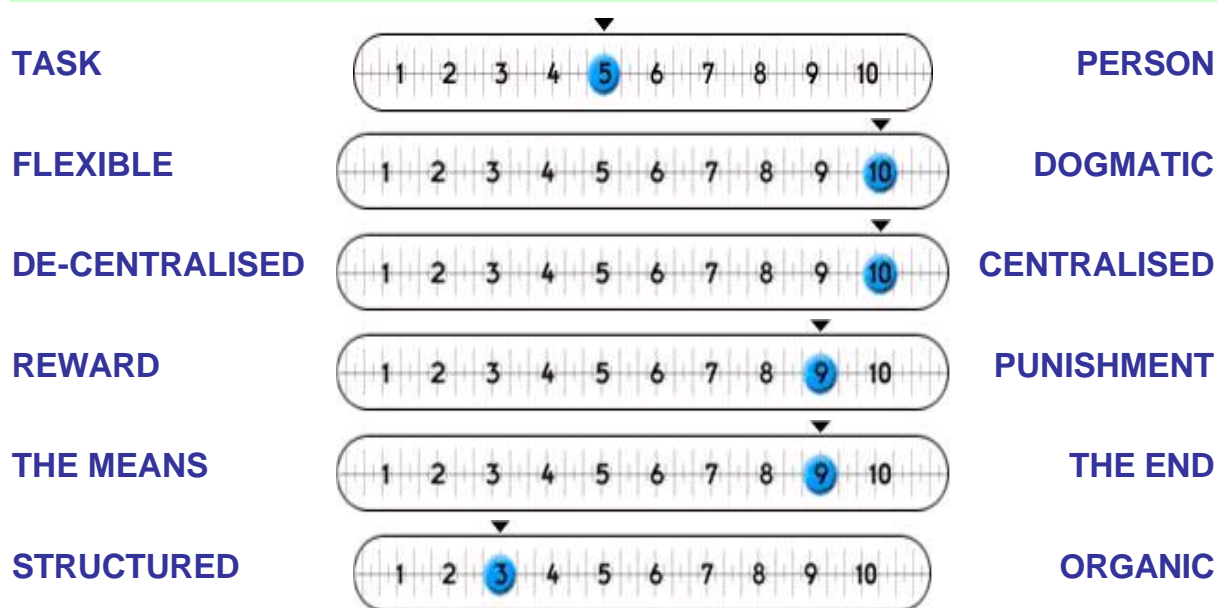


## Coaching Report

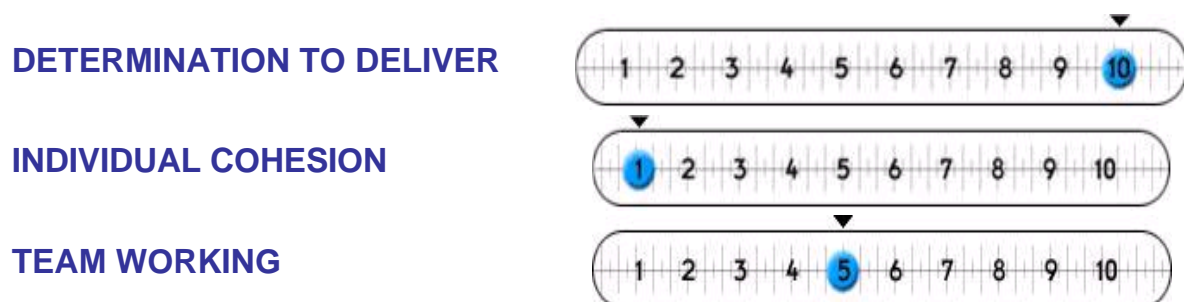
### SUMMARY

#### STEN GRAPH - Mr John Sample

##### SPECIFIC SCALES - LEADERSHIP STYLES



##### GLOBAL SCALES



# Coaching Report

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## HOW TO USE THIS REPORT

The information used to generate this report was obtained solely from the questionnaire that was completed by the individual.

It represents only one source of information and it is important to recognise that other forms of evidence about their adapted leadership style will exist. The report should be interpreted within this wider context.

The purpose of this report is to give information about the individuals adapted leadership style and behaviour. This has been achieved by comparing their scores with scores obtained from a large sample of people in the general population.

The report identifies some implications for behaviour or performance in a workplace as well as suggesting possible coaching or development actions.

These are intended as prompts and suggestions - they are not comprehensive and other ways of helping the individual to develop may also be appropriate. Before the manager/coach begins any development actions that are based on the results presented here it is important that they check the report and ensure that its comments are supported by observations of the individual at work.

The best way to maximise the usefulness of this report is to:

Read the text with an open mind. Consider the report carefully. Factor in other information from other sources. It is important that you discuss the findings with the individual in question. It might be useful to use questions which are found in the assessor report to support this discussion.

Only after this discussion is it possible to draw useful conclusions from data presented here.

The discussion should be supportive and should be targeted at helping you work more productively with the individual in question. This can be achieved by changing your management style, changing the situation or working environment, or simply by having a better understanding of what makes them tick.

**YOU MUST NOT USE THIS REPORT AS THE BASIS OF ANY SELECTION DECISION, TO AWARD PAY RISES, TO PROMOTE PEOPLE OR TO OUTPLACE PEOPLE. THE ASSESSMENT REPORT, PART OF THIS SOFTWARE PACKAGE, IS MORE APPROPRIATE FOR MAKING PERSONNEL DECISIONS.**

The findings presented here represent a snapshot in time. Leadership style and behaviour can be developed in a number of ways. These are introduced in the DEVELOPMENT REPORT, which can be obtained from this software package.

# Coaching Report

## UNDERSTANDING THE SCALES AND SCORES

Generally Psychometric data of this type is analysed by reference to the normal distribution curve. Most qualities and traits of this type are distributed normally in nature.

In this case the distribution is unlikely to be a normal distribution. We are not looking at a random normal population.

The distribution is split into deciles. This simply means that the population is split into ten equal percentiles. Each of these splits is called a sten. So the first sten represents the first 10% of the population. The second represents the second 10% of the population and so on.

If an individual's score falls into the range of scores scored by people in the second decile, the individual's score is deemed to fall into sten 2.

STEN									
1	2	3	4	5	6	7	8	9	10
PERCENTILE									
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

The 3 (second order) global factors are uni-polar. This means that the two ends of the scales are different and one end is low with the other end (usually the higher scoring end) being high.

- Stens 1 – 3 (30%) typically represent “low” scores
- Stens 8 - 10 (30%) typically represent “high” scores
- Stens 4 -7 (40%) typically represent the typical or average or normal person. This covers 40% of the population and these people will often provide evidence of behaviour from both ends of the scale.

The 6 specific style factors are bi-polar. This means that the two ends of the scales are different and in this case there is no high or low end. They are simply two ends of a continuum between to related positions.

- Stens 1 – 3 (30%) typically represent a preference for the style factor associated with this end of the scale
- Stens 8 - 10 (30%) typically represent a preference for the style factor associated with that end of the scale
- Stens 4 -7 (40%) typically represent the typical or average or normal person. This covers 40% of the population and these people will not have strong or persistent preferences – they may be demonstrating behaviours associated with both ends.

If we are looking at different populations we could expect to see slightly different norms. The more senior the person the greater the leadership challenge. In terms of the second order factors you might expect to see typical scores rising in line with seniority.

# Coaching Report

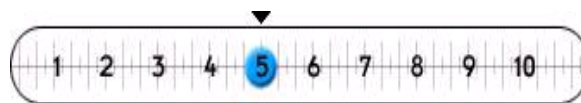
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## SPECIFIC SCALES

### 1. TASK VS. PERSON

This scale reflects and measures the extent to which the leader is orientated towards meeting the needs of the task or is concerned with the needs of individuals.

This features directly in many leadership models and is therefore widely examined and is well understood. If leadership is thought to be about delivering high performance through people, this scale seeks to identify how the leader balances these two interests.



#### Description of Score

The person whose approach is balanced between task and the person will recognise that the task is important and ultimately success may be meaningless without completion of the task.

However they will also recognise that the welfare and satisfaction of staff is also important – if that is not managed then even competent and motivated staff will wilt in their enthusiasm for the task and performance will fall away.

The response may be situational – the challenge comes with making the right call when achieving the task or achieving a happy workforce is most important.

#### Developing a more task focused or a more people focused style

There may be advantages in developing a style which is less balanced and more focused on one of the poles of this scale.

#### Developing a more people focused style

Focusing on the task can ensure that you and the organisation achieve a great deal and can create a sense of success. Attending to the needs of people can often be secondary in importance in achieving that success. This can either be a conscious and deliberate approach or can be a by-product of an intensely focused approach.

However, ignoring the needs of people can lead to problems too:

- People will get satisfaction from success but may feel that much of this success is being achieved at the expense of their personal goals.
- People may feel under equipped to contribute fully to success and not feel able to draw that to the attention of a leader.
- People may feel that the success has little to do with them – and won't be able to share in the success with all the benefits that this brings.
- People may feel undervalued and unimportant and their (development) needs are ignored

## Coaching Report

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All of these can have a negative impact on morale and motivation – performance can suffer

There can be benefits to attending to peoples needs:

- People will feel more valued – and this can translate into commitment
- Developing people to support achievement of key goals will help to achieve those goals

### Coaching suggestions include

- Introduce a performance management process and an employee development programme
- Introduce “Walk the talk” – i.e. visit each part of the organisation and speaking with people
- Develop active listening skills and quality questioning techniques that deepen understanding of the individual and help to funnel a discussion towards a solution acceptable to the individual.
- Think “win-win” – find out what people need or want and built that into your actions plans.
- Encourage and reward task completion by teams
- Introduce a process for learning about significant happenings to staff – and act on these
- Introduce regular meetings with staff where they present to the leader ... and listen!
- Delegate work and tasks – and support their attainment.
- Encourage the person to look at the people around them to identify those who get a good response from their staff/people and identify the behaviours which contribute to that – and adopt some of them.
- The leader can assess the strengths and weaknesses of those around him or her & plan to play to their strengths.

### Developing a more task focused style

Focusing on people and relationships can create a good atmosphere which is good basis for success. However ignoring the need to complete key tasks can lead to problems too:

- People may develop the notion that the task is not important and fail to grasp it's significance
- Processes for task completion are unlikely to be supported and compliance will suffer

Both of these can have an impact on task completion – which can be critical to creating focus and a sense of achievement

There can be benefits to providing more focus on the task:

- People may understand better their role in the organisation – it has a purpose and that they are key to its success.
- Task completion is also satisfying, which is an important need for many people – creating security and a sense of achievement.

### Coaching suggestions include

- Set up processes to develop goals and targets for teams and individuals – and monitor them
- Help leader to analyse work assignments (, using quality questions, tools like the “5 whys”, mind mapping, etc)– and identify how these can be achieved

# Coaching Report

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- Set SMART goals and targets for all activities – introduce the idea that anything worthwhile must and should be measured.
- Promote a “can do” approach – “every day I can achieve a little more”
- Introduce project management disciplines (and training)
- Recognise achievement towards larger goals by recognising key milestones
- Celebrate and publicise success – particularly the role of teams and individuals in achieving that success
- Provide training in problem solving and decision making – encourage establishment of task & finish groups
- Involve people in business planning activities – encourage them to understand how the task is important in getting the big things done
- Maintain job descriptions which set out accountabilities

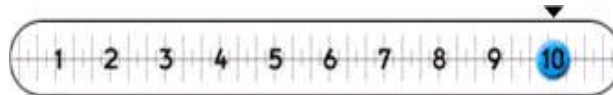
# Coaching Report

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## 2. FLEXIBLE V. DOGMATIC

This scale measures the extent to which the leader prefers to involve others in analysis and decision making in the organisation.

Sometimes referred to as a measure of autocracy.



### Description of Score

The person whose approach is dogmatic will be someone who will believe that they know how things should work around the organisation. They will be slow to involve others in decision making. Once a decision has been made or position has been adopted they will be reasonably single minded about sticking with that position.

They are not easily swayed and do not readily change their minds once committed. This person doesn't waver once a decision is made and will tend to ignore the opinions or views of others – even if they contain some degree of value.

They have a belief that being decisive is important and valuable. They can also believe that if you dither or are unsure you may send the wrong message to others. Sticking to a firm view can project an aura of confidence which has the same impact on the followers. Hesitation can lead to concern or worry or even panic.

They can appear to promote the view that it's a case of any decision is a good decision as long as it's a decision.

The dogmatic approach may be underpinned by a belief that “there's only one way of doing things around here ... and it's my way”

### Developing a more flexible consultative style

Whereas many people do respond well to firm leadership of this type and it can be very effective as a means of doing things quickly (particularly in a high pressure situation where action must be taken quickly) it does carry several potential flaws:

- Where the culture is that one person's view holds sway all the time, this can create a form of “learned helplessness”. People begin to feel that they have no role in problem solving or decision making and fail to recognise the opportunity to do so when it arises.
- A dogmatic approach can result in reducing challenge and discussion from subordinates and staff. It can be easy for sycophancy to develop – favouring staff who regularly and unquestioningly support the leader's views. This can impact on the quality of decisions made and on the perception of people who have to live with those decisions.
- Similarly the responsibility for coming with all the ideas falls to one person – the dogmatic leader. No-one is perfect and over time some poor decisions may be made and probably will be made. These can be evident to everyone else and can undermine the leader's

# Coaching Report

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credibility in the eyes of colleagues and clients.

Both of these have the capability to undermine performance in the long term – and it is more difficult to operate an effective dogmatic style in a larger or a growing organisation.

There can be benefits to adopting a more flexible consultative style.

- It widens the pool of ideas from which plans & actions can be drawn
- The process of involvement is motivating for a lot of people. If they participate in some way in the decision they are more likely to be fully committed to its implementation.

## **Coaching suggestions include**

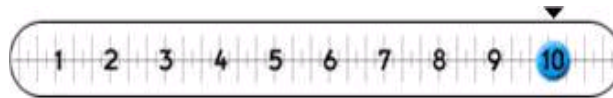
- Set up processes to channel ideas and suggestions to the leader. Take time to consider each before commenting.
- Identifying by when a decision should be made and leave the time open for discussion etc
- Allowing problem solving and action planning events to be facilitated by someone other than you
- Avoiding criticism of the work of others. Making mistakes is part of the process of learning.
- Give praise – encourage involvement.
- Praise & punish in a ratio of 5:1
- Ask everyone to identify one problem and a solution to that problem which can be implemented quickly and at minimum cost. Approve these.



# Coaching Report

## 3. DE-CENTRALISED VS. CENTRALISED

This scale measures the extent to which the leader feels they are central to the operation and to what extent they will empower others to exercise authority.



### Description of Score

The person whose approach is centralised is someone who prefers that everything in the organisation goes through them. They tend to believe they are the hub of the operation.

They have a strong sense that they are at the heart of everything that happens and without their direct involvement and intervention things just would not happen - at least to the extent needed. They are likely to believe that things happen better (and faster) because of their direct involvement.

These people can believe they are central to the team in another sense – without them it would fall apart.

They have a strong need to control and can prevent decisions being made without their say so.

### Developing a more de-centralised style

This style can be very effective where the organisation is comparatively small and/or where others are not as experienced or as competent as the leader. However it can carry disadvantages too which can grow over time if not checked. These include:

- Speed of decision making can slow and comparatively trivial decisions are made at too high a level in the organisation.
- Development of the team is inhibited and their capacity to solve problems at the level at which they occur diminishes – which can become very inefficient over time.
- The development of the leader may slow too. The leader's time is taken with issues and tasks which should be handled elsewhere.
- There may be benefits to adopting a more de-centralised style.
- Problems are solved more quickly and at the point where they occur – usually the best people to do that
- Capability and response ability of the whole organisation is enhanced

### Coaching suggestions include

- Delegating specific areas of responsibility – to teams and to individuals
- Identify people's strengths and weaknesses and play to those strengths
- Encourage problem solving and action planning events to be facilitated by someone other than the leader– they only want to see the results
- Defining responsibility and accountability for others – identify boundaries

# Coaching Report

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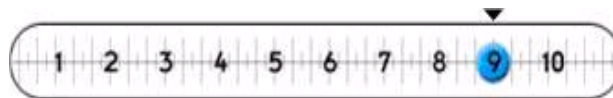
- Provide guidance for decision making – scope work and provide guidelines

# Coaching Report

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## 4. REWARD VS. PUNISHMENT

This scale measures the extent to which the leader believes that people are motivated by reward or by punishment.



### Description of Score

The person whose approach is focused on punishment is someone who accepts good or high performance as the norm. It's the expectation ("that's what I pay them for") and the leader will be sensitive to any shortcoming in performance – and is more likely to punish this shortcoming in some way.

The belief is that being hard or demanding is a legitimate motivational strategy and that being soft is not good.

This person is likely to be viewed as strict, severe and even threatening and will be comfortable with that view. They may pay well and provide good staff benefits but will have high expectations in return.

They are more likely to tend to the view that people are generally not intrinsically interested in doing a good job and need a firm hand rather than gentle encouragement to fulfil that potential.

### Developing a more reward orientated style

Whereas it is true that use of the "stick" can be effective in making people aware of the need to do things right and can support establishing standards, there will be situations where persistent use of this style can wear people down and create problems.

These include:

- People adopt a minimalist approach – they do as little as possible because there is less risk of punishment for getting it wrong.
- People learn to hide mistakes and errors; these don't get solved and are repeated.
- Other takes their cue from the leader and punishment becomes a cultural feature of the organisation creating a blame culture.

There may be benefits to adopting a more reward orientated style.

- People can be motivated by recognition and reward – even when the achievements are modest.
- Success often breeds success and feeling successful can have the same impact.
- A more open culture can emerge which helps problem solving and continuous improvement

### Coaching suggestions include

# Coaching Report

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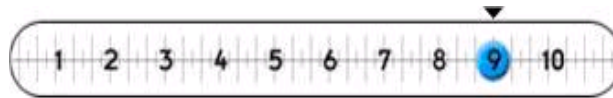
- Creating a strategy and plan for reward and recognition – identify what you are prepared to reward and set up a process to identify when those opportunities present themselves.
- Publicise successes
- Create role models in the organisation and support them.
- Read “A Carrot a Day” by Adrian Gistick & Chester Elton for ideas and implement
- Learn about Maslow and Hertzberg & what they have to offer
- Help people to handle tasks that they find stretching and provide recognition when they deliver.
- Encourage others to feel they are in control – repeated punishment diminishes capability
- Give people breathing space and time to recover from set-backs for a limited finite period – assign to simpler task for the time being.

# Coaching Report

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## 5. THE MEANS VS. THE END

This scale measures how important hitting goals and targets are to the leader – and what they are prepared to sacrifice to get there.



### Description of Score

A leader whose style is focused on the End is someone for whom the result matters above all. They are driven by the outcome of the process rather than the process itself. Everything can be sacrificed for that goal – this is prime motivation for this person.

This does not necessarily mean that they are immoral or amoral – simply they are likely to be very focused.

They are unlikely to be worried about consequences and will accept there may be casualties in getting the done and that people might get bruised and values get “compromised” in the process.

Hitting agreed goals or targets is what drives these people – and anything less than 100% success is unacceptable.

For them the “end always justifies the means”

### Developing a style more focused on the means to success – DEVELOPMENT

Focusing on the end rather than the means can be valuable in some circumstances. E.g. threatened liquidation, critical delivery, restructuring, merger, takeover, business failure, etc may create situations where survival and/or performance is the paramount concern.

However ignoring concerns about the means can lead to problems too:

- There is a risk that “out and out” focus on the end can lead to ignoring environmental, social, interpersonal and legal factors, all of which can have equally severe implications
- This approach touches upon peoples (customers, suppliers, employees and stakeholders) concepts of values and morality – making some unwilling to contribute to the cause

These can have an adverse impact on capability & performance.

There can be benefits to attending to the means of achievement:

- More likely to comply with social, legal and moral standards
- The means is part of the process of achievement – more likely to get participation and support in this is recognised

**Coaching suggestions include getting the individual to**

# Coaching Report

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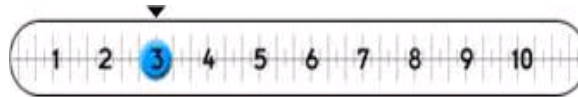
- Carry out RISK analyses – identify what the risk, costs and benefits are for acknowledging and accommodating each from of means.
- Carry out PESTLE analyses – identify factors important in delivering the end – and what should be done about each. Encourage a realistic assessment for each factor
- Identify what the minimum position is for each factor, what the optimum position is and what position could be adopted without seriously compromising focus on the end.
- Introduce closer project management for key work assignments – monitor progress & support undoing blockages
- Develop a vision and value statement - & identify implications for each. Publish it. Live It. Walk the Talk.
- Introduce techniques such as SWOT and Force Field Analysis to deal with blocks towards hitting target.

# Coaching Report

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## 6. STRUCTURED VS. ORGANIC

This scale measures the extent to which structure, planning and personal organisation are important to the leader and to what extent they will rely upon their presence, intuition and instinct to achieve in their role.



### Description of Score

The leader who adopts a structured style is someone for whom leadership is drawn from a set personal model. This could be drawn from text books, business models or training.

This style of leadership often means that the leader has a very clear picture of what they wish to achieve, how that is to be achieved and how to involve others in achieving it. They will articulate vision, strategy, policies and plans and be effective at communicating these to those who need to know.

This is not a natural style although it can be very effective and very often is, the leader following detailed plans & processes to achieve things through others.

This supports the assertion that leadership can be taught and it can be developed.

### Developing a more organic style

The structured style can be very effective because it often relies on use of well researched models, logic and structure which provides a good deal of clarity and transparency. It can be based on application of good practice and role modelling on the experience of others.

However a highly structured approach can also present problems:

- Outputs can appear dull and lifeless and semi-academic.
- It is rare that an area of interest has only one model which applies to it. This can lead to excessive debate about which model is best
- Personal presentation can also appear to be short of enthusiasm e.g. the sell is from the head and not the heart

There may be benefits to adopting a more organic style.

- People can see more clearly the passion and personal commitment of the leader – and can respond positively to that
- Breathes life into structures and processes implemented by a leader

### Coaching suggestions include encouraging the leader to

- “Walk the talk” – make yourself accessible to people
- Translate models and approaches into ordinary everyday language – and use that language in preference to any other - minimise reference to models etc.

# Coaching Report

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- Participate in Road shows
- Socialise in the workplace – run breakfast meetings, etc
- Attend a wide range of others meetings and presentations – thus showing your personal commitment.
- Develop your story telling skills- Make what you want to achieve clear by the use of case studies and stories – avoid preaching or giving lectures.
- Consider the impact of appearance – particularly dress –to reflect the expectations of your audience



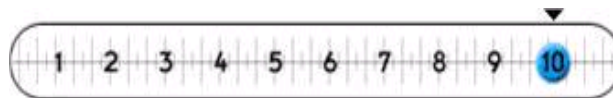
# Coaching Report

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## GLOBAL SCALES

### A - DETERMINATION TO DELIVER

The extent to which there is a single minded determination to achieve – in the short and long term. Delivering what is promised is an over-riding requirement which leads to success and the feeling of success. The single minded person can bruise (or make uncomfortable) people who get in the way or don't respond quickly enough. This is not personal – it is to do with the task and not people.



Typically leaders with high scores show a single minded determination to achieve – in the short term and in the long term. Most satisfaction is derived from this. They will often demonstrate

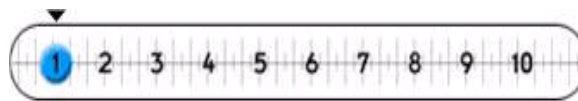
- Commitment to deliver on target
- A preference for “telling and selling” to get things going quickly
- A willingness to discomfort people when necessary in order to hit the target
- A sense of own importance in the scheme of things – a belief that they are important in the scheme of things
- Recognition that business is a competitive world with winners and losers.
- A believe in strong leadership – you are strong so everyone lese has to be strong too.
- Predisposition for MacGregor’s Theory X – people need to be cajoled into action
- Awareness of how far you can push people
- Not worried about popularity – and not offended by a lack of popularity
- A concern with the long term as well as the short term – particularly in terms of succession planning
- Shares characteristics with Belbin’s Shaper

# Coaching Report

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## B –INDIVIDUAL COHESION

Focus on the individual – The extent to which there is focus on enhancing the capability, confidence and commitment of individuals to enable them to contribute to the organisation and to fulfil themselves. The emphasis here is on ensuring the people have the skills, knowledge and behaviours to carry out their roles in the organisation. Attending to the organisations needs will normally be more of a priority than attending to the individuals needs – although an effective leader will be aware of both.



Typically people with scores at this level place a low emphasis on the individual They may feel that the individuals need's have only a limited relevance to doing the job successfully & that these have only a limited effect on performance. . For instance, provided that people are given clear guidance and instructions and do as they are told then the job will get done.

Other things may feel more important to them – but they will still be aware of the value of effective relationships.

- Employee welfare will be relatively low on the list of priorities. Its up to people to fend for themselves
- As long as people know the basics to do the job they don't need anymore.
- People are factors of production – there's little need to focus on building build relationships with them.
- Tell people only the basics of what they need to know – and no more.
- Not really interested in how people are feeling – they are here to do a job and that's all I want from them.
- If people don't get on, you are not particularly worried or scared of disharmony.

# Coaching Report

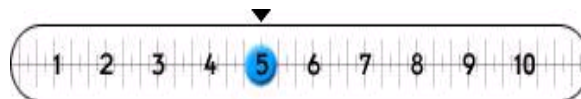
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## C – FOCUS ON THE TEAM WORKING

The extent to which there is focus on and attention given to harnessing all the potential in an organisation so that problem solving and decision making can occur more efficiently and more effectively.

The emphasis here is on enabling groups of people to gather their knowledge, experience and skills and apply these to managing the day to day operation within the organisation – particularly attending to problem solving and to making decisions which are at their normal limits as individuals.

An objective here is to enable decisions to be made at the appropriate level and to prevent relatively minor decisions being “sucked” up the organisation and occupying time and resource better used elsewhere.



In the general population most (c.40%) of the population will achieve scores in this area. The team orientation will be that of the typical or average person – sometimes they will be team focussed - on other occasions they will appear to be less so.

On occasions the abilities of others will be recognised but their achievements may not always get the recognition they deserve. As a result their abilities may also be undervalued at times.

Although prepared to delegate, there will be occasions where things which could have been delegated are handled directly.

Similarly, although prepare to listen most of the time, they may take the view that “my way is the right way”.

There may be people in the organisation who have skills and knowledge but will not have these used or recognised. Sometimes this will happen because the person doesn't stand out and sometimes because the person is not popular or is considered difficult in some way.