

Respondent: 3 J Doe

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# Decision Making For Leaders

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## Leadership Style Analysis

**Prepared for: J Doe**

**Peer Group: Leadership Skills I, Session 3**

**Comparison Group: Senior Executives Worldwide**

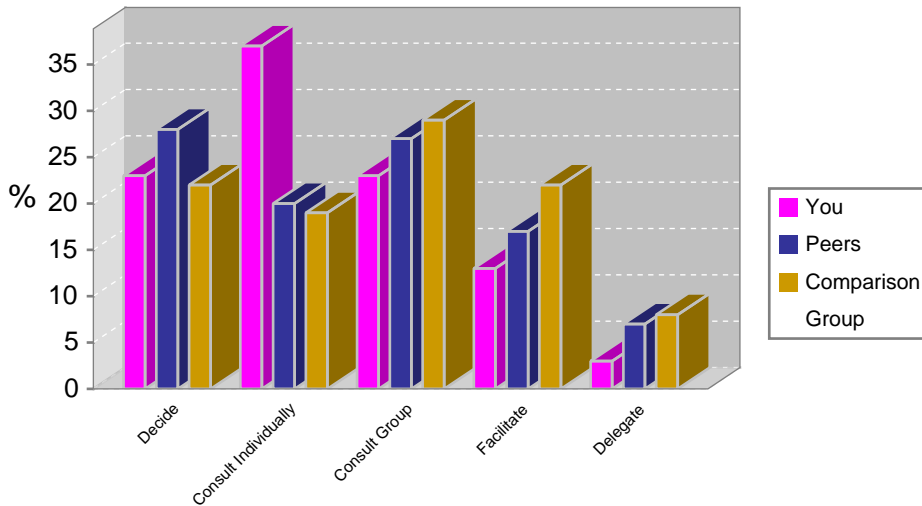
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Note: When you made your choices among the five leadership styles, they were designated by the numbers 1, 2, 3, 4, and 5. These numbers were chosen for their simplicity. However, in this report we will use numbers which more closely represent the differences in participation afforded by the five styles. Thus we have given Decide a value of 0 (no participation); Consult Individually a value of 3; Consult Group a value of 5; Facilitate a value of 7; and Delegate a value of 10. These new numbers will be used throughout this report in computing mean scores.

Note: This report was intended to be printed in color. If your report was printed in black and white, a colored line will appear as bold or solid. We have prepared this report for your exclusive use. It will not be shared with anyone else.

**Table 1: Your Choices and those of Peers and Comparison Group**

Table 1 shows how your results were distributed across the five decision processes. It also shows the results for your peer group and for a large group of managers called the comparison group, chosen for their similarity in level and experience to you.

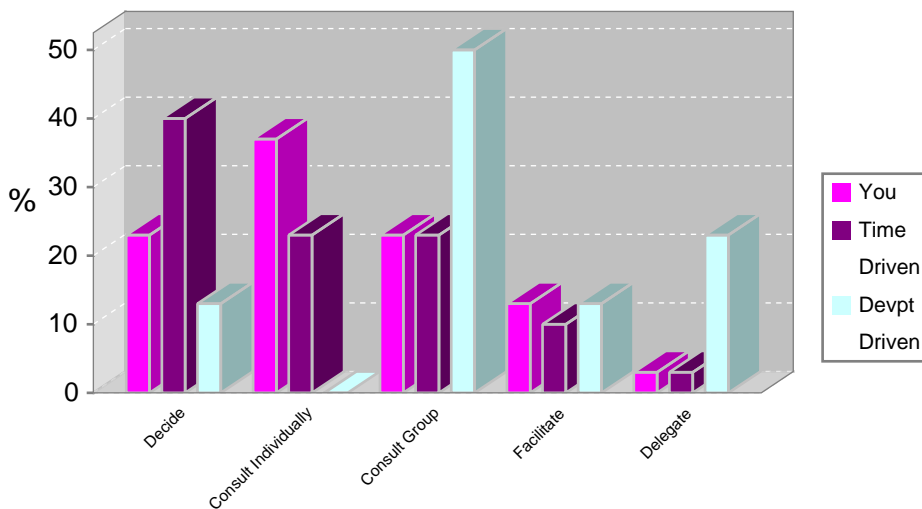


Questions for your reflection:

1. Which two processes do you use most frequently? Which two processes do you use least frequently?
2. How do your choices compare with your peer group? With the comparison group?

**Table 2: Your choices and those of the Time- Driven and Development- Driven Models**

Neither set of comparisons shown above represents what we believe to be the best choices. In the next table we compare your choices with two models--the Time-Driven Model (managing for today) and the Development-Driven Model (managing for the future).

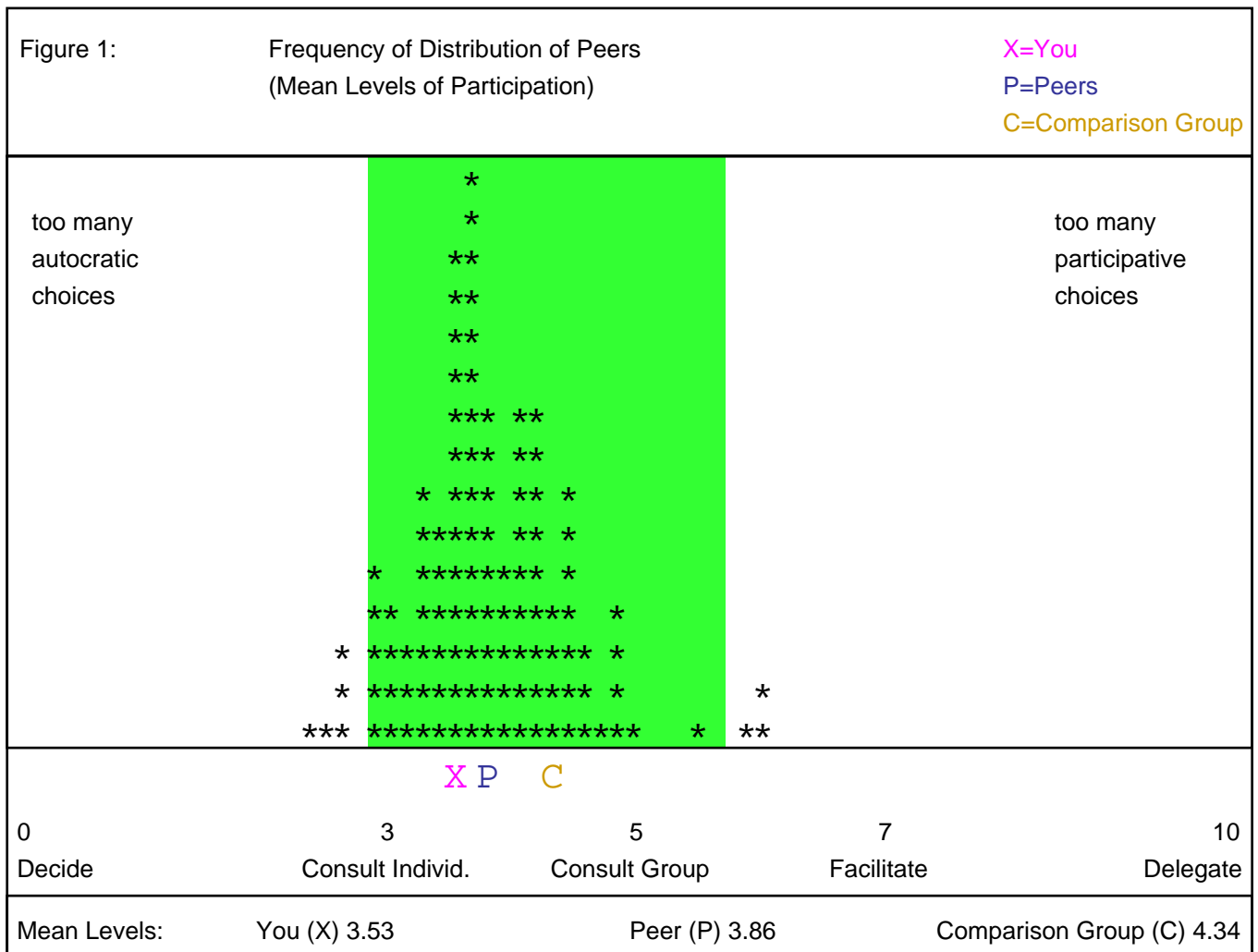


Questions for your reflection:

1. Which one of the two models comes closest to your own?
2. Does this coincide with your conception about the relative importance of making timely decisions and developing your team?

## Figure 1: Mean Levels of Participation

Figure 1 graphs your mean score and those of your peers on the scale of participation. Each person's score is represented by an asterisk. The letter P is used to designate the peer groups mean, C represents the comparison group, and X represents your position. The green portion of the graph signifies the range between the mean scores of the time and development models. Those persons who are to the left of the green range are deemed to have made too many autocratic choices, whereas those to the right of that range have made too many participative choices. Managers who fell within the green range can be equally effective and are different primarily in the priorities they place on immediate versus long-term results. You should note that this range depends on the nature of the situations confronting a leader. The range shown here is specific to this set of cases.



Questions for your reflection:

1. How does your participation score compare with your peer group; with your comparison group?
2. Is this consistent with your view of yourself?
3. Is it consistent with how you think you are viewed by those who work with you?

**Table 3: Your Choices Compared with the Model**

Table 3 shows your choices for each of the 30 cases. It also shows the models choices for each case depicted in the green cells. Within the green area, the time-driven choice is on the left and the development-driven choice is on the right. Any intermediate cells in the green area are neither the fastest nor the most developmental but are an acceptable compromise between the two.

Whenever your choice is deemed to incur more than a slight risk to the effectiveness of a decision, the last column indicates whether the risk was to Decision Quality, its implementation, or both.

No	Case	Decide	Consult Individ.	Consult Group	Facilitate	Delegate	Your choice risked
1	Relocation		X				
2	Exercise Facility			X			
3	Forms				X		
4	Alumni			X			
5	Customer		X				
6	Re-Engineering Team		X				Implementation
7	Stock Options	X					
8	Workplace Rules				X		
9	Turnaround		X				
10	Parking Spaces					X	
11	Tragedy			X			
12	Savings Bank			X			
13	Repertory Theater		X				Quality and Implementation
14	Hurricane		X				
15	Military Academy				X		Quality
16	Expense Accounts	X					Implementation
17	Automotive Manufacturer		X				
18	Rumors				X		
19	Business School	X					
20	Bosnia	X					
21	Budget Cut		X				
22	Executive Program	X					
23	New Principal		X				Implementation
24	Data Center			X			
25	Israel		X				Implementation
26	Government Contract		X				
27	Pediatrician			X			Quality
28	Bermuda Triangle	X					
29	Oil Spill	X					
30	Unfamiliar Culture			X			

Your results:

1. Your choices were outside the range recommended by the model	9 times
2. Your choices were more autocratic than the model prescribed	7 times
3. Your choices were more participative than the model prescribed	2 times
4. Your choices risked the quality of the decision	3 times
5. Your choices risked the implementation of the decision	5 times

## Table 4: Predicted Consequences of Choices

The extent to which one involves others in decision making has four demonstrable effects:

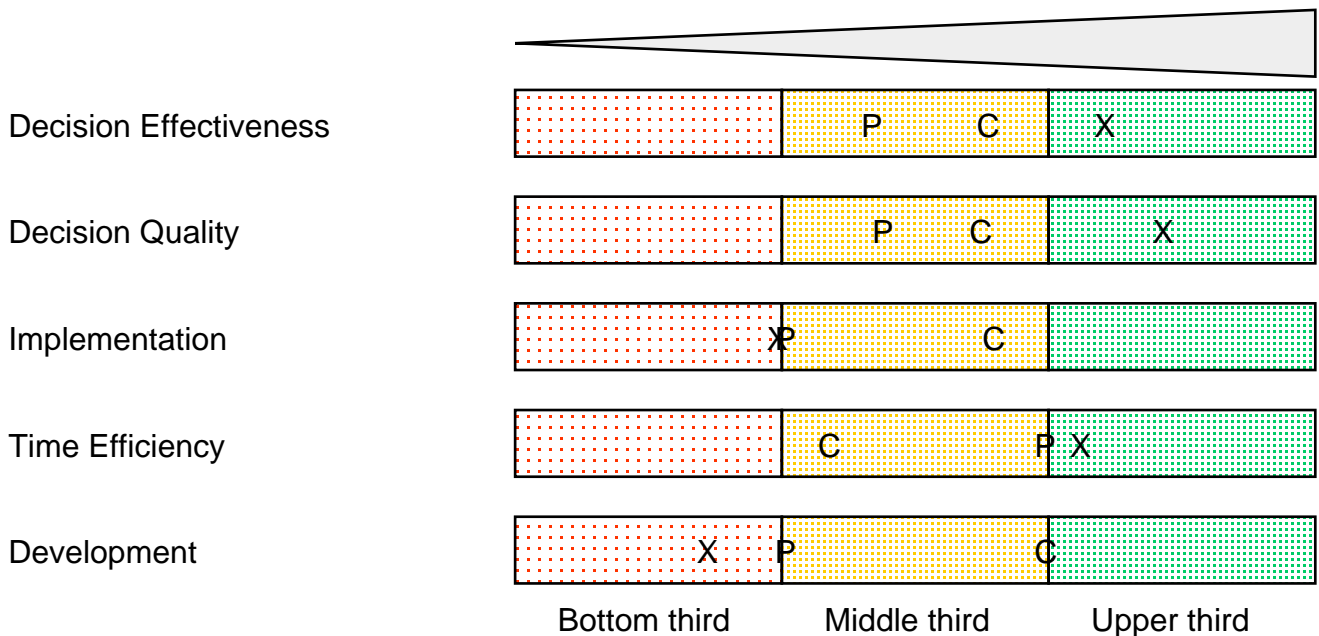
1. It may increase or decrease the quality of the decision made.
2. It increases the commitment to the decision and its implementation.
3. It increases the time required to make the decision.
4. It increases the development of organization members.

The relationship among these four effects is shown in the following simple equation:

$$\text{Overall Effectiveness} = \text{Decision Effectiveness (Quality + Implementation) Time} + \text{Development}$$

Other equations in the model permit us to estimate the effects of your choices on these four outcomes for each case. In the results shown below, you are compared with a worldwide sample of managers and also with your peer and comparison group. Note that Time (number of hours consumed in the decision-making process) has been changed to Time Efficiency to conform to the other three factors in which a high level is favorable.

For Decision Effectiveness and its two components, Decision Quality and Implementation, optimum performance would be 100 percent and represented by X at the extreme right side of these three bar graphs. Since Time Efficiency and Development are negatively correlated, a high level of one typically results in a lower level of the other. Therefore effective performance would be reflected in the sum of the two percentages.



	Bottom third	Middle third	Upper third
	You	Peers	Comparison Group
Decision Effectiveness	85%	76%	80%
Decision Quality	89%	79%	82%
Implementation	55%	56%	64%
Concern for Time	66%	63%	58%
Concern for Development	34%	40%	46%

Questions for your reflection:

1. On which of the four factors do you have a lower score than your peers or the comparison group?
2. On which of the four factors do you have a higher score than peers or the comparison group?
3. Is this consistent with how you view yourself?
4. On which of the four factors would you like to improve?

## Introduction to Figures 3.1–3.8

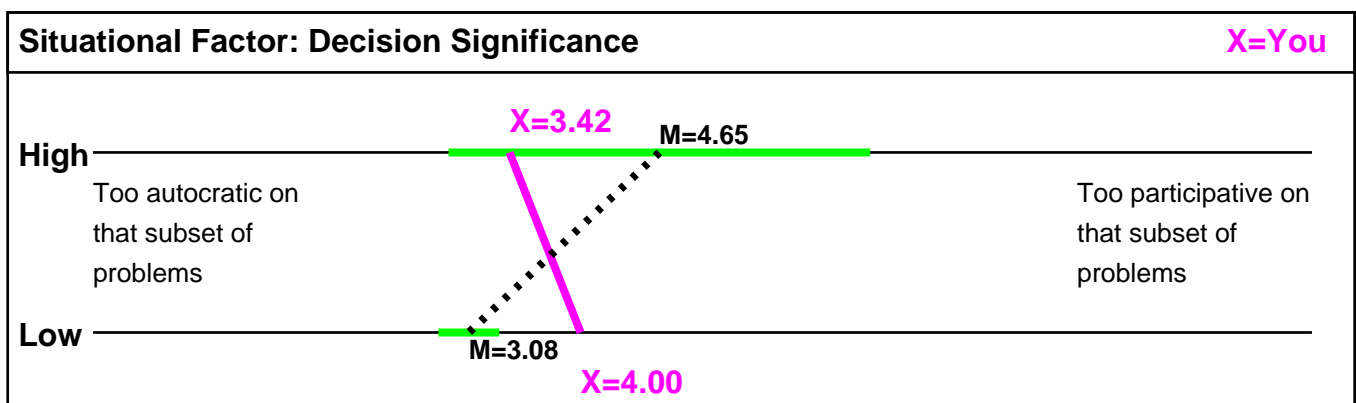
On the previous page, your scores on Time Efficiency and on Development were influenced largely by whether your choices tended toward the autocratic or participative ends of the scale. Your scores on Decision Effectiveness and on its two components, Quality and Implementation, were determined by how well you matched your choices to the situation. On the following pages you will see the effects of eight situational factors on your choices and compare them with what the model deems to be most effective.

### Figure: 3.1 Decision Significance

A highly significant decision is one in which important consequences are at stake, independent of the feelings or emotions of group members. It is important to get it right. In the figure below you will see two parallel horizontal lines. The one above (marked High) will show your degree of participation on the cases which are highly significant as described above. The line marked Low will show you how you behave on cases that lack this attribute. The purple line connecting the two horizontal lines shows how you respond to this factor. If it is vertical, it signifies no effect. We shall also treat it as no effect if it is almost vertical. The best test of the existence of a real effect is to subtract the two numbers marked X, signifying your scores on the two sets of cases, above and below the two lines. If the difference is .5 or more (regardless of sign), regard it as a real effect; if it is less than .5, treat it as no effect.

If you are affected by this factor, you should determine if you are responding to it correctly or incorrectly. There are several ways of determining the best direction of slope for this set of cases. You will note a green portion of each of the two horizontal lines. This portion signifies the range between the average choice recommended by the Time-Driven Model and that recommended by the Development-Driven Model. The midpoints (M) of each of these two line segments (signifying equal importance assigned to time and development) are shown numerically and connected by a dotted line.

If the effect of this factor on your choices is real (greater than .5) and if it is in the opposite direction to the model, it is particularly important to determine if you are too participative on insignificant cases or too autocratic on highly significant ones. This would be revealed by a deviation between your X and the green line. (You may also perform this test if your slope shows no effect or if it is in the correct direction.)

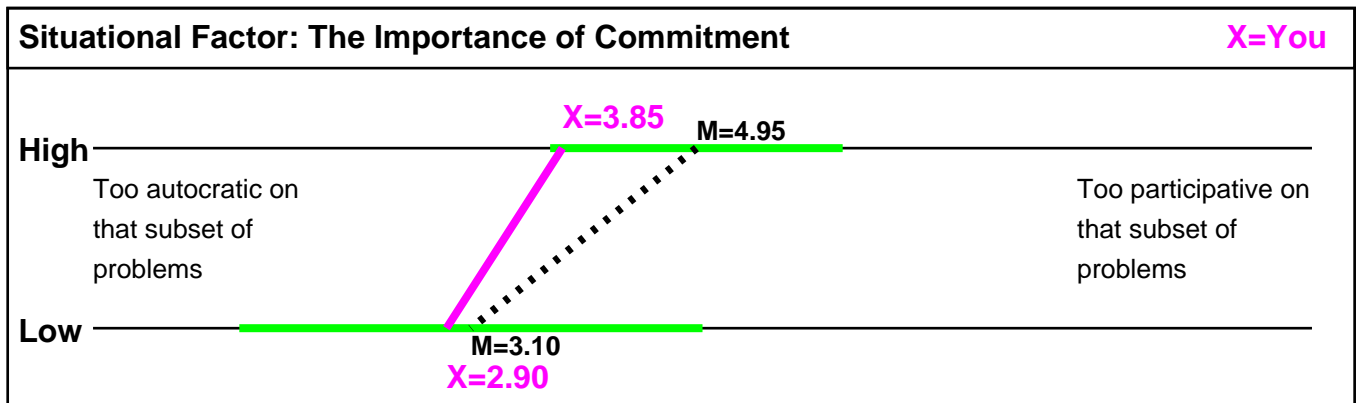


#### Your result:

1. Your choices are affected by the significance of the decision.
2. Your slope is in the wrong direction.

### Figure: 3.2 The Importance of Commitment

In this and the remaining figures, you will follow the same steps as in the previous figure. This situational factor refers to the importance of gaining the commitment of your group. Determine if this factor affects your behavior, whether the direction is correct, and whether the position of your Xs in relation to the green line signifies the need for a specific change in your behavior. Note that the correct direction of slope is upward and to the right (a positive slope).

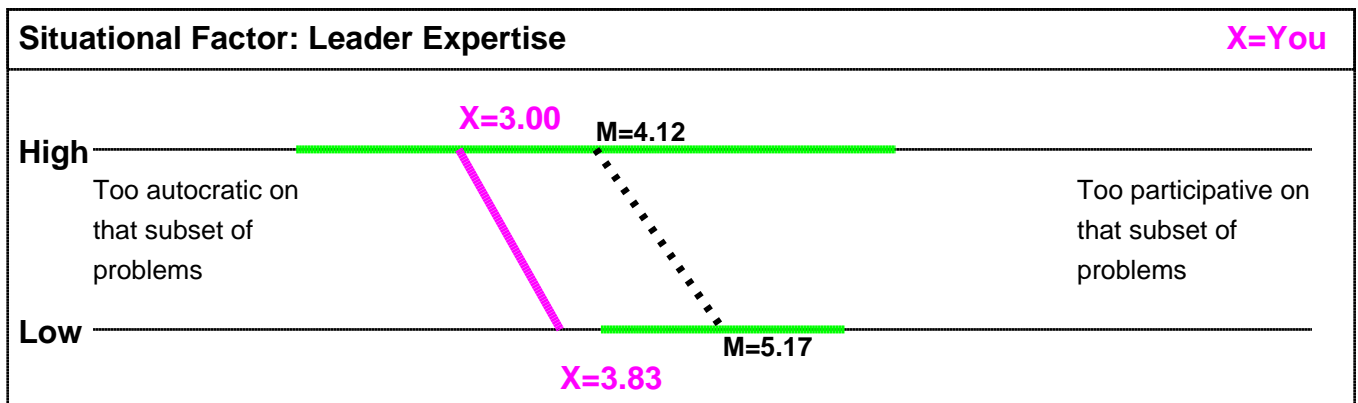


Your result:

1. You are affected by the need for commitment.
2. Your slope is in the right direction.

### Figure: 3.3 Leader Expertise

This situational factor refers to whether you have sufficient technical information to make a good decision without consultation with your team. Unlike the two previous factors, the correct direction of slope should be downward to the right (a negative slope).

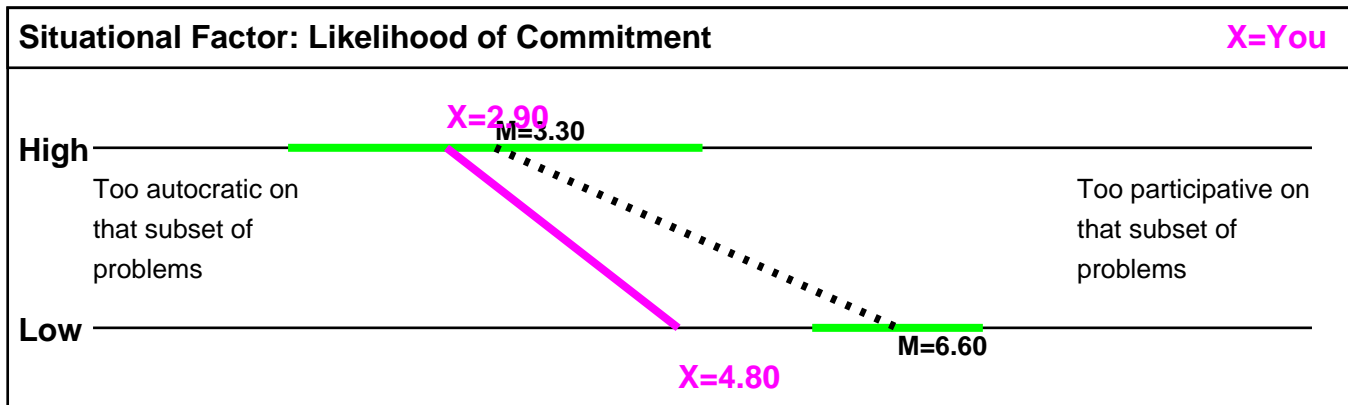


Your result:

1. Your choices are affected by your expertise.
2. Your slope is in the right direction.

### Figure: 3.4 Likelihood of Commitment

This factor involves the likelihood that the group would endorse the leader's decision in the absence of any prior consultation, e.g., the group sees the leader as the expert or having the right or responsibility to make the decision. The correct direction of the slope should be downward to the right (a negative slope).

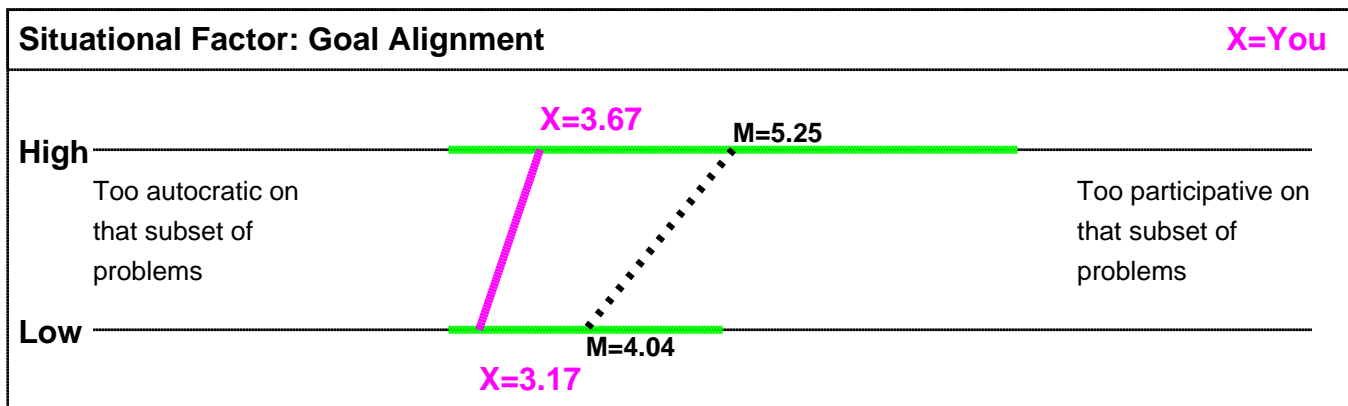


Your result:

1. Your choices are affected by the likelihood of others' commitment.
2. Your slope is in the right direction.

### Figure: 3.5 Goal Alignment

This factor refers to the extent to which the goals of group members correspond with the organizational objectives. The correct direction of the slope is upward to the right (a positive slope).

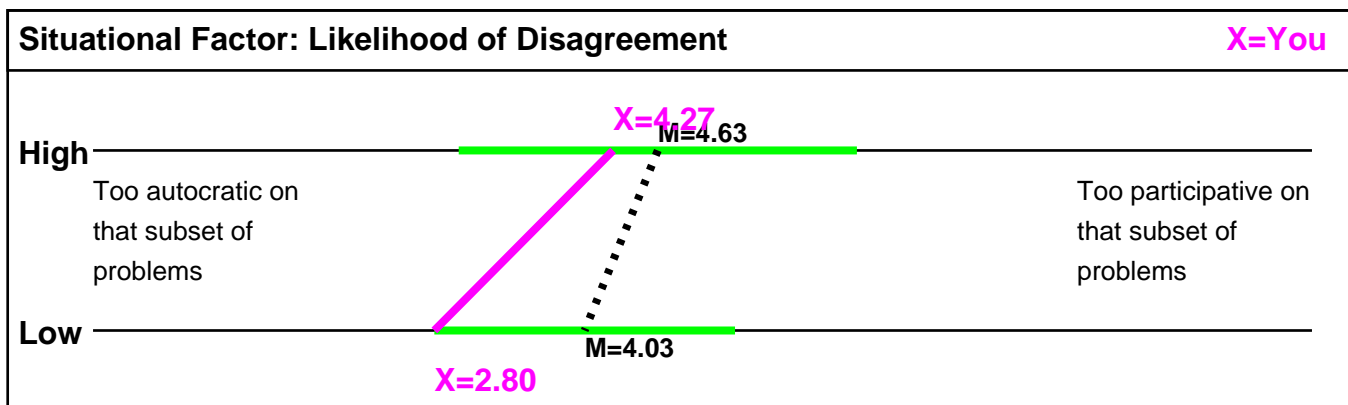


Your result:

1. Your choices are not affected by the goal alignment of the group members.

### Figure: 3.6 Likelihood of Disagreement

This refers to the existence of conflict or disagreement among group members. The correct direction of slope for this set of cases should be upward to the right (a positive slope).



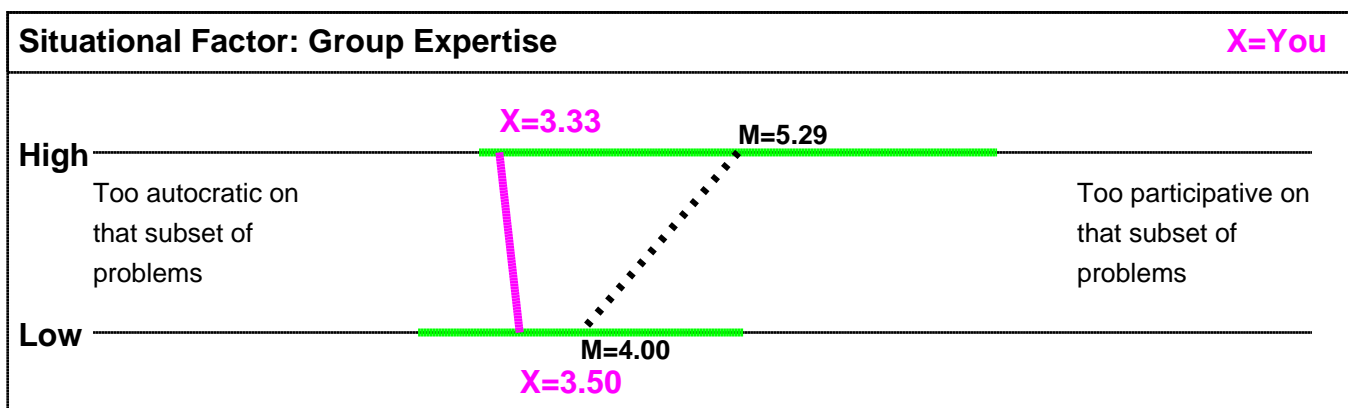
Your result:

1. Your choices are affected by disagreement among team members.
2. Your slope is in the right direction.

Note: A correct direction for this set of cases is called conflict confronting, i.e., you are more likely to deal with conflicting issues in group meetings. An incorrect direction is called conflict avoiding, i.e., you tend to deal with conflicts by deciding issues yourself or by talking with the conflicting parties separately. There is merit to both positions. Ideally one should avoid conflict when there is no common goal and to confront it when there is a common goal. The models preference for conflict confronting here is based on the nature of the cases in the set.

### Figure: 3.7 Group Expertise

This factor refers to the amount of problem-relevant knowledge and expertise within the group. The correct direction of the slope should be upward to the right (a positive slope).

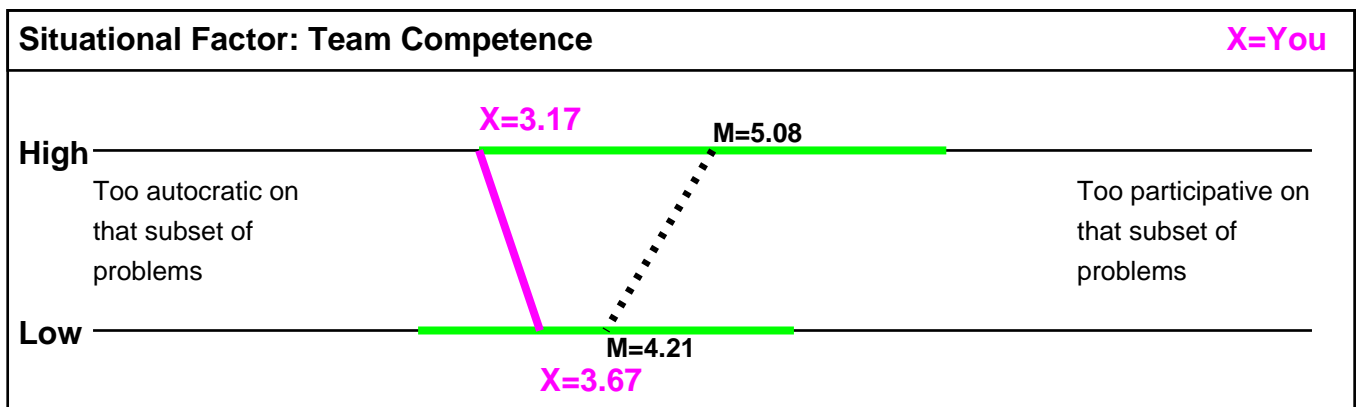


Your result:

1. Your choices are not affected by the expertise within the group.

### Figure: 3.8 Team Competence

This factor refers to the ability of the group to function as a team. The correct direction of the slope should be upwards to the right (a positive slope).



Your result:

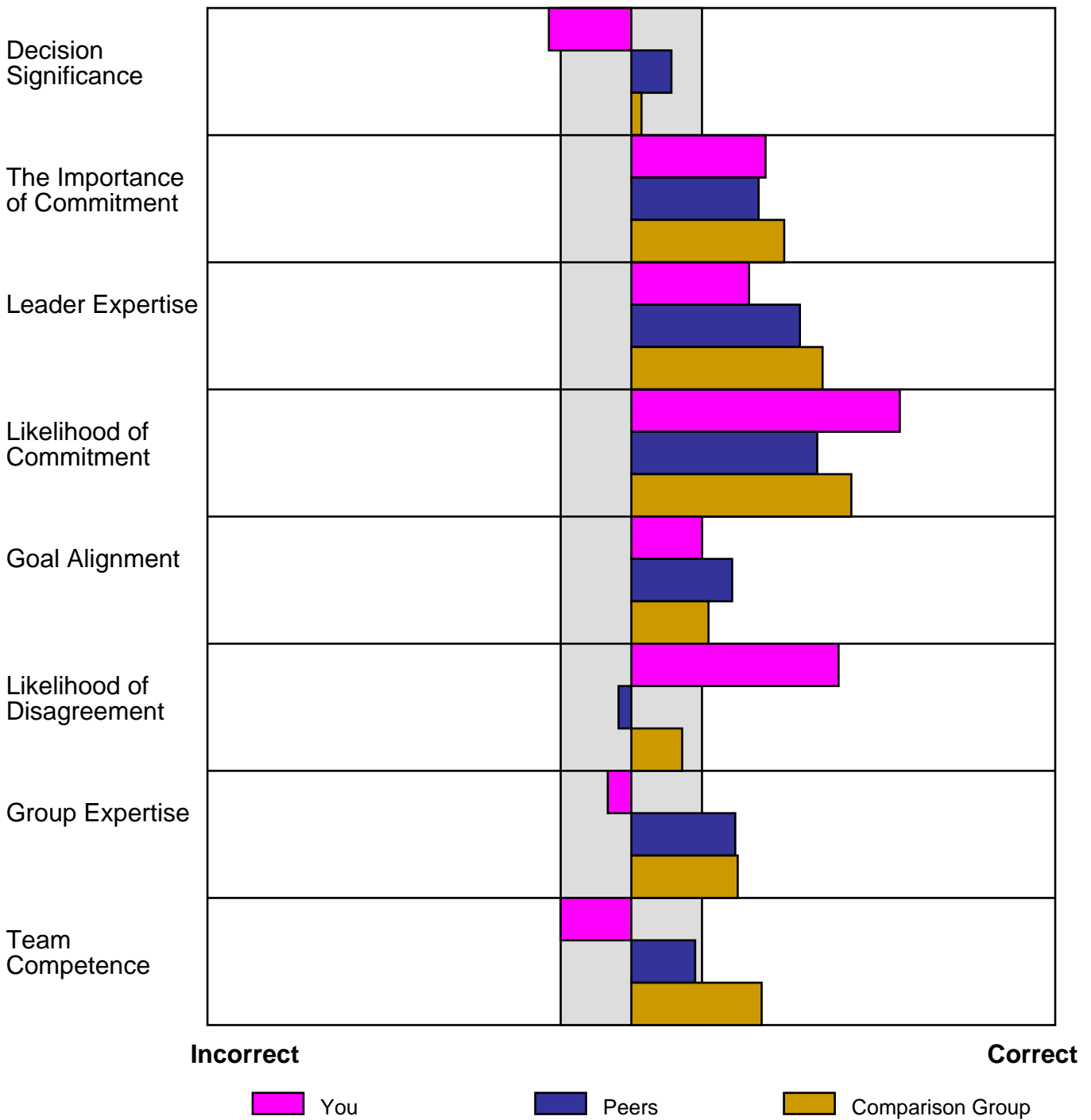
1. Your choices are not affected by the group's ability to work as a team.

Questions for reflection:

1. Which of the eight situational factors have a real effect on your leadership choices?
2. Which of the situational factors do you apparently ignore?
3. Which situational factors having a real effect are in the wrong direction?
4. Can you think of any aspects of your work experience, your present job, or the culture of your organization which may account for these effects?
5. What specific changes in your leadership style are indicated by this information?

### Figure 4: Effects of Situational Factors on You, Peers, and Comparison Group

Figure 4 compares your responses to the eight factors with those of peer and comparison groups. Bars extending to the right are in the correct direction. (The correct direction for Decision Significance and Likelihood of Disagreement depends on the case.) Bars showing your results which do not extend beyond the grey area should be regarded as basically no effect.



Questions for your reflection:

1. Which are the three most influential factors effecting your leadership style?
2. On which factors are you most different from your peers? From your comparison group?
3. Do you see any substantial differences between your peer and comparison groups?

## Table 5: Recommendations

Over the years we have been asked to sit down with many managers and tell them what behavioral changes are indicated by their report. Here we have tried to codify our recommendations and build them into the computer analysis itself.

There are a set of 22 red flags that I have used in making recommendations. Each of these red flags evokes a statement that could appear in Table 5. In some instances your deviations from the model do not fit into any regular pattern and no red flag is triggered. You would then receive a message indicating that we cannot recommend any changes. Finally, in less than five percent of all cases, managers will receive a congratulatory message indicating an exceptionally high level of agreement with the model.

Development	You appear to favor speed in decision making over developing group or team members. If your goals include building a responsible and capable team, you may wish to rethink this issue.
Situational Factors	Your choices do not appear to be influenced by several of the critical factors in the model.
Leader Expertise	When you don't have the necessary knowledge to solve problems, you should seek it through greater involvement of others.
Likelihood of Commitment	You could profit from involving others more when they are unlikely to respond enthusiastically to your decisions.

## Concluding Note

It is customary for managers to vary their behavior, including the way in which they make decisions, with the situations they encounter. But it is far less common for managers to understand the implicit reasoning underlying these actions. Over time ones leadership style becomes automatic- a matter of habit. This computer feedback is designed to help you to become aware of your habits and to transform them back into choices. Only you can assess whether these habits are still effective in dealing with the challenges that you face. If not, the comparisons with the model and with other managers provide indications of possible directions for change. Learning how to lead effective organizations is a lifelong activity involving continuing self-appraisal. We intend this report to assist in this process of self-awareness and reflection.