

## **Coach on the Desktop**

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# Welcome

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This is the Formula 4 Leadership Coach on the Desktop, hereafter abbreviated to the CotD.

The purpose of the CotD is to support the coach's work in helping a coachee develop his or her leadership skills. The CotD is an innovative online tool. It is designed so that it can be integrated into the coaching process in ways which accelerate the coachee's development.

The CotD is used by the coachee between coaching sessions. By asking a series of non-directive questions, it provides support for coachees in applying the Formula 4 Leadership Model to the leadership issues that they face on a daily basis. The CotD keeps a database record of the approach taken by the coachee which can be discussed and analysed at a subsequent coaching session.

This package consists of the following:

- ◆ A manual containing full instructions for all of the materials used to support the work of the coach when helping a coachee to develop leadership skills.
- ◆ The right for the coach to provide their coachees with access to the CotD online as an integrated part of the coaching programme.
- ◆ A memory stick which contains:
  - ◆ PC software which mirrors the operation of the online CotD. This software provides the coach with unlimited personal use for the period of the licence on one PC. It is particularly useful for the coach to increase his or her familiarity with the way in which the online CotD works and for demonstrating its use to coachees, clients and prospective clients. This does not keep a database of the decisions considered as coachees using the system would always do this online.
  - ◆ A comprehensive set of master copy hand-outs in the form of pdfs. These are for the licensed coach to print, copy and use to support a coaching relationship using the CotD.
  - ◆ A Powerpoint Presentation summarising the way in which the CotD works.

This manual provides enough information for an experienced coach to be able to use the CotD in his or her coaching practice. It is written as a 'how to' manual, so that the coach knows what they need to read in order to get started, and where to go for further reference material. In this way, CotD caters for coaches from varying professional backgrounds and levels of experience.



# Contents

LIST OF TABLES AND FIGURES .....	vii
AUTHORS' INTRODUCTION .....	ix
The coaching and leadership challenges addressed by the CotD.....	x
How to get the most from this manual.....	x
1. WHAT THE COACH NEEDS TO KNOW TO USE THE COTD.....	1
What is CotD? .....	1
Overview of the CotD.....	1
How does the coach use it?.....	1
What is its purpose? .....	2
What are its key features? .....	2
Example process .....	2
What is its background? .....	3
Formula 4 Leadership model overview .....	3
Step-by-step guide to the use of the CotD.....	5
2. LEADERSHIP .....	7
What does 'leadership' mean?.....	7
Leadership and power.....	8
Effective leader/follower relationship .....	8
3. LEADERSHIP JUDGEMENT – THE CORE CONCEPT .....	11
Leadership judgement .....	11
Leadership preference.....	11
Balancing preference with judgement.....	12
Principles to guide leadership behaviour .....	13
Formula 4 Leadership Tenets .....	13
Judgement questions embedded in the CotD .....	14
Formula 4 Leadership competencies.....	15

4.	BACKGROUND TO FORMULA 4 LEADERSHIP .....	17
	Inspiration and key sources.....	17
	Situational analysis and the CotD.....	17
5.	WORKING WITH THE COACHEE .....	19
	Challenges regularly faced in leadership development coaching.....	19
	Example coaching programmes .....	20
	Identifying the coachee’s development needs .....	26
	Introducing the CotD to the coachee.....	26
	The coachee’s use of reports.....	28
	Interpretation of the coachee’s use of the CotD .....	29
	Interpretation and use of reports by the coach.....	30
	i. Possible areas of exploration .....	30
	ii. The four main styles and how they interact .....	40
	iii. Detailed descriptions of the Formula 4 Leadership styles .....	41
	Good practice and ethical guidelines.....	41
	Case studies.....	42
	The evolving purpose of CotD .....	48
	APPENDICES .....	49
	Appendix 1 - Detailed descriptions of the Formula 4 Leadership Styles.....	50
	Appendix 2 - Advice contained in CotD about implementation of each of the styles .....	59
	Appendix 3 - Discussion Aid.....	67
	Appendix 4 - Practical Directions to use of the CotD Online .....	69
	Appendix 5 - Copy of Handouts.....	81
	Appendix 6 - Creation of the Leadership Judgement Indicator (LJI).....	89
	THE PARTNERSHIP BETWEEN HOGREFE AND FORMULA 4 LEADERSHIP .....	91
	Hogrefe .....	91
	Formula 4 Leadership Ltd. ....	91
	REFERENCES .....	93

# List of tables and figures

Table 2.1: Bases of power in leadership	8
Table 5.1: CotD Decision Summary – Case study 1	43
Table 5.2: CotD Decision Summary – Case study 2	45
Table 5.3: CotD Decision Summary – Case study 3	47
Figure 1.1: Example coaching process using CotD	2
Figure 1.2: Formula 4 Leadership Decision Making Model	4
Figure 4.1: Impact of Situational Judgement Tests Scoring Approach	18
Figure 5.1: Executive leadership coaching	21
Figure 5.2: Transition coaching	22
Figure 5.3: Developing tomorrow’s leaders	23
Figure 5.4: Performance improvement coaching	24
Figure 5.5: Leadership readiness coaching	25
Figure 5.6: Behavioural aspects of Formula 4 Model	40
Figure 5.7: Formula 4 Leader Orientation Model	41







# Authors' Introduction

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The CotD has been developed from the authors' experience in leadership development, much of it in one-to-one coaching. The CotD has helped the authors to help others develop their leadership skills quickly and with more lasting effect than through coaching alone. The authors are confident that it can help other coaches achieve similar or better results.

The majority of the practical examples of use of the CotD relate to development within the context of work-oriented leadership in organisations. Nevertheless, the Formula 4 Leadership Model and its underlying Principles (see page 13) apply to a wide range of settings where an individual is providing leadership and influence in order to achieve things with and through other people. The term 'leader' here is not limited to those in a formal position of authority. The Formula 4 Leadership model starts from the premise that 'leaders' are people in organisations (which may be formal or extremely informal groupings) who exert interpersonal influence.

In order to accommodate this broad definition of the types of situation in which leadership occurs, a term had to be selected for the people who are being led. The terms 'follower', 'reporting staff', 'reporting colleagues', 'team-members', 'junior colleagues' and 'subordinate' could all be appropriate in different circumstances. This practical difficulty is compounded by the fact that different terms are more or less acceptable in different cultural contexts.



People find themselves in leadership positions where they may be accepted leaders but they are leading people who in no way would say they 'report to' or are 'junior to' them. The authors have therefore chosen to use the term 'follower' in this manual.



The concept of 'followership' has gained increasing credence academically and the authors' experience is that the idea of leaders and followers works both in one-to-one coaching or in group training when describing (in general terms) the relationship between those who lead and those who are being 'led' in a variety of settings. However, the authors are conscious that for some people the term 'follower' implies a submissive or at least unassertive temperament and a desire for direction. This is not the intended or implied meaning of the word in this manual. The essence of the Formula 4 Leadership model is that leaders should aim to be cultivating people who are independently minded, critical thinkers, creative and competitive high achievers. Such people may often be in or grow into leadership positions themselves.

It is important to say that this manual is designed to help an experienced coach to use the CotD as a part of their coaching process. It is not intended as a basic handbook on how to become a coach. Whilst the different approaches that coaches will take are respected, the CotD assumes a level of expertise in the coach. It is assumed that he or she has a process for establishing development objectives and is experienced in using non-directive questioning techniques to facilitate the coachee's development, helping the coachee to draw learning from their practical experience by encouraging them to make maximum use of adult learning theory<sup>1</sup>.

Against this background, the CotD provides assistance with four major challenges in coaching for leadership development. Two of these are challenges common to the coaching process and the other two are challenges which are regularly faced in leadership development. The challenges are summarised briefly here and are explored in more detail in Chapter 5:

<sup>1</sup> Further information on the nature of coaching and best practice can be found at [www.associationforcoaching.com](http://www.associationforcoaching.com)





### Coaching Challenge One - Engagement between coaching sessions:

The CotD keeps the coachee actively engaged in applying the concepts and ideas discussed between coaching sessions. This accelerates development by increasing the time that the individual spends considering how to apply their leadership judgement. It is a major enhancement to any telephone or email coaching which is undertaken between the normal face-to-face sessions.

### Coaching Challenge Two - Reliance upon the coachee's perception:

The review of the coachee's experience between coaching sessions often depends solely upon the reported perceptions of the coachee. The history section of the CotD provides information about the way in which the coachee analysed leadership challenges at the point when they were facing them, which is a valuable basis for helping the coachee analyse their feelings and behaviour during a subsequent coaching session.

### Leadership Challenge One - How to decide which leadership style to use in the given situation?

The leadership model underpinning the CotD provides an established, principle-driven approach for resolving this question. The CotD's Leadership Judgement Questions translate these principles into a practical set of questions with which to analyse any specific question requiring a leadership approach to decision making. Regular use of the CotD helps the coachee incorporate that approach into their own internal model which then drives their instinctive behaviour. The history of the coachee's developing approach allows for meaningful enquiry and analysis with the coach in order to reinforce the changed behaviour.

### Leadership Challenge Two - How to relate leadership theory to day-to-day life?

The CotD provides a readily accessible instrument for analysing the variety of leadership decisions faced by the coachee. There is a powerful learning effect in the coachee recognising that his or her behaviour in relation to small day-to-day situations can be analysed for its leadership content, and that the chosen behaviour will have a significant impact on the establishment of a long-term effective relationship between the leader and the team.

### How to get the most from this manual

Coaches will have different levels of knowledge and understanding about the leadership model on which the CotD is based:

- ◆ For some coaches this may be their first experience of the Formula 4 Leadership model. They will need a sufficient understanding of the model to apply the CotD to their practice. They are likely to want a quick understanding of the model which will allow them to integrate it into their knowledge of other leadership models and then, depending upon their needs and learning styles, they will want to know where they can get more detail.
- ◆ Other coaches will already be experienced users of the Formula 4 Leadership model, and be knowledgeable about its structure and approach. Often these will be people who have been using the Leadership Judgement Indicator (LJI) for many years and they may already be incorporating that model into their leadership development work. Such coaches are likely just to want a reminder of the model and then some pointers about the ways to incorporate this into the use of the CotD. These people will also want signposting towards reference material but they may not feel the same need for detail as those who are less familiar with the model.





The first chapter of the manual is essential reading for all coaches new to the use of the CotD. There is an overview of the leadership model which serves as an introduction for new users and a reminder for experienced users of the model. There is information about how the CotD can be integrated into a coaching programme, and pages 5 to 6 provide a step-by-step guide to the use of the CotD in a one-to-one coaching programme for the development of leadership abilities. The rest of the manual contains reference material that goes into more depth that can be used at the discretion of the coach.

Coaching is based on the power of learning by doing and therefore this manual aims to ensure that coaches can get quickly to the point where they can start to use the CotD. It is an easy to use and intuitive tool both for coach and the coachee. Nevertheless, the importance of providing sufficient in-depth information so that people feel they know enough before starting is also reflected in this manual.

The manual should provide coaches with all the information they need and therefore the CotD will become an important development tool for coachees. If there are any comments, feedback or questions about the manual, the authors would be happy to hear from any coach who is using the tool.

**Bob Wheeler**  
**Michael Lock**  
**Nick Burnard**





# 1. What the coach needs to know to use the CotD

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## What is the CotD?

The CotD is an online tool which helps a person to analyse any leadership decision they are facing. A licensed coach can use the outputs to improve the coachee's ability to work with and through other people.

## Overview of the CotD

The CotD addresses one of the biggest challenges in leadership development. The majority of leadership theory adopts a contingent approach—recognising that the more effective leaders adapt their style to the circumstances and the people concerned. The challenge for the individual who accepts that there is a reciprocal interplay between the leader and the situation then becomes; “HOW do I decide which of these styles I should use in the current situation I am facing?”

The Formula 4 Leadership model provides an established, principle-driven approach for resolving this question. The CotD utilises this model in order to support personal coaching and mentoring:

- ♦ for the assessment of any situation demanding leadership; and
- ♦ to develop the user's skills in applying enhanced leadership judgement.

The CotD is structured to assist both the coachee and the coach in working to develop the coachee's leadership skills.

The Formula 4 Leadership model also underpins the Leadership Judgement Indicator (LJI), published by Hogrefe, which was authored by Michael Lock and Bob Wheeler, the founders of Formula 4 Leadership Ltd.

## How does the coach use it?

The CotD is used by coaches when they are developing the leadership judgement of a coachee. Having identified the leadership development plan with the coachee and briefed him or her on the underlying leadership model, the licensed coach sets up the coachee so that they have access to the online CotD.

The coachee uses the CotD between coaching sessions to analyse the real, practical leadership decisions that they are facing. Each time the CotD is used, its 'History' section records the coachee's responses and the outcomes reached.

At the next coaching session, the coach reviews this objective evidence of the coachee's leadership activity, the culture in which the coachee is working and the approach he or she takes when analysing situations. This provides a springboard for considering the patterns of response and underlying tendencies together, then applying what has been learnt from this analysis to identify more appropriate future leadership behaviour.

## What is its purpose?

The CotD teaches coachees the set of key questions that can be asked to analyse any situation where they need to engage with other people. The feedback on how they have used the CotD enables the coachee to quickly assimilate the Principles of Formula 4 Leadership that underpin effective leadership decision making. Where multiple users in an organisation have access to the CotD, it has beneficial effects on the culture and organisational health.

## What are its key features?

The CotD is accessible 24 hours a day. It uses a process of asking pertinent, non-directive questions about real-life leadership situations and makes recommendations about the ‘best’ way to engage with reporting colleagues based upon the responses. It does not take away the individual’s freedom to make decisions, or reduce their personal responsibility for the outcomes. Instead, it challenges their existing thinking about the ‘right’ way to work with and through colleagues.

Each time the CotD is used a report is generated that describes the coachee’s decision making process. This can be shared with others to bring greater transparency to leadership decision making. Moreover, the software keeps a history of the responses to every decision considered. This provides a wealth of information about the coachee’s approach towards decision making with colleagues, providing objective evidence for analysis and assessment with the coach.

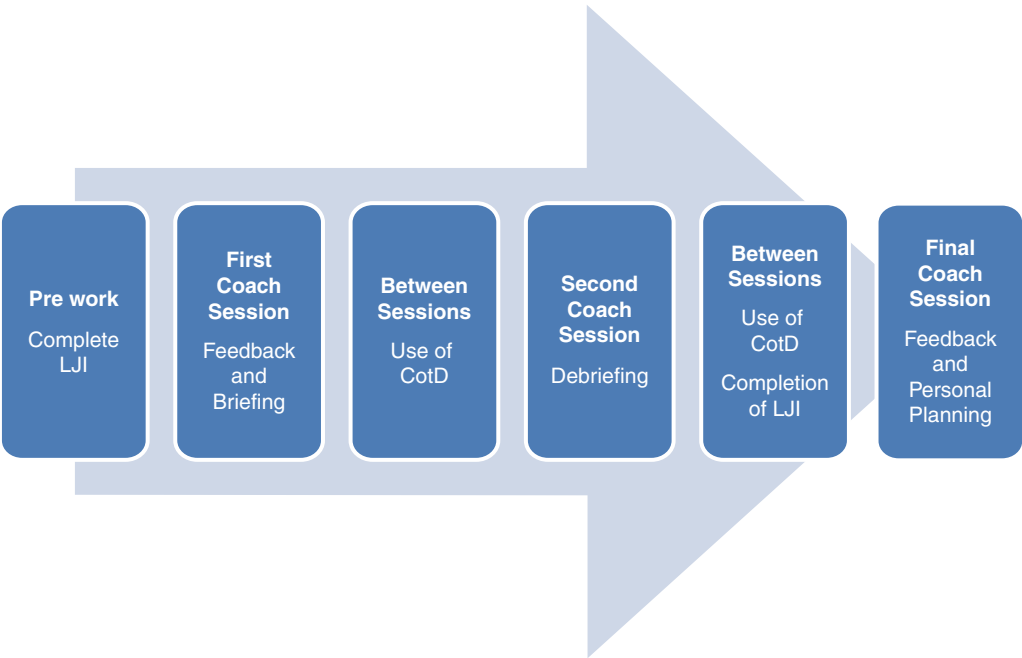


Figure 1.1: Example coaching process using CotD



## What is its background?

The CotD is based on the same principles and underlying logic as the LJI<sup>2</sup>. Please see Appendix 6 for information on the creation of the LJI.

## Formula 4 Leadership model overview

The Formula 4 Leadership model has been developed from leadership theory, research and practical use. It is an integrated model that places the relationship between the leader and the follower at the core of success. It is summarised in the Figure on page 4.

Each of the **styles of leadership** described in the model has its strengths and weaknesses; none is universally applicable. The **Principles of Leadership** (page 13) provide a predictive guide for selection of the appropriate style for achieving the optimum results in any particular situation. Effective relationships between the leader and the follower(s) are built upon the behaviour of the leader - especially the choices he or she makes in the decision making process. The principles, therefore, act as a guide for focusing a leader's time and energy.

An individual's ability to apply these Principles of Leadership marks out his or her success as a leader. The effective leader takes into account both the nature of the task and the abilities and motivations of the people concerned.

In the course of undertaking their role, leaders are continually confronted by opportunities to engage with their team on matters that are, to varying degrees, relevant to their colleagues. In order to determine how to engage with their colleagues, leaders will draw upon their own personal view about what leading others entails. Some leaders will tend towards a favoured style that will be employed time after time, while others may be more flexible when confronted with differing tasks and combinations of colleagues.

In the face of these different leadership decision making contexts it is possible to bring some order into the analysis of each situation. The approach taken in the Formula 4 Leadership model is systematically to analyse each decision making opportunity. The CotD uses a set of tried and tested **Leadership Judgement Questions** (as presented on pages 14 to 15). These questions help the leader to make the appropriate leadership choice when faced with any given set of circumstances.

<sup>2</sup> The theoretical model on which the CotD is based has been confirmed by Dr Colin Cooper, Queens University, Belfast, in his analysis of over 1300 LJI respondents.



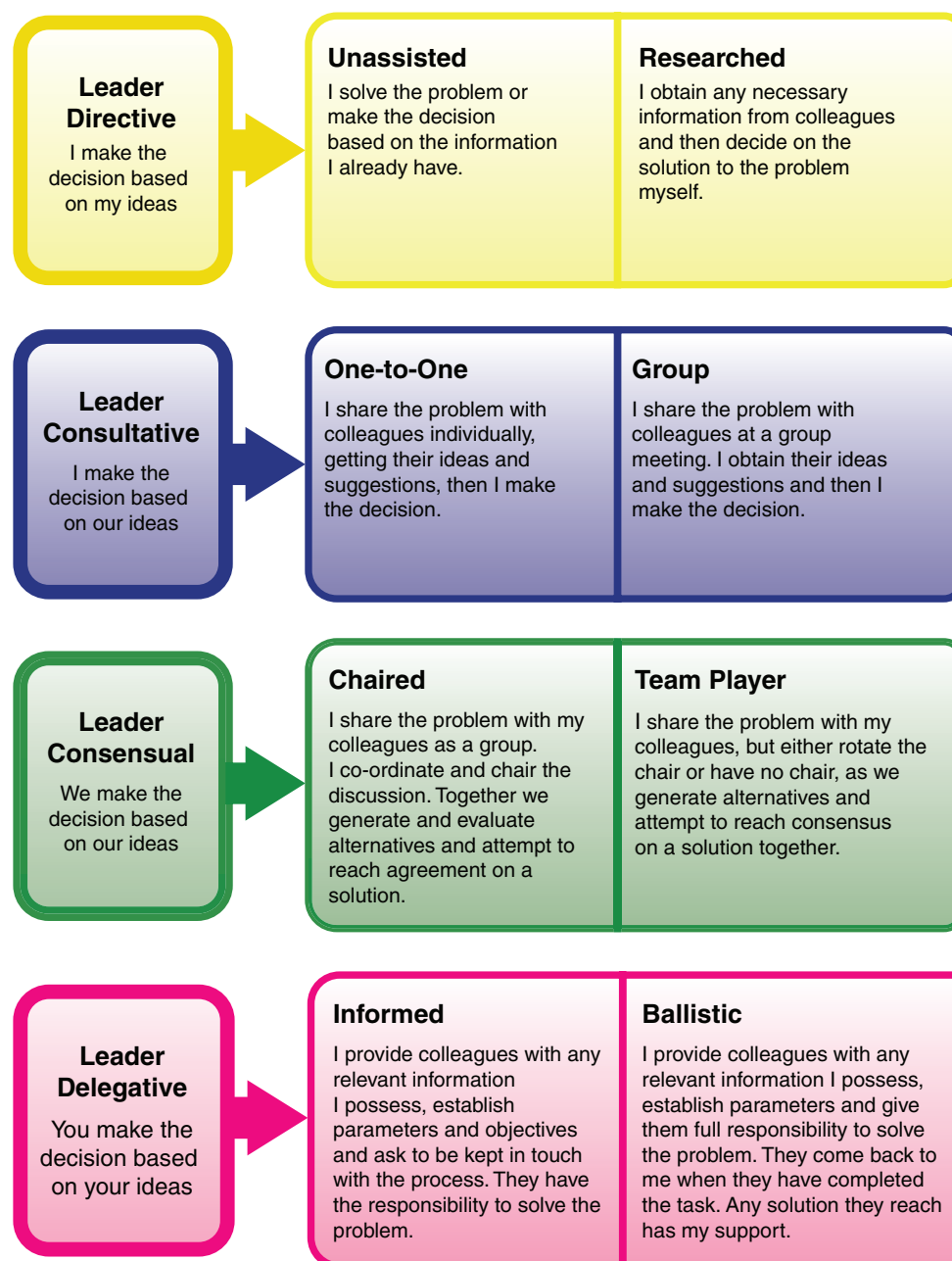


Figure 1.2: Formula 4 Leadership Decision Making Model



## Step-by-step guide to the use of the CotD

### Recommended pre-work

1. Whilst it is not a prerequisite, it is recommended that the coachee complete the LJL before using the CotD. The report generated can help to identify the coachee's personal leadership development needs.

### First coaching session

2. Exploration of the leadership challenges faced by the coachee during a coaching session, including debriefing of the LJL if this has been completed before the session. The outcome of this session should be a personal leadership development plan highlighting the anticipated areas for focus.
3. During the session, the coach should ensure that the coachee has an understanding of the Formula 4 Leadership model, explain its underlying principles, demonstrate the workings of the CotD and ensure that the coachee knows how to log-in. The coachee should be provided with a copy of the Coachee's Briefing (Handout 1 in Appendix 5). Attention should be drawn to the 'Explain' button in relation to each Leadership Judgement Question, and the guidance that can be found in the Expanded Report about how to implement any recommended style.
4. The coachee is then encouraged to use the CotD at convenient times (at least 15 times) between the coaching sessions to analyse real leadership decisions that he or she is facing. The coachee should be encouraged to examine relevant but diverse decisions, so as to make them as representative as possible and not just ones that are particularly important.
5. The coachee is encouraged to reflect upon the Principles of Formula 4 Leadership when using the CotD to see how they guide the recommended leadership style.
6. The coach and coachee should agree the time for the next coaching session, which should be not less than two weeks and not more than three weeks after the first.




### Between coaching sessions

7. The coachee should use the CotD at least 15 times. They should use it either to consider decisions that they are preparing for or to reflect upon decisions that they have recently made.
8. Shortly before the next coaching session, the coach should print off a copy of the Decisions Summary for the coachee as the pattern of responses will be considered in detail at the next coaching session.

### Subsequent coaching sessions

9. At the next coaching session, the coach should focus on the personal history section for development purposes. First of all the coach should consider the outcomes reached through the CotD. Are they similar to, or different from, the expected results, based on what is known of the coachee's style preference? Are there any learning points or implications from the pattern of outcomes?
10. Next, the coach should focus upon the pattern of responses to the individual Leadership Judgement Questions. Each of these questions relates to a specific Formula 4 Leadership competency. Any questions where a marked preference (say more than 65%)<sup>3</sup> has been shown for answering in only one way should be explored. There is extremely valuable information in this analysis as it shows how the coachee has responded to real decision making situations. Any such pattern of responses to the leadership judgement questions may indicate an underlying blockage or predisposition which may be restricting the coachee's competence in exercising appropriate judgement about particular types of leadership decision. An example of how significant this can be can be found in Case Study 2 (page 44).

<sup>3</sup> The authors' guideline for identifying whether there is an indication of a marked preference for the coachee to answer "yes" or "no" in any question is to explore situations wherever there is a pattern of more than about 65% of responses in any one direction. This is a guide for CotD questions that might be worth exploring in the coaching session.

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11. The coach should bear in mind that responses may, of course, have been influenced by the type of situations for which the CotD has been used. If it has only been used to consider significant decisions, it would not be unusual if “Yes” appeared in the history in most cases when answering the question “Is this a really important decision”? This effect should have been minimised by the way the coachee should have used the CotD if he or she has followed the advice given in point 4 above.
  12. In considering the responses to the Leadership Judgement Questions, reference should be made to the relevant competencies that are described in Handout 5 in Appendix 5. Each specific competency relates to the coachee’s capability in assessing an individual Leadership Judgement Question.
  13. The Session Coaching Log (Handout 6 in Appendix 5) is a convenient way of recording outcomes and focusing activity at any subsequent coaching session.
  14. At the final coaching session, the coach should help the coachee to create the next stage of their personal leadership development plan<sup>4</sup>. The Summative Coaching Log (Handout 7 in Appendix 5) is a convenient way of recording outcomes and focusing the coachee on their responsibility to continue their own development.

<sup>4</sup> The Formula 4 Leadership Competency Development Materials may be of value in this, or the Personal Development Planner. These are available from Formula 4 Leadership Ltd.

## 2. Leadership

### What does ‘leadership’ mean?

#### ***Leadership is getting the right things done with and through other people***

Leadership has become a particularly important topic over recent years. This is inevitable in the faster moving, networked and less hierarchical world of the twenty first century. However, leadership is a wide-ranging but essential concept and one of the major challenges in developing leaders is that the word ‘leadership’ means different things to different people.

The Formula 4 Leadership model is a contingent theory of leadership — an approach that works in one environment is likely to be unsuccessful or even damaging in another. Sometimes it is appropriate for the leader to lead by taking charge, sometimes by example, sometimes by influence and sometimes by stepping aside so that others can succeed. This leadership approach, which underpins the CotD, helps leaders to predict which style is most likely to be appropriate in any given set of circumstances, taking into consideration aspects of the nature of the task and of the people concerned.

The definition of leadership at the top of the page appears straightforward and simple. This is a good thing! However, within the definition are layers of meaning which ensure that it is practical and valuable rather than simplistic.

Firstly, leadership is about things which are “done with and through other people”. Senior people in organisations carry out a large variety of activities, some of which have no direct relationship with the activities of other people. This does not in any way devalue the significance of those activities. It simply means that *at that time* what they are doing does not require leadership skills.

Similarly, the definition of leadership involves “getting the right things done”; it is not just about generating high levels of activity. Most people can identify with the fact that some senior people in organisations create an environment of high levels of activity — at its worst, a sense of near panic — without imparting a sense of direction or leadership. The Formula 4 Leadership definition is about strategic, targeted activity.

As the concept of team work has become increasingly important in organisational life, the ability to empower others to succeed has become an essential leadership requirement. A critical aspect of the leadership role includes creating an environment where individuals and teams have the capacity and opportunity to succeed.

Overall, this definition of leadership means that effective leaders focus their own time on things which are important; they feel a ‘development imperative’ to ensure that they and their colleagues improve their capability over time and behave in such a way as to embody appropriate organisational values. This is summarised in the Formula 4 Leadership Tenets and Principles (see pages 13 to 14).

This underlying approach to leadership refuses to engage in the sterile debate about whether good leaders are born or made. The key aspect is the way in which the leader behaves and whether they ensure that through their actions the right things are done with and through people. Some people may already possess better instinctive skills at motivating individuals. However, the key element is that anyone can develop better leadership skills and improve from their current level of performance. The CotD is a practical tool to help facilitate that growth.

## Leadership and power

Since the aim of the CotD is to develop leadership effectiveness, it may be assumed that the target population is existing or potential leaders. However, the term ‘leader’ should not be limited to those in a formal position of leadership. The Formula 4 Leadership model starts from the premise that ‘leaders’ are people in organisations who exert interpersonal influence (see Table 2 below). Here ‘bases of power’ describes the nature of the influence the person exercises, and the ‘source of power’ refers to whether the power derives formally from the organisation or whether the power resides in the people themselves.

Table 2.1: Bases of power in leadership

	Bases of power	Source of power	Description
1	Reward power	Leader’s position in organisation	The ability to control the administration of incentives
2	Coercive power	Leader’s position in organisation	The ability to control the administration of punishment
3	Legitimate power	Leader’s position in organisation	The authority vested in a position by organisational policy or social agreement
4	Referent power	Leader’s personal resources	The extent to which colleagues wish to identify with the leader
5	Expert power	Leader’s personal resources	The extent to which the leader is perceived by colleagues to be knowledgeable

Supervisors and managers are often depicted as leaders. Although these people are in formal positions of organisational power, in many circumstances they may not be the people who exert greatest influence. While the approach used in the CotD can help such people develop their ability to become more successful leaders, its aim is to aid any person in a formal or informal position of influence to become more effective by becoming more successful in their leadership decision making.

## Effective leader/follower relationship

The era of flatter or networked structures has increased the need for each leader to be a “player manager” (Augar and Palmer, 2002)<sup>5</sup> rather than an administrator whose management skills are detached from the challenges at hand. The lower overheads carried by every organisation mean that the personal, cost, pace and performance demands being placed on individuals and teams are constantly increasing.

An interesting perspective on the implications of these challenges can be found in Buckingham and Coffman’s book *First, Break All the Rules: What the World’s Greatest Managers Do Differently* (1999)<sup>6</sup>, which clearly demonstrates the link between great managers and enhanced shareholder value. Most significantly it emphasises that the relationship with the immediate manager will determine how long an employee stays with an organisation and how productive they are during that time. They sum this up beautifully with the concept that good people leave people not organisations.

This underlines the significance of the relationship between the individual and their immediate manager. Perversely, this significance is increasing rather than decreasing as organisations evolve away from traditional hierarchies. Increasingly, this relationship is becoming the fundamental building block for future organisations. Project teams often consist of people who have worked together successfully in the past. Similarly, consider the number of occasions, both in commerce and in the world of professional sport, where the manager moves and his or her closest colleagues soon follow.

5 Auger, P. and Palmer, J. (2002). *The Rise of the Player Manager*. Harmondsworth: Penguin.  
6 Buckingham, M. and Coffman, C. (1999). *First, Break all the Rules: What the World’s Greatest Managers Do Differently*. New York: Simon and Schuster.



Individuals frequently have to operate with more than one manager nowadays. This can arise either in matrix structures or in situations where a person has both a 'line manager' and a separate 'functional manager'. In these situations it is even more important that a common leadership model is understood, so that optimum solutions are found when the inevitable conflicts about priorities arise.

A weakness in many of the current management models is that they do not fit with real world experience. For many people, the greatest correlation arises between levels of work satisfaction and the relationship with their immediate manager. It is a common experience that some people would try to 'run through a brick wall' for some managers, while being significantly less motivated by other managers. What is obvious in personal experience, but is not apparent in many leadership models, is that different individuals react quite differently to different managers.

Discussions with large numbers of people (both in one-to-one and group situations)<sup>7</sup> suggest that for most people the periods in their careers when they felt most satisfied and also most effective, relate to times when their personal development and their contribution to the organisation were in harmony. Generally speaking, people report that the most satisfying periods in their careers have occurred when the relationship with their immediate manager is effective. This is when the manager achieves a dynamic equilibrium between the task and the self-development dimensions.

When these two dimensions of task achievement and self-development are out of kilter, the stress shows in the relationship with the boss. Although potential points of conflict will still arise where the relationship with the boss is an effective one, they can be resolved in a more productive manner. This emphasises that the most successful performance arises when there is:

- ◆ an appropriate interaction between the performance management demands of the organisation and the self-development needs of the individual
- ◆ a successful interaction in the relationship between the leader and follower
- ◆ an appropriate interaction between considerations about the task and the people concerned when making any decision.



This is not to say that 'just being nice to each other for a change' is enough. An effective working relationship is not just about people getting along socially or sociably. It is about a unified management model and a shared view between the individual and their leader about key issues, including the following:

- ◆ clarity about who has responsibility for any activity – both for performance and development
- ◆ a problem-centred process for the resolution of issues between leader and follower
- ◆ genuine striving for win-win outcomes
- ◆ a belief that people at all levels have value and the ability to develop
- ◆ an understanding of 'the way we do things around here' — this often gets the name of 'culture' and, in practice, it seems to be a clear language for the discussion of personal and organisational needs
- ◆ clear targets and measures of performance
- ◆ clear identification of training needs, both in order to do the current job better and also in order to prepare for foreseeable changes
- ◆ encouragement to take appropriate risks in order to improve
- ◆ clear reciprocal feedback
- ◆ recognition of success.

<sup>7</sup> The authors engaged in a range of discussions with clients, both in individual coaching sessions and in training courses. Often in training sessions on motivation and leadership, groups were given a discussion topic to draw learning from their own experience. While this was not formally set up research, it produced repeated, similar themes which informed the creation of the Formula 4 Leadership model.





## 3. Leadership Judgement – the core concept

### Leadership judgement

#### The ability to work with and through other people with discernment

The notion of leadership judgement relates not to people's preference for working in certain ways, but to their ability to select appropriate circumstances for using particular styles. Everybody accepts this difference instinctively. The following situation provides an extreme example:

A person is in a building that they have never been in before. The host has worked there for many years and knows the building well. He or she is a responsible person who can be trusted. The fire alarm sounds. The host says "It is very important that we choose the right way to leave the building quickly — so let's sit down and discuss it!"

No matter how keen a person is for involvement, no matter how much the host's preference is for working in a consensual way, no matter how skilled he or she is at such a facilitative approach, at this point the person would be crying out for clear direction. The nature of the situation demands a quick, task-oriented, directive approach from the most knowledgeable individual. In other words the host should say something like "Go that way" or "Follow me".

This situation seems obvious and analysis of leadership style in this context may seem trivial. However, people in positions of leadership face choices all the time about how best to engage with colleagues in much more complex situations, where it is critical to select the most appropriate style both for the task and the skills of the people concerned. Moreover, the approach taken will have a key role in the development of the relationship between the leader and the follower and will have a huge impact on the perceptions of the effectiveness of the leader.

It is the capability to decide how to approach a variety of leadership decisions that differentiates between more and less effective leaders. More effective leaders demonstrate leadership judgement when they show themselves able to work with and through other people with discernment. This quality is here viewed as a form of social intelligence; a sort of 'common sense reasoning' that develops through:

1. first hand experiences of other leaders' behaviours
2. holding actual leadership positions
3. appropriate training and development experiences.

### Leadership preference

#### The inclination to choose a leadership style

Each person has certain natural preferences for particular decision making styles. Preference for leadership style(s) can manifest itself in a number of ways:

- ◆ **Balance** where the person has no greater liking for any one style, or cluster of styles, than any other.
- ◆ **Economy** is present when the person is judicious in their choice of style yet tends towards using that style appropriately.

- ◆ **Aversion** is apparent towards a style or cluster of styles when the person rarely or never views it as appropriate across a variety of situations.
- ◆ **Fixation** towards a style or cluster of styles is evident when the person frequently views it as appropriate across a variety of situations.

For example, one individual might be strongly drawn towards participative approaches to leadership decision making and use such approaches even when others would choose a more task orientated method. Another person might use a Directive style extensively and rarely, if ever, adopt a Delegative leadership style. Such patterns of attraction and aversion are common and often lead to development needs for people to use styles with greater discrimination. The CotD helps coachee's develop their judgement about when to apply the different styles (see Appendix 1 for further detail on each of the leadership styles).

## Balancing preference with judgement

The Formula 4 Leadership approach explores whether the leader can balance personal style preferences with the specific people and task requirements of a variety of decision making contexts and then come to an effective decision. The CotD provides a way of gauging that balance, making patterns of preference obvious and offering insight into the thinking that gives rise to them.

The CotD enables the coachee to describe and analyse practical, real-life decision making situations in the course of undertaking their role as leader. As the coachee is continually confronted by opportunities to engage with their team so they record these in the CotD. It also records the coachee's "yes" and "no" responses to a series of questions about the situation. This makes their personal internal model about leading others explicit, whereas generally this is often an unconscious approach that they impose on leadership situations.

Thus, the CotD reveals whether the coachee tends towards a favoured style that they employ time after time; moreover, it makes the thinking that underpins this not only visible but accessible to scrutiny. The CotD therefore provides a means for preferences to be reviewed rationally, and in so doing aims to help the coachee become more flexible when confronted with differing tasks and combinations of colleagues.

Specifically, the CotD seeks to develop leadership judgement by making the application of the Formula 4 Leadership Principles that guide effective leadership decision making become second nature. These Principles have informed the development of the ten Leadership Judgement Questions, found in the CotD.

Regular use of CotD makes the situational analysis based upon the Leadership Judgement Questions explicit, so the way of thinking it encourages becomes a natural part of the way the coachee engages with reporting colleagues. At that point, the Principles will have been integrated into the coachee's personal internal model about how to work with and through other people.

It should be emphasised that the CotD is a developmental tool. With practice, the coachee will start to assimilate those questions naturally into his or her internal process when deciding what style to adopt. When more rounded, balanced and economical leadership decision making has been achieved, the coachee may only need to return to the CotD to check the efficacy of the occasional decision. They might also use it to show others the nature of their logic and their rationale for dealing with the matter before the team in that particular fashion. In this way, the coachee begins to embody and disseminate their new approach to leadership decision making and in so doing influences others in the development of their leadership judgement.

The CotD illustrates the Formula 4 Leadership premise that any person in any leadership position can become more effective. While there are certainly some personality dimensions that influence leadership behaviour, it is possible for a leader to learn how to better adapt their style to the nature of the task and the characteristics of the people involved and so improve their effectiveness as a leader.





## Principles to guide leadership behaviour

While there is no doubt that certain personality traits can help or hinder a person's effectiveness as a leader, and that behavioural adaptability is a vital ingredient in success, the Formula 4 Leadership approach offers a set of Principles that seek to guide leadership decision making behaviour. Through the leader's adherence to these Principles, successful strategies for engaging with reporting colleagues in all decision making situations are reasonably predicted (Vroom & Jago, 1988)<sup>8</sup>. These Principles have dictated the nature of the Leadership Judgement Questions employed by the CotD software. They also make it possible for all leaders to focus their time, energy and personal resources most effectively. They provide a basis for groups of leaders to act with consistency, offering transparency and predictability to reporting colleagues, so aiding cultural development by guaranteeing fairness, reasonableness and logic.

These are the Formula 4 Leadership Principles which focus effective leaders' time and energy to achieve optimal results:

- ◆ 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 their team members share the same goals as those of the organisation
- ◆ involve their 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 CotD monitors and records how the person applies these Principles. In practical, real-life situations when a decision needs to be made it helps the leader to determine the best way of engaging with the people involved in a way that would be likely to be successful.

## Formula 4 Leadership Tenets

### Beliefs that underpin the approach

The model underpinning the CotD is grounded in the belief that the effectiveness of a leader can be developed. The CotD is a tool that allows the individual to carry out appropriate analysis of the context in which they are engaging with their colleagues and to learn the set of principles enabling them to gear their behaviour to the needs of the situation.

Formula 4 Leadership holds the following assertions to be true:

- ◆ No one leadership style is universally applicable to all decision making situations
- ◆ No one leadership style is inherently better than any other
- ◆ Effective leaders gear their style to the nature of the task and the characteristics of the people involved
- ◆ Each decision making situation can be methodically assessed to determine the most appropriate leadership style
- ◆ Effective leadership involves the preparedness to adopt different styles of decision making

<sup>8</sup> Vroom, V. H. & Jago, A. G. (1982). *The new leadership: managing participation in organisations*. N.J.: Prentice Hall.



- ◆ The effectiveness of a leader can be developed
- ◆ Any person can learn how to become a more effective leader.

Appropriate use of CotD can lead to behavioural change in a leader resulting in their improved effectiveness. This is because the CotD provides a mechanism to allow the individual to learn the Principles that will enable them to gear their behaviour to the needs of the situation, by asking the questions described below.

## Judgement questions embedded in the CotD

The following ten questions are to be found in the CotD and underpin the ten competencies shown in Handout 5 in Appendix 5.

### ABOUT THE TASK

#### Is this a really important decision?

Is getting this right or wrong going to have an impact on personal, team or the organisation's goals? Is it important to the organisation which solution is adopted? Could the decision make, say, a 5% difference to performance?

#### Does this decision need to be made immediately?

Do you feel time urgency? Is it imperative that you 'strike while the iron is hot'? Will the chances of success, or the efficient use of people or other resources be materially affected by a reasonable delay?

#### Do you know enough to handle this on your own?

Do you have sufficient information and the necessary expertise to make a sufficiently high quality decision?

#### Does this need the views of a group of people?

Does the task need to be worked on through group discussion so that breadth of information and multiple perspectives are obtained and considered? An alternative is that this is a task of an intricate and sequential nature which would be better worked on through individual analysis — in which case the answer here is 'no'.

#### Have you worked successfully on this type of problem before?

Are you clear about what you want and where you are going? Do you have a good idea about what needs to be done in order to get there? Can you readily set clear targets?

### ABOUT THE PEOPLE

#### Is this a good opportunity to develop your team?

Does the task readily offer the opportunity to 'add value' by developing the skills, talents or confidence of reporting staff? Is this a good opportunity to develop your relationship with your colleagues?

#### Will the team readily follow your decision?

Are you reasonably certain that the decision can be effectively implemented even if reporting staff have not been collaboratively involved in the decision making process? Could necessary levels of motivation and performance be maintained even if you make the decision yourself?

#### Could the team sort this out on their own?

Do reporting staff have sufficient information, expertise, confidence and maturity to make a high quality decision?



**Can you trust the team to do what is best?**

Can you trust your reporting staff to pursue the best and most rational solution, rather than being unduly influenced by their own self-interest? Do reporting staff share the organisational goals to be obtained in solving this particular problem?

**Is there going to be quite a lot of disagreement about this?**

Is conflict among reporting staff over preferred solutions likely? Is there likely to be substantial disagreement between you over which course to pursue? Is the decision controversial and likely to evoke very different views?

## Formula 4 Leadership competencies

Each of the Leadership Judgement Questions explores an important element about the people and the task in the decision making situation. Responding to the ten Leadership Judgement Questions with discernment involves bringing to bear a person's leadership competence. The quality of the "yes" and "no" responses that the leader offers is founded upon ten competencies that underpin the ten questions. These competencies are given in Handout 5 in Appendix 5 and the coachee is reminded of them throughout the CotD.

A person who possesses strong leadership judgement can be viewed as possessing these competencies to a greater degree. Therefore, a person can become a more effective leader by developing these competencies. CotD is an efficient vehicle for determining which of these competencies need to be the focus on further action.





## 4. Background to Formula 4 Leadership

### Inspiration and key sources

When examining the existing theoretical leadership models, the authors felt most comfortable with a contingency theory of leadership that allowed some examination of the interplay between traits, behaviour and situations as the primary source of leader effectiveness. Whilst each of these factors has some impact on the effectiveness of leaders, neither personality characteristics, the behaviours of the leader, nor the context they are in, offer sufficient explanation on their own. However, the interaction of these factors provided a much more coherent understanding of leadership. The effectiveness of any leader is determined by some combination of these factors.

In arriving at this model, the authors made much reference to other models of leadership, the two most significant being that of Vroom and Yetton (1973) and situational leadership by Hersey and Blanchard (2000). Both models have had significant influence on the development of the Formula 4 Leadership approach, although the work of Vroom and Yetton, in advocating an approach to aid managers with the real, hands-on everyday problems of leadership, is the most closely related to the CotD.

The authors were particularly convinced by the research of Field arising from his work at the University of Toronto<sup>9</sup>. He confirmed the effectiveness of leader behaviour when they employed styles that were feasible, as dictated by the Vroom-Yetton contingency model. Significantly, Field failed to find similar support for alternative models. It is on this solid foundation of research that the CotD is built:

- ◆ It is grounded on a set of principles that have been translated into a set of Leadership Judgement Questions
- ◆ The Leadership Judgement Questions explore both the nature of the people and the task
- ◆ It provides outcomes that are clearly phrased and guided by what works in practice
- ◆ It enables the outcomes to be open to evaluation: users can establish for themselves that the CotD predicts effective behaviour in any context
- ◆ It is developmental in intent: for the leader, the leader's reporting staff and the organisational environment
- ◆ It is flexible enough to be relevant to the changes in organisational structures that have taken place since the creation of most of the other leadership models, especially the development of team-work as a method of operation.

### Situational analysis and the CotD

Building on the logic of these approaches, the authors created the set of leadership principles. These next gave rise to a series of diagnostic leadership judgement questions which allowed the analysis of any leadership decision making situation.

The ten questions, each demanding a "yes" or "no" response were mapped onto a decision tree to create a complete algorithm to inform leadership decision making. This is a computerised mechanism for diagnosing any leadership decision making situation and providing a 'best bet' style for engaging with reporting colleagues.

<sup>9</sup> Field, R.H.G. (1981). "A test of the Vroom-Yetton contingency model of leadership behaviour." Unpublished doctoral dissertation, University of Toronto, Toronto, Ontario, Canada.

This was tested rigorously in leadership training situations and has ultimately taken its current form as the CotD. Computerisation in this way created a new developmental opportunity. Retaining a database of the way in which an individual analyses the decisions which he or she is facing provides the opportunity to identify whether there are patterns of response to the specific judgement questions. The experienced coach can use this information to assist the coachee in developing their leadership decision making competence.

The quality of the outcome proposed by the CotD rests upon the discernment of the user in responding wisely to the ten questions. More effective leaders are likely to be more able to recognise the characteristics of the tasks they are facing and the skills and motivations of the people concerned. Considerations of patterns of response therefore provide evidence of the underlying approach of the coachee which they might not have recognised of themselves.

The ten questions can be seen as addressing two key situational features. Five of the questions relate to the attributes of the task in hand and the other five relate to the attributes of the people concerned — that is, the leader and the immediate team directly involved in making the decision. In so doing, they progress along a decision making process that culminates in one of the eight ‘best bet’ solutions. These ‘solutions’ are the eight sub-styles of the Formula 4 Leadership model. The advantage of employing such a rational process is that a ‘best bet’ approach to engaging with others is then more likely to be used on an ongoing basis.

The output of the CotD is clear and the thought process behind the leadership decision can be shared with others if necessary. In addition, the simplicity and brevity of the approach means that it only takes a very short time to get to the fundamentals of any leadership decision making scenario.

As a result of its direct relationship with the CotD<sup>10</sup>, it is recommended that completion of the LJ is a powerful preface to the process of leadership coaching. It is the most efficient way of identifying personal leadership development needs which can then be addressed using the CotD.

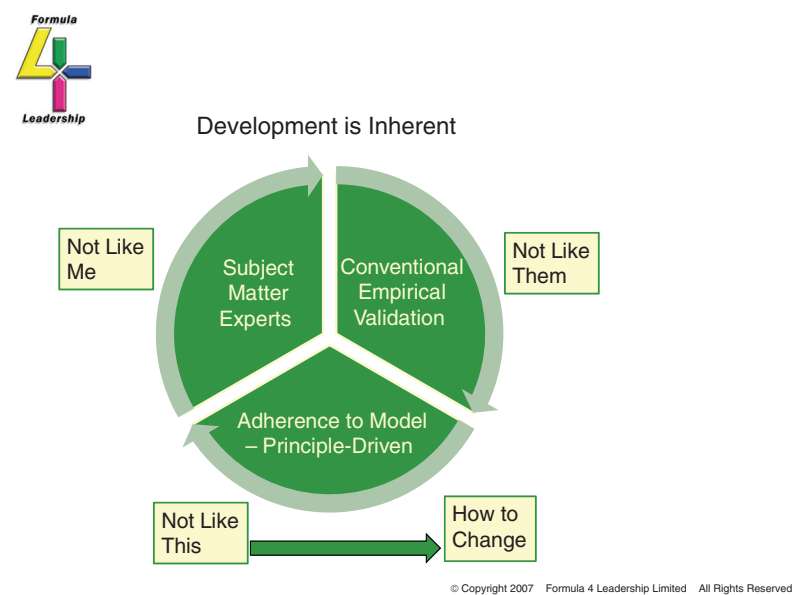


Figure 4.1: Impact of Situational Judgement Tests Scoring Approach

10 See Appendix 6

## 5. Working with the coachee

### Challenges regularly faced in leadership development coaching

Personal coaching is a hugely powerful process for assisting coachees in their development. However, it can be a notoriously difficult process, requiring knowledge, skills and experience of the coach to help the coachee maximise their learning.

The CotD provides assistance with four major challenges in coaching for leadership development. Two of these are challenges regularly faced in leadership development the other two are challenges which are generic to the coaching process. The challenges were summarised briefly in the Authors' Introduction and are explored in more detail below:

#### Coaching Challenge One - Engagement between coaching sessions:

The CotD provides reference and assistance through a process of non-directive questioning between coaching sessions. This increases the time that the individual spends considering how to apply the concepts and ideas discussed during the coaching sessions. This is a major enhancement to any telephone or email coaching which is undertaken between the normal face-to-face sessions. Actively considering their leadership judgement in this way accelerates the coachee's learning and helps them to internalise the behaviour so that it becomes more instinctive.

#### Coaching Challenge Two - Reliance upon the coachee's perception:

Every coach has the experience of the coachee agreeing at a coaching session that he or she is going to implement certain changes in their behaviour. At the next coaching meeting, the coachee will describe their experiences of trying to put this behavioural change into effect and then, through a process of careful questioning, the coach helps the coachee to extract learning from their experience.

This is a very powerful process. Nevertheless, it is clear that the review is always based upon the evidence of the coachee's own perceptions. The coachee's perceptions are critical in exploring the underlying personal motivations and barriers which affect the coachee's behaviour. However, they are not the whole story.

By contrast, a sports coach has the advantage of both seeing the person perform and discussing their feelings. Either through discussion, feedback or even video recording, the coach can help the coachee to perceive what is happening more accurately. The history section of the CotD provides information on the way in which the coachee analysed leadership challenges when they faced them. This can be a valuable basis for challenging the validity of the coachee's reported perceptions when exploring the same situation during a coaching session. An example of this can be seen in Case Study 2 on page 44.

#### Leadership Challenge One - How to decide which leadership style to use in the given situation?

The CotD addresses one of the biggest challenges in leadership development. The majority of leadership theory adopts a contingent approach, which means recognising that effective leaders adapt their style to the circumstances and the people concerned. After appropriate guided reflection, most individuals will readily accept that this is correct.



The challenge for the individual, once they accept that there is a reciprocal interplay between the leader, the team and the task, is deciding which style of leadership is the most appropriate in any particular set of circumstances.

The leadership model underpinning the CotD provides an established, principle-driven approach for resolving this question. The CotD translates these principles into a practical set of questions with which to analyse any specific issue requiring a leadership approach to decision making. Regular and repeated use of the CotD allows the individual to relate those questions to the appropriate 'best bet' style. There is a complex interplay between getting the task done and ensuring appropriate development of the team. By using the CotD, the individual starts to incorporate that approach into their own internal model which then drives their instinctive behaviour.

The history of the coachee's developing approach allows for meaningful analysis with the coach in order to reinforce the coachee's developing leadership behaviour.

### **Leadership Challenge Two - How to relate leadership theory to day-to-day life?**

One of the common perceptions is that leadership is only carried out regularly by the most senior people within organisations. In a coaching or a training environment it is usually possible to get the individual to accept that he or she has the potential to influence matters significantly through their own behaviour. However, when it comes to implementation, individuals often struggle to appreciate that the leadership theory which they have accepted is applicable to the majority of day-to-day situations.

The CotD provides a readily accessible instrument for analysing the variety of leadership decisions faced by the coachee. There is a powerful learning effect in the coachee recognising that his or her behaviour in relation to small day-to-day situations can be analysed for its leadership content, and that the chosen behaviour will have a significant impact on the establishment of a long-term effective relationship between the leader and the reporting colleagues.



## **Example coaching programmes**



### **Introduction**

The following coaching process models are intended as examples of how the CotD can be integrated with normal face-to-face and telephone coaching sessions in order to achieve different coaching programme aims.





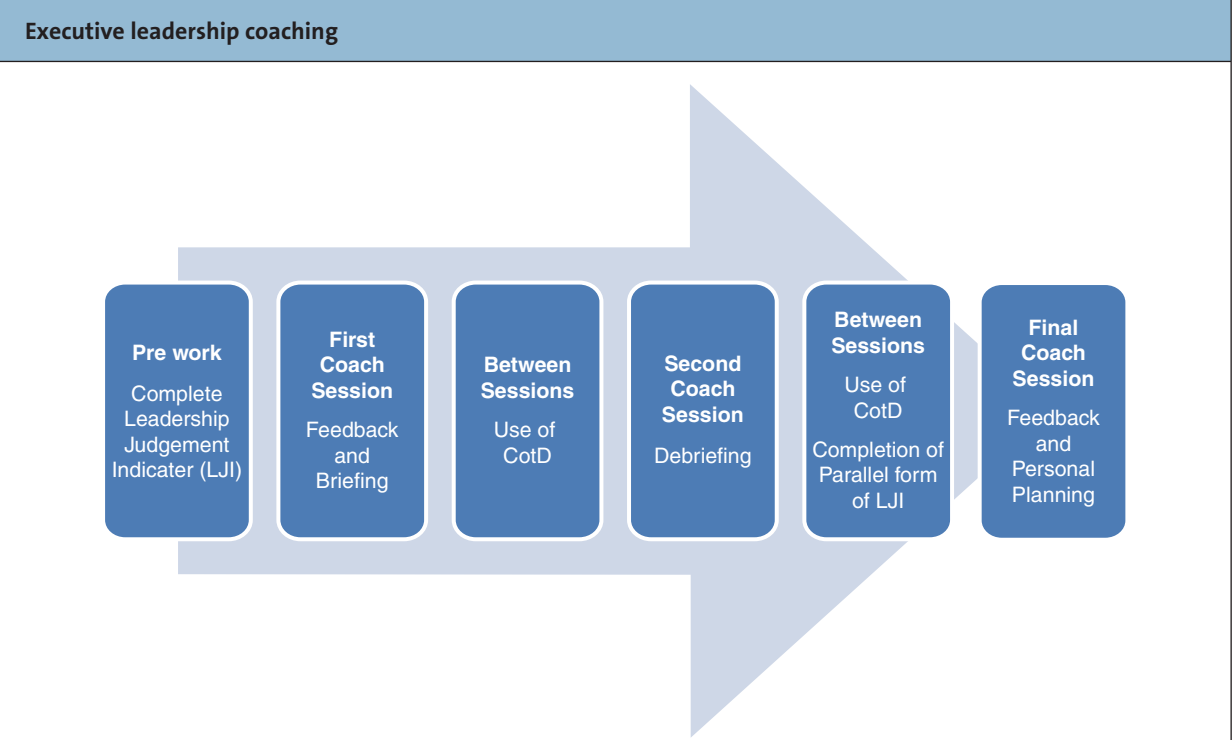
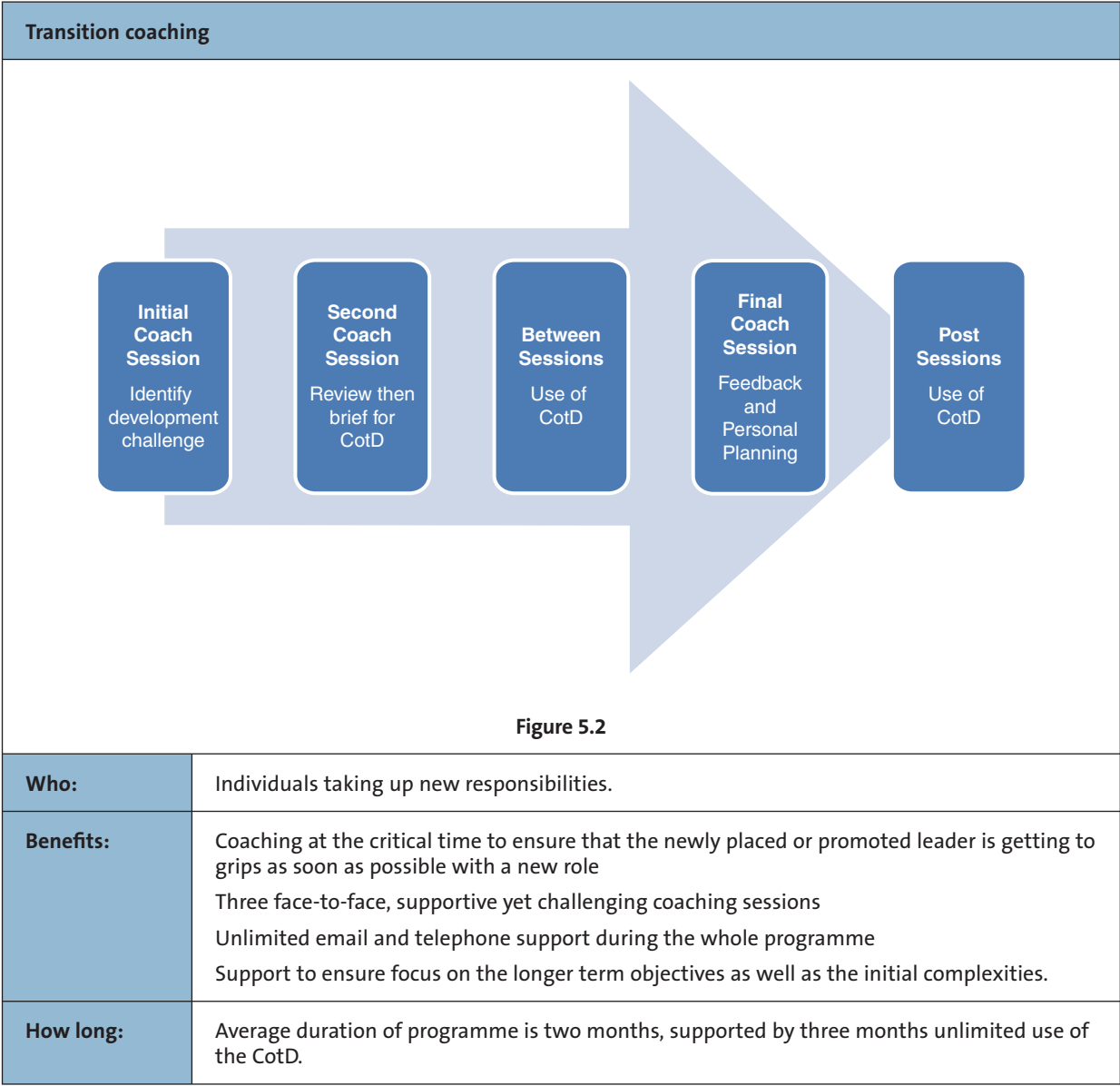
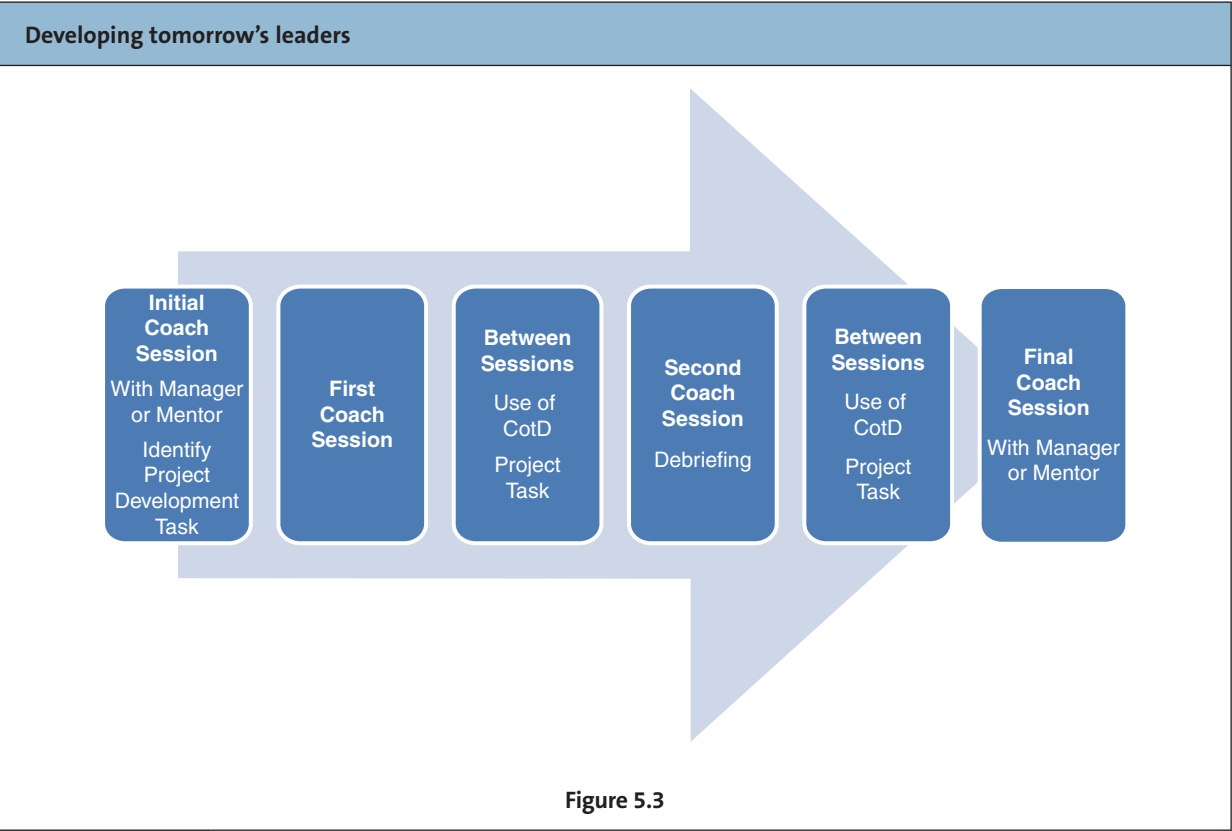


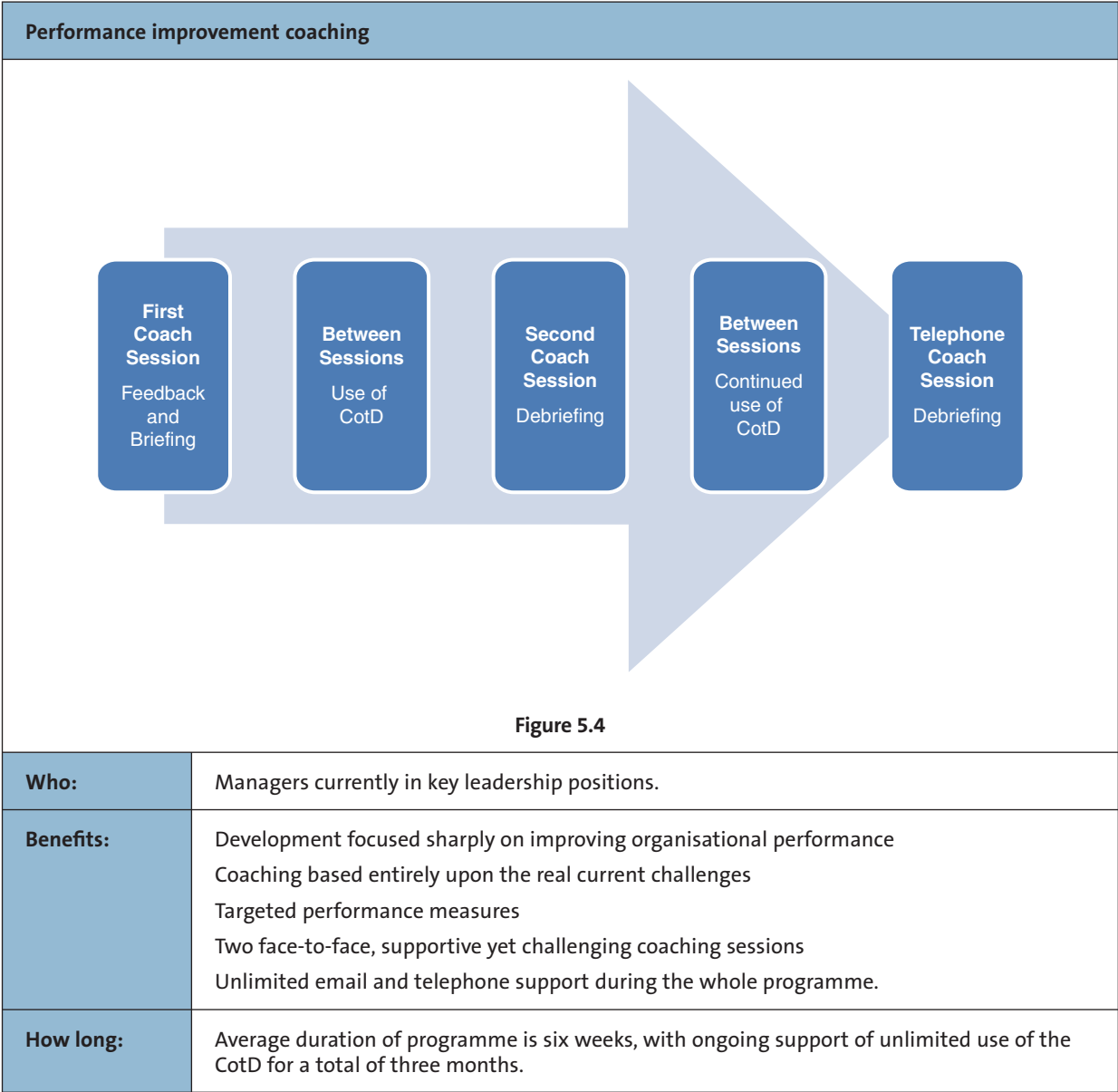
Figure 5.1

Who:	Leadership development for the most senior people in the organisation.
Benefits:	Developing the skills to ensure that the right things are being done throughout the business with and through other people Assessment with full reports at both the start and end of the programme Three face-to-face, supportive yet challenging coaching sessions Unlimited email and telephone support during the whole programme.
How long:	Average duration of programme is six to seven weeks, supported by three months unlimited use of the CotD.





Who:	Cost effective development in support of talent management.
Benefits:	Structured, project-based development for the future leadership of the organisation Four face-to-face, supportive yet challenging coaching sessions Unlimited email and telephone support during the whole programme Independent, confidential support closely integrated with the individual's manager or mentor.
How long:	Average duration of programme is three months, supported throughout by unlimited use of the CotD.



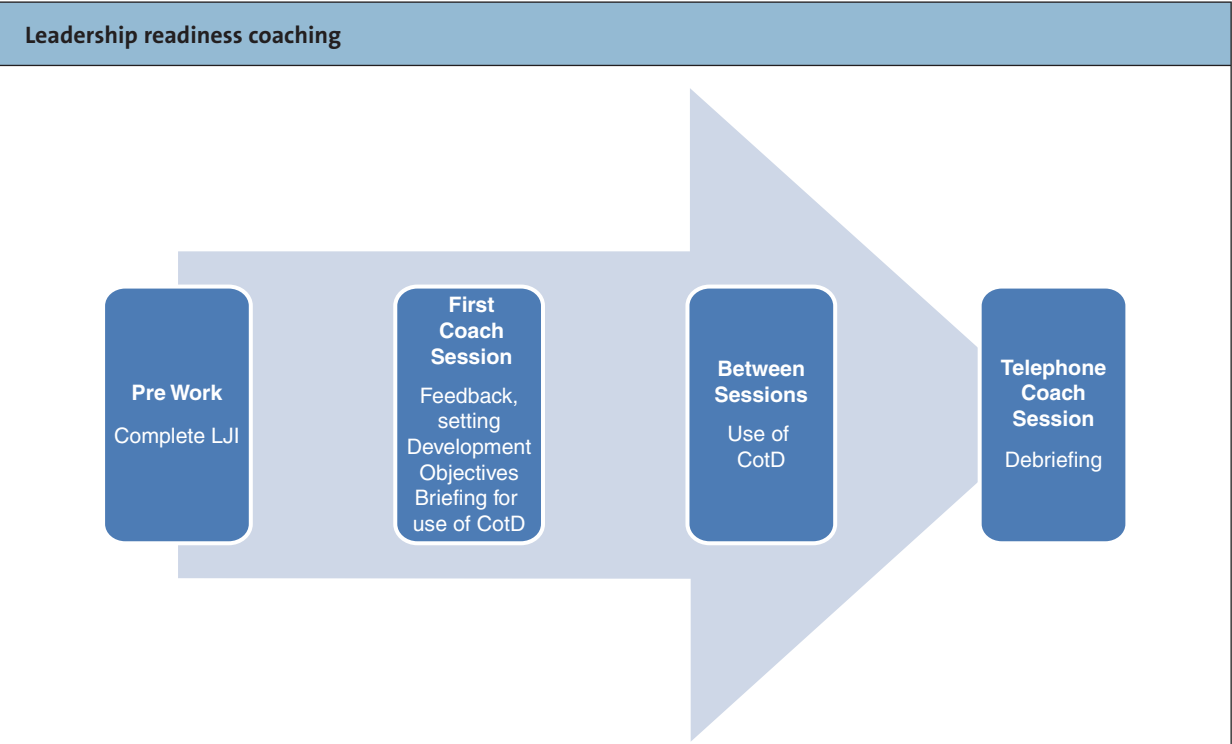


Figure 5.5

Who:	Managers about to take up a new position.
Benefits:	Short, preparatory assessment of leadership development needs Coaching to ensure the individual optimises their development on tightly focused needs LJI assessment, followed by a face-to-face debriefing and objective setting session Unlimited use of the CotD and structured telephone coaching.
How long:	Average duration of programme is four to six weeks, with ongoing support of unlimited use of the CotD for a total of three months.



## Identifying the coachee's development needs

Establishing clear objectives is a critical step at the start of any coaching programme. Where leadership development is part of the programme, the greater the clarity about the development needs the better both for the coachee and for the coach.

The LJl is not a prerequisite but it is the recommended way to identify the coachee's current leadership strengths and development needs at the start of a coaching programme. Its use ensures that leadership development needs have been fully discussed and that the coachee's instinctive preferences and judgement can be clearly articulated. From this flows a clear picture of the coachee's leadership development needs. This may have been particularly clearly identified, if use has been made of the LJl Personal Development Planner.

Whether or not the LJl has been used, the following questions may assist the coach in helping the coachee identify his or her leadership judgement needs:

- ◆ What feedback have you had about your leadership approach to date?
  - ◆ What is your predominant image of your own preferred leadership styles?
- ◆ Give examples of situations where you have found it challenging to exercise leadership or of the type of situation where you have relished the leadership experience.
- ◆ What leadership styles do you feel play to your greatest strengths?
  - ◆ In what circumstances would those styles be most valuable?
- ◆ What would be the impact on your team's performance if you could adjust your leadership behaviour?
- ◆ What changes to your leadership behaviour could most improve your own performance, control of your situation or the use of your time?
- ◆ What are the key changes you will seek to bring about as a result of the coaching sessions?



## Introducing the CotD to the coachee

When introducing the CotD to a coachee it is valuable to make the following points:

- ◆ The CotD helps to develop judgement for leadership decision making. It will enable the coachee to lead his or her team according to an explicit, clear and fair set of principles. It can increase morale in the team and make it more productive. This can enhance the coachee's standing as someone who can lead with roundedness, discernment and wisdom.
- ◆ The CotD will pose a maximum of ten judgement questions; five asking about the task and five enquiring about the people involved in making the decision. With practice, the coachee will very quickly discover the most appropriate style to adopt in any given decision making situation.
- ◆ The validity of the recommended style will be dependent upon the coachee's perceptiveness in answering the Leadership Judgement Questions. The CotD will keep a record of all the decisions which will be discussed at subsequent coaching sessions.
- ◆ In this way, the CotD will clearly show how judgement is evolving. The outcomes provide an invaluable resource for discussions with colleagues and as a record of development.

When first showing the CotD to the coachee it is useful to demonstrate the way in which it works. The best way of doing this is to log-in to the CotD and then encourage the coachee to identify a real situation which they are about to face or have recently addressed. This can then be used as a live example of "How to use the CotD". A brief summary of their situation is put into the box on the "Describe your Decision" page. Indicate how to put in the number of colleagues potentially involved in making the decision and then proceed through the Leadership Judgement



Questions as they come up on the CotD. In this ‘run through’, it is valuable to demonstrate how the “Explain” button works and also how the “Go back to” arrows operate. The purpose here is to demonstrate to the coachee the ease and speed of the CotD’s operation (see Appendix 4 for screenshots).

Sometimes coachees find it difficult or intimidating to identify a situation at this stage. It is therefore useful for the coach to have a number of examples which could be used for this demonstration. Each coach will quickly build up a short portfolio of such cases which he or she will be comfortable to use. The following examples of familiarisation scenarios may be helpful to the coach during their early uses of the CotD:

**Familiarisation scenario 1**

An experienced head teacher has been recently appointed to a large secondary school. She has a group of six on her senior management team. They have all been in post longer than the new head. She knows that some important policies and routines on the school site need to be changed. Whilst the group are committed to the school’s new direction, they are used to the status quo and find it difficult to envisage radical changes.

When the head teacher analysed this position, their analysis was as follows:

**Situation analysis:**

Is this a really important decision?	Yes
Is this a good opportunity to develop your team?	Yes
Does this decision need to be made immediately?	No
Do you know enough to handle this on your own?	No
Does this need the views of a group of people?	Yes
Have you worked successfully on this type of problem before?	Yes
Could the team sort this out on their own?	No

This analysis leads to a best bet recommendation of Group Consultative leadership style.

**Familiarisation scenario 2**

You are the experienced chief executive of a company in the retail industry. A marketing consultancy has recommended a re-branding exercise. Both you and your newly appointed trading director strongly support this. Your other three board colleagues are all experienced and committed to the firm. They have broad experience of retail as well as intimate knowledge of the motivations of both the customers and the staff.

The chief executive had to decide what approach to take in achieving the right decision by the board about the company’s future branding policy.

When the chief executive analysed this position, their analysis was as follows:

**Situational analysis**

Is this a really important decision?	Yes
Is this a good opportunity to develop your team?	Yes
Does this decision need to be made immediately?	No
Do you know enough to handle this on your own?	No
Does this need the views of a group of people?	Yes

Have you worked successfully on this type of problem before?	No
Could the team sort this out on their own?	Yes
Can you trust your team to do what is best?	Yes
Is there going to be quite a lot of disagreement about this?	Yes

This analysis leads to a best bet approach of Chaired Consensual leadership style.

## The coachee’s use of reports

Having gone through the CotD to the point where the coachee has arrived at a recommended decision making style, there are a number of tabs which help the coachee to explore different aspects of the situation that they have just analysed and the recommended decision making style. The tabs and the ways in which they will be used by the coachee are summarised below:

### How you got here

A quick summary of the Leadership Judgement Questions used to analyse the situation and the answers given.

### Explain

This is a narrative description of the particular style, its strengths and practical tips for successful implementation. A copy of the advice contained in the CotD in relation to each of the styles can be found in Appendix 2.

### Formula 4 Leadership Model

This is an online representation of the model as it can be found on page 4 of this manual.

### Concise Report

The Concise Report gives a brief summary of the decision. This can be downloaded or emailed to the coachee as a Word document.

This can be a valuable way of capturing the analysis made by the coachee and it can be a useful vehicle for sharing the coachee’s thinking with his or her colleagues in explaining the leadership approach to be taken in the particular case.

### Expanded Report

This report contains more detail than the Concise Report. It can be downloaded or emailed as a Word document.

In addition to the topics covered in the Concise Report, it provides the coachee with his or her CotD History. This shows the recommended decision styles and the responses to the Leadership Judgement Questions summarised for the total number of occasions that the individual has been through the CotD as well as the competencies they have used. This can be used for the individual’s own development, as it will be in discussion with the coach. It also includes the explanatory advice about how to implement the style, which can be found in Appendix 2.





## Interpretation of the coachee's use of the CotD

The information which is contained in the 'Personal History Section' can be extremely valuable for exploration with the coachee in considering development of the approach to leadership decision making.

First of all the coach should consider the outcomes reached through the CotD. Are they similar to, or different from, the expected results—given what is known of the coachee's style preferences?

In the context of previous feedback which the coachee has received, is there a pattern of repeated use of a particular style which is the same as or different from that earlier feedback? If the coachee has previously completed the LJ, how similar or different are the outcomes from the LJ to this snapshot of the decisions that the individual has been faced with over the past few weeks?

The key question for the coachee is "Are there any learning points or implications from this pattern of outcomes?" The learning points could be about the individual's approach to leadership issues or could be about the environment within which the coachee is operating.

Next, the coach should focus on the pattern of responses to the individual Leadership Judgement Questions. Each of these questions relates to a specific Formula 4 Leadership Competency. Highlight and explore where a marked preference (as before, say more than 65%) has been shown for answering in only one way. There is extremely valuable information in this analysis as it shows how the coachee has responded to real decision making situations. Any marked pattern of responses to the Leadership Judgement Questions may indicate an underlying obstacle or predisposition which may be restricting the coachee's competence in exercising appropriate judgement about particular types of leadership decision. The Formula 4 Leadership Competencies provide the means whereby the coach can articulate where these blockages to progress might lie. The following pages give some indications about initial questions to ask and possible areas for exploration in relation to marked preferences either way in relation to each of the ten questions.



## Interpretation and use of reports by the coach

### Possible areas of exploration

Leadership Judgement Question: Is this a really important decision?
<p><b>Competency: Impact Judgement</b></p> <p>The ability to discern how important it is which solution or decision is adopted. Can accurately judge the impact of adopting one course of action over another. Can tell how important a decision is in reaching personal, team or organisational targets. Can gauge the extent to which a solution will affect performance.</p>
High response to “Yes”
<p>“Is this simply a reflection of the way in which you have chosen to use the CotD?”</p> <ul style="list-style-type: none"><li>◆ The coachee was recommended to explore a random and representative sample of the issues he or she is actually facing. Very few roles really demand that every leadership decision they take is important in adopting one course of action over another.</li></ul> <p>“How do you differentiate between what is or is not important?”</p> <ul style="list-style-type: none"><li>◆ For some decisions, it is really important that the correct technical outcome is achieved. In many others, the quality of performance may be little affected by the course of action adopted, it may simply be important that an answer be achieved promptly and/or with appropriate involvement from the people concerned.</li><li>◆ If the coachee has a mindset that everything is important, he or she may find it difficult to set priorities for themselves or others. This can cause a tendency to become over-involved in minor issues.</li><li>◆ Reporting colleagues may ‘switch off’ if everything is seen to be important.</li><li>◆ This may, in some circumstances, simply be an indication that the coachee is in a leadership role strongly related to his or her technical specialist expertise. This would of course have implications for the styles which are appropriate.</li></ul>
High response to “No”
<p>“This is a very unusual response, do you have any explanation as to what this means?”</p> <ul style="list-style-type: none"><li>◆ Has the individual taken the completion of the CotD seriously or for some reason seen it as an exercise to be trivialised?</li><li>◆ Does the coachee have an approach that could be seen as being too ‘laid back’?</li><li>◆ How motivated does the coachee feel about his or her role?</li></ul>

Leadership Judgement Question: Does this decision need to be made immediately?
<p><b>Competency: Time Utilisation</b></p> <p>The ability to use people and time efficiently to solve the problem or reach a solution. Able to take quick and effective action in a critical moment or crises. Can ‘strike while the iron is hot’.</p>
High response to “Yes”
<p>“Where does this atmosphere of urgency come from?”</p> <ul style="list-style-type: none"><li>◆ Roles where everything has to be dealt with urgently carry an implicit pressure which may lead to stress.</li><li>◆ If everything is urgent, nothing has priority. Does this engender an atmosphere of constant ‘fire fighting’ rather than proper achievement?</li><li>◆ If this is a reflection of the current environment, what is the plan to bring the role back into control as the implied lack of appropriate resource may be unsustainable?</li><li>◆ If everything is being seen as urgent, this can lead to a task-driven leadership style consisting almost exclusively of Directive or Delegative decision making. This can lead to a lack of involvement, making this an inappropriate environment for the coachee’s ensuring sufficient long-term development for his or her reporting colleagues.</li></ul>
High response to “No”
<p>“The implication of this pattern is that everything is very orderly, how accurate is that as a reflection of your environment?”</p> <ul style="list-style-type: none"><li>◆ Is there insufficient urgency in the role or the coachee’s style?</li><li>◆ A certain level of pace is required to get optimal performance, is this currently lacking?</li><li>◆ Could this uniform pace be seen as boring and demotivating for the coachee’s team?</li></ul>

Leadership Judgement Question: Do you know enough to handle this on your own?
<p><b>Competency: Data Rationality</b></p> <p>Able to judge whether they personally have sufficient information and expertise to make a high-quality decision. Able to gauge the extent of their own knowledge, skills and experience in reaching a decision.</p>
High response to “Yes”
<p>“How broad is your role, if you have such a complete command of all the facts, all of the time?”</p> <ul style="list-style-type: none"><li>◆ Explore the coachee’s abilities to judge whether he or she really has sufficient information and expertise to make each decision.</li><li>◆ An over-developed sense of the coachee’s knowledge may lead to others not being given the opportunity to make their optimal contribution.</li><li>◆ There is a risk that the individual is seeing the acceptance of his or her own fallibility as being a sign of weakness. This may be a sign of a misplaced belief that effective leaders know everything.</li></ul>
High response to “No”
<p>“How do you explain the high proportion of decisions where you do not have sufficient information?”</p> <ul style="list-style-type: none"><li>◆ This may be a reflection of a person being in a new role.</li><li>◆ It may be a reflection of an individual having an extremely large span of control with a number of technical experts working for him or her. This has implications about the most appropriate style for the leader to take. They would need to be particularly skilled in their ability to lead in empowering ways.</li><li>◆ Explore whether this is an indication of the individual being unduly ‘humble’ about his or her own abilities and knowledge. This could lead to an inappropriate unwillingness to take control in situations where the team would genuinely benefit from the skills and experience of the coachee.</li></ul>

Leadership Judgement Question: Does this need the views of a group of people?
<p><b>Competency: Task Appraisal</b></p> <p>The ability to judge whether a task needs the breadth of analysis and multiple perspectives provided by group discussion. Able to identify whether a decision requires a synergistic solution, or whether it requires the intricate, sequential reasoning optimally provided through individual analysis.</p>
High response to “Yes”
<p>“What is it about your current environment that requires a wide variety of perspectives in relation to such a high proportion of decisions?”</p> <ul style="list-style-type: none"><li>◆ Does this coachee pull together groups of people sometimes in situations where there is no need to take into account a wide range of perspectives?</li><li>◆ Are there really technical and task-related reasons for so much group decision making or is this about the coachee feeling more comfortable when considering things as a group?</li><li>◆ It could be an area for exploration as to whether this person spends a disproportionate amount of their time in meetings, possibly also attempting to resolve issues which could better be handled alone (using either the Directive or Delegative style) or possibly in one-to-one consultations.</li><li>◆ Do some meetings seem to take a disproportionate amount of time?</li></ul>
High Response to “No”
<p>“Do you sometimes find that decisions are made and only after the event does it become clear that additional perspectives should have been taken into account?”</p> <ul style="list-style-type: none"><li>◆ This approach is likely to be very strong when considering the types of situation which benefit most from logical sequential reasoning. It can pose problems where more broad analysis is required, where different views should be taken into account.</li><li>◆ Explore whether the reluctance to see things as group issues may be partly driven by the coachee’s lack of confidence in his or her skills of working with or managing groups of people.</li><li>◆ This type of response would inhibit the use of Group Consultative or the Consensual styles. This could be a limitation in building a shared view of the organisation’s purpose.</li><li>◆ Explore whether the coachee may be seen as the type of leader who perhaps ‘divides and rules’ ensuring that the only ‘group’ view is the one which is held by the leader.</li></ul>

Leadership Judgement Question: Have you worked successfully on this type of problem before?
<p><b>Competency: Problem Structuring</b></p> <p>The ability to define a situation according to its current state and desired state, along with knowledge of the methods used for transforming the former to the latter. Clear about what is wanted and the way ahead; can adequately define what the problem is and what needs to be done to solve it. Can set short, medium and long-term targets.</p>
High Response to “Yes”
<p>“What thoughts do you have about the fact that you have indicated that you are regularly facing situations where you have worked successfully on the same type of problem before?”</p> <ul style="list-style-type: none"><li>◆ This implies that the coachee is relatively clear about what is wanted and the way ahead.</li><li>◆ It could be worth exploring the degree to which the coachee is continuing to see new challenge for him or herself in their current position.</li><li>◆ Given the experience and clarity implied by this response pattern, is the coachee doing enough to develop reporting colleagues through coaching and other types of involvement, notably the Consultative and Consensual styles?</li><li>◆ Depending upon the pattern of responses to other Leadership Judgement Questions, is the coachee taking sufficient opportunity to delegate tasks? This could be particularly important as otherwise the coachee may be getting into a mindset where he or she often says something like “we have tried that before and ...” which can be a very defensive or staid position.</li><li>◆ Explore the clarity with which the coachee sets targets for reporting colleagues, hence making optimal use of his or her experience.</li></ul>
High Response to “No”
<p>“Have you any thoughts about the implications of the fact that many of the decisions seem to be in areas which you have not yet experienced?”</p> <ul style="list-style-type: none"><li>◆ Is this an indication that the coachee is genuinely experiencing a large number of new challenges in the current role?</li><li>◆ What steps is he or she taking to ensure that there is sufficient personal support to help with this transition?</li><li>◆ Are the purpose and targets of the coachee’s role clear, for the coachee and hence reporting colleagues.</li><li>◆ The degree to which the coachee is making sufficient use of his or her own experience and adapting it to the present role needs consideration. Making appropriate uses of his or her experience may be particularly beneficial both for the development of colleagues and to ensure that the coachee’s abilities are not underestimated.</li></ul>

Leadership Judgement Question: Is this a good opportunity to develop your team?
<p><b>Competency: Developing Colleagues</b></p> <p>The ability to appraise and facilitate the development of colleagues (and hence the relationship with them). Knows when to 'add value' by developing the skills, talents or confidence of team members. Genuinely interested and motivated by creating opportunities for developing the managerial and technical skills of colleagues.</p>
High response to “Yes”
<p>“How significant is the development role in your current position, given the fact that you have often responded “yes” to this question?”</p> <ul style="list-style-type: none"><li>◆ In principle, the strong development imperative that the coachee seems to feel is to be applauded and is likely to stand him or her in good stead.</li><li>◆ It is worth exploring whether the coachee is sufficiently discriminating in identifying whether a task genuinely offers a development opportunity.</li><li>◆ Is the coachee ensuring that the appropriate balance is being maintained between getting tasks done as well as developing his or her team?</li><li>◆ This approach may lead to high levels of involvement which could be very demanding of the coachee's time. Identifying when to use a more task-oriented style may be beneficial both for the coachee and his or her team.</li><li>◆ Seeking to draw development from every issue may lead to a sedate pace, where every decision is carefully reviewed and discussed. While apparently laudable, this may be detrimental to performance and may also lead to frustration for colleagues who might appreciate a more task-oriented style which would place higher demands upon them.</li></ul>
High Response to “No”
<p>“Are you doing enough to develop your reporting colleagues?”</p> <ul style="list-style-type: none"><li>◆ This response pattern implies that the coachee may not exhibit a sufficiently strong development imperative. This could be significant both for reporting colleagues' motivation and for the longer term benefit of the coachee in being able to delegate more tasks over time to a better developed team.</li><li>◆ Is there a risk that the coachee may lose his or her most capable reporting colleagues as they seek a more developmental environment?</li><li>◆ Could the team become inappropriately reliant upon the leader as a result of this behaviour? In the longer term, organisations tend to value leaders less who do not show the ability to develop their team.</li><li>◆ Is there a risk that performance from the coachee's area does not reflect a constant drive to improve?</li></ul>

Leadership Judgement Question: Will the team readily follow your decision?
<p><b>Competency: Gauging and Gaining Commitment</b></p> <p>The ability to gauge colleagues’ commitment, and the likelihood of acceptance of decisions or solutions. Additionally, the ability to use appropriate bases of power and decision making processes to gain colleagues’ commitment or acceptance of a decision. Can do this in such a way that motivation and performance levels can be increased or maintained.</p>
High response to “Yes”
<p>“How have you created an environment where you are so certain about the compliance of reporting colleagues?”</p> <ul style="list-style-type: none"><li>◆ How realistic is the coachee’s judgement about the likelihood of acceptance of decisions or solutions?</li><li>◆ Is the team unduly dependent upon the leader for direction?</li><li>◆ It should be noted that this is a question which is asked relative infrequently in the CotD. It only becomes a relevant question where the previous analysis is tending towards a Directive style as being appropriate.</li></ul>
High response to “No”
<p>“Explain your feelings about the large number of occasions when you have identified that the team may be reluctant to follow your decision.”</p> <ul style="list-style-type: none"><li>◆ How clearly does the coachee understand the various bases of power which he or she could use in order to gain colleague commitment?</li><li>◆ Is the coachee committing sufficient time and effort to ensuring that reporting colleagues understand and identify with the goals of the organisation?</li><li>◆ Is there a reluctance to take a clear and directive line, even in circumstances where this would seem to be appropriate?</li></ul>



Leadership Judgement Question: Could the team sort this out on their own?
<p><b>Competency: Colleague Appraisal</b></p> <p>The ability to determine whether colleagues have sufficient information, expertise, confidence and maturity to make a high quality decision. Knowing which people to involve in working on which solutions. Can judge colleague readiness.</p>
High Response to “Yes”
<p>“What conclusions do you draw about your team from the fact that you have generally indicated that they can sort problems out on their own?”</p> <ul style="list-style-type: none"><li>◆ This response pattern suggests that the coachee has an experienced team of reporting colleagues.</li><li>◆ Given this implied ability in the team, are sufficient opportunities being taken to delegate activities, freeing the coachee for more strategic tasks where he or she may add value?</li><li>◆ Does the coachee have an appropriate method for monitoring delegated tasks?</li><li>◆ As such a high proportion of tasks could be resolved by the team themselves, is the coachee seeking enough new and challenging tasks for his or her area or is there a tendency to rely upon simply delivering routine levels of performance?</li><li>◆ How challenged do the team feel if they are only being faced with matters which are clearly within their own competence?</li></ul>
High Response to “No”
<p>“Does this response mean that there is a need to develop the team’s basic knowledge and skills or is this a reflection of your being reluctant to ‘let go’?”</p> <ul style="list-style-type: none"><li>◆ This type of response pattern often implies a perfectionist tendency perhaps betraying an underlying belief that other people cannot do things as well as the coachee.</li><li>◆ Experience shows that this response pattern is often to be found with coachees who have been assessed as reluctant to delegate. In such circumstances it is important to help the coachee understand his or her underlying motives in responding in this way. No amount of intellectual acceptance of the need to delegate will lead to changed behaviour if the coachee has an underlying feeling that his or her team is not capable of resolving tasks themselves.</li><li>◆ If the coachee is satisfied that this genuinely reflects a lack of skills or knowledge amongst reporting colleagues, what steps will be put in place to meet these development needs quickly?</li><li>◆ If the leader’s perception of the team remains like this, the leadership styles will always remain ones requiring control, rather than those which foster greater levels of empowerment.</li></ul>

Leadership Judgement Question: Can you trust the team to do what is best?
<p><b>Competency: Establishing mutual interest</b></p> <p>The ability to find win-win formulas where team members feel they share the same goals as the organisation. Knows in what circumstances to trust colleagues to pursue the best and most rational solution rather than just look after their own self-interest.</p>
High response to “Yes”
<p>“What steps have you taken to create the environment where your colleagues feel they share the same goals as the organisation so completely?”</p> <ul style="list-style-type: none"><li>◆ This question is asked relatively infrequently as it is only relevant when the answer “yes” has already been given to the question “Could the team sort this out on their own”?</li><li>◆ It is worth exploring whether this positive response is a genuine reflection of the situation rather than an intuitive feeling that the team is trustworthy? In many situations it is likely that there may be issues of self interest which may unduly influence the colleagues’ view about what is the ‘best’ solution.</li><li>◆ In the situation where involvement is necessary, a “yes” response to this question is likely to lead to a Consensus approach rather than a Consultative approach. If the underlying self interests have not been properly explored, it can lead to inappropriately lengthy and tortuous meetings where Consensus is sought — even though it is unlikely ever to be achieved. If the coachee finds this concept difficult, it is worth identifying a scenario where a Consultative approach would be necessary but where a Consensual approach would be impossible — an obvious example might be a large institution such as a hospital where it is intended to change the car parking arrangements but there is inadequate space to allow unlimited parking.</li></ul>
High response to “No”
<p>“What conclusions do you draw from the fact that you have regularly answered “no” to this question?”</p> <ul style="list-style-type: none"><li>◆ This question is asked relatively infrequently as it is only relevant when the answer “yes” has already been given to the question “Could the team sort this out on their own”?</li><li>◆ How far does this relate to the actual feelings of the team and how far to the perception of the coachee? There are many situations where colleagues will be prepared to pursue the best organisational solution even though it may not be in their own personal self interest.</li><li>◆ The leadership challenge for the coachee in changing the environment is twofold:<ul style="list-style-type: none"><li>◆ Is enough being done to ensure that individuals both understand and share the same goals as the organisation?</li><li>◆ Is the coachee using sufficient creativity to find win-win solutions where the needs of the organisation and those of colleagues can be mutually achieved?</li></ul></li></ul>

Leadership Judgement Question: Is there going to be quite a lot of disagreement about this?
<p><b>Competency: Managing conflict</b></p> <p>The ability to resolve disagreement with and between colleagues over differing solutions to the problem. Can predict when dispute is likely. Effective at conflict resolution and settling arguments amicably.</p>
High response to “Yes”
<p>“What learning points do you draw from the tendency to answer “yes” to this question and what are its implications about the nature of your team?”</p> <ul style="list-style-type: none"><li>◆ It is worth exploring why this appears to be a period when a number of controversial issues are being raised with the team.</li><li>◆ The stage of development of the team is particularly significant in relation to this response.</li><li>◆ The coachee should consider what he or she can do to develop a view amongst the reporting colleagues about what values they share, as opposed to what separates them.</li></ul>
High response to “No”
<p>“Are you satisfied that this apparent level of agreement is driven by genuine shared values rather than indifference?”</p> <ul style="list-style-type: none"><li>◆ Generally speaking, this is a response which implies that the team works well together and has well established processes for resolving conflict.</li><li>◆ It may, however, be worth exploring whether this is accompanied by high levels of team performance. In some circumstances, it may be a reflection of the team placing a higher value on ‘a quiet life’ than on finding optimal solutions. In such a case, the coachee should perhaps be setting higher standards for the team.</li></ul>

## The four main styles and how they interact

The CotD helps the coachee to analyse situations in accordance with the Principles of Formula 4 Leadership. The result is a best bet style expressed as one of the eight sub-styles of the model, as depicted on page 4.

The leadership model shown there presents the Directive and Delegative styles as being at different ends of the spectrum of leadership authority, similar to the Tannenbaum and Schmidt Continuum (1958). It is also valuable, however, to consider the model from the perspective of the leader's behaviour. This is best represented in the following diagram.

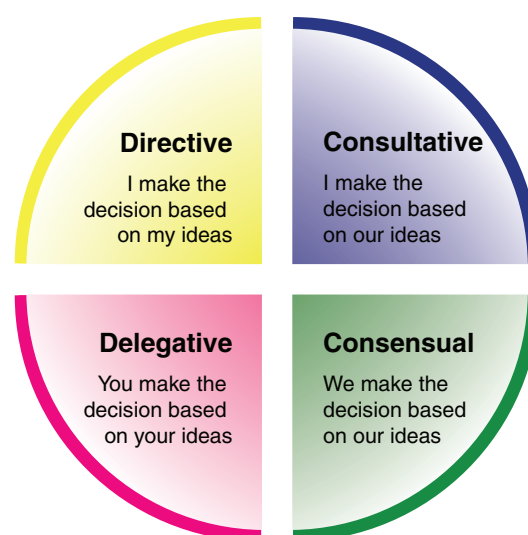


Figure 5.6: Behavioural aspects of Formula 4 Model

### Formula 4 Leadership decision making

It is clear that there are behavioural similarities between the Directive and Delegative styles, just as there are between the Directive and Consultative styles. One could imagine the following types of words being used by the leader:

- ◆ Directive "Go and tell the Purchasing Department to buy 43 Type A pieces and ..."
- ◆ Delegative "Make sure we have enough materials for this week's production".

While the implications about control by the leader and personal discretion for the reporting colleague are great, the nature of the interaction is similar, as are the implications for the leader's time.

The greatest differences in behavioural terms lie between the styles which are diagonally opposed in this representation that is between Directive and Consensual, and between Consultative and Delegative.

It is useful to consider the degree to which the leader's personal orientation may be towards the task or towards involvement with colleagues. Similarly, the degree to which the leader keeps personal control of the task, or his or her readiness to release control of this particular task, will have implications for the leadership style that he or she adopts. This can be represented as in figure 5.6 above. It is extremely beneficial for the coach to help the coachee explore the implications both in terms of his or her own time and in terms of the motivational effects of the choices which he or she makes as a leader in the light of this model.

## Detailed descriptions of the Formula 4 Leadership Styles

Detailed descriptions of each of these styles within the Formula 4 Leadership model can be found in Appendix 1. These descriptions highlight not just the strengths of each style but also the potential risks in over or under-using each style. Any coach who is new to this model should ensure that they have read and understood this Appendix before coaching commences.

### Decision making style as a function of orientation towards task and others

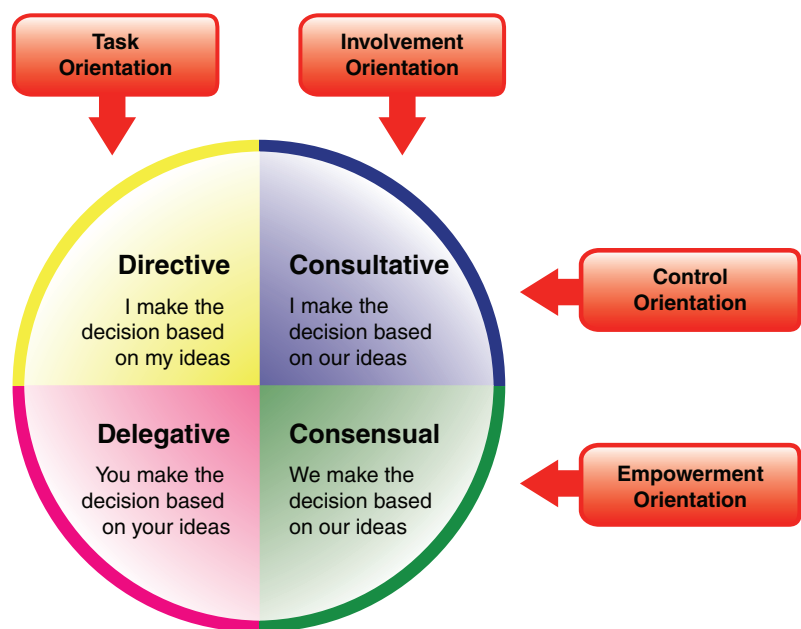


Figure 5.7: Formula 4 Leader Orientation Model

## Good practice and ethical guidelines

### Ethical principles on how to engage with coachees

The following issues of Good Practice Guidelines are particularly significant to ensure that coaching and use of the CotD is carried out in such a way as to support Formula 4 Leadership Ltd's<sup>11</sup> overriding objective of seeking to improve the health of organisations.

### Approach and attitude towards any coaching assignment

Any person using the CotD is urged to take a 'helicopter view' of this potentially special contribution in their role as a coach. Their coaching activity and how they are seen to behave will have a ripple effect within the organisation beyond the immediate coaching encounter, as the coachee's behaviour changes. This organisation impact is of course magnified if a number of leaders within an organisation have similar coaching and access to the CotD.

### Role model

To achieve authenticity (and hence optimum results) with CotD, a coach needs to integrate the principles of Formula 4 Leadership within their own professional practice and decision making procedures with coachees.

<sup>11</sup> Formula 4 Leadership Ltd. is not aligned with or restricted to any specific coaching body. It supports the statement of shared professional values agreed by the UK Coaching Bodies Round Table. It is envisaged that any person who uses the CotD will integrate ethical guidelines within their approach to coaching. These can be found on the Association for Coaching Website: [www.associationforcoaching.com](http://www.associationforcoaching.com)

In so doing, the coach seeks to build congruence between what they advise and what they do. The coherence and authenticity that flow from this conscious strategy will add to the efficacy of the coaching process.

## Case Studies

All the cases presented here are based upon actual situations encountered in coaching work, although facts have been changed to protect confidentiality and to maintain anonymity.

### Case Study 1

Bill is the Chief Operating Officer within a large regional accountancy firm. He is the most senior non-accountant and a key member of the senior leadership team.

Bill completed the Leadership Judgement Indicator (LJI) and the report indicated that he had a marked preference for the Directive and Consultative styles and a low preference for delegation. Despite the fact that he had superior judgement in both the Consultative and Consensual styles, his overall leadership judgement was held back by the fact that his Delegative judgement was extremely low.

This finding seemed to be consistent with feedback which he had been having about his performance and his own reflections upon his behaviour. Consequently, he undertook a coaching programme in relation to the following development needs:

- ◆ Enhanced leadership skills and judgement.
- ◆ Improved delegation in order to release more of Bill's time for the most significant added-value activities.
- ◆ Strategic approach to leadership decision making, ensuring the completion of significant tasks whilst developing appropriate relationships with colleagues.

At the first coaching meeting, there was a significant exploration of Bill's underlying feelings in relation to his approach to dealing with others. He identified that there was a challenge in relation to his self-confidence in dealing with colleagues. He also identified that this approach was holding back his ability to achieve and to contribute on a wider and more strategic level. He felt strongly that he could be more effective and identified that he was comfortable when dealing with large strategic issues but that he could become bogged down when dealing with smaller or more detailed issues.

Following that session Bill made use of the CotD 17 times before the next coaching session. His personal history in relation to recommended styles and in terms of the answers to the ten questions was as shown in table 5.1.

Bill opened the next coaching meeting by saying that he felt he had had a "bit of a Eureka moment". Regular use of the CotD had made him stop and think about the way in which he worked with others. In his repeated use of the CotD he felt he had started to see a significant trend.

He accepted that he had not delegated well in the past. His use of the CotD had caused him to reflect about why this had been occurring. He said he saw two main reasons as to why people would not delegate:

1. If one was anxious to retain control or was a perfectionist, convinced of one's own abilities
2. If one had the perception that there was no one to whom one could readily delegate.

Bill was relatively confident that the first of these descriptions did not apply to him. He said he was regularly critical of people who he perceived to be 'control freaks'. Interestingly, this analysis was supported by the way in which he had made use of the CotD. In relation to the question "Could the team sort this out on their own?" his pattern of responses was relatively balanced, even though a significant number of the cases he had perceived as being really important.

On the other hand, he felt that he had regularly used the second concern as an excuse, convincing himself that there was no-one to whom he could readily delegate. Again, this underlying concern for involvement and a reluctance, assertively to give the task to others appeared to be consistent with his pattern of responses in relation to the following questions:

- 1. Does this decision need to be made immediately?
- 2. Do you know enough to handle this on your own?
- 3. Does this need the view of a group of people?
- 4. Have you worked successfully on this type of problem before?
- 5. Is this a good opportunity to develop your team?

Bill said that following his use of the CotD he was now seeking to operate with a new mental model. Before starting on any piece of work he now consciously asked himself the question “Who could do this instead of me?” He found himself giving much greater consideration to the Formula 4 Leadership Competency of Colleague Appraisal, deliberately weighing up whether colleagues had sufficient information, expertise, confidence and maturity to make a high-quality decision. This allowed him to assign the more detailed and mundane activities to more junior colleagues so that he could focus more of his time and attention on the broader, more strategic and added value challenges.

He believed that this new approach had also been well received by his colleagues and he intended to continue with it then review with his reporting colleagues to establish whether he was correct in believing that they were now getting greater job satisfaction from his more empowering approach.

Table 5.1

Bill's CotD Decisions Summary		
Total number of Decisions taken on the CotD is 17		
Recommended Styles		
	Count	% of Total
Unassisted Directive	2	11%
Researched Directive	0	0%
One-To-One Consultative	1	5%
Group Consultative	8	47%
Chaired Consensual	1	5%
Team Player Consensual	2	11%
Informed Delegative	3	17%
Ballistic Delegative	0	0%

Answers to the Ten Questions:		
	Yes	No
Is this a really important decision?	13	4
Does this decision need to be made immediately?	2	12
Do you know enough to handle this on your own?	4	10
Does this need the views of a group of people?	10	3
Have you worked successfully on this type of problem before?	10	1
Is this a good opportunity to develop your team?	14	3
Will the team readily follow your decision?	1	0
Could the team sort this out on their own?	10	7
Can you trust the team to do what is best?	6	4
Is there going to be quite a lot of disagreement about this?	1	2



## Case Study 2

Steve is the General Manager of a manufacturing company which is part of a larger international group. As part of a group conference, he and his counterparts from a range of other countries completed the LJI in order to assess the Group's leadership approach as they entered a period of economic downturn.

Interested by both the organisational and personal feedback he had received from his LJI report, he identified certain development needs that he was keen to address in relation to the way in which he was leading his management team.

Steve had been the General Manager of this business for approximately eighteen months. Reporting to him were an Operations Director, a Sales Director and a Finance Director. Steve had had a positive impact on the performance of the company, improving both performance and morale.

The feedback he had had from the LJI indicated that both his task preference and judgement were above average. Similarly, his preference for control was high, but his judgement of when to use the Directive and Consultative styles was at an average level. The most notable feature of his LJI profile was that his judgement of when to use the Consensual style was low, even though his preference was average. Consequently, his judgement both of when to use the involvement styles or the empowerment styles was being held down.

At the first coaching session, Steve described his preferred approach as being to delegate almost any task but then if he was not happy with the outcome to discuss it openly with the individual and if agreement could not be reached, to make most decisions himself. He believed that this was a process which had stood him in good stead. He said he felt particularly fortunate that he had an experienced team working for him, with each of his three key colleagues being in place for at least five years.



Following that session, Steve made use of the CotD 19 times before the next coaching session. His personal history (in relation to the recommended styles and in terms of the answers to the ten questions) was as shown in table 5.2.



The key issues in relation to those responses were that the resultant decision styles of the cases put through the CotD were Directive 42%, Consultative 48% and Consensual 10%. None of the 19 issues which he analysed via the CotD were Delegative.

Early in the meeting, Steve was asked to look down the answers to the ten questions and see whether there was any one of the answers where he had a clearly marked tendency to answer the question in one way only. He looked down the list until he got to the question "Could the team sort this out on their own?" where it showed that on each of the 15 occasions where he had been asked this question his answer had been "No". With some surprise he asked whether this was correct. He was reassured that this was taken directly from the CotD History Database. He spent some time seeking to justify or rationalise this pattern. The coach simply reminded Steve that this was how he had actually responded to the issues which he had put through the CotD. He drew attention to the fact that Steve had already indicated he had an experienced team and that in more than half of the cases he had indicated "No" to the question "Is this a really important decision?"

Steve then began to reflect both upon this experience and feedback which he had received in previous jobs. It was apparent that throughout his career, he had received extremely positive feedback about his ability to take control of situations, but some feedback indicated that he tended not to get the best performance from experienced and able staff. During this process, Steve made direct links to the Colleague Appraisal Competency. Although challenging for him, Steve was able to review and critique his own thinking, developing greater insight into how he could hone his judgement.





He had previously been somewhat unconvinced about this feedback, feeling that he had always developed close personal relationships with his staff. During the course of the coaching session it became clear to Steve that although he was personable and caring, in many cases he had an underlying feeling that he could make better decisions than his colleagues in relation to specific issues. He accepted that this meant that his approach was to keep a tight control, pulling decisions back to himself even if he had initially delegated it. The Consensual style was infrequently used and Steve would rarely compromise from his initial view in order to reach consensus. It was more likely that meetings that had started out with a consensual feel, if they were not going in the direction that Steve intended, would be brought back to a Consultative style often with words from Steve like “Well someone has got to make a decision so ...”.

Steve indicated that the CotD had made it possible for him to make more sense of feedback that he had been having throughout his career. His future intention was to challenge his instinctive choice of retaining control. He had now accepted that making better use of his experienced colleagues’ talents would enhance their development, make it more likely that they would be retained within the business and improve all round performance.

Table 5.2

Steve’s CotD Decisions Summary		
Total number of Decisions taken on the CotD is 19		
Recommended Styles		
	Count	% of Total
Unassisted Directive	4	21%
Researched Directive	4	21%
One-To-One Consultative	1	5%
Group Consultative	8	43%
Chaired Consensual	1	5%
Team Player Consensual	1	5%
Informed Delegative	0	0%
Ballistic Delegative	0	0%

Answers to the Ten Questions:		
	Yes	No
Is this a really important decision?	9	10
Does this decision need to be made immediately?	10	7
Do you know enough to handle this on your own?	5	12
Does this need the views of a group of people?	9	4
Have you worked successfully on this type of problem before?	8	1
Is this a good opportunity to develop your team?	9	10
Will the team readily follow your decision?	5	1
Could the team sort this out on their own?	0	15
Can you trust the team to do what is best?	2	3
Is there going to be quite a lot of disagreement about this?	1	1



### Case Study 3

Chris was a high performing, young civil engineer with extremely good academic qualifications. She was now in the early years of what was expected to be a high potential career. She had developed a reputation for working extremely well with architects on creative projects, where she had a reputation for thinking of innovative solutions to complex problems. She felt she had always got on well with her mentors and also with junior colleagues.

For the first time she had been receiving some mixed feedback. Whilst her technical abilities were still prized, her most recent review had suggested that she was sometimes not able to take sufficient control of emergency situations. Chris conceded that she was happiest dealing with situations where she had time to plan rather than having to respond ‘off the cuff’ to rapidly developing situations.

There were polarised views about her abilities in working with a team. She had worked on approximately eight different project teams. A couple of project managers had expressed concerns about her assertiveness within the team. One had described her as being “aloof”. On the other hand, she had received positive feedback in other projects and she was extremely pleased over the degree to which more junior colleagues would seek to keep contact with her.

She saw herself as being introverted and somewhat shy. However, she accepted that many effective leaders of small and medium sized teams would not necessarily be either extravert or be thought of as strong orators to large groups.

The concept of leadership judgement was discussed, confirming that the most effective leaders adapted their behaviour in accord with the nature of the task being addressed and the skills and abilities of the team of people concerned. The definition of leadership in this context was accepted to be “the ability to get the right things done with and through other people”.



Chris was anxious not to be seen as the type of leader who always imposed her own views but accepted that different styles were more appropriate in different situations. The development objectives for her coaching were as follows:

1. Developing leadership judgement about how and when to use different decision making styles in a way that suits all situations.
2. Discerning how and when to use leadership styles which keep a more direct control of tasks as this may be particularly appropriate when engaging with her team in fast moving, high pressured situations.



Chris used the CotD 15 times between coaching sessions. Her personal history (in relation to the recommended styles and in terms of the answers to the ten questions) was as shown in table 5.3.

She said that she had found using the CotD intriguing. She felt that regular use of the instrument to consider the real day-to-day situations which she was facing was really useful. The repeated use of the CotD had started to make the questioning process instinctive when she was faced with any decision. She found that it was making her stand back and consider what the best approach was to any particular situation, bearing in mind the nature of the task and the people concerned. This had helped her consider both how to take decisions and also to bear in mind the effect of the approach on the team as a whole.

Reviewing the 15 occasions on which the tool had been used, the following key outcomes were discussed:

- ◆ The recommended styles resulting from the analysis which Chris had done had been relatively broadly spread. Indeed, her instinctive use of styles as assessed by the LI had shown an extremely marked tendency to use the Delegative and Consensual styles, while Chris’s analysis of her role using the CotD showed that in the majority of situations more controlling Directive and Consultative styles were required.



- ◆ This resulted from the nature of Chris’s role. In considering this, attention was drawn to those questions where there was a marked tendency to answer the question predominantly in one way:
  - ◆ Is this a really important decision? 93% Yes
  - ◆ Do you know enough to handle this on your own? 71% Yes
  - ◆ Have you worked successfully on this type of problem before? 100% Yes
  - ◆ Will the team readily follow your decision? 100% Yes
  - ◆ Could the team sort this out on their own? 71% No
  - ◆ Can you trust the team to do what is best? 80% Yes
- ◆ This analysis highlighted issues about the nature of the role and the training which Chris had gone through. Whilst she had respect for the skills, ability and motivation of the other professional groups within the team, there were often technical issues where Chris had the knowledge, authority and responsibility to make those decisions and therefore to keep personal control.
- ◆ The strong feeling that Chris had the knowledge, that she had worked successfully on the types of problems with which she had been faced and that the team overall would readily follow her decisions helped give her confidence of her ability to assert control when appropriate.

Chris said she had found this analysis valuable and that it would help her in making appropriate decisions in the future. The next phase of her development coaching focused upon her assertiveness skills.

Table 5.3

Chris's CotD Decisions Summary		
Total number of Decisions taken on the CotD is 15		
Recommended Styles		
	Count	% of Total
Unassisted Directive	5	33%
Researched Directive	0	0%
One-To-One Consultative	2	13%
Group Consultative	4	26%
Chaired Consensual	1	6%
Team Player Consensual	2	13%
Informed Delegative	1	6%
Ballistic Delegative	0	0%

Answers to the Ten Questions:		
	Yes	No
Is this a really important decision?	14	1
Does this decision need to be made immediately?	9	5
Do you know enough to handle this on your own?	10	4
Does this need the views of a group of people?	7	6
Have you worked successfully on this type of problem before?	9	0
Is this a good opportunity to develop your team?	8	7
Will the team readily follow your decision?	5	0
Could the team sort this out on their own?	4	10
Can you trust the team to do what is best?	4	1
Is there going to be quite a lot of disagreement about this?	1	1

## The evolving purpose of CotD

Buckingham and Coffman (1999)<sup>12</sup> argue that the pivotal relationship within any organisation is that between the leader and their following staff. This being so, it is possible to view the totality of these interrelationships as amounting to a measure of the prevailing culture within an organisation. Cox, Leather and Cox (1990)<sup>13</sup> argue that the health of an organisation arises out of the sum of the health of its workers. Taking these two arguments together, the health of the culture of any organisation could, therefore, be assessed if one had a process that could record the nature of the various leader/follower relationships.

The CotD was created partly with that purpose in mind. It has the capacity to collect a history of leader/follower interactions. This manual primarily focuses upon the developmental aspect of coaching an individual leader. If, however, the CotD is used to sample and collate the outputs from the leaders within an organisation, this record can give an insight into the prevailing attitude towards the use of power within the organisation.

In organisational development, therefore, the CotD is relevant at different levels:

- ◆ Level 1 - the individual, where the CotD is used for development through coaching.
- ◆ Level 2(a) - the team of leaders, where the CotD can be an important training and development intervention.
- ◆ Level 2(b) - where the CotD is used as a means of assessing people at their entry into a leadership position. The CotD is here used as an integral part of Assessment Centre activities.
- ◆ Level 3 - the organisation, where the CotD can capture a representative sample of leader/follower interactions and so provide objective evidence upon which precisely positioned organisational development initiatives can be devised.

<sup>12</sup> Buckingham, M. and Coffman, C. (1999). *First, Break all the Rules: What the World's Greatest Managers Do Differently*. New York: Simon and Schuster

<sup>13</sup> Cox, T., Leather, P., and Cox, S. (1990). Stress, Health and Organisations. *Occupational Health Review*, 23, 13–18.

# Appendices

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# Appendix 1

## Detailed descriptions of the Formula 4 Leadership Styles

This section gives more detailed descriptions of each of the styles within the Formula 4 Leadership model. These descriptions highlight the strengths of each style and the potential risks in over or underuse.

Directive Leadership
'I make the decision based on our ideas.'
<p>The Directive style is likely to be most generally effective with a newly formed team, or one that is facing unfamiliar situations. It is likely to be particularly efficient in situations where the leader faces a lot of decisions, many of which are of a type that he or she has personally faced before.</p> <p>Failure to use Directive leadership, if the leader is the best qualified person, may be perceived as a lack of focus and direction. It could result in tasks not being completed in the optimum way. Colleagues may feel that there is a 'talking shop' culture rather than an action oriented one.</p> <p>On the other hand, too much directive leadership can establish a 'leader-decision' culture where the team members develop low esteem and do only as they are told. Wrong decisions may be made because insufficient questions are asked and little or no development takes place. The danger is an autocratic or paternalistic style that only appeals to the most receptive of colleagues.</p> <p>This is a style that, in the short term, is very efficient in the use of the leader's time. It is a particularly useful style, therefore, when an experienced leader is faced by an emergency. However, leaders who remain in this mode can quickly find themselves overwhelmed by large numbers of small repetitive decisions. They can also find themselves surrounded by a compliant team but one that lacks initiative, creativity or self-confidence.</p>

The following page explores the two Directive styles in the model in a little more detail.

Unassisted Directive Leadership
'I solve the problem or make the decision based on the information I already have.'
<p>This is a Directive type of leader decision making where a solution is created that is based solely upon the leader's own ideas. Moreover, with the unassisted style, he or she will generate the solution entirely off their own back and will not need to collect any information from reporting colleagues.</p> <p>However, this approach should never be used if the leader does not truly have all of the information and expertise necessary to make a sufficiently high quality decision. It should also never be used if there is an important opportunity to develop the team. This is a very leader-centred approach, for it does not involve reporting colleagues at all. This lack of team involvement can yield quick answers and it does ensure that nobody's time is wasted on unnecessary or inappropriate issues. The leader would, however, need to be cautious if the implementation required commitment from the team members, but there was no guarantee they would follow his or her decision. The problem is, if used too frequently, that this approach can come over as autocratic or paternalistic and may have only limited appeal for colleagues.</p>

Researched Directive Leadership
'I obtain any necessary information from colleagues and then decide on the solution to the problem myself.'
<p>The Researched style is Directive in nature, where decision making is based solely upon the leader's own ideas but any necessary information is obtained from reporting colleagues before deciding upon the solution to the problem.</p> <p>As this approach is highly leader-centred it should not be employed if the situation offers a good development opportunity for the team. The leader may choose it because the situation suggests that it is better to keep control of things, even though he or she needs to draw on the information possessed by others. One of the benefits of this style is that it can yield a quick solution.</p> <p>Its frequent and inappropriate use could give rise to low self-esteem among team members, whose behaviour may eventually come to range from submissive to rebellious. Furthermore, poor quality decision making can result if the leader never taps into the wisdom of the team members and never allows their potential to be revealed.</p>

**Consultative Leadership**

**'I make the decision based on our ideas.'**

The Consultative style is good for generating information and ideas from a developing team. It is likely to be particularly valuable where the leader needs to take others' views into account but when the ultimate decision needs to rest in the leader's own hands.

Failing to consult at appropriate times can drive morale down as there may be a perceived lack of trust. If colleagues have relevant ideas, better quality decisions are possible if they are involved. Low levels of consultation can lead to team members lacking understanding of decisions and finding that their skills are under-utilised.

Over use of Consultative leadership, however, can be seen as poor decision making and is very time-consuming. This can result in reduced respect for the leader. It can also appear as a manipulative style as there are many meetings (either collectively or one-to-one) but the outcome depends on the leader's own view.

This is a particularly important style with a developing team as the members' levels of knowledge and understanding will be increasing but they may not yet have the necessary experience or alignment with the organisation's values to be relied upon to make optimum decisions in important unfamiliar issues.

The following page explores the two Consultative styles in the model in a little more detail.



One-to-one Consultative Leadership
<p><b>‘I share the problem with colleagues individually, getting their ideas and suggestions, then I make the decision.’</b></p> <p>As a Consultative style, the one-to-one option involves gathering colleagues’ ideas and opinions before the leader makes the decision in accordance with his or her own judgement. However, with the one-to-one approach, the team does not meet as a group. The problem is discussed with team members individually, either face-to-face, by telephone or perhaps by email or intranet. The approach works particularly well when intricate sequential tasks are submitted to this type of decision making.</p> <p>The wisdom of testing the perceptions and opinions of team members individually is made more obvious if it is thought that drawing the team together on this issue might highlight conflict and fuel unhelpful division. The one-to-one approach, therefore, offers the leader more control than holding a group discussion and is often more ‘politically’ safe. However, if the problem holds a development opportunity for the team, and the team has the best interests of the organisation at heart, the leader would be more likely to choose the group consultative approach. Furthermore, if used inappropriately, the one-to-one approach can result in reduced respect, as it can appear manipulative with the leader engaged in a ‘divide and rule’ process.</p>

Group Consultative Leadership
<p><b>‘I share the problem with colleagues at a group meeting. I obtain their ideas and suggestions and then I make the decision.’</b></p> <p>Consultative decision making involves leaders in gathering the ideas and opinions of colleagues and then making the decision themselves in accordance with their own values and judgement. In the Group Consultative approach, as its name implies, the team gathers together and the leader listens to what people say. He or she then makes the decision. The skills of chairing group discussions and managing such meetings to best effect are clearly an essential pre-requisite for success.</p> <p>Getting the group together allows the leader to gather their multiple perspectives and to hear their debate about the breadth of issues. The insight that can flow from such a meeting can enable decisions to be made with greater awareness of all the relevant factors. The feeling of involvement and trust in asking for team opinions can also give confidence and a greater motivation to implement the decision.</p> <p>Leaders are not advised to use this approach if their mind is already made up as they could appear manipulative. Similarly, if the meeting starts off with the appearance of being consensual, but then a decision is imposed at the end, the team members will view this as lacking respect and just ‘taking them for a ride’. In these circumstances, people will feel less rather than more commitment to the outcome.</p>



**Consensual Leadership**

**‘We make the decision based on our ideas.’**

The Consensual style is best for engendering a feeling of ownership when the team is facing situations that require a breadth of view and where the team members have as much expertise as the leader. It is likely to be particularly valuable when the leader is working with an experienced or varied team or where it is necessary to work through influence rather than authority.

Insufficient use of Consensual leadership can result in lower quality decisions and loss of team skills. The resulting reduction in involvement can have a detrimental effect on morale and motivation. It could give the impression that the leader does not value the input of others or that to seek it would be a waste of time. Such a leader is often criticised for lack of empathy and not really understanding what makes colleagues ‘tick’.

Overuse of the Consensual style can lead to a perceived lack of clear leadership, too little work being done and low productivity. Feelings of poor use of time are common in this situation, both for the leader and the rest of the team. There can sometimes be a danger that the leader is perceived as being unable to make a decision without referring to others first.

This style is particularly important for engendering ownership and commitment throughout an experienced team, especially when facing situations that need to be viewed from a number of different perspectives. It is a style that requires time to make decisions. However, this time loss can often be recovered during the later stages of a project, if it is a situation where the team’s commitment is required for implementation.



The following page explores the two Consensual styles in the model in a little more detail.





**Chaired Consensual Leadership**

**'I share the problem with my colleagues as a group. I co-ordinate and chair the discussion. Together we generate and evaluate alternatives and attempt to reach agreement on a solution.'**

Consensual decision making is the most democratic of all leadership styles, for it seeks to find solutions that are acceptable to everyone in the team. The chaired consensual variant of this style involves the leader taking the chair and leading a collaborative problem-solving process where all team members have a voice and participate in searching for a solution.

It is the team members who are going to generate the solution, and the leader is but one member of the team, in that context. He or she is not gathering their thoughts in order to make the decision personally — that would be a consultative approach rather than a consensual one.

One benefit of this approach is that it generates a multiplicity of ideas and truly allows the full wisdom of the team to be exploited. Usually, as ideas are presented and built on by colleagues, a solution is arrived at that is more powerful than any that could have been produced by any one individual. A further great benefit is that everybody present then feels real commitment to the outcome. This is especially valuable in important decisions.

**Team Player Consensual Leadership**

**'I share the problem with my colleagues, but either rotate the chair or have no chair, as we generate alternatives and attempt to reach consensus on a solution together.'**

This is the most democratic option of the eight Formula 4 Leadership styles where the paradoxical outcome is that of gaining greater power within the team by the leader giving up control.

With the Team Player approach, the leader becomes one of the team. For the purposes of solving the problem, and coming up with the highest quality solution, power is equalised. The leader does this by arranging a team meeting to discuss and debate the problem, then passes the chair to one of his or her colleagues, or even has no chair at all. With some types of complex problem, perhaps where the meeting moves through different phases, the chair might even be rotated around the team. In essence, any chairperson acts as a facilitator to help the team reach a shared conclusion.

The intention is to create a shared vision among the team, where there is a high degree of ownership, buy-in to action and a clear, shared focus. A high quality decision can result from the synergistic effects of team functioning, because the solution has been built upon everyone's ideas and reasoning. Honed through multi-person screening, the outcome can be far more powerful than any solution generated by individuals within the team working on the problem separately.

However, this technique can be time-consuming for everyone involved, and some leaders who use it too readily are criticised for not being able to make a decision off their own back. Nevertheless, in the case of a situation that is very important and represents a good opportunity to develop the team, this style can be particularly powerful.



Delegative Leadership

'You make the decision based on your ideas.'

The Delegative style can lead to high levels of motivation and morale if used in situations where the team is competent and therefore able to thrive on greater autonomy. It is likely to be particularly valuable when working with an experienced team, especially where individuals may have greater technical expertise than the leader on certain aspects of the job.

If underused, it can result in too little sharing of responsibility. This could lead both to stress and overload for the leader, and to lower self-confidence and a loss of team skills for the team members if they lack the opportunity to work under their own direction. Such leaders are often criticised for being too controlling and restrictive, and they can lose their more talented and more mature colleagues who may look elsewhere for personal and professional growth.

If used too much, on the other hand, it can cause lack of control and loss of authority. It may lead to lower respect for the leader owing to a perceived under-involvement. Equally, it may result in stress for the people being led, as they may be unsure of their readiness for the whole responsibility of the specific task. If this approach produces poor results on a frequent basis, it can be damaging for the credibility of both the leader and the team. Such leaders are sometimes criticised for abrogating their responsibilities and undermining the confidence of their team.

The following page explores the two Delegative styles in the model in a little more detail.

Informed Delegative Leadership
<p><b>‘I provide colleagues with any relevant information I possess, establish parameters and objectives, and ask to be kept in touch with the process. They have the responsibility to solve the problem.’</b></p>
<p>Delegative leadership involves giving reporting colleagues the freedom to generate the solution to the problem concerned and then backing whatever decision they arrive at. The Informed Delegative variant involves the leader holding a prior meeting with those selected for the task and fully briefing them with whatever information he or she possesses. During that meeting any necessary parameters, hopes, expectations and objectives are laid out. The individual or team then proceeds with resolving the problem, but keeps the leader informed and in touch with their progress. This is not because the team members are not trusted, but because the leader wants to stay close to progress which may also be important when the team’s actions may have potential knock-on effects elsewhere.</p> <p>However, if the leader were to employ the Informed Delegative approach inappropriately and too frequently, it could lead to some loss of control and authority. Team members may lose respect due to a perceived lack of leader involvement. Moreover, it could put some colleagues under stress if they are given responsibilities beyond their readiness. Lower quality decision making would result, with an ensuing loss of confidence in both the leader and the team.</p>

Ballistic Delegative Leadership
<p><b>‘I provide colleagues with any relevant information I possess, establish parameters and give them full responsibility to solve the problem. They come back to me when they have completed the task. Any solution they reach has my support.’</b></p>
<p>Delegative decision making involves giving reporting staff the freedom and responsibility for creating the solution, which the leader should then accept. The Ballistic variant on this involves an initial briefing and establishing of the leader’s hopes, expectations and objectives, but then letting the team loose, ‘ballistically’ sending them off to resolve the problem, not to return until they have done so.</p> <p>Therefore, the Ballistic approach is not an option that should be overused, for it could be seen as leaders abrogating their responsibilities and not facing up to the challenge of leadership. Inappropriate usage could easily lead to the leader losing authority and control, and eventually his or her grip on the team. They would probably come to view the leader as weak, disinterested and ineffectual.</p> <p>However, there are equally severe penalties for not using this approach when the situation calls for it. If the leader does not offer reporting colleagues the Ballistic option in appropriate circumstances, the team’s development can be undermined and he or she would be criticised for not sharing responsibility and for being too controlling and restrictive. Such reluctance to let go can lead to stress and overload for the leader who takes on far too many and inappropriate tasks. The team members lack any sense of involvement and the more mature and talented ones will leave to join teams where they are respected for their experience and expertise.</p>



# Appendix 2

## Advice contained in CotD about implementation of each of the styles

The following are copies of the advice contained in the CotD about implementation of each of the styles. They can be found on the 'Explain' tab in the Recommended Decision Making Style page at the end of a CotD analysis. The information is also contained in the Expanded Report related to that style.

### Unassisted Directive Outcome

The way you have responded to the questions listed above suggests that Unassisted Leadership is the style that represents your 'best bet' in this situation. This is a Directive type of leader decision making where a solution is created that is based solely upon your own ideas. Moreover, with the Unassisted style you will generate the solution entirely off your own back, and will not need to collect any information from your reporting colleagues.

Analysis of the different ways it is possible to respond to the questions in the CotD reveals that Unassisted Leadership is only recommended on 7% of occasions. Of the eight styles, it is the sixth most frequently occurring. Providing you have answered each of the CotD questions about this situation correctly, you can proceed with adopting an Unassisted approach with confidence. There is a very good chance it will yield a successful outcome.

However, you should be aware that this approach should never be used if you do not have all of the information and expertise necessary to make a high quality decision. It should not be used if you believe it important to use the situation to develop your team. This is a very leader-centred approach, for it does not involve reporting colleagues at all. This lack of team involvement can yield quick answers, and it does ensure that nobody's time is wasted on unnecessary or inappropriate issues. You would need to be cautious if the implementation required commitment from your team, but there was no guarantee they would follow your decision. The problem is, if used too frequently, this approach can come across as autocratic or paternalistic and may only appeal to the most receptive of team members.

Too much Directive Leadership can lead to a culture where the team members develop low self-esteem and do only as they are told. Poor quality decisions may result because the leader does not consider all the issues and the team never truly matures to their potential. On the other hand, if you fail to take this opportunity and others where Unassisted Leadership is the optimal approach, colleagues will come to believe that you lack focus and direction. The team may become frustrated by too much talk and 'hot air' and a lack of action-orientation.

Therefore, use this approach well, and explain your rationale to those affected by the decision. This might include making your thinking through the CotD 'public', so others can learn from your insight.



### Researched Directive outcome

There are almost 150 possible routes through the CotD and the way you have answered the questions above suggests that the Researched Leadership style is your best bet. The CotD yields a Researched result 11% of the time and it is the fourth most frequent outcome. It is recommended here.

The 'Researched' style is Directive in nature, which can be defined as one where decision making is based solely upon the leader's own ideas. With the Researched variant, however, you obtain any necessary information that reporting colleagues hold before deciding upon the solution to the problem yourself.

It must be emphasised that you are not, in any way, asking team members for advice, or their ideas as to how the problem should be solved. You are merely seeking access to whatever additional information they have available so that you can personally make a high quality decision. You need to consider whether it is best to make this request via email, instant message, one-to-one discussion or within a team meeting. If the latter is chosen, make sure the Agenda clearly states that it is an 'information request only' item. You must not raise hopes of participation if this is inappropriate and not going to happen.

Because this approach is highly leader-centred you would not employ it if the situation offered a development opportunity for your team. You are choosing it because the situation suggests that it is better you keep control of things, but need to draw on the information others possess. One of the benefits of this style is that it can yield a quick solution.

However, when you next use this approach do remember that its frequent and inappropriate use can give rise to low self-esteem among team members, whose behaviour may eventually come to range from submissive to rebellious. Furthermore, poor quality decision making can result if the leader never taps into the wisdom of the team, and never allows their potential to be revealed.

On the other hand, failure to grasp the challenge of using a 'Researched' style to leadership decision making might result in the leader being criticised for not being prepared to take the helm. Therefore, if your route through the CotD is based upon a correct analysis of the situation, and you fail to employ this approach, you run the risk of appearing indecisive and lacking in direction. However, when you announce your decision, do let others know and understand your rationale, and support your stance by advocating usage of the CotD.

### One-to-One Consultative outcome

Your route through the CotD indicates that the One-to-One Consultative style of decision making will be your best bet in this particular situation. Of the many different ways through the CotD, 24% result in a One-to-One outcome. It is actually the most common solution of the eight possible Formula 4 Leadership decision making options available. Theoretically, therefore, leaders will get plenty of practice in getting this right.

As a Consultative style, the One-to-One option involves gathering reporting colleagues' ideas and opinions before you make the decision in accordance with your own judgement. Note that the emphasis is on you making the decision, but informed by the range of viewpoints within your team.

However, with the One-to-One approach, you do not call your team together and meet them as a group. The idea is that you discuss the problem with team members individually, either face-to-face, by telephone or perhaps by email. You will have to decide which of these are feasible under the circumstances, but if you choose not to use the face-to-face option you should have a good reason for not doing so. This is because it is the most powerful in terms of testing





the temperature and gauging the more subtle aspects of the situation. However, whatever is chosen, you should aim to use the same approach with all members of the team, unless geography or timing make this totally impossible.

The wisdom of testing the perceptions and opinions of team members individually is made all the more obvious if drawing the team together on this issue might highlight conflict and fuel unhelpful division. The One-to-One approach, therefore, offers you more control than holding a group discussion and is often more ‘politically’ safe. Furthermore, the approach works particularly well when intricate sequential tasks are submitted to this type of decision making. However, if the problem holds a development opportunity for the team, and the team have the best interests of the organisation at heart, you would normally choose the Group Consultative approach.

Do not be drawn into overusing the One-to-One approach other than at appropriate times. It can result in reduced respect for the leader, as it can appear manipulative with the leader engaged in a ‘divide and rule’ process. Also, beware that colleagues’ expectations are not raised inappropriately. Their ideas will be welcomed and valued, but the very essence of the approach is that the leader makes the final call in accordance with their own viewpoint.

However, if you do not grasp consultative opportunities like this, it can appear that you do not value the opinions of your colleagues. Failing to consult at appropriate times can drive morale down and lead to a lack of understanding of decisions and an underutilisation of the team’s expertise and experience.

Therefore, do make sure that you tell your team upfront that you are going to adopt a One-to-One Consultative approach. You might also explain why, using the rationale offered by this report. Then, after you have made your decision, explain the logic of your thinking and how the respective viewpoints of those who contributed were weighted and utilised. In this way you will strengthen your position and come to command ongoing respect from those who report to you.

### Group Consultative outcome

The recommended leadership decision making style for you to use in this situation is Group Consultative. Consultative decision making involves gathering the ideas and opinions of reporting colleagues and then making the decision yourself in accordance with your own values and judgement. The Group Consultative approach is one way of doing this; as its name implies, you gather your team together, usually at one sitting<sup>14</sup>, and listen to what they say. You collate their views, and record these in whatever way appears appropriate, and then make your decision. You would normally announce your final decision after sufficient time has elapsed to signal that you have been pondering on the views expressed seriously, giving them due consideration. However, you would not delay your announcement any longer than is necessary as this could imply a lack of respect.

The CotD generates the Group solution quite frequently, given that 23% of the routes through it culminate at this outcome. It is the second most frequently occurring end-point of the CotD. Therefore, the likelihood is that leaders will have plenty of practice in using this approach. The skills of chairing group discussions, and managing such meetings to best effect, are clearly an essential prerequisite to its success. If these represent a training need for you, this must be addressed.

You must not shy away from this approach or you could drive morale down in your team. Getting the group together allows you to gather their multiple perspectives, and to hear their debate on the breadth of issues. You might also use this as an opportunity to express your own line of thinking, or to develop your ideas through debate. The insight that can flow from such a meeting can enable you to make the decision with greater awareness of all factors involved. The

<sup>14</sup> A variant on this is where the leader separates out the problem analysis from the actual decision making. The leader might then delegate an exploration of all variables and factors which are relevant to the problem, and then ask colleagues to come up with a range of solutions for him/her to consider. It must be made clear, however, that the final decision is to be made by the boss. Even if he/she chooses one of the solutions the team have proposed this is essentially a consultative process and not one where the decision making has been delegated (see the Formula 4 Leadership Model for a description of the eight decision making styles).



feeling of involvement and your trust in asking for their opinions can give them confidence and a greater motivation to implement the decision.

However, on a note of caution, you are not advised to use this approach if your mind is already made up. You could then appear manipulative as you are seen to ‘rail-road’ the discussion along your preferred track, which will be quite obvious to your more perceptive colleagues.

If you do have a position before the views of colleagues are expressed it is best to disclose this from the start. Also, you should always declare upfront that this is a consultative meeting, not a joint decision making one. If the meeting starts off with the appearance of being consensual, but you then impose a decision at the end, your team will view you as lacking respect for them and just ‘taking them for a ride’. In these circumstances, people will feel less rather than more commitment to the outcome.

Therefore, grasp this opportunity with open-mindedness and enthusiasm. Set out your stall from the start, working openly with your team throughout. Also, communicate the logic of the CotD approach so that they can grow in understanding and learn the power of the model for themselves.

### Chaired Consensual outcome

You have followed a route through the CotD that has revealed Chaired Consensual as your best bet in this decision making situation. Of the many routes you could have followed only 5% culminate in the Chaired option. Of the eight Formula 4 Leadership decision making styles it is seventh in terms of frequency of outcome. This means that, if you now find yourself in a situation which calls for this approach, you should value the opportunity and seek to use it well.

Consensual decision making is the most democratic of all leadership styles, for it seeks to find solutions that are acceptable to everyone in the team. The Chaired Consensual variant of this style involves the leader taking the chair and leading a collaborative problem solving process where all team members have a voice and participate in searching for a solution. Therefore, if chairing meetings represents a training need for you, make sure that you address this requirement.

The Chaired Consensual approach might involve gathering all reporting colleagues together so they are ‘seated in the round’. Present the issue to be solved and give the team some time for individual reflection, perhaps jotting their thoughts down, which are then communicated after individual deliberation is over. As the facilitator, you may then invite the group to categorise these ‘thoughts’ and evaluate what the group has produced.

As you lead the group forward in this discussion you must remember that it is the team who are going to generate the solution, and you are but one member of that team. You are not gathering their thoughts so that you can make the decision off your own back, that is a Consultative approach, not Consensual. Your task is to lead the discussion to the point where all feel reasonably comfortable with the outcome and are prepared to accept it.

Neither should you be too easily tempted to be drawn into voting in order to resolve any impasse, for this does not truly establish consensus. Far better that everyone has had the opportunity to express their view, that colleagues have resolved differences, and come to a joint appreciation of the issues. Remember, you can trust the team to do what is best, so the disagreements aired will lead to a healthy exchange of views which all will value at the end.

Another benefit of this approach is that it generates a multiplicity of ideas and fully allows the wisdom of the team to be exploited. Usually, as ideas are presented and built on by colleagues, a solution is arrived at that is more powerful than any that could have been produced by any one individual. A further great benefit is that everybody present then feels real commitment to the outcome. This is especially valuable, given the importance of this decision to you.



However, do not employ this approach as a panacea. Only use it when conditions are right, so do evaluate your thinking through further use of the CotD. Better still, run through the CotD with your team so that the rationale for choosing the style can be appreciated by all. The thing is, if you use the Consensual style too much, you will be perceived as procrastinating, taking colleagues away from their work for lengthy debate and so affecting productivity. There is also the risk that you could be seen as someone who is unable to make a decision without referring to others first.

On the other hand, if you fail to grasp this and other such opportunities it may result in lower-quality decision making and a team that never develops to its full potential. Neither will the team discover the power of creating solutions that are greater than any solution generated by individuals within the team working on the problem separately. If you do not do this, others may come to think that you do not truly value colleagues as equals, and that to engage with them meaningfully is a waste of time. You may then be criticised for lack of empathy and self-centredness. Therefore, grasp this opportunity now.

**Team Player Consensual Outcome**

The recommended Formula 4 Leadership decision making style for the situation you have just analysed is Team Player. This is the most democratic option of the eight Formula 4 styles, and one where you will experience the paradoxical outcome of gaining greater control within your team by giving up control.

With the Team Player approach, you allow yourself to become one of the team. For the purposes of solving the problem, and coming up with the highest quality solution, you attempt to equalise power between yourself and your reporting colleagues. You do this by arranging a team meeting to discuss and debate the problem, but pass the chair to one of your colleagues, or even have no chair at all. With some types of complex problem, perhaps where the meeting moves through different phases, the chair might even be rotated around the team.

However, in essence, any chairperson acts as a facilitator, helping the team reach a shared conclusion. It can be very helpful if you have a pre-agreed problem solving process. This might follow a structure such as:

1. Defining and agreeing between you exactly what the problem is.
2. Attempting to clearly describe the goal you want to achieve.
3. Listing the main causes of the problem over which you individually, and as a team, have some control.
4. Brainstorming possible solutions to the problem.
5. Evaluating the ideas forthcoming and laying a plan of action.
6. Deciding who will do what, when and where.
7. Agreeing how and when the plan will be reviewed and amended in light of experience.

The idea is that together the team works collaboratively on the problem, with participation encouraged from everyone present, and clear ground rules about taking turns, not criticising ideas until the end of the brainstorm, and so on. As the leader, you allow yourself no more power and control over the debate than anyone else in the room. However, what you create is a shared vision among your team, where there is a high degree of ownership, buy-in to action and a clear, shared focus. You potentially create a high quality decision that utilises the synergistic effects of team functioning. This is where, because the solution has been built upon everyone's ideas and reasoning, and honed through multi-person screening, the outcome can be far more powerful than any solution generated by individuals within the team working on the problem separately.

Of course, there are criticisms that can be levelled against this approach, and they would certainly be appropriate if you have not followed your path through the CotD with discernment. Without doubt, this technique is time consuming for everyone involved, and some leaders who use it too readily are criticised for not being able to make a decision off their own back.



However, only 4% of routes through the CotD lead to Team Player outcomes. It is actually the least frequent end-point of the many different pathways through the CotD. Therefore, if you have truly found a situation where it is the best bet, you must grasp the opportunity.

Because the situation is so important to you, and represents a very good opportunity to develop your team, the Team Player style is particularly apt. You also need the views of everyone, and can trust your colleagues to do what is best. Therefore, if you reject this or other such opportunities, you are likely to produce a lower quality decision, and undermine the potential for focus, high morale, hard work and team skill development that could be yours.

Therefore, talk your team through the CotD process, both for this problem and others in the near future. Let them understand your rationale for choosing this approach, as well as the other seven styles when differing situations warrant them. In this way you will come to be perceived as an adaptive leader who can respond flexibly to the differing demands of situations in order to maximise your chances of producing high quality solutions time after time.

### Informed Delegative outcome

The way in which you have answered the set of questions given in the CotD indicates that Informed Delegative is your best bet for this particular situation. If you use this approach there is a very good chance that it will produce a high quality outcome to the problem.

16% of the many different routes through the CotD lead to the Informed Delegative style. Of the eight Formula 4 Leadership styles it is the third most frequent outcome when all the possible pathways through the CotD are considered. You will, therefore, probably encounter many other situations where this is the most appropriate strategy for you.

Delegative problem solving involves giving reporting colleagues the freedom to generate the solution to the problem concerned. You would then back whatever decision they reached. The Informed Delegative variant involves holding a prior meeting with those selected for the task and fully briefing them with whatever information you possess. During that meeting you also lay out any necessary parameters, as well as your hopes, expectations and objectives. You then ask them to proceed with resolving the problem, but to keep you informed and in touch with their progress, so that you can put any 'light touch on the tiller' that is necessary. This is not because you cannot trust them, which you most certainly do, but because you want to stay close to their progress and how they are developing their ideas. This may also be important when what they are doing has potential knock-on effects elsewhere.

It is recommended that when you explain to your reporting colleagues your reasoning for choosing the Informed approach you use the rationale offered by the CotD. Let them appreciate the conditions that applied to this situation to make the Informed style particularly apt. They will then understand that it is only your favoured approach in those situations that call for it.

If you were to employ the Informed Delegative approach inappropriately and too frequently it could lead to some degree of loss of control and authority for you. Reporting colleagues may lose respect for you due to your perceived lack of involvement. Furthermore, it could put some team members under stress as they are given responsibilities beyond their current capacity. Lower quality decision making may result, with an ensuing loss of confidence in you and the team.

However, if you fail to grasp opportunities such as this, and do not allow your team to deal with matters which are within their own competence, you could undermine their feelings of being valued and, hence, their commitment. You might also end up with a lower quality solution and of having expended more of your own precious time than was necessary. Therefore, 'let go' and give your reporting colleagues the rein necessary to solve this problem to best effect.





### Ballistic Delegative outcome

Your completion of the CotD suggests that the Ballistic variant of the Delegative decision making style is your best bet in this situation. There are many different pathways through the CotD yet only 9% of them lead to the Ballistic option. Of the eight Formula 4 Leadership decision making styles, it is the fifth most frequent end-point on the CotD.

Delegative decision making involves giving reporting staff the freedom and responsibility for creating the solution, which the leader should then accept. The Ballistic variant on this involves an initial briefing and establishing of the leader's hopes, expectations and objectives, but then letting the team loose, 'ballistically' sending them off to resolve the problem, not to return until they have done so. The leader then accepts their decisions without any major intervention.

Therefore, the Ballistic approach is not an option that should be overused, as it could appear that the leader is abrogating their responsibilities and not facing up to the challenge of leadership. Inappropriate usage could easily lead to the leader losing authority and control, and eventually his/her grip on the team. They would probably come to view the leader as weak, disinterested and ineffectual.

However, there are consequences for not using the Ballistic approach when the situation calls for it. If you were not to grasp the opportunity before you, and not to offer your reporting colleagues the Ballistic option in other such circumstances, you could undermine your team's development and be criticised for not sharing responsibility. This can lead to stress and overload for the leader who takes on far too many and inappropriate tasks, with the result that the team members lack any sense of involvement. Such a leader will often be criticised for being too controlling and restrictive, and they will lose their more mature and more talented colleagues who will leave to join teams where they are respected for their experience and expertise.

Therefore, it is recommended that you take your team aside and explain your rationale for choosing this approach on this occasion. Use the logic of the CotD to help you. Let the team appreciate that the conditions are right for the Ballistic approach, and help them understand that you will respond differently when other conditions prevail. Brief them fully about the problem, going round the team confirming that everyone is clear about the task and their responsibilities. Explain your trust in them to do what is best and in their potential to come up with a solution that will resolve the problem. Agree a date for project completion and accept their eventual offering with delight and great satisfaction when it is produced. Ignore your temptation to change it to any significant extent (the CotD would have pointed you towards a Consultative approach if this were appropriate). Watch your team grow in confidence and motivation as a result.





# Appendix 3

## Discussion Aid

This analysis of the plus and minus points of the four main styles was created in a workshop of international senior managers. It is a valuable discussion aid for triggering exploration of the model.

DIRECTIVE	
PLUS POINTS	MINUS POINTS
<ul style="list-style-type: none"><li>◆ Built on leader’s expertise</li><li>◆ Minimum of delay</li><li>◆ Decision making (fast)</li><li>◆ Clear message</li></ul>	<ul style="list-style-type: none"><li>◆ Upsetting people</li><li>◆ Could leave leader isolated</li><li>◆ Wrong decision—stress and self-confidence lowered</li><li>◆ Tunnel vision</li><li>◆ Barriers</li></ul>
CONSULTATIVE	
PLUS POINTS	MINUS POINTS
<ul style="list-style-type: none"><li>◆ Results focused</li><li>◆ Involves team</li><li>◆ Brainstorming permitted—lots of ideas input</li><li>◆ Faster decisions</li><li>◆ Easier commitment</li></ul>	<ul style="list-style-type: none"><li>◆ Time consuming for Manager</li><li>◆ Frustrating to reports</li><li>◆ Less development of skills for team members</li><li>◆ Too many opinions</li><li>◆ Could lose commitment along the way</li><li>◆ Stressful for big teams</li></ul>

<u>CONSENSUAL</u>	
<i>PLUS POINTS</i>	<i>MINUS POINTS</i>
<ul style="list-style-type: none"><li>◆ Everybody is in the same boat together</li><li>◆ Everybody has to feel comfortable with the decision that is made—in order to implement it</li><li>◆ Acknowledges diversity</li><li>◆ Encompasses all perspectives</li><li>◆ Equalises power in a healthy way—communicating trust to all in the group</li><li>◆ Engenders commitment</li></ul>	<ul style="list-style-type: none"><li>◆ Time consuming</li><li>◆ Can allow people to abuse the power offered</li><li>◆ Challenges the co-ordinating/chairing skills of leader</li><li>◆ Can result in ‘groupthink’ and lowest common denominator decision</li><li>◆ Can create disagreement and discord if objectives are not shared</li></ul>
<u>DELEGATIVE</u>	
<i>PLUS POINTS</i>	<i>MINUS POINTS</i>
<ul style="list-style-type: none"><li>◆ Good when individuals have unique technical skills</li><li>◆ Team is ‘sum of parts’—flat structure</li><li>◆ Project-based - team members’ own tasks.</li><li>◆ Empowerment</li></ul>	<ul style="list-style-type: none"><li>◆ Difficult to give instructions</li><li>◆ How do you get cohesion?</li><li>◆ ‘Less control’ on deliverables</li><li>◆ Managing risk</li></ul>



# Appendix 4

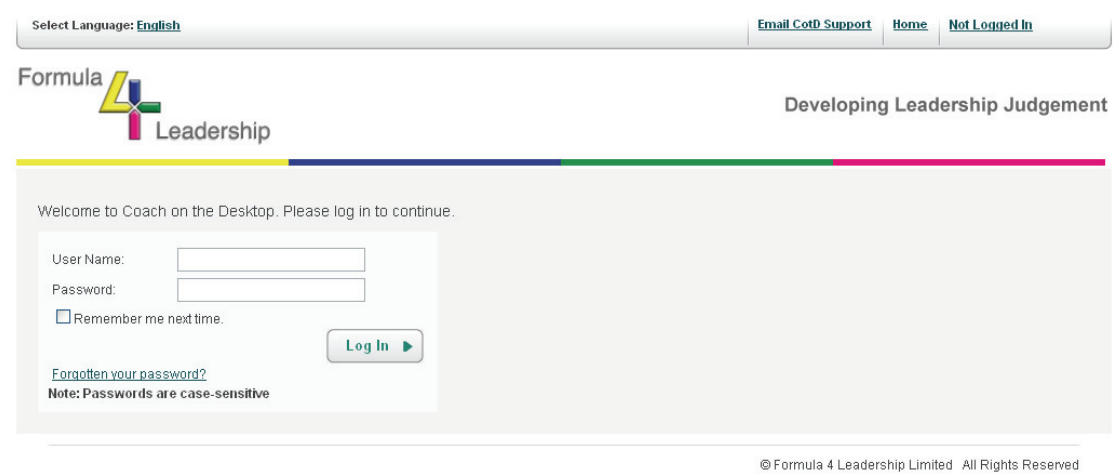
## Practical Directions for use of the CotD Online

### How does a Coach set up a Coachee?

Go to the CotD website at the following url:

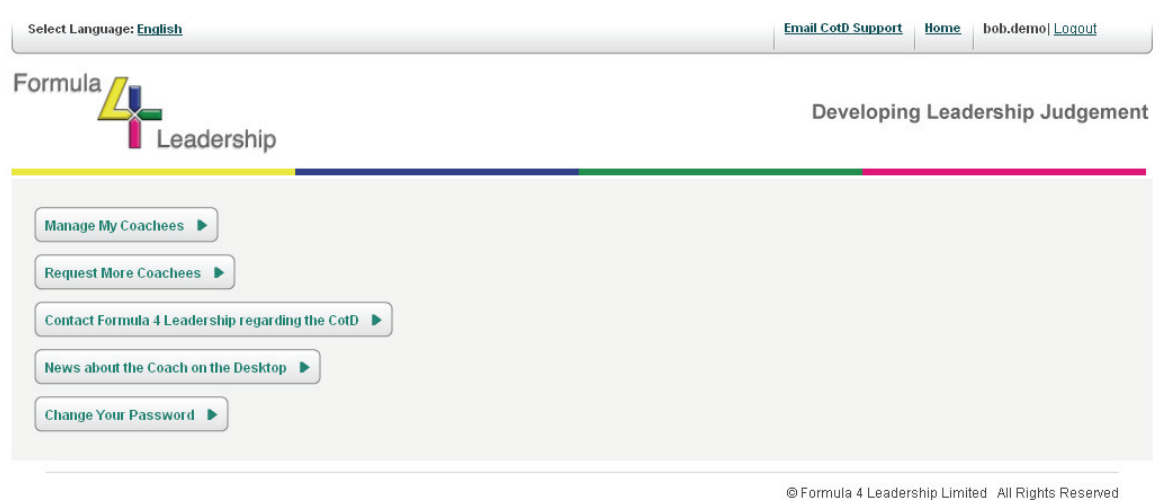
<http://coach.formula4leadership.com/default.aspx>

You will see the following:



The screenshot shows the login page of the CotD Online system. At the top, there is a navigation bar with links for 'Select Language: English', 'Email CotD Support', 'Home', and 'Not Logged In'. Below this is the 'Formula 4 Leadership' logo and the text 'Developing Leadership Judgement'. The main content area has a welcome message: 'Welcome to Coach on the Desktop. Please log in to continue.' Below this is a login form with fields for 'User Name:' and 'Password:', a 'Remember me next time.' checkbox, and a 'Log In' button. There is also a link for 'Forgotten your password?' and a note: 'Note: Passwords are case-sensitive'. At the bottom, there is a copyright notice: '© Formula 4 Leadership Limited All Rights Reserved'.

Fill in the User Name and the Password given in your CotD Personal Documentation and you will be taken to the following page:



The screenshot shows the dashboard page of the CotD Online system after a successful login. The navigation bar at the top is the same as the login page, but now includes a 'Logout' link next to the 'bob.demo' user name. The main content area features a list of links: 'Manage My Coachees', 'Request More Coachees', 'Contact Formula 4 Leadership regarding the CotD', 'News about the Coach on the Desktop', and 'Change Your Password'. At the bottom, there is a copyright notice: '© Formula 4 Leadership Limited All Rights Reserved'.

Select the *Manage My Coachees* Link and you will be taken to the following page:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [bob.demo](#) | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

View Decisions Summary

Create New Coachee

Re-enable Coachee

Invite Coachee

View Decision Details

Delete Unused Coachee

Disable Coachee

List Coachees by:

Surname

Show surnames starting with:

Any Initial

Which Coachees to show:

All Coachees

What Assignment to show:

COTDEMO

	Name	Created/Renewed	Last Decision	Active Status	No. Decisions
<a href="#">Select</a>	Smith Jim Mr	17/02/2010	17/02/2010	1	0
<a href="#">Select</a>	Hobbs Joan	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Barwick Elizabeth	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Coe Harold	18/02/2010	18/02/2010	1	0

15 Coachees per page

Select the *Create New Coachee* button and you will be taken to the following page and you can fill in the details of the new Coachee. Once complete, click on the *Create User* Button and you will return to the Manage your Coachees page, where the new Coachee will now appear in the list:

Formula 4 Leadership

Developing Leadership Judgement

Create New Coachee:

Assignment Code: COTDEMO

Title:

First Name:

Middle Initial:

Surname:

User ID:

Suggest User ID

Email:

Confirm Email:

Default Text

Custom Text

Invitation Message Subject:

Default CC Only

Extra CC to Email Address

Messages Emailed CC To:

Create User

Cancel

Click on [Select](#) next to the name that you have just set up and the name will be highlighted:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [bob.demo](#) | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

View Decisions Summary

Create New Coachee

Re-enable Coachee

Invite Coachee

View Decision Details

Delete Unused Coachee

Disable Coachee

List Coachees by:

Surname

Show surnames starting with:

Any Initial

Which Coachees to show:

All Coachees

What Assignment to show:

COTDDemo

	Name	Created/Renewed	Last Decision	Active Status	No. Decisions
<a href="#">Select</a>	Smith Jim Mr	17/02/2010	17/02/2010	1	0
<a href="#">Select</a>	Hobbs Joan	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Barwick Elizabeth	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Coe Harold	18/02/2010	18/02/2010	1	0

15 Coachees per page

Click on the [Invite Coachee](#) Button. The invitation will be emailed to the Coachee, a copy will be sent to you and the following will appear on the page to confirm that this has happened:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [bob.demo](#) | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

View Decisions Summary

Create New Coachee

Re-enable Coachee

Invite Coachee

View Decision Details

Delete Unused Coachee

Disable Coachee

List Coachees by:

Surname

Show surnames starting with:

Any Initial

Which Coachees to show:

All Coachees

What Assignment to show:

COTDDemo

An invitation to the Coachee has been sent.

	Name	Created/Renewed	Last Decision	Active Status	No. Decisions
<a href="#">Select</a>	Smith Jim Mr	17/02/2010	17/02/2010	1	0
<a href="#">Select</a>	Hobbs Joan	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Barwick Elizabeth	18/02/2010	18/02/2010	1	0
<a href="#">Select</a>	Coe Harold	18/02/2010	18/02/2010	1	0

15 Coachees per page

How do I get the information about how a Coachee has used the CotD?

Log in as a Coach, and go to the [Manage Your Coachees](#) page. Select the Coachee whose details you wish to see and once it is highlighted, click on the [View Decisions Summary](#) button and you will be taken to the following page:

Formula 4 Leadership

Developing Leadership Judgement

[Return to My Coachees](#)

Email Data Extract for this Coachee

Total number of Decisions taken on the Coach on the Desktop is 12

Recommended Styles

	Count	% Of Total
Unassisted Directive	0	0%
Researched Directive	3	25%
One-to-One Consultative	1	8%
Group Consultative	4	33%
Chaired Consensual	0	0%
Team Player Consensual	0	0%
Informed Delegative	3	25%
Ballistic Delegative	1	8%

Answers To The Ten Questions:

	Yes	No
Is this a really important decision?	6	6
Does this decision need to be made immediately?	4	4
Do you know enough to handle this on your own?	1	6
Does this need the views of a group of people?	3	4
Have you worked successfully on this type of problem before?	4	2
Is this a good opportunity to develop your team?	4	8
Will the team readily follow your decision?	3	0
Could the team sort this out on their own?	10	1
Can you trust the team to do what is best?	6	4
Is there going to be quite a lot of disagreement about this?	4	0

If you want more detail of the decision, click the [Email Data Extract](#) button for this Coachee and you will have an Excel Spreadsheet sent to you. The following confirmation will appear on the page:

Formula4Leadership

Developing Leadership Judgement

[Return to My Coachees](#)

[E-Mail Data Extract for this Coachee](#) Data Extract E-Mailed

Total number of Decisions taken on the Coach on the Desktop is 15

Recommended Styles

	Count	% Of Total
Unassisted Directive	1	6%
Researched Directive	3	20%
One-to-One Consultative	1	6%
Group Consultative	6	40%
Chaired Consensual	0	0%
Team Player Consensual	0	0%
Informed Delegative	3	20%
Ballistic Delegative	1	6%

Answers To The Ten Questions:

	Yes	No
Is this a really important decision?	8	7
Does this decision need to be made immediately?	5	6
Do you know enough to handle this on your own?	2	8
Does this need the views of a group of people?	5	4
Have you worked successfully on this type of problem before?	4	4
Is this a good opportunity to develop your team?	4	11
Will the team readily follow your decision?	3	0
Could the team sort this out on their own?	12	2
Can you trust the team to do what is best?	6	6
Is there going to be quite a lot of disagreement about this?	4	0

If you want to see more detail online about the decisions, return to the Manage My Coachees page, select the Coachee concerned and click on the [View Decisions Detail](#) button. This will take you to the following page, where you can select one of the decisions and click on the [View Decision in Detail](#) button:

[Return to My Coachees](#) [View Decision in Detail](#)

	Created	No. Subordinates	Result	Is Completed
<a href="#">Select</a>	02/03/2010 15:09	1	Researched Directive	1
<a href="#">Select</a>	02/03/2010 15:11	1	Leader Consultative	1
<a href="#">Select</a>	02/03/2010 15:11	3	Group Consultative	1
<a href="#">Select</a>	02/03/2010 15:12	8	Informed Delegative	1
<a href="#">Select</a>	02/03/2010 15:21	4	One-to-One Consultative	1
<a href="#">Select</a>	02/03/2010 15:22	5	Ballistic Delegative	1
<a href="#">Select</a>	02/03/2010 15:23	8	Group Consultative	1
<a href="#">Select</a>	02/03/2010 15:24	2	Informed Delegative	1
<a href="#">Select</a>	02/03/2010 15:24	3	Researched Directive	1
<a href="#">Select</a>	02/03/2010 15:25	1	Researched Directive	1
<a href="#">Select</a>	02/03/2010 15:27	4	Group Consultative	1
<a href="#">Select</a>	02/03/2010 15:28	2	Informed Delegative	1
<a href="#">Select</a>	02/03/2010 15:52	10	Group Consultative	1
<a href="#">Select</a>	02/03/2010 16:35	6	Unassisted Directive	1
<a href="#">Select</a>	03/03/2010 09:36	2	Group Consultative	1

15 Responses per page

The detailed information about the decision is then available from the database. As you can see from the following, there are a series of tabs that you can select to explore the decision. You should note that the description of the decision can be found on the *Coachee Notes and Ratings* tab:

Recommended Decision Making Style

Group Consultative

I share the problem with colleagues at a group meeting. I obtain their ideas and suggestions and then I make the decision.

Coachee Notes and Ratings

How They got There

Explain

F4L Model

Concise Report

Expanded Report

Rate The Recommended Style

F4L Competencies

Scenario Description:

What will the theme be for the departmental Away Day?

Number of people involved:

10

Does the Recommended Style seem correct to you?

☒ Not Rated

☐ Highly Disagree

☐ Disagree

☐ Neither Agree or Disagree

☐ Agree

☐ Highly Agree

Are you going to follow the recommended style?

☒ Not Rated

☐ Yes

☐ No

☐ Possibly

Comments:

How does a Coachee make use of the CotD?

Go to the CotD website at the following url <http://coach.formula4leadership.com/default.aspx> where you will see the following:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [Not Logged In](#)

Formula 4 Leadership

Developing Leadership Judgement

Welcome to Coach on the Desktop. Please log in to continue.

User Name:

Password:

☐ Remember me next time.

[Log In](#)

[Forgotten your password?](#)

Note: Passwords are case-sensitive

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Fill in the User Name and the Password given in the emailed Invitation to use the CotD and you will be taken to the following page:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [bob.tester | Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

You are now logged in as a Coach on the Desktop user

Your sponsoring Coach is Nick Burnard

[Start The Coach on the Desktop](#)

[Change your Personal Information](#)

[Change your Password](#)

[Logout](#)

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Click on the [Start the Coach on the Desktop](#) link and you will be taken to the following page:

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Formula 4 Leadership

Developing Leadership Judgement

### Introduction to The Coach on the Desktop (CotD)

The CotD is a unique aid to developing your judgement at leadership decision making. It will enable you to lead your team according to an explicit, clear and fair set of principles. Leading with greater judgement will increase morale in your team, make them more productive and enhance your reputation as a leader.

The CotD will pose a maximum of ten judgement questions: five asking about the task and five enquiring about the people involved in making the decision. With practice, you will very quickly discover the most appropriate style to adopt in any given decision making situation.

The validity of the Recommended Decision Making Style resulting from your use of the CotD will be dependent upon your judgement when answering the questions it poses. Do not hesitate, therefore, to experiment by taking important decisions through the CotD more than once, trying the effect of alternative responses when you are in doubt about specific questions. Similarly, for appropriate decisions there can be great advantage in discussing responses with others to aid your thinking.

The CotD will keep a record of all your activity, holding every choice you make in its memory. This record will clearly show how your judgement is evolving and will be a considerable aid to your coach or mentor. The CotD is an invaluable resource to discuss with your colleagues, proof of your development and a record of your achievement.

Cancel

Proceed

Once you have read the Introduction, click on the [Proceed](#) button. This will take you to the following page where you type a brief description of the decision to be made and indicate the number of colleagues, other than yourself, potentially involved in making this decision, before clicking on the [Proceed](#) button.

Select Language: [English](#)

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Formula 4 Leadership

Developing Leadership Judgement

The Coach on the Desktop will help you establish the most effective leadership approach to take for the following decision. Enter a description of the decision to be made here:

Number of colleagues, other than yourself, potentially involved in making this decision ?

Cancel

Proceed

This will take you to the following page, which is the first of the Leadership Judgement Questions about the decision you are considering. Simply click on the [Yes](#) and [No](#) buttons to progress through the CotD analysis of it.



Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | [bob.test@cotd.co.uk](#) | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

Leadership Judgement Question:

Is this a really important decision?

Yes

No

Explain

Cancel

1.

Go back to

2.

Go back to

3.

Go back to

4.

Go back to

5.

Go back to

6.

Go back to

7.

Go back to

8.

Go back to

9.

Go back to

10.

Go back to

As you progress, the questions you have already answered show on the page. If you want further clarification of the question, click on the [Explain](#) button and you will see more detail both about the meaning of the question and the competency you are using in answering it.

Formula 4 Leadership

Developing Leadership Judgement

Leadership Judgement Question:

Is this a good opportunity to develop

Yes

No

Explain

Cancel

1.

Is this a really important decision?

2.

3.

4.

5.

6.

7.

8.

9.

10.

Explanation of Question

Is this a good opportunity to develop your team?

Does the task readily offer the opportunity to 'add value' by developing the skills, talents or confidence of colleagues? Is this a good opportunity to develop your relationship with your colleagues?

When answering this question you are using this competency:

**Developing Colleagues**

The ability to appraise and facilitate the development of colleagues (and hence the relationship with them). Knows when to 'add value' by developing the skills, talents or confidence of team members. Genuinely interested and motivated by creating opportunities for developing the managerial and technical skills of colleagues.

Return

No

Go back to

Go back to

Go back to

Go back to

Go back to

Go back to

Go back to

Go back to

Go back to

Go back to

If on reflection you wish to revisit any of the questions you have already answered, simply click on the green arrow next to that decision and you will be taken back to that point in the analysis

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77

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | bob.tester | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

Leadership Judgement Question:

Have you worked successfully on this type of problem before?

Yes

No

Explain

Cancel

1.	Is this a really important decision?	Yes	Go back to
2.	Is this a good opportunity to develop your team?	No	Go back to
3.	Does this decision need to be made immediately?	Yes	Go back to
4.	Do you know enough to handle this on your own?	No	Go back to
5.	Does this need the views of a group of people?	Yes	Go back to
6.			Go back to
7.			Go back to
8.			Go back to
9.			Go back to
10.			Go back to

Once the analysis is complete, the following *Result Has Been Arrived At* box appears on the screen, giving you an option either to go back and change your answers or go on to see the Best Bet Style resulting from that analysis:

Select Language: [English](#)

[Email CotD Support](#) | [Home](#) | bob.tester | [Logout](#)

Formula 4 Leadership

Developing Leadership Judgement

Leadership Judgement Question:

Can you trust the team to do what is best?

Yes

No

Explain

Result Has Been Arrived At

You have arrived at a recommended style using the Coach on the Desktop.

Do you want to see the recommended decision making style or change some of your answers to the questions?

Change Answers

See The Style

1.	Is this a really im		Go back to
2.	Is this a good opp		Go back to
3.	Does this decisio		Go back to
4.	Do you know enough to handle this on your own?	No	Go back to
5.	Does this need the views of a group of people?	Yes	Go back to
6.	Have you worked successfully on this type of problem before?	No	Go back to
7.	Could the team sort this out on their own?	Yes	Go back to
8.	Can you trust the team to do what is best?	No	Go back to
9.			Go back to
10.			Go back to

If you select *See The Style* the following page appears:

Recommended Decision Making Style

Group Consultative

I share the problem with colleagues at a group meeting. I obtain their ideas and suggestions and then I make the decision.

Consider another Decision

Finished with CotD

How you got here

ExplainF4L ModelConcise ReportExpanded ReportRate the Recommended StyleF4L Competencies

1.	Is this a really important decision?	Yes
2.	Is this a good opportunity to develop your team?	No
3.	Does this decision need to be made immediately?	Yes
4.	Do you know enough to handle this on your own?	No
5.	Does this need the views of a group of people?	Yes
6.	Have you worked successfully on this type of problem before?	No
7.	Could the team sort this out on their own?	Yes
8.	Can you trust the team to do what is best?	No
9.		

The various tabs give further information about the decision and the Style concerned. There is an option on both the Report tabs to either download the report or have it emailed to you as well as to see it on the screen. The two buttons *Finished with CotD* and *Consider another Decision* give you the option respectively either to log out or return to the start of the CotD to analyse another decision – or if you so choose to carry out an alternative analysis of the decision you have just completed.



# Appendix 5

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## Copy of Handouts

The handouts contained on the CotD memory stick may be reproduced by a licensed coach using the CotD. There is no requirement to obtain special permission for such uses.

This permission statement is limited to reproduction in support of any coaching relationship where the licensed coach is utilising the CotD. Systematic or large-scale reproduction for distribution, or inclusion of items in publications for sale, may be carried out only with prior written permission from Formula 4 Leadership Ltd.

1. Coachee's Briefing for the CotD
2. Formula 4 Leadership Decision Making Model
3. Formula 4 Leader Orientation Model
4. Formula 4 Leadership Principles and Tenets
5. Formula 4 Leadership Competencies
6. Session Coaching Log
7. Summative Coaching Log



## Coachee's Briefing for the Coach on the Desktop

### Step 1

#### Initial coaching session - Assessment and personal reflection

During the Initial coaching session, you will have been reflecting upon your leadership style and establishing personal development goals. You will also have been considering the Formula 4 Leadership model. Your own views about the areas for development are the critical issue. You may now find it valuable to discuss your thoughts with a trusted person outside the coaching relationship, but who knows you and your behaviour well.

### Step 2

#### Developmental use of the Coach on the Desktop

Over the period between now and the next coaching session, deliberately use the Coach on the Desktop at least once per day to analyse real leadership decisions that you are facing. Try to make these as varied as possible and not just ones that are important to you.

Think carefully about the questions that the Coach on the Desktop poses. Consider the outcomes. Are the leadership styles recommended the ones you would instinctively use—if not, are they worth trying?

Reflect upon the Principles of Formula 4 Leadership and see how they guide the recommended leadership style. Put into practice the guidance that you will find in the Full Report about how to implement the recommended style.

### Step 3

#### Next coaching session - Consideration of your leadership practice, evaluation and personal leadership development planning

Having used the Coach on the Desktop at least 15 times, print off the Full Report and take it to the next coaching session. The personal history section will be an important aspect of that coaching session. First of all you will consider the outcomes you have reached through the Coach on the Desktop. Are they similar to, or different from, your expectations? Do you draw any learning or implications from the pattern of outcomes?

Next, you will focus upon the pattern of responses to the individual questions. Each one of these questions is related to a specific Formula 4 Leadership competency. Highlight any questions where you have shown a marked preference (say more than 65%) for answering in only one way. The way you have approached those questions will be an important aspect to consider during the next coaching session, where you will create a Personal Leadership Development Plan.

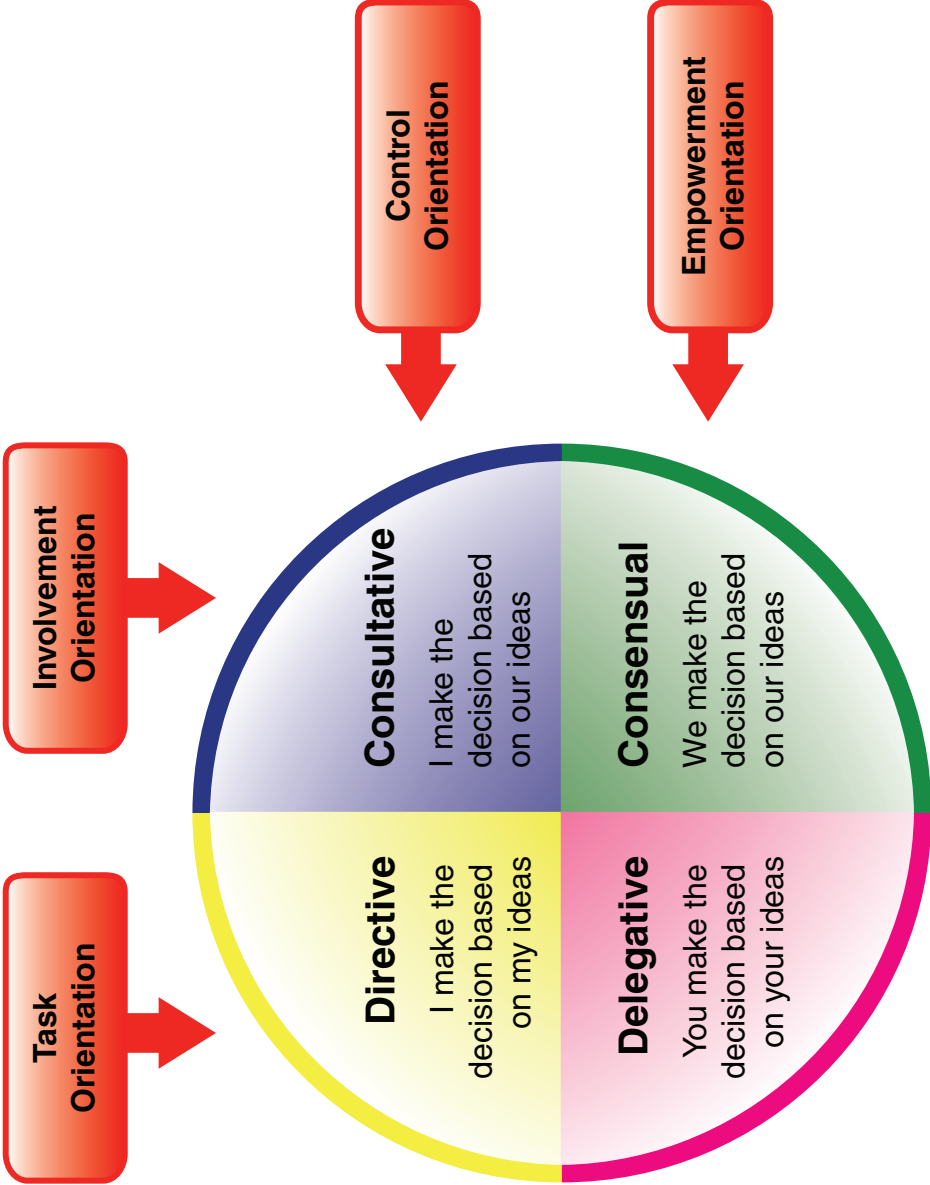
Your responses may, of course, be influenced by the type of situations for which you have used the Coach on the Desktop. If you have only used it to consider significant decisions, it would not be unusual if you had said “Yes” in most cases when answering the question “Is this a really important decision”? This effect should have been minimised by the way you have used the Coach on the Desktop deliberately for a random set of decisions. There is extremely valuable information for you in this analysis as it shows how you have responded to real decision making situations, rather than hypothetical scenarios.



Formula 4 Leadership Decision Making Model



Formula 4 Leader Orientation Model







## Formula 4 Leadership Principles and Tenets

### Principles of Formula 4 Leadership

These principles focus a leader's time and energy to achieve optimal results.

Effective leaders:

- ◆ always consider how important the decision is
- ◆ see if the decision offers a development opportunity for their 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 their team members share the same goals as those of the organisation
- ◆ involve their 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 their performance against these Principles in the short, medium and long term.

### Tenets of Formula 4 Leadership

- ◆ No one leadership style is universally applicable to all decision making situations
- ◆ No one leadership style is inherently better than any other
- ◆ Effective leaders gear their style to the nature of the task and the characteristics of the people involved
- ◆ Each decision making situation can be methodically assessed to determine the most appropriate leadership style
- ◆ Effective leadership involves a preparedness to adopt different styles of decision making.





## Formula 4 Leadership Competencies

### Task related competencies

#### Impact Judgement

The ability to discern how important it is which solution or decision is adopted. Can accurately judge the impact of adopting one course of action over another. Can tell how important a decision is in reaching personal, team or organisational targets. Can gauge the extent to which a solution will affect performance.

#### Time Utilisation

The ability to use people and time efficiently to solve the problem or reach a solution. Able to take a quick and effective action in a critical moment or crises. Can 'strike while the iron is hot'.

#### Data Rationality

Able to judge whether they personally have sufficient information and expertise to make a high-quality decision. Able to gauge the extent of their own knowledge, skills and experience in reaching a decision.

#### Task Appraisal

The ability to judge whether a task needs the breadth of analysis and multiple perspectives by group discussion. Able to identify whether a decision requires a synergistic solution, or whether it requires the intricate, sequential reasoning optimally provided through individual analysis.

#### Problem Structuring

The ability to define a situation according to its current state and desired state, along with the knowledge of the methods for transforming the former to the latter. Clear about what is wanted and the way ahead; can adequately define what the problem is and what needs to be done to solve it. Can set short, medium and long-term targets.

### People related competencies

#### Developing Colleagues

The ability to appraise and facilitate the development of colleagues (and hence the relationship with them). Knows when to 'add value' by developing the skills, talents or confidence of team members. Genuinely interested and motivated by creating opportunities for developing the managerial and technical skills of colleagues.

#### Gauging and Gaining Commitment

The ability to gauge colleague's commitment or the likelihood of acceptance of decisions or solutions. Additionally, the ability to use appropriate bases of power and decision making processes to gain colleague's commitment or acceptance of a decision. Can do this in such a way that motivation and performance levels can be increased or maintained.

#### Colleague Appraisal

The ability to weigh whether colleagues have sufficient information, expertise, confidence and maturity to make a high-quality decision. Knows which people to involve in working on which solutions. Can judge colleague readiness.

#### Establishing Mutual Interest

The ability to find win-win formulas where team members feel they share the same goals as organisation. Knows in what circumstances to trust colleagues to pursue the best and most rational solution rather than just look after their own self-interest.

#### Diffusing Conflict

The ability to resolve disagreement with and between colleagues over differing solutions to the problem. Can predict when dispute is likely. Effective at conflict resolution and settling arguments amicably.



SESSION COACHING LOG



Coachee:

Number of CotD decisions the coachee has logged:

Issues arising out of the coachee’s pattern of implementation:

Did they follow the recommended style? How did they follow it? Aids and blocks to progress?

Agreed target for next session:

To offer clarity and focus select one key behavioural target.

Coach: Date:

SUMMATIVE COACHING LOG



Coachee:

Overall summary of issues covered:

Summarise the key points that were discussed across the sessions.

Overall progress made:

Cover both positive and developmental aspects.

Remaining targets:

Include key things the coachee still needs to bear in mind.

Coach:

Date:

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# Appendix 6

## Creation of the Leadership Judgement Indicator (LJI)

Having developed this analytical yet versatile system for the assessment of the ‘best bet’ approach to situations demanding leadership, the authors began to use the CotD for the following:

- ◆ Assessing up-and-coming situations that a leader or a group of leaders might be facing
- ◆ Evaluating past situations in order to determine the leadership style that might have been adopted
- ◆ Creating scenarios that held specific types of challenge for group training in order to address identified needs
- ◆ Creating scenarios that could be used to assess individuals and groups.

It was on this last point that a body of scenarios that could do this particularly efficiently was devised. The aim was to assess two distinct but related aspects of any respondent's leadership behaviour:

- ◆ The first aim was to identify whether a respondent had instinctive preferences for working in particular ways. This could clearly be important in identifying the types of environment within which a leader may feel most comfortable and/or be most effective. To put a leader into a situation requiring a very task-orientated range of styles could be very stressful for that individual if he or she had a marked preference for working only in an involving style with their reporting colleagues.
- ◆ The second element that needed to be addressed was the effectiveness of the individual's judgement in selecting a style which was appropriate both to the task concerned and the abilities and experience of the people involved.

Against this background, the potential of a scenario-based questionnaire became increasingly apparent. It was welcomed by the authors' consultancy clients as they experienced it. This directly led to Formula 4 Leadership Ltd creating the LJI which has since been successfully published by Hogrefe Ltd.

The scoring of the LJI is related directly to the underlying principles of the Formula 4 Leadership model, which differentiates it from other Situational Judgement Tests (SJT). As can be seen from figure 4.1 page 18, this approach gives a fundamentally more developmental impact than is possible from SJT's scored in different ways.



# The Partnership between Hogrefe Ltd and Formula 4 Leadership

## Hogrefe

Hogrefe Ltd and Formula 4 Leadership work in partnership—Hogrefe Ltd are worldwide publishers of the LJL and associated products authored by Formula 4 Leadership. In addition Hogrefe exclusively distribute coaching tools developed by Formula 4 Leadership for guiding leaders in selecting the appropriate processes in different decision making situations.

Based on feedback received and best practice principles, Hogrefe and Formula 4 Leadership work together to refine and maintain the Leadership Judgement portfolio as being contemporary and relevant to business needs.

## Formula 4 Leadership Ltd.

Michael Lock and Bob Wheeler are the co-founders of Formula 4 Leadership. As you can see from the brief profiles below, they came to the creation of Formula 4 Leadership from different but complementary backgrounds. They believe that this contributes to the unique nature of the Formula 4 Leadership approach and materials. They share a passion for improving the performance and effectiveness of organisations and a belief that this has to be achieved by creating an environment where individuals can develop and fulfil their potential.

Michael Lock is both a Chartered Occupational Psychologist and a Chartered Educational Psychologist. His consultancy activities encompass Occupational/Work Psychology, Child/Educational Psychology and work as an Expert Witness. Michael offers consultancy support to a diverse client base, including plc's, Government Agencies and the Education Sector. In the commercial arena his work centres mainly on assessment for selection and 'top team' development projects. This includes one-to-one coaching and 360° feedback. He is particularly interested in 'human performance', the 'inner game of management' and the practice and impact of effective leadership.

After graduating in Law from Fitzwilliam College, Cambridge, Bob Wheeler qualified as a Barrister from Grays Inn in 1975. He then worked in a range of increasingly senior Personnel and Human Resources positions in Private and Public Sector Industry, before forming his own consultancy focused on the achievement of change and improving performance through people in a diverse client base of both plc's and Government Agencies. He undertakes leadership development, organisational development and executive coaching using the Coach on the Desktop. He also works as an associate at University Business Schools. In addition to leadership, he has particular interests in organisational cultures, negotiation, coaching and development.

Nick Burnard started working with Formula 4 Leadership by computerising the scoring and report-generation process for the LJL. He identified the potential for automating the algorithm which underpins the Formula 4 Leadership model and has played a key role in the development of the CotD.





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## Further reading

[www.associationforcoaching.com](http://www.associationforcoaching.com)

[www.formula4leadership.com](http://www.formula4leadership.com)

