

REPORT ON LEADERSHIP DIMENSIONS QUESTIONNAIRE

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OVERVIEW OF REPORT FORMAT

This report is based on Sample's responses to the Leadership Dimensions Questionnaire. The structure of this report is as follows.

Introduction

An outline of the model of the LDQ Dimensions and three Leadership Styles and broad suggestions on how to use the report for development are presented.

Section 1: Results on the 15 dimensions

This section describes Sample's results from the Leadership Dimensions Questionnaire. It highlights possible areas on which to focus their development. When analysing the data provided, bear in mind that all scores have been compared with assessments from a large and highly able managerial population.

Section 2: The 3 styles of leadership & the relation to context

This section presents Sample's score on the LDQ Organisational Context sub-scale which measures the degree of change they perceive they are experiencing at work. This will help to identify which one of the three Leadership Styles presented is most appropriate for them at present.

Section 3: Development planning for the 15 dimensions

This section provides some broad developmental guidelines.

IMPORTANT NOTE

The person described in the report may disagree with parts of it despite the authors' best efforts. The descriptions of leadership dimensions it contains are not absolute truths, but are based upon the research and experience of the authors to ensure that the statements contained in the report are an accurate reflection of the person's responses to the questionnaire. Because of this, it is recommended that the report be presented to both the respondent and third parties (such as recruiters, trainers and coaches) on a person-to-person basis. Whenever this report is used to make decisions concerning the respondent, all other available information of relevance, such as his/her track record and ability, should be taken into account.

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Introduction

This report provides information based on Sample's responses to the Leadership Dimensions Questionnaire. Research studies have shown these dimensions of leadership provide some of the critical determinants of effective leadership and have also shown that the really important aspects of leadership relate broadly to Emotional & Social competencies, Intellectual competencies and Managerial competencies.

The 15 dimensions are classified, and presented, under four headings based on the authors' model of leadership which consists of:

Personal Enablers;
Inter-Personal Enablers;
Drivers; and a
Constrainer.

The dimensions in this model are produced in an overall profile, which is then related to three different leadership styles:

- Goal-oriented Leadership
- Involving Leadership
- Engaging Leadership

The styles are described and profiled in the report. No style is right or wrong per se. Each style is appropriate in a different context, relating to the degree of change faced by the leader. The questionnaire also identifies the degree of change that Sample perceives will be faced by their organisation.

In this report, Sample's results are examined in relation to a reference group, comparing their responses to the distribution of results from a relevant sample of managers and senior officers, to determine objectively their Leadership profile and its implications. It should be useful to examine the individual Dimension results. This will help to identify which components of Leadership they might wish to reinforce, or develop, in order to enhance their overall performance in the context of their organisation's strategy and their current role, using a comparison of Sample's leadership style to that indicated by their assessment of the context in which they are working.

We suggest to begin by reviewing Sample's results on the 15 dimensions, each of which is defined in detail in italics. They appear in the next section.

SECTION 1: RESULTS ON THE 15 LEADERSHIP DIMENSIONS

Personal Enablers

A Critical Analysis & Judgement

Gathers relevant information from a wide range of sources in order to identify and then solve problems. Has a critical faculty which probes the facts, identifies advantages and disadvantages and discerns the shortcomings of ideas and proposals. Makes sound judgements and decisions based on reasonable assumptions and factual information, and is aware of the impact of any assumptions made.

On this dimension Sample's self-assessment places them below-average.

1

B Vision & Imagination

Imaginative and innovative in all aspects of one's work. The capability to establish sound priorities for future work. To have a clear vision of the future direction of the organisation to meet business imperatives. Also, to foresee the impact of external and internal changes on one's vision which reflects implementation issues and business realities.

On this dimension Sample's self-assessment places them below-average.

3

C Strategic Perspective

Rises above the immediate situation and sees the wider issues and broader implications. Explores a wide range of relationships between factors and balances short and long-term considerations. Is aware of, and sensitive to the impact of one's actions and decisions across the organisation. Identifies opportunities and threats from both within and outside. Is aware of, and sensitive to Stakeholders' needs, external developments and the implications of external factors on one's decisions and actions.

On this dimension Sample's self-assessment places them below-average.

4

D Managing Resources

Plans ahead, organises all resources and co-ordinates them efficiently and effectively. Establishes clear objectives. Converts long term goals into action plans. Monitors and evaluates staff's work regularly and effectively, and gives them sensitive and honest feedback.

Sample's self-assessment on this dimension positions places them in the average range.

5

E Self-awareness

The awareness of one's own feelings and the capability to recognise and manage these feelings in a way which one feels that one can control. This factor includes a degree of self-belief in one's capability to manage one's emotions and to control their impact in a work environment.

On this dimension Sample's self-assessment places them below-average.

1

F Emotional Resilience

The capability to perform consistently in a range of situations under pressure and to adapt behaviour appropriately. The capability to balance the needs of the situation and task with the needs and concerns of the individuals involved. The capability to retain focus on a course of action or need for results in the face of personal challenge or criticism.

On this dimension Sample's self-assessment places them below-average.

3

G Intuitiveness

The capability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and 'emotional' or intuitive perceptions of key issues and implications.

5

Sample's self-assessment on this dimension positions places them in the average range.

Inter-Personal Enablers

H Interpersonal Sensitivity

The capability to be aware of, and take account of, the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. The capability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep open one's thoughts on possible solutions to problems and to actively listen to, and reflect on, the reactions and inputs from others.

2

On this dimension Sample's self-assessment places them below-average.

J Influencing

The capability to persuade others to change their viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.

1

On this dimension Sample's self-assessment places them below-average.

K Engaging Communication

A lively and enthusiastic communicator who engages others and wins their support. Clearly communicates one's instructions and vision to staff. Communications are tailored to the audience's interests and are focused. One's approach inspires staff and audiences. Adopts a style of communication which conveys approachability and accessibility.

4

On this dimension Sample's self-assessment places them below-average.

L Empowering

Knows one's Direct Report's strengths and weaknesses. Gives them autonomy and encourages them to take on personally challenging and demanding tasks. Encourages them to solve problems, produce innovative and practical ideas and proposals and develop their vision for their area of accountability as well as contributing to the formulation of a broader vision for the business. Encourages Direct Reports to employ a critical faculty and a broad perspective in all aspects of their work and to challenge existing practices, assumptions and policies.

1

On this dimension Sample's self-assessment places them below-average.

M Developing

Believes that others have the potential to take on ever more-demanding tasks, roles and accountabilities, and encourages them to do so. Ensures that Direct Reports have adequate support. Makes every effort to develop their competencies and invests time and effort in coaching them so that they can contribute effectively and develop themselves. Works with others and identifies new tasks and roles which will develop them. Believes that critical feedback and challenge are important.

1

On this dimension Sample's self-assessment places them below-average.

Drivers

N Motivation

2

The drive and energy to achieve clear results and make an impact and, also, to balance short- and long-term goals with a capability to pursue demanding goals in the face of rejection or questioning.

On this dimension Sample's self-assessment places them below-average.

P Achieving

2

Willing to make decisions involving significant risk to gain a business or other advantage. Decisions are based on core business or organisational issues and their likely impact on success. Selects and exploits activities which result in the greatest benefits to one's part of the organisation and which will increase its performance. Shows an unwavering determination to achieve objectives and implement decisions.

On this dimension Sample's self-assessment places them below-average.

Constrainer

Q Conscientiousness

4

The capability to display clear commitment to a course of action in the face of challenge and to match 'words and deeds' in encouraging others to support the chosen direction. The personal commitment to pursuing an ethical solution to a difficult business issue or problem.

On this dimension Sample's self-assessment places them below-average.

To provide an overview of Sample's results, a profile chart which plots their scores on the 15 Dimensions appears on the next page.

Self-Assessment Profile Chart

Sten	1	2	3	4	5	6	7	8	9	10	Dimensions
A	1	.	.	.	.	.	.	.	.	.	Critical Analysis & Judgement
B	.	.	3	.	.	.	.	.	.	.	Vision & Imagination
C	.	.	.	4	.	.	.	.	.	.	Strategic Perspective
D	.	.	.	.	5	.	.	.	.	.	Managing Resources
E	1	.	.	.	.	.	.	.	.	.	Self-awareness
F	.	.	3	.	.	.	.	.	.	.	Emotional Resilience
G	.	.	.	.	5	.	.	.	.	.	Intuitiveness
H	.	2	.	.	.	.	.	.	.	.	Interpersonal Sensitivity
J	1	.	.	.	.	.	.	.	.	.	Influencing
K	.	.	.	4	.	.	.	.	.	.	Engaging Communication
L	1	.	.	.	.	.	.	.	.	.	Empowering
M	1	.	.	.	.	.	.	.	.	.	Developing
N	.	2	.	.	.	.	.	.	.	.	Motivation
P	.	2	.	.	.	.	.	.	.	.	Achieving
Q	.	.	.	4	.	.	.	.	.	.	Conscientiousness
Sten%	2	5	8	15	20	20	15	8	5	2	

Norm used: Total Norm Group (n = 2055)

Key:

Below-average
 Average
 Above-average

Name

Page 6

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The 3 styles of leadership & relation to context

Effective leadership is increasingly being seen in terms of a combination of:

- personal characteristics which are required to enable an individual to engage in a leadership role in an effective manner,
- a range of skills and behaviours which need to be in place to provide effective leadership,
- a range of styles related to the context in which leadership is exercised, and
- a range of ways in which the leadership behaviours may be exercised in a way which matches the personal style of the individual leader.

In addition, it is quite widely accepted that leadership may be exhibited at many levels in an organisation. The next part of the LDQ report provides an indication of the leadership style Sample is likely to exhibit based on their responses to the questionnaire. Three leadership styles are identified within the author's model:

- **Goal-Oriented Leadership.** A style focused on delivering results within a relatively stable context. This is a Leader-led style aligned to a stable organisation delivering clearly understood results.
- **Involving Leadership.** A style based on a transitional organisation which faces significant, but not necessarily radical changes in its business model or modus operandi.
- **Engaging Leadership.** A style based on a high level of empowerment and involvement appropriate in a highly transformational context. Such a style is focused on producing radical change with high levels of engagement and commitment.

Three profile charts appear on the following pages and present, in turn, Sample's score in relation to the range of scores (indicated by the shaded bands) representing each of the three style profiles. **According to their self-assessment, the style Sample is currently most closely fitted to is Involving.**

Interpreting the Style Profiles

The Organisational Context questionnaire (LDQ Part 2) examines the degree and nature of change Sample perceives that they faces in their role as a leader. The higher they scores, the greater the degree of volatility and change in the context in which they exercises leadership. The total score ranges from 21 to 105. Within this range there are three broad categories reflecting different contexts:

- Relatively Stable 21 - 58
- Significant Change 59 - 73
- Transformational 74 - 105

Sample's own LDQ Context score is 70, suggesting their organisation is in the Significant Change range. **An Involving Style would appear to be the most appropriate of the three.** They should, therefore, pay particular attention to the profile chart for that particular style. Examination of the descriptions of each of the dimensions can determine which may need developing or exploiting in order for them to be more effective for this style. When reflecting on their development needs, they will find that the final section of this report provides a detailed review of their scores on all 15 dimensions and developmental issues. The other two style profiles are presented in case they is on the borderline of two different styles or contexts, or they feels that they might be required to adopt a different style in the foreseeable future.

Self-Assessment Profile Chart for “Goal Oriented” Leadership Style

Sten	1	2	3	4	5	6	7	8	9	10	Dimensions
A	1	.	.	.	.	.	.	.	.	.	Critical Analysis & Judgement
B	.	.	3	.	.	.	.	.	.	.	Vision & Imagination
C	.	.	.	4	.	.	.	.	.	.	Strategic Perspective
D	.	.	.	.	5	.	.	.	.	.	Managing Resources
E	1	.	.	.	.	.	.	.	.	.	Self-awareness
F	.	.	3	.	.	.	.	.	.	.	Emotional Resilience
G	.	.	.	.	5	.	.	.	.	.	Intuitiveness
H	.	2	.	.	.	.	.	.	.	.	Interpersonal Sensitivity
J	1	.	.	.	.	.	.	.	.	.	Influencing
K	.	.	.	4	.	.	.	.	.	.	Engaging Communication
L	1	.	.	.	.	.	.	.	.	.	Empowering
M	1	.	.	.	.	.	.	.	.	.	Developing
N	.	2	.	.	.	.	.	.	.	.	Motivation
P	.	2	.	.	.	.	.	.	.	.	Achieving
Q	.	.	.	4	.	.	.	.	.	.	Conscientiousness
Sten%	2	5	8	15	20	20	15	8	5	2	

Norm used: Total Norm Group (n = 2055)

Name Sample Person

Page 8

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Self-Assessment Profile Chart for “Involving” Leadership Style

Sten	1	2	3	4	5	6	7	8	9	10	Dimensions
A	1	.	.	.	.	.	.	.	.	.	Critical Analysis & Judgement
B	.	.	3	.	.	.	.	.	.	.	Vision & Imagination
C	.	.	.	4	.	.	.	.	.	.	Strategic Perspective
D	.	.	.	.	5	.	.	.	.	.	Managing Resources
E	1	.	.	.	.	.	.	.	.	.	Self-awareness
F	.	.	3	.	.	.	.	.	.	.	Emotional Resilience
G	.	.	.	.	5	.	.	.	.	.	Intuitiveness
H	.	2	.	.	.	.	.	.	.	.	Interpersonal Sensitivity
J	1	.	.	.	.	.	.	.	.	.	Influencing
K	.	.	.	4	.	.	.	.	.	.	Engaging Communication
L	1	.	.	.	.	.	.	.	.	.	Empowering
M	1	.	.	.	.	.	.	.	.	.	Developing
N	.	2	.	.	.	.	.	.	.	.	Motivation
P	.	2	.	.	.	.	.	.	.	.	Achieving
Q	.	.	.	4	.	.	.	.	.	.	Conscientiousness
Sten%	2	5	8	15	20	20	15	8	5	2	

Norm used: Total Norm Group (n = 2055)

Name Sample Person

Page 9

www.getfeedback.net

Self-Assessment Profile Chart for “Engaging” Leadership Style

Sten	1	2	3	4	5	6	7	8	9	10	Dimensions
A	1	.	.	.	.	.	.	.	.	.	Critical Analysis & Judgement
B	.	.	3	.	.	.	.	.	.	.	Vision & Imagination
C	.	.	.	4	.	.	.	.	.	.	Strategic Perspective
D	.	.	.	.	5	.	.	.	.	.	Managing Resources
E	1	.	.	.	.	.	.	.	.	.	Self-awareness
F	.	.	3	.	.	.	.	.	.	.	Emotional Resilience
G	.	.	.	.	5	.	.	.	.	.	Intuitiveness
H	.	2	.	.	.	.	.	.	.	.	Interpersonal Sensitivity
J	1	.	.	.	.	.	.	.	.	.	Influencing
K	.	.	.	4	.	.	.	.	.	.	Engaging Communication
L	1	.	.	.	.	.	.	.	.	.	Empowering
M	1	.	.	.	.	.	.	.	.	.	Developing
N	.	2	.	.	.	.	.	.	.	.	Motivation
P	.	2	.	.	.	.	.	.	.	.	Achieving
Q	.	.	.	4	.	.	.	.	.	.	Conscientiousness
Sten%	2	5	8	15	20	20	15	8	5	2	

Norm used: Total Norm Group (n = 2055)

Name Sample Person

Page 10

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SECTION 3: DEVELOPMENT PLANNING FOR THE 15 DIMENSIONS

Having reviewed Sample's style profiles and reflected on the leadership style(s) appropriate for their role and context, the following overview of their scores on each of the 15 dimensions may be helpful in formulating a development plan.

The following analysis looks at Sample's relative strengths and weaknesses on each of the 15 dimensions. However, in interpreting these it is necessary to consider their relevance to the profile required in their current context. In some cases, they may have a score that is **above** that required in their current context. If this is so, Sample might well reflect on how they might adapt their behaviour to make it more appropriate. For example, if they are in a Transformational context and have an above-average score on Critical Analysis & Judgement, they may need to think of ways of working which reduce their own contribution and enable others to develop these capabilities. However, the comments under each dimension reflect possible development needs that may be appropriate if the context indicates that a higher score on this dimension is required for successful performance in the context in which they are currently, or expect to be, working. In addition, strengths that could be deployed further are highlighted. Furthermore, Sample could gain even greater insights by talking to their work colleagues about their perceptions of their behaviour in a range of relevant situations.

Personal Enablers

A Critical Analysis & Judgement

Sample's responses to the form suggest that they do not generally display Critical Analysis and Judgement. In some situations, Sample tends **not** to identify and solve problems, have a critical faculty and make sound judgements and decisions based on reasonable assumptions. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Whilst Sample's overall score is below average on Critical Analysis & Judgement they appears to have specific **strengths** in relation to: looking at core issues when analysing a complex situation; and identifying both the advantages and disadvantages of proposals, which should be exploited.

B Vision & Imagination

Sample's responses indicate that they do not generally display Vision and Imagination. In some situations, Sample tends **not** to be imaginative and innovative, to establish sound priorities for future work, to have a clear vision of the future direction of the organisation and to foresee the impact of external and internal changes on their vision which reflect business realities. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

C Strategic Perspective

Sample's responses indicate that they do not generally display Strategic Perspective. In some situations, Sample tends **not** to see the wider issues, to balance short and long-term considerations, to be sensitive to the impact of your actions, to identify opportunities and threats and to be sensitive to Stakeholders' needs and external developments. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Whilst Sample's overall score is below average on Strategic Perspective they appears to have specific **strengths** in relation to: being sensitive to important organisational issues when dealing with problems; and taking account of needs of external stakeholders when taking action, which should be exploited.

D Managing Resources

Sample's responses indicate that some aspects of Managing Resources are strengths. In some situations, Sample appears to plan ahead, to co-ordinate and organise all resources efficiently, to establish clear objectives, to evaluate their staff's work effectively, and give them sensitive and honest feedback. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they could further exploit their strengths and work on any development needs.

E Self-awareness

Those scoring in this range, like Sample, may not always be aware of their feelings and emotions in work situations. They may find that in some situations, although they are aware of their feelings or emotions, they are not able to control their impact on the way in which they behave. Sample may find it helpful to reflect on specific situations in which they have felt in control of their feelings and emotions, and identify specific actions which were helpful. This knowledge could then be applied in future situations which arouse strong feelings or emotions.

Whilst Sample's overall score is below average on Self-awareness they appears to have specific **strengths** in relation to: knowing exactly what your feelings are; being aware of your own moods at work; and understanding and controlling your own feelings, which should be exploited.

F Emotional Resilience

Individuals who score within this range, like Sample, may find it difficult to perform consistently when under pressure. They may also become frustrated by challenge or criticism and therefore find it difficult to continue to perform effectively in these circumstances. It may be helpful if Sample attempts to depersonalise criticism and challenge, and views it as a challenge to the ideas, proposals, etc. associated with the task rather than a personal attack.

Whilst Sample's overall score is below average on Emotional Resilience they appears to have specific **strengths** in relation to: adjusting to new situations and circumstances, which should be exploited.

G Intuitiveness

Individuals who score within the average range, like Sample, on this element may find that, while they can balance fact and intuition in decisions, there are some situations in which they are uncomfortable in making decisions unless they have full and unambiguous data available. There may be situations in which they either lack the confidence to use their own experience to close any gaps in information, or believe such intuitive behaviour would lead to an incorrect or bad decision. On reflecting on past business decisions they have made, Sample may find it useful to identify the differences in the type of decision in which they felt it essential to have the full data, and then reflect on the extent to which the additional data changed their 'intuitive' decision. Their own experience may have led to intuitive decisions which were close to the final ones and the insight from these reflections could be applied to future decisions.

Inter-Personal Enablers

H Interpersonal Sensitivity

Those with a score in this range, like Sample, may have a tendency to impose their own solutions on those they work with without taking account of others' views and reactions. They may not always be aware of the needs and views of those they work with and may not spend enough time listening to others. Sample might find it helpful to seek the views and opinions of others, in relation to work problems and decisions, before proposing their own solutions and ideas. Discussing others' reactions to necessary tasks and activities, and trying to take account of these in a way which still allows the task to be completed effectively may also be beneficial.

J Influencing

Individuals who score in this range, like Sample, may find it difficult to win others over to their point of view, and may be frustrated by their lack of success in persuading others to change their viewpoint or opinion on an issue. Sample may find it helpful to try and understand the perspectives and needs of those they wish to influence before presenting their case, and then do so in a way which takes account of others' alternative perspectives and shows how their needs might be met.

Whilst Sample's overall score is below average on Influencing they appears to have specific **strengths** in relation to: effective in building team commitment to goals and objectives, which should be exploited.

K Engaging Communication

Sample's responses indicate that they does not generally display Engaging Communication. In some situations, Sample tends **not** to communicate in a lively, engaging and enthusiastic way, to communicate their instructions and vision to staff clearly, to tailor their communications to their audience, to inspire staff and audiences, and to adopt a style which conveys approachability and accessibility. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Whilst Sample's overall score is below average on Engaging Communication they appears to have specific **strengths** in relation to: communicating ideas to staff in an interesting fashion; using your style of communicating to gain support of others; communicating your vision clearly to your staff; concisely encapsulating key issues in presentations; and being enthusiastic when communicating to others, which should be exploited.

L Empowering

Sample's responses indicate that they do not generally display Empowering. In some situations, Sample tends **not** to know their direct report's strengths and weaknesses, to give them autonomy and to encourage them to take on challenging tasks, solve problems, produce innovative ideas, develop their vision, employ a critical faculty and a broad perspective. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Whilst Sample's overall score is below average on Empowering they appears to have specific **strengths** in relation to: encouraging staff to question their assumptions, which should be exploited.

M Developing

Sample's responses indicate that they do not generally display Developing. In some situations, Sample tends **not** to encourage their staff to take on ever more-demanding tasks, to ensure that they have adequate support, to make every effort to develop their competencies, to spend time coaching them and to identify new tasks which will develop them. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Drivers

N Motivation

Those with a score in this range, like Sample, may have a tendency to focus on short-term goals and actions at the expense of clear long-term goals or aspirations. This might be a result of their having no strong long-term goal to which they feel sufficiently committed. Sample might find it helpful to reflect on their aspirations in a work context and identify the longer-term goals which they believes are essential for realising these aspirations. They may then find it easier to achieve a balance between short-term goals and actions and the longer-term goal.

Whilst Sample's overall score is below average on Motivation they appears to have specific **strengths** in relation to: making an immediate, positive impact on others, which should be exploited.

P Achieving

Sample's responses indicate that they do not generally display Achieving. In some situations, Sample tends **not** to be willing to make decisions involving significant risk to gain an advantage, to base decisions on core business issues relating to success, to select and exploit those activities which result in the greatest benefits and to show an unwavering determination to achieve objectives and implement decisions. If Sample decides that this dimension is important to their required leadership style, they might wish to consider how they might work on its development.

Constrainer

Q Conscientiousness

People who score low on this element like Sample may, on occasions, choose to be unduly pragmatic and are probably willing to 'bend the rules' to get a task completed or achieve a particular goal: others may perceive inconsistency between their words and actions. It may be helpful if Sample finds ways of achieving results within the organisation's existing standards of behaviour, and develops consistency in behaviour by reflecting before acting, and testing whether or not their proposed actions are in line with what they have said to others about a task, situation or problem.

Whilst Sample's overall score is below average on Conscientiousness they appears to have specific **strengths** in relation to: adhering to prevailing ethical norms; adhering to organisational norms; making every effort to adhere to expected standards of personal conduct; and working within the rules and regulations of your organisation, which should be exploited.

DEVELOPMENT GUIDELINES

It is possible to develop many aspects of Sample's leadership style by planned and sustained development activities. Some Dimensions are readily developable whereas others are more difficult to develop and it is more a matter of exploiting whatever capacity they may possess. If they wish to develop their capabilities in line with the style(s) relevant to their needs, a useful initial framework is as follows:

Now:

- reflect on, and identify, examples of behaviour which they exhibits in different situations;
- identify those Dimensions which are seen as strengths in line with the style appropriate to their current situation and start to devise a plan to strengthen and build on these further;
- identify those Dimensions which are seen as development needs in line with the style appropriate to their current situation and start to devise a plan of possible behaviour changes which they could make to address these needs;

In their work:

- consciously practise changing and reinforcing their behaviours, and reflect on their responses to them;
- continually seek feedback from colleagues on the Dimensions they have attempted to change.

In Sample's job, they will probably benefit from receiving feedback from others. They can then reflect on how they have perceived their reactions to significant events, challenges or decisions. They could also benefit from discussing their development actions and ideas with colleagues and, if possible, with a coach. This will enable them to obtain further advice and to 'fine tune' their proposed action plans.