

Professional User Guide

Developing Children's Participation in Family Decision Making



using the

Parenting Judgement Indicator (PJI)

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Foreword

I used to think that parenting was easy. Mainly because I didn't really know what I was doing as a parent and also because I enjoyed it so much. I certainly made many, many mistakes – some of which were obvious at the time; more of which became obvious later – but that didn't stop me blundering about in my own way. It's only now, with the critical eye of a grandparent and after a long career in social work, that I am really beginning to appreciate the complexity, variety and creativity of parenting.

I know now that it is too easy to assume that there is a 'right' way to parent - my way. I know also, as a welfare professional, that it is too easy to think of parenting only in terms of the challenges, anxieties and responsibilities it presents and not about the fundamental human joy of helping children grow.

The PJI starts from the recognition that parents are motivated to parent well, even in the most challenging of circumstances and that parents can adapt and improve their parenting. It also recognises that a key object of parenting is to enable children to develop their autonomy and sense of agency as they grow to the point that, one day, they will live their lives more or less independently.

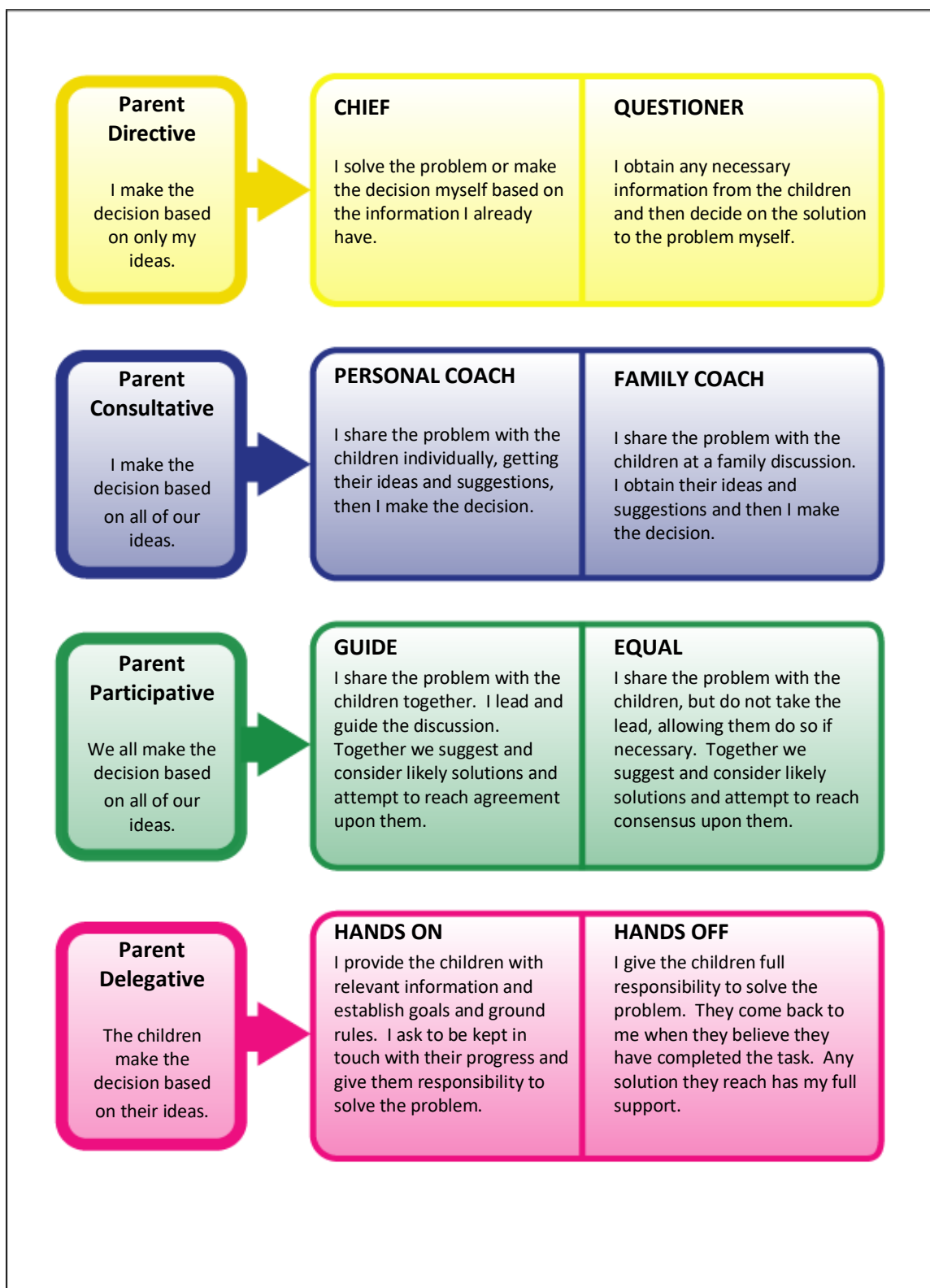
The PJI is a robust, practical and effective way to engage parents in reflecting on their parenting style and how this may impact on how their children grow into adulthood. It promotes parenting that is self-aware, flexible and responsive. It recognises children as key stakeholders in parenting and it does so in a way that is respectful of children and parents.

I only wish I had read it earlier!

Prof. Ian Butler, FAcSS

Ian Butler is retired Dean of the Faculty of Humanities & Social Sciences, University of Bath. He is a Fellow of the Academy of Social Sciences, an Honorary Member of the Council of the NSPCC and a former Member of the Board of the Children and Family Court Advisory and Support Service. He is a past Editor of the British Journal of Social Work and a former Chair of the Joint University Council Social Work Education Committee. For many years, he worked, on secondment, as a full-time Special Advisor to successive First Ministers of Wales, following a career in social work practice and management.

DECISION MAKING MODEL FOR PARENTS AND CARERS



Section One:

Introduction to the Guide

For the development of children's participation
in family decision making

- The Background
- The Parenting Judgement Indicator (PJI)



Chapter One - The Background

Focus of the Guide

This Guide focuses on the development of children's participation in family decision making. It is intended for use by professionals who work developmentally with parents, carers and all those who act in loco parentis of children and young people in home and residential settings. Although the terms 'parent' and 'parenting' are used throughout this Guide, the Professional User should interpret these expressions according to their own intended use and circumstance.

The Child's Need for Self-Realisation

Children have to operate and have decisions made for them within family structures established by their parents. This can create a tension between the parent's need to be in control and the child's reasonable need for self-realisation. This tension becomes very obvious by 10 years of age. This Guide is aimed at helping parents become more mindful of this; it can be used to strengthen parental awareness, knowledge and skills about children's participation in family decision making.



Reality Check

When researching the views of children, Davey (2010)¹ found that, 'most children in our sample were generally dissatisfied with their level of input into decision making processes'. Although Davey found good examples where individual parents had proactively created inclusive environments, in general these opportunities were not the norm. Children felt that adults often gave their opinions low status and they were not told whether and how their opinions had been taken into account. Davey argued, 'Irrespective of the setting in which a decision was being made, the effect of not being listened to was to leave children feeling belittled, powerless and undervalued.'

Vitaly, Davey concluded, '... that even very young children can take a very rational and reasoned approach to decision-making – a finding which reiterates the importance of engaging children in participatory processes from a young age. Doing so not only benefits the children in terms of developing their negotiating, thinking and networking skills, but it also helps ground decision-making process in the lived reality of children's worlds as well as empowering children to access their rights to participation and to have a say – the effect of which is to make children feel respected, valued and

¹ Davey, C., Burke, T. and Shaw, C. (2010) Children's participation in decision-making, A Children's Views Report, Children's Commissioner

active citizens in a shared community.’

The Answer

The purpose of this Guide is to assist professionals who aim to:

- (a) support parents to become more appropriately participative in family decision making;
- (b) help parents develop an awareness of the best and most fitting times to be more inclusive;
- (c) address the use of power in family life so that home environments can become more healthily child-centred.



In the words of Butler (2005)², Professional Users of this Guide will be seeking to create family environments that recognise, ‘children’s inclination towards participatory forms of engagement in family life and (which are) sensitive to children who are in the process of developing their capacity for autonomy and independence.’ The parents will then be more able to help their children be better prepared for life in a democratic society beyond the home.

At the heart of this Guide is an online questionnaire, the Parenting Judgement Indicator (PJI). The PJI can be used to devise questions that can assist the Professional User’s work with parents in developing a more rounded and balanced approach to family decision making with children. Participation does not happen on its own - family-based decisions emerge that are inclusive only because parents have the awareness, knowledge and skills to bring this about. This involves an understanding and acceptance that decision making with children is a process of constant negotiation and renegotiation within an essentially unequal power structure. The PJI, if used in combination with this Guide, can act as a major intervention in encouraging more aware family decision making environments.

A Focus on Interaction

The PJI concentrates on the interactions between parents and their children. It does this by specifically focusing on the decision making process. It explores the manner by which one or more parents interact with their children about decisions of various levels of importance. Importantly, the PJI can be especially useful in helping to gauge the consistency by which an individual parent makes similar decisions over time; vitally, it can also shed light on consistency between different parents in similar decision making situations.

Levels of Participation

Children’s participation in family decision making happens at a number of levels, which range from adult-centred to child-centred decisions. These can be listed as follows:

² Butler, I., Robinson, M. and Scanlan, L. (2005) Children and Decision Making, Joseph Rowntree Foundation, National Children's Bureau.

- i. The first level is where the parent needs to retain complete control. This might be in a situation of danger when the parent tells the child what to do and where to go to avoid getting hurt.
- ii. At the next level a child might be required to provide a simple piece of information to aid parental decision making. This might be a simple fact such as where their friend lives with whom they have asked to play.
- iii. At the third level, they may be asked to offer their opinion or to describe their feelings on a matter. For example, this might concern which of two films to watch on the television.
- iv. The fourth level is where the child is asked to collaborate democratically in the decision making process. Here, power with the child is equalised. This might be, for example, over what to have for the next meal from a range of given choices.
- v. Finally, the child might be allowed the freedom to make the decision. Here the decision is released or delegated to them, so that they have full responsibility to resolve the issue and the parent agrees beforehand to accept whatever decision the child makes. An example might be, after appropriate guidance and occasional review, about how to spend their pocket money.

The extent to which parents are consciously aware of these levels, and seek to gauge which is appropriate, will vary from family to family. They may even vary from one parent to another within the same family. Sometimes, the 'permission' to influence at a certain level is disputed between two parents. In those circumstances, the Professional User can help bring greater consistency between the parents to assist them in becoming more mindful and collaborative in their use of participation at its differing levels.

The Need for Proactivity

If parents have the power to determine the structure and level of participation within family life, then a certain amount of parental proactivity may be necessary to utilise the opportunities afforded by the different levels of participation. Developmental use of the PJI can teach parents to anticipate and experiment by using power differently, rather than to stick to previous family scripts. It also encourages parents to differentiate between children so they adapt the level of participation to the needs, readiness and maturity of each child.

Parents who follow the approach advocated here will hopefully encourage children to be more active in the family decision making process. Children can be assisted to seek greater autonomy by negotiating within the limits and boundaries set by the parents. By encouraging children to negotiate, the wisdom of the child can become a more obvious family resource. The child can also develop levels of competence in decision making that they can take outside their family and into the wider world. This can aid their citizenship.

Conscious Gearing of Participation

It is important for parents to be conscious about the way they use power in their dealings with children; to mindfully appreciate the extent to which they choose to direct, consult, participate or delegate. It is particularly important for them to understand how they gear their level of participation

to the needs of the child; whether they are excessively using any one style or perhaps not allowing a style to be on their 'radar'. By gearing development activity around this Guide, Professional Users can influence parenting judgement about the use of styles, encouraging parents to flex away from their family scripts and personal proclivities. Especially important, they can help parents to actively think about creating opportunities to take a more participatory approach. This can then bring about the following benefits.

The Benefits of the Approach

By using the PJI and this Professional Guide, an approach to family decision making can be encouraged that:

Supports strong family relationships: guidance is provided about the appropriate use, equalisation and sharing of parental power.

Utilises the wisdom of children: the approach taps into 'the capacity of children to engage meaningfully and purposefully in determining the conduct of family life.'³

Helps children speak out and get heard: create opportunities for healthy debate - the approach signposts the best contexts to manage disagreements and so allow areas of tension to be aired and then resolved.

Provides predictability to decision making from day-to-day: allowing parents to deal with issues the same way tomorrow as today. This lends sureness to family decision making.

Offers consistency between adults: parents are able to agree a common approach to the same sort of issues. Both parents can then 'sing off the same sheet' with the same child.

Enables parents to be clear about limits: the children have clarity about what will happen and the way decisions will be made in the face of certain circumstances and behaviours.

Avoids emotional upset: parents are able to adopt a 'neutral' and facilitative stance. Emotionality is reduced so interactions are more 'adult' and not complicated by problems with emotional control.

It gives new skills to parents: the approach develops skills in new carers and parents and sharpens the skills of those who are more experienced. All have something to learn.

A practical approach: the method can easily be built into the course of the parent's day-to-day interactions with children.

Trust: the approach puts trusting children high on the agenda.

Respect: children's views are taken seriously.

Promotes fairness: the model provides a reasonable approach to the way decisions are made, as well as positive attitudes towards their outcomes, so banishing feelings of 'unfairness'. Ian Butler et al⁴, in their seminal work, conclude '... it is important for all of those with an interest in families and in the provision of services to families to ... respect and respond to children's claims to fairness and equitable treatment.'

³ Ibid., p.6

⁴ Ibid.

Chapter Two -

The Parenting Judgement Indicator (PJI)

Introduction

The PJI contains 16 scored family decision making situations where a choice is required. The task of the person completing the PJI is to put themselves in the position of the parent in each scenario and decide upon the appropriateness of four different ways of engaging with the children. Where the child's age is not specifically given, they have to assume that the children in each scenario are in the 9 – 11 age range. This is the age range where the tension between the parent's need to be in control and the child's need for self-realisation can be most obvious. However, it is not intended to restrict the people who complete the PJI to parents of children within the 9 – 11 age range for the scenarios raise issues that are identifiable to all parents.

The parent completing the PJI is simply required to work their way through the questionnaire as quickly, openly and honestly as possible, only using the information available to them in the scenario, until they have rated all 64 decision choices. They are told that it usually takes 40 minutes to complete the exercise.

The following is a typical scenario and the one that is used as a familiarisation item within the PJI:

Day Out with a Grandparent

The grandmother of two grandchildren is going on a day trip with a friend. Unfortunately, the friend has become poorly. The grandmother has contacted the parents of her grandchildren and offered to take one of them with her instead. The problem is that each child is equally deserving and both children would like to go. No further tickets can be purchased and the grandchild who cannot go is likely to be disappointed and will make their disagreement clear.



The decision to be made is which child should go on the outing with Grandmother on this occasion.

After studying each scenario the PJI Completer is presented with four possible ways of interacting with the children. In this example, the four decision choices might look as follows:

- a) *The parents decide who will go with their Grandmother.*
- b) *The parents ask the children to decide between themselves who should go.*
- c) *The parents attempt to come to a consensus with the children about who should go.*
- d) *The parents discuss the matter with the children, listen to what they say, and then they decide who should go.*

Having studied the scenario and the four decision choices, the parent completing the PJI is next asked to rate each alternative using the following rating scale, whilst trying to avoid the 'Unsure' rating as much as possible:

1 - Totally Inappropriate; 2 – Inappropriate; 3 – Unsure; 4 – Appropriate; 5 - Highly Appropriate

In this example, the respondent might view (a) and (c) as both inappropriate. Therefore, they might rate (c) with a '2' because they believe this will be difficult to achieve and rate (a) with a '1' as they believe it could create too much discord. On the other hand, they may see (b) and (d) as both feasible and rate (b) with '4' and (d) with a '5' as it seems highly appropriate in this situation.

Discernment is required when making such ratings and this is what is referred to as 'parenting judgement'; how accurately the parent can discern the most appropriate way of engaging with children. As a consequence, so as not to compromise the results, the person completing the PJI is not encouraged to complete the PJI collaboratively with another parent or carer.

The Decision Making Model

The four decision choices given after each scenario in the PJI represent the four possible ways of engaging with children shown in the 'Decision Making Model for Parents and Carers' on Page 3 of this Guide. The Directive, Consultative, Participative and Delegative styles are four distinct approaches that those in a parenting role can adopt in decision making situations with children and young people. Although always worded slightly differently, these same four choices are offered after every PJI scenario, but the scenarios are all crafted in such a way that only one style is ever the 'best-bet' answer. The process and rationale for creating scenarios, their decision choices and how they link with the model is described in Appendix Five.

The four main styles offer a gradient in the use of power. The Directive approach is very parent-centred, for this is where the parent retains control. The Consultative approach gives the child some influence over the decision but the adult still makes the ultimate decision. The Participative approach involves collaborating with the child and giving them an equal say in the decision. This involves the use of consensus where both adult and child have to feel comfortable about the solution chosen. The fourth style is where control over the decision is offered to the child, who is given responsibility to make the decision.

The 'Decision Making Model for Parents and Carers' on Page 3 also shows how each of the four styles can be used in two different ways, each being a variation on the major theme. These sub-styles are useful when the Model is being employed to train and develop parents. The four main styles are described in detail in the final section of the PJI Profile Report, an example of which is shown in Appendix One. The eight sub-styles are described in detail in Appendix Three. Appendix Four shows how the four main styles can be categorised into pairs. This can be a very useful when attempting to interpret PJI Profile Reports and when formulating developmental questions that might be presented to parents. It should be used when seeking meaning for the Judgement and Preference scores given in the report – see the report in Appendix One. More is said about this in Chapter Four.

The PJI Demands a Growth Mindset

Users of this Professional Guide will hold a 'growth mindset'⁵ about parents and parenting. They will be an advocate for the view that parents can grow and develop in their role. They will use this Guide with that belief in mind.

This contrasts with those who have a 'fixed mindset' that assumes that any parent's ability is a static entity that cannot be developed in any meaningful way. A 'growth mindset,' on the other hand, involves encouraging parents to use every opportunity, difficulty or challenge as a springboard for progression and for the stretching of existing abilities.

The following tenets provide the setting conditions for such a mindset:

- no one decision making style depicted on Page 3 is universally applicable to all family decision making situations;
- no one decision making style is inherently better than any other;
- effective parents gear their style to the nature of the issue and the developmental stage and characteristics of the children involved;
- each decision making situation can be evaluated to determine the most appropriate decision making style;
- effective parental decision making involves a preparedness to adopt different styles of decision making;
- effective parental decision making is a skill that can be learned;
- parental decision making with children is enhanced when parents evaluate their approach against the following principles.



The PJI is Driven by a Clear Set of Principles

The PJI's parenting model is principle-driven. These principles, which have been derived from the authors' work in other settings where there is a power imbalance⁶, can aid effective parental decision making behaviour and have been used to craft the PJI's 16 scenarios. It is through the parent's adherence to these principles that successful parental decision-making is predicted. By following

⁵ Dweck, C. S., (2006) *Mindset: How You Can Fulfill Your Potential*, Ballantine, NY

⁶ Lock M, Wheeler R, Burnard N, Cooper C. *Leadership Judgement Indicator Manual*. Oxford, UK: Hogrefe; 2005.

these principles, any parent will increase the likelihood of successful communication with their children. They help to focus a parent's time and energy.

The principles that follow form the foundation of the PJI and the Formula 4 Parenting approach. When encouraging children's participation in family decision making it is recommended that parents should follow these ten principles:

1. Consider how important the decision is for every member of the family.
2. Consider whether there is any pressing time constraint about making the decision.
3. Not always assume that they know everything.
4. Consider whether the decision is best worked on with the children separately or together.
5. Be as clear as possible about what they are trying to achieve.
6. Consider whether the decision is a very good opportunity to develop the children involved.
7. Involve children in decision making on every matter where they are ready, willing and able to participate.
8. Consider whether there is an opportunity to develop autonomy and independence in the children.
9. Consider whether their goals differ from those of the children.
10. Recognise the importance of fairness.

The PJI focuses on how the parent applies these principles in situations where a decision needs to be made and the parent has to determine the best way of engaging with the children involved. These principles act as the framework for assessing the parent's preferences when answering the PJI and their ability to analyse each scenario in a way that would be likely to lead to a successful resolution of the situation with the children.

Ten Skills Enable Growth

The ten principles give rise to ten parenting judgement skills. Focus on these enables parents to implement the ten principles effectively. It is these skills that can be a focus for developmental activity. They can be broken down into two groups as follows:

Five of the skills relate how effectively the parent assesses the decision making situation itself, rather than the children involved:

1. **WHOLE FAMILY THINKING** - The ability to tell how important this issue is; can tell whether this situation could have an effect on the wider family; knows how important this decision could be when reviewed in a few months'/years' time; can see whether this could have a long-term effect.

2. **DECISIVENESS** - Does not waste time; able to take quick and effective action; can act in a critical moment or crisis; can 'strike while the iron is hot'; not over-cautious and will not procrastinate.
3. **AWARENESS OF PERSONAL LIMITS** – The parent is able to tell whether they have all the information they need at their fingertips; can gauge whether they know enough and whether they need to investigate further before acting; knows the limit of their skills and past experience in reaching a decision; knows when and if to involve others, including from the wider family or professionals if necessary.
4. **CHAIRING** - Can run a family meeting of two or more people; is able to get others to explore issues in a reasonably structured way; can set the best timing, length and content of family meetings; can see whether meetings are the best way of sorting a problem out or whether the issue requires some individual problem solving, perhaps by giving people personal tasks before, after or instead of meeting.
5. **TARGET SETTING** - The ability to describe the situation according to what is happening now and the desired state of affairs; shows clarity about the steps that need to be taken to get from one to the other - clear about what is wanted and the way ahead; able to explain what any problem is and what needs to be done to solve it; can set short, medium and long-term targets.

The second set of five skills relate to how effectively the parent assesses the needs and capabilities of the children involved, as opposed to the task or situation:

6. **DEVELOPING OTHERS** – An understanding of the development needs of children; will find opportunities to develop the skills, awareness, attitudes or confidence of children. They are genuinely interested and motivated by opportunities to develop their children.
7. **UNDERSTANDING FEELINGS** – Can gauge likely child commitment to possible solutions; understands the likelihood of acceptance of decisions; can find ways to gain child commitment or acceptance of a decision; can do this in such a way that child motivation, willingness and confidence levels can be maintained or increased.
8. **UNDERSTANDING ABILITY** - The capacity to weigh up whether children have sufficient information, awareness, experience, skills and maturity to be involved in making the decision. They know when to involve a child when working on a solution; can judge child readiness for working together.
9. **PULLING TOGETHER** - The ability to find win-win formulas where the child feels they share the same goals as the adults. They know in what circumstances to trust children to pursue the best and most sensible solutions rather than just look after their own self-interest.
10. **SETTLING ARGUMENTS** - The ability to overcome disagreements; able to find bridges between differing perceptions of the situation; can predict when dispute is likely; effective at solving conflicts and settling arguments fairly and amicably.

The Technical Properties of the PJI

Appendix Five offers a detailed description of the rigorous way that the PJI's has been developed in order to ensure its technical excellence. The PJI is based upon a substantial body of research and has impressive reliability statistics. Information about its concept validity and other psychometric characteristics is provided in Appendix Five as well as information about those academics and experts who have contributed towards its current state of development.



Section Two: The Developmental Guide

For the development of children's participation in
family decision making

- The Process - How to use the Guide
- Preparing for the Development Discussion
- Worked Examples



Chapter Three -

The Process - How to Use the Guide

Introduction

It is important to ensure that good practice is followed when using the PJI. If employed in the way recommended here, this Guide will help provide a sound logic and rationale for those who are involved in the development of parents. Whatever the setting, this Guide provides the Professional User with a methodology that can contribute to raising the standards of care for children. This also applies to residential care settings.



To make best use of this Guide, the Professional User will take several sequential steps that will enhance the efficacy of the approach. The steps in the process are summarised here and then dealt with in more detail below to assist the practitioner:

1. Gain access to the Parenting Judgement Indicator (PJI).
2. Ask the parent or carer to complete the PJI.
3. Analyse the findings and prepare for a development discussion with the parent.
4. Invite the parent to complete the prediction exercise.
5. Hold a development discussion with the parent in a collaborative manner.

Step one: Gaining Access to the Parenting Judgement Indicator, PJI

In order to use this Guide in the way advised, the intending Professional User needs to gain access to the PJI from the Publisher⁷.

Step two: Invite the Parent to Complete the PJI

Parents should be appropriately briefed about completion of the PJI. It is recommended that particular emphasis be given to explaining the rationale for using the PJI. An example of wording that might be included in correspondence with the parent is as follows:

Dear XXXXX

In advance of our meeting on (date) I would be grateful if you could complete an online questionnaire, the Parenting Judgement Indicator, PJI. It is a very useful tool for helping

⁷ Currently Formula 4 Leadership Ltd, Highfield House, 124 Derby Road, Long Eaton, Nottingham, NG10 4LS, Derbyshire. Telephone: 0115 974 4888. Email: yvonne@formula4leadership.com.

families grow and develop, especially because it offers ideas for helping communication with children. During our meeting we can talk about your responses to the PJI and explore what development ideas it suggests.

To complete the PJI, please go to:

URL: <http://pji.formula4parenting.com/default.aspx> and enter the following -

USER NAME:

PASSWORD:

Please follow the online instructions carefully. We would like to emphasise the following points:

- Please complete the PJI in one sitting (it should take about 40 minutes).*
- Make sure you are undisturbed while completing it.*
- Do not discuss your responses with others as we want this to be about your own opinions.*
- Respond openly and naturally so that we get an accurate reflection of your viewpoint.*

You will find that completing the PJI is interesting, engaging and enjoyable. If you encounter any difficulty please do not hesitate to contact me at (telephone/email). Please ensure that you complete the PJI by (date) to give me time to prepare for our discussion.

Best regards

(Name of person administering the PJI, and contact details)

Step Three: Analysis of Findings and Preparing for the Development Discussion

The parent's PJI Profile Report (see example in Appendix One) is a confidential document and should only be used for the purpose that was originally intended and explained to the parent.

When studying the Profile Report it is important to understand that it is based on the answers that the parent gave to a diverse range of 16 scored scenarios. The parent's task was to put themselves in the position of a parent and decide upon the appropriateness of different ways of involving the children in specific decision making situations. Therefore, when analysing the Profile Report, it is important to remember that it is based on the answers the parent gave, at that moment in time, about appropriate behaviour when managing interactions with children.

The PJI Profile Report gives the Professional User key areas to explore with the parent. These allow the Professional User, through discussion, to investigate the Profile's meaning and implications for parental development.

Step Four: Invite the Parent to Complete the Prediction Exercise

It is important to prepare the parent for their PJI-based development discussion. In the period leading up to the session it is recommended that the Professional User cultivates a healthy environment, which has a collaborative feel to it. Indeed, as the PJI explores the appropriate use of power, it is incumbent on the Professional User to ensure that they model appropriate use of power during the

discussion process itself. The prediction exercise given in Appendix Four is an important way of signalling this.



The benefits of using the prediction exercise described in Appendix Four can be listed as follows:

1. Predictive profiling makes the feedback process more efficient. Predictive profiling helps parents understand and appreciate the concepts that are being employed. Predictive profiling can, therefore, reduce the computational burden on the parent during the discussion itself.
2. Predictive profiling strengthens anticipation. By engaging with the parent about the likely look of their profile, their interest is captured and their enthusiasm to engage with the Professional User productively is enhanced.
3. By inviting people to predict their profiles before they are disclosed encourages reflection, gains buy-in, helps encourage ownership and aids a two-way process of communication with the parent about being a parent. This is vital to cultivate if the results are not to gather dust and are to provide the basis of active self-directed learning.
4. Predictive profiling is a source of validation. Measurement inevitably involves error and the PJI profiles cannot be taken as 'true' without being validated with other evidence. This 'evidence' must include the viewpoint of the parent. In situations where a parent is able to accurately predict their profile, or parts of their profile, it can add weight to its legitimacy, relevance and importance.
5. Predictive profiling can provide information about the parent's self-knowledge. Thus, the congruence or discrepancy between expected and actual profiles can give an index of self-awareness. People who have good self-awareness tend to be more effective in inter-personal situations. For this reason, the congruence between expected and actual profiles can be a useful source of information to the Professional User.

Step Five: Hold the Development Discussion with the Parent

Chapter Four describes how to prepare for and hold a development discussion. Chapter Five, offers worked examples of the fruits of developmental discussions with parents.

Chapter Four -

Preparing for the Development Discussion

How the Profile Report Describes a Parent's Performance

The PJI Profile Report gives information about two main things:

1. The extent to which each of the four approaches to decision making appealed to the parent. This is their 'Preference' for the style.
2. Whether the parent used each one of the four approaches appropriately . This is their 'Judgement' in the use of the style.

Feedback in the Profile Report about Preference and Judgement is described as displayed in Table 1. The descriptions offer a comparison of the parent's responses against a reference group of other people who are parents or who are in loco parentis. Preference grading is given for each of the four main styles (Directive, Consultative, Participative and Delegative) and ranges from 'Very High' to 'Very Low'.

Table 1 How Preference and Judgement Grades are Reported - areas shaded in red might be investigated at discussion for each style where the description applies

PREFERENCE DESCRIPTION	JUDGEMENT DESCRIPTION
Very high	Role model
High	Noticeable strength
Above average	Strength
High average	Easily on a par with others
Average	On a par with others
Low or broadly average	Just on a par with others
Below average	Development area
Low	Clear development area
Very low	Very clear development area

Whilst the Preference description explains whether the parent was attracted to the style more or less than others, the Judgement description shows whether they were able to choose the style appropriately to suit the situation. The Judgement scores are graded from the 'Role Model' (a performance that is strong enough to be emulated by others) through to that which is a 'very clear development area' (it is probably be undermining the quality of the parent's decision making with children and should be addressed as a matter of some urgency).

Table 1 is colour coded to assist the Professional User in their choice of questions. Wherever the parent is graded in the red zone then that issue should be considered for discussion. As discussions are typically time-limited and some parents may have several scores that are worthy of deeper investigation, the Professional User will need to prioritise what questions to pose. When attempting to do this they should use the following criteria:

1. Judgement questions take priority over Preference questions as they concern the wisdom the parent is employing when deciding when or when not to be participative.
2. If more than one style has Judgement grades that fall within the 'red zone' then the specific needs of the children should be considered. It might be, for example, that the child or children have a need for empowerment and the parent has low Judgement scores in both the Consultative and Participative styles. As the orientation model in Appendix Four shows, the Consultative style relates more strongly to staying in control than to empowerment, whilst the Participative approach is firmly empowering. In such an instance, the Professional User is recommended to choose questions that explore Participative decision making.
3. If more than one style has Judgement grades that fall within the 'red zone', and Judgement in all styles is deemed important for family well-being, then the extremity of the grade should be used to select questions. Thus, questioning about a 'very clear development area' takes precedence over a 'clear development area' and so forth.
4. Where Judgement grades are all within the 'blue zone', Preference 'red zone' grades should be chosen for discussion. If more than one style has extreme Preference grades, then priority lies with discussing those that are the most extreme.
5. If two or more styles have Preference grades with the same level of extremity, high Preference scores should take priority for investigation over low grades.



The STAR Behavioural Questioning Approach

The following guidance provides a structure for posing questions that investigate the parent's actual behaviour, where each question targets one of the identified areas described above. Parents are asked questions relating to their behaviour in specific circumstances, which they might back up with concrete examples. The Professional User then probes into the examples by asking for specific explanations about the parent's behaviour or skills. The approach of choice is described in Table 2, which utilises the STAR methodology:

Table 2 The STAR Method for Devising Discussion Questions

STAR COMPONENTS	DESCRIPTION OF THE STAR COMPONENT
S ituation or T ask	The parent describes the situation they were in or the task that they needed to accomplish. They describe a specific event or situation, not a generalised description of what they have done

	in the past. They give enough detail for the Professional User to understand the context. Usually a time frame of six months is given so that it is an example from recent behaviour.
Action taken	The parent describes the specific actions they took (not the actions of others) to address the situation. Even if describing an event in collaboration with the other parent, this question concerns the actual behaviour of the parent – what they did and said to deal with the matter (not what other adults did and said).
Result achieved	What was the result? What happened? What was the outcome? How did the event end? What was accomplished? What did they learn? Why is this a representative example? What has changed? How are things now?

Introduction to the Behavioural Questions

It is anticipated that discussion about the PJI results will be a part of other developmental activity. Therefore, after any necessary preliminaries say,

“I would now like to explore the way you completed the Parenting Judgement Indicator questionnaire. How did you find completing it?”

[Listen, acknowledge and note what the parent says.]

“I would like to ask you some questions based upon how you answered the questionnaire. You will recall that you had to read several short scenarios where a parent had a decision to make with the children. Underneath each scenario were four decision choices and you had to rate their suitability on a five-point scale to indicate their appropriateness. Those four decision choices are shown here.”

[Give the parent a paper copy of the Model in Appendix Four]

“Please take a moment to study the diagram.”

[Pause and respond to any comments.]

“I would now like to ask you some questions about your own decision making with children using that diagram to help us. That will help bring some structure to the discussion.”

[Next pose questions previously selected from the choices below. For ease of administration, these questions are provided as printable masters in Appendix Four. Table 13 on Page 26 provides the Professional User with a ready guide to enable choice of appropriate questions.]

The Discussion Questions – Low Judgement Scores

The following questions are generic and can be used for low Judgement scores of any style. The Professional User has an option to choose from the following:

Table 3 General Discussion Questions for Low Judgement Scores

GENERIC QUESTIONS for low judgement score	PROBE 1	PROBE 2	PROBE 3
Tell me about a recent occasion when you used the [name style ⁸] style effectively.	What action did you take that helped the situation?	What was the result that proved what you did was effective?	What did you learn from that experience?
Tell me about a recent occasion when you used the [name style] style and it did not produce the hoped-for effect.	Tell me what you actually did.	What was the outcome?	How would you change your actions if a similar situation occurred in the future?

The four scenarios in the PJI that investigated Directive judgement involved the parent appreciating that:

- (a) they knew enough to be able to handle the situation on their own;
- (b) they had worked successfully on that type of issue before;
- (c) that the children would readily follow their decision.

Therefore, if a parent has a low PJI judgement score for Directive decision making, the following questions can be used to explore their judgement further:

Table 4 Discussion Question for Low Directive Judgement

DIRECTIVE QUESTION for low judgement score	PROBE 1	PROBE 2	PROBE 3
There are some situations when the Directive approach is the most appropriate style to use. Tell me about a recent occasion when you have successfully used the Directive approach.	Why do you believe that you knew enough to handle this on your own without involving the children? [See Appendix Two for further probes on this question]	Why were you so sure that you knew what needed to be done to get the best solution? [See Appendix Two for further probes on this question]	You must have believed that the children would do as you said if you just told them. Why were you so certain? [See Appendix Two for further probes on this question]

The four scenarios in the PJI that investigated Consultative judgement involved the parent appreciating that:

- (a) the matter required a conversation with everybody together;
- (b) that the children could not sort matters out on their own.

Therefore, if the parent has a low PJI Judgement score for Consultative decision making, the following questions can be used to explore their judgement further:

⁸ That is, Directive / Consultative / Participative / Delegative

Table 5 Discussion Question for Low Consultative Judgement

CONSULTATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
<p>There are some situations when the Consultative approach is the most appropriate style to use.</p> <p>Tell me about a recent occasion when you have successfully used the Consultative approach.</p>	<p>[If more than one child] Why did you believe that the matter needed a conversation with everybody at once as opposed to talking to the children individually?</p> <p>[If only one child] Why did you believe it was important to get the child's views?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>Why couldn't the child/children have sorted this out on their own?</p> <p>[See Appendix Two for further probes on this question]</p>

The four scenarios in the PJI that investigated Participative judgement involved the parent appreciating that:

- (a) they grasped the importance of the decision;
- (b) they understood that the decision represented a development opportunity for the children.

Therefore, if a parent has a low PJI judgement score for Participative decision making, the following questions can be used to explore their judgement further:

Table 6 Discussion Question for Low Participative Judgement

PARTICIPATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
<p>There are some situations when the Participative approach is the most appropriate style to use.</p> <p>Tell me about a recent occasion when you have successfully used the Participative approach.</p>	<p>If you used the Participative approach it must have been an important decision. What caused you to believe that?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>Why was this a special opportunity to help the child/children learn something?</p> <p>[See Appendix Two for further probes on this question]</p>

The four scenarios in the PJI that investigated Delegative judgement involved the parent appreciating that:

- (a) the child/children could sort the matter out on their own;
- (b) the child/children could be trusted to do what was best.

Therefore, if a parent has a low PJI judgement score for Delegative decision making, the following questions can be used to explore their judgement further:

Table 7 Discussion Question for Low Delegative Judgement

DELEGATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
There are some situations when the Delegative approach is the most appropriate style to use. Tell me about a recent occasion when you have successfully used the Delegative approach.	Why did you believe that the child/children could sort this matter out on their own? [See Appendix Two for further probes on this question]	Why did you suppose that you could trust the children to do what was best in this situation? [See Appendix Two for further probes on this question]

The Discussion Questions – Exploring the Parent’s Value System

During the course of questioning about the parent’s Judgement it is possible that the parent will make a statement that the Professional User will wish to explore in more detail. In such circumstances, the Professional User may want to investigate the value system upon which the parent’s viewpoint is based. The following approach is based upon Glasser’s Choice Theory⁹:

Table 8 Discussion Questions Exploring the Parent's Value System

CANDIDATE STATEMENT	ASKING FOR A VALUE JUDGEMENT	OPENNESS TO CHANGE	FLEXIBILITY	RESPONSIBILITY
Just so I am clear about your answer to that question, would you mind repeating what you just said?	On reflection, what do you think about the way you said that? OR How did the approach you have just described help the situation?	What other explanations might you consider? OR What could you do differently in the future?	How easy would it be for you to look at a similar situation in a different way in future? OR How easy would it be for you to change your approach in the future?	Would you be prepared to take responsibility for making that change? OR Tell me what ownership you will take over that tomorrow if a similar situation occurred?

The Discussion Questions – Low Preference Scores

The following generic questions can be used for low Preference scores of any style. The Professional User should choose from the following:

Table 9 Discussion Questions for Low Preference Score - Any Style

MAIN QUESTION	PROBE 1	PROBE 2	PROBE 3
What are your feelings about the [name style] style? OR Do you see any problems with the [name style] style?	When is it appropriate to use the [name style] style?	What are the dangers of under-using this style?	What advice would you offer to someone if you noticed that they were not using the [name style] style and you believed that it was appropriate to do so?

⁹ Glasser, M. D. (2007), *Choice Theory: A New Psychology of Personal Freedom*, Harper Perennial

Tell me about a recent occasion when you didn't use the [name low Preference style] style and it might have been better if you had.	What style did you use instead? Why?	What went wrong?	What are your feelings about the [name low Preference style] style now? Why?
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The Discussion Questions – High Preference Scores

The following generic questions can be used for high Preference scores of any style. The Professional User should choose from the following:

Table 10 Discussion Questions for High Preference Scores - Any Style

MAIN QUESTION	PROBE 1	PROBE 2	PROBE 3
What are your feelings about the [name style] style? OR What do you like about the [name style] style?	When is it inappropriate to use the [name style] style?	What are the pitfalls of over-use of this style?	What advice would you offer to someone if you noticed that they were over-using the [name style] style?
Tell me about a recent occasion when you used the [name high Preference style] style and it might have been better if you had used an alternative.	Why did you choose to use the [name high Preference style] style?	What went wrong?	What style would it have been better to use instead? Why?

The Discussion Questions – No Difficulties Noted

In situations where all scores are within the 'blue zone' in Table 1 the Professional User might suggest that one area is so important that it requires validation. In such circumstances, the following STAR-based questioning is important:

Table 11 Generic Discussion Question for Any Judgement Score

GENERIC QUESTION for any judgement score	PROBE 1	PROBE 2	PROBE 3
Describe a recent situation where you used the [name style ¹⁰] style effectively.	I would like to understand what you actually did. What actions did you take that helped the situation?	Tell me about the outcome. What was the result that showed what you did was effective?	What did you learn from this experience? In what way could you improve the way you handled this situation when something similar arises again?

¹⁰ That is, Directive / Consultative / Participative / Delegative

The Discussion Questions – Relating to the Prediction Exercise

For the reasons described above, the Prediction Exercise will have been administered. Questioning about the Predicted Profile can also yield responses that shed light on the parent's approach to power relationships with children. To that end, the following questions can be used to precede or conclude a discussion about the PJI results:

Table 12 Discussion Questions About Predicted Profile

LEAD QUESTION	PROBE 1	PROBE 2	PROBE 3	PROBE 4
Thank you for completing the prediction exercise ¹¹ . How did you find doing that?	What draws you towards your top Preference?	Why have you listed this style as the one you least prefer?	Why do you think you are most proficient at the style you have given as the area of your best Judgement?	Why do you believe you are least proficient at your last choice for judgement?
Thank you for completing the prediction exercise. We have some interesting discrepancies between what you predicted and how you answered the questionnaire.	Have you any idea where we might have a discrepancy?	Have you any idea why that discrepancy exists?	On the Preference side (your liking for the styles) we have an interesting discrepancy between X and Y styles. Have you any idea why that would be so?	On the Judgement side (your proficiency with the styles) we have an interesting discrepancy between X and Y styles. Have you any idea why that would be so?

Summary Guide to Aid Choice of Discussion Questions

Table 13 provides the Professional User with a ready guide to enable choice of appropriate questions.

Table 13 Guide for Selection of Discussion Questions

AREA of INVESTIGATION	SPECIFIC FOCUS	QUESTIONS to POSE
General Judgement	Low score of any style	Table 3
General Judgement	Value system	Table 8
General Judgement	Average or above average scores	Table 11
Directive Judgement	Low score	Table 4
Consultative Judgement	Low score	Table 5
Participative Judgement	Low score	Table 6
Delegative Judgement	Low score	Table 7
Preference	Low score of any style	Table 9
Preference	High score of any style	Table 10
Predicted Profile	Correspondence and discrepancy	Table 12

Appendix Four provides printable masters for each set of questions.

¹¹ See Appendix Four

Chapter Five – Worked Examples

Introduction

This Guide is written to aid administration, use and training for Professional Users. The practical workings and examples referred to below are written as hypothetical examples to help understanding. They are all drawn from real-world, parallel experiences from the authors' casebooks. Facts have been adapted and detail has been changed to offer anonymity and provide effective illustration to the learning points being made. They should not be viewed as anything other than teaching aids to ensure that the user can readily relate to the content of the Guide.

The worked examples in this chapter give the user of this Guide an opportunity to reflect upon how experienced Professional Users select their questions.



Parent One

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	Average	Strength
CONSULTATIVE	Very high	Just on a par with others
PARTICIPATIVE	Low average	Strength
DELEGATIVE	Low	Development area

Table 14 PJI Profile - Parent One

Parent One has displayed apparently strong Directive Judgement combined with a balanced approach towards the style. The Parent also has strong Participative Judgement and, as the Directive and Participative styles demand assertiveness, it is encouraging that they can both be used with such discernment. The Participative style is also worthy of note because its good judgement is paired with an economy towards the style, suggesting that it will not be overused.

On the other hand, Parent One seems to be too drawn towards Consultative decision making and does not appear to have the judgement to support it. This liking for the Consultative approach could be 'too much of a good thing' so may not necessarily be beneficial. Moreover, the parent appears to have little inclination towards Delegation, which also seems to be the weakest area of judgement. These appear to be development themes.

Questions from Chapter Four for consideration:

- For the lower Delegative Judgement score, Table 8

- For the high Consultative Preference score, Table 11
- For the lower Participative and Delegative Preference scores, Table 10

Parent Two

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	High average	Clear development area
CONSULTATIVE	Low average	Clear development area
PARTICIPATIVE	Average	Development area
DELEGATIVE	High	On a par with others

Table 15 PJI Profile - Parent Two

Parent Two has scored at a competent level for Delegative Judgement although this is considerably watered down by the parent's apparent relish for the style, which leaves its use unsupported. In fact, Preference scores outweigh Judgement across all styles suggesting the likelihood that styles will be used inappropriately. There seems to be a particular danger of this in the area of Directive Judgement.

Questions from Chapter Four for consideration:

- Directive Judgement appears to be a clear development area and needs to be explored as a matter of priority so Table 5 is important.
- Judgement in the other controlling style, Consultative, is also critical for a rounded approach to family decision making. This being so Table 6 should be considered.
- The third area of development is Participative Judgement and there is a case for discussion in this area through Table 7.
- There may not be time for an exploration of the high Delegative Preference during one meeting so, at a later date, it would be important to utilise the questions in Table 11.
- Parent Two seems to have development needs in the controlling and involving styles. Example questions that might be tailored for this profile include:
"Which of the four styles do you believe is your main area in need of development? How would you address this?"

"Tell me about a recent occasion when you had to quickly take control of the children and it was important that you did so. What was the outcome? What changes would you make if you had a similar situation in the future?"

Parent Three

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	Above average	On a par with others
CONSULTATIVE	Average	Development area
PARTICIPATIVE	Average	Just on a par with others
DELEGATIVE	Above average	On a par with others

Table 16 PJI Profile - Parent Three

Parent Three has displayed a reasonable level of competence for Judgement in the two task orientated (Directive and Delegative) styles. They have also showed a balanced approach in their orientation towards the involving (Consultative and Participative) styles. However, all Preference scores exceed

Judgement scores, so each of the four approaches could be used inappropriately, although this particularly applies to the task orientated (Directive and Delegative) styles.

However, the major issue within the profile concerns the Judgement employed in involving (Consultative and Participative) situations; indeed, Consultative Judgement is a 'Development Area'.

Questions from Chapter Four for consideration:

- The most important area of focus is the apparent development need in Consultative Judgement, so Table 6 is important.
- As Parent Three's orientation towards Directive and Delegative decision making appears to be too exaggerated, Table 11 should be employed for each area. An example of a tailor-made question in this area is:
"What advice would you offer to another parent about the pitfalls of being too task-orientated and so too drawn towards the Directive and Delegative approaches?"

Parent Four

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	Low average	Strength
CONSULTATIVE	High average	Noticeable strength
PARTICIPATIVE	Average	Easily on a par with others
DELEGATIVE	Average	Noticeable strength

Table 17 PJI Profile - Parent Four

Parent Four has completed the PJI in an impressive manner. They have shown strength of Judgement in all four styles, although particular applause is warranted for the noticeable strengths in the Consultative and Delegative approaches. Moreover, all Preference scores are lower than their respective Judgement scores, which is ideal, and all Preference scores fall broadly within the average range, which shows balance and economy in the choice of styles. The Directive approach is particularly impressive for Parent Four has shown economy when selecting the style but must have done so with considerable discernment to obtain such a strong Judgement score.

Discussion question from Chapter Four for consideration:

- The STAR based questioning described in Table 3 is recommended to validate such a profile. Table 12 offers specific questions.

Parent Five

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	High	Role model
CONSULTATIVE	Above average	Easily on a par with others
PARTICIPATIVE	Very low	Clear development area
DELEGATIVE	Average	On a par with others

Table 18 PJI Profile - Parent Five

Parent Five has strongest Judgement scores in the two controlling (Consultative and Directive) styles. Directive Judgement is particularly strong. However, and unfortunately, Parent Five seems to have

far too much relish for the two controlling styles, which will wash out the benefits of the higher Judgement scores. Therefore, on the face of it, this person appears to be too controlling of children.

Of particular concern, the discrepancy between Parent Four's liking for the Directive approach and their considerable reluctance to employ the Participative approach is most unusual and would be rarely found in the parenting population. This appears to show a real reluctance to equalise power and a strong relish to just tell children what to do. In fact, Participation appears to be so far off Parent Five's radar screen that Judgement seems impaired; therefore, although the parent will not use the approach, in those rare circumstances when they try to employ it, they are may get it very wrong.

Questions from Chapter Four for consideration:

- The very low Participative Judgement requires exploration through the use of Table 7. An alternative to this might be tailored questioning, such as:
"Tell me about a time when you have collaborated with children and reached consensus on an important decision?"
"What is Participative decision making?"
"What do you think of parents who you believe equalise power too readily? Would they make an effective parent?"
- For the low Participative Preference, Table 10 can be employed.
- For the above average and high scores in the controlling (Directive and Consultative) styles, Table 10 can be employed.

Parent Six

STYLE	PREFERENCE	JUDGEMENT
DIRECTIVE	Low	Easily on a par with others
CONSULTATIVE	High average	Strength
PARTICIPATIVE	Above average	Easily on a par with others
DELEGATIVE	Low average	Noticeable strength

Table 19 PJI Profile - Parent Six

Parent Six has competent Judgement in the assertive (Directive and Participative) styles. Moreover, the Parent has demonstrated particularly strong discernment in the Consultative and Delegative styles. However, Preference for the involving (Consultative and Participative) styles could be tempered slightly, whilst the Parent could be encouraged to see greater benefits in the two task-orientated (Delegative and Directive) styles. This certainly applies to the Directive approach although, when the Parent does use the approach, it is employed with reasonable discernment given the competent score for the style.

Questions from Chapter Four for consideration:

- As Judgement scores are all creditable, the parent's Preference scores along the Directive-Participative continuum require exploration. For the above average Participative Preference score, Table 11 is necessary. For the low interest in Directive decision making, Table 10 is required.
- Tailor made questions could be created of the following nature:
"Under what circumstances do you believe that it is appropriate to take control and make a decision on the basis of your own judgement rather than ask the children?"

“Tell me about a situation where you chose to be collaborative with the children but, upon reflection, you might have taken more control.”

“Imagine a scale with parent-centred decisions at one end and child-centred decisions at the other, where do your preferences lie? Do you think this ever inhibits you from choosing the best style to suit the situation?”

Final Comment and ‘Health Warning’

It must be remembered that all scores are to be treated as hypotheses to be tested at discussion. They should not be considered as matters of fact in and of themselves. This can be a significant danger when using test-based information where Professional Users and parents alike treat scores as entities that are more certain than they actually are. The narrative above might make some users conflate the partial evidence provided by the scores and fall victim to reification. Reification is acting as if an abstract idea is actually something concrete and real. When using PJI profiles, this confusion between what is real and what is not can only be tested during a collaborative discussion. Under no circumstances should PJI Profiles be presented to the parent as unchallengeable truths. They must be validated through discussion or observation.

This Guide’s purpose is to encourage the suspension of judgement about PJI Profiles until validation is obtained through a collaborative discussion and study of all other available evidence. This places a special responsibility upon the Professional User to create an environment where rapport is established. This Guide does not seek to advise on how to establish rapport in discussion settings but the authors are clear that this Professional Guide can only be effective when Professional Users communicate congruently, genuinely and empathetically with parents.



Section Three:

Appendices to The Guide

- Appendix One - Sample PJI Profile Report
- Appendix Two - Translating the Principles and Judgement Skills into Behaviour
- Appendix Three - The Eight Parenting Styles in Detail
- Appendix Four - Printable Masters
- Appendix Five – Technical Properties of the PJI



Appendix One

Sample PJI Profile Report

Name: Mrs Sue Sample

Date: January 08, 2018

INTRODUCTION

This report is confidential and is intended for your personal use. It has been given to you to provide some feedback about how you responded to the Parenting Judgement Indicator (PJI). The PJI invited you to rate the appropriateness of four approaches when dealing with children in different situations. This feedback compares your responses with other parents who have completed the PJI.

When you read this report it is important to understand that it is based on the answers you gave to 17 varied scenarios. When reading this report's description of your approach to parenting, it is important to remember that it is based on the answers you gave. It is, therefore, a way of presenting back to you your own views about appropriate behaviour, rather than how another person might describe your parenting. It is possible that you might see yourself as behaving differently in the real world. This report can nevertheless give important clues to understanding the way you see your style of parenting and it is likely to give you pointers about your approach to parenting which might help you in the future.

This report gives you feedback about two main things. The first is the extent to which each of the four approaches to decision making with children appealed to you. This is your 'Preference' for the style. The second tells you whether you used the approach in situations where it is most effective. This is your 'Judgement' in the use of the style. Your feedback is given using this scale:

PREFERENCE DESCRIPTION	JUDGEMENT DESCRIPTION
Very high	Role model
High	Noticeable strength
Above average	Strength
High average	Easily on a par with others
Average	On a par with others
Low or broadly average	Just on a par with others
Below average	Development area
Low	Clear development area
Very low	Very clear development area

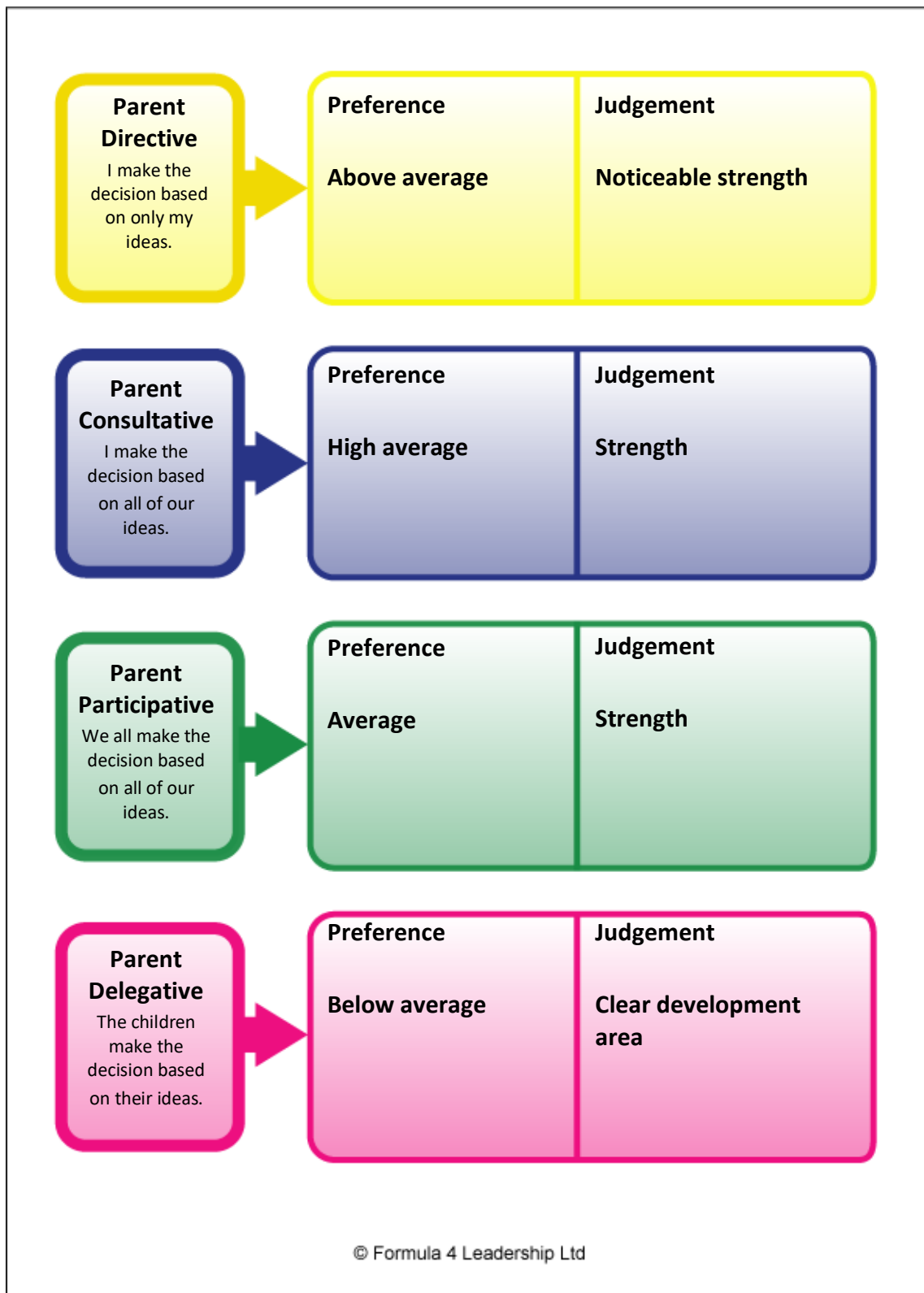
The Preference description tells you whether you chose the style more or less than other parents. This information might help you decide whether to increase or lessen this approach. The Judgement description shows whether you were able to fit the style to suit the situation. If this is an area of strength, you should consider how you could make the most of it; if the style is a development area, then you might want to consider how to change this. You can start by asking other people in your family.

To help your thinking, the report is divided into two main parts. The next page gives your actual profile, showing how you compare with other parents. Pages 3 and 4 describe the styles in more detail. These general descriptions will help you understand more about each of the styles, how to use them and what impact they tend to have. If you have any queries about any aspect of the report, want a more detailed analysis of what the results mean for you or want to consider your own personal development opportunities, please go to our website <http://www.formula4parenting.com> where you will find access to a range of services, links and products which may be of help, including our Parenting Navigator.

Name: Mrs Sue Sample

Date: January 08, 2018

PREFERENCE shows the extent to which you are drawn to the style compared with other parents.
JUDGEMENT shows how well you choose the style to suit the situation.



Expanded Description of the Four Styles

Parent Directive

Parent Directive is where a solution is created that is based solely upon your own ideas. This approach should not be used if you do not have all the information necessary to make a good decision. It is also never to be used if you believe it is important to use the situation to help the children learn something important.

This is a very parent-centred approach for it does not involve exploring the matter with the children at all. This lack of child involvement can supply quick answers, and it does ensure that nobody's time is wasted on unnecessary chat. However, you need to be cautious about this approach if the solution requires commitment from the children and there is no guarantee that they will willingly follow your decision. What is more, if used too often this approach can come over as overbearing. It could make the children far too submissive for their own good.

Too much of this type of decision-making can lead to a family where the children have low self-esteem. Poor quality solutions to family problems may result because the parent does not consider all of the issues. Therefore, the children never truly mature to their potential. On the other hand, if the parent needs to act in a directive manner but chooses not to, it can lead to feelings of insecurity and cause a lack of confidence in the child. Further, if the parent does not act in a directive way this may lead to feelings of confusion and a belief by the child that they are being let down by the responsible adult. In fact, if the parent shrinks away from directive decision-making it may frustrate the children and they could become troublesome.

Parent Consultative

This option involves gathering children's ideas and opinions before you make the decision. The emphasis is on you making the decision, informed by the child's viewpoint.

This approach works well when the situation is quite complex or where the views of individual children should be taken into account. However, do not be drawn into overusing this technique. For example, it can result in reduced respect for the parent as it may appear that you ask for opinions, but always make the decision yourself. Also, make sure that the children's hopes of making the decision are not raised inappropriately. Their ideas will be welcomed and valued, but this approach is based on the fact that the parent makes the final decision.

If you do not grasp opportunities of this type, it can seem that you do not value the opinion of the children. Failing to ask children's opinions at appropriate times can drive their morale down. They may not come to feel important in their own right. Further, they might not really understand why the decision has been made the way it has. The parent could also be accused of not recognising the often surprising wisdom and potential of children.

Therefore, do make sure that you tell the children from the start that you are going to adopt a Consultative type approach. Then, after you have made your decision, explain the logic of your thinking and how their viewpoints were valued, balanced and used. Then they can grow in understanding about the reasonable use of parental power and control.

Parent Participative

This type of decision-making is the most democratic of all for it seeks to find solutions that are acceptable to everyone, both adults and children. Each person helps search for a solution. It is important to understand that you are not gathering their thoughts so that you can make the decision off your own back. Your task is to lead the discussion to the point where everyone feels reasonably comfortable with the outcome and are prepared to accept it.

A benefit of this approach is that it creates many ideas and allows the wisdom of the children to be shared. Usually, as ideas are presented, and built on by others, a solution is arrived at that is more powerful than any that could have been produced by any one person on their own. A further great benefit is that everybody present then feels real commitment to the outcome. This is especially valuable given the importance of this decision to you.

However, do not use this approach for all situations. If you use this technique too much you will waste a lot of valuable time. There is also the risk that you could be seen as someone who is unable to make a decision off your own back. On the other hand, if you fail to grasp opportunities like this it may result in poorer quality solutions. The children might then never develop a feeling of responsibility and may come to think that you do not truly value their opinions and that in talking with them you are simply paying lip service to what they have to say.

Parent Delegative

Delegative decision-making involves giving children the freedom to generate their own solutions. You then totally back whatever decision they come to.

It is recommended that you explain to the children why you have chosen this approach. It is important that they understand that you only use this approach in those situations that call for it. If you were to use the Delegative approach inappropriately and too frequently, it could lead to some loss of parental control. Children can even lose heart if they think grown-ups just get them to sort all problems out without getting involved themselves. Further, this approach can put some children under stress if they are given responsibilities that they are not ready for. Poorer quality family decision making will result.

However, if you do not allow children to deal with matters within their own competence, you could undermine their feelings of being valued. They need opportunities like this to develop and grow as people. The advantage for the family is that they also develop commitment and responsibility. Therefore, do 'let go' when appropriate, and give the children the freedom necessary to show what they can do. You will be amazed at the benefits for family life.

Make sure the children are clear about the task and their responsibilities. Explain your trust in them to do what is best. Tell them that you believe in their potential to come up with a solution that will resolve the situation. Agree a time for completion and accept their eventual offering with delight and great satisfaction when it is produced. Ignore your temptation to change it! Watch the children grow in confidence and maturity as a result.

ABOUT THIS REPORT

This report has been produced by Formula 4 Parenting (F4P) for your benefit and is intended to give you an indication of your approach to parenting, based upon the way in which you completed the PJI. This report was generated automatically from the responses you gave to the PJI. The report shows how you used the rating scale when asked about the appropriateness of the four styles. Whilst the report tries to reflect the answers you gave, you must bear in mind that this was just your subjective view at one moment in time. When deciding upon how to act on the findings in this report, you must base your decision on all other information you possess.

In completing the PJI, you were faced with a number of scenarios concerning children aged 9-11. As it compares your responses with the Principles which underpin our parenting model, and the way in which other parents have responded, it should provide you with information which you will find valuable about your approach to parenting generally. However, it is only accurate insofar as it gives an indication of the way in which you might behave in the "real world". Consequently, it is unlikely to give a good description of your approach to dealing with children for more than about 18-24 months – or less time if you deliberately change aspects of your behaviour.

The report contains our intellectual property. As such, we permit you to reproduce, distribute and store this report for your own internal and non-commercial use only. All other rights of F4P are reserved. F4P cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.

Appendix Two

Translating the Principles and Judgement Skills into Behaviour – The Situation

Questions about the Situation

IN DECISION MAKING WITH CHILDREN PARENTS SHOULD:	ASK THESE JUDGEMENT QUESTIONS	EXPANDED JUDGEMENT QUESTIONS
Consider how important the decision is for every member of the family.	Is this a really important decision?	Is getting this right or wrong going to have a lot of impact on family life? For example, will everybody in the family be quite deeply affected by the result?
Consider whether there is any pressing time constraint about making the decision.	Do you feel time urgency?	Does this decision need to be made immediately? Is it important that you 'strike while the iron is hot'? If you delay could things go from bad to worse?
Not always assume that they know everything.	Do you know enough to handle this on your own?	Do you already have enough information about the matter? There may be some things you are not aware of. For example, would it be helpful to have the children's views? Do you need to get any additional information from them? Don't assume too much here.
Consider whether the decision is best worked on with the children separately or together.	Does this need a conversation with everybody at once (the alternative is one-to-one discussion)?	Does this need the views of a group of children? Do you need to discuss this with all the children together in one place at the same time? Do you need to hear their joint views? The alternative is that this is a decision that is better made by one-to-one discussion with the children, one after the other. If this is the case, your answer here is "NO".
Be as clear as possible about what they are trying to achieve.	Have you a good idea about what needs to be done to get the best solution?	Have you worked successfully on this type of issue before? Are you clear about what you want to achieve? Do you know your goals? Can you set clear targets for the children?

Translating the Principles and Judgement Skills into Behaviour – The Children

Questions about the Children

IN DECISION MAKING WITH CHILDREN PARENTS SHOULD:	ASK THESE JUDGEMENT QUESTIONS	EXPANDED JUDGEMENT QUESTIONS
Consider whether the decision is a very good opportunity to develop the children involved.	Is this an unusually good or special opportunity to help the children learn something?	Does this situation offer you an unusually good opportunity to develop the children's thinking? Will it help them progress in a special way? For example, is it a particularly good opportunity to develop their values, motivation, behaviour or even confidence? Further, is this a uniquely good opportunity to develop your own relationship with them? PLEASE NOTE: The answer should be 'No' if it is more important to focus on the situation, issue or task at hand.
Involve children in decision making on every matter where they are ready, willing and able to participate.	Will the children readily follow your decision if you just "tell them"?	Are you reasonably certain that the children will be motivated to do as they are told? Will they go along with the decision because they want to? Can you guarantee a positive attitude from them about this even if you make the decision yourself? This is not about whether you can make them do what you say, it is more about them being ready and willing to go along with your wishes without you discussing it with them first.
Consider whether there is an opportunity to develop autonomy and independence in the children.	Can the children sort this out on their own?	Do the children have enough information to sort this out without your help? Do they have the experience, confidence and maturity to come up with a solution to the situation themselves? Do the children have the skills needed? Could you allocate different tasks to different children so they could each take some responsibility to sort it out but without any help from you?
Consider whether their goals differ from those of the children.	Can you trust the children to do what is best?	Can you trust the children to come up with the best and most sensible solution? Are you sure that they will not put their own self-interest first? Do they share the same goals as you? Will they act in the best interest of everyone?
Recognise the importance of fairness.	Is there going to be quite a lot of disagreement about this?	Is disagreement likely to happen? Does everyone have very different views about the situation? Do you predict argument about whether the decision is fair and just?

Appendix Three

The Eight Parenting Styles in Detail

DIRECTIVE DECISION MAKING - CHIEF

The Directive Chief style involves creating a solution that is based solely upon the parent's own ideas; the parent generates the answer entirely off their own back and does not collect any facts about the matter from the children. When the parent decides to act in this way they should help the children understand why they are doing so.

This approach should only be used if the parent has all the information necessary to make a good decision. It is never to be used if it is important to use the situation to help the children learn something important. This is a very adult-centred approach for it does not involve exploring the matter with the children at all. This lack of child involvement can supply quick answers and ensures that nobody's time is wasted on unnecessary discussion. However, the parent needs to be cautious about this approach if the solution requires commitment from the children and there is no guarantee that they will willingly follow the decision. Nevertheless, if the parent shrinks away from Chief-type decision-making the parent may frustrate the children for not taking responsibility.

If used too often, this approach can seem overbearing. It could make the children far too submissive, acquiescent and lacking in self-esteem. Therefore, the children never truly mature to their true potential and fail to develop assertiveness skills. Poor quality solutions to future problems may result because the parent does not consider all of the issues and the wisdom of the children is not utilised. Moreover, the parent may find the children become troublesome if they sense unfairness by over-controlling adults.

DIRECTIVE DECISION MAKING - QUESTIONER

The Directive Questioner Style is where a decision is made that is based solely upon the parent's own ideas. This style involves questioning the children to obtain any necessary information they hold before the adult decides upon the solution to the situation. When the parent decides to act in this way they should help the children understand why they are doing so.

It must be emphasised that, with this style, the parent does not ask the children for their opinion, advice or ideas about how the situation should be solved. The parent just obtains whatever news or information the children possess so they can personally make a quick decision. How this information is gathered can vary, for it may be best to make this request in a meeting or on a one-to-one basis. However, the parent must always ensure that the children understand that it is only the facts of the matter being sought. The parent must never raise hopes of collaborative decision making if this is inappropriate and not intended.

Because this approach is highly adult-centred the parent should not employ it if the situation offers a development opportunity for the children. The parent should only choose it if the situation suggests that it is best to keep control of things but there is a need to draw on the information the children possess. It must be remembered that frequent and inappropriate use of the Directive Questioning approach can cause low self-esteem in children. Their behaviour may then range from submissive to rebellious. Further, poor quality future decision-making can result if the parent never taps into the wisdom of the children and never allows their potential to be revealed and developed.

On the other hand, failure to grasp the challenge of appropriately using the Directive Questioner style of decision making is a mistake. The parent may then have more difficulty in taking control of situations in other circumstances and may run the risk of appearing indecisive and lacking in direction. Moreover, the children will never have appropriate assertive behaviour modelled for them.

CONSULTATIVE DECISION MAKING – PERSONAL COACH

As a Consultative style, the Personal Coach option involves gathering children's ideas, feelings and opinions before the parent makes the decision in accordance with their own judgement. Therefore, the emphasis is on the parent making the decision but informed by the child's viewpoint. However, with the Personal Coach approach, the parent does not call the children together as a group; if there are two or more children involved, the parent discusses the situation with the children on a one-to-one basis.

Talking to the children individually is much better when the parent wants to avoid disagreement, argument or division. Asking for each child's individual opinion offers the parent more control than if they were to call the children together at the same time. It also permits the parent to deal with each child as an individual and gear the conversation according to their personal needs. This approach works well when the situation is quite complex or individual children might be better off thinking about the issues on their own. However, if the issue holds a development opportunity for the children as a group, and the children all have the interests of the group at heart, the parent would normally choose the Family Coach method.

Although it is a relatively safe approach to use, the parent should not be drawn into overusing this technique. One danger is that it can result in reduced respect for the parent for it can appear manipulative, as if the parent is trying to 'divide and rule'. It is also important to manage the children's expectations about having undue influence on the decision. Their ideas will be welcomed and valued, but this approach is based on the idea that the parent makes the final decision.

However, if the parent does not grasp opportunities of this type, and turns to Directive decision making instead, it can seem that they do not value the opinion of the children. Failing to ask children's opinions at appropriate times can drive their confidence down for they may not come to feel important in their own right. Further, they might not really understand why the decision has been made the way it has and the parent may be accused of not recognising the wisdom and potential of the children.

As with all styles, the parent should tell the children as soon as possible that they are going to adopt a Personal Coach type approach. Then, after the parent has made their decision, they should explain the logic of their thinking to the children and how their viewpoints were valued, balanced and used.

CONSULTATIVE DECISION MAKING – FAMILY COACH

Family Coach decision making involves gathering the children together, asking for their ideas, feelings and opinions, then making the decision in accordance with the adult's own judgement. Because this is a 'family' consultative technique, the parent (a) gathers the two or more children involved together, (b) listens to what the children say, (c) considers their views and then (d) makes the decision. It is important to emphasise that it is the parent's decision, not the children's, and this should be made clear at the very beginning. If disclosed beforehand, children can grow in understanding about the reasonable use of parental power and control.

The parent must make sure with this approach that they do not appear to slip into being directive. For example, the parent is not advised to use this approach if their mind is already made up. The parent could then appear manipulative as they steam-roll the discussion along their preferred track, which will be quite obvious to brighter and older children. The parent will then lose the children's respect in the process and could drive down child morale; the children may come to think that they have no influence on things that are important to them.

If the parent does have a particular position or view on the matter under discussion, transparency suggests that it is best to disclose it from the start. If this is done in the manner of a sports coach it can be very useful in helping children understand the situation from an 'experienced' viewpoint. Further, the parent should make clear at the beginning that this is a meeting where the parent is trying to find out what the children think and feel before the decision is made. If the discussion starts off with the appearance of being joint decision making, but the parent then imposes a decision at the end, the children will think the parent lacks respect for them and they may feel they are just being 'taken for a ride'. In these circumstances, they will feel less rather than more commitment to the outcome.

The skill of chairing such family meetings is a skill that needs to be learned and it then improves with practice. Getting the children together in one place allows the parent to gather the children's wisdom. By utilising the children's viewpoint a better decision can be made for it is based upon a greater awareness of all factors involved. The ensuing feeling of involvement, where the children come to appreciate that the parent trusts and respects them enough to ask for their opinion, can generate confidence in the children. It can also give them greater motivation to accept the decision.

PARTICIPATIVE DECISION MAKING – GUIDE

This type of decision making is highly involving for it seeks to find a decision making solution that is acceptable to both the parent and the children. The Guide style involves the parent leading a joint problem-solving meeting where each person present helps search for a solution.

The Guide approach involves the parent gathering the children together, talking to the children about the issue to be solved and allowing the children time for thinking and debate. The parent then facilitates a discussion where the group collaboratively generates a solution. The parent's task is to lead the discussion to the point where everyone present, both parent and children, feel reasonably comfortable with the outcome and are prepared to accept it.

This approach does not involve voting in order to cut corners and speed things up. Voting leaves some people feeling frustrated for it does not guarantee solutions that are acceptable to everyone. On the contrary, the Guide provides everyone with the opportunity to express their point of view, settle any differences in understanding, and come to a joint appreciation of all the issues. Therefore, the parent trusts the children to do what is best and believes that any disagreements aired will lead to a healthy releasing of views.

Another benefit of this approach is that it creates a lot of ideas and allows the wisdom of the children to be fully released. Usually, as ideas are presented, and built upon by others, a solution is arrived at that is more powerful than any that could have been produced by any one person on their own. A further benefit is that everybody present feels real ownership and commitment to the outcome. This is especially valuable given the importance of this decision to the parent.

However, despite its attractions to many, this approach is not appropriate for all situations. If the parent uses this technique too much they will waste a lot of valuable time and so frustrate the children. There is also the risk that the parent could be seen as someone who is unable to make a decision off their own back. On the other hand, if the parent fails to grasp opportunities for such participative decision making the likely result will be poorer quality solutions. Then children might never develop a feeling of responsibility or discover how group processed solutions can sometimes be better than any solution generated by one person on their own. Therefore, this approach can be very bonding for the parent and children as a 'family unit'.

If the parent does not take opportunities like this the children may come to think that the parent does not truly value them as people - that to talk to them in an adult fashion is a waste of time. The parent may then be criticised for not understanding the children and of even being unfair.

PARTICIPATIVE DECISION MAKING – EQUAL

Becoming an Equal in family decision making, and letting the children have just as much control over a decision as the parent, is the most democratic option of the eight decision making styles. It is the style where the parent can experience the paradoxical truth that by giving away control they have much greater control - of a new and much more powerful kind.

When the parent acts as an Equal they allow themselves to become one of the group. For the purposes of solving the situation, and coming up with the best solution, the parent attempts to 'equalise' power between themselves and the children. The parent does this by arranging a leaderless meeting to discuss the situation or passes the lead to one of the children. If a child does take a coordinating role in the discussion they act as a kind of chairperson, helping the group reach a shared conclusion.

When the parent uses this approach, it can sometimes be helpful to have an agreed step-by-step process for the meeting. It might look like this:

1. Agree exactly what the issue / problem is to be discussed.
2. Ask everyone to imagine coming out of the meeting feeling good about the result.
3. Think up lots of solutions. It doesn't matter that they are quite crazy or 'off the wall' at first. This just loosens things up.
4. Go around the table, taking turns, giving one solution each.
5. Have a rule that solutions can't be criticised until later in the meeting.
6. Build on each other's solutions until everyone has run out of ideas.
7. List all the solutions generated.
8. The whole group give each solution a rating out of ten in terms of how well it might work.
9. Compare the ratings and choose ONE solution.
10. Agree that you will conduct a family 'experiment' with that solution. Experiments usually need 21 days to see if they work. Nobody should judge how well it is working before then.
11. Decide a plan for putting the experiment into effect - who will do what, when and where.
12. Agree how and when the plan will be reviewed.
13. Amend the plan in light of experience at the next meeting.

During the meeting, encourage participation from everyone present. The parent might need to think about some ground-rules. For example, about turn taking and not criticising ideas too soon, and so on.

Even though the parent had the power to make the decision about the need to use this approach, they allow themselves no more power and control over the debate than anyone else in the room. In this way the solution can be built on everyone's ideas and potentially be far more powerful than any solution generated by individuals working on the situation separately.

One of several criticisms that can be levelled against this approach is that it is time consuming for everyone involved so should be used sparingly. Adults who use it too readily can be criticised for not being able to make a decision off their own back.

DELEGATIVE DECISION MAKING – HANDS ON

Hands On Delegative decision making is an approach where the children are given the freedom to generate their own solution after an initial briefing by the parent followed by any necessary review. The parent then backs whatever decision the children come to and makes no changes to it.

When using the Hands On approach, the parent holds a short meeting with the children and explains their point of view. The parent then emphasises their belief that the children can generate a solution and then offers them any guidance necessary. The parent asks the children to keep him/her in touch with their progress; not to change what they are doing but to offer support and to see how ideas are developing.

However, if the parent were to use this approach too frequently it could lead to some loss of control. Children can even lose heart if they think grown-ups give away problems without getting involved too. Moreover, this approach can put some children under stress if they are given responsibilities that they are not ready for. Poorer quality decision making will result.

Of course, if parents do not allow children to deal with matters that lie within their own developmental level of competence, it can undermine the children's feelings of being valued. Such opportunities allow the children to develop commitment and responsibility and so bring considerable benefits to family life.

DELEGATIVE DECISION MAKING – HANDS OFF

Delegating decision making with children involves giving them the freedom and responsibility to find the solution themselves. With the Hands Off approach, the parent fully accepts the solution that the children deliver and do not seek to overturn the outcome.

When the parent uses this approach, they hold an initial discussion with the children, describing their hopes and expectations, then they give the children space to proceed, making sure the children are clear about the task and their responsibilities. The children are told that they are trusted to do what is best and that the parent believes in their potential to come up with a solution that will resolve the situation. The parent gives the children complete responsibility to resolve the situation and does not intervene again, fully accepting what the children deliver. This is not because the parent lacks interest in the matter but because the parent trusts the children and accepts the fruits of their deliberations without any temptation to change the outcome. When the children deliver their thoughts the parent is advised to accept it with delight and satisfaction. As a result, the children grow in confidence and maturity.

Clearly, this is not a style that should be over-used. If the parent does employ it too liberally, it could seem to others that they are not taking their responsibilities as a parent seriously enough; they may even give the impression that they lack interest in the children. Further, inappropriate use of this approach could easily lead to the parent losing authority and even control of the children. The children may come to perceive a parent who overuses the approach as weak, uninterested and ineffectual. A troublesome child is often the result if a parent thinks that they can depend upon being Hands Off.

On the other hand, there are equally severe penalties for not using this approach when the situation calls for it. If the parent does not offer children the Hands Off option the parent could undermine their development. Then the child will not experience opportunities to learn about responsibility; if the parent is too controlling the children will grow up never truly appreciating the potential of citizenship.

Appendix Four

Printable Masters for

- Prediction Exercise: Self-Perception of Decision Making Characteristics with Children
- Parenting Orientations in Decision Making
- Chapter Four's Discussion Questions



Prediction Exercise: Self Perception of Decision Making Characteristics with Children



NAME:

INSTRUCTIONS: When you completed the questionnaire you were given 16 scenarios where you had to imagine you were the parent. Beneath each scenario were the four decision choices shown in the Figure. You had to rate their suitability, given the nature of the children and the situation you were all in.

This exercise will help us check whether the way you completed the questionnaire is how you see yourself in real life. Therefore, please complete this exercise as thoughtfully as possible.

Figure: The Four Decision Making Styles

YOUR PREFERENCE FOR THE STYLES

Please study the four styles in the Figure. Consider your **preference** or liking for each style when making decisions with children then rank them as follows:

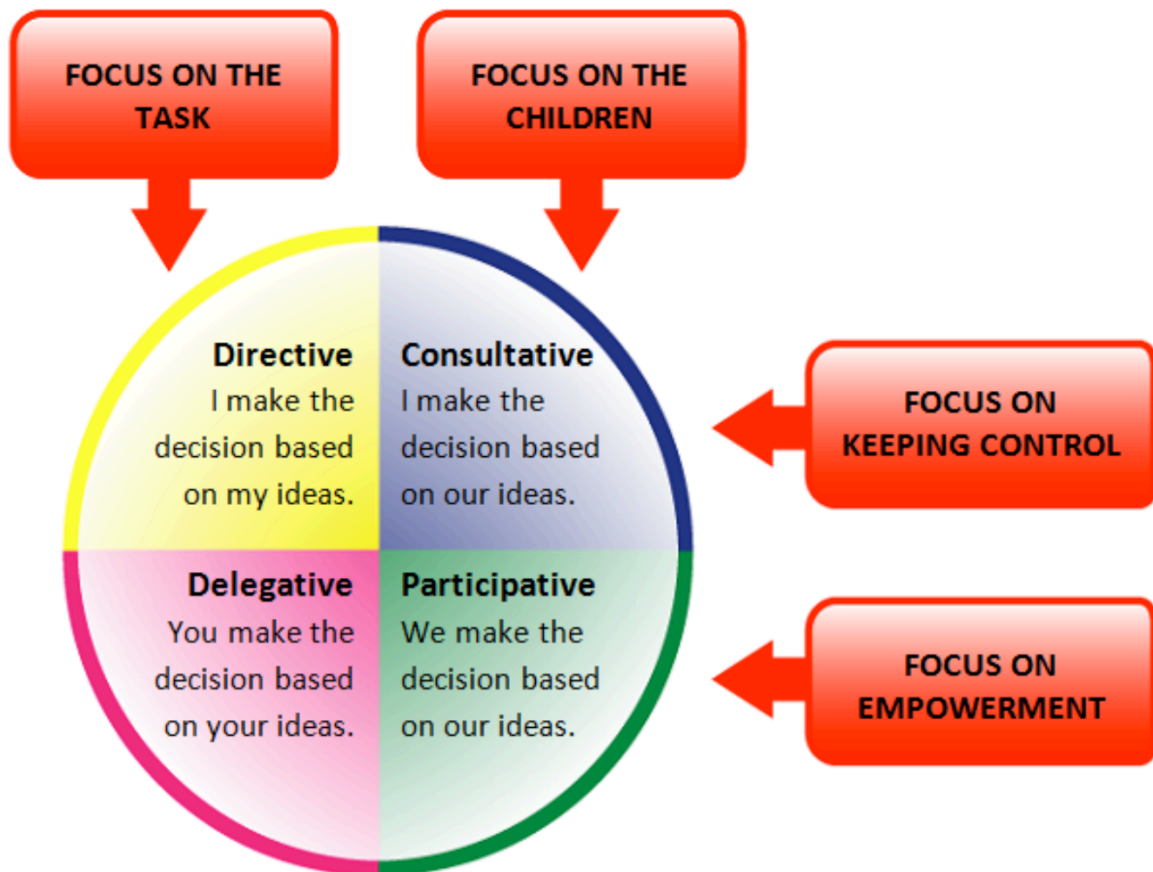
RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal rank
1	THE STYLE I PREFER MOST	
2	MY SECOND PREFERRED STYLE	
3	MY THIRD PREFERRED STYLE	
4	MY FOURTH PREFERRED STYLE	

YOU JUDGEMENT WHEN USING THE STYLES

Please study the four styles in the Figure. Consider your **judgement** or accuracy when using each style and then rank them as follows:

RANK	DESCRIPTION	PLEASE NAME THE STYLE HERE – only one style per cell and no styles of equal rank
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	

Parenting Orientations in Decision Making



The Parenting Orientations in Decision Making Model displayed here shows how the four main styles shown on Page 3 can be categorised into pairs. This can be a very useful when attempting to interpret PJI Profile Reports and when formulating developmental questions that might be presented to parents. It should be used when seeking meaning for the Judgement and Preference scores given in the report.

Chapter Four's Discussion Questions – Low Judgement Scores

Table 20 General Discussion Questions for Low Judgement Scores

GENERIC QUESTIONS for low judgement score	PROBE 1	PROBE 2	PROBE 3
Tell me about a recent occasion when you used the [name style ¹²] style effectively.	What action did you take that helped the situation?	What was the result that proved what you did was effective?	What did you learn from that experience?
Tell me about a recent occasion when you used the [name style] style and it did not produce the hoped-for effect.	Tell me what you actually did.	What was the outcome?	How would you change your actions if a similar situation occurred in the future?

¹² That is, Directive / Consultative / Participative / Delegative

Chapter Four's Discussion Questions – Low Directive Judgement Scores

Table 21 Discussion Question for Low Directive Judgement

DIRECTIVE QUESTION for low judgement score	PROBE 1	PROBE 2	PROBE 3
There are some situations when the Directive approach is the most appropriate style to use. Tell me about a recent occasion when you have successfully used the Directive approach.	<p>Why do you believe that you knew enough to handle this on your own without involving the children?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>Why were you so sure that you knew what needed to be done to get the best solution?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>You must have believed that the children would do as you said if you just told them. Why were you so certain?</p> <p>[See Appendix two for further probes on this question]</p>

Chapter Four's Discussion Questions – Low Consultative Judgement Scores

Table 22 Discussion Question for Low Consultative Judgement

CONSULTATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
<p>There are some situations when the Consultative approach is the most appropriate style to use.</p> <p>Tell me about a recent occasion when you have successfully used the Consultative approach.</p>	<p>[If more than one child] Why did you believe that the matter needed a conversation with everybody at once as opposed to talking to the children individually?</p> <p>[If only one child] Why did you believe it was important to get the child's views?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>Why couldn't the child/children have sorted this out on their own?</p> <p>[See Appendix Two for further probes on this question]</p>

Chapter Four's Discussion Questions – Low Participative Judgement Scores

Table 23 Discussion Question for Low Participative Judgement

PARTICIPATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
<p>There are some situations when the Participative approach is the most appropriate style to use.</p> <p>Tell me about a recent occasion when you have successfully used the Participative approach.</p>	<p>If you used the Participative approach it must have been an important decision. What caused you to believe that?</p> <p>[See Appendix Two for further probes on this question]</p>	<p>Why was this a special opportunity to help the child/children learn something?</p> <p>[See Appendix two for further probes on this question]</p>

Chapter Four's Discussion Questions – Low Delegative Judgement Scores

Table 24 Discussion Question for Low Delegative Judgement

DELEGATIVE QUESTION for low judgement score	PROBE 1	PROBE 2
There are some situations when the Delegative approach is the most appropriate style to use.	Why did you believe that the child/children could sort this matter out on their own?	Why did you suppose that you could trust the children to do what was best in this situation?
Tell me about a recent occasion when you have successfully used the Delegative approach.	[See Appendix Two for further probes on this question]	[See Appendix Two for further probes on this question]

Chapter Four's Discussion Questions – Exploring the Parent's Value System

Table 25 Discussion Questions Exploring the Parent's Value System

CANDIDATE STATEMENT	ASKING FOR A VALUE JUDGEMENT	OPENNESS TO CHANGE	FLEXIBILITY	RESPONSIBILITY
Just so I am clear about your answer to that question, would you mind repeating what you just said?	On reflection, what do you think about the way you said that? OR How did the approach you have just described help the situation?	What other explanations might you consider? OR What could you do differently in the future?	How easy would it be for you to look at a similar situation in a different way in future? OR How easy would it be for you to change your approach in the future?	Would you be prepared to take responsibility for making that change? OR Tell me what ownership you will take over that tomorrow if a similar situation occurred?

Chapter Four's Discussion Questions – Low Preference Scores

Table 26 Discussion Questions for Low Preference Score - Any Style

MAIN QUESTION	PROBE 1	PROBE 2	PROBE 3
What are your feelings about the [name style] style? OR Do you see any problems with the [name style] style?	When is it appropriate to use the [name style] style?	What are the dangers of under-using this style?	What advice would you offer to someone if you noticed that they were not using the [name style] style and you believed that it was appropriate to do so?
Tell me about a recent occasion when you didn't use the [name low Preference style] style and it might have been better if you had.	What style did you use instead? Why?	What went wrong?	What are your feelings about the [name low Preference style] style now? Why?

Chapter Four's Discussion Questions – High Preference Scores

Table 27 Discussion Questions for High Preference Scores - Any Style

MAIN QUESTION	PROBE 1	PROBE 2	PROBE 3
What are your feelings about the [name style] style? OR What do you like about the [name style] style?	When is it inappropriate to use the [name style] style?	What are the pitfalls of over-use of this style?	What advice would you offer to someone if you noticed that they were over-using the [name style] style?
Tell me about a recent occasion when you used the [name high Preference style] style and it might have been better if you had used an alternative.	Why did you choose to use the [name high Preference style] style?	What went wrong?	What style would it have been better to use instead? Why?

Chapter Four's Discussion Questions – No Difficulties Noted

Table 28 Generic Discussion Question for Any Judgement Score

GENERIC QUESTION for any judgement score	PROBE 1	PROBE 2	PROBE 3
Describe a recent situation where you used the [name style ¹³] style effectively.	I would like to understand what you actually did. What actions did you take that helped the situation?	Tell me about the outcome. What was the result that showed what you did was effective?	What did you learn from this experience? In what way could you improve the way you handled this situation when something similar arises again?

¹³ That is, Directive / Consultative / Participative / Delegative

Chapter Four's Discussion Questions – Prediction Exercise

Table 29 Discussion Questions About Predicted Profile

LEAD QUESTION	PROBE 1	PROBE 2	PROBE 3	PROBE 4
Thank you for completing the prediction exercise ¹⁴ . How did you find doing that?	What draws you towards your top Preference?	Why have you listed this style as the one you least prefer?	Why do you think you are most proficient at the style you have given as the area of your best Judgement?	Why do you believe you are least proficient at your last choice for judgement?
Thank you for completing the prediction exercise. We have some interesting discrepancies between what you predicted and how you answered the questionnaire.	Have you any idea where we might have a discrepancy?	Have you any idea why that discrepancy exists?	On the Preference side (your liking for the styles) we have an interesting discrepancy between X and Y styles. Have you any idea why that would be so?	On the Judgement side (your proficiency with the styles) we have an interesting discrepancy between X and Y styles. Have you any idea why that would be so?

¹⁴ See Appendix Four

Appendix Five

The PJI's Development and its Technical Properties

Process for crafting scenarios

The process for crafting the PJI's 16¹⁵ scored scenarios involved several steps. These are outlined as follows.

STEP ONE: The authors identified a focus group of parents who had diverse understanding about the parenting process. The authors worked with this focus group to create the initial drafts of potential scenarios. The focus group was given the following Brief to guide their efforts:

PURPOSE

We are attempting to create a situational judgement test that seeks to address the issue of children's participation in family decision-making.

FOCUS AGE RANGE

The guide age range for the children in the scenarios should be 9 – 11 years. This is the age range where the tension between the parent's need to be in control and the child's need for self-realisation is at its most obvious. However, it is not intended to restrict the people who complete the PJI to those who have children within the 9 – 11 age range; therefore, the scenarios should raise issues that are identifiable to all parents.

FOCUS TOPIC AREAS

The scenarios should deal with the everyday, regular process of 'negotiation' that goes on between parents and children within the normal hurly burly of family life. The scenarios should all be based around the routine business of domestic life within family settings that are not under any unusual or particular stress.

DECISION CHOICES

The PJI's decision choices should only describe the four principal styles, not the eight sub-styles (see Page 4 and Appendix Three). This will aid simplicity and straightforwardness in completion and interpretation, whilst retaining depth in application; for example, it should permit hypotheses to be developed about the four orientations depicted in the second decision making model (Page 60).

THE PJI EXPERIENCE

Completion of the PJI should be a positive and developmental experience for all of those who undertake it. When developing the PJI we should be aware of our duty of care towards the presumed population who might use the PJI in earnest.

OUTSIDE ITS REMIT

The PJI scenarios should not:

- 1. attempt to deal with the many complexities of parenting, including interactions that go on with other adult actors in the child's life - it should only deal with the parent/parent and child relationship;*
- 2. describe children who experience personal, social and emotional problems or troubled and troublesome behaviour that falls outside the normal range.*

STEP TWO: the authors began to craft the roughly hewn scenarios that had been created by the focus group and populate them across the four factors of the decision making model. The authors then used their principle-based algorithm to ensure that each scenario represented a pure type of its class (i.e. Directive, Consultative, Participative and Delegative). By scrutinising each scenario through the

¹⁵ A 17th unscored scenario is included in the PJI. This is a development scenario aimed at the continuous improvement of the instrument.

rigorous logic of the algorithm the authors were able to ensure that the evidence available within each scenario provided everything that a discerning respondent would require in order to make a judgement about the relative merit of the four styles.

This was an iterative process where the authors continually refined the evidence within each scenario so that the most highly appropriate (or 'best-bet') style could be clearly identified in accordance with the principles underlying the decision making model. Moreover, the authors further refined the information provided in each scenario to ensure that it was possible to accurately discern the next most appropriate (i.e. 'good-enough') style that would sit at one wing or the other of the best-bet style, as depicted on Page 45.

The 'most appropriate' (best-bet) and 'appropriate' (good-enough) styles can be viewed as the 'feasible set' for the scenario. The other two decision choices form the 'inappropriate set', one having less merit than the other; the one with least merit being identified by its opposite axis to the best-bet style on the orientation model. For example, if the Directive approach is the best-bet (5 points), then the totally inappropriate style will be the Participative approach (1 point); moreover, if the good-enough style is Consultative (4 points), then the Delegative style would be 'inappropriate' (2 points) and of third rank in suitability.

STEP THREE: the freshly honed scenarios were next passed to a second focus group for critiquing. They commented upon face validity, readability and 'future proofing', as follows:

- Face validity – the focus group were asked to confirm that there was an air of reality about each situation described.
- Readability¹⁶ – they were asked to offer their view on the appropriateness of the language used in the scenarios.
- 'Future proofing' – it is important that the language and terminology used in the scenarios depicted should not become rapidly out-dated. The focus group were asked to give their view on whether the scenarios were sufficiently generic to stand the test of time rather than simply being a representative of a passing fad.
- Culture neutrality – there was an overt attempt to create scenarios that would resonate as comfortably as possible with the cultural tapestry and diversity of the UK, as well as the many forms that families can take.

Informed by these additional views of the focus group, the authors re-crafted the scenarios and the decision options.

STEP FOUR: the scenarios were piloted with a group of 70 parents and the item mean scores and standard deviations studied in order to ensure that the 5-4-2-1 score gradient within each scenario was in accordance with the orientation intended. Particular attention was given to confirming that the feasible set (i.e. the best bet and good enough choices) scored more than the inappropriate set

¹⁶ The readability of the current version of the PJI has been objectively assessed using the Flesch formula, which is calculated by exploring sentence length and average number of syllables per word. Scores can be interpreted by referring to the following scale: 90-100 Very Easy; 80-89 Easy; 70-79 Fairly Easy; 60-69 Standard; 50-59 Fairly Difficult; 30-49 Difficult; 0-29 Very Confusing. The PJI's Flesch score is 70.1 so 'fairly easy'. This converts to a reading age of 12:7 years.

(i.e. the two choices with least merit). Where necessary, scenario and decision choice wording were amended in order to strengthen meaning and to ensure the purity of the decision type.

STEP FIVE: Professor Ian Butler, formerly Dean of the Faculty of Humanities and Social Sciences, University of Bath, was approached in order to gauge his view of the shape and nature of the instrument. His main research interest is the development of public policy as it affects children, young people and their families. Over two separate meetings he concurred with the view that the instrument:

- brings a theoretical order to the complexity of everyday family decision making;
- respects the authority of parents whilst acknowledging the capacity of children to engage meaningfully and purposefully in family decision making;
- balances the child's inclination towards participation, whilst being sensitive that they are in the process of developing their capacity for autonomy and independence;
- provides a structure that offers fairness and equitable treatment to all children involved.

The Reliability of the PJI

Psychometrician and occupational psychologist, Jonathan Cox, was enlisted to explore the reliability of the PJI by gauging its internal consistency. The logic he employed is based upon the fact that when PJI Completers give a score to each of the 64 response options (i.e. 16 scenarios x 4 decision choices = 64 items) they generate information about how appropriate they consider each item is in comparison with the other three decision choices. Paired comparisons between four response options {a,b,c,d} demonstrates whether the PJI Completer considers each one more appropriate than each of the other three choices. In this way, six comparisons can be made for each scenario: {a,b}, {a,c}, {a,d}, {b,c}, {b,d} and {c,d}. These can be viewed as 'units of judgement'.



As there are 16 scenarios in the PJI and six units of judgement for each scenario, by the time the PJI Completer has completed the PJI, 96 discrete pairings will have been identified. Using the process described in the G-LJI Manual¹⁷, internal consistency analysis of such PJI data reveals an impressive coefficient alpha of 0.77. Alpha is expressed as a number between 0 and 1 so an alpha of 0.77 is considered to be very good for a situational judgement test such as the PJI. This suggests that all items in the test are inter-related, which offers considerable confidence that the PJI provides useful information about parenting judgement. It should also be noted that the PJI's reliability is closely associated with its validity; as the PJI could not be said to be valid without good reliability, its high alpha provides a strong basis for its validity.

¹⁷ Lock M, Wheeler R, Burnard N. Global Leadership Judgement Indicator Manual Supplement. Oxford, UK: Hogrefe; 2013.

The Validity of the PJI and its Underlying Conceptual Basis

The decision making model on which the PJI is based was developed from a review of the literature about the use of power, specifically in leadership contexts. The approach that dominantly influenced the development of the PJI is the contingency theory of Vroom and Yetton (1973). According to their research, the effectiveness of a decision procedure depends upon a number of situational factors, which includes the behaviour of the person who holds power, the nature of the decision and the characteristics of the people concerned. They designed a decision tree that offered feasible styles to the decision maker that are contingent on these factors. Vroom and colleagues went on to validate their approach and estimated that the rate of success of those who conform to their model was 62% whereas it was only 37% when the decision behaviour failed to conform to their model. Field and Andrews¹⁸ (1998) later found that decision approaches deemed to have the most efficacy fell within the Vroom and Yetton feasible set in 87% of reported occasions.

Formula 4 Leadership's (F4) recent research¹⁹, with their own Vroom-type algorithm, which has been used to create the PJI's scenarios, revealed that when people considered their own use of power in team settings, 23% agreed that the F4 decision tree produced a highly appropriate approach, 44% felt the algorithm produced an appropriate approach whilst only 17% of decision tree outcomes were deemed inappropriate and 0.008% totally inappropriate. Moreover, all other 'Judgement Indicators' in the Series have been written by using the same methodology, and their validity evidence shows that those people who adhere to the thinking underlying the approach have better productivity, potential, seniority and team-based success.

The PJI is a situational judgement test (SJT). Situational judgement tests present the respondent with lifelike, imaginary scenarios and ask them to identify the most appropriate response. Leivens, Petters and Schollaert²⁰ found that situational judgement tests, 'have become increasingly popular in personnel selection in the USA. Two key strengths are that they show higher validity than cognitive ability and personality tests and that they tend to have less adverse impact towards minorities.' McDaniel et al²¹ (2001) argues that the predictive validity of SJTs is very encouraging because they are high on content validity since the scenarios they contain are drawn from real life situations. This is certainly the case with the PJI. Moreover, ethnic score differences are smaller for SJTs than for ability tests and other tests in the PJI series demonstrate that gender differences are not present. Further, on the effects of age, there is evidence within the LJI series that there is a slight trend towards leadership judgement increasing with age. Such an age effect is in keeping with conventional wisdom

¹⁸ Testing the Incremental Validity of the Vroom & Jago Versus Vroom & Yetton Models of Participation in Decision Making, Field, R. H., and Andrews, J. P., University of Alberta, Canada, *Journal of Behavioral Decision Making*, Vol. 11, 251 - 261 (1998)

¹⁹ Unpublished data relating to use of the Leadership Judgement Professional User (LJA).

²⁰ Leivens, F., Petters, H. and Schollaert, E. (2008) Situational judgment tests: a review of recent research. *Personnel Review*, Vol. 37 No. 4: 426-421.

²¹ McDaniel, M.A., Morgeson, F.P., Finnegan, E.B., Campion, M.A. & Braverman, E.P. (2001). Use of Situational Judgement Tests to Predict Job Performance: A Clarification of the Literature, *Journal of Applied Psychology*, 86, PP730-740.

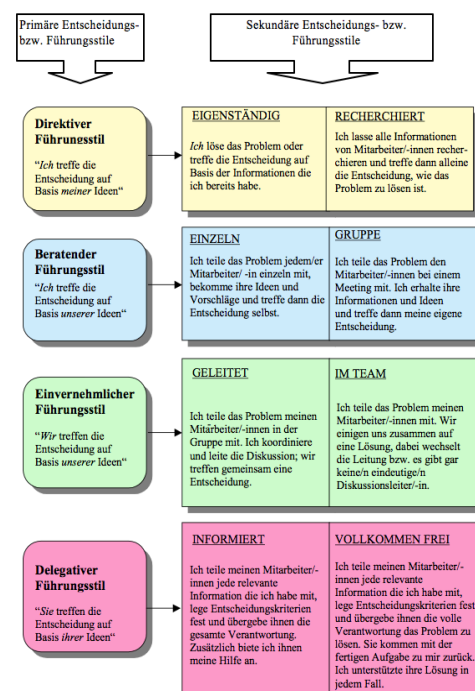
The main authors of the PJI and its underlying algorithm are a child, educational and occupational psychologist and a qualified barrister who is also an ex-HR Director of a large multi-national company. These are the same authors of Hogrefe's internationally acclaimed Leadership Judgement Indicator (LJI) that has now been translated into Czech, Danish, French, Finnish, German (see Model 1), Italian, Slovakian, Polish, Portuguese (for Brazil) and Russian. The scoring system, shared by the PJI, was developed by Dr Colin Cooper, ex-senior lecturer in the School of Psychology, Queen's University, Belfast, who has written widely in the area of ability testing, including: 'Intelligence and Abilities' (1999); 'Individual Differences' (2002); 'Test the Nation: The IQ Book' (2003)²²; 'Individual Differences & Personality' (2010) and 'Intelligence and Human Abilities' (2015).

The technical qualities of the Judgement Indicator series has been evaluated by Professor David J Weiss, Professor of Psychology and Director, Psychometric Methods Program, University of Minnesota, and his colleague and prominent US psychometrician, Dr Nate Thompson, Vice-President, Assessment Systems Corporation. Nate Thompson writes of the assessment process, '... it has been developed extremely cogently, based on the respected expertise of the two authors and a well-thought-out model ... the authors have taken the time to deeply evaluate the reliability and validity of the scores produced, providing support from statistics as well as theory.'

Moreover, the US Joint Forces Staff College is now finalising a formal publication for use in training. One of the topics in the publication is how to aid key decision makers in their planning. The principal author of the publication states, 'I am a great fan of your graphic characterization'²³ ... It has our interest because it is simple and easy to understand / apply as a planning tool ... We did a fairly in-depth analysis of multiple models, terminologies, etc. and found yours to convey the greatest depth of understanding in the least amount of explanation. It is simple enough that our students can retain and use it, but complex enough that it can be expanded for depth ... to shape complex discussion and understanding. It is our hope that the use of this methodology might become common across the enterprise.'

Model 1 German Representation of the Decision Making Model

Abbildung x. Kurzbeschreibung der Entscheidungs- bzw. Führungsstile des LJI-Führungsmodells



²² Based around the successful UK and Japanese television series for which he contributed the questions.

²³ See Appendix Four for the variation of the model to which the author refers.

About the Authors

Nick Burnard

Nick looks after the IT side of the Parenting Judgement Indicator. He must take a lot of credit for the evolution of the materials and making them accessible to all parents who have access to the world wide web.

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 few 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.

Michael Lock

'I am a child and educational psychologist. I gained my qualification in child psychology in 1984 and then worked as an educational/school psychologist for five years before setting up my own consultancy. Since then, I have enjoyed working with adults and children with specific learning difficulties. With Bob Wheeler, I am one of the two original authors of the Parenting Judgement Indicator and the framework behind it. We bring two very different sets of experiences and skills to the table, which has been enormously stimulating and a force for considerable creativity. One of the greatest fruits of our special relationship is the Parenting Judgement Indicator.

'I have five sons with a 29 year age range and recently teamed up with a fellow psychologist who has five daughters. We interviewed each other's children about our role as a father and the stories that were generated from that research now help influence my approach to Formula 4 Parenting.'

Bob Wheeler

'Developing the Parenting Judgement Indicator with Michael Lock has been one of my most satisfying achievements. My work background is that I graduated in law from Cambridge University, qualified as a barrister then worked in a range of increasingly senior human resources positions.

'I enjoy cooking and spending time with my wife, three children and dog. I am really interested in team sports and when called on, I still play cricket to a poor standard but extremely enthusiastically.'

Developing Children's Participation in Family Decision Making



using the

Parenting Judgement Indicator (PJI)

Michael Lock
Bob Wheeler
Nick Burnard