

LJA

LEADERSHIP JUDGEMENT ASSESSOR

The dynamic assessment of leadership judgement

USER GUIDE



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FOREWORD

The LJA is an important extension to Formula 4 Leadership's product range. It builds a bridge between their products and allows the various approaches to be conceived as a suite of materials that take the Professional User on a journey. This begins with the insight offered by the LJI Series, progressing very substantially into the opportunities provided by the innovative dynamic assessment and development materials represented by LJA, culminating in Coach on the Desktop (CotD) and the Personal Leadership Development Programme (PLDP).

The LJA is undoubtedly a unique, leading edge dynamic assessment. However, what lends it its real power is that managers can use it live in the workplace. It deals with real issues and leadership challenges in a way that few other development tools are able to do. From a leadership development point of view, this is an ideal tool for it focuses on real workplace situations. It moves assessment for development away from theoretically based profiling into gauging managers' needs from their actual thinking and behaviour at the coalface.

The LJA enables the Professional User to ground their internal or external consultancy in real world, live situations. It allows the Professional User to move beyond simulations into dynamic reality. The LJA and then CotD take leadership development beyond the training room into actual leadership application. Thus, the LJA facilitates a passage from theory into practice.

It is its practical, tangible and real-life focus that gives the LJA its cutting edge. It allows the Professional User to get to grips with immediate leadership issues. Moreover, what is really important in the field of training and development is how much an intervention resonates with manager's real-life experiences. What the LJA allows the Professional User to do is address everyday experiences and engage with the world of the manager in a way that few other tools allow them to do.

My experience with the LJA shows this clearly. It was used as a collaborative decision making tool with a high-level senior executive leadership team in charge of a major investment and organisational transformation programme. Many of the participants had been exposed to LJA in their assessment for recruitment, so had been won over by its logic and utility. They were in charge of the largest site of its kind in the world and chose to use the LJA's software together as a whole team to focus on a real business decision. They found the process extremely helpful at a number of levels. It created a solution in which there was complete consensus and raised awareness about their team dynamics that was riveting for them, eye opening to their leadership and enormously facilitative.

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OVERVIEW OF THE LJA

The LJA uses the principles of dynamic assessment to assess the extent to which a person can improve their leadership judgement when provided with feedback about their past leadership behaviour. The unique feature of this approach is that the person receives advice about their performance whilst being tested.

Purpose

The LJA provides information about four key matters of substance:

1. The person's leadership judgement.
2. Their willingness/ability to develop their leadership judgement when provided with feedback.
3. Their thought processes about the use of power.
4. Their improvement areas and development themes.

What is leadership judgement?

Leadership judgement is a key differentiator of more effective leaders. It is the propensity of a leader to modify their approach in order to work more effectively with and through other people.

Leadership judgement can be seen as a form of social intelligence that allows the leader to analyse diverse decision making situations and determine the appropriateness of four main approaches to the use of power when engaging with reporting colleagues. This type of intelligence should not be viewed as an entity like IQ; rather than being perceived as a fixed state, it can be seen as a process that is open to change and development. It develops through observing others, holding positions of leadership and developmental experiences, including the LJA assessment.

Who will be assessed?

The LJA is suitable for people working in graduate, managerial or professional jobs where leadership judgement is an important or critical competency for job success or future planned development.

Who will use it?

The LJA is available to Learning and Development and HR professionals who assess people to determine their leadership qualities. There are no formal qualifications required for its use as this User Guide provides the necessary information to assess LJA Completers. However, remote supervision by the LJA Supplier is recommended during initial use in order to maximise the effectiveness of the assessment and shorten the learning curve for new Professional Users.

How does the LJA work?

The LJA is a coherent member of The Leadership Judgement Suite, as depicted in Figure 1. At the heart of all products within the Suite is a set of principles for effective leadership decision making. Ten key judgement questions have been derived from these principles. Answering those questions allows any leader to implement the principles in a structured manner, which enhances consistency and offers reporting colleagues predictability.

The LJA is built around the ten leadership judgement questions. It uses them to explore the LJA Completer's thinking about recent occasions when they have interacted with reporting colleagues.

Completers of the LJA are required to answer the judgement questions as they work their way through the LJA's software, which keeps a record of the LJA Completer's responses for future analysis.

The LJA's software provides the Completer with advice and guidance on the basis of their responses. At the later development discussion, interview or presentation the LJA Completer demonstrates the learning that they have derived from this process. It enables their reasoning about leadership events to be explored in a coherent and structured way.

Time required

The LJA assessment requires the person administering the LJA to:

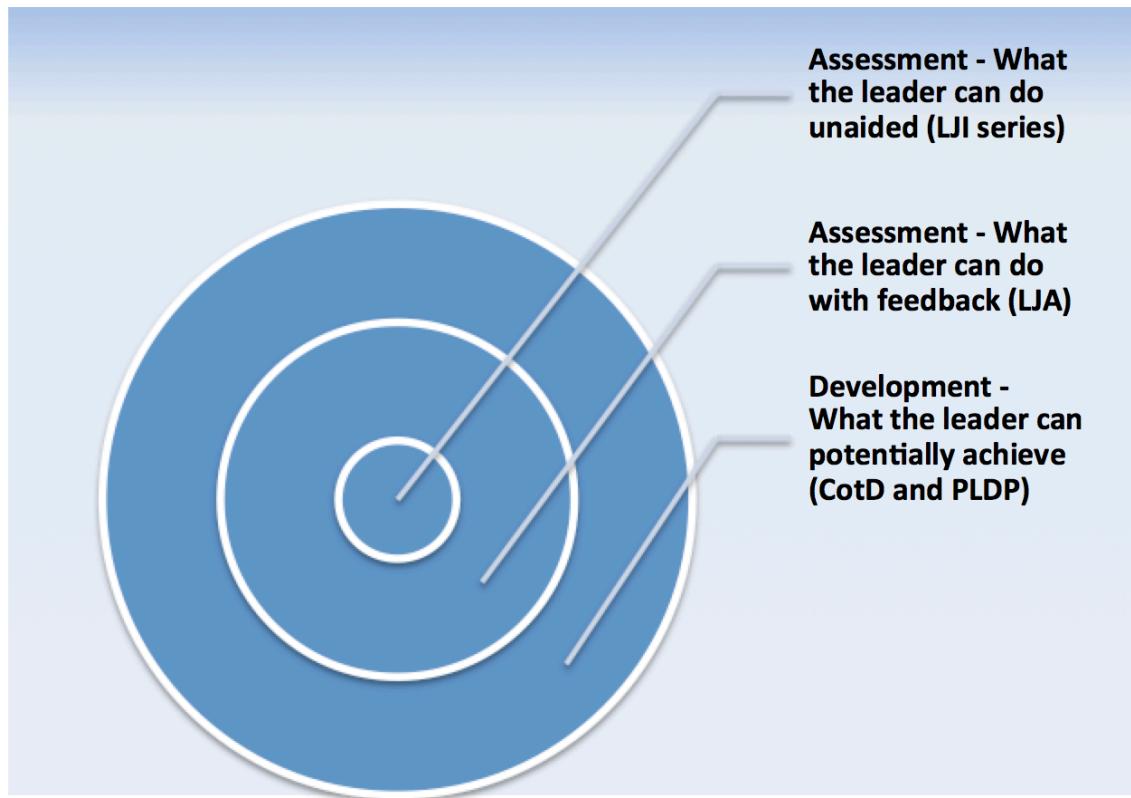
- Email briefings to each LJA Completer ten working days before the interview or development discussion.
- Download and analyse expert reports from the LJA programme prior to meeting. These reports provide a detailed analysis of the LJA Completer's performance.
- Hold a development discussion or interview (which may include a presentation) with the LJA Completer.

What LJA Completers say about the LJA

As the LJA is designed to assess how people wield their power in practical real-life decision making situations, LJA Completers perceive it as directly relevant to their day to day activity. They appreciate its applicability to any situation where leadership judgement can be deemed an important or critical determiner of high performance in a role. This high face validity, combined with the LJA's innovative approach, is invariably well received by LJA Completers, as is evident through such comments as:

- *I found the assessment easy to use.*
- *I have broader understanding of why I make decisions and manage my team the way I do.*
- *I can now make more appropriate decisions in the future by utilising some basic principles.*
- *It brought structure to previous instinctive decision making.*
- *I have gained reassurance that styles I use are broadly right with my current team.*
- *It introduced a thought process for future reference in decision making.*
- *I know have a clearer understanding of the appropriate use of the Delegative and Consensual leadership styles.*
- *It has given me recognition of the need to challenge myself to be less cautious about trusting my team to take decisions.*
- *This is the exercise I enjoyed the most.*

Figure 1. The coherence of The Leadership Judgement Suite of products for assessing and developing leadership judgement



The Leadership Judgement Suite

The Leadership Judgement Suite provides an integrated range of products to assess and develop leadership judgement. They are all based upon the same leadership model and researched principles. The LJI and LJA can be used side-by-side, offering different perspectives on a LJA Completer. The CotD and associated Personal Leadership Development Programme (PLDP) provide follow-on opportunities to help the leader develop his or her judgement in order to reach their potential. Figure 1 shows the coherence of their relationship and the table below provides more detail.

Product	Purpose
The Leadership Judgement Indicator (LJI) range of tests	Psychometric tests using standardised scenarios to provide a summative assessment of leadership judgement.
Leadership Judgement Assessor, LJA	Dynamic assessment of a person's potential to develop their leadership judgement further, drawing on their own leadership decision making experience.
The Coach on the Desktop (CotD) and the Personal Leadership Development Programme (PLDP)	Online, blended, dynamic development tools to improve leadership judgement, providing daily practice to supplement the work of a coach or trainer. Whilst the CotD is used in the context of a coaching relationship, the PLDP is an independent learning tool.

CHAPTER ONE:

FOUNDATIONS OF LJA ASSESSMENT

The LJA as a Dynamic Assessment 'Test'

This Professional User Guide describes an approach to assessing leadership judgement that employs the theory of dynamic assessment. It provides a technique for assessing a leader's motivation and potential to develop their accuracy of judgement when dealing with a range of decision making situations. The model of leadership underpinning the approach, shown in Figure 2, has been developed from theory, particularly the work of Vroom and Yetton (1973)¹ and Hersey et al (2000)².

If an organisation wishes to determine how far a person's leadership judgement deviates from the norm, a properly standardised psychometric measure will be employed, such as one of Formula 4 Leadership³ and Hogrefe's⁴ Leadership Judgement Indicator (LJI) series. However, if the purpose of the assessment is to establish the extent to which a person can improve their performance with feedback, and how amenable or resistant they are to such support, a dynamic assessment approach is indicated. Kaufman (1994)⁵ argues that the two approaches are not alternatives but provide supplemental information. The former gives summative assessment data (summarising the person's leadership judgement at one point in time), whilst the latter offers formative assessment (informing about next steps in the person's leadership development). Both are relevant when investing in the future of an organisation's leadership cadre, and both can be used side-by-side in assessments for selection and development.

There are a variety of different methods for assessing a person's leadership capability. Dynamic assessment is a relatively recent methodology that is increasingly used in educational psychology but there is a dearth of evidence to show that it is used in organisational settings. Dynamic assessment can provide a valuable adjunct to, for example, standardised assessment, behavioural observation, 360° assessment and criterion based interviewing.

¹ Vroom, V.H. and Yetton, P.W. (1973) *Leadership and Decision Making*. Pittsburgh: University of Pittsburgh Press.

² Hersey, P., Blanchard, K.H. and Johnson, D.E. (2000) *Management of Organizational Behaviour*. New York: Prentice Hall.

³ Education – LJI, Local Government – LJI, Fire & Rescue Service – LJI, Parenting Judgement Indicator (PJI)

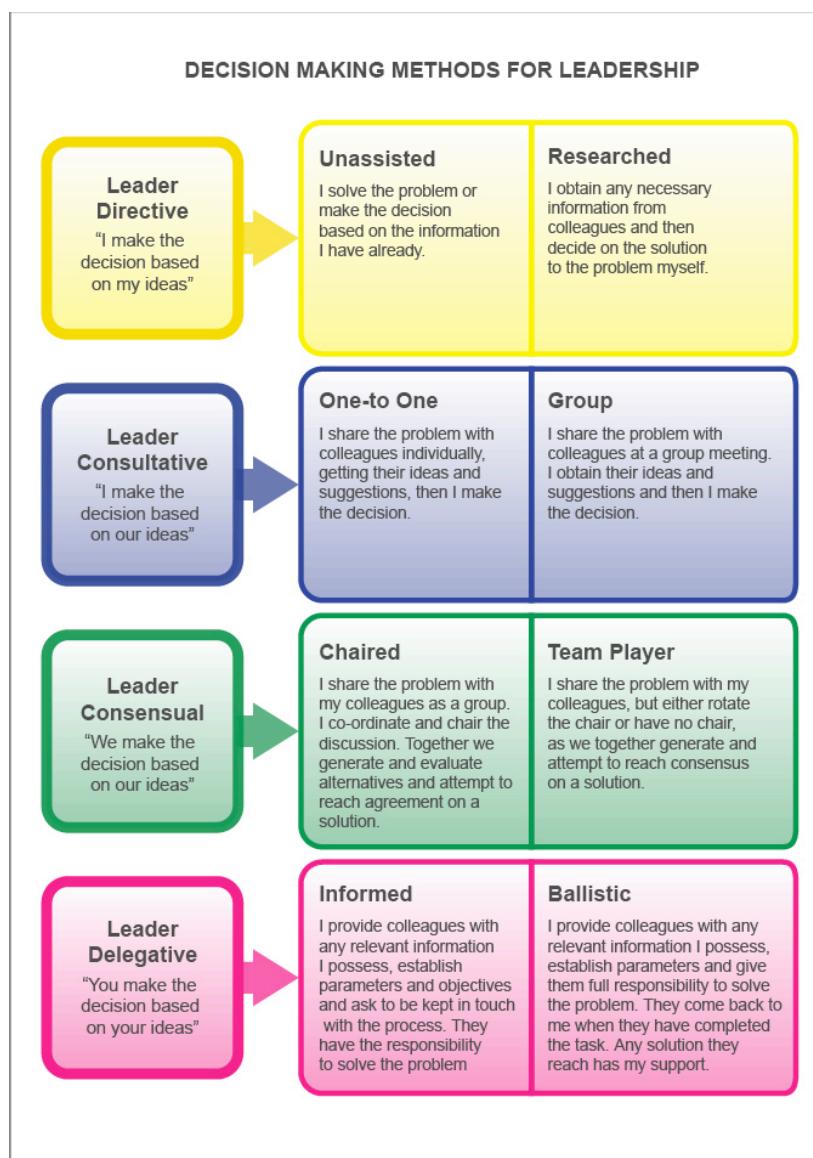
⁴ LJI-2, Global – LJI, Sales – LJI

⁵ Kaufman. A. S. (1994). *Intelligence Testing with the WISC-III*. New York: Wiley.

The LJA, as a dynamic 'test' of leadership judgement, has been described as, '... pioneering work in the occupational psychology field.⁶ Dynamic assessment derives from the work of Russian psychologist, Vygotsky, who described the learning that can occur in the 'zone of proximal development'.

Figure 2. The Formula 4 Leadership Decision Making Model

(See Appendix 8 for elaborated descriptions of each style)



⁶ Private communication with Dr Phil Stringer, Educational Psychology Group, Research Department of Clinical, Educational & Health Psychology, University College London

The zone of proximal development is the difference between what a learner can do without help and what they can do with help. Vygotsky's definition of the 'zone of proximal development' is useful:

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance.⁷

Dynamic assessment allows the Professional User⁸ of the LJA to establish the extent to which the LJA Completer⁹ can respond dynamically as they work their way through the LJA. Dynamic assessment is based on the idea that it is possible to understand a person's learning by interacting with them during the assessment. By the time the LJA Completer has entered eight scenarios (two of each type - Directive, Consultative, Consensual and Delegative) the Professional User will have a very good idea about the extent to which the Completer is prepared, willing and able to do this.

As with other dynamic assessment tests, the LJA has the following features:

- it interacts with the Completer with the aim of changing their level of leadership decision making and their approach to engaging with reporting colleagues;
- it focuses on the elements of the Completer's problem analysis that promote or obstruct effective and efficient leadership decision making;
- it provides information about the Completer's responsiveness to intervention;
- it provides information about the nature and level of intervention that is effective for the Completer;
- it is based upon an underlying assumption that all people are capable of change and of developing their leadership judgement.

⁷ L.S.Vygotsky (1978): *Mind in Society: Development of Higher Psychological Processes*, P.86.

⁸ The term 'Professional User' or 'User' is employed throughout this Guide to describe the person administering and interpreting the LJA. All Professional Users should hold a copy of this User Guide.

⁹ Whenever the term 'LJA Completer' or 'Completer' is used in this Guide it should be understood that this is short-hand for any person being assessed by the LJA software, so will include a diverse range of people including assessment and development centre participants and coachees before embarking on guided development activity using CotD or PLDP. Therefore, readers of this User Guide should interpret the term 'LJA Completer' according to their own circumstance.

Leadership Judgement

Leaders must work with and through people to realise their vision for the future¹⁰. They must continually make judgements about the best way to deal with particular circumstances or decisions. Depending on the specific decision at hand, good leaders must be capable of varying how they arrive at their decisions and the strategies they employ to gain the best result. Leaders who can achieve this retain recognition and respect for their powers of leadership. Tichy and Bennis (2007)¹¹ explain:

‘A leader’s most important role in any organisation is making good judgements – well informed, wise decisions that produce desired outcomes. When a leader shows consistently good judgement, little else matters. When he or she shows poor judgement, nothing else matters. Of course, it is not humanly possible to make the right call every single time. But the most effective leaders make a high percentage of successful judgement calls, at the times when it counts most.’

The LJA measures accuracy of judgement when dealing with leadership situations. It includes an assessment of the degree to which the leader can flex away from his or her preferred style to the most appropriate style for the particular situation.

Leadership judgement can be viewed as a form of social intelligence. How accurately a person is able to analyse a leadership decision making situation and determine the appropriateness of different ways of engaging with reporting colleagues is key to the approach adopted by the LJA. The LJA Completer demonstrates their leadership judgement by describing how they engage appropriately with their reporting colleagues using the styles depicted in Figure 2.

In the context of using the dynamic assessment approach, leadership judgement can be defined as, ‘the propensity of the leader to modify their approach when confronted with the need to do so, in order to better adapt to increasingly new and complex leadership decision making situations,’ [adapted from Feuerstein’s (2002) definition of intelligence¹²]. This approach is influenced by Feuerstein’s theory of structural cognitive modifiability (Feuerstein, 2003)¹³ which emphasises human development rather than biological determinism; he gives prominent weight to the social bases of ‘intelligence’ that are open to modification. Using this perspective,

¹⁰ Lock, M., Wheeler, R. and Burnard, N. (2012) *Leadership Judgement Indicator Manual*. Oxford: Hogrefe, p. 8

¹¹ Tichy, N. M. and Bennis, W. G. (2007) Making Judgement Calls: the Ultimate Act of Leadership, *Harvard Business Review*, October 2007, pp 94-102

¹² Feuerstein, Reuven, Feuerstein, Raphael, Falik, L., & Rand, Y. [2002] *The dynamic assessment of cognitive modifiability*. Jerusalem: ICELP Press.

¹³ Feuerstein, R. (2003). The theory of SCM and MLE. In R. Feuerstein (Ed), *Feuerstein’s applied systems: A Reader*. Jerusalem: ICELP Press.

leadership judgement is not a fixed state but is open to development; it is a progressive state not an entity.

Leadership Judgement as Assessed by the LJA

The Human Resources Department of a medium-sized company had used psychometric tests and questionnaires over a number of years. During a round of assessment activity, they noted that a senior manager and a junior manager had almost identical personality profiles and similar ability on tests of verbal and numerical critical reasoning. Nevertheless, there was an acknowledged gulf between the two people in terms of their leadership behaviour. Traditional testing had emphasised the similarity between these two people in important ways but had failed to pick up their very clear and obvious differences in the quality of their leadership decision making.

The junior manager had not had the time and opportunity to develop his skills in the same way as the senior manager. During her career, the senior manager had developed a sort of 'common sense' approach to leadership decision making. This wisdom enabled her to integrate her personality traits and motives with her cognitive ability. The mediating quality between personality and intelligence is 'leadership judgement'.

Assessment of these two professionals' leadership judgement might involve asking questions about how they would respond to different types of leadership challenge. The Leadership Judgement Suite aids this process by exploring two aspects of the leader's experience and thinking:

- i. how the person has responded in the past to particular leadership challenges;
- ii. how the person would respond in the future if faced with specific leadership challenges.

Both types of questioning appear to have similar utility and correlate positively with each other¹⁴. This is intuitively clear when it is understood that the latter approach creates responses that are built upon a person's experience of the former. It is into the first type of enquiry that the LJA falls whilst the LJI series¹⁵ provides the means to explore the second. This is clear from the following:

THE LJA METHOD: 'Think of one of your own leadership decision making situations. Tell me about it. Study the Leadership Decision Making Model and state which of these four

¹⁴ Wright, P.M., Lichtenfels, P.A. and Pursell, E.D. (1989) The Structured Interview: Additional Studies and a Meta-Analysis. *Journal of Occupational Psychology*, 62: 191–199.

¹⁵ The Leadership Judgement Indicator (LJI) and its subsequent versions – Global, Sales, Local Government, Education, Fire & Rescue and Parenting

leadership styles is most appropriate for that situation. Now answer these questions about the people and the task in that situation.'

THE LJI METHOD: 'Here is a leadership decision making situation. Put yourself in the position of the leader and rate the appropriateness of these four decision making styles.'

Although both methods can be used independently in their own right, they are intended to complement each other, adding supplemental information, one to the other. Therefore, they should not be used to validate each other as each method provides additional information about a leader. Using both the LJI and LJA provides a more complete and holistic approach to any programme which involves the assessment and development of leadership judgement. Employing Coach on the Desktop (CoD) or the Personal Leadership Development Programme (PLDP) afterwards gains the benefits of a coherent approach to the development of leadership decision making.

How the LJA Works

The LJA is built upon an algorithm that can provide LJA Completers with feedback on the quality of their thinking within seconds. For example, the person is asked to choose a good example of a time when they have used Directive leadership ('I make the decision based upon my own ideas'). The LJA then poses a number of key situational questions about the scenario, to which the person must respond with a 'Yes' or a 'No'¹⁶. The LJA next provides them with feedback about whether their stated approach of using Directive leadership is in accordance with the logic they just used when answering the Yes-No questions. If it does not, the person is given feedback to reflect upon and so develop their approach for the next scenario entered.

The LJA collects data about the LJA Completer's response to feedback, providing a clear record of the evolution of their thinking that can be studied later. Making the Completer's thinking overt, by recording their passage through an algorithm, and feeding this back to them, provides the scaffolding that makes their learning and adaptation much easier. It also provides the Completer with the information and opportunity to describe their learning during a development discussion, interview or presentation exercise. It can provide the focus for a structured exploration of the Completer's thinking and what they have learned from their experience with the LJA.

¹⁶ The LJA provides the LJA Completer with an elaborated description of the question if they require it. They are also given information about the competency that answering the question displays.

The Output Provided by the LJA

The LJA provides the LJA Completer with feedback on whether their intended leadership style is in agreement with the solution provided by the software, given the logic they just employed when they moved through the Yes-No questioning. The feedback takes the following forms:

- The Formula 4 Leadership decision making model.
- A brief and extended description of the recommended style.
- A downloadable report (Concise Report – see example in Appendix 6) for each decision completed.
- A record of their responses to the 10 leadership judgement questions for each decision completed.
- The competencies they used to reach the recommended style for each decision completed.

In addition to the above, the LJA Professional User is able to gain access to the following reports that describe the Completer's overall performance:

- A Statistical Report (see Appendix 5) – for User analysis
- A Data Extract in .CSV format with all extractable data – for User analysis
- A Narrative Report (see Appendix 7) – for distribution to the client

Chapter Five describes these report types in more detail. The report output from the LJA assessment helps the Professional User of the LJA appreciate:

- the LJA Completer's thinking about leadership;
- whether they can flex their style away from their preferences when provided with new information;
- whether they have a balanced approach towards participation and control;
- their ability to condense what they have learnt and present it succinctly, and
- their attitude towards leadership development.

Development of Power Relationships and Organisational Culture

The LJA helps to evaluate the LJA Completer's use of power. The power they possess is different in nature from that held by their team members. It derives from their job description, as defined by the organisation, as well as from the resources over which they have control and their ability to reward or sanction those junior to them. For some leaders their power may also derive from the personal qualities they have forged through experience and training.

Use of the LJA contributes towards developing healthier power relationships by assisting leaders to learn more about how to use their power more appropriately. In turn, this can influence the psychological health of the organisation, which can be defined as the sum total of all leader-team member transactions that are at play at any one point in time.

CHAPTER TWO:

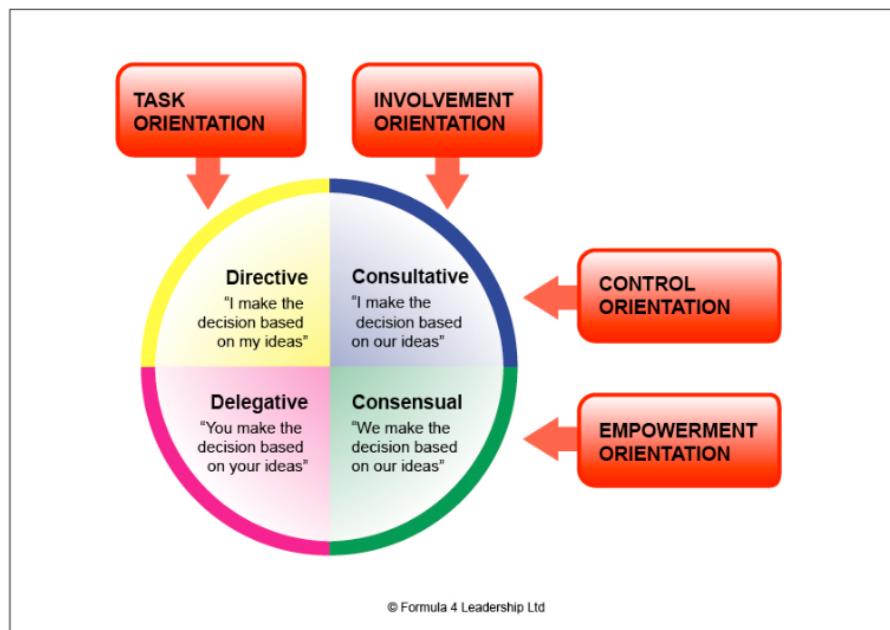
BASICS OF INTERPRETATION

The Leadership Styles

The LJA's model of leadership decision making defines four main ways that a leader can balance participation and control. These are displayed in Figure 2 (see Chapter One), which also shows how the four primary styles can be broken down into eight sub-types¹⁷. These describe what leaders actually do when using the four main styles. These are behaviourally distinct sub-sets of the primary style, each with its own costs and benefits. As such, they are presented to LJA Completers prior to completion of the LJA as the framework for understanding their task when considering their own historical leadership actions.

Figure 2 shows that there is a gradient of control from Directive to Delegative leadership as power is firstly withheld, then equalised and finally released. Behaviourally, this becomes apparent when the styles are clustered into decision pairs, as displayed in Figure 3. The horizontal axis deals with control whilst the vertical axis addresses participation. Where and how the two axes interact is determined by who is involved and what task needs doing.

Figure 3. The Formula 4 Leadership Orientation Model



¹⁷ These are referred to as 'item types' in the LJI-2 Manual

The issues of participation and control in decision making are two of the most extensively researched dimensions of leadership behaviour. How the tension between them is resolved in any organisation can have significant consequences for the efficiency and effectiveness of work groups and management teams. It is also at the core of organisational effectiveness. Indeed, if leaders within an organisation are sampled by the Leadership Judgement Suite (see Figure 1), it can give a vital index of the quality of leader-follower transactions and be a barometer of organisational health and well-being.

The Principles of Effective Leadership Decision Making

The LJA's decision making model is underpinned by a set of leadership principles that are given in Appendix 9. When these principles guide decision making, they can increase the leader's likelihood of success in choosing the most appropriate style to suit any situation. In this way, the principles focus a leader's time and energy to achieve consistent results.

The LJA is built on the premise that these principles enable the leader to get the right things done with and through other people. This is the essence of successful leadership. By employing these principles, the leader gains more certainty that they have selected the most appropriate style for any given situation. They can be surer that they will obtain better results and a more effective, efficient and psychologically healthy outcome. Therefore, a leader's discernment in applying these principles can mark out his or her success as a leader.

The Leadership Judgement Questions

In order to use the principles to maximum effect, they have been translated into a set of ten judgement questions. By asking the questions in a sequential manner, a tool evolved for the analysis of any leadership decision making situation; as each question can be answered Yes or No, a decision tree was shaped. Through trialling and validation, this eventually crystallised into the algorithm that provides the logic that drives the LJIs, LJA, PLDP and CotD. The algorithm assures the selection of the 'best bet' style when engaging with reporting colleagues in any given decision making situation.

When completing the LJA, the LJA Completer is rarely asked all ten leadership judgement questions before they arrive at an outcome. The outcome reached is one of the eight sub-types¹⁸. Each sub-type has its own set of routes through the LJA's decision tree; these always lead to that sub-type and give it its own unique character and identity.

¹⁸ When only one reporting colleague is involved having two sub-types for each of the Consultative and Consensual styles becomes redundant – then the decision tree outcome is simply that the leader should adopt either a Consultative or Consensual approach.

The leadership judgement questions can be clustered into two groups of five. The first group explore the task to be undertaken; the second group of questions enquire about the people involved. The questions, and the links to their underlying competencies, is given in simple and expanded form in Appendix 10.

The LJA keeps a record of the LJA Completer's Yes-No responses and the outcomes they reach. These are collated across the eight occasions that the LJA Completer uses the LJA¹⁹ to reveal their pattern of responding. This history of use is then open to examination by the Professional User so they can evaluate the activity of each LJA Completer. This forms the basis of the later interview, development discussion or presentation.

The LJA's Decision Tree

The LJA's decision tree, with its ten root questions, should logically result in 1024 outcomes. In reality, many branches of the tree are redundant and these have been 'pruned' by the authors. This means that, in many cases, the leadership decision style is delivered before all ten questions have been posed. In fact, in only 10% of cases is it necessary to pose all ten questions; in one instance, only three questions are asked and in another single instance four questions are posed. The mean number of questions encountered by LJA Completers is eight, ranging from seven to nine on two thirds of occasions.

When interpreting the findings from the LJA it is important to appreciate the percentage of times the algorithm produces each of the eight sub-types. This provides a useful perspective when seeking to understand a LJA Completer's responses to the LJA. The percentage frequency for each sub-style is given in Table 1.

Table1. The Percentage of Times the Algorithm Produces each Sub-Type

SUB-STYLE	PERCENTAGE OUTCOME
Unassisted Directive	7
Researched Directive	11
One-to-One Consultative	24
Group Consultative	23
Chaired Consensual	5
Team Player Consensual	5
Informed Delegative	16
Ballistic Delegative	9

It is clear that the Consultative approach is the commonest solution, for 47% of routes through the decision tree culminate in this outcome. This is in considerable contrast to the other 'involving style' of Consensual leadership where only 10% of decision tree routes produce this as

¹⁹ This total does not include any trial use of the LJA. The LJA Completer is advised to undertake two practice scenarios before they use the LJA in earnest.

the most appropriate way of engaging with colleagues. This makes the Consensual approach a more demanding style to produce for any LJA Completer so due credit should be awarded when a LJA Completer is able to meet the Brief for the exercise in this manner. On the other hand, the task orientated styles of Directive and Delegative leadership make up 43% of outcomes so the reason a LJA Completer under or over uses these styles demands investigation during interview.

The LJA's Fields of Enquiry

Each of the LJA's situational judgement questions has been selected by the authors from ten fields of enquiry. Each question samples a domain of questions from many possible contenders, some of which are provided in Appendix 10. During completion of the LJA, the LJA Completer is given the opportunity to read an expanded description of each question. This includes information about the competency that answering the question is based upon. This explanation can help the LJA Completer appreciate the breadth of the question domain and its depth of meaning.

By taking the opportunity to study this background information, and ponder upon it, the LJA Completer reveals something of their curiosity and motivation for personal growth. The Professional User can investigate whether the User might have taken the time to think about the feedback that is available because the software captures the exact time that each use of the software is concluded. This is given in the Statistical Report.

Elaborated descriptions of the ten questions are provided in Appendix 10 along with the competency with which each is associated.

The Competencies Assessed

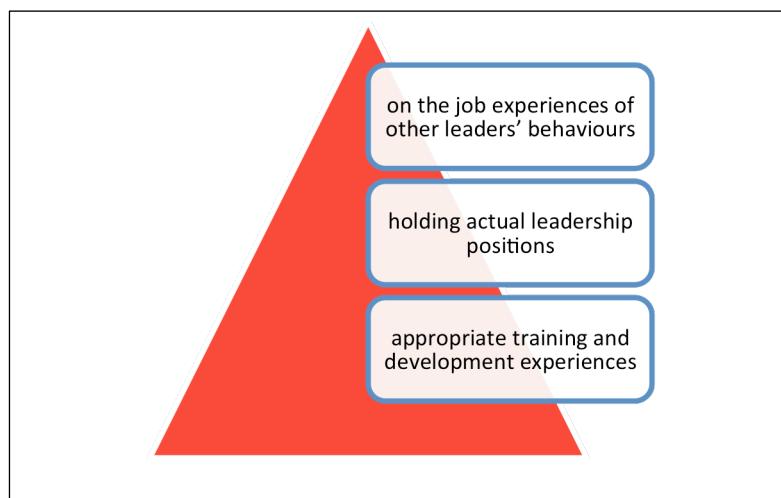
Responding to the ten leadership judgement questions with discernment involves the LJA Completer demonstrating their leadership competence; the quality of the LJA Completer's Yes-No responses is founded upon ten competencies that underpin the ten questions. A person lacking in wisdom may answer with erroneous Yes-No responses and so become deceived by their own lack of judgement.

A LJA Completer who possesses strong leadership judgement can be viewed as possessing these ten competencies to a greater degree. Therefore, a LJA Completer can become a more effective leader by developing these competencies. This growth takes place through exposure to the three avenues of development depicted in Figure 4 below.

The LJA is an effective way of assessing these competencies and determining which ones need to be the focus for further action. This is done by analysing the Completer's use of the judgement questions – this information is given in the Statistical Report. The CotD and PLDP can then be efficient vehicles for implementing the findings.

Appendix 10 can aid development planning for it shows how the competencies can be translated into three sets of behaviours that are related to levels of proficiency within the competency. LJA Completers who might act as a role model to others, who show considerable insight in the use of the competency, are likely to display the 'high performing' behaviours. The 'discriminating characteristics' will separate high and average performers from those who currently possess less discernment, whilst the 'entry characteristics' represent a baseline of competency that should be held by all who use the judgement question wisely.

Figure 4 How Leadership Judgement Develops



Upon completion of each 'journey' through the decision tree the LJA Completer is offered the opportunity to consider and rate whether they believe the recommended style is correct and why. They are also encouraged to download a report (the Concise Report – see Appendix 6) that provides information about the competencies they have used to reach the outcome obtained. This provides further information for the LJA Completer before the next scenario is entered.

By determining whether the LJA Completer chooses to do this, the Professional User can assess the manner and attitude of a LJA Completer to active learning. Chapter Four deals with how to prepare the LJA Completer so that they have the best opportunity to display this.

CHAPTER THREE:

PREPARATORY ACTIVITY

Understanding the LJA

All those involved in appreciating a Completer's performance on the LJA should have familiarity with the LJA and ideally first-hand experience. When the LJA is deemed appropriate for use, those concerned should understand how it works and what the Completers will have to do. They should appreciate that the Completer will have completed an on-line assessment tool that evaluates their competence in leadership judgement based on their current leadership activity.

It is important to appreciate that the LJA is a very structured variant of the critical incident technique. One sub-set of the critical incident approach is Janz's²⁰ (1982) patterned behaviour description interview (PBDI). The LJA is a very sophisticated example of a PBDI. PBDI enquiry is based on the notion that the best predictor of future behaviour is past behaviour. As a PBDI instrument, the LJA asks Completers to describe what they actually did in various leadership situations; they have to give specific examples of times when they were Directive, Consultative, Consensual and Delegative. Completers then have to subject their scenarios to self-evaluation using the LJA software and draw conclusions ready for presentation at interview or during discussion.

Not surprisingly, there is substantial evidence that PBDIs are valid predictors of job performance with predictive validity coefficients in the $r=0.48$ to $r=0.61$ range. For example, Pulakos and Schmitt²¹ (1995) found that PBDIs strongly correlate with ratings by immediate supervisors. Huffcutt et al²² (2000) found that PBDI enquiry was predictive of training success for military officer Completers and of job performance for district managers. Gibb & Taylor²³ (2000) found that PBDIs are a good predictor of social workers' job performance.

The predictive validity coefficient for a typical psychometric test used in selection might be in the region of $r=0.35$. Higher values are occasionally seen and lower values are common with

²⁰ Janz, T (1982) Initial comparisons of patterned behaviour description interviews versus unstructured interviews. *Journal of Applied Psychology*, 67, 577-580

²¹ Pulakos, E.D. & Schmitt, N (1995) Experience-based and situational interview questions: Studies of validity, *Personnel Psychology*, 48, 289-308

²² Huffcutt, A.I., Weekley, J, Wiesner, W.H., DeGroot, T & Jones, C (2000, April) *Evaluation and comparison of situational and behaviour description interviews*. Paper presented at 15th annual conference of the Society for Industrial and Organizational Psychology, New Orleans, LA

²³ Gibb, J & Taylor, P.J. (2000, April) *Further analysis of alternative question type in the structured employment interview*. Paper presented at 15th annual conference of the Society for Industrial and Organizational Psychology, New Orleans, LA

poorly constructed tests. Therefore, the PBDI, with its mean of $r=0.55$ (Orpen²⁴, 1985) is impressive. Even the utility provided by a method with a predictive validity coefficient of $r=0.39$ can be quite substantial especially when, as Orpen shows, the weakness and subjectivity of the everyday unstructured interview is considered.

The following table summarises Orpen's and others research findings about the predictive validity of different assessment methods. This is particularly reassuring if the LJA is being used in an assessment for selection situation.

Assessment Method	Predictive Validity ($r=$)
Assessment Centres (multiple methods)	0.65
Patterned Behaviour Description Interviews	0.55
Work-sample Tests	0.54
Ability Tests	0.53
Personality Tests	0.39
Biographical data	0.38
References	0.23
Traditional Unstructured Interviews	.05 – .19

Large meta-analyses tend to reveal modest validity coefficients for unstructured selection interviews. However, because PBDIs are specifically designed to examine job-related competencies in an organised and methodical way, there is a good chance that a method like the LJA will predict future performance. This is much more likely than if enquiries about leadership are conducted in a haphazard fashion. Therefore, the rigour, structure and scaffolding provided by the LJA makes its use particularly persuasive.

One criticism of PBDIs, and potentially the LJA is that, as they assess Completers' past work behaviour, they may disadvantage Completers with limited experience. However, Janz, Hellervick & Gilmore²⁵ (1986) show that the number of years of job experience is unrelated to performance on PBDIs. Day and Carroll²⁶ (2003) reveal that the extent of past experience is 'of little practical significance' in their study.

What it is important for Users of the LJA to know is that PBDIs do impress Completers. A LJA Completer stated, "This is the exercise I enjoyed the most!" They went on to applaud its

²⁴ Orpen, C (1985) Patterned behaviour description interviews: A comparative validity study, *Journal of Applied Psychology*, 70, 774-776

²⁵ Janz, T., Hellervik, L & Gilmore, D.C. (1986) *Behaviour Description Interviewing*, Newton, MA: Allyn & Bacon

²⁶ Day, A. L. & Carroll, S. A. (2003) Situational and patterned behaviour description interviews: A comparison of their validity, correlates and perceived fairness. *Human Performance*, 16(1), 25-47

perceived impartiality. This is in accordance with PBDI research, which clearly confirms that PBDI enquiry has high-perceived fairness. Research into procedural justice has shown that applicants who perceive selection practices as non-discriminatory may view the organisation in a more positive light and may be more likely to accept offers of employment and recommend the organisation to others.

The Job Requirement Exercise (Competencies)

The LJA Job Requirement Exercise (JRE) seeks to analyse the leadership component of any job. The JRE helps to determine exactly how the LJA can support the assessment process. It clarifies what components of leadership are central to success in the job and shows how the LJA can assess a Completer's ability in those areas.

The JRE process involves following steps:

1. Study of the 10 leadership judgement competencies in Appendix 10.
2. Using Appendices 12 and 13 to rate each competency according to its general importance for the job with the assistance of the following rating scale:

9 or 10	CRITICAL for a really good job performance
7 or 8	IMPORTANT for a good performance
5 or 6	BENEFICIAL for it contributes towards a satisfactory job performance
3 or 4	USEFUL in a general sense, although does not contribute greatly to job success
1 or 2	IRRELEVANT for it offers no advantage in this job

3. Rank the competencies that have been rated as Critical or Important for job success as follows: '1' for the most important, '2' for the next, and so.

The JRE is not an assessment of the person who is the current post-holder; on the contrary, it focuses on the demands that the job makes on the post-holder. The LJA's JRE uncovers the critical leadership competencies that determine high leadership performance. It allows the ten leadership competencies that are related to leadership judgement to be rated according to their job importance. This adds clarity about where to focus questioning during assessment of the Completer.

Completers with the strongest leadership judgement will be proficient in all of the competencies. The JRE process does not seek to deny the importance of any of the ten competencies as together they predict rounded leadership judgement across all types of decision making situation. It must be understood, therefore, when using the JRE, that the ability

to analyse a range of leadership situations with good judgement is based upon all ten competencies.

However, in reality, some jobs do make special demands on a post holder during certain points in the evolution of the life of a job. This being so, the JRE will help to crystallise which of the ten competencies are essential and which are desirable for the current Person Specification. Therefore, the JRE allows 'job experts' to assign relative weightings to the competencies which can provide a temporal template for job success.

People who have a clear view of the job are invited to complete the JRE. These are the 'job experts'. Ideally, they will have different vantage points; their viewing point will be determined by the formal power relationship that holds sway between them and the jobholder. They may line manage people who hold the job; they may have a HR perspective; they may be junior to the post and so appreciate first-hand what works and what does not. They may also be internal or external customers who view the transactions that exist between the jobholder and their colleagues.

It is inevitable that these different stakeholders will have different perceptions about what is required for job success. This does not reduce the power of the JRE process: it is what provides its utility. The JRE process allows Users of the LJA to be more consciously aware of the different perspectives that prevail and the contrasting views about where the job currently fits into the organisational structure. In such circumstances, the JRE becomes an important tool for reaching consensus about the Person Specification for the job and how Completers should be evaluated. This aids the standardisation, structure and consistency of the interview and so enhances its validity even further. This also influences reliability and perceptions of fairness. The output from the JRE also provides an invaluable reference point for training needs analysis so that any 'gaps' between a Completer's competencies and those areas that are crucial for job success can be specially targeted.

The JRE, therefore, provides an opportunity to open up dialogue about the job and so create greater congruence between all stakeholders. This process of negotiation might be done on a one-to-one basis with members of a selection panel but can also be undertaken through a facilitated 'Job Conference'. A 'Job Conference' is a meeting where all those who have an investment in the job, or who may be involved in assessing Completers for it, come together to complete the JRE. This allows even the least vocal to articulate their viewpoint. This can be an extremely useful way of opening up a long-needed debate in a non-threatening way.

It is advised that the Job Conference follow a card sorting process. The 'card sort' approach offers a logical problem solving process that leads to consensus. Card sorting involves creating cards (see Appendix 12), one for each competency, which is given to each job expert. The job experts then select the most important competence in relation to the job. The remaining cards

are then placed below this in descending order of importance. Finally, the ranking is entered in the boxes on the left-hand side of the JRE sheet shown in Appendix 13.

The steps for a successful Job Conference are as follows:

1. Prepare a set of ten cards for each job expert where each card has the name of each leadership competency given on it (see Appendix 12).
2. Ask each 'Job Expert', without discussion with colleagues, to arrange the cards in order of job importance and then complete the JRE sheet (see Appendix 13).
3. Draw the job experts together into small groups and undertake a collective card sort that represents a consensus view. Consensus is defined for the job experts as 'a decision that is acceptable to everyone'.
4. If more than one group is working on the exercise, bring the groups together into a plenary setting and debate the issues raised, their respective rank orders, and seek consensus.
5. Complete a summary JRE sheet (i.e. Appendix 13) with the consensus view.

Use the consensus-based JRE to evaluate each Completer's response to the LJA. During the interview, questioning should focus on those competencies that are seen to be Critical or Important to job success.

The Job Requirement Exercise (Style)

An alternative is to use a simple ranking exercise to establish which styles, or pairs of styles, hold particular sway in the job under scrutiny, at this point in its evolution. The means to do this is also to be found in Appendix 13.

As with the JRE for competencies, this process does not imply that all styles are not important in a rounded leader. However, it may be that the demands of a particular job, when viewed in its organisational context, place special demands upon a leader. Thus, it may be particularly important that the leader is adept in one of the four leader orientations (i.e. Task, Involvement, Control and Empowerment) or show particular acumen at both poles of the Directive v Consensual axis, which both require assertiveness.

CHAPTER FOUR:

STEP-BY-STEP GUIDE TO ADMINISTRATION

Flow of Activities in LJA Administration

Administration of the LJA involves the following steps:

1. Personal contact with the LJA Completers (by face-to-face briefing, email, letter or telephone) to describe the LJA's purpose and process.
2. Sending the LJA Completers access instructions from the LJA website in good time for completion. Typically allowing ten working days.
3. Visiting the LJA's website to monitor each LJA Completer's use of the LJA to ensure that deadlines are adhered to.
4. Analysis of findings in preparation for the interview, development discussion or presentation with the LJA Completer.

Step 4 is dealt with in Chapter Five, case studies to aid the Professional User are provided in Chapter Six, the development discussion in Chapter Seven, the presentation in Chapter Eight and the structured interview in Chapter Nine. This Chapter will describe the key issues that need to be covered when setting up LJA Completers with access to the LJA and managing their completion of it.

How the LJA is introduced to LJA Completers

In broad outline, LJA Completers should be given instructions that include the following key pieces of information:

1. *In preparation for your interview/ development discussion/ presentation, please study the leadership decision making model.*
2. *Think of two occasions when you have used the Directive approach effectively. Now do the same for the Consultative, Consensual and Delegative styles, so you have two good examples of each.*
3. *Choose one of your scenarios, enter it into the LJA and answer up to ten questions about the people concerned and the task they have to complete.*
4. *Download all feedback available from the LJA. It will tell you what style the LJA believes is most appropriate, given your logic when answering the questions. See if this squares with what you originally thought and work out why.*
5. *Enter your next scenario and repeat the process. Again, check how your original thinking fits with the logic you have used when answering the LJA's questions.*

6. *Repeat this for all eight scenarios, trying to match the logic of the LJA from what you learn as you progress.*
7. *Think about what you have learnt about leadership decision making from your experience with the LJA in preparation for your interview/ development discussion/ presentation.*

A sample email to LJA Completers is provided in Appendix 1, which should be adapted to suit each Professional User's purpose and the nature of the LJA Completer group being assessed. The following section provides a detailed guide to essential points of administration. Key items from this list are provided in checklist form in Appendix 2.

Key Facts the Professional User Should Know

LJA Completers with advance knowledge of the process are more likely to perceive the procedure to be engaging and fair. Moreover, providing LJA Completers with the opportunity to prepare is associated with better quality performance, even though it does not alter the accuracy of the selection and development decisions made.

The following step by step guide provides Professional Users with the points that need to be covered during the LJA Completer support process:

1. The LJA Completer must be provided with access to the Formula 4 Leadership Decision Making Model. This can be via a link to the Formula 4 Leadership website (<http://www.formula4leadership.com/Decision-Making-Model>) or should be attached to the email of introduction. There is also a link to this model within the LJA's online introduction for Completers entitled, 'Explain Leadership Judgement Assessor.'
2. Using the Formula 4 Leadership Decision Making Model as a guide, the LJA Completer is instructed to select eight scenarios from their own leadership experience. These should be good examples of their leadership decision making and should be suitable for later discussion.
3. The LJA Completer must ensure that they select two scenarios from each of the four main styles (Directive, Consultative, Consensual and Delegative). The program will not allow them to select a different ratio of styles, except that they have the opportunity to experiment with two practice scenarios of any style.
4. They may include scenarios with one reporting member of staff or more people. If only one person is chosen, the output will exclude the Group Consultative sub-style and the two Consensual sub-styles will be reduced to a single 'Consensual' style.
5. The scenarios chosen should be a mixture of both important and unimportant decisions.

They should try to bring as much variety as possible to their choice of scenarios.

6. The scenarios must be about their own leadership of their own team. They should not use scenarios that are not their own. For example, it is not appropriate to choose a scenario that runs a critique of a colleague or line manager.
7. The scenarios should be recent and certainly within the last six months.
8. It is permitted, although not encouraged, to choose up-and-coming decision making situations where there is a future need to engage with reporting staff.
9. The LJA Completer is advised to plan thoughtfully before they enter the decision making software. Their written notes should describe the scenario in detail and the logic of their choice of style. They should be encouraged to bring these notes for reference during the Interview/ development discussion/ presentation if they wish.
10. They are allowed two practice runs through the LJA to:
 - i) familiarise themselves with the software,
 - ii) remove any ambiguity they find in the instructions,
 - iii) learn the simplicity and straightforwardness of the process and
 - iv) dispel any anxiety when using it.
11. When they enter the LJA software, they will be required to write an outline description of each scenario in no more than 255 characters. This should include a scenario title as a shorthand reference.
12. Before answering each leadership judgement question the LJA provides the Completer with the opportunity to study a more detailed explanation of it. Further, the software provides a description of the competency that is being used when answering the question. As these offer clarification, they should be studied in order to make the most of the learning experience that the LJA offers.
13. After the LJA Completer has reached a conclusion and the software has enabled them to 'see the style' that the LJA recommends, they must use the 'Rate the Recommended Style' facility. This enables them to state whether they would use the style and to note any reservations they have about the recommended style. No more than 255 characters are to be used in this evaluation. It is not possible to proceed without rating the style.
14. After each trial, LJA Completers should study the expanded description of the recommended style (the 'Explain' tab). They should also download the 'Concise Report' after they have completed each run through the LJA and before they move on to the next scenario. The opportunity to download the Concise Report will be lost to them if they fail to do so at that point. They should use all eight Concise Reports to help prepare for their

interview, development discussion or presentation.

15. LJA Completers should be careful to choose discrete scenarios, not two-phase decision making situations. For example, one LJA Completer described a scenario where a product was transferred from its current production line to a new line of production. Upon reflection, they realised that this decision had two parts and could be separated into:

Decision 1 – how to engage with the team about removing the product from its current line.

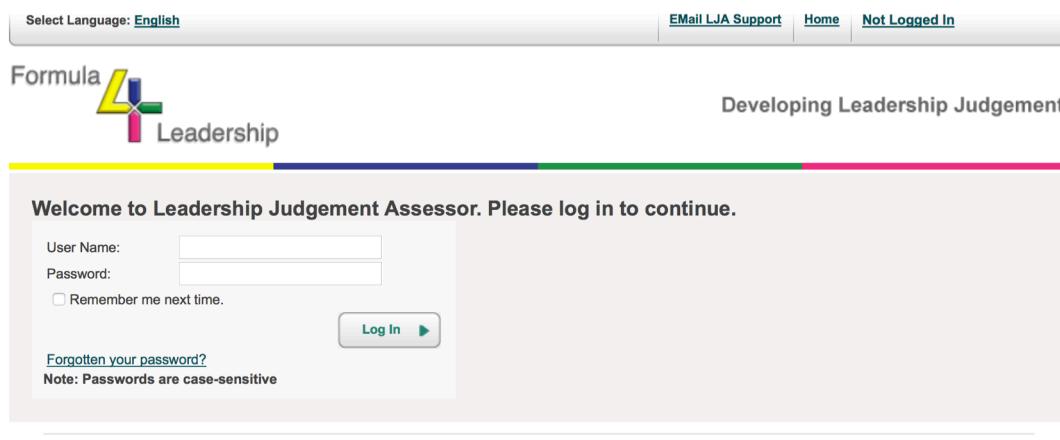
Decision 2 – how to engage with the team about integrating the product into the new line.

It transpired that the former decision was Directive and the latter Delegative.

16. The amount of time that the LJA Completer has access to the LJA software needs to be clearly understood. This should be a very minimum of five working days but can be no more than ten days before the LJA Completer's license expires²⁷. The LJA Completer should clearly understand when the closing date is and when the data will be analysed.

Setting up a LJA Completer to Undertake the LJA

The Professional User should go to the website: <http://lja.formula4leadership.com/> and enter their User Name and Password provided by the LJA Supplier.



The screenshot shows the login page of the Formula 4 Leadership Judgement website. At the top, there are links for 'Select Language: English', 'EMail LJA Support', 'Home', and 'Not Logged In'. The main header features the 'Formula 4 Leadership' logo with a stylized '4' icon. To the right, it says 'Developing Leadership Judgement'. Below the header, a message reads 'Welcome to Leadership Judgement Assessor. Please log in to continue.' There are fields for 'User Name' and 'Password', a 'Remember me next time' checkbox, and a 'Log In' button. Below the login form, there are links for 'Forgotten your password?' and 'Note: Passwords are case-sensitive'.

Having clicked 'Log In' the Professional User is presented with five options, one of which is to 'Change Your Password'. It is recommended that this be done at the first time of entry into the software.

²⁷ The LJA software provides a facility for this to be extended up to the sixteenth day, if necessary. Beyond that, the LJA Completer will have to be set up again as a new Completer.

Select Language: English

Formula 4 Leadership

You have 371 days left on your license. You have used 252 out of 300 completers allowed.

[Manage My Completers](#)

[Request More Completers](#)

[Contact Formula 4 Leadership regarding the LJA](#)

[News about the Leadership Judgement Assessor](#)

[Change Your Password](#)

In order to set up a LJA Completer the Professional User should click on 'Manage My Completers,' which takes them to a page where 'Create New Completer' is emboldened. The Professional User should click on the button that takes them to a page entitled 'Create New Completer'. The Professional User should enter the LJA Completer's details in this page. The page contains three options where a choice needs to be made:

Formula 4 Leadership

Create New Completer:

Assignment Code: MICHAEL.LOCK

Title:

First Name:

Middle Initial:

Surname:

Completer ID:

Email:

Confirm Email:

Default Text Custom Text

Invitation Message Subject:

Default CC Only Extra CC to Email Address

Messages Emailed CC To:

- The Professional User can enter a client-specific ‘Completer ID’ or rely on the LJA software to suggest an ID. Clicking on the ‘Suggest ID’ button does this.
- It is possible to customise the subject line of the invitation to the LJA Completer. The Professional User should choose the ‘Custom Text’ button in order to do this. It is not possible to amend the text within the body of the email.
- It is also possible to include an additional person via the ‘Extra CC to Email Address’ option. This should be done with caution, but might include secretarial or administrative staff who can support the monitoring of the LJA Completer’s progress.

Having completed this page, the Professional User should click the ‘Create Completer’ button that enables them to move to the next screen, entitled ‘Create New Completer’. If necessary, they should make a note of the LJA Completer’s password and then press ‘Continue’.

Select Language: [English](#)

Formula 4 Leadership

Create New Completer:
Assignment Code: MICHAEL.LOCK

The Completer account has been successfully created.
The Password is eec93b5c

[Continue](#)

The Professional User is returned to the list of LJA Completers. They should double click on ‘Created/Renewed’ to find the latest LJA Completer at the top of the list then choose ‘Select’ to the left of the person’s name. This provides an option, at the top right of the screen, to ‘Invite Completer’. When this is chosen, the notice, ‘An invitation to the Completer has been sent’ becomes visible. The Professional User will also receive a copy of the email that has been sent to the LJA Completer.

Initial LJA Completer Exposure to LJA

Upon accessing the LJA website, the LJA Completer is provided with the following description of the LJA:

Introduction to Leadership Judgement Assessor (LJA)

You are requested to complete the LJA in advance of your interview. This will give you an opportunity to demonstrate your leadership judgement.

Before you begin, study the leadership decision making model at <http://www.formula4leadership.com/Decision-Making-Model.>

Try to relate it to the way you engage with colleagues who report to you. Next, think of a recent occasion when you have used the Directive approach appropriately and effectively. Now do the same for the Consultative, Consensual and Delegative approaches. Keep going until you have two scenarios for each of the four styles.

How confident are you that your choice of styles shows good leadership judgement? You can check this by entering each scenario into the LJA software. The LJA will ask you up to ten questions for each scenario before the software generates a response. It will give you feedback based on the logic you employed and tell you which style fits best with that logic. This will be a check on the judgement you used in your eight selections.

You might like to practice using the LJA software before you use it in earnest. This will familiarise you with how the LJA works so you can discover its simplicity and understand how it can help develop thinking about leadership decision making. Your task is to have completed the LJA by the date given in your invitation email. At interview, you may be asked to give a presentation on what you have learnt from LJA use and what you believe you have achieved.

This summarises the points already communicated to the LJA Completer in their initial and more personalised correspondence from the Professional User. It is not recommended that the Professional User rely solely on this introduction and the email from the LJA website.

CHAPTER FIVE:

SCORING AND INTERPRETING FINDINGS

Introduction

LJA Completers are given a completion date which allows the Professional User sufficient time to plan for the face-to-face interview, development discussion or presentation. Preparatory activity includes downloading reports and interpreting score profiles in readiness for the development discussion. The meanings of scores generated by the LJA can be interpreted by using the framework provided in Appendix 3. The scoring frames that the software has used for analysing a LJA Completer's performance in the Statistical report are given in Appendix 4.

LJA Reports

After a LJA Completer has completed the LJA, the Professional User has the opportunity to download four types of report:

- (a) A data extract²⁸ which shows the date and time of completion of each scenario, the number of people involved, the LJA Completer's pattern of responding to all judgement questions, the outcomes reached and how they rated the appropriateness of each obtained style. This report can be useful for collating patterns of responding for team, group and population analysis.
- (b) The Statistical Report²⁹ that provides the Professional User with the total number of decisions the LJA Completer has taken, their balance of obtained styles, intended versus obtained styles and their use of the judgement questions. It also provides an analysis of the LJA Completer's performance against the Leader Orientation Model (Figure 3). Finally, the Report enables the Professional User to analyse the extent to which the LJA Completer's scenarios map onto the eight sub-types.³⁰ An example Statistical Report is provided in Appendix 5.
- (c) Eight Concise Reports³¹ which each give a description of the leadership scenario entered by the Completer, the number of people involved, the outcome reached, the pattern of

²⁸ Select/View decisions summary/Email data extract for this LJA Completer

²⁹ Select/View decisions summary/Email or download report for this Completer

³⁰ NB the Brief to the LJA Completers does not require them to do this, even though some LJA Completers attempt to do so. Their efforts should be acknowledged if this is the case.

³¹ Select/View decision detail/Select/View decision in detail/Concise report/Email or download report

Yes-No responding and the competencies used. This report is intended to support the LJA Completer in preparation for their interview, development discussion or presentation. It can provide the Professional User with more detailed information if they wish to use critical incident questioning³² during their interview of the LJA Completer. An example Concise Report is given in Appendix 6.

- (d) the Narrative Report, which compares the Completer's overall accuracy against a professional and managerial reference group as well as their correctness for each style. An assessment is also made of the extent to which the Completer showed increased accuracy as they progressed through the LJA and advice is offered about which styles appear to require development. An example of a Narrative Report is provided in Appendix 7.

These reports help the Professional User gauge how well the LJA Completer has been able to meet the demands of their Brief. To this end, the Statistical Report will be particularly useful to the Professional User and what follows provides the rationale for this.

Scoring the LJA Completer's Scenarios for Leadership Style Selection: Obtained Styles

Study of the Statistical Report (see Appendix Five) shows that the first score relates to 'Obtained Styles'. This investigates the final pattern of styles generated by the LJA. It analyses the frequency with which the LJA Completer obtained each style. It is important to understand that it is possible for a Completer to get a perfect balance of obtained styles, yet only achieve a low score for accuracy. Therefore, the pattern of obtained styles should only be used to generate hypotheses about the Completer's 'thought process'.

The most rounded LJA Completer in terms of their thought process, will have selected two examples of each style with a permutation of 2-2-2-2. A permutation of 4-2-2-0 indicates that the LJA Completer has not found an example of one style and has overused another. The most restricted of all permutations is 0-0-0-8 where the LJA Completer has only found scenarios that are examples of a single style.

The scoring template that the LJA uses for analysing a LJA Completer's final permutation of styles obtained across the eight leadership scenarios is given in Appendix 4. The score obtained is based upon the maximum discrepancy within the permutation across the four styles. The higher the score awarded by the LJA, the more equitable the balance between styles demonstrated. It is important to appreciate when interpreting this score that the permutation across styles can be in any order.

³² This Professional User Guide does not deal with the critical incident questioning interview technique.

A LJA Completer will obtain a score of '10' if they have obtained a permutation of 2 x Directive, 2 x Consultative, 2 x Consensual and 2 x Delegative. A LJA Completer with a 0-1-3-4 permutation across styles achieves a score of '5':

No. of Directive	1
No. of Consultative	4
No. of Consensual	3
No. of Delegative	0
Permutation across Styles (any order)	0-1-3-4
RATING SCORE	5³³

Here the maximum discrepancy between styles is four points (Consultative 4 minus Delegative 0). Such a pattern indicates a development need in the area of Delegative decision making. A score of '5' also shows that their leadership thought process is an 'emerging competence' (see 'Master Leadership Performance Rating Scale' in Appendix 3).

In the next example, the LJA Completer's score is stronger, for they have been awarded '8':

No. of Directive	1
No. of Consultative	3
No. of Consensual	1
No. of Delegative	3
Permutation across Styles (any order)	1-3-3-1
RATING SCORE	8

Here every style is represented, given their permutation of 1-3-3-1, so the maximum discrepancy is only two points (3 minus 1). This LJA Completer has a more balanced profile than the LJA Completer with a score of '5' so is been credited with a higher score. Their score can be described as 'strong' and indicates 'noticeable competence' (see Appendix Three).

Generally, all LJA Completers who obtain scores in the 7-10 range have been successful in obtaining a balance across styles. LJA Completers who score 6 points or below are showing a lack of roundedness and an imbalance in their profile. This can indicate a development need in the style(s) not represented.

³³ This score, as all others obtained, must be interpreted by reference to the framework provided in Appendix 3.

Scoring the LJA Completer's Intended Style versus Obtained Style

The primary goal for the LJA Completer is to select two styles of each type that are congruent with the logic provided by the LJA's algorithm. This provides a clear measure of leadership judgement – how accurately the LJA Completer has been able to select styles in accordance with the Principles that underpin the LJA.

This is shown in the second table of the Statistical Report. It is calculated using the second scoring frame given in Appendix 4. For example, a LJA Completer with the following pattern between intended and obtained styles obtains a score of '8' which suggests a 'noticeable competence' (these descriptors are defined in Appendix 3):

No. of Directive	1
No. of Consultative	2
No. of Consensual	1
No. of Delegative	2
Rating Description	Six intended styles match obtained styles with all styles covered (i.e. there is no style without an accurate prediction)
RATING SCORE	8

By contrast the following LJA Completer reveals their 'development need' through a score of '3':

No. of Directive	1
No. of Consultative	2
No. of Consensual	0
No. of Delegative	0
Rating Description	Three styles match
RATING SCORE	3

This LJA Completer has only achieved a match in three styles so has only revealed 'slight evidence' of their leadership judgement. This score patterns indicates a need to develop their thinking in the area of 'Empowerment' (see Figure 2).

As a general rule, LJA Completers whose scores fall in the 7 – 10 point range have competent leadership judgement. When scores are 6 or below a development need is suggested.

Scoring the LJA Completer's Use of Judgement Questions

Appendix 10 is essential reading for the Professional User when seeking to interpret the LJA Completer's use of the ten judgement questions. The Professional User must understand the meaning of the question, the domain it samples, the competency to which it relates and its frequency of occurrence. It is also important to appreciate that some styles depend upon the question being answered in one direction only.

The third score produced by the LJA Statistical Report explores how the LJA Completer used the Judgement questions. The overall score is generated by exploring the degree of balance between the 'Yes' and 'No' responses. To obtain a perfect score of '10' there would be no more than a three point discrepancy between any of the pairs of 'Yes' and 'No' answers.

For example, the following LJA Completer has obtained a score of '8', given the balance in eight of the ten questions. This is a 'strong' score which signposts a "noticeable competence" in their leadership thinking:

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

By contrast, the following LJA Completer has only used three of the questions with balance, which suggests that his leadership thinking lies in the 'development zone'. Note that the last question is awarded a rating of N/A as the Completer's choice of scenarios lacked sufficient variety - they did not choose a scenario where that question was posed.

Balance of Judgement Questions	Yes	No	Rating
Is this a really important decision?	8	0	0
Does this decision need to be made immediately?	6	2	0
Do you know enough to handle this on your own?	7	1	0
Does this need the views of a group of people?	6	2	0
Have you worked successfully on this type of problem before?	3	0	1
Is this a good opportunity to develop your team?	6	2	0
Will the team readily follow your decision?	1	0	1
Could the team sort this out on their own?	1	7	0
Can you trust the team to do what is best?	0	2	1
Is there going to be quite a lot of disagreement about this?	0	0	N/A
TOTAL POINTS			3

It can be assumed that very large discrepancies show restricted thinking and only 'slight evidence' of leadership judgement. This hypothesis may be explored at interview.

A restricted pattern of responding can help explain the exclusion of certain styles. Key examples of this are:

- *'Does this need the views of a group of people?'*
This question has to be 'Yes' whenever a Consensual style is the outcome. This being so, the LJA Completer must use the 'Yes' response on a minimum of two occasions.
- *'Can the team sort this out on their own?'*
This question is always asked for a Delegative decision and is always a 'Yes'. This being so, the LJA Completer must use the 'Yes' response on a minimum of two occasions.
- *'Can you trust the team to do what is best?'*
This question is always asked for Consensual and Delegative decisions and the response has to be 'Yes'. This being so, the LJA Completer must use the 'Yes' response on a minimum of four occasions.
- *'Is this a good opportunity to develop your team?'*
The Directive style requires a 'No' response so this answer must be present on at least two occasions.

Scoring the LJA Completer's Decision Accuracy Analysis

The fourth piece of analysis provided by the LJA Statistical Report is a more refined level of scrutiny as it takes the Leader Orientation Model (Figure 2) as its framework for understanding.

Table 2 shows the results of LJA Completer A who failed to achieve a perfect match in the four empowering scenarios (Consensual and Delegative), although a 'second order match' (i.e. by orientation) is evident in the other four attempts. This result suggests an 'emerging competence' in leadership decision making with '12' points (see Appendix 4 for the recommended method of calculation and interpretation of the points tally). They have achieved '4' points each for the Directive and Consultative styles, which shows strength in Controlling situations; however, they have only scored '2' points for the Consensual and Delegative styles, which indicate a development need in the Empowerment of reporting colleagues. The Personal Leadership Development Programme (PLDP) would be a recommended way of addressing such a need.

Table 2. Decision Accuracy Analysis for LJA Completer A

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Informed Delegative	N	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	Team Player Consensual	N	Y	N
DELEGATIVE	Team Player Consensual	N	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N

The performance of Completer A can be compared with the next example, LJA Completer B, who is also rated as having 'emerging' level of competence with '11' points. This LJA Completer has gained '4' points for Directive leadership and '3' points for Delegative and Consultative decision making. On the basis of this performance, a development need in the area of Consensual leadership has been highlighted, given the score of '2' for this style.

Table 4. Decision Accuracy Analysis for LJA Completer B

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Group Consultative	N	Y	N
CONSULTATIVE	One-to-One Consultative	Y	Y	N
CONSULTATIVE	Unassisted Directive	N	Y	N
DELEGATIVE	Group Consultative	N	N	Y
DELEGATIVE	Informed Delegative	Y	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N

LJA Completer C's decision accuracy suggests a stronger performance than either LJA Completer A or B, given the following profile:

Table 5. Decision Accuracy Analysis for LJA Completer C

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Informed Delegative	N	Y	N
CONSENSUAL	Chaired Consensual	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N
DIRECTIVE	Group Consultative	N	Y	N

LJA Completer C scores '14' points, which represents a 'noticeable competency'. They have scored '4' points for Consultative and Delegative leadership and '3' points for both the Consensual and Directive styles. Therefore, no obvious development need has been highlighted, although LJI assessment would shed further light on this.

LJA Completers A, B and C contrast markedly with LJA Completer D, whose performance suggests that their leadership decision making is a 'problem area', given a points tally of '7'.

Table 6. Decision Accuracy Analysis for LJA Completer D

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Researched Directive	N	N	Y
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	One-to-One Consultative	N	N	Y
DELEGATIVE	Group Consultative	N	N	Y
DIRECTIVE	One-to-One Consultative	N	Y	N
DIRECTIVE	One-to-One Consultative	N	Y	N

Completer D has achieved '4' points for Consultative leadership, which needs acknowledging. However, only '2' points were obtained for Directive leadership and he seems to have experienced considerable confusion in Empowering situations, especially with Delegative decision making where '0' points have been obtained.

As a final point, it should be mentioned that decision accuracy analysis does enable the Professional User to establish whether the Completer is able to choose scenarios that map onto every cell of the eightfold sub-styles model. However, it is extremely rare for a LJA Completer to achieve such a feat and doing so would indicate the need for considerable praise and recognition.

Ratings of Agreement with the Recommended Leadership Style

After the LJA Completer has answered the judgement questions and been presented with the recommended style, they must click on the tab, 'Rate the Recommended Style'. After clicking on this tab the Completer is confronted with the following screen:

Recommended Decision Making Style

Unassisted Directive

I solve the problem or make the decision based on the information I already have.

[Next Scenario / Finished](#)

How you got here | Explain | F4L Model | Concise Report | **Rate the Recommended Style** | F4L Competencies

Please take a moment to rate what you think of the recommended style as it relates to the scenario you have worked through.

Update | Cancel

Does the Recommended Style seem correct to you?

<input checked="" type="radio"/> Not Rated	<input type="radio"/> Highly Disagree	<input type="radio"/> Disagree
<input type="radio"/> Neither Agree or Disagree	<input type="radio"/> Agree	<input type="radio"/> Highly Agree

Comments:

In order to be able to progress on to the next scenario the Completer is asked: 'Please take a moment to rate what you think of the recommended style as it relates to the scenario you have worked through.' They next have to rate the recommended style on a five point rating scale, ranging from 'Highly Agree' to 'Highly Disagree' with a midpoint of 'Neither Agree nor Disagree'.

This information is available to the Professional User on the LJA website and is also recorded in the CSV Data Extract Report. In order to interpret this data, it is recommended that the Professional User translate the ratings into numerical values as follows:

Rating Scale	Highly Agree	Agree	Neither Agree nor Disagree	Disagree	Highly Disagree
Numerical value	5	4	3	2	1

It is then possible to generate an average rating for the Completer across the eight scenarios to establish their general degree of accommodation to the output that their logic has produced.

In a study involving 760 scenario ratings of this nature, the mean rating was 3.64 with a standard deviation of 1.13. This being so, if a Completer has a mean rating of 2.5 or below (i.e. approximately one standard deviation below the mean), this could be viewed as a possible point of enquiry during the interview, development discussion or presentation.

The breakdown of ratings for the 760 scenarios is as follows:

Rating Scale	Highly Agree	Agree	Neither Agree nor Disagree	Disagree	Highly Disagree
Number of times rated for 760 scenarios	164	339	112	123	7

It can be seen that on two thirds of occasions (i.e. $164+339/760 = 0.66$) the recommended style is viewed as agreeable by Completers. This is an important finding as accuracy statistics are as follows:

Accuracy	2 points for perfect match between expected and obtained	1 point for orientation match between expected and obtained	0 points for failure to match expected and obtained
Percentage of instances	50.8%	40%	9.2%

It is clear that the leadership schema adopted by Completers is very much in accord with the Formula 4 Leadership decision making model and especially the Orientation Model in Figure 3. However, Completers will be experiencing some dissonance in those 49.2% of cases where their expected style is not in complete accordance with the obtained style. Despite this, in only 17% of cases (i.e. 123+7) is disagreement voiced about the validity of the obtained style. Therefore, if a Completer appears to baulk at the logic of the model and its validity, this would be a finding worthy of investigation at interview.

It is recommended that the Professional User benchmark Completer output against these statistics in order to assess attitude towards continuing professional leadership development.

CHAPTER SIX:

LJA CASE STUDIES

Introduction

The purpose of this chapter is to provide Professional Users with case studies that raise learning points in the use of the LJA. They provide a further benchmark for Users when considering the performance of their own LJA Completers for they also illustrate how development advice can be related to findings. The chapter also includes a suggested methodology for analysing group data to confirm the dynamic assessment properties of the LJA.

Case Study: Sue

BACKGROUND

During concurrent testing, Sue achieved a superior score overall in the Leadership Judgement Indicator (LJI-2) with competent or strong scores in each of the four styles, with particular discernment in the Consultative style. She had a reasonable degree of economy towards three of the four styles but her preference for the Consensual approach revealed more relish than average for equalising power.

LJA DECISION HISTORY SUMMARY

Created ³⁴ : 10/10/2013 9:37:44 PM	No. Subordinates 3
Obtained Style: Group Consultative	Expected Style: CONSENSUAL
Created: 10/10/2013 9:41:24 PM	No. Subordinates 1
Obtained Style: Leader Consultative	Expected Style: CONSULTATIVE
Created: 10/10/2013 9:43:52 PM	No. Subordinates 1
Obtained Style: Informed Delegative	Expected Style: DELEGATIVE
Created: 10/10/2013 9:47:40 PM	No. Subordinates 2
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 10/10/2013 9:51:52 PM	No. Subordinates 2
Obtained Style: Unassisted Directive	Expected Style: DIRECTIVE
Created: 10/10/2013 9:55:31 PM	No. Subordinates 1
Obtained Style: Informed Delegative	Expected Style: DELEGATIVE
Created: 10/10/2013 9:58:49 PM	No. Subordinates 5
Obtained Style: Team Player Consensual	Expected Style: CONSENSUAL
Created: 10/10/2013 10:02:05 PM	No. Subordinates 1
Obtained Style: Researched Directive	Expected Style: DIRECTIVE

THOUGHT PROCESS

Obtained Styles:

Number of Directive	2
Number of Consultative	3

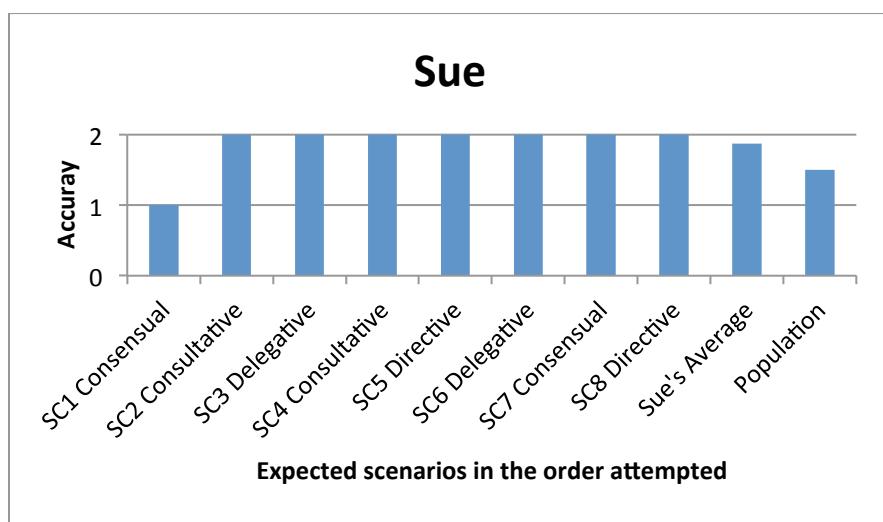
³⁴ Only 'Real' scenarios are entered here, not the two practice scenarios

Number of Consensual	1
Number of Delegative	2
Permutation across Styles	2-3-1-2
RATING SCORE	9

Sue has a balanced approach towards the styles. Appendix Four suggests that this level of performance is a noticeable strength as there is only a two-point discrepancy between the most-least chosen styles. She has shown flexible thinking across styles so appears to allow the situational approach to gear her thought process.

ACCURACY OF LEADERSHIP JUDGEMENT

The bar graph shows the extent to which the styles Sue expected matched the styles she actually obtained. If points are awarded in the manner described in Appendix 4 her '15' point total indicates that Sue's leadership judgement is a 'noticeable strength'.



This is better than 98% of other people who have completed the LJA. This is a very superior score for she has demonstrated balanced and highly accurate discernment across styles. Her leadership wisdom is demonstrated by her strong degree of accuracy in being able to analyse a leadership decision making situation and determine the appropriateness of each of the four different ways of engaging with reporting colleagues. As such, Sue is someone whom others might aspire to copy. She has performed so well that she could probably train, coach or act as a role model to others.

WILLINGNESS/ABILITY TO DEVELOP, GIVEN FEEDBACK

Sue's bar graph also enables a judgement to be made about the extent to which she was able to make the most of the dynamic properties of the LJA and to learn as she progressed. If a comparison is made between her success in the first four scenarios and the last four she showed one point of improvement³⁵. That enabled her to achieve a perfect score of 8 in the second set of scenarios.

³⁵ Simple comparison of the sum of scores between the first and second sets of four.

SUB-STYLE PERFORMANCE

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Team Player Consensual	Y	Y	N
CONSULTATIVE	Leader Consultative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DIRECTIVE	Group Consultative	N	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N
DIRECTIVE	Researched Directive	Y	Y	N

Sue's accuracy was balanced across the four main styles but she has not demonstrated thinking of a Chaired Consensual and Ballistic Delegative nature. These are possible areas for exploration and may be integrated into target setting for future PLDP use.

USE OF JUDGEMENT QUESTIONS

Balance of Judgement Questions:

Is this a really important decision?	Yes: 6 No: 2	Rating: 0
Does this decision need to be made immediately?	Yes: 4 No: 3	Rating: 1
Do you know enough to handle this on your own?	Yes: 2 No: 5	Rating: 1
Does this need the views of a group of people?	Yes: 3 No: 3	Rating: 1
Have you worked successfully on this type of problem before?	Yes: 1 No: 3	Rating: 1
Is this a good opportunity to develop your team?	Yes: 5 No: 3	Rating: 1
Will the team readily follow your decision?	Yes: 1 No: 0	Rating: 1
Could the team sort this out on their own?	Yes: 3 No: 5	Rating: 1
Can you trust the team to do what is best?	Yes: 3 No: 1	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 0 No: 1	Rating: 1

Sue has used the judgement questions in a reasonably balanced way. Only one question has been answered heavily in one direction. When this was explored with Sue it seemed to offer an explanation as to why she had not shown Ballistic Delegative thinking for 75% of Ballistic routes through the LJA's decision tree demand 'No' to 'Is this a really important decision'.

CONCLUSION

Despite Sue's considerable success in both the LJI and LJA she acknowledged that there was scope to develop her 'involving' judgement. In the LJI she had shown excessive interest in the Consensual approach and she was dissatisfied with her performance in the first scenario of the LJA. Although under no pressure to do so, she chose to focus her PLDP activity in this area.

However, Sue's capacity to gauge when to use each style is an excellent basis for developing an impressive reputation for effective leadership. Deliberately using the styles that she feels are appropriate will provide her with a very strong basis for heightening the performance of her team still further and also enhancing the way in which her leadership skills are perceived more widely.

Case Study: Chris

BACKGROUND

Chris's score profile across the Global-Leadership Judgement Indicator (G-LJI) had suggested that his leadership judgement in the area of empowerment was a development area.

LJA DECISION HISTORY SUMMARY

Created: 8/2/2013 1:26:45 PM Obtained Style: Group Consultative	No. Subordinates 6 Expected Style: CONSENSUAL
Created: 8/2/2013 1:36:29 PM Obtained Style: Group Consultative	No. Subordinates 5 Expected Style: CONSULTATIVE
Created: 8/2/2013 1:42:17 PM Obtained Style: Team Player Consensual	No. Subordinates 2 Expected Style: DELEGATIVE
Created: 8/2/2013 1:55:39 PM Obtained Style: Researched Directive	No. Subordinates 4 Expected Style: DIRECTIVE
Created: 8/2/2013 4:17:46 PM Obtained Style: Informed Delegative	No. Subordinates 7 Expected Style: DELEGATIVE
Created: 8/2/2013 4:32:38 PM Obtained Style: Group Consultative	No. Subordinates 6 Expected Style: CONSULTATIVE
Created: 8/2/2013 4:47:00 PM Obtained Style: Chaired Consensual	No. Subordinates 5 Expected Style: CONSENSUAL
Created: 8/3/2013 9:28:30 AM Obtained Style: Group Consultative	No. Subordinates 5 Expected Style: DIRECTIVE

THOUGHT PROCESS

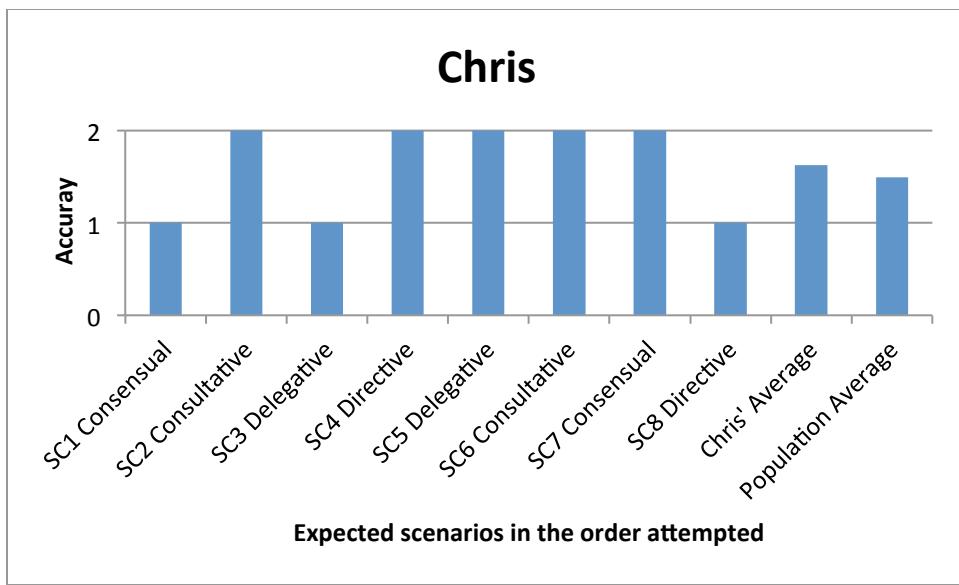
Obtained Styles

Number of Directive	1
Number of Consultative	4
Number of Consensual	2
Number of Delegative	1
Permutation across Styles	1-4-2-1
RATING SCORE	8

Chris has shown that his thought process encompasses all four main styles. The maximum discrepancy between most-least obtained styles is three points, which Appendix Three suggests is a 'noticeable competence'. However, there is some imbalance evident for six of the eight outcomes are involving of other people and only two represent the task-orientated styles. Moreover, Consultative thinking appears to dominate.

ACCURACY OF LEADERSHIP JUDGEMENT

The bar graph below shows the degree of congruence between Chris' expected and obtained Styles. His overall score of '13' points suggests that leadership judgement is a 'noticeable competence', better than 84% of the reference group, one standard deviation above the mean. Moreover, Chris obtained '4' points for the Consultative style and '3' points for each of the others, so a reassuring picture emerged.



WILLINGNESS/ABILITY TO DEVELOP, GIVEN FEEDBACK

Chris' bar chart enabled a judgement to be made about the extent to which Chris was able to make the most of the dynamic properties of the LJA and to learn as he progressed. If a comparison is made between his success in the first four scenarios and the last four he showed improvement of one point and almost achieved full marks. This is creditable.

SUB-STYLE PERFORMANCE

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Chaired Consensual	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	Team Player Consensual	N	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DIRECTIVE	Researched Directive	Y	Y	N
DIRECTIVE	Group Consultative	N	Y	N

Analysis of Chris' results at the level of the sub-styles proved to be informative. He failed to show Unassisted Directive, One-to-One Consultative and Ballistic Delegative thinking or accuracy. Given the G-LJI result, this confirmed his need to bring Ballistic decision making more to the fore in his leadership thinking.

USE OF JUDGEMENT QUESTIONS

Balance of Judgement Questions:

Is this a really important decision?	Yes: 7 No: 1	Rating: 0
Does this decision need to be made immediately?	Yes: 3 No: 4	Rating: 1
Do you know enough to handle this on your own?	Yes: 1 No: 6	Rating: 0
Does this need the views of a group of people?	Yes: 5 No: 1	Rating: 0
Have you worked successfully on this type of problem before?	Yes: 4 No: 1	Rating: 1
Is this a good opportunity to develop your team?	Yes: 5 No: 3	Rating: 1
Will the team readily follow your decision?	Yes: 1 No: 1	Rating: 1
Could the team sort this out on their own?	Yes: 4 No: 4	Rating: 1
Can you trust the team to do what is best?	Yes: 3 No: 2	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 1 No: 1	Rating: 1

Study of the judgement questions helped shed light on why Ballistic decision making did not feature, as this tends to be associated with unimportant decisions. Moreover, the reason why he obtained a Consultative outcome in half of the scenarios now became obvious for he had dominantly chosen scenarios where he did not know enough to handle things on his own and the decision required a group of people.

CONCLUSION

Chris had been given feedback from the G-LJI that he needed to strengthen his empowering judgement. However, Chris obtained six out of eight possible points for the Consensual and Delegative approaches which offered him reassurance, even though Ballistic Delegative decision making required attention. Chris concluded that he wanted to untangle some confusion in his thinking about the interplay between equalising and releasing power and decided to focus his PLDP activity in this area.

Nevertheless, the overall conclusion drawn was that Chris' capacity to gauge when to use each style is a good basis for developing a strong future reputation for effective leadership. By deliberately using the styles that he feels are appropriate, rather than being constrained by old habits, he was keen to capitalise upon this strength by more consciously employing the principles described in Appendix Nine across all situations.

Case Study: Bill

BACKGROUND

When Bill completed the Global Leadership Judgement Indicator (G-LJI) he only used the '1' rating (totally inappropriate) on one occasion and employed the '4' (appropriate) and '5' (highly appropriate) ratings on 47 out of 64 opportunities. This helped account for his very strong preference scores, which were out of balance with judgement scores in every case. His lack of economy in the use of the rating scale revealed a clear need to refine his discernment.

LJA DECISION HISTORY SUMMARY

Created: 10/1/2013 10:22:34 PM	No. Subordinates 2
Obtained Style: Informed Delegative	Expected Style: DIRECTIVE
Created: 10/1/2013 10:26:11 PM	No. Subordinates 3
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 10/1/2013 10:28:14 PM	No. Subordinates 5
Obtained Style: Group Consultative	Expected Style: CONSENSUAL
Created: 10/1/2013 10:29:57 PM	No. Subordinates 2
Obtained Style: Informed Delegative	Expected Style: DELEGATIVE
Created: 10/1/2013 10:31:27 PM	No. Subordinates 5
Obtained Style: Unassisted Directive	Expected Style: DIRECTIVE
Created: 10/1/2013 10:33:24 PM	No. Subordinates 5
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 10/1/2013 10:34:35 PM	No. Subordinates 5
Obtained Style: Group Consultative	Expected Style: CONSENSUAL
Created: 10/1/2013 10:37:00 PM	No. Subordinates 5
Obtained Style: Informed Delegative	Expected Style: DELEGATIVE

THOUGHT PROCESS

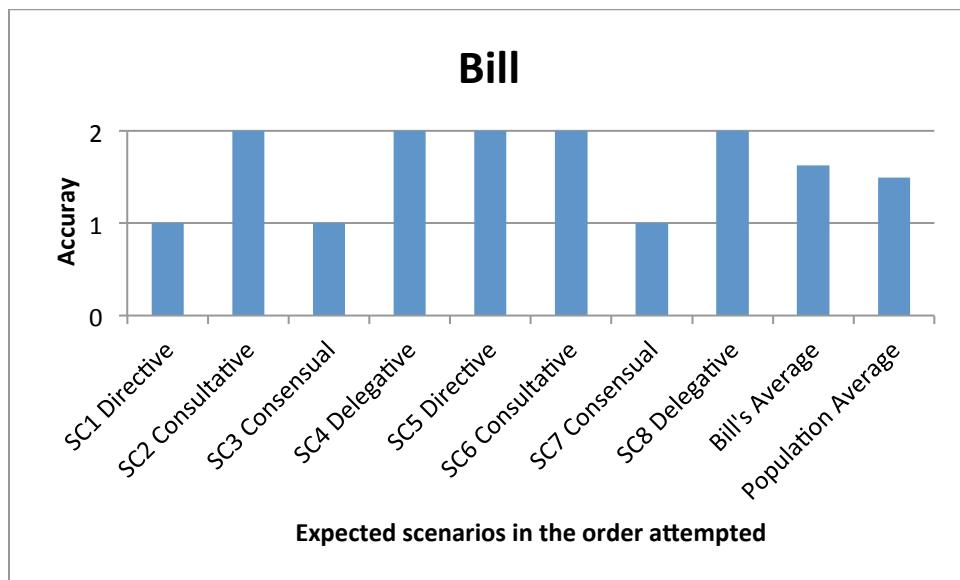
Obtained Styles:

Number of Directive	1
Number of Consultative	4
Number of Consensual	0
Number of Delegative	3
Permutation across Styles	1-4-0-3
RATING SCORE	5

The discrepancy between Bill's most-least obtained styles is four points, which suggests a lack of balance in his leadership thinking. There is a considerable discrepancy between his Consensual and Consultative thinking which requires unravelling. The other noticeable discrepancy exists along the Directive/Consensual and Consultative/Delegative axis of the orientation model. This axis has been found to be related to the quality of assertiveness.

ACCURACY OF LEADERSHIP JUDGEMENT

The degree of congruence between Bill's expected and obtained styles is as follows:



This graph shows that Bill has obtained a score of '13' points across the LJA which is a 'noticeable competence' and better than 84% of the professional reference group. All things considered, this is reassuring; even so, a more granular analysis of the findings was felt to be warranted.

WILLINGNESS/ABILITY TO DEVELOP, GIVEN FEEDBACK

The bar graph also enables a judgement to be made about the extent to which Bill was able to make the most of the dynamic properties of the LJA and to learn as he progressed. If a comparison is made between his success in the first four scenarios and the last four he showed one point of improvement. However, he was not able to improve on his performance in Consensual decision making.

SUB-STYLE PERFORMANCE

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Group Consultative	N	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DIRECTIVE	Informed Directive	N	Y	N
DIRECTIVE	Unassisted Directive	Y	Y	N

Analysis of sub-styles is informative. Bill has failed to populate five of the eight styles, which suggests that he has much work to do to become more rounded in leadership and more economical about his use of the two 'safest' of styles – the Group Consultative and Informed Delegative.

USE OF JUDGEMENT QUESTIONS

Balance of Judgement Questions:

Is this a really important decision?	Yes: 5 No: 3	Rating: 1
Does this decision need to be made immediately?	Yes: 2 No: 3	Rating: 1
Do you know enough to handle this on your own?	Yes: 2 No: 3	Rating: 1
Does this need the views of a group of people?	Yes: 4 No: 1	Rating: 1
Have you worked successfully on this type of problem before?	Yes: 4 No: 0	Rating: 0
Is this a good opportunity to develop your team?	Yes: 6 No: 2	Rating: 0
Will the team readily follow your decision?	Yes: 1 No: 0	Rating: 1
Could the team sort this out on their own?	Yes: 3 No: 5	Rating: 1
Can you trust the team to do what is best?	Yes: 3 No: 0	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 0 No: 0	Rating: 1

Appendix 10 proved useful when interpreting this pattern of ratings, for both of the Directive styles and the Ballistic Delegative style are not considered an ideal outcome if the decision is a true developmental opportunity. In this way, Bill had restricted his opportunity in the task-orientated domain.

CONCLUSION

Bill was not able to show Consensual thinking or discernment in any scenario. This appeared to be a blind spot although his risk aversion also seemed to offer another level of explanation. For this reason, he was encouraged to focus on the Directive – Consensual axis in his developmental activity. It was felt that coaching with CotD access was the most appropriate way to address this with follow-up G-LJI and LJA reassessment after three month's intervention.

Case Study: Jim

BACKGROUND

Jim is a medical trainee. He described difficulties with personal organisation, being unsystematic, failing to set priorities and lacking method and structure in his approach to the job.

LJA DECISION HISTORY SUMMARY

Created: 10/02/2014 21:16:48	No. Subordinates 3
Obtained Style: Group Consultative	Expected Style: DIRECTIVE
Created: 10/02/2014 21:50:04	No. Subordinates 6

Obtained Style: Informed Delegative	Expected Style: DELEGATIVE
Created: 10/02/2014 21:55:27	No. Subordinates 5
Obtained Style: Chaired Consensual	Expected Style: CONSULTATIVE
Created: 10/02/2014 22:05:32	No. Subordinates 9
Obtained Style: Chaired Consensual	Expected Style: CONSENSUAL
Created: 10/02/2014 22:09:29	No. Subordinates 4
Obtained Style: One-to-One Consultative	Expected Style: DIRECTIVE
Created: 10/02/2014 22:13:05	No. Subordinates 4
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 10/02/2014 22:17:08	No. Subordinates 17
Obtained Style: Group Consultative	Expected Style: CONSENSUAL
Created: 10/02/2014 22:20:32	No. Subordinates 5
Obtained Style: One-to-One Consultative	Expected Style: DELEGATIVE

THOUGHT PROCESS

Obtained Styles:

Number of Directive	0
Number of Consultative	5
Number of Consensual	2
Number of Delegative	1
Permutation across Styles	0-5-2-1

RATING SCORE

4

The five-point discrepancy between Jim's most-least obtained styles suggests that his thinking about leadership decision making is restricted and is in need of development. Seven of the eight obtained styles are of an 'involving' variety and he was only able to display a task-orientation on one occasion. On the face of it, this appears to add some weight and insight into the reason for referral.

ACCURACY OF LEADERSHIP JUDGEMENT

The bar graph highlights the lack of congruence between Jim's expected and obtained styles as he worked through the LJA. Using the scoring process described in Appendix Four Jim has obtained ten points overall. This is better than about 24% of other people who have completed the LJA so is a below average score, defined in Appendix Three as being in the 'development zone'.

His completion of LJA enabled Jim to display some slight positive evidence of his leadership acumen but his score profile clearly indicated a need to make this more prominent. Therefore, it was very important that Jim continued to learn, take advice from others and hone his leadership decision making.

Five of his obtained styles are Consultative but he reassuringly obtained '3' points for the Consultative approach, as he did for the Consensual style. On the other hand, he only scored '2' points for each of the Directive and Delegative styles, so confirming a leadership development need in the area of task-orientated decision making.



WILLINGNESS/ABILITY TO DEVELOP, GIVEN FEEDBACK

Jim's bar graph also shows the extent to which he was able to make the most of the dynamic properties of the LJA. If a comparison is made between his success in the first four scenarios and the last four he showed two points of deterioration, so failed to respond to the learning opportunity offered by the LJA. This provides further evidence that Jim needs training in leadership decision making. He was advised to make a more conscious attempt to integrate the principles described in Appendix 9 into his future leadership decision making.

SUB-STYLE PERFORMANCE

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Chaired Consensual	Y	Y	N
CONSENSUAL	Group Consultative	N	Y	N
CONSULTATIVE	Chaired Consensual	N	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DELEGATIVE	One-to-One Consultative	N	N	Y
DIRECTIVE	Group Consultative	N	Y	N
DIRECTIVE	One-to-One Consultative	N	Y	N

This level of analysis suggests that Jim's current comfort zone in leadership decision making is in group situations where he has the lead. This applies to the three styles where all his success is located – Group Consultative, Chaired Consensual and Informed Ballistic decision making. He has shown a lack of thinking and success at either end of a continuum that has boss-centred decision making at one end (Unassisted and Research Directive and One-to-One Consultative) and team-centred at the other (Team Player Consensual and Ballistic Delegative) where power is equalised and released.

USE OF JUDGEMENT QUESTIONS

Balance of Judgement Questions:

Is this a really important decision?	Yes: 8	No: 0	Rating: 0
Does this decision need to be made immediately?	Yes: 5	No: 3	Rating: 1
Do you know enough to handle this on your own?	Yes: 3	No: 5	Rating: 1
Does this need the views of a group of people?	Yes: 6	No: 2	Rating: 0

Have you worked successfully on this type of problem before?	Yes: 2	No: 1	Rating: 1
Is this a good opportunity to develop your team?	Yes: 7	No: 1	Rating: 0
Will the team readily follow your decision?	Yes: 0	No: 0	Rating: 1
Could the team sort this out on their own?	Yes: 2	No: 6	Rating: 0
Can you trust the team to do what is best?	Yes: 3	No: 0	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 2	No: 1	Rating: 1

Jim's failure to include any unimportant decisions meant that he failed to follow the Brief for the LJA (which may be further evidence of the reason for referral); this automatically limited his ability to find task-orientated scenarios for they have a higher proportion of 'No' responses to this question. Jim also limited his chances of finding Delegative scenarios by dominantly using scenarios where the team could not sort things out on their own. More restricting of all, he chose seven scenarios which provided a developmental opportunity, so ruling out the Directive approach in each instance.

CONCLUSION

Jim's lack of task orientation is evident from the LJA. He acknowledged this as a problem area and blind spot before LJA debriefing. He was offered coaching support within which CotD featured as one element of the intervention.

By developing his discernment in appreciating when and when not to use the four main leadership styles, Jim accepted that he could enhance his effectiveness as a leader. Had he failed to do so it would have had consequences for the quality of relationships within his team and the likelihood of his team achieving its goals. It was suggested that if Jim could develop his ability to select styles effectively, it would not only provide him with a basis for improving the performance of his team but also enhance the way in which he was perceived by clinical supervisors and line managers.

Case Study: Problem Area - Gill

BACKGROUND

Gill was very orientated towards the Directive approach when she completed the Leadership Judgement Indicator (LJI-2) but her relish for just telling people what to do was not supported by good judgement when using the approach.

LJA DECISION HISTORY SUMMARY

Created: 1/30/2014 9:27:27 AM	No. Subordinates 2
Obtained Style: One-to-One Consultative	Expected Style: DIRECTIVE
Created: 1/30/2014 9:40:48 AM	No. Subordinates 3
Obtained Style: One-to-One Consultative	Expected Style: DIRECTIVE
Created: 1/30/2014 9:46:14 AM	No. Subordinates 10
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 1/30/2014 9:52:15 AM	No. Subordinates 10
Obtained Style: Group Consultative	Expected Style: CONSENSUAL
Created: 1/30/2014 9:57:52 AM	No. Subordinates 8
Obtained Style: Group Consultative	Expected Style: CONSULTATIVE
Created: 1/30/2014 10:01:23 AM	No. Subordinates 15

Obtained Style: Researched Directive	Expected Style: CONSENSUAL
Created: 1/30/2014 10:06:40 AM	No. Subordinates 7
Obtained Style: One-to-One Consultative	Expected Style: DELEGATIVE
Created: 1/30/2014 10:11:48 AM	No. Subordinates 2
Obtained Style: Group Consultative	Expected Style: DELEGATIVE

THOUGHT PROCESS

Obtained Styles:

Number of Directive	1
Number of Consultative	7
Number of Consensual	0
Number of Delegative	0
Permutation across Styles (any order)	1-7-0-0

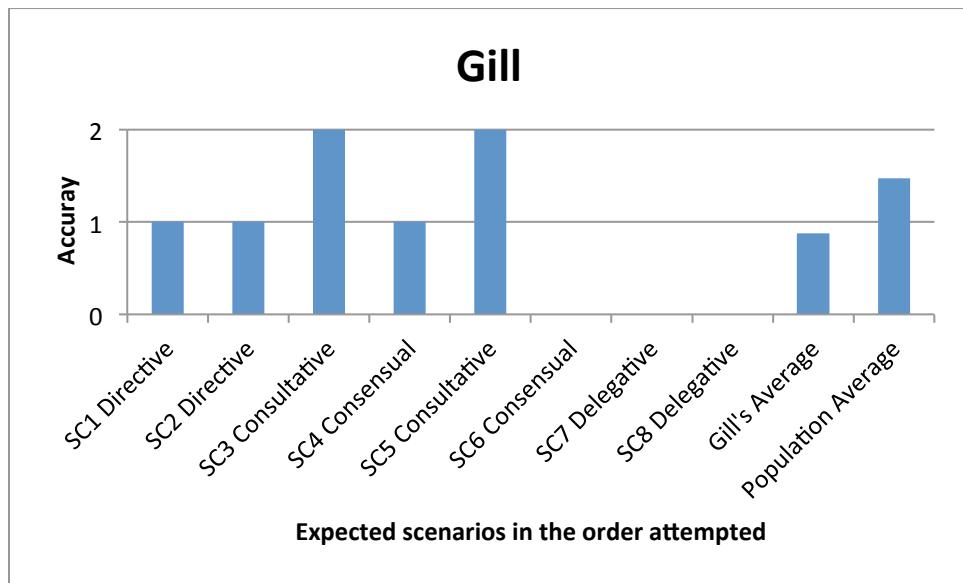
RATING SCORE

2

Gill confirmed a restricted range of leadership thinking through the considerable seven-point discrepancy between her most-least obtained styles. Appendix Four describes this as a 'problem' and Appendix Three suggests such a person 'needs to attend to their choice of leadership styles across different situations as a matter of some urgency.'

ACCURACY OF LEADERSHIP JUDGEMENT

The bar graph below shows that Gill has obtained seven points overall. 99% of other people who have completed the LJA are more successful than this. This is a very low score and confirms that Gill's leadership judgement is a noticeable problem area and is in very clear need of development. As Gill was already in a leadership position, Gill's lack of judgement was undermining her effectiveness.



WILLINGNESS/ABILITY TO DEVELOP, GIVEN FEEDBACK

The bar graph also enables a judgement to be made about the extent to which Gill was able to make the most of the dynamic properties of the LJA and to learn as she progressed, as others tend to do. If a comparison is made between her success in the first four scenarios and the last four she showed a considerable three-point deterioration, failing to score in the last three scenarios.

This strongly suggests a need for Gill to have more experience with the software that drives the LJA. Therefore, the CotD was strongly recommended as this shares the LJA's underlying logic and software.

SUB-STYLE PERFORMANCE

Expected Style	Result	Perfect Match	Second Order Match	Fail
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Researched Directive	N	N	Y
CONSULTATIVE	Group Consultative	Y	Y	N
CONSULTATIVE	Group Consultative	Y	Y	N
DELEGATIVE	One-to-One Consultative	N	N	Y
DELEGATIVE	Group Consultative	N	N	Y
DIRECTIVE	One-to-One Consultative	N	Y	N
DIRECTIVE	One-to-One Consultative	N	Y	N

Analysis of this information shows the extent of Gill's blinkered approach towards leadership decision making. On the only occasion that she ventured away from Consultative decision making she failed to score. Five of the eight sub-styles do not feature in her thinking at all, notably the empowering styles of Consensual and Delegative leadership.

USE OF LEADERSHIP JUDGEMENT QUESTIONS

Balance of Judgement Questions:

Is this a really important decision?	Yes: 6 No: 2	Rating: 0
Does this decision need to be made immediately?	Yes: 4 No: 3	Rating: 1
Do you know enough to handle this on your own?	Yes: 2 No: 5	Rating: 1
Does this need the views of a group of people?	Yes: 3 No: 3	Rating: 1
Have you worked successfully on this type of problem before?	Yes: 1 No: 2	Rating: 1
Is this a good opportunity to develop your team?	Yes: 4 No: 4	Rating: 1
Will the team readily follow your decision?	Yes: 0 No: 0	Rating: 1
Could the team sort this out on their own?	Yes: 0 No: 8	Rating: 0
Can you trust the team to do what is best?	Yes: 0 No: 0	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 0 No: 0	Rating: 1

Analysis of the leadership judgement questions is helpful and informative. It shows that Gill failed to consider scenarios where the team could sort things out on their own. This raises a question about her competence in the area of 'colleague appraisal' and how well she takes responsibility for the monitoring and development of people in her team.

Failing to respond positively to this question has considerable implications for empowerment. Many Consensual scenarios involve responding with 'Yes' to this question and all Delegative decision making demands that the line manager answer affirmatively to this question.

CONCLUSION

Gill's profile clearly indicated the need for her to be proactive in taking responsibility for gaining some training and development in leadership decision making. She was unable to find any examples of empowering styles, only achieved success with the Consultative styles and, when her use of the judgement questions is studied, on all eight occasions she stated that the team could not sort matters out on their own.

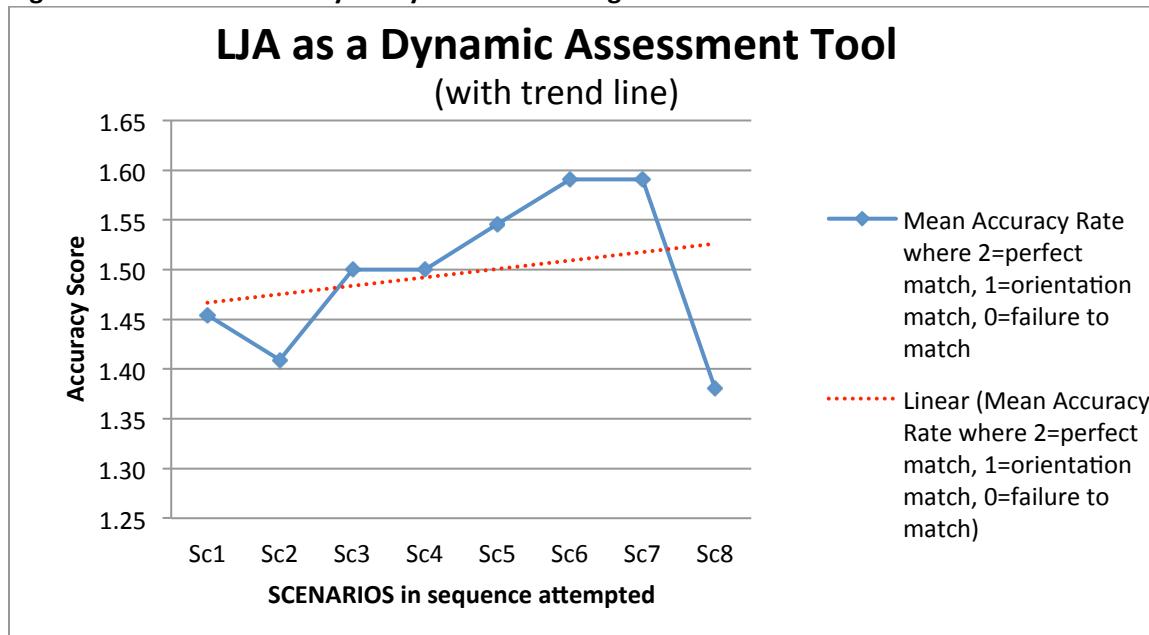
Closer questioning of Gill confirmed that her under-use of the Delegative approach related Gill's beliefs about the quality and nature of her team. She described them as lacking in confidence and readiness for responsibility and Gill did not recognise her role in maintaining that state of affairs.

Gill was offered coaching to address her self-acknowledged needs. The target focussed on her use and perceptions about power and the CottD was employed to gain access to and develop her leadership thought process; that is, the internal set of constructs and understandings about leadership that she had developed.

Mapping Group LJA Data

Twenty-two managers in one organisation completed the LJA. Their scores were collated and 'decision accuracy analysis' undertaken, as described in Appendix 4. Their mean accuracy scores are profiled in Figure 5 where the trend line across the eight scenarios is given showing an upward inclination and so a dynamic assessment effect. However, this impression is most noticeable between scenarios 1 and 7. Indeed, a test of significance using the F statistic shows a strong linear trend using only scenarios 1 to 7; it is very unlikely to have arisen by chance ($p<0.01$).

Figure 5. Decision Accuracy Analysis for 22 Managers



However, scenario 8 proved to be a surprise. Later enquiry about this 'last throw of the dice effect', from both LJA Completers and experts³⁶ in the field of dynamic assessment produced the following summary of responses.

Candidates say	Experts† hypothesise
By scenario 8 I felt I could be more daring	Issues of sustained attention and/or motivation
I was comfortable to try a more challenging scenario for the last one	Last item more challenging
I decided to experiment and test my understanding. I did not achieve a match but learned far more than by taking a safe approach.	Last item required a different way of thinking, counter to any response set that might have been established
I was trying to identify a Delegative example but this is my least preferred style, so more difficult for me to use.	

The authors invite Professional Users of the LJA to continue to monitor the LJA's performance in this manner in order to confirm its dynamic assessment properties and so continue to add to the pool of understanding about leadership judgement.

³⁶ † Ruth Deutsch, educational psychologist, and Phil Stringer (UCL)

CHAPTER SEVEN:

THE DEVELOPMENT DISCUSSION

Introduction

The LJA assesses the LJA Completer's ability to dynamically develop their leadership judgement; it explores how the person can improve performance when given immediate and synchronized feedback. The purpose of the development discussion is to validate the picture that has emerged from the Completer's use of the LJA and to establish how this can inform their immediate development needs.

The development discussion should always take place prior to the LJA Completer's receipt of any written report about their LJA performance. If a report is given to the Completer prior to the meeting it can weaken the energy, interest and focus that will arise from the eager anticipation and curiosity that is otherwise present.

A positive outcome to the development discussion is always made more likely because the LJA profile is based upon the Completer's real workplace experiences. The development discussion should build upon this and relate what is discussed meaningfully back to current and future work performance. Thus, the development discussion should be a catalyst for a more complete realisation of the LJA Completer's leadership potential in the workplace.

To ensure the likelihood of this, it is important that the person leading the development discussion should normally be the Professional User of the LJA. This person will have a close knowledge of the User Guide and have completed the LJA themselves as part of their own awareness building and continuing professional development. The User will be familiar with the underlying decision making model and conversant and committed to the underlying principles that provide its rationale. It is also anticipated that the person leading the development discussion will have high-level feedback skills.

The User should chair the development discussion in an involving fashion, in line with the principles of the Formula 4 Leadership approach. The way they lead the discussion should be a good example of how power is initially held, then equalised and finally released. The development discussion, therefore, should follow the gradient that the decision making model portrays.

Through a collaborative exploration of the LJA's findings, the User should present an honest, open and clear description of the LJA Completer's performance. Whilst their style is personable, warm and accepting towards the LJA Completer as a person, they 'level' unambiguously about the pattern of strengths and weaknesses that have emerged in the assessment. This must be done in such a way that it ensures buy-in and motivates the LJA Completer to take ownership and display commitment to deal with the issues raised.

The Feedback Process

TIME ALLOWANCE

It is anticipated that the meeting will last 50 minutes.

INTRODUCTORY PHASE

- Welcome
- Invite the LJA Completer to cast their mind back to their experience of completing the LJA and describe their reflections. Ask them about the strategy they employed (relate this to the timings given in the Statistical Report and whether and how they used the Practice facility).
- Enquire about their goals prior to LJA completion – what they wanted to achieve and how this relates to their current leadership role.
- Agree on the purpose of the development discussion.
- Ask the LJA Completer if they have any predictions about what the findings from the LJA assessment might highlight. Appendix 17 is provided to aid this process.
- Describe the structure and timings for the meeting.
- Describe the structure of the LJA Narrative Report and then pass a copy to them.

BODY OF THE DISCUSSION

- Take each section of the Narrative Report in turn and describe what it is indicating.
- At each step, ask the person to explain the picture that is emerging and relate it back to the scenarios that they entered.
- As issues are encountered, where there is a disagreement between expected and obtained styles, ask them to explain more about the detail of the scenario and seek to establish why their thinking might have gone awry. It is useful to have copies of the Concise Reports for this phase of the discussion so that Yes-No responding can be analysed and explored.
- Ask the person to begin to crystallise their view of the findings. Seek to establish what positive messages are apparent from the results as well as any obvious development issues. Ensure that other interesting points are noted.
- After a due discussion, ask the following:

- What particularly stands out for you in these findings?
 - What has particular resonance with your day-to-day reality as a leader?
 - Is there anything in these findings that appears to be inaccurate, ambiguous or unfair?
- The feedback provider should allow plenty of 'space' for the LJA Completer to begin debating the findings. A measure of the success of the feedback is the extent to which the feedback provider can show active listening, allowing ownership, responsibility and commitment to naturally evolve in an unforced fashion.

CLOSURE

- Remind the person of the purpose of the meeting.
- Enquire of the LJA Completer:
 - Have you found this useful?
 - Are you prepared to take responsibility for grasping this important development opportunity?
 - What are you going to do next?
- Agree next steps, including details of any follow-up correspondence. Ensure actions are agreed and noted.
- If CotD, PLDP or LJI are to be used as a follow up activity agree timings and process.

It is recommended that several hard copies of the Narrative Report are printed and given to the Completer. It is recommended that the Completer circulate copies to those who will support them in their efforts and who will review their progress through regular diaried commitment.

CHAPTER EIGHT:

PRESENTATION EXERCISE

Introduction

The LJA offers the Professional User a number of opportunities to exploit its potential. A very useful option is to invite the Completer to give a Presentation about their LJA experience and what they have discovered from its use. The purpose of the Presentation is to allow the Completer to describe their use of the LJA and demonstrate what learning they have obtained. This can be a useful precursor to a development discussion or an interview. The Presentation particularly suits situations where the organisation is selecting participants internally for accelerated development programmes.

The Presentation Exercise

The Presentation provides the Completer with uninterrupted space and opportunity to explain:

- their view of the LJA as an assessment experience;
- the cognitive dissonance produced by having two conflicting views about the scenarios they entered into the software (i.e. their initial view of the style and how this squares with the style their use of the software produces);
- by how much they have been able to benefit from the dynamic assessment process.

It is recommended that the Presentation have the following features:

- A standardised set of instructions so that the experience is the same for every Completer.
- An opportunity for the Completer to describe any difficulties or problems they experienced in the use of the LJA before they begin the Presentation.
- A standardised ten-minute time allowance, even though some Completers may choose not to use it all.
- The opportunity for Completers to use PowerPoint in order to display their thinking. If PowerPoint is used, the file can be emailed to the User after the event.
- It is recommended that the Completer be offered uninterrupted space to undertake their Presentation and that questioning for clarification is reserved until the end.

The structure for the session might look as follows to the Completer:

THE PRESENTATION PROCESS	DURATION (Mins)
Introductory period where the standardised instructions are read to the Completer and they have an opportunity to describe any difficulty experienced in the use of the software.	5
The Presentation	10
Questioning for clarification (prior to Interview or a Development Discussion) and closure of the session.	5

Following the Presentation, Professional Users should rate the Completer's performance in a standardised manner. An example of a rating framework is provided in Appendix 5, which Users should adapt according to their own circumstance. Scoring of the Presentation should be interpreted against Appendix 3.

Suggested introductory instructions to the Completer are as follows:

'Thank you for completing the LJA. Before you begin your presentation, were our instructions for completing it clear and did you experience any technical or other difficulties during completion? [Allow time for the Completer to respond.]

We would now like you to talk to us about your experience of completing the LJA. Please tell us about the way you approached it, what happened as you worked your way through it and what you think you have learnt. You can have ten minutes to do this and we ask you to manage your own time. We shall reserve our questions until the end. Have you any questions before you begin?' [Deal with any final questions before setting the clock.]

The rating scale in Appendix 11 should not be completed while the Completer is talking. The User's attention should be on the Completer. A perspective drawn from the whole ten minutes is necessary before a fair judgement can be made so that the flow of the encounter is not impeded and rapport not adversely affected.

It is important to appreciate that, despite its apparent objectivity, the rating scale in Appendix 5, like any other, carries the potential for error, even though less error than if the Presentation is evaluated without such a framework. It is generally good practice for scoring to be undertaken by more than one person so that common rating errors are avoided. Typical rating errors encountered in this exercise are:

- central tendency effects (Users err towards scoring in the 5-6 or 4-7 range),
- leniency effects (the tendency of a User to score too highly so that there is an over-evaluation of all Completers) and

- stringency effects (a tendency to judge performance too critically so that there is an under-evaluation of each Completer).

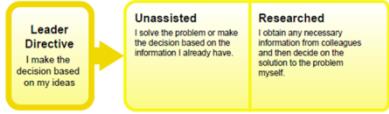
Such problems are common and can become more of an issue if a pool of development programme participants are being assessed by different Users and, for example, Completer A's rating is being compared with Completer Y's rating. In such cases, moderation is essential.

For this reason the training of assessors is important and updates to that training is important. This should involve referencing all scores awarded back against the master rating scale in Appendix 3. This should always be the yardstick against which the meaning of all ratings is moderated.

Three example Presentations follow, with a selection of slides and comments, which can provide Users with benchmarking material. These Presentations are offered as generally good examples of how to present LJA evidence. These examples are taken from assessment for selection settings where the LJA and G-LJI were used in tandem along with other personality and aptitude testing.

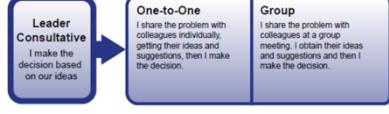
Completer Presentation A

Proposed “Directive”



- What have I learned?
 - I should delegate more non-important tasks, giving responsibility for resolving fully
 - If it's important and I have the skills to do it, then I should do it
 - *For comment: how to achieve a balance between involving others for development purposes and doing it myself?*

Proposed “Consultative”



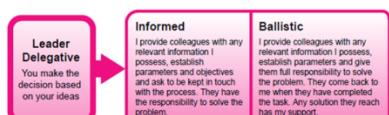
- What have I learned?
 - I should aim to use group settings rather than approach individuals
 - *For comment: in shift-based organisations this can be difficult to achieve and extends the timeline for completion*
 - My responses suggest a lack of trust in my team, am I being overly cautious?

Proposed “Consensual”



- What have I learned?
 - I am getting involved in non-important activities that I should be delegating to my team
 - The balance of Informed vs Ballistic delegation depends on whether I am comfortable with not being informed on progress
 - In the case of a personnel impasse I should step in to make the decision
 - *For comment: I adopted a facilitator approach in a small group setting*

Proposed “Delegative”



- What have I learned?
 - For important decisions a consensual approach is more appropriate
 - I should take a Chaired approach if this is contentious subject
 - I should step back into the team and give others the experience of chairing if it is more straightforward
 - *For comment: differentiation between contentious and straightforward with respect to personalities/reputation vs data?*

What have I achieved?



- A clearer understanding on the appropriate use of delegative and consensual leadership styles
- A recognition of the need to challenge myself to be less cautious about trusting my team to take decisions

Although this Completer has produced a balanced profile of obtained styles, he had been unsuccessful in matching intended and obtained styles for the Consensual and Delegative approaches. However, the decision accuracy analysis described in Appendix 4 had revealed that his judgements were all in accordance with the Leader Orientation Model and his Presentation showed considerable learning potential.

His slides display an appreciation of the limitations of the Directive approach and raise the thorny issue of his lack of trust. He states that he is staying too close to some decisions when he should let them go or allow others to facilitate. He concludes by acknowledging he has a clearer view of the empowering styles and offers an important challenge to himself.

His Presentation was delivered exceptionally well, with obvious understanding of the Model, learning from the process, dealing with challenging issues and conscientious preparation. This Completer was awarded a '9' for his Presentation.

Completer Presentation B

My Initial Views of the Model

- After reading & considering the decision making model:
 - Directive: low use; only really confidential issues, where a fast decision is essential or where others are not buying in to a key topic
 - Consultative: medium use; do when I feel I need to steer the outcome or won't get buy in, or for projects where I need to be in control of them
 - Consensual: medium use; use to gain buy-in and create enthusiasm
 - Delegative: low use in some areas, medium in others; for specialist knowledge areas, less important issues or where trust is established / team have confidence

How My View Developed

Decision	Initial View	LJ Outcome	Learning
Trial 1 – FLT chain replacement	Consensual	Consultative	Important decisions are mine
Trial 2 – Review audit process	Consensual	Consultative	I thought I used consultative, but really I steer the discussion
1 – Safety day planning	Consensual Answered Q4 as no as thought this would tell me to delegate it	Consultative	If I can't trust team to do what's best then consultative rather than consensual Note: this was a group consensus
2 – PB25 complaints	Delegative (I delegated this with no issues)	Consultative	I think the tool is saying either important decisions need me involved, or if I want to develop my team I need to be involved

How My View Developed

Decision	Initial View	LJ Outcome	Learning
3 – Who to allow to take VR	Directive	Directive	My analysis of when to use a directive approach was correct
4 – How to improve EHS weekly round up	Consensual	Delegative	If team can be trusted, it's not important and they don't need my input then delegate Note: this task is something I do each week at the moment, so it needs my involvement for now... Q3 should have been no. This is something I can delegate in future.
5 – how to develop 5S programme	Consultative	Consultative	If team can't resolve it alone then consultative rather than consensual

How My View Developed

Decision	Initial View	LJ Outcome	Learning
6 – develop new PSPI format for SMT	Delegative testing whether important decisions can be delegated	Consensual	Confirms my learning that important decisions can't be delegated
7 – how to deliver the risk assessment programme to site	Consultative based on: • Not important • Good opp to develop team • Can't leave team to it	Consultative	Confirms conclusion that if team can't resolve it then it's consultative
8 – how much time to allocate to HF assessments	Directive based on: • Important, fast, confidential issue	Directive	Suitable use of directive Q – if answered Q4 as no, would this be researched directive?

Key Learnings

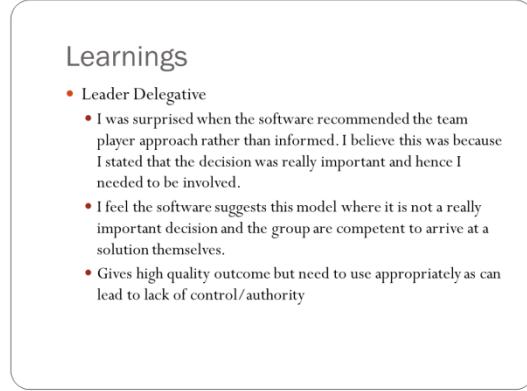
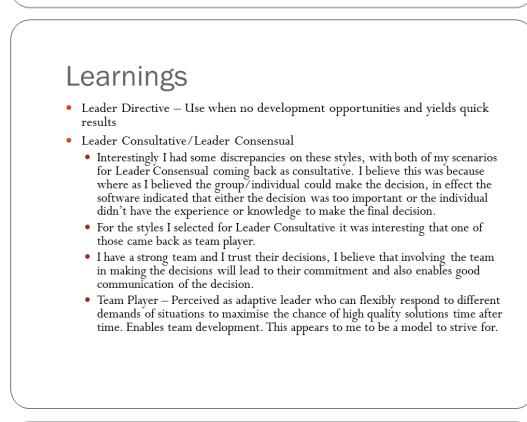
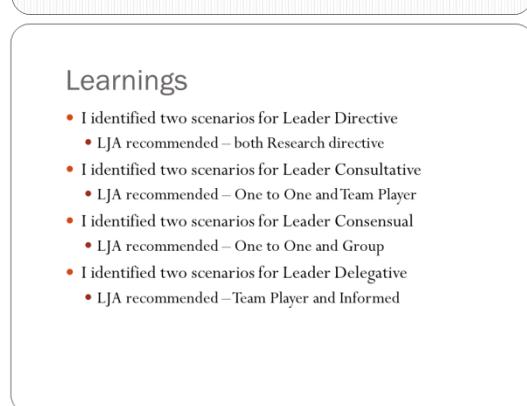
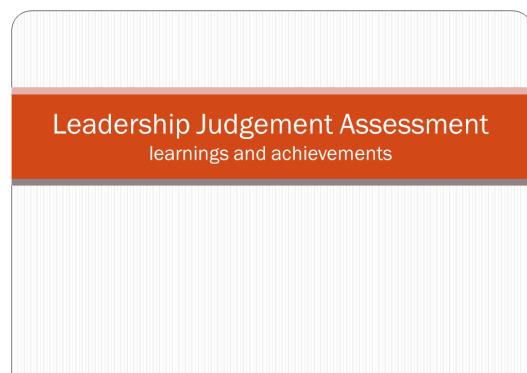
- Important decisions are mine
- I thought I used consultative a lot, but really I steer the discussion
- If team can't resolve it alone then consultative rather than consensual
- My analysis of when to use a directive approach was correct
- If team can be trusted, it's not important and they don't need my input then delegate

This Completer redeemed herself considerably at the Presentation. She had shown evidence of improvement as she had progressed through the LJA and the Presentation offered confidence that she had continued to benefit from her LJA experience.

Her slides thoughtfully deal with her eight scenarios, one by one, with discrepancies clearly revealed and learning points succinctly itemised and very eloquently presented during the Presentation itself.

The User felt that the Completer had displayed a noticeable strength during the Presentation and awarded her a '9'. The development programme leaders also noted her appropriate use of power with them whilst she led the Presentation and questioning about it.

Completer Presentation C



My achievement

- Awareness of Different Leadership Styles
- Knowledge on when to select the different styles
- Identification of the positives and potential negatives when using the styles

This Completer described the discrepancy between her view and that provided by the LJA software, so acknowledged the tension between expectation and outcome. She made some discerning comments about her difficulty in finding Consensual scenarios and accepted this as a learning point, suggesting that Team Player Consensual is now a model to strive for.

Discerning observations were also made about the Delegative approach and she provided evidence that she understood how to improve her thinking in the future.

Overall, the Completer impressed the Professional User that she had comprehended the decision making model, had dealt thoughtfully with her cognitive dissonance, delivered her understanding well and had prepared effectively for the interview. As a result, she was awarded '8' using the Presentation Rating Scale found in Appendix 11.

CHAPTER NINE:

THE STRUCTURED INTERVIEW

Introduction

It is recommended, but not essential, that the structured interview follows the Completer's Presentation. The Presentation will have revealed the tensions experienced by the Completer when they encountered differences between their expected styles and the verdict offered by the LJA software. If this is the case, the interview should seek to evaluate the nature of any disjunction between the two, as well as to confirm and validate the leadership judgement that the Completer has displayed. To this end, prior to the interview, the Completer can be asked to complete the short prediction exercise given in Appendix 17.

The interview enables the Interviewer to form a view about the Completer's ability to:

- (a) engage with their team members with discernment in leadership decision making situations,
- (b) accommodate themselves to the logic provided by the software, and
- (c) provide a logical explanation for discrepancies that arise between predicted and recommended styles.

The Completer interview has the following phases, which are described in detail below:

INTERVIEW STEP	PURPOSE	DURATION (Minutes)
Opening	Setting the scene	5
Summary of results	Giving a focus	5
Probing on Style	Evaluating appropriate use of leadership style	10
Probing on judgement questions	Evaluating Completer's situational analysis	15
Closure	Clarifying and thanking	5
Rating responses	Scoring Completer against criteria	10

The Opening

Following an expression of thanks for completing the LJA, the Interviewer explains that questions will follow but that there are some preliminary things that need to be explained and explored before that is done. It is particularly important that the Interviewer establish that the

Completer's LJA experience was trouble-free and uneventful with no hindrances that could have affected performance.

Because the interview seeks to explore the extent to which the Completer 'learnt as they went along' it is important that the Interviewer ensures that the Completer appreciates that this is a positive and intended feature of their LJA experience. In that context, depending upon Completer characteristics, the notion of 'dynamic assessment' might be very briefly explained.

It is not intended that this opening exchange is anything other than brief for part of its purpose is to establish rapport with the Completer, to help them relax and to view the dialogue in a positive way. The prediction exercise given in Appendix 17 will already have been administered and the Interviewers will have noted compatibility and discrepancies with the LJA profile. The prediction exercise should be mentioned and acknowledged during this opening stage.

Summary of Results

The Completer is reminded of the initial instructions for the LJA and of the goals of the exercise, which are repeated. The Completer is next shown their summary of LJA results, ideally in graph form, as displayed in the Narrative Report. They should also be shown how they responded to the ten judgement questions (see Statistical Report). The Completer should be allowed to comment on these findings.

Check the Completer's perception about the fairness and accuracy of the information obtained and the extent to which the Completer believes it is a reasonable reflection of their actual leadership behaviour. This may involve relating the findings back to their prediction exercise (see Appendix 17).

Probing on Style

Appendix 14 provides an example scoring frame for the part of the Interview where the Completer is questioned about their awareness, knowledge and behaviour for one chosen leadership style. If the Interviewer wishes to explore the Completer's awareness, knowledge or behaviour of more than one leadership style it is advised that a written exercise is incorporated into the assessment day (see Appendix 16).

Appendix 14 provides a method for selecting the style that could be the focus for the interview. The focus should be on a style that is deemed critical for job success through the Job Requirement Exercise (see Appendices 12 and 13) and one that the Completer appears to have some difficulty using with good judgement. If the Completer has displayed good judgement in choice of all styles when completing the LJA, the focus of the interview will be on validating a style that is deemed critical for job success.

When scoring the Completer's responses to the questions and probes provided in Appendix 14 it is important that the Interviewer is familiar with the content of Appendix Eight. Appendix Eight describes when the style is best employed and is especially helpful in scoring the section which explores the 'Plus', 'Minus' and 'Other Features' section of the scoring frame.

A variant on Appendix 14 is to just explore one scenario in more depth, in which case the allocation of scores would be doubled. There are advantages to this, especially in more complex situations for more senior positions. Another recommended variant is to explore two scenarios where the outcome has been positive, where the Completer has again used the style successfully. There can be problems associated with exploring unsuccessful situations, particularly in assessment for selection situations, where impression management and social desirability effects confound the process.

Probing on Competence

Refer the Completer back to their use of the ten leadership judgement questions. Explore the balance and ratio of the Yes-No responses for each of the ten questions. Explain to the Completer that this will now be explored.

Appendix 15 provides a method for selecting the leadership judgement question that should be the focus for the interview. The focus should be on a question that has been rated as critical for job success when completing the Job Requirement Exercise and one that the Completer appears to have some difficulty using with good judgement. Of course, if the Completer has displayed good judgement in all judgement questions, the focus of the interview will be on validating a question that is deemed critical for job success.

If the Interviewer wishes to explore the Completer's awareness, knowledge or behaviour of more than one leadership question it is advised that the written exercise in Appendix 16 is incorporated into the assessment day. When scoring the Completer's responses to the questions and probes provided in Appendix 15 it is important that the Interviewer is familiar with the content of Appendix 10 which should be available for reference during the scoring process.

So that rapport is not broken during interviewing a protocol needs to be established about how the evidence provided by the Completer is collected and at what point the rating sheet is completed. Experience suggests that the Completer's responses should be written down during the interview and the rating sheet completed at the end, after the Completer has left the room. If more than one Interviewer is present, this should be done without discussion.

A variant on Appendix 15 is to explore only one scenario in more depth, in which case the allocation of scores should be doubled. This is appropriate in more complex situations and for more senior positions.

Closure

The Completer should be thanked for sharing their experience in this way. The next step in the process should be explained.

The Written Exercise

It will only have been possible to investigate the Completer's use of one leadership style and one leadership competency during the course of a typical interview. Under normal circumstances, time will not allow broader exploration. The purpose of the written exercise given in Appendix 16 is to address this issue and so provide the Completer with an activity that can give them an opportunity to deepen and broaden the picture painted of them during the interview.

The most efficient way to collect such evidence is to use the 'STAR' format. This involves describing the situation or task that prevailed, the action that was taken and the result that was sought and obtained. The technique is appropriate for collecting evidence at the level of both the leadership style and the leadership competency.

Choice of style or competency to be explored will have been determined by the preceding Job Requirement Exercise. The written exercise is intended to investigate critical factors for job success; these are the make-or-break issues that the Interviewer needs information about in order to be able to make a judgement about the Completer's job suitability or key training and development needs.

It is recommended that scoring of responses be based upon a ten point frame allocated as follows:

STAR ELEMENT	CRITERIA	POINTS
Situation/Task	Points awarded for the quality, credibility and detail of the scenario chosen.	MAX 2
Action	Points awarded for the behaviours described and the extent to which they credibly reflect what Appendices 8 and 10 suggest. Do the behaviours match those that are described as reflecting High, Discriminating or Entry level characteristics described in Appendix 10? A 4-point answer would need to reveal 'High Performance' characteristics, whilst a 3-point response would need to show 'Discriminating' characteristics. Whilst the discretion of the Interviewer is acknowledged, they would need to be able to justify that any 4-point response represents high performance within their organisation.	MAX 4
Result	Points awarded for the nature of the outcome sought and described. For example, if a style is described, does it concur with the logic provided by LJA analysis; if a competency is described is the justification credible and in line with Appendix Eight?	MAX 4

APPENDIX 1

Example content of email to LJA Completers:

In preparation for your interview, you are invited to complete the Leadership Judgement Assessor (LJA). As we will be using this to help explore your leadership behaviours, you are advised to complete it as thoughtfully as possible.

Before you begin, please study the leadership decision making model at:

http://www.formula4leadership.com/Decision-Making-Model. Try to relate it to the way you engage with reporting colleagues at work. Next, think of a recent occasion when you have used the Directive approach appropriately and effectively. Now do the same for the Consultative, Consensual and Delegative approaches. Keep going until you have two scenarios for each of the four styles. We advise that you choose a mixture of both important and unimportant decisions.

How confident are you that your choice of styles is accurate? You can check this by entering each scenario into the LJA software. The LJA will ask you up to ten questions for each scenario before the software generates a response. It will give you feedback based on the logic you employed and tell you which style fits best with that logic. This will be a check on the accuracy of your eight selections.

You might like to practice using the LJA with a couple of trial scenarios before you use it in earnest. This will familiarise you with how it works so you can discover its simplicity and how it can help you develop your thinking about leadership decision making. We will be interested to see how you are able to adapt and learn as you progress through the LJA. When we meet, we will ask you to give a presentation on what you have learnt from LJA use and what you believe you have achieved.

This being so, as you work your way through the LJA, be sure to download any available report after you have completed each scenario. The opportunity will be lost to you if you do not do so at that point. You should use the reports you download to prepare for your development discussion³⁷. Please note you must complete the LJA within ten days of receiving these instructions or your licence will expire.

Content of follow-up email from the LJA's website

An Invitation to use the Formula 4 Leadership Leadership Judgement Assessor

Leadership Judgement Assessor Mailer <LJA@formula4leadership.com>

Sent:
To:
Cc:

Please read all instructions before proceeding.

You have been invited to use the Formula 4 Leadership Leadership Judgement Assessor (LJA) by Mr Michael Lock

1. To start using the LJA, please go to the Web Site URL of
2. Your User Name is:
3. Your case sensitive password is:

Please then follow the instructions on the web site to complete the LJA.

If you have any further questions about completing the LJA, please contact the person who invited you (also CCd on this message).

³⁷ If the Presentation Exercise is being included, it should be mentioned here.

APPENDIX 2

CHECKLIST FOR LJA ADMINISTRATION

ELEMENT IN THE LJA PROCESS	TICK IF DONE
The LJA Completer is provided with access to the Formula 4 Leadership Decision Making Model.	
The LJA Completer is instructed to select eight scenarios from their own leadership experience.	
The LJA Completer is asked to select two scenarios from each of the four main styles (Directive, Consultative, Consensual and Delegative).	
The LJA Completer is told they may include scenarios with one reporting member of staff or more people.	
The LJA Completer knows that the scenarios chosen should be a mixture of both important and unimportant decisions.	
The scenarios chosen must be out of their own leadership practice and should not be a critique of the leadership of another person. .	
The scenarios should be recent and certainly within the last six months.	
The LJA Completer understands that they are permitted to choose up-and-coming decision making situations where there is a future need to engage with reporting staff.	
The LJA Completer is advised to plan thoughtfully before they enter the decision making software. Their notes should describe the scenario in detail and the logic of their choice of style. The notes may be brought to development discussion.	
The LJA Completer understands that they are allowed two practice runs through the LJA software to familiarise themselves with the software, remove any ambiguity they find in the instructions, learn the simplicity and straightforwardness of the process, and to dispel any anxiety about using it.	
When the LJA Completer enters the LJA software, they will be required to write an outline description of each scenario in no more than 255 characters.	
After they have reached a conclusion and the software has enabled them to 'see the style' that the LJA recommends, they must use the evaluation facility which enables them to state whether they would use the style and to note any reservations they have about the recommended style. Again, no more than 255 characters are to be used in this evaluation.	
They should download any available report after they have completed each run through the LJA and before they move on to the next scenario. The opportunity will be lost to them if they fail to do so at that point. They should use the reports they download in their preparation for the Interview.	
LJA Completers should be careful to choose discrete scenarios, not two-phase decision making situations.	
The amount of time that the LJA Completer has access to the LJA software needs to be clearly understood. This should be a minimum of five working days and can be no more than ten working days before the LJA Completer's licence expires. The LJA Completer should clearly understand when the closing date is and when the data will be analysed.	

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APPENDIX 3

MASTER LEADERSHIP PERFORMANCE RATING SCALE

PROBLEM AREA

1. Noticeable problem area

This is a clear leadership development need. If already in a leadership position, it suggests that the person needs to attend to their choice of leadership styles across different situations as a matter of some urgency. Their apparent lack of judgement is currently undermining their effectiveness and should be developed so that it is much more obvious to others.

2. Problem area

DEVELOPMENTAL ZONE

3. Slight evidence

The person needs to develop their leadership skills. They have displayed some slight positive evidence of their leadership acumen but they do need to make this more prominent.

4. Some evidence

EMERGING COMPETENCE

5. Emerging competence

The person's leadership judgement is satisfactory but there are some gaps in their understanding. If strengthened still further the person could make a more noticeable impact. They should continue to learn, take advice from others and hone their leadership decision making when opportunities arise.

6. Satisfactory

NOTICEABLE COMPETENCE

7. Noticeable competence

The person's leadership decision making is generally competent. If developed further the person could become a role model to others, so they should seek to find ways of enhancing their discernment still further.

8. Strong

NOTICEABLE STRENGTH

9. Noticeable strength

The person has demonstrated balanced, economical and accurate discernment across styles. Their leadership wisdom is demonstrated by their accuracy in being able to analyse a leadership decision making situation and determine the appropriateness of different ways of engaging with reporting colleagues. As such, they are someone whom others might aspire to copy. They perform in this area so well that they could train, coach or act as a role model to others.

10. Role model

APPENDIX 4:

SCORING FRAMES FOR GENERATING LJA SCORES

Scoring Frame for Obtained LJA Styles

SCORE AWARDED	FREQUENCY STYLE CHOSEN	FREQUENCY STYLE CHOSEN	FREQUENCY STYLE CHOSEN	FREQUENCY STYLE CHOSEN	MAXIMUM DISCREPANCY WITHIN PERMUTATION
1	8	0	0	0	8
2	7	1	0	0	7
3	6	1	1	0	6
4	5	2	1	0	5
5	4	2	2	0	4
6	5	1	1	1	4
7	3	3	2	0	3
8	4	2	1	1	3
9	3	2	2	1	2
10	2	2	2	2	0

The first score given in the LJA Statistical Report is based upon the balance of obtained styles. The score shows the maximum discrepancy within the permutation across the four styles. The higher the score awarded by the LJA, the sounder and more balanced thought process demonstrated. The ideal permutation of styles is 2-2-2-2 and the most imbalanced permutation is 8-0-0-0, which shows the LJA Completer's logic is fixed on one style.

Scoring Frame for the Degree of Congruence between Intended and Obtained Styles

SCORE	INTENDED STYLE versus OBTAINED STYLE
10	All eight attempts match – the intended style is always the obtained style
9	Seven of the eight intended styles match the obtained styles
8	Six intended styles match obtained styles with all styles covered (i.e. there is no style without an accurate prediction)
7	Five intended styles match prediction with all styles covered (i.e. there is no style without an accurate prediction)
6	Six styles match with one blind spot (i.e. one style is not accurately predicted)
5	Five styles match with one blind spot (i.e. one style is not accurately predicted)
4	Four styles match
3	Three styles match
2	Two styles match
1	One or zero styles match

The second score generated by the LJA provides an assessment of the extent to which the LJA Completer has been able to choose styles that match the logic they employed when they answered the Yes-No judgement questions.

Scoring the LJA Completer's Use of Judgement Questions

The third score provided by the LJA Statistical Report explores the balance between the 'Yes' and 'No' responses. To obtain a perfect score of '10' there would be no more than a three point discrepancy between any of the pairs of 'Yes' and 'No' answers.

Where a lack of balance exists between judgement questions, Appendix 10 provides development themes that might be addressed by CoD use.

Scoring the LJA Completer's Decision Accuracy Analysis

Analysing the Decision Accuracy Analysis table can generate the fourth score. This is available in the Narrative Report. This is a more refined level of scrutiny for it takes the Leader Orientation Model (Figure 2) as its framework for understanding. Points are awarded as follows:

'2' points	- a perfect match between expected style and the result
'1' point	- a 'second order match' where the expected and obtained styles cluster into one of the decision pairs in Figure 2. (For example, if the Expected Style is Consensual and the Result is Consultative or Delegative '1' point is awarded.)
'0' point	- failure to match (e.g. opposite axes of the Figure 2 Orientation Model)

Points awarded can be calibrated with the Master Leadership Judgement Rating Scale given in Appendix Three as follows:

POINTS TOTAL (to a maximum of 16)	RATING AWARDED (see Appendix Three)	DESCRIPTION (see Appendix Three)	Percentile ³⁸ (see Narrative Report)
16	10	Noticeable Strength	>99
15	9	Noticeable Strength	98
14	8	Noticeable Competence	95
13	7	Noticeable Competence	84
12	6	Emerging Competence	65
11	5	Emerging Competence	42
10	4	Development Zone	24
9	3	Development Zone	10
8	2	Problem Area	2
7 and below	1	Problem Area	<1

³⁸ The percentile shows the percentage of people in the reference group whose score falls at or below that point. For example, a raw score of 11 is given a rating of 5, is an 'emerging competence' and is equal to or better than 42% percent of the professional and managerial population in the LJA reference group. These are mostly doctors in training and managers working in the chemicals, pharmaceutical and hospitality industries.

APPENDIX 5

LJA STATISTICAL REPORT

THIS REPORT IS ONLY AVAILABLE TO THE CONSULTANT AND SHOULD NOT BE GIVEN TO COMPLETERS.

Name: EXAMPLE LJA COMPLETER

Total number of Real Decisions taken on the Leadership Judgement Assessor is **8**

Obtained Styles:

Number of Directive	0
Number of Consultative	6
Number of Consensual	0
Number of Delegative	2
Permutation across Styles (any order)	0-0-6-2
RATING SCORE	3

Intended Style vs Obtained Style:

Number of Directive	0
Number of Consultative	1
Number of Consensual	0
Number of Delegative	1
Rating Description:	
<i>Two styles match</i>	
RATING SCORE	2

Balance of Judgement Questions:

Is this a really important decision?	Yes: 8 No: 0	Rating: 0
Does this decision need to be made immediately?	Yes: 4 No: 4	Rating: 1
Do you know enough to handle this on your own?	Yes: 5 No: 3	Rating: 1
Does this need the views of a group of people?	Yes: 3 No: 5	Rating: 1
Have you worked successfully on this type of problem before?	Yes: 2 No: 1	Rating: 1
Is this a good opportunity to develop your team?	Yes: 8 No: 0	Rating: 0
Will the team readily follow your decision?	Yes: 0 No: 0	Rating: 1
Could the team sort this out on their own?	Yes: 2 No: 6	Rating: 0
Can you trust the team to do what is best?	Yes: 2 No: 0	Rating: 1
Is there going to be quite a lot of disagreement about this?	Yes: 0 No: 1	Rating: 1
TOTAL POINTS	7	

Decision Accuracy Analysis:

Expected Style	Result Fail	Perfect Match	Second Order Match	
CONSENSUAL	Group Consultative	N	Y	N
CONSENSUAL	Group Consultative	N	Y	N
CONSULTATIVE	Informed Delegative	N	N	Y
CONSULTATIVE	One-to-One Consultative	Y	Y	N
DELEGATIVE	Informed Delegative	Y	Y	N
DELEGATIVE	One-to-One Consultative	N	N	Y
DIRECTIVE	Leader Consultative	N	Y	N
DIRECTIVE	Leader Consultative	N	Y	N

APPENDIX 6

LJA CONCISE REPORT

THIS REPORT IS AVAILABLE TO COMPLETERS AS THEY PROGRESS THROUGH THE LJA SO THEY CAN OBTAIN FEEDBACK AS THEY PROCEED. IT IS ALSO AVAILABLE FOR THE CONSULTANT TO DOWNLOAD FOR THE MORE GRANULAR ANALYSIS OF COMPLETER PERFORMANCE.

Name: EXAMPLE LJA COMPLETER

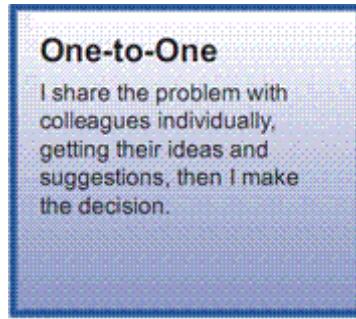
Number of people concerned: 2

Date Taken: 23 April 2014

Description of the Leadership Issue:

For an audit study I asked the junior accountant on our firm to go over some spreadsheets, enter the information needed and to report back to me if there are any problems or uncertainties.

Based upon your analysis of the situation, the recommended Leadership style that would have the best likelihood of success is:



In order to arrive at this conclusion, you made the following choices:

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?	Yes
Does this need the views of a group of people?	No
Have you worked successfully on this type of problem before?	Yes
Could the team sort this out on their own?	No

In order to get to the solution on this occasion you used these competencies:

Task Competencies -

- Impact Judgement
- Time Utilisation
- Data Rationality
- Task Appraisal
- Problem Structuring

People Competencies -

- Developing Colleagues
- Colleague Appraisal

APPENDIX 7

LJA NARRATIVE REPORT

THIS IS THE FEEDBACK REPORT THAT SHOULD BE PROVIDED TO THE CLIENT.

INTRODUCTION

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

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

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

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

Leena's Leadership Judgement

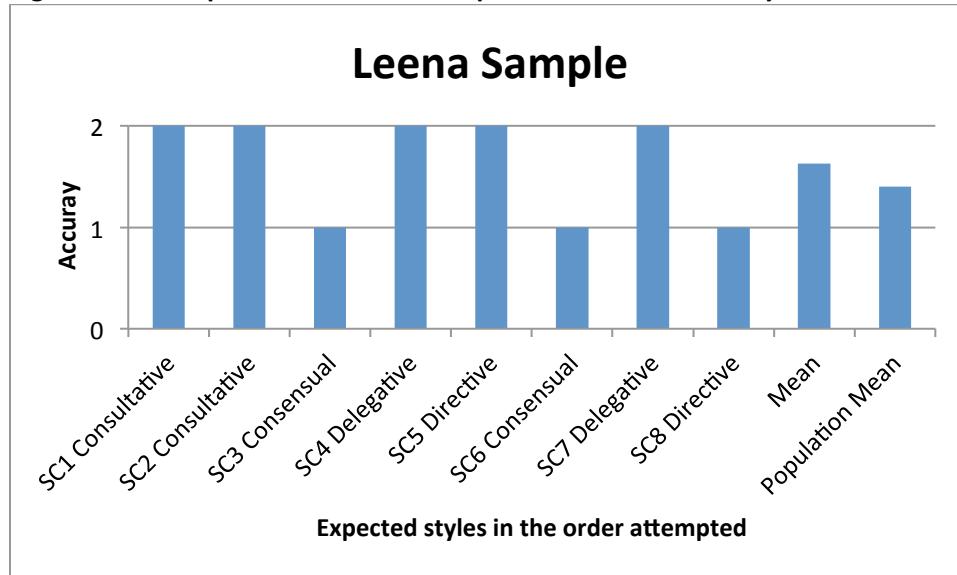
Leadership judgement is defined here as a form of social intelligence that allows the leader to analyse different types of decision making situation and gauge the appropriateness of using the various leadership approaches. No single leadership style is universally effective in all decision making situations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

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

Figure 1 shows the correspondence between Leena's Expected and Obtained styles. It shows that Leena has been awarded 2 points for a perfect match between Expected and Obtained style. She has been

awarded 1 point if the Obtained style sits on either of the wings of the Expected Style. Using this scoring system, 0 points are awarded if the Expected and Obtained styles sit diagonally opposite each other.

Figure 1: Correspondence between Expected and Obtained Styles



Using this scoring system, Leena has obtained **13** points overall. This is better than about 84% of other people who have completed the LJA. This is an above average score and indicates that Leena's leadership judgement can be described as a noticeable competence. If developed her discernment in leadership decision making is developed further, she could train or coach others.

Leena's capacity to gauge when to use each style is a good basis for developing a strong reputation for effective leadership. By deliberately using the styles that she feels are appropriate, rather than being constrained by traditional habits, she may be able to capitalise upon this strength by employing the Formula 4 Leadership Principles cross all situations.

Willingness and ability to develop, given feedback

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

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

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

Figure 2: How Leadership Judgement Develops



Leena showed slight deterioration between the first four scenarios and the second four. Her score worsened by 1 point. However, as her overall performance is impressive and strong achievement this confirms Leena as someone who could soon train or coach others in the use of the four leadership decision making styles. To consolidate this, and as an aid to sharing this skill with others, Leena might consider ways to disseminate the Formula 4 Leadership Principles.

Potential areas for development

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

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

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

Styles where success was obtained and she obtained 3 or 4 points: Directive, Consultative and Delegative.

Styles where development activity appears necessary because Leena scored below 3 points: Consensual.

Leadership judgement is a key differentiator of more effective leaders. Where a leader has an uneven profile, it can be helpful to use the Formula 4 Decision Making Model in to reveal patterns of competence

and areas in need of development. The Model shows how there are clear behavioural similarities when the styles are paired together. Therefore, Leena is encouraged to map her areas of success and the development themes onto the Model as this may aid interpretation and give her development activity better focus.

Finally

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

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

APPENDIX 8

ELABORATED DESCRIPTION OF THE LEADERSHIP DECISION MAKING STYLES

These descriptions can be used to help interpret over and under use of styles employed by the LJA Completers.

DIRECTIVE LEADERSHIP

'I make the decision based on my ideas.'

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 many decisions, many of which are of a type that he or she has personally faced before.

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.

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.

This style 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.

Unassisted directive leadership

'I solve the problem or make the decision based on the information I already have.'

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.

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.

Researched directive leadership

'I obtain any necessary information from colleagues and then decide on the solution to the problem myself.'

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.

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.

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. Further, 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.

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.

One-to-one consultative leadership

'I share the problem with colleagues individually, getting their ideas and suggestions, and then I make the decision.'

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.

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.

Group consultative leadership

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

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.

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.

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.

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'.

Over-use 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.

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 together generate and attempt to reach consensus on a solution.'

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 under-used, it can result in too little sharing of responsibility. This could lead to both 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 for 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.

Informed delegative leadership

'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.'

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 that may also be important when the team's actions may have potential knock-on effects elsewhere.

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.

Ballistic delegative leadership

'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.'

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.

Therefore, the ballistic approach is not an option that should be over-used, for it could smack of 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.

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.



Getting the right things done with and through other people

APPENDIX 9: 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 colleagues share the same goals as those of the organisation;
- involve 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.
- Situational analysis, to determine the most appropriate leadership style, can be learned.
- The key competencies, which underpin effective leadership, can be developed.

When interpreting the LJA and generating hypotheses about a LJA Completer's performance, the authors assume that the Professional User will subscribe to these Tenets.

It is only appropriate to employ the LJA if these fundamental beliefs are held to be true by the Professional User. It is incumbent on all Professional Users of the LJA to ensure that they subscribe to these precepts; if they do not, difficulties will prevail in the interpretation of the findings and in the validity of any decisions that are made.

APPENDIX 10: COMPETENCY FRAMEWORK³⁹

COMPETENCY: IMPACT JUDGEMENT

Judgement question

- **Is this a really important decision?**

The decision tree poses this question on every occasion. Consensual decisions are never the outcome if a LJA Completer answers 'No'; whenever a Consensual solution is arrived at, this always applies.

Expanded description

- 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 a solution will affect performance.

Traits and motives

- Will critically evaluate situations and search out key issues
- Able to rise above situations and conceptually map patterns and possibilities
- Strong need for achievement and drive to reach goals and targets
- Wants to positively influence the direction of events
- Able to link own efforts with organisational success

Key behaviours

HIGH PERFORMANCE

- Develops strategic plans to achieve long-term organisational goals
- Takes into account how each element may be a part of a much larger system when analysing an issue
- Ensures that strategic plans are in line with the organisational vision

DISCRIMINATING CHARACTERISTICS

- Takes into account the wider implications of own decisions before taking action
- Looks at issues from a broad range of different perspectives
- Shows commitment to the long-term success of the organisation

ENTRY CHARACTERISTICS

- Identifies trends and can link information from different sources.
- Can hold a focus on critical detail whilst retaining an overview of the situation
- Plans activities and projects well in advance
- Keeps difficulties in perspective

³⁹ SHL's Universal Competency Framework (UCF) was used to assist in the behavioural definition of the ten basic competencies

COMPETENCY: TIME UTILISATION

Judgement question

- **Do you feel there is time urgency?**

The decision tree poses this question on 98% of occasions.

Expanded description

- 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 crisis.
- Can 'strike while the iron is hot'.

Traits and motives

Able to make fast decisions and reach conclusions quickly
Action orientated and vigorous
Proactive so able to see what needs doing, being innovative
High interest levels, enjoying the stimulation of varied work
Will invest energy readily and thrive on time pressure
Prepared to immerse self fully when necessary

Key behaviours

HIGH PERFORMANCE

Acts on own initiative without being prompted
Recognises opportunities for change
Takes decisive and confident action when necessary

DISCRIMINATING CHARACTERISTICS

Makes timely decisions when only limited information is available
Acts fast to get plans back on track
Demonstrates a rapid understanding of newly presented information
Quickly identifies the key issues in complex information

ENTRY CHARACTERISTICS

Demonstrates quick thinking when the situation requires
Adapts rapidly to changing circumstances
Organises others time effectively
Takes timely action when individuals fail to meet expectations

COMPETENCY: DATA RATIONALITY

Judgement question

- **Do you know enough to handle this on your own?**

This question is posed on 97% of occasions. The response to this question has to be a 'Yes' for the Unassisted Directive style to apply.

Expanded description

- 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.

Traits and motives

- Able to base decisions on quantitative information
- Able to put subjectivity on one side
- Systematic, methodical and organised
- Able to take a granular approach to information gathering when necessary
- Will focus conscientiously on tasks
- Will deliver on target and against expectation

Key Behaviours

HIGH PERFORMANCE

- Makes logical, rational and well-reasoned judgements
- Bases decisions on adequate analysis of available information
- Presents a well prepared and reasoned case

DISCRIMINATING CHARACTERISTICS

- Analyses issues objectively, avoiding personal bias
- Gathers and analyses data methodically
- Identifies the best way to collect information to help solve a problem

ENTRY CHARACTERISTICS

- Shares own knowledge and experience
- Spots gaps and conflicts in data
- Checks for the completeness and reliability of information
- Clarifies own understanding of required outcomes
- Produces written communication that is logically structured and reads in a fluent way

COMPETENCY: TASK APPRAISAL

Judgement question

- **Does this need the views of a group of people?**

The decision tree asks this question on 91% of occasions. Consensual decisions are never the outcome if the LJA Completer answers 'No'. The response must be a 'No' for the Unassisted Directive style to apply.

Expanded description

- 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 that comes about through group problem solving, or whether it requires the intricate, sequential reasoning optimally provided through individual analysis.

Traits and motives

- Can be independent minded and see the value of following an individual approach
- Has a balanced view about democratic decision making
- Prepared to take an unconventional approach
- Favours different approaches according to the needs of the situation
- Takes account of rules, guidelines, protocols and regulations

Key behaviours

HIGH PERFORMANCE

- Understands the limits and possibilities of group behaviour and dynamics
- Has experience of team building, role selection and allocation
- Relates own work to that of other departments in the organisation

DISCRIMINATING CHARACTERISTICS

- Ensures a range of possibilities are explored before a decision is made
- Asks key questions of others to gain relevant information
- Keeps an open mind, revising own views appropriately when presented with new ideas

ENTRY CHARACTERISTICS

- Identifies the root causes of an issue
- Seeks further information to clarify vague issues
- Seeks all relevant information before making a decision
- Plans activities to take account of possible changing circumstances
- Organises own work into a logical and practical sequence of activity

COMPETENCY: PROBLEM STRUCTURING

Judgement question

- **Have you worked successfully on this type of problem before?**

This question is posed on 66% of occasions. The LJA Completer may not get a high tally for this reason. The response to this question must be a 'Yes' for the Researched Directive style to apply.

Expanded description

- The ability to define a situation according to its current state and desired state, along with knowledge of the methods for transforming the former into 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.

Traits and motives

- Can take a long-term perspective
- Will set targets for the future
- Forward thinking
- Change orientated and can rise above the routine
- Will take a helicopter perspective

Key behaviours

HIGH PERFORMANCE

- Uses solutions proven to be successfully elsewhere, adapting them to own circumstance
- Builds controls and milestones into projects that take account potential changes
- Considers the impact of current work on future possibilities

DISCRIMINATING CHARACTERISTICS

- Separates the important from the unimportant when considering information
- Establishes criteria to measure progress when agreeing objectives
- Ensures objective are SMART (Specific, Measurable, Achievable, Relevant, Timed)

ENTRY CHARACTERISTICS

- Uses experience to guide decisions
- Supports conclusions with logical analysis
- Ensures proposed solutions take account of the practical implementation
- Translates ideas into practical solutions
- Produces a range of solutions to issues and problems
- Organises resources needed to accomplish tasks

COMPETENCY: DEVELOPING COLLEAGUES

Judgement question

- **Is this a good opportunity to develop your team?**

This question is posed on 100% of occasions. The Directive style is never an outcome, in either its Unassisted or Researched forms, if the answer is 'Yes'. Further, the Ballistic Delegative approach is never a possibility if the answer is 'Yes'.

Expanded description

- 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.

Traits and motives

Takes an interest in other people, being affiliative
Sympathetic and considerate to the needs of others
Can show unconditional positive regards
Interested in the psychology of other people
Takes an interest in own personal growth so values it as an end in itself

Key behaviours

HIGH PERFORMANCE

Finds opportunities to develop and stretch others
Ensures that well-being of others is taken into consideration at all times
Encourages others to seek opportunities that improve organisational performance

DISCRIMINATING CHARACTERISTICS

Challenges people to improve their performance continuously
Gives individuals freedom to meet goals in their own way
Encourages others to pursue development opportunities
Constructively questions others' decisions

ENTRY CHARACTERISTICS

Coaches others, giving advice where needed
Builds self-confidence in others
Encourages and assists others to develop an effective network of contacts
Encourages a culture of continuous improvement
Sets challenging but realistic goals for others

COMPETENCY: GAUGING AND GAINING COMMITMENT

Judgement question

- **Will the team readily follow your decision?**

This question is only posed on 37% of occasions. If the LJA Completer answers 'Yes', the involving Consultative and Consensual approaches are never the outcome. However, the Unassisted Directive approach always requires the response to be a 'Yes'. Caution is urged when interpreting a LJA Completer's low frequency in their use of this question.

Expanded description

- The ability to gauge colleague 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 commitment or acceptance of a decision.
- Can do this in such a way that motivation and performance levels can be increased or maintained.

Traits and motives

Can negotiate and change others' view
Enjoys persuading others to his/her point of view
Prepared to take control of situations when the need arises
Communicates with confidence which aids bargaining ability
Positive and optimistic – paints appealing goals

Key behaviours

HIGH PERFORMANCE

Creates and communicates a vision of the future that inspires others
Addresses the way people feel about a subject, not just the way they think about it
Demonstrates an interest in the attitudes, motives and views of others

DISCRIMINATING CHARACTERISTICS

Listens to what others' have to say to consider their perspective
Shows appreciation of the contributions of others, praising effective performance
Takes into account the emotions surrounding an issue before taking action

ENTRY CHARACTERISTICS

Closes discussions with firm, explicit, genuine and dependable agreements on both sides
Questions and challenges assumptions
Involves others when creating improvements
Provides facts to make a persuasive case

COMPETENCY: COLLEAGUE APPRAISAL

Judgement question

- **Could the team sort this out on their own?**

The decision tree poses this question on 97% of occasions. Whenever a Delegative solution is given as the 'best-bet', the answer to this question is always 'Yes'.

Expanded description

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

Traits and motives

- Will listen to others and consult when necessary
- Democratic by nature
- Not affected by personal criticism, being resilient to the comments of others
- Decisions not based on desire for personal approval
- Wants to be part of a winning team

Key behaviours

HIGH PERFORMANCE

- Gives clear feedback on people's performance
- Identifies, attracts and recruits high-calibre individuals

DISCRIMINATING CHARACTERISTICS

- Tracks others' progress against agreed plans and actions
- Updates others on progress, sharing relevant information

ENTRY CHARACTERISTICS

- Checks that the message has been understood when communicating
- Ensures the right level of detail for the audience to establish credibility and expertise
- Draws on the diverse backgrounds, knowledge and experiences of people to achieve goals

COMPETENCY: ESTABLISHING MUTUAL INTEREST

Judgement question

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

This question is posed on 73% of occasions. The answer is always 'Yes' for Consensual or Delegative outcomes for trust is an essential component of empowerment. Therefore, LJA Completers who follow the Brief should respond with 'Yes' on at least four occasions.

Expanded description

- The ability to find win-win formulas where colleagues 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.

Traits and motives

- Keeps quiet about own personal successes
- Humility influences egalitarian approach
- Basic belief in the competence of others
- Trusts others to give of their best
- Tries to create a harmonious team environment

Key behaviours

HIGH PERFORMANCE

- Creates a team spirit by encouraging harmony and co-operation
- Aligns personal goals with those of the team
- Promotes a climate of trust, consideration and collaboration
- Ensures collective commitment to the vision and values of the organisation

DISCRIMINATING CHARACTERISTICS

- Involves others early in the decision-making process
- Questions to find out others' real views
- Acts consistently in line with organisational values
- Ensures others adhere to values consistent with those of the organisation

ENTRY CHARACTERISTICS

- Builds open, positive relationships with others
- Speaks out to support collectively agreed strategy
- Translates vision and values into practical everyday activities
- Works in the interest of the organisation even if it involves putting own needs aside
- Prepares the key stakeholders for major decisions and changes

COMPETENCY: DIFFUSING CONFLICT

Judgement question

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

This question is only posed on 33% of occasions. Caution is urged when interpreting a LJA Completer's low count in its use. The Team Player Consensual and Ballistic Delegative approaches require the response to be a 'No'.

Expanded description

- 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.

Traits and motives

- Adapts behaviour to suit the circumstances
- Stays calm and relaxed
- Able to maintain emotional control
- Uses own personal principles as an anchor and reference point in all conflict resolution discussions

Key behaviours

HIGH PERFORMANCE

- Maintains a positive relations with all parties during negotiations
- Encourages others to share their views and thoughts
- Tackles barriers to communication
- Quickly addresses issues that disrupt the effectiveness of the team

DISCRIMINATING CHARACTERISTICS

- Takes into account how own behaviours impact on others when taking action
- Quickly builds rapport, helping people feel comfortable
- Manages situations with tact and diplomacy

ENTRY CHARACTERISTICS

- Encourages others to co-operate across team boundaries
- Encourages open and honest discussion of views
- Identifies approaches that remove barriers to progress
- Keeps others informed of unplanned changes to schedules
- Ensures cultural differences are considered when dealing with others
- See issues from the point of view of other cultures before taking action

APPENDIX 11: Presentation Rating Scale



COMPLETER NAME:

DATE:

Understanding of the Model

- The Model is clearly described
- The Directive style is understood
- The Consultative style is understood
- The Consensual style is understood
- The Delegative style is understood
- Sub-styles and orientations are understood

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

SCORE /10

Dealing with the Discrepancy between Intended and Actual Styles

- Describes the discomfort
- Displays acceptance of the discrepancy
- Offers convincing rationale for discrepancies
- Describes an example
- Accepts the validity of the process
- Has accommodated self to the situation

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Learning from the Process

- Several learning points mentioned
- Describes learning as progressed through LJA
- An important insight elaborated upon
- Points made are evidence based
- Describes determination to learn more
- Understands how the LJA 'works'.

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Delivery

- Uses an appropriate leadership style
- Understands the Panel's needs
- Appropriate body language
- Appropriate use of media
- Confident – cool, calm, collected
- Energy, dynamism and enthusiasm present

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Content of Scenarios

- Wide spread of situations
- Drawn from own personal practice
- Clear description of people
- Clear description of situation/task
- Clear description of action
- Clear description of outcome or result

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Preparation

- Thoughtful selection of scenarios
- Thorough notes
- Keeps to time boundaries
- Structured delivery with clear beginning, middle and end
- Key points clearly identified and prioritised
- Points grouped logically and systematically

Rating									
Weaker			Rating				Stronger		
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

OVERALL SCORE:

/10

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APPENDIX 12

JRE Card Sort Master

IMPACT JUDGEMENT

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



TIME UTILISATION

The ability to use people and time efficiently to solve the problem or reach a solution, plus the ability to effectively take action quickly in a critical moment or in a crisis. Has the ability to 'strike while the iron is hot'.



DATA RATIONALITY

The person has the ability to judge whether they have sufficient information and expertise to make a high-quality decision. S/He is able to gauge the extent of his/her 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 provided by group discussion to generate a synergistic solution, or whether it requires the intricate, sequential reasoning optimally provided through individual analysis (i.e. one or more team members work on the task individually).



PROBLEM STRUCTURING

The ability to define a situation according to its current state, desired state and knowledge of the methods for adequately define what the problem is and what needs to be done to solve it. They can set short, medium and long-term targets.

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DEVELOPMENT OF COLLEAGUES

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

GAUGING AND GAINING COMMITMENT

The ability to gauge colleague 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 commitment or acceptance of a decision. The person 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 colleagues to involve in working on solutions. Can judge colleague readiness.

ESTABLISHING MUTUAL INTEREST

The ability to find win-win formulas where colleagues feel they share the same goals as that of the organisation. Knows when 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.

APPENDIX 13: JRE CHART (Competencies)

JOB TITLE:

JOB ASSESSOR:

DATE:

Rank	1	2	3	4	5	6	7	8	9	10	Task Orientated Competencies
	•	•	•	•	•	•	•	•	•	•	IMPACT JUDGEMENT Can tell how important a decision is in reaching personal, team or organisational targets. Knows the extent a solution will affect performance.
	•	•	•	•	•	•	•	•	•	•	TIME UTILISATION Can use people, resources and time efficiently to solve a problem or reach a solution. Has the ability to 'strike while the iron is hot'. Effective in a crisis.
	•	•	•	•	•	•	•	•	•	•	DATA RATIONALITY Knows when s/he has sufficient information to make a high quality decision. Able to judge the extent of his/her own knowledge and expertise in reaching a decision.
	•	•	•	•	•	•	•	•	•	•	TASK APPRAISAL Able to judge when a decision needs to be worked on through group discussion. Can tell when the task is so intricate that it would be better worked on individually by team members.
	•	•	•	•	•	•	•	•	•	•	PROBLEM STRUCTURING Is clear about what s/he wants and where s/he is going. Can define a problem and what needs to be done. Can set short, medium and long-term targets.
Rank	1	2	3	4	5	6	7	8	9	10	People Orientated Competencies
	•	•	•	•	•	•	•	•	•	•	DEVELOPMENT OF COLLEAGUES Knows when to 'add value' by developing the skills, talents or confidence of team members. Able to facilitate the development of managerial and technical skills of colleagues.
	•	•	•	•	•	•	•	•	•	•	GAUGING AND GAINING COMMITMENT Can gauge whether colleagues will be committed to a solution. Can gain colleague acceptance of decisions so that motivation and performance levels can be maintained.
	•	•	•	•	•	•	•	•	•	•	COLLEAGUE APPRAISAL Able to judge colleague readiness to make high-quality decisions. Knows those team members who have sufficient information, expertise, confidence and maturity to work on solutions.
	•	•	•	•	•	•	•	•	•	•	ESTABLISHING MUTUAL INTEREST Can find win-win formulas where colleagues feel they share the same goals as the organisation. Knows when to trust colleagues to pursue the best and most rational solution rather than just look after their own self-interest.
	•	•	•	•	•	•	•	•	•	•	DIFFUSING CONFLICT Can predict when disagreement with and between colleagues is likely. Able to resolve conflict over differing views to a problem. Effective at settling argument.

RATING SCALE -

9 or 10	CRITICAL for a really good job performance
7 or 8	IMPORTANT for a good performance
5 or 6	BENEFICIAL for it contributes towards a satisfactory job performance
3 or 4	USEFUL in a general sense, although does not contribute greatly to job success
1 or 2	IRRELEVANT for it offers no advantage in this job

JRE CHART (Style)

JOB TITLE:

JOB ASSESSOR:

DATE:

LEADERSHIP DECISION MAKING STYLES



Figure 1. The four leadership decision making styles explored by the G-LJI and LJA

LEADERSHIP PREFERENCE

Please study the four leadership decision making styles in Figure 1. Consider the needs of the job under scrutiny and rank order the ideal job holder's **preference** for each style. Rank the styles as follows:

RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal preference
1	THE STYLE THE JOB REQUIRES MOST	
2	THE SECOND PREFERRED STYLE	
3	THE THIRD PREFERRED STYLE	
4	THE FOURTH PREFERRED STYLE	

LEADERSHIP JUDGEMENT

Please study the four leadership decision making styles in Figure 1. Consider the needs of the job under scrutiny and rank order the ideal job holder's **discernment or judgement** when using each style. Rank the styles as follows:

RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal preference
1	THE STYLE USED MOST EFFECTIVELY	
2	THE SECOND MOST EFFECTIVE STYLE	
3	THE THIRD MOST EFFECTIVE STYLE	
4	THE FOURTH MOST EFFECTIVE STYLE	

APPENDIX 14: Behaviour Description Interview Questions for Leadership Style

NAME OF COMPLETER

DATE:

INSTRUCTIONS: See the Completer's Statistical Report:

RESEARCH BEFOREHAND	NAME STYLE (S)	JOB IMPORTANCE
What style(s) was underused?		Critical/Desirable/Useful
What style(s) was overused?		Critical/Desirable/Useful
Which style(s) is critical for job success?		Critical

Based on this analysis, which style should be explored at interview?

'During this Interview we would like to explore your use and understanding of the (Directive/ Consultative/ Consensual/ Delegative) leadership style. Tell us about a time when you have used this style successfully.'

PROBE	SCORING CRITERION	SCORE (2, 1 OR 0)
What was the situation/ task?	IF THIS WERE ME, WOULD I USE THIS STYLE IN THAT SITUATION?	MAX 2
Describe what actions you took.	IF IT WERE ME, WOULD I TAKE THAT ACTION WHEN USING THIS STYLE?	MAX 2
What result did you get?	IS THIS AN OUTCOME THAT IS CREDIBLE FOR THIS STYLE IN THIS SITUATION?	MAX 2

Thank you. Now we want to explore your use of this style from another angle. This time, please tell us about a time when you used the style and things went wrong.

PROBE	SCORING CRITERION	SCORE (2, 1 OR 0)
What was the situation/ task?	THE STYLE SHOULD NOT SUIT THE SITUATION.	MAX 2
Describe what actions you took.	THE ACTIONS DESCRIBED ARE INCONGRUOUS WITH THE STYLE.	MAX 2
What result did you get?	THE RATIONALE IS WELL EXPLAINED AND CREDIBLE	MAX 2

Thank you telling us about that. From your past experience of using the style:

PROBE	SCORING CRITERION	SCORE ½ for each point
What are the plus points about using this style – what are its main strengths?	SEE APPENDIX 8 FOR DESCRIPTION OF THE STYLE AND ENSURE THE POINTS CONCUR.	MAXIMUM 3
What are the minus points about using this style – what are its main weaknesses?	SEE APPENDIX 8 FOR DESCRIPTION OF THE STYLE AND ENSURE THE POINTS CONCUR.	MAXIMUM 3
What other features of this style are important to acknowledge?	SEE APPENDIX 8 FOR DESCRIPTION OF THE STYLE AND ENSURE THE POINTS CONCUR.	MAXIMUM 2

TOTAL POINTS:

APPENDIX 15: Behaviour Description Interview Questions for Critical Areas of Leadership Competence

NAME OF COMPLETER

DATE:

INSTRUCTIONS: See the Completer's Statistical Report and Balance of Judgement Questions:

RESEARCH BEFOREHAND	QUESTION (S)	JOB IMPORTANCE
What question(s) was underused?		Critical/Desirable/Useful
What question(s) was overused?		Critical/Desirable/Useful
See Appendix 10 – will over or under use affect a critical competency for job success?		Critical

Based on this analysis, which competency should be explored at interview?

'We would also like to explore your use and understanding of the leadership judgement question (Interviewer names question).'

PROBE	SCORE (4,3,2,1 OR 0)
<i>On a general basis, how is this question important to leadership?</i>	
<i>Not all of your scenarios finished in the way you intended. Can you say whether your answers to this question might explain that?</i>	

'This question is linked to the leadership competency of (Interviewer names competency. Tell us about a time when you have used this competency successfully.'

PROBE	SCORING CRITERION	SCORE (2, 1 OR 0)
<i>What was the situation/ task?</i>	IF THIS WERE ME, WOULD I USE THIS STYLE IN THIS SITUATION?	MAX 2
<i>Describe what actions you took.</i>	DOES THIS SQUARE WITH APPENDIX TWO?	MAX 2
<i>What result did you get?</i>	IS THIS AN OUTCOME THAT IS CREDIBLE IN THIS SITUATION?	MAX 2

'Thank you. Tell us about another time when you have used this competency successfully.'

PROBE	SCORING CRITERION	SCORE (2, 1 OR 0)
<i>What was the situation/ task?</i>	IF THIS WERE ME, WOULD I USE THIS STYLE IN THIS SITUATION?	MAX 2
<i>Describe what actions you took.</i>	DOES THIS SQUARE WITH APPENDIX TWO?	MAX 2
<i>What result did you get?</i>	IS THIS AN OUTCOME THAT IS CREDIBLE IN THIS SITUATION?	MAX 2

TOTAL POINTS:

APPENDIX 16:

The Written Exercise

NAME OF COMPLETER:

DATE:

WRITTEN EXERCISE – LEADERSHIP JUDGEMENT

STATE SELECTED LEADERSHIP STYLE OR COMPETENCY:

Describe the SITUATION or TASK that you faced:

List the ACTIONS that you took and describe the behaviour you displayed:

Describe the RESULT you achieved and how this compares with the outcome you intended:

Continue overleaf

APPENDIX 17: LJA PREDICTION EXERCISE

NAME:

LEADERSHIP PREFERENCE SELF-PERCEPTION



Figure 1. The four leadership decision making styles explored in the LJA

Please study the four leadership decision making styles in Figure 1. Consider your **preference** for each style then rank the styles as follows:

RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal preference
1	THE STYLE I FAVOUR MOST	
2	MY SECOND PREFERRED STYLE	
3	MY THIRD PREFERRED STYLE	
4	MY FOURTH PREFERRED STYLE	

LEADERSHIP JUDGEMENT SELF-PERCEPTION

Please study the four leadership decision making styles in Figure 1. Consider your **judgement** in using each style and then rank the styles as follows:

RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal preference
1	THE STYLE I USE MOST EFFECTIVELY	
2	MY SECOND MOST EFFECTIVE STYLE	
3	MY THIRD MOST EFFECTIVE STYLE	
4	MY FOURTH MOST EFFECTIVE STYLE	

ABOUT THE EDITOR

Bob Morton is a senior international HR professional with extensive experience in Human Resources Management and Organizational Development. Bob has worked in all areas of Human Resource Management from Employee Relations through to Talent Management and Organizational Development. Until the takeover of Ciba by BASF, Bob was the global senior expert in the Ciba Global People Development Competence Centre and Global Head of Organizational Development. He transitioned in 2009 to an external consulting role specializing in OD, HR management and Leadership assessment and development. He specializes in leadership team and board development and has worked with a diverse range of international businesses including BASF, Tata Motors, Bahrti Axa, P&G, Alstom, Voith and Siam group. He edited and co - authored a book on International HRM, 'The Global HR Manager' with Professor Pat Joynt and is a visiting speaker on UK and International MBA programs. He has been a keynote speaker at national and international events including CIPD and SHRM national and global conferences and the UN Global HR conference in Geneva, EAPM Congresses and the WFPMA and IFTDO World Congresses on Human Resources.

ABOUT THE AUTHORS

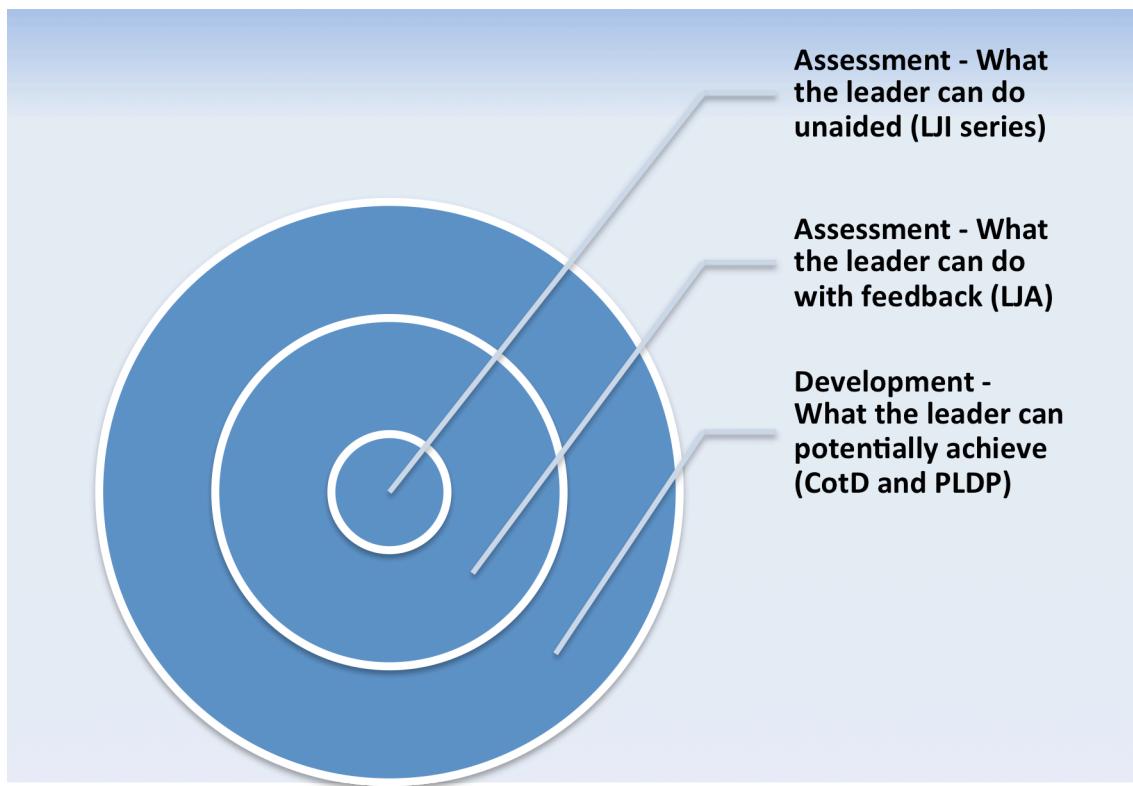
Mick Lock is one of the co-founders of Formula 4 Leadership Ltd and the leadership framework behind it. He is both an occupational and educational psychologist and member of both divisions of the British Psychological Society. As such, he brings differing perspectives to bear on the development of the Leadership Judgement Assessor. His current work takes him into a range of organisational contexts, usually engaged in the selection and development of senior managers. He currently specialises in running one-to-one 'assessment centres' for individual doctors in training.

Bob Wheeler is one of the co-founders of Formula 4 Leadership Ltd and was a joint developer both of the Formula 4 Leadership Model and the LJI. He graduated in law from Cambridge University, qualified as a barrister then worked in a range of increasingly senior human resources positions in industry for 15 years. He has run his own management consultancy since 1990 focusing upon the achievement of change and improving performance through people. In addition to leadership, he has particular interest in negotiation, coaching and development.

TECHNICAL DIRECTION

Nick Burnard started working with Formula 4 Leadership having being approached to computerise the LJI's scoring and report-generation process. Having initially been trained in systems analysis, he has worked in both computer application development and computer infrastructure management for the past 25 years in a variety of companies within the manufacturing and telecoms sectors. He has run his own IT Solutions company for the last five years, working on computer infrastructure and application hosting projects, with special focus on internet-based deployments. He has a particular interest in the development and deployment of automated testing applications using internet and web-based technologies.

THE LEADERSHIP JUDGEMENT SUITE – INSIGHTS INTO LEADERSHIP DECISION MAKING



This Professional User Guide provides must-know information about the LJA, a member of The Leadership Judgement Suite, an integrated package of tools for assessing and developing leadership. The simplicity of the process belies the power of the approach to get to the heart of a leader's decision making potential within minutes.

The process provided by the LJA can help provide a holistic picture of the leader's decision making capability when used in combination with the Leadership Judgement Indicator (LJI) series, Coach on the Desktop (CotD) and the Personal Leadership Development Programme (PLDP). The coherence offered by the three discrete processes provides the Professional User with a unique combination of insights that is not available from any other source.

The LJI series, which includes the original LJI, as well as its further iterations, provide a clear summative assessment of the leader's current level of leadership judgement and the extent to which they are drawn to the various styles of decision making. The LJI is a premium situational judgement test, underpinned by a set of clear principles that have been used to create the scenarios it contains. These principles also gear the situational enquiry that is posed by the LJA, PLDP and CotD. The principles are the bedrock upon which all products are based and provide the coherence suggested by the model above and the following rationale:

THE LJI METHOD: 'Here is a leadership decision making situation. Put yourself in the position of the leader and rate the appropriateness of these four decision making styles. When you have completed we can compare your approach and discernment with that of others who have previously completed the test.'

THE LJA METHOD: Study the Leadership Decision Making Model and relate it to your recent leadership activity. Choose two examples of each style where you have used that style to good effect. Taking each scenario in turn, use the LJA to analyse your thinking to ensure that the style you have assigned squares with the logic you have used to answer up to ten questions about the situation. As you progress, obtain feedback from the LJA and adapt your thinking for the next scenario according to the feedback you receive.'

THE CotD and PLDP METHOD: 'What development needs have been identified from your completion of LJI and/or LJA? Over the next few days, choose scenarios where you have, or will, use that approach and enter them into the software. The software will keep an active record of your progress and thinking. Within the period of your use of the PLDP/CotD, expect your approach to leadership decision making to have become more balanced and rounded, so that you naturalistically employ the styles with greater wisdom and discernment.'