SL | STRATEGIC LEADER

Assessment Report

Sample Report

3/8/2017

Interpreting Your Results

Part 1:

Part 2:

Part 3:

Part 1

DOMINANT STRATEGY TYPE MATRIX

Your dominant strategy-type(s) is shaded green. It indicates certain unique leadership strengths. Your raw score in each quadrant is provided

If Highest
Good with employees who need support

If Highest
Good with employees who need supervision and support to improve.

RELATE (R) 40	COACH (C) 47
DELEGATE (D) 46	INSTRUCT (I) 56

Good with employees who can take on more responsibility

Good with employees who need information and structure to learn

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What strengths does your high score indicate?

DEVELOPMENT PATH

Your lowest score(s)*, below are shaded red. This is your development path type-the one you should practice most if you want to expand your leadership capabilities in order to be able to meet the needs of many different leadership contexts.

Your lowest score(s) is shaded red: Your raw score in each quadrant is provided

May need to give more support.	**RELATE (R) 40**	**COACH (C) 47**	May need to focus on helping employees improve performance.
Good with employees who can take on more responsibility	**DELEGATE (D) 46**	**INSTRUCT (I) 56**	May need to give employees more information and structure.

What new emphasis does your low score suggest?

STRATEGY VARIABILITY SCALE

How variable (adaptable, flexible) is your strategy in different contexts or cases?

Your Strategy Variability is shaded blue.

Strategy Variability is determined by subtracting your lowest style score from your highest.

Strategy Variability

0 - 5	High
6 - 10	
11 - 15	Medium High
16 - 20	
21 - 25	Medium Low
26 - 30	
31 - 35	Low
36 - 40	
41 - 45	Very Low
46+	

Some people tend to rely on one strategy, perfecting it through frequent use, while others tend to practice varied strategies.

A good goal for leaders is to perfect all four strategies so that you feel you can rely on whichever one is most effective/appropriate to the specific context.

STRATEGY EFFECTIVENESS

You may have wondered what the "ideal" responses are to each of the cases in the assessment.

Your strategy effectiveness is determined by the number of ideal responses you selected. The number of matches could be anywhere from 0 to 16.

The number of ideal matches you selected is shaded blue in the chart below.

Number of Ideal Matches

16	
15	High
14	
13	
12	
11	Medium High
10	
9	
8	
7	Medium Low
6	
5	
4	
3	
2	Low
1	
0	

An explanation of why a particular response is considered "ideal" follows on the next page.

UNDERSTANDING THE STRATEGIES

A strategy type is a core approach to leadership that many people often or habitually use. This assessment measured your tendency to select strategies of four different types. Each type can be effective; depending on the context and how skillfully the strategy is used. When you understand each type of strategy more fully, you are more likely to use it well. Here is an overview of some of the better approaches to using each strategy.

Strategy	Leader's Focus	Ways to Use Strategy
Instruct	Performer's capability (ability to perform the task well)	- Show and tell - Give instructions or orders - Break the task into smaller/simpler tasks - Give informative feedback - Provide information or other needed resources - Arrange for training or instruction - Keep an eye on performance; review the work regularly
Coach*	Performer's capability and their desire to perform well	- Adjust the level of challenge to encourage growth - Set performance goals, then offer advice and support to make sure they are achieved - Assign tasks that help the person learn - Alternate between giving hard work and encouragement or breaks - Pair or group people with complementary skills - Share your thinking in an open discussion before making a decision
Relate	Performer's desire to perform well	- Explain the importance of the task - Give encouragement - Praise, recognize, and reward - Listen well; be sympathetic - Treat people in a considerate manner
Delegate	Performer's increasing self-sufficiency	- Set performance goals for others to achieve as they think best - Create mechanisms for self-tracking of performance - Ask for periodic reports - Give gradually increasing trust and responsibility

*Note: In addition to the examples given for using the Coach strategy, you can also combine elements from the Instruct and Relate strategies to get a similar effect. Coaching often combines elements of these other two strategies.

Part 2

Selecting the Best Strategy

In the assessment, you measured your tendency toward four common strategy types and found the one(s) you use most often.

Now, approach leadership strategy from a different perspective. Instead of asking what you would do based on your strategy type, you are going to ask what the best thing to do is, based on the employee's capacity to perform. This will sometimes require a change in your strategy.

Capacity is defined as the combination of the performer's **capability** and **desire** to perform.

In each of the cases you responded to earlier, you were given information about capacity. For example, in Case 3, you learn that a team member quits in the middle of an important project and is replaced by someone who is eager to help out, but lacks experience. See below to review Case 3.

Before selecting a leadership strategy in this (or any) case, it is important to ask:

Does the employee have the full capability to do the job? __ Yes __ No

Does the employee have a strong desire to do the job? __ Yes __ No

Since the case describes an employee with a good attitude ("eager"), then the leader does not need to work on increasing her desire to perform. She already has this desire.

But the leader does need to work on increasing the employee's capabilities since the case tells us she "lacks experience." If left to her own devices, she might do things poorly. Option D in Case 3 focuses on the need to teach her how to do the job: "Show her exactly what to do, then correct her work whenever she gets confused." The best strategy for this case is **Instruct**.

CASE 3. In the middle of an important project, one of your team members quits. The new replacement is eager to help out, but lacks experience. Will she perform well if you...	A. Let her know what her duties are so that she can take on her new responsibilities as quickly as possible? B. Show her how to do the work, and also give her extra attention and encouragement to increase her motivation? C. Give her more sympathy, attention, and encouragement at first to help her with the transition? D. Show her exactly what to do, then correct her work whenever she gets confused and approve it when it is correct?

OPTIONS FOR THE LEADER

There could be other ways to implement this Instruct leadership strategy. For instance, the leader could pair the new employee with someone who has a lot of experience and let her learn from this mentor. But the key point is that in one way or another, the leader needs to focus on teaching the employee the new job. That is what a capacity assessment of Case 3 calls for. It does not matter whether the leader naturally prefers the Instruct strategy or not. Instruct is what the context requires in order to get that employee to perform well. In general, leaders need to identify the correct strategy in each case-but then they have quite a bit of freedom as to how best to implement it.

COSTS OF MISMATCH

What if the leader uses a different strategy in Case 3? Is there any harm in, say, **Delegating** too early and letting the employee "sink or swim" in the new role? Yes. Often when employees are delegated to before they are fully capable and before they desire it, they react by performing poorly and by losing their motivation. They may develop a bad attitude where they didn't have one before. Similarly, if the leader did not instruct the employee to make sure she learned how, it would do very little good to **Relate** (focus on the employee's attitude). Giving her lots of support or encouragement will not make up for failing to give her the knowledge or information needed to succeed.

Some managers tend to try to "cover all the bases" by offering lots of support and lots of supervision or instruction too. They focus hard on both the employee's attitude/desire to perform and on his or her capability to perform. This is the **Coach** strategy and it is effective when both desire and capability are low-but not when one or the other is high. Again, giving the employee treatment he or she does not need is usually bad for the employee. Besides, leaders are busy and cannot afford to waste too much of their scarce leadership energy and attention giving employees things they do not need.

The best approach in any context is to identify what employees really need in order to succeed at the task, and then to select the strategy that aims directly at their need(s). Needs are determined by looking at capacity to perform. If capacity is affected by low capability, low desire, or a combination of both, the leader may need to make up for a deficit with an appropriate strategy.

CAPACITY NEEDS DICTATE
BEST LEADERSHIP STRATEGIES
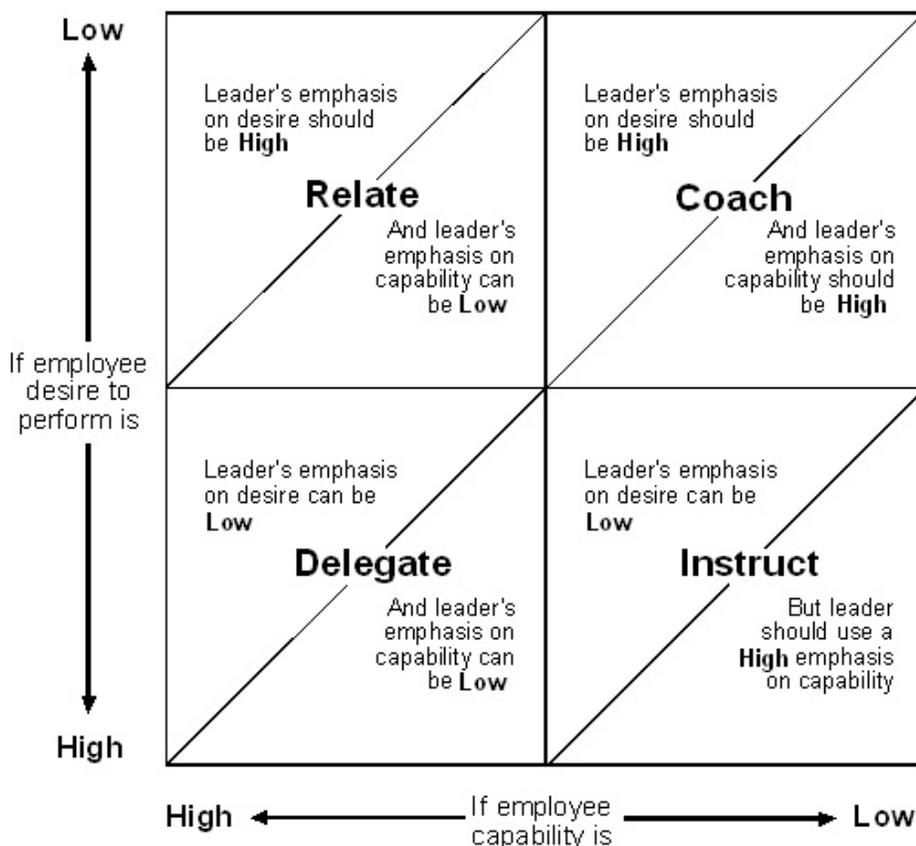
ACTIVITY: MEASURING EMPLOYEE CAPACITY TO PERFORM

Do this on your own now if your instructor/facilitator has asked you to complete this section. Otherwise, please wait to do it with your group or partner.

Example Case: You usually hold a morning meeting in which you give each employee their assignment for the day, but lately your group has been performing so well and with such enthusiasm that you wonder if it is really necessary.

Before selecting a strategy, ask the two key questions needed to understand the employees' capacity.

1. **Evaluate capability**. Do employees have the know-how, skills, information and experience needed to perform well? Circle a number on this scale for your answer:

1	2	3	4	5
No Capability	Low Capability	Partial Capability	Reasonable Capability	High Capability
Not ready to self-manage, will need you to structure and teach the task. Choose **Coach** if desire is also low. Otherwise choose **Instruct**.			May be ready to self-manage. Choose **Relate** if desire is not high. Otherwise choose **Delegate**.	

2. Evaluate desire. Do these employees have the interest, motivation, self-confidence, and support needed to do the task well? Circle a number on this scale for your answer:

1	2	3	4	5
No desire to perform well	Low desire	Inconsistent or partial desire	Medium to high desire	Highly motivated; strong desire to do well
Not ready to self-manage, will need you to support and motivate. Choose the **Coach** strategy if capability is also low. Otherwise choose **Relate** .			May be ready to self-manage. Choose **Instruct** if capability is not high. Otherwise choose **Delegate**.	

With this simple two-question analysis, you can narrow down your selection to the one leadership strategy that is most likely to meet the capacity needs and therefore give optimal results. Which of these four options did you choose for the case of the employees who may no longer need instructions every morning?

Strategy	Defined as:	Example of how to implement strategy:
Instruct	Focus only on capability to perform the task	• Continue the morning meetings, just to make sure everyone gets their instructions and does the right thing every day.
Coach	Focus on both capability and desire to perform	• Continue to give daily instructions, but also add more encouragement and recognition to the routine.
Relate	Focus only on desire to perform	• Reduce the meetings to twice a week and have employees prepare multi-day plans that they present for discussion during those meetings (instead of your telling them what to do).
Delegate	Reduce your leadership focus; step back	• Use the morning meetings for employee recognition and informal conversation instead of giving out assignments.

What strategy did you choose? _____

Why?

TRANSFERRING THIS METHOD TO YOUR JOB
(SEE NEXT TWO PAGES)

The next two pages contain forms for conducting a detailed evaluation of an employee's **capacity** to perform a specific task well. Capacity to perform is defined by the combination of **capability** and **desire** to perform-just as we did in the previous example-but here we use more detailed, accurate measurements of the two dimensions of the leadership context.

Your instructor may ask you to use the forms to analyze an actual employee you work with. (In some courses, people use the worksheet to analyze an employee who is having difficulty or not performing well.) If asked to do so, go ahead and use the worksheet according to instructions.*

Form C gives you two scales to help determine capacity, one for capability and one for desire. The total score on each scale can range from a low of 6 to a high of 30. Form M shows how to choose the best strategy by plotting the two scores on a matrix.

***Note**: You may make photocopies of Form C and Form M for your own use in managing employees who report directly to you if your employer has purchased this booklet for your individual use.

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FORM C: MEASURING CAPACITY TO PERFORM

| Employee: _____ | Task: _____ | ____ / ____ / ____ |

A. Capability. *Circle the most appropriate number in each row.* This employee…

Does not know how to do the work				Knows how to do the work
1	2	3	4	5

Lacks needed resources				Has access to all needed resources
1	2	3	4	5

Is lacking in relevant knowledge				Knows a lot about this task
1	2	3	4	5

Lacks the skills needed to do it well				Has all the skills needed to do it well
1	2	3	4	5

Lacks relevant (specific) experience				Has a lot of relevant experience
1	2	3	4	5

May not have enough information				Has all the information needed to do well
1	2	3	4	5

A. Capability Score (total of circled numbers): [   ]

B. Desire. *Circle the most appropriate number in each row.* This employee…

Does not seem to be interested in the task				Seems highly interested in the task
1	2	3	4	5

Does not believe the task is important				Appears to believe the task is important
1	2	3	4	5

Does not seem to see personal benefits from doing the task well				Is enthusiastic about the personal benefits of doing the task well
1	2	3	4	5

Does not think s/he can succeed				Is reasonably sure s/he can succeed
1	2	3	4	5

Is not motivated to excel				Is highly motivated to excel
1	2	3	4	5

Does not have support from others				Has plenty of support from others
1	2	3	4	5

B. Desire Score (total of circled numbers): [   ]

FORM M: USING CAPACITY SCORES
TO CHOOSE A STRATEGY

C = Capacity   LS = Leadership Strategy
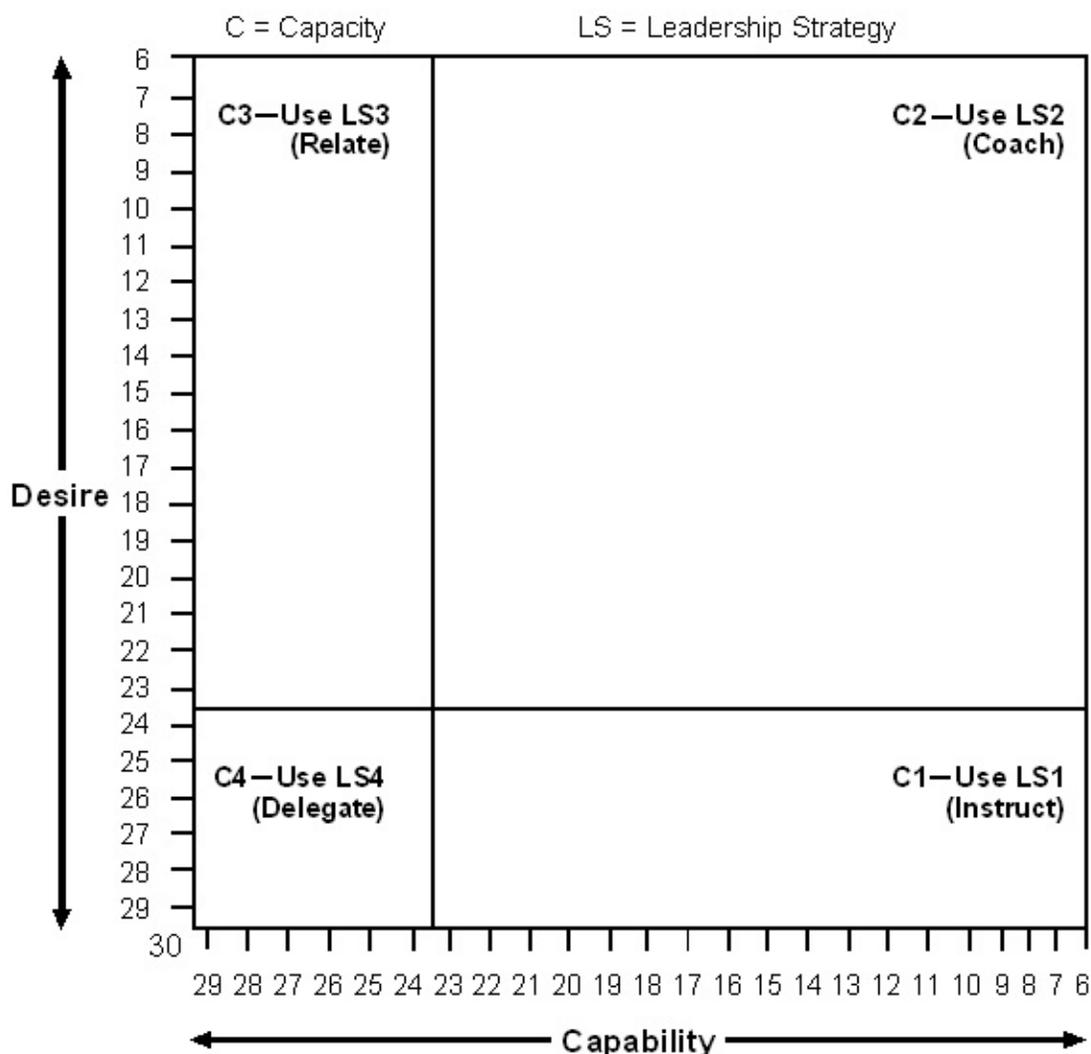
Choosing a leadership strategy: Plot your scores from Form C to get a quick indication of the best strategy to use to help the employee perform well. An employee needs to score four or higher on the Form C scales to be ready for Delegation; 6 x 4 = 24; therefore, the cut is 24.

Note: You may have noticed that the cells of this matrix are not equivalent. In previous-and future-representations of the Strategic Leadership model, where the cells are equivalent, we are teaching the model. An equivalent representation is easier to teach.

When you are using Form M, you are trying to determine an appropriate leadership strategy for a given context in your work environment, therefore the cells appear as they really are.

A more complete explanation of this is available in the Stategic Leader Facilitator's Guide.

PRACTICE CASE: LEADING IN CONTEXT

The self-assessment you took in the beginning asked you to decide what you would do in specific leadership contexts. Now that you have spent some time thinking about your own leadership strategy type and habits, and also about how to assess employee capacity to perform, you may see such cases in a different light. Take another look at the following case, and work through the three-step process for designing your leadership response.

> You have just received surprising information that requires your group to take a new approach right away. You know the group members are good enough to handle the changes, but they may feel anxious about it at first. You...
>
> - LS1. Develop a detailed, careful new plan, let each employee know what their new role is, then follow up to check on how well they are doing?
> - LS2. Plan any needed changes with them, and then supervise them through a series of detailed steps in order to make sure they handle the changes correctly?
> - LS3. Ask each of them to talk about any personal concerns or anxieties they feel and help those whose concerns are serious?
> - LS4. Share the information with them and ask them to come up with a new plan for themselves?

Step 1. Assess capacity to perform

By assessing the employee's capability and desire, you can determine what you, as a leader, need to focus on. Do you need to get them the knowledge, experience, resources, and structure necessary to do the task well? Or do you need to focus on the follower's attitude-for example, by helping them overcome stress, discouragement, boredom, or other negative feelings that might get in the way of desire to perform well? A third possibility is that both problems apply, in which case you will need to help them both to become more capable and to become more motivated to perform.

Solution: In the above case, a group of employees has to change rapidly and unexpectedly. They have the capability, but there may be some anxiety that could interfere with their desire to perform. Therefore, the leader needs to focus on the desire, not the capability.

Step 2. Select a leadership strategy

Which strategy is the best match? The responses in the above case demonstrate the following strategies:

LS1 = **Instruct**, LS2 = **Coach**, LS3 = **Relate**, LS4 = **Delegate**

The best selection in this case is the Relate strategy, in which the leader takes steps to help reduce their anxiety and get them motivated and ready to perform well.

- LS2, Coaching, is a back up that could work almost as well as Option C, Relating, but Coaching puts more effort into structuring and supervising the task than is needed.

- LS1, Instruct, will not work because it ignores the emotional issues they feel, and it over-supervises them on the hard aspects of performing given that they already have the needed capabilities. In fact, the use of the directive Instruct strategy might prove counterproductive by increasing the employees' emotional resistance to the changes rather than reducing it.

- LS4, Delegate, will not work because they are not yet at full capacity. If the leader gives them full responsibility for adjusting to the changes, they will probably not be able to rise to the challenge effectively. Delegating before people are ready-have sufficient capacity for the challenge-is setting them up for failure. The best choice is

definitely LS3, the Relate strategy.

Step 3. Consider how to implement the strategy

There are always choices of how you might implement any particular strategy, and it is possible to use any of the strategies well or poorly. Implementation is improved when you take a moment to consider options and come up with a number of possibilities-then select the best one or several and incorporate them into your leadership response to the situation.

In this case, the "ideal" response (LS3) gives two examples of supportive employee-oriented leadership actions:

- Sharing information that affects employees and their work

- Leading an open discussion of their anxieties and concerns

Combining these two leadership actions should be helpful if the leader does it sensitively and considerately. The employees will feel like the leader cares about how they are affected and how they feel. They will have a chance to process their initial resistance and perhaps even to vent a bit before they have to go back to work and actually make the needed changes. By using actions such as this, the leader helps the employees overcome the emotional barriers to effective performance in the case.

Are there other ways the leader could be supportive using the Relate strategy-actions that might substitute for the above or perhaps be appropriate to add to them? The leader might consider any of the following ideas, all of which are consistent with the Relate strategy's focus on the people and how they feel about their new task:

- Offer "Extra Effort Awards" to all who are involved with the transition in a surprise event at the end of the first week of working on the changes.

- Spend a few minutes with each employee one-on-one to give them a pep talk and let them know the leader thinks they are capable of doing well despite the changes.

- Ordering out for pizza and sodas to treat everyone to lunch the first day of the new changes.

There is never only one "right" answer to how to implement a strategy. Once you diagnose the context and match the right strategy to it, you can apply your leadership skill and imagination to deciding how best to implement the strategy in your organization.

Part 3

Developmental Leadership

In the first part of this report you reviewed your assessment results to look at your preference for strategies in specific leadership cases. In the second part, you evaluated employee capability and desire to perform in specific cases. Then, you chose a leadership strategy that fit the context and thought about ways of implementing the strategy well.

Now we are going to take a more long-term view. As a leader, you want your employees to develop-to handle new and greater challenges or to do their current work with more self-sufficiency. To be a developmental leader, you need to think about:

> 1. How to lead them in order to maximize their performance on the current task

> 2. How to help them grow and develop so that they can perform even better on this and other tasks in the future

Are you currently using developmental leadership practices? Take this mini-assessment if you wish to find out:

EXERCISE: SELF-RATING FOR DEVELOPMENTAL LEADERSHIP PRACTICES

No Yes	Do you generally...
1 2 3 4 5	Increase employees' level of challenge by adding responsibilities?
1 2 3 4 5	Look for ways to increase the quality and amount of information employees get about their performance?
1 2 3 4 5	Introduce employees to new tasks that require them to learn new and varied skills?
1 2 3 4 5	Pursue development goals for and with employees?

Circle your total. This scale indicates current level of use of developmental leadership practices:

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	None					Low				Medium				High		

It is especially important to apply the right strategy and level of leadership if you wish to help employees move quickly toward greater skill and self-sufficiency. The example case on the following page helps make this point clearer.

EXAMPLE CASE

Imagine an employee who does a job reasonably well with the help of a manager who provides a high degree of supervision and structure. The employee is used to being told what to do and having errors corrected, and has come to rely on the leader's help. The leader is used to telling the employee what to do and has come to believe the employee is incapable of working more independently. Things seem okay to both of them, since the work is getting done reasonably well. But there is something wrong with this situation, as the following questions reveal:

__ No ___ Yes	Will the employee be able to handle new challenges or changes well?
__ No ___ Yes	Will the employee do the work with more self-sufficiency in the future?
__ No ___ Yes	Will the leader be able to spend less time and effort supervising this employee in the future?

You probably answered "No" to all three questions, because this employee and manager are stuck in a dependent relationship.

To get out of this trap, the leader must teach the employee, not just tell him what to do all the time. The leader has to help the employee learn more about the work. If the leader does this, then the employee should learn to do the work well enough that the leader would no longer need to instruct him in what to do or how to do it.

WHAT HAPPENS NEXT?

What will happen as this employee responds to the leader's instruction and tries to learn how to do this job himself? He will either pick up the needed capability quickly, or he will not. Either way, the leader will eventually need to switch from Instruct to some other leadership strategy in order to help the employee keep developing. Two development paths are common:

- **Fast Track**: If he learns quickly and happily masters the work, then the leader can switch directly to the Delegate strategy. Why? In terms of the employee's performance context, he would now have both the desire and the capability to do the work well on his own.

- **Normal Track**: If he has some difficulty mastering the work, then he will probably find it hard to maintain a positive attitude without the leader's help. The leader will need to use the Coach strategy. With coaching, this employee should become more capable. Then the leader can stop giving him as much instruction and switch to the Relate strategy, just making sure he keeps a positive attitude as he gets used to doing the work more on his own. Finally, when he demonstrates a consistent ability and desire to do this work well, he will be ready for the leader to switch to the Delegate strategy.

INTRODUCING NEW CHALLENGES

When the employee is able to perform well under the Delegate strategy, the leader is now free to put leadership effort into other things. The leader might refocus on other employees in order to bring them up to the same level of development. And eventually, the leader will want to give the first employee a new and greater challenge. A new challenge will help this employee develop additional performance capacities and will help the leader pursue new challenges and goals, too.

When the leader introduces a good employee to a new challenge, the leader must recognize that the context may revert to one in which that employee needs more leadership attention again. If the challenge is great enough, the leader may have to go through the entire range of leadership strategies once again-perhaps starting by using the Instruct strategy-to make sure the employee masters this new task or challenge.

Note: The leader should evaluate the context periodically to see which strategy is indicated, since the need will change.

The **Employee Development Cycle** diagram on the following page shows how the leader uses and reuses some or all of the leadership strategies over time, in order to keep developing employee performance capacity.

EMPLOYEE DEVELOPMENT CYCLE
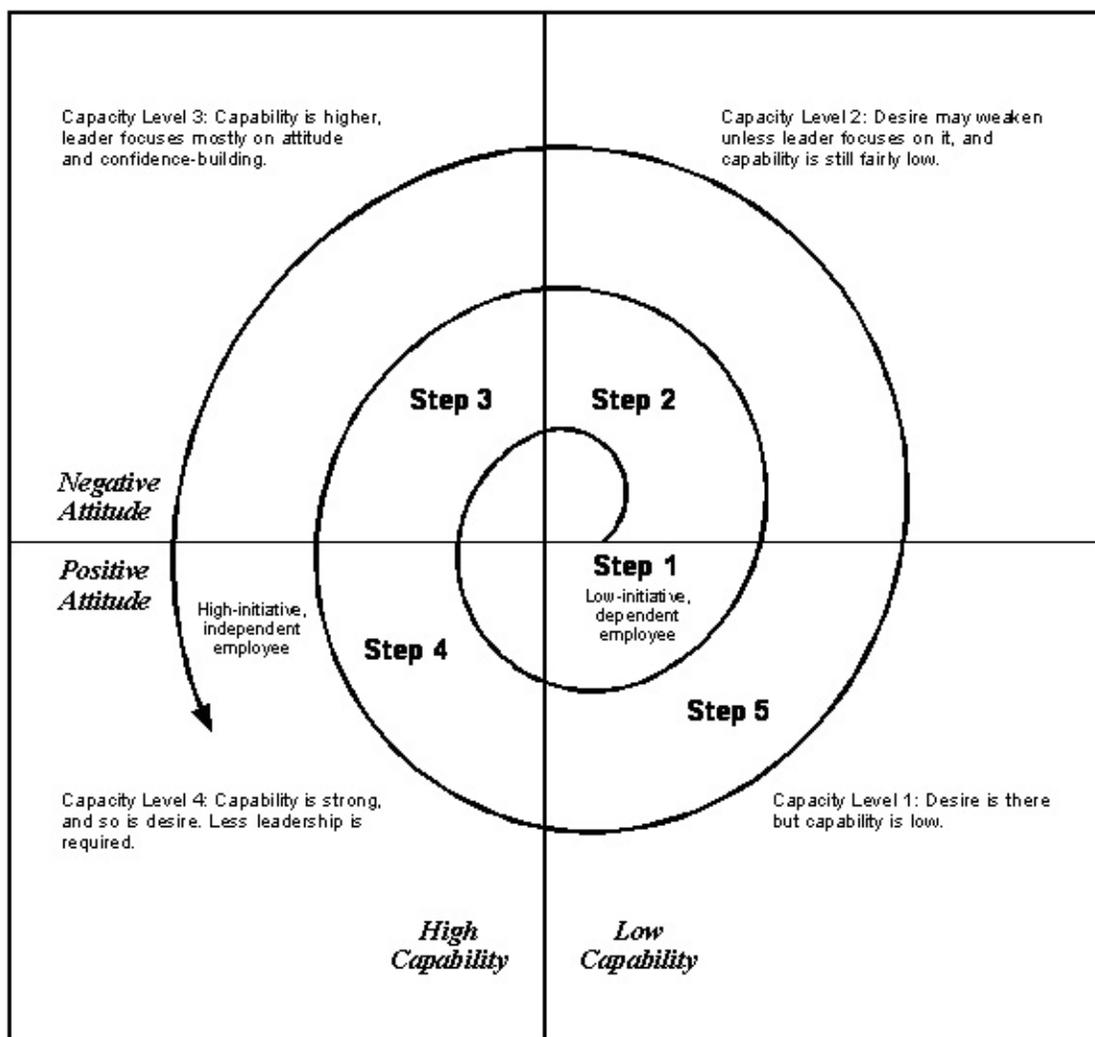
Step 1. Introduce a responsibility using the **Instruct** strategy.

**Step 2**. Develop performance capacity using the **Coach** strategy.

Step 3. Support greater self-sufficiency with the **Relate** strategy.

Step 4. Hand off responsibility with the **Delegate** strategy.

Step 5. Select a new, expanded assignment or skill and restart the process using the **Instruct** strategy again. Continue through expanding cycles of responsibility to stimulate growth.

Note: Actual cycles can vary from this pattern, so be sure to check capacity from time to time.

INTEGRATED DIAGRAM
Leader's Focus + Employee's Development Cycle
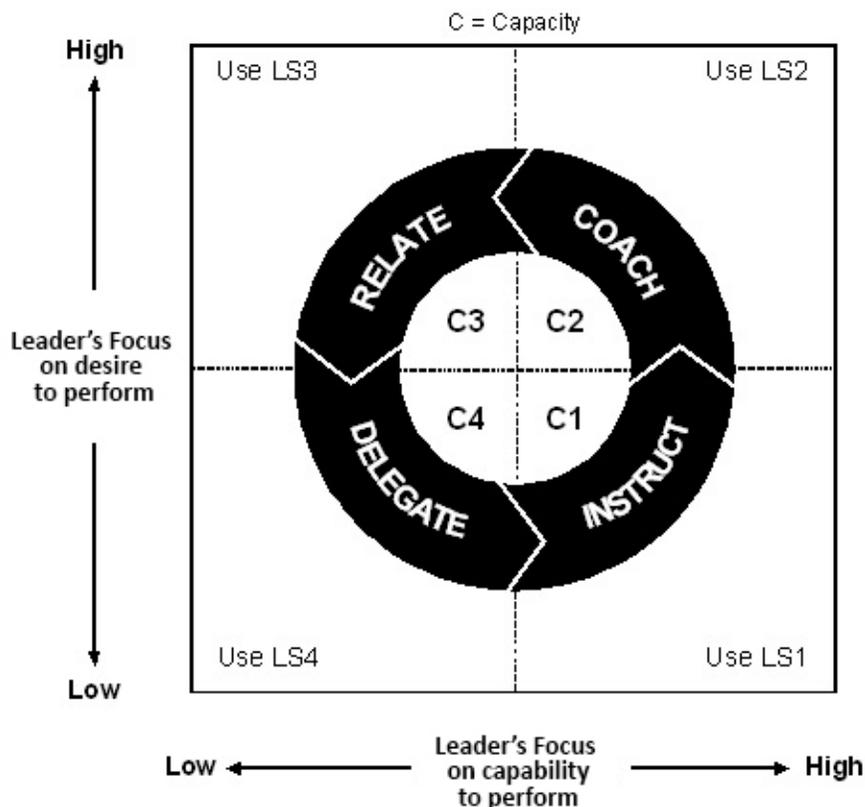
LS1 - In LS1, **Instruct**, the leader focuses on the task to make sure the employee performs it well.

LS2 - In LS2, **Coach**, the leader focuses on both the task and the person to make sure the person not only does the task well, but also has a healthy attitude about it.

LS3 - In LS3, **Relate**, the leader focuses on the person rather than the performance. This is needed when negative attitudes, stresses, lack of confidence, or other human performance issues arise.

LS4 - In LS4, **Delegate**, the leader steps back to give more responsibility to the employee. The leader actually does not focus on either the work or the person. Rather, the leader turns his or her attention to other employees and situations, focusing on contexts where leadership is more urgently needed. Or the leader can refocus on teaching the first employee a new, harder task.

Employee Development Cycle: As employees gain capacity, they work toward being ready for the leader to delegate the work to them. As they master a task and take on the responsibility for it, this experience prepares them to tackle new and more challenging tasks. The leader can lead them through another cycle of development, going through the four strategy types again as needed.