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Senior Careers Development Service:

Supporting Guide - Hay Group Inventory of Leadership Styles Diagnostic

HayGroup



Report for Senior Careers Development Service
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Introduction

This guide provides supporting information for those who undertake the Hay Group Inventory of Leadership Styles (ILS) Diagnostic.

The guide is in three sections. The first section gives an overview of the ILS diagnostics and how it is administered. The second section describes the outputs and gives details on the six leadership styles and tips on their effective use. The final section provides an overview of Hay Group's approach to leadership development including the link between the leader's styles and organisational performance.

1. Inventory of Leadership Styles Diagnostic

The Hay Group Inventory of Leadership Styles (ILS) self test diagnostic measures the Leadership Styles (expressed by behaviours) that you believe you demonstrate in the workplace.

The ILS is the culmination of decades of research and the use of multi-rater surveys amongst top organisations worldwide. It has its genesis in the pioneering work done by McBer and Company in the 1970's. In 68 questions, this survey provides leaders with a profile of their leadership styles in six dimensions as they see them. The ILS will help you discover whether your strengths and weaknesses are Directive, Visionary, Affiliative, Participative, Pacesetting or Coaching.

The normal ILS 180^o diagnostic has been modified for SCDS to be a self test only diagnostic, and therefore *gives the relative strengths and weaknesses as perceived by the individual completing the diagnostic. These are your intended styles - they may not be what others experience.* A recent study by Hay Group's McClelland Centre suggests that the higher individuals move up in an organisation, the more likely they are to over-rate themselves and develop blind spots that hinder their effectiveness as leaders. The normal ILS 180^o feedback tool gives subordinates' perception and therefore helps identify any blind spots. Level 2 clients will be able to explore the option of the ILS 180 with their Development Adviser.



Completing the Hay Group ILS

Registering for the ILS is simple all you need to do is follow the steps outlined on the SCDS website. Once your application pack has been successfully dealt with through SCDS you will then receive an email with a link to “Pulse”, the Hay Group diagnostic site. If you do not receive this email within 48 hours please contact the Hay Group administrator on 020 856 7018. The survey takes approximately 20 minutes to complete. The results are usually available as soon as you complete the survey, but in some instances they take a few minutes to process. If your results are not available straight away please log out and back in to the site and they should be ready. Please note that your results are held securely on the Hay Group servers, they are confidential to you and are not released to SCDS. The demographical information is released to SCDS to enable them to monitor uptake and usage of the survey and composite outputs on reported styles are also collected.



2. Introduction to Leadership Styles

Definition of Leadership Style

Leadership Style refers to the pattern of behaviour an individual leader uses across the full range of leadership situations. Of all the variables that impact the effectiveness of the work climate and the discretionary effort put forth by the group, Leadership Style has the biggest impact. The breadth of a leader's repertoire of styles determines his or her effectiveness. Leaders gravitate toward styles that feel 'natural' to them, and may limit themselves to only those styles that come naturally. What feels 'natural' is largely determined by the leader's individual competencies.

Although managers face an unlimited range of leadership situations, research has shown that there are basically six Leadership Styles, or behaviour patterns, that leaders apply to the situations they encounter. They are:

- the Directive style;
- the Visionary style;
- the Affiliative style;
- the Participative style;
- the Pacesetting style; and
- the Coaching style.

There is no right or wrong Leadership Style; the most effective style depends on, and varies according to the task, people, and situation to be managed. All of the styles are more or less effective depending on the characteristics of the situation, such as the:

- experience of the team;
- employee strengths and weaknesses;
- complexity of the task;
- time pressures;
- risk associated with deviation from performance; and
- resources available (e.g., time, people).

What is critical to a leader's effectiveness is his or her ability to diagnose the demands of the situation at hand, and to make use of the full array of styles, rather than to rely on only one or two styles to deal with all situations.

The six Leadership Styles and the conditions under which they are most and least effective are summarised on the following pages.



The Six Leadership Styles

Directive Style

Primary Objective: Immediate compliance

The primary objective of the Directive style is immediate compliance. This style relies on "directives" rather than "direction," and uses very little dialogue. Close monitoring is supported by negative, corrective feedback with an implied, if not explicit, threat. Efforts to motivate are focused mainly on the consequences of non-compliance.

The Directive style is most effective

when applied to relatively straightforward tasks; in crisis situations; when deviations from compliance will result in serious problems; with problem employees, when all else has failed.

The Directive style is least effective

when applied to tasks that are not straightforward - the more complex the task, the more ineffective this style becomes, possibly provoking rebellion; over the long term; with self-motivated, capable employees.

Visionary Style

Primary Objective: Providing long-term direction and vision for employees

The Visionary style provides long-term direction and vision. This style relies on dialogue with others as well as the manager's unique perspective on the business to establish a vision. The manager keeps others engaged by assuring them that the direction is in the long-term best interests of the group and the organisation, and by monitoring performance toward the established goals with balanced feedback to employees.

The Visionary style is most effective

when a new vision or clear direction and standards are needed; when the leader is perceived to be the "expert" or "authority"; and when there are new employees who depend on the leader for guidance.

The Visionary style is least effective

when the leader does not develop employees; when the leader is not perceived as credible; and when the leader is trying to promote self-managed work teams and participatory decision making.



Affiliative Style

Primary Objective: Creating harmony among employees and between the manager and employees

The primary objective of the Affiliative style is to create harmony and avoid conflict. A manager utilising the Affiliative style spends a lot of time cultivating relationships with employees. This style tends to reward personal characteristics and avoid performance-related confrontations.

The Affiliative style is most effective

when used as part of a repertoire including the Visionary, Participative, or Coaching styles; when giving personal help (e.g., counselling); and in getting diverse, conflicting groups to work together harmoniously.

The Affiliative style is least effective

when employees' performance is inadequate; in crises or complex situations needing clear direction and control; and with employees who are task-oriented or uninterested in having a friendship with their manager.

Participative Style

Primary Objective: Building commitment among employees and generating new ideas

The primary objective of the Participative style is to build commitment through consensus. This style relies on the ability of team members to establish their own direction and to resolve their conflicts constructively. It is typically characterised by a lot of meetings, a lot of listening, recognition of adequate performance, and little criticism of low performance.

The Participative style is most effective

when employees are competent; when employees must be co-ordinated; and in instances when a leader is unclear about the best approach.

The Participative style is least effective

in crises, when there's no time to hold meetings; and when employees are incompetent, lack crucial information, or need close supervision.



Pacesetting Style

Primary Objective: Accomplishing tasks to high standards of excellence

The primary focus of the Pacesetting style is task accomplishment to high standards of excellence. Leaders utilising the Pacesetting style tend to lead by modelling. They establish themselves as the standard and are apprehensive about delegating. Their concern with the immediate task accomplishment makes them disinclined to collaborate with their peers, except when they need to obtain or exchange resources.

The Pacesetting style is most effective

when employees are highly motivated, competent, and know their jobs; when managing individual contributors (e.g., scientists in R&D, SOCO); in making the organisation move fast; and in developing employees who are similar to the manager.

The Pacesetting style is least effective

when the manager cannot do all his/her work personally; and when employees need direction, development, and co-ordination.

Coaching Style

Primary Objective: Long-term professional development of employees

The primary objective of the Coaching style is the long-term development of others. A manager using the Coaching style helps individuals identify their unique strengths and weaknesses. This typically involves sitting down with the employee and conducting a candid, mutual assessment of the employee's strengths and weaknesses in light of his or her aspirations. The manager helps the employee to establish a development plan, and provides ongoing support and feedback.

The Coaching style is most effective

when employees acknowledge a discrepancy between their current level of performance and where they ideally would like to be; and when employees are motivated to take initiative and seek professional development.

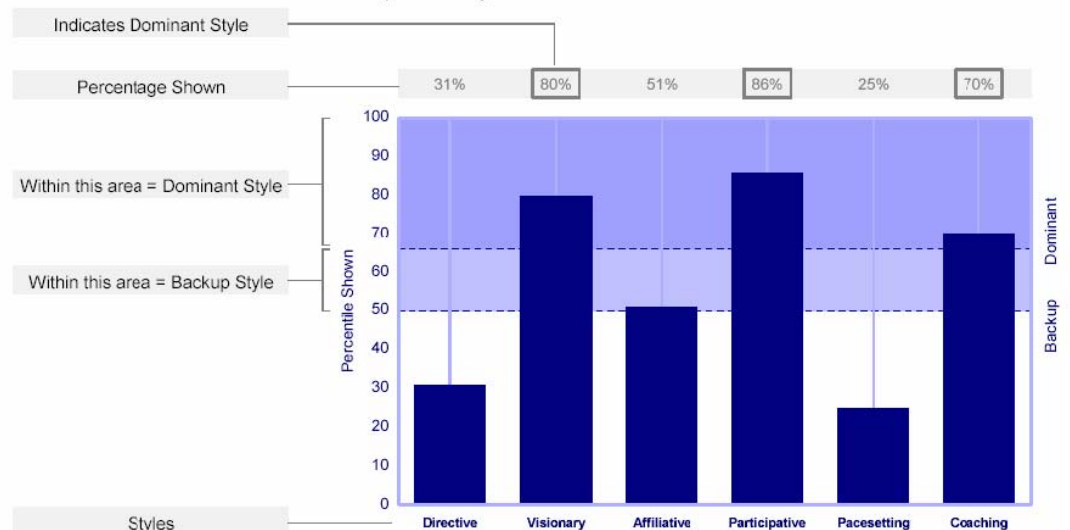
The Coaching style is least effective

when the manager lacks expertise; when employees require much direction and feedback; and when in crises.



Interpreting Your Feedback

Your leadership styles profile will be shown in the form of a graph as below.



On the graph, itself, data is represented in the form of a bar graph. The significance of the data can be measured by the height of the bars. Scores at or above the 66th percentile are considered to be dominant styles. These are the styles that appear to be used most frequently. Scores between the 50th and the 65th percentile reflect backup styles. These are the styles that are used to complement the dominant styles, or when the dominant styles do not work. A person can have more than one dominant or backup style, or a person may have none.

Leadership Style Norms

Your scores have been compared with a representative sample of the Hay Group world-wide database and transformed into percentiles. Percentiles let you compare your Leadership Style scores to those of leaders from other organisations. The higher the percentile, the more dominant your style relative to the norm group. A percentile of 65, for example, indicates that your score for that style is higher than that of 65 percent of the leaders in the norm group.



Leadership Style Effectiveness

All of the styles are more or less effective depending on the characteristics of the situation: employee experience, task complexity, the risk associated with the task, resources available, and so forth. What is critical for a leader's effectiveness is the ability to pull from a wide range of styles to match the needs of the particular situation, rather than to rely on one or two styles to deal with all situations. As a leader you face an unlimited number of different situations.

The following critical questions to ask yourself here are: What does this situation require of me? Is my repertoire of styles broad enough to handle this situation? Am I using the full range of behaviours available to me, or am I falling back on the one or two styles that are most comfortable?

You want a portfolio of styles that include both those that are complementary and compensatory to the skills and behaviours you currently possess.

You want styles in your repertoire that are both complementary and compensatory. In other words you want to use some styles that complement what you already have and other styles that compensate for what you don't have.

For example, if you already give regular feedback and provide opportunity for direct reports to gain proficiency in their current skills, consider incorporating the behaviours of the Coaching style to help you focus on long-term employee development to ensure your employees are ready for the future as well as the present. The by-product of this style is that your employees will find this work environment energising because they are growing, and the likelihood of them remaining in your employment increases. In this case, the Coaching style is a complementary style.

On the other hand the Coaching style alone may not be sufficient to meet all the needs of your people. They are growing but they don't have the context for why it is worth their time and effort. You have not supplied them with the necessary vision or direction. The behaviours associated with the Visionary style ensure that employees understand how and where they fit into the organisation and where they and the organisation are going in the future. In this case, the Visionary style is a compensatory style.



Effective use of Leadership Styles

Suggestions for Developing a Repertoire of Leadership Styles

Effectively Using the Directive Style

To increase the Directive style, try the following:

Get to know the work. Know the jobs better than the people who have those jobs or the people who are carrying out the work you are trying to influence. Your judgement about the work in question must take precedence over that of others.

Give direct orders. You want to be clear and precise—this is not the time to waffle.

Be decisive. You are the decision maker, the person in charge, so you need to communicate what you want both verbally and nonverbally.

Set clear standards of performance. You want people to know exactly what you expect from them.

Monitor employees closely. Keep on top of what's going on. Establish procedures that will provide you with the information you need to assess each person's level of activity and the results of that activity.

Clearly point out deviation from rules. Point out to people what behaviour does not meet your standards. Insist on adherence to the rules of your organisation.

Effectively Using the Visionary Style

To increase the Visionary style, try the following:

Formulate your vision, strategy, and objectives. Create a clear vision, a strategy for achieving that vision, and objectives to measure when that vision has been reached.

Prepare and give your “vision speech.” Communicate your vision, strategy, and objectives often to your team. You can never give this speech often enough. Create your speech so that it: centres on a great cause (opportunity or threat); has relevance to the audience; and shows confidence that the vision can be achieved.

Solicit input. Ask your team for their ideas, thoughts, feelings, and concerns about anything related to the goals and functioning of the organisation.



Provide rationale. Explain the “whys” associated with your decisions or actions. Where possible, try to link these to the larger goals and objectives of the organisation.

Delegate responsibility clearly. Your job is to persuade and influence others to do their best. It is not about doing the work yourself.

Provide feedback. Let each person know when you feel they are doing well, or when they are not doing well. Be specific about the behaviour you see. Give feedback on a regular, ongoing basis.

Reward and punish fairly. State policies firmly. Do not discriminate. Advancement should be on merit only.

Effectively Using the Affiliative Style

To increase the Affiliative style, try the following:

Identify and act to resolve interpersonal conflict.

Recognize the positive traits of people and accept them for who they are. Encourage everyone to do the same, and to work together in harmony.

Sympathise with others. Take time to understand and express compassion for how people feel. Commiserate with your team when things are not going well for them.

Accommodate personal needs. Avoid putting the goals of the organisation before the welfare of your people.

Trust your people to perform. Trust that your team will perform well if they are treated well. If you care about them, they will reward you with loyalty and performance.

Initiate personal contacts with your team. Whenever possible, travel with them, invite them to dinner, have lunch in the company cafeteria.

Provide social activities. Consider holding group activities: holiday parties, summer picnics, birthday and anniversary parties, group sports (softball, volleyball), group outings (theatre, movies).

Personal Recognition. Recognize individual birthdays and anniversaries; provide congratulations for weddings, birth of babies, etc.



Effectively Using the Participative Style

To increase the Participative style, try the following:

Hold information sharing meetings. Keep everyone informed about organisational issues affecting them by holding frequent meetings to share information and ideas.

Conduct participative meetings. This style of meeting requires excellent meeting management skills. You will need the ability to create a detailed agenda, manage time, draw out reticent people, hold back dominant participants, listen, and remain patient and in control of your own feelings and behaviour.

Share decision making with others. Ask your team to participate in making major decisions with you. They will need all necessary information surrounding the issues at hand.

Seek consensus. Avoid taking action or making a decision until everyone has been heard and can agree to support it as the best course of action given the circumstances.

Recognise good performance. Encourage high performance by giving your team positive feedback and rewarding their more productive efforts.

Effectively Using the Pacesetting Style

To increase the Pacesetting style, try using the following:

Maintain your “expert” professional/technical knowledge and skills. You must be credible as an expert in whatever you do.

Teach by example. Model the behaviour you want to see in your team. If you are looking for long hours then you need to be the first to arrive in the morning and the last to leave at night; if it's hard work you're after, then take up that call.

Insist on excellence. Try to find work for people in which they will excel. If a person can't be successful in a particular assignment, change it.

Delegate low-to-moderate risk tasks. Delegate tasks that you are fairly certain the person can handle well. If the outcomes are critical, try to have an experienced person as backup.



Emphasise results. Let your team know that they won't get any interference from you as long as they're getting the results you are looking for. However, if they need help show how willing you are to step in with advice or assistance.

Effectively Using the Coaching Style

To increase the Coaching style, try using the following:

Create development goals with employees. Have a candid conversation with your direct reports about their long term aspirations. Discuss the likelihood of those aspirations being met by the company.

Identify employee strengths and weaknesses. Take the time to help employees think through their strengths and areas of development. Give your perspective on how their strengths and weaknesses may enhance or block achieving their aspirations. This discussion will help them assess the appropriateness of their goals and aspirations.

Support the development plan. Determine how you will support the employee's development plan. Be clear on the kind of support you can offer and the role you and the employee will play in carrying out the plan.

Seek opportunities for your employees. Try to find or create opportunities to enhance the professional development of your employees. This could include the appropriate marketing of your staff's capabilities, both inside and outside your own organisation.

Encourage improvement. Periodically review the progress of each of your employees and advise on any adjustments to their plans that are necessary or appropriate.



Hay Group's Approach to Leadership Development – Why is Leadership Style so Important

Hay Group have over 40 years experience studying organisations and the factors which influence organisational effectiveness and effective leadership.

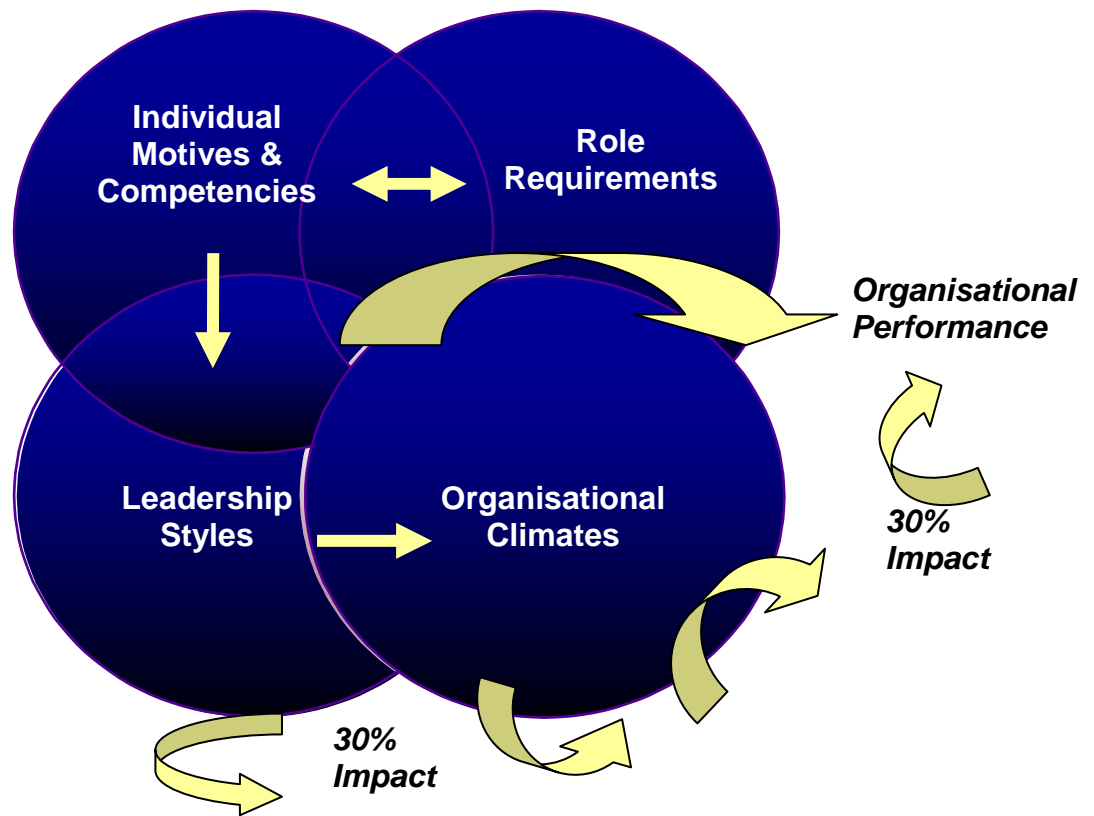
From this research we have concluded that there are four key factors which, in interaction, affect an organisation's effectiveness. These are summarised in the Model of Leadership Effectiveness ('Four Circle Model' - see over page). Research conducted demonstrates that up to 30% of the variability in performance of an organisation is directly attributable to the Climate of that organisation. Up to 70% of the variation in Climate is a function of the Leadership Styles used for example participative versus directive. We can measure the styles that the leader uses and consider what new behaviours might impact on climate and thus performance.

If the Police service as a whole is to meet the future challenges it faces the leaders need to be as effective as they can both from an internal perspective in how they lead and develop their staff and from an external perspective in how they interact with partners and the public. The leader's characteristics and behaviours have a great deal of impact on those they work with and people undergoing leadership development must develop an awareness of how they work with others.

Each leader's role has a specific set of demands, challenges and requirements that need to be fulfilled for effective performance. The characteristics and behaviours which may be appropriate and useful are determined by the role and context. No one approach is appropriate for all circumstances.

Many leaders have found the following model extremely helpful in analysing and improving their own performance.

Figure 1 Model of Leadership Effectiveness



ORGANISATIONAL CLIMATE

Organisational Climate has a direct impact on an organisation's performance. The climate is a strong measure of how well an organisation is being managed and led and how well its resources are being used. It is also a potent determinant of the extent to which people are prepared to give the discretionary effort necessary for optimum performance.

There are many dimensions of organisational climate that can be measured. Hay Group has researched hundreds of surveys of organisational climate covering a wide range of dimensions. Based on this research, we have found that there are six key dimensions that consistently affect individuals and organisational performance:

- Flexibility
- Responsibility
- Standards
- Rewards
- Clarity
- Team Commitment.



LEADERSHIP STYLE

Leadership Style refers to patterns of behaviour used by managers and leaders across a wide range of managerial situations. It is these styles that are primarily responsible for creating the organisational climate in which team members are expected to perform. Research undertaken by Hay Group and others consistently shows that the most effective leaders use a broad repertoire of styles, adapting readily to the needs of particular situations and accurately choosing the right style for the moment.

- Directive - Immediate compliance
- Visionary - Providing long term direction and vision
- Affiliative - Creating harmony in the team and avoid conflict
- Participative - Building involvement and participation
- Pacesetter - Accomplishing tasks to high standards
- Coaching - Long term professional and personal development of team members



EMOTIONAL INTELLIGENCE and Understanding Competency

From Daniel Goleman's *Working with Emotional Intelligence*, "Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships."

Daniel Goleman's pioneering work (which is based on Hay Group's data and analysis) suggests that the ability to relate effectively to others is based upon both empathy (to read the situation) and self-management (to respond appropriately rather than instinctively). In turn, both empathy and self management are founded upon self awareness – what makes us tick, what triggers our reactions, what we are capable of.

Emotional Intelligence (EI), as described above is, of course, at the heart of successful leadership and interaction with others. It helps to create an inspiring, honest and flexible approach to the motivation and direction of others.

Emotional Intelligence is the key breakthrough for superior performing organisations in the new millennium. Those organisations that are the first to become emotionally intelligent will have a sustainable advantage. The attributes that distinguish high-performing leaders and professionals across all industries, and around the world, are not the thinking skills, technical expertise, or IQ, but emotional intelligence: the ability to do more and be better through the way people work. Emotional Intelligence is found to be the single most important factor for superior performance at every level. Over 25 years of empirical studies tell us with a previously unknown precision just how much emotional intelligence, not IQ, matters for success.

The breakthrough is backed by research and science, and also by practical application. We know how to measure, develop, and cultivate emotional intelligence in an organisation and we are the world's leading consultancy for creating high-performance, Emotionally Intelligent Organisations. Level 2 clients may have access to the Emotional Competency Inventory (ECI) diagnostic, which has been used in the police for a number of years, via their Development Adviser.

Effective Leadership Development is the key to helping people deliver the results necessary for organisations to sustain results over time, and for top leadership positions, Emotional Intelligence is more than 85% of what sets star performers apart from the average.

The Emotionally Intelligent Organisation is based on how people work and behave.



Daniel Goleman and Hay Group have identified a set of competencies that differentiate individuals with Emotional Intelligence. The competencies fall into four clusters:

Self-Awareness: Capacity for understanding one's emotions, one's strengths, and one's weaknesses.

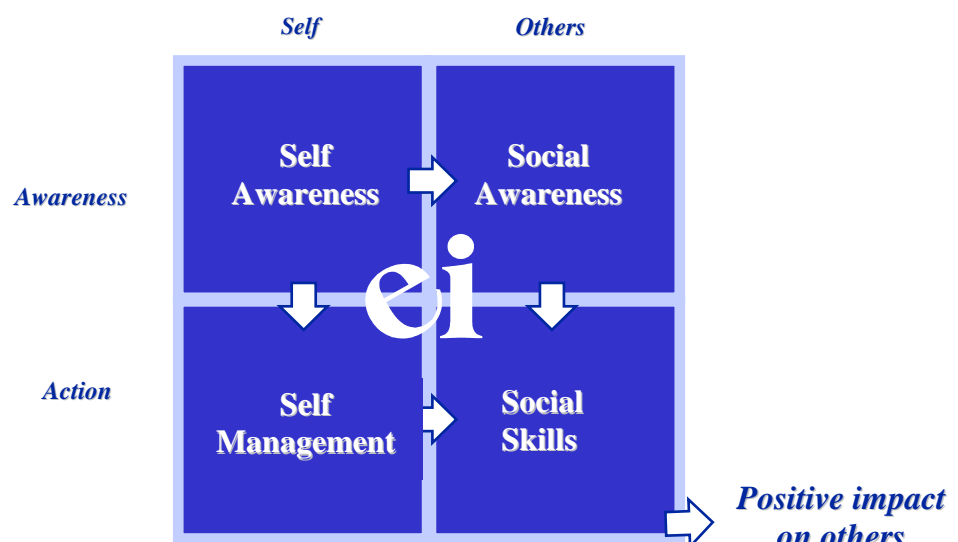
Self-Management: Capacity for effectively managing one's motives and regulating one's behaviour.

Social Awareness: Capacity for understanding what others are saying and feeling and why they feel and act as they do.

Relationship Management: Capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

The competencies in the first three clusters must be in place in order for an individual to be effective in the last cluster. And, it is the competencies in the last cluster that drive organisation performance, and that leaders use to inspire organisations to greatness. The competency framework is detailed in the box over the page.

Figure 2 The EI Model





GAINING AN UNDERSTANDING OF OURSELVES OUR ROLE AND HOW WE INTERACT

Figure 3 The Iceberg



The 'iceberg' model above shows skill and knowledge in relation to the more personal aspects of leadership below the waterline. These are the motives, behaviours, values and feelings about social role that combine to make us essentially 'who we are'. The further down the iceberg they are the more effort must be invested and the more support will be required in order to effect change.

Our experience shows us time and time again that it is the parts 'below the waterline' that really make the difference in terms of performance and interaction with others. It is an interesting fact that outstanding leaders tend to be differentiated from their more typical counterparts on the basis of what lies beneath the waterline – their 'Emotional Intelligence'. It is very rarely their management skills that set them apart. For any development to make a measurable and enduring difference to performance, the programme must focus considerable effort on these 'below the waterline' elements.