . . ☐

b Often delayed, or not always available when
it should be, to those involved in doing the job . . . . ☐

4 **Control procedures, in our function are:**

a Developed by those responsible for the
project or task and implemented by them . . . . ☐

b Centralised/corporate systems which are
imposed from the centre/division, across the piece . . . . ☐

5 **Systems and methods of monitoring and control, are:**

a Regularly reviewed and updated, as conditions evolve and change . . . . ☐

b Usually accepted for what they are and
rarely examined, evaluated and brought up to date . . . . ☐

6 **In times of crisis, our monitoring and control:**

a Are still effective and provide us with essential
feedback, in time to take avoidance/corrective action . . . . ☐

b Are only partially effective and tend to provide feedback which is
inappropriate and/or too late to take action or corrective/avoidance measures . . . . ☐

7 **Feedback on progress is:**

a Regularly discussed and the necessary lessons are
drawn from it so that we are constantly improving our efficiency . . . . ☐

b Often ignored or resented, but rarely acted upon effectively and creatively . . . . . . ☐

☐ − ☐ = ☐

Totals **A** − **B** = **Final total**

M8 Follow-up and follow-through

1 **Follow-up – and follow-through – on**
   completion of a project, or task, are something:

a That we do as a matter of course to ensure that
   implementation/operation are going smoothly and to plan . . . . □

b That we really don't do enough of . . . . □

2 **Because we have several projects/tasks 'on the go', at any one time, I:**

a Take extra care to ensure that we finish and complete each
   one satisfactorily and don't leave any 'loose ends' around . . . . □

b Am afraid that we don't finish and complete each one
   satisfactorily, sacrificing some in order to do others properly . . . . □

3 **Under pressure, we typically:**

a Still insist on maintaining our standards
   for quality of completion and finishing . . . . □

b Take questionable short cuts with some jobs in order
   to meet deadlines or budgets and don't follow up afterwards . . . . □

4 **The quality and standard of completion, in our function, is:**

a Excellent and appropriate, rather than unrealistically perfectionist . . . . . . □

b Perfectionist to the point of 'nit picking' or gilding the lily . . . . □

5 **When we complete a job, clients/**
   customers are more likely to say of us that:

a We are professionals who deliver a cost effective,
   quality product/service that represents value for money . . . . □

b We are less than professional and that our quality
   and deliverables are below required, or expected, standards . . . . □

6   **When planning a product or service we, as a matter of course:**

a   Do all that is reasonable to ensure that we build in
value added elements into the finished product or service . . . . [ ]

b   Work to 'spec', but do not consciously and
consistently build in value added features or elements . . . . [ ]

7   **In undertaking work, we:**

a   Are extremely customer aware and focus strongly
and actively upon client/customer needs and expectations . . . . [ ]

b   Are rather indifferent to client or customer needs and
expectations and concentrate upon what we can, or want to do . . . . [ ]

[ ] − [ ] = [ ]

Totals   **A** − **B** = **Final total**

step 2

Score Summary

For each section, L1 to L8 and M1 to M8, deduct the total 'A' score for each section from the total 'B' score for each section and plot the final totals on to the following Leadership and Management tables. They may be negative scores as well as positive scores so plot them carefully.

Leadership score table

		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	
L1	**Clear, credible vision and realistic pathfinding** Challenging, exciting programme of relevant change																**Absence of valid vision and no realistic sense of direction** Pathfinding lacks challenge, focus and credibility
L2	**Consistently effective communication** People kept informed by briefing and regular, comprehensive two-way exchanges of information																**Communication is erratic and inconsistent** People inadequately briefed, not kept informed and remain ignorant, uninformed and/or unprepared
L3	**Open, participative management style** People are involved and ideas are shared and explored jointly																**Closed, unilateral management style** Others' ideas neither sought nor explored jointly and taken up. Non-sharing, one-way transactions
L4	**High autonomy and empowerment** Initiatives expected and encouraged. Manager acts as coach/mentor, for much of the time																**Autocracy/bureaucracy with no empowerment** Choice of decision/action dictated by manager. Little initiative exercised by others
L5	**Motivation and commitment mobilised by credible, communicative leadership** Integrity, credibility, creativity and interpersonal skills, of leader																**Results expected via manager drive, direction and/or disapproval** Leader directive and prescriptive. Puts little or no creative energy into motivating others
L6	**Talent identified, developed and well managed** People's confidence and competence built and well used in appropriate role/ job outlets																**Talent ignored, unrecognised and inadequately used** Leader fails to identify, build and employ talent, in the most appropriate outlets
L7	**Environment for learning, development and change** Focus upon innovation, opportunism and transformation																**A 'blame' and/or plateaued culture** Little or no learning, innovation or change. 'Territory', status quo and comfort zones predominate
L8	**Teams in state of continual development** Teams and teamworking constantly reviewed and developmental action regularly taken.																**No conscious effort goes into developing the team** No specific attempts made to review and develop teams or teamworking
		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	

Management score table

|		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	
M1	**Goals clarified and clear objectives agreed** End results, tough, challenging, understood and agreed by those accountable																**Goals and objectives unclear and/or imposed** Objectives seen as unrealistic and/or lacking in real challenge. Imposed rather than agreed
M2	**Problems clearly identified realistic solutions** Clear problem definition and optional solutions jointly explored																**Problems inadequately defined and questionable solutions put forward** People inadequately involved in problem and solution definitions
M3	**Effective, timely decision-making, based upon sound judgement** Objective, professional decisions, sound diagnosis and accurate realistic evaluation																**Procrastination, self protectionism and poor evaluation** Risk averse and/or 'panic' decisions, based upon inadequate diagnosis or poor judgement
M4	**Thorough, shared planning and realistic prioritising** Focused, anticipatory planning and co-ordinated prioritisation of actions																**Reactive responses, unilateral planning and poor prioritisation** Ad hoc reaction, with poor communication of plans or intentions. No real prioritisation
M5	**Work assignments effectively allocated and co-ordinated** Task delegation and empowerment, based upon competence levels																**Work allocation haphazard** Little or no regard given to talent availability in work allocation
M6	**Organisation 'politics' handled with integrity, skill and intelligence** Courage, integrity and sensitivity demonstrated in dealing with company politics																**'Political' issues avoided and/or mishandled** Unethical, over expedient, or over-cautious behaviour, resulting in counter productive outcomes
M7	**Performance is well monitored, evaluated and controlled** Feedback and responsibility for performance/'delivery', extends down the line																**Performance inadequately monitored, evaluated and controlled** Performance feedback, review and corrective action too late and/or inadequate
M8	**Completing and finishing professional and client focused** Quality, follow-through and follow-up all ensure realistic value added and attainable excellence																**Quality of 'deliverables' unprofessional/ inappropriate** Quality, follow-through and follow up unacceptable, or perfectionist to an unrealistic degree
		21	18	15	12	9	6	3	0	-3	-6	-9	-12	-15	-18	-21	

SPECIMEN

step 3

Self assessment and analysis

Now pass the profile and score tabulation to the person you have been assessing so they can read the analysis and follow up the development issues.

SPECIMEN

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6
a&b
analysis
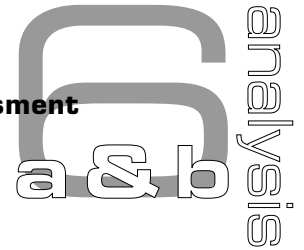
The
leadership &
management 360° profile
analysis

Michael Williams

THOROGOOD

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This analysis looks at:

- **the background to the Leadership and Management Profile**

- **interpreting the scores**

- **a sample profile: Ian Smith – Area Sales Manager**

- **current thinking about leadership and management**

Background

This profile is designed as a 360 degree assessment tool to measure an individual's perceived effectiveness in eight areas of leadership behaviour and eight areas of management activities. The factors assessed are:

Leadership

• vision and path finding

• communicating and briefing

• sharing and involving

• empowering

• mobilising commitment

• developing and using talent

• making things happen

• developing the team and teamwork

Management

• goal clarification and objective setting

• analysing and resolving problems

• decision making

• planning and prioritising

• organising and implementing

• political acumen

• monitoring and controlling

• following up and following through

The underlying philosophy of the profile is that leadership and management are complementary functions, and that they best lend themselves to separate, but interrelated, analysis and assessment when considering the 'whole' person in the role of leader-manager.

Interpreting the scores

Averages of combined self and others' scores

Leadership		V. High	High	Average	Low	V. Low
L1	Visioning and pathfinding	19-21	15-18	11-14	6-10	Below 6
L2	Communicating and briefing	19-21	15-18	11-14	6-10	Below 6
L3	Sharing and involving	18-21	14-17	10-13	6-9	Below 6
L4	Empowering	16-21	13-15	8-12	7-5	Below 5
L5	Mobilising commitment	16-21	13-15	8-12	7-5	Below 5
L6	Developing and using talent	18-21	14-17	10-13	6-9	Below 6
L7	Making things happen	18-21	14-17	10-13	6-9	Below 6
L8	Developing the team and teamwork	18-21	14-17	10-13	6-9	Below 6

Management		V. High	High	Average	Low	V. Low
M1	Goal clarifications objective setting	20-21	17-19	12-16	8-11	Below 8
M2	Analysing and resolving problems	18-21	14-17	10-13	6-9	Below 6
M3	Decision-making	18-21	14-17	10-13	6-9	Below 6
M4	Planning and prioritising	18-21	14-17	10-13	6-9	Below 6
M5	Organising and implementing	18-21	14-17	10-13	6-9	Below 6
M6	Political acumen	17-21	12-16	8-11	7-5	Below 5
M7	Monitoring and controlling	18-21	14-17	10-13	6-9	Below 6
M8	Following up and following through	18-21	14-17	10-13	6-9	Below 6

Distortion and disparity

1 Leadership scales

Many respondents rate themselves higher than do their managers, colleagues and subordinates for factors:

L3 (Sharing and involving)

L4 (Empowering)

L5 (Developing and using talent)

L8 (Developing the team and teamwork)

- Colleagues often emerge as the harshest critics (possibly because of competitive and 'political' issues)

- Generally, disparities of three or more, between respondents' own scores and those of others are worth following up to see why there is a discrepancy in ratings

- Scores in the 'negative' columns are especially important to follow up, **since they represent exceptionally low scores**.

2 Management scales

- Superiors, colleagues and subordinates frequently tend to rate respondents lower than they score themselves for factors M2 (problem solving) and M3 (decision-making)

- Superiors and colleagues, especially, tend to rate respondents lower than they do on their self assessments for factor M6 ('political' acumen and integrity)

- Discrepancies of three or more, between respondents' own scores and those given by their assessors are, again, usually worth exploring further

- Scores in the negative columns are especially important to follow up, **since they represent exceptionally low scores**.

Sample profile: Ian Smith • Area Sales Manager

Introduction

This personal profile covers eight areas of leadership and eight areas of managerial behaviour. It reflects both the individual's self perception of their performance, against each of these dimensions and comparable ratings from their manager, colleagues and direct reports.

Below is an example of an actual 360° assessment and report for an area sales manager from an 'fmcg' company (names obviously disguised) .

'Ian Smith' (Area Sales Manager) has assessed himself, and he has also been rated by:

- His manager – ('M')

- Colleague – Lynda ('L')

- Colleague – Sally ('S')

Direct reports

- Wendy ('W')

- Ivan ('I')

- Ruth ('R')

- Kay ('P')

The Leadership and Management Profile is essentially a development tool – not an instrument for recruitment and selection. However, used carefully and in conjunction with other instruments, to provide congruent data about an individual's performance, it can provide relevant feedback for discussions about career progression, job enrichment and appropriate role changes.

The assessors are coded as follows:

Key:

X	Self-rating	W	Report (Wendy)
M	Manager's rating	I	Report (Ivan)
L	Colleague (Lynda)	R	Report (Ruth)
S	Colleague (Sally)	P	Report (Kay)

Leadership assessment – positives

Overall, reports 'W', 'I' and 'P' appear to be most satisfied with and approving of Ian's leadership style. For many aspects of his leadership they rate him more highly than does Ian assessing himself – especially for his:

*   Clarity of vision

*   Consistently effective communication

*   Open, participative management style

*   Concern to identify, develop and manage talent

*   Creation of a learning environment and opportunities for change

*   Continual development of the team.

On most dimensions, Report 'R' assesses Ian a little lower than his three fellow representatives.

Ian's manager rates him quite well for his:

*   Consistently effective communication

*   Creation of a learning/changing environment

He is significantly less satisfied with Ian's other leadership behaviours – especially:

*   His empowerment of his people

*   The extent to which Ian identifies, develops and uses talent.

His colleagues, Lynda and Sally, consistently rate Ian low for all attributes – apart from the quality of his communication.

Leadership assessment – negatives

The most strongly criticised/least approved of Ian's leadership behaviours are:

- The participative quality and openness of his style

- The degree to which he empowers – and acts as coach to his team

- The extent to which he motivates and mobilises his team

- The degree to which he continually develops the team.

Ian's strongest consistent critics, generally, are his two colleagues (on all eight dimensions of leadership behaviour) with his manager being next most critical (on five leadership behaviours, particularly).

- The openness of his style

- His empowerment of his people

- The degree to which he identifies, develops and uses talent.

The least harsh of his critics collectively vary on their assessments with 'R' and 'I' generally being the most critical, mentioning:

- Ian's lack of empowerment

- The quality of his motivation of them.

Leadership summary

People's perception is that communication is Ian's most consistent strength, while empowerment is most universally seen as his greatest weakness.

Ian, himself, would seem least satisfied with his own empowerment of his people, and most happy about the quality of his communication, which indicates a high correlation between his own and others' perceptions of his greatest strength and weakness.

Management assessment – positives

Here, again, Ian's reports consistently show the most approval of his management behaviours with the highest satisfaction being felt for his:

- Goal clarity and objective setting

- Problem identification and problem resolution

- Decision-making

- Planning and prioritising

- Work allocation

- Monitoring of performance

- Job follow-up plus follow-through.

Generally, they were less approving of his 'political' acumen and awareness.

By contrast, Ian's manager saw his political sensitivity as his best management strength. Overall, his manager rated him quite low (typically 4-9, out of 21) for most of the other seven attributes.

Management assessment – negatives

Not such a concise picture of negatives emerges from the criticism of Ian's management style because of the relatively wide spread of 'highs' and 'lows' of the scores. Once more, his harshest assessors were Lynda and Sally, his two colleagues.

His reports, again, proved to be his most approving critics, especially 'W', 'R' and 'P'.

Ian's manager rated him low (typically around 5/6) for all management behaviours except for his clarity of objective setting. Most of his colleagues assessments put Ian into the 'B' scores which are strong negatives and which must beg the question 'why'?

To begin to answer this, the quality and frequency of his interactions – and degree of interdependence – with his colleagues would need to be assessed. Questions that need to be asked might include:

- What do they (and his manager) see him doing differently?

- What do they each expect of him?

- What doesn't he do that they each need him to do?

- What does he do that they don't expect or want him to do?

- What is it that each of them does/doesn't do that differs from what Ian expects of them in his role in the company?

Summary of development needs

The major areas of development for Ian Smith, emerging from this profile are:

1   Leadership

1.1   His need to develop a more 'open', empowering and motivating approach to the leadership of his team.

1.2   The extent to which he currently does not identify, develop and use talent, as effectively as he could.

Both these aspects of his leadership style could be significantly improved by a combination of:

•   On job coaching – and feedback – against specific leadership assessments and projects

•   Coaching and feedback on his day-to-day running of his department

•   Formal management training and development on short, intensive management and leadership programmes.

2   Management

The questions suggested under management assessment – negatives need to be put to his manager and colleagues – and their responses explored with them – in order to identify their specific concerns and the reasons for their low evaluations of his management style.

Emerging from the 'management' section of the profile it would seem that Ian's principal development needs are:

•   The quality of his problem, analysis and decision-making – including his judgement

•   The effectiveness of his planning and prioritising

•   The degree to which he appropriately allocates and co-ordinates the work and performance of his people

•   The quality of his follow-up, follow-through and client-focus to ensure excellence of customer service and added value to clients.

Current thinking about leadership and management

Current thinking differentiates between leadership and management but acknowledges that, necessarily, they are complementary processes in achieving results via people. Similarly, leadership and management each have their own complementary skill bases.

Warren Bennis and John Kotter in the United States, together with Charles Handy and John Adair in Great Britain probably reflect the best of current, crystallised thought on the issue. All four see the distinction between 'leadership' and 'management' as a necessary, practical means of focusing upon selected skills that apply in some situations, but not necessarily so in others. For instance, leadership of people would involve using different – but often related – 'core' competencies from those which are central to managing events, processes, situations and systems, i.e.

Leadership	*Management*
• Visioning and pathfinding	• Goal clarification and objective setting
• Communicating and briefing	• Analysing and resolving problems
• Sharing and involving	• Decision-making
• Empowering	• Planning and prioritising
• Mobilising commitment	• Organising and implementing
• Developing and using talent	• Political acumen
• Making things happen	• Monitoring and controlling
• Developing the team and teamwork	• Following up and following through

Leading and managing change are not obvious omissions, but rather are such major and complex processes that they involve most, if not all, of the above 'core' competencies at some time, during transformations.