



## **Leadership Judgement Assessor**

*the dynamic assessment of leadership judgement*

### **Narrative Report**

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**Name: Susan Sample**

**Position Applied For: Government Agency**

**Completion Date: JULY 2016**

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The Leadership Judgement Assessor (LJA) measures **Leadership Judgement** using real workplace situations. Susan was asked to study the leadership decision making model in Appendix One and to relate it to the way she engages with reporting colleagues at work. She had to think of a recent occasion when she had used the Directive approach appropriately and effectively. Then she had to do the same for the Consultative, Consensual and Delegative styles. She had to continue with this until she had two good examples of scenarios for each of the four approaches. Susan was advised to choose a mixture of both important and unimportant decisions.

After Susan had entered each individual scenario into the software, the LJA program asked her up to ten questions about the people in the situation and the task they had to perform. The software then gave Susan feedback about whether her stated leadership style matched the logic she had just used when answering the questions. In this way, the LJA provided Susan with a check on the leadership judgement she had used in making her eight selections. It also gave Susan the opportunity to reflect upon the feedback so she could develop her approach for the next scenario entered.

Susan was also allowed to complete up to two trial scenarios to help familiarise her with how the LJA worked. Further, she was permitted to download reports as she progressed so that she could develop her thinking about leadership decision making.

This report shows how well Susan was able to do this. It also compares Susan's success against the performance of other people who have completed the LJA.

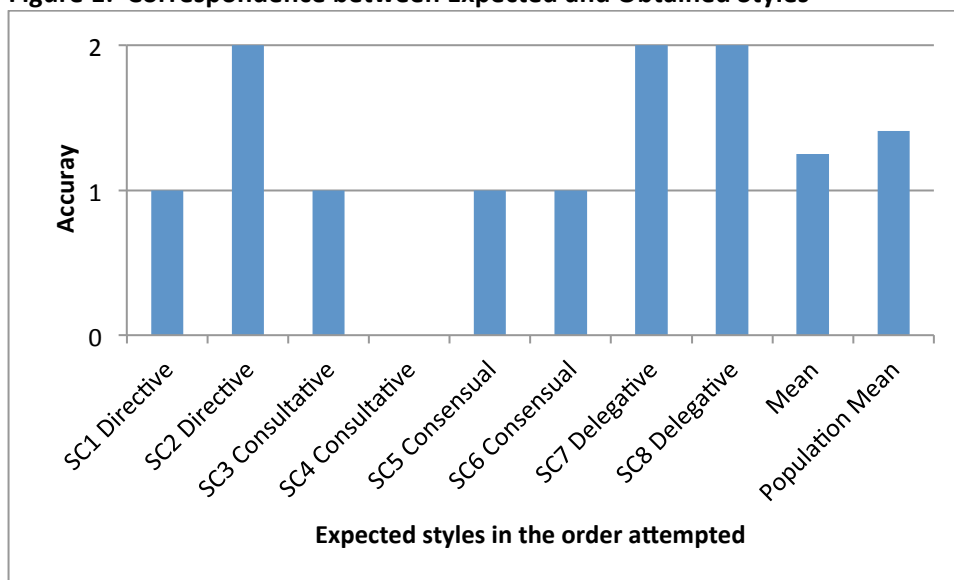
## Susan's Leadership Judgement

Leadership judgement is defined here as a form of social intelligence that allows the leader to analyse different types of decision making situation and gauge the appropriateness of using the various leadership approaches shown in Appendix One. No single leadership style is universally effective in all decision making situations for no single style is inherently better than any other; the appropriateness of a style depends on the nature of the task and the characteristics of the people involved. Effective leadership involves the ability to judge which style is best and a willingness to adopt the most effective style even when it does not come naturally.

As Susan's Decision History in Appendix Three shows, Susan was asked to briefly describe each scenario and then state whether it was a good example of her being Directive, Consultative, Consensual or Delegative. This is the 'Expected Style'. The 'Obtained Style' is what the LJA software gauged to be most appropriate, given the logic Susan used when answering the questions. When the Expected and Obtained styles match it can be viewed as an example of good leadership judgement; if they do not match, this may signal a development need in the style concerned.

Figure 1 shows the correspondence between Susan's Expected and Obtained styles. It shows that Susan has been awarded 2 points for a perfect match between Expected and Obtained style. She has been awarded 1 point if the Obtained style sits on either of the wings of the Expected Style, as shown in Appendix Two<sup>1</sup>. Using this scoring system, 0 points are awarded if the Expected and Obtained styles sit diagonally opposite each other<sup>2</sup>.

**Figure 1: Correspondence between Expected and Obtained Styles**



<sup>1</sup> For example, the wings of the Directive style are the Delegative and Consultative styles. The Delegative style shares a common orientation to the Directive style, as they are both Task natured so it could make a good-enough substitute; in the same way, the Consultative style carries a Control orientation, so may be a good second best in other circumstances.

<sup>2</sup> For example, the Consensual style lies opposite the Directive style, which reflects their very different natures.

Using this scoring system, Susan has obtained **10** points overall. This is better than about 24% of other people who have completed the LJA and is a below average score. Susan has displayed some slight positive evidence of her leadership acumen but she does need to make this more prominent. Therefore, it is very important that Susan continue to learn, take advice from others and hone her leadership decision making when opportunities arise.

By developing her discernment in appreciating when and when not to use the four main leadership styles, Susan will enhance her effectiveness as a leader. Failing to do so may have consequences for the quality of relationships within her team and the likelihood of it achieving its goals. If she can develop her ability to select styles effectively, it will not only provide her with a basis for improving the performance of her team but also enhance the way in which her leadership skills are perceived. She should, therefore, treat this as a development need and improve her understanding of the underlying principles that guide the selection of leadership styles (see Appendix Four).

### **Willingness and ability to develop, given feedback**

Figure 1 also shows the extent to which Susan was able to learn as she progressed through the LJA. As a dynamic assessment test, the LJA is designed to allow people to develop their thinking as they work through their scenarios for, when the results of all past LJA completers are analysed, there is a trend towards improvement. Whether this applies to Susan can show:

- the extent to which she can improve when given performance feedback;
- how amenable or resistant she is to a development opportunity;
- how readily she will adapt her behaviour in light of new information.

Figure 2 shows how training and development experiences play a vital role in the development of leadership judgement. Leadership judgement is a competency that can be developed, strengthened and consolidated and the LJA's decision making software provides such an opportunity.

**Figure 2: How Leadership Judgement Develops**



Susan showed some improvement between the first four scenarios and the second four. Her score improved by 2 points. This is encouraging and Susan should continue to hone her leadership judgement by consciously integrating the principles in Appendix Four into her leadership decision making.

### Potential areas for development

Figure One can help identify the extent to which Susan was able to achieve success in each of the four leadership styles. This can help determine exactly where development activity should be focused. Using the scoring method described above, it is possible to score up to four points for each style (i.e. Directive, Consultative, Consensual and Delegative), as the following table shows:

POINTS SCORED for each style	MEANING (see Appendix Two)
4 points	Perfect match of Expected and Obtained styles in both scenarios
3 points	One perfect match plus one match at one wing of the Expected style
2 points	Two matches at the wings of the Expected styles OR one perfect match plus one fail
1 point	One match at one wing of the Expected style and one fail
0 points	Two fails

In Susan's case her pattern of success is as follows:

Styles where success was obtained and she obtained 3 or 4 points: The Directive and Delegative styles which suggest that task orientation is in good order.

Styles where development activity appears necessary because Susan scored below 3 points: The Consultative and Consensual styles which indicate that she has something to learn about the involvement of other people in decision making.

Leadership judgement is a key differentiator of more effective leaders. Where a leader has an uneven profile, it can be helpful to use the model in Appendix Two to reveal patterns of competence and areas in need of development. Appendix Two shows how there are clear behavioural similarities when the styles are paired together. Therefore, Susan is encouraged to map her areas of success and the development themes onto the model in Appendix Two as this may aid interpretation and give her development activity better focus.

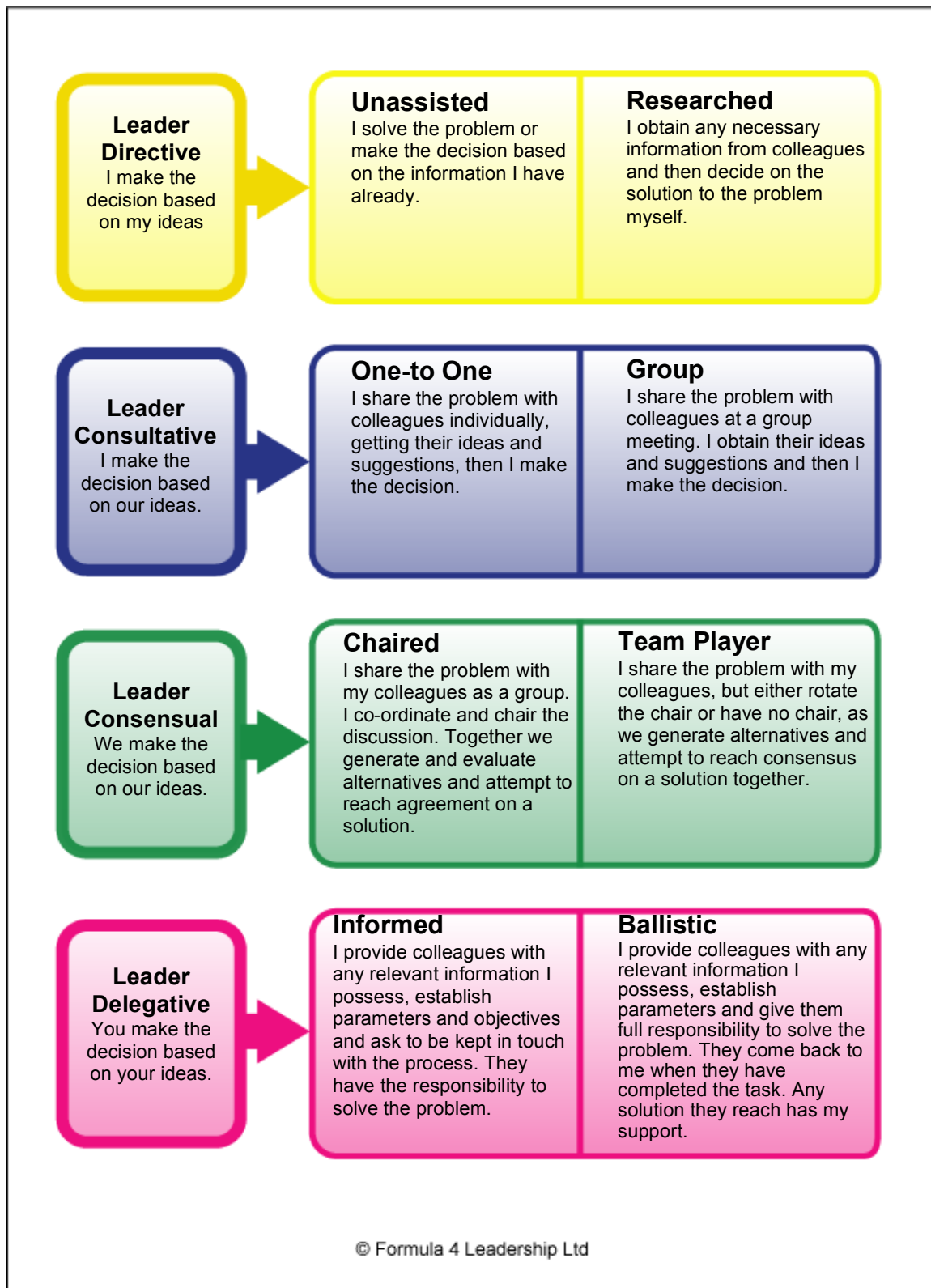
### Finally

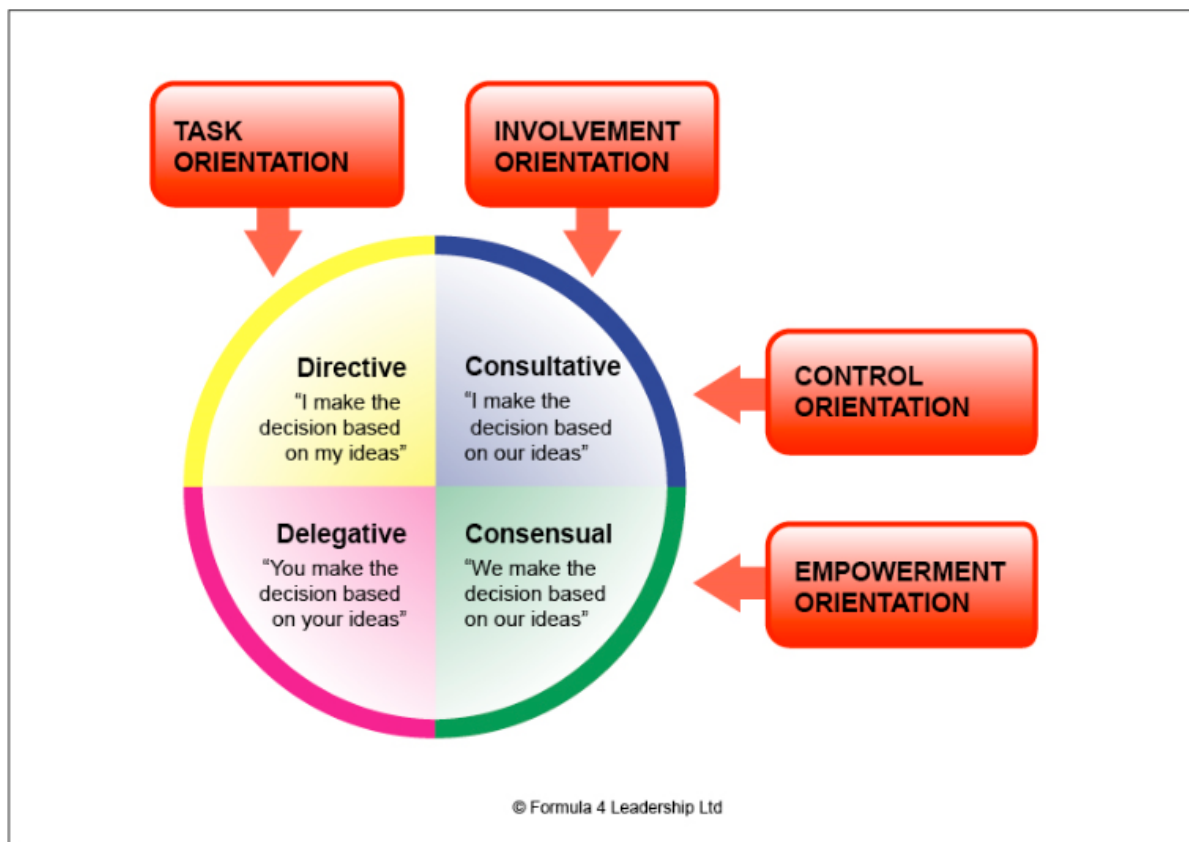
Whilst strong preferences for a particular leadership style can sometimes hinder a person's effectiveness as a leader, if Susan possesses the key quality of **adaptability** she can continue to grow in leadership judgement.

Because the LJA's leadership decision making model is principle-driven, the principles described in Appendix Four should help guide Susan's future leadership behaviour. It is these principles that helped create the ten leadership judgement questions used by the LJA. By following the principles, Susan will increase the likelihood of her future success for this will ensure that she focuses her time and energy effectively, efficiently and productively.

END OF REPORT

APPENDIX ONE: The Leadership Decision Making Model used by the LJA



**APPENDIX TWO: The Leadership Orientation Model used by the LJA**

### APPENDIX THREE: LJA Decision History Summary

This provides a chronological record of Susan's use of the LJA.

- |  |                              |
|--|------------------------------|
| Created: 29/06/2016 21:34:08   | No. Subordinates 1           |
| Obtained Style: Informed Delegative  | Expected Style: DIRECTIVE    |
| Scenario Description: Lone working, client project, being asked for advice on how to deal with controlling a temperature monitoring system dial-up emergency contact list.   |                              |
| Created: 29/06/2016 21:41:45   | No. Subordinates 1           |
| Obtained Style: Unassisted Directive   | Expected Style: DIRECTIVE    |
| Scenario Description: Asked my colleague for the information they had on a client's speculative QMS project setting up critical phase audit targets. Information then allowed me to make the decision to recommend to client.  |                              |
| Created: 29/06/2016 21:44:42   | No. Subordinates 1           |
| Obtained Style: Researched Directive   | Expected Style: CONSULTATIVE |
| Scenario Description: Creating a consultancy contract for a CSV consultant. Asked the Operations Manager for advice on structure and format, then combined with my own knowledge to create the document ready for review.  |                              |
| Created: 29/06/2016 21:46:57   | No. Subordinates 2           |
| Obtained Style: Informed Delegative  | Expected Style: CONSULTATIVE |
| Scenario Description: Team discussion had on new internal document format and content. I make the final decision based on their suggestions and ideas.   |                              |
| Created: 29/06/2016 21:51:12   | No. Subordinates 8           |
| Obtained Style: Group Consultative   | Expected Style: CONSENSUAL   |
| Scenario Description: New training modules to be offered need decided upon, then created and marketed. I am in charge of project but require group consensus and input.  |                              |
| Created: 29/06/2016 21:54:23   | No. Subordinates 8           |
| Obtained Style: Informed Delegative  | Expected Style: CONSENSUAL   |
| Scenario Description: Internal travel policy requiring input from all staff members, each take a turn at speaking to decide on a workable policy that suits the team.  |                              |
| Created: 29/06/2016 21:57:47   | No. Subordinates 2           |
| Obtained Style: Informed Delegative  | Expected Style: DELEGATIVE   |
| Scenario Description: project I have set up, and created the contract for, had signed off. I then brief my team on the matter and let them decide on how to proceed.   |                              |
| Created: 29/06/2016 21:59:54   | No. Subordinates 2           |
| Obtained Style: Informed Delegative  | Expected Style: DELEGATIVE   |
| Scenario Description: Client has approached with a project. I assign the client project to my team allowing them to make contact, set up the project and make all decisions on how to proceed. They have my full confidence and backing, although I am available for advice. |                              |

#### APPENDIX FOUR: [Principles of the LJA Leadership Model](#)

The leadership model underpinning the LJA is principle-driven. The principles are a guide to effective leadership behaviour. It is through a leader's adherence to these principles that successful leadership strategies for decision making situations are predicted.

By following the principles, a leader will increase the likelihood of her success, for the principles help to focus her time and energy. The principles emphasise that effective leaders will:

- always consider how important the decision is;
- see if the decision offers a development opportunity for the team;
- ensure that important decisions are worked on by the best qualified people;
- stay personally close to important decisions which are unfamiliar in nature;
- seek to establish mutual interest so that reporting colleagues share the same goals as those of the organisation;
- involve reporting colleagues in decision-making whenever their commitment is uncertain yet required;
- involve teams to improve the technical quality of decisions when breadth of information and multiple perspectives are called for;
- use appropriate individuals to improve the technical quality of decisions when intricate, sequential reasoning is required;
- evaluate performance against these principles in the short, medium and long term.

The LJA's software explores whether and how Susan applied these principles in situations when a decision needed to be made and she had to determine the best way of engaging with the people involved.

These principles acted as the framework for assessing Susan's behavioural preferences when completing the LJA and her ability to analyse each scenario in a way that would be likely to be successful.

The [Personal Leadership Development Programme \(PLDP\)](#) shares the LJA's underlying logic and its software can be used to help develop, hone and check how well a leader, or groups of leaders, implement and adhere to these principles.