Behavioural Science Systems

Executive
Results Driver (*E*RD)
Profile & Action Blueprint

for

John Doe

*E*RD Q Completed: 24/10/2014
This Profile issued: 27/10/2014

Executive Results Driver for John Doe

Contents:

Introduction

The unique elements of your *E*RD profile

Behavioural Science Systems has developed unique behavioural technology that:

Identifies the *specific* actions that individuals and groups take to drive performance and results:

- The *E*RD questionnaire identifies and quantifies more than 450 specific actions that create results in a work situation. Most importantly, research shows that a small number of these actions create 80% or so of results. Your *E*RD identifies the top 20 specific actions which you are currently taking to drive performance in your job.

Identifies what you need to do differently to improve your performance – The performance gap:

- Jobs change continually. The actions that are needed to deliver performance also change. The key to high-level performance and results is being able to identify the gap between what you're doing at the moment and what actions you need to focus on to get optimal results. Your *E*RD profile shows you this data.

Identifies not only those actions that accelerate or sustain performance, but also the specific actions that *hinder* performance:

- Certain actions have a negative effect on performance, not only of the individual but also of others. Understanding what you're doing and the causes of this blockage of performance is essential to being able to transfer the energy to actions that have a positive effect.

Executive Results Driver for John Doe

Thank you for taking the time to complete the *Executive* Results Driver Questionnaire (*E*RDQ). The output from the questionnaire is job-specific – it's about the particular job you now have and how you manage that job.

The *E*RDQ, which produces your profile & action blueprint, has been developed from more than 30 years of research by Behavioural Science Systems. It is a scientific approach to identifying and measuring more than 450 specific actions that people use at work. It has been validated at the London School of Economics.

Your *E*RD profile is purely about the actions and decisions you take that generate high-level performance and results in your job. It is <u>not</u> about personality. Personality is about what you prefer/like doing. But jobs are not always about what you'd <u>like</u> to do, they are often about what you <u>have</u> to do in order to perform effectively.

The *E*RDQ has been used across virtually every type of industry and profession – high tech, telecoms, heavy manufacturing, FMCG, financial services, accountancy, legal, health care, oil and gas, mining, transportation, retail, consultancy, marketing services, public services, charities, utilities, etc., etc. It has been used successfully around the globe in a wide variety of cultures and is available in several languages.

Jobs are different from one another, not simply in terms of having different descriptions or mandates, but in terms of demanding different types of behaviour from the individual doing them in order to perform effectively.

Traditionally we've thought about jobs in terms of their goals and objectives (KPIs – Key **Performance** Indicators), but research shows that achieving the KPIs requires focusing on a small number of Key **Behaviour** Indicators (K**B**Is) - the specific actions that deliver results. KPIs are about the 'what' of a job. KBIs are about the 'how'.

For instance, some jobs require long-term planning, while others need rapid reaction to changing circumstances. Some jobs require the manager to give clear and detailed instructions to people who lack experience while other jobs only require the manager to provide goals and targets to skilled and experienced individuals. Some jobs require strict compliance with process and procedure. Others require constant monitoring of changing circumstances and competitive actions, and require rapid adjustment to deal with them.

Jobs change continually. A new responsibility is added, a new problem surfaces, a new person joins the team, a new system is introduced, new pressures arise, a competitor does something different, objectives change, and so on. The changes are often incremental and we tend not to notice them. But they are cumulative and they can have a strong bearing on the behaviours and actions most appropriate for dealing with them.

As the key behaviours required for high performance in your job change you can only continue to perform effectively if you do some things differently, or if you do some different things.

There is no single 'ideal' set of actions that works everywhere. What works well in one job does not necessarily work well in another.

Your ERD profile is unique to you and your current job.

Effective performance is a matter of doing the right things at the right time. High performance will result if a job holder's behaviours and actions match what the job demands – the **Key Behaviour Indicators (KBIs)**. The closer the match, the higher the job performance.

The key to achieving highest performance in any job is knowing which are the important actions and behaviours for that job and which aren't. It is these KBIs that drive 80+% of your performance and results.

Performance improvement cannot take place unless you know three things:

- what you are doing currently to produce results in your job
- what you should be doing differently to achieve best performance and results – matching the job's KBIs
- what you are doing that wastes energy and hinders

performance Your *E*RD profile will show you all these things.

The *E*RD process is based on an extensive body of research into the range of things people do in the management of their jobs. It identifies those specific actions that **accelerate** performance (shown in blue), that **sustain** performance (shown in green) and that **hinder** performance (shown in red).

This is an exceptionally important finding because for the first time individuals are able to observe and understand the *results* of their actions. The *E*RD does not put forward a model of ideal behaviour, nor does it suggest that one type of behaviour is better than another (with the exception of performance hindering behaviour). It identifies the results of various behaviours and allows individuals to decide what actions are most appropriate for their own specific situation.

Actions that **Accelerate** performance:

> are actions that move things forward, create talent depth, integrate activities and outputs, and improve overall effectiveness. They are centred on vision, change, and improving effectiveness.

Actions that **Sustain** performance:

> are actions that are aimed at making things run smoothly, ensuring plans are implemented, progress is tracked, targets are achieved, and quality is maintained. They are centred on implementation, consistency, attention to detail, and improving efficiency.

Actions that **Hinder** performance:

> are behaviours that are reactions to tensions and stresses. They are things people do when they feel frustrated, threatened, anxious, uncertain, demeaned, overlooked, etc. They manifest themselves as responsibility avoidance, conflict avoidance, or defensive-aggressive behaviour.

The interaction of performance accelerating, sustaining and hindering actions is illustrated in the diagram below and it also illustrates the potential negative effect that performance hindering and wasted energy behaviour can have on overall performance.

Research at Stanford University shows that the negative effect of performance hindering behaviours is **five times greater** than the positive effect of accelerating or sustaining actions.
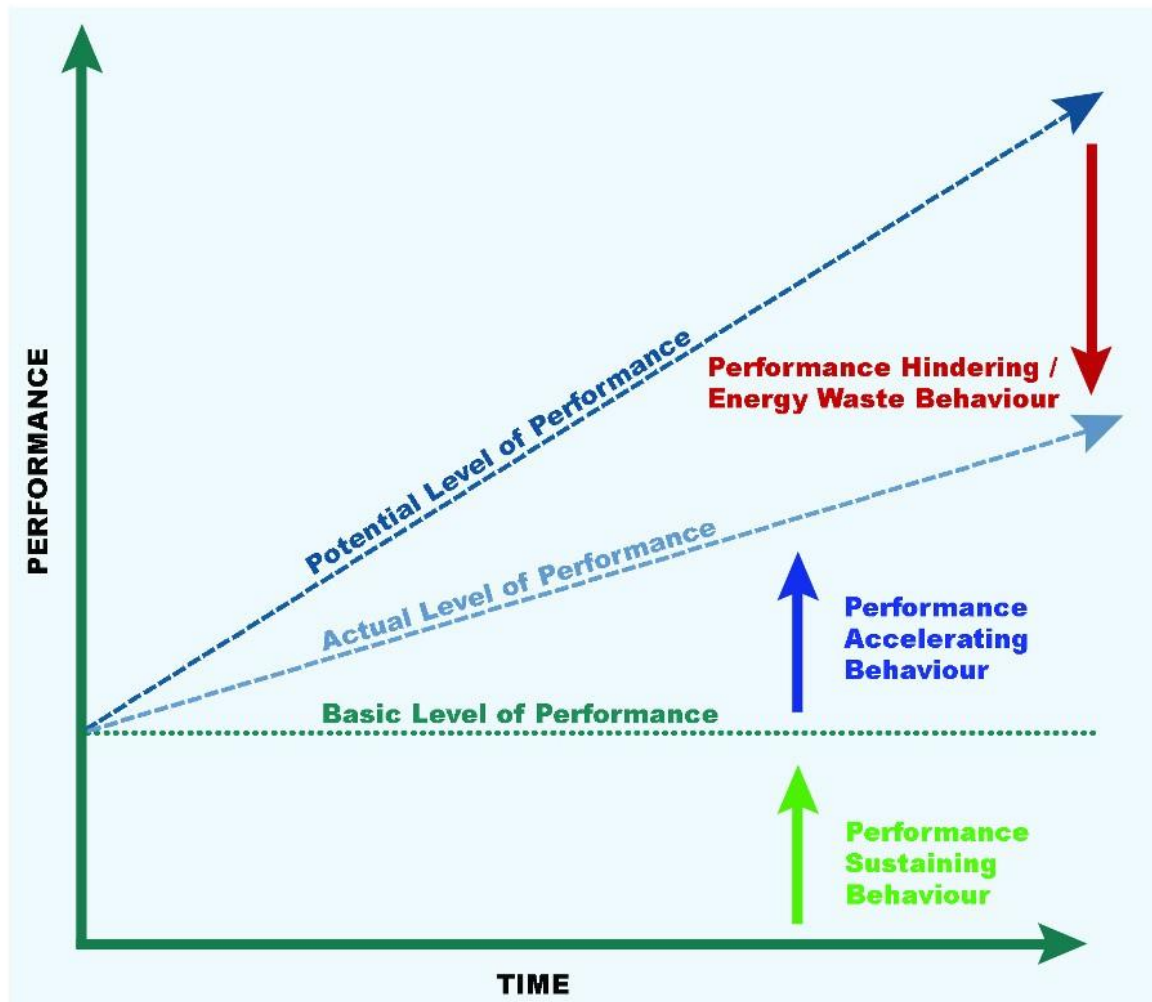
The Path of Change

In order to get somewhere, it's necessary to know where you're starting from. Your ERD profile shows you what you're doing now to generate results in your job. But it also shows you where you need to end up and what that looks like – what you need to do to perform your job most effectively. These are your Key Behaviour Indicators (KBIs).

Getting from where you are now to where you need to be, and understanding what you need to do differently, is a journey. Change is incremental; you can't change everything you do overnight. It's best thought of as a process: you focus on changing the most important things first before moving to the next set of things, and so on. The chart below is an example that illustrates this process of gradual change to refocus current actions to meet target KBIs.
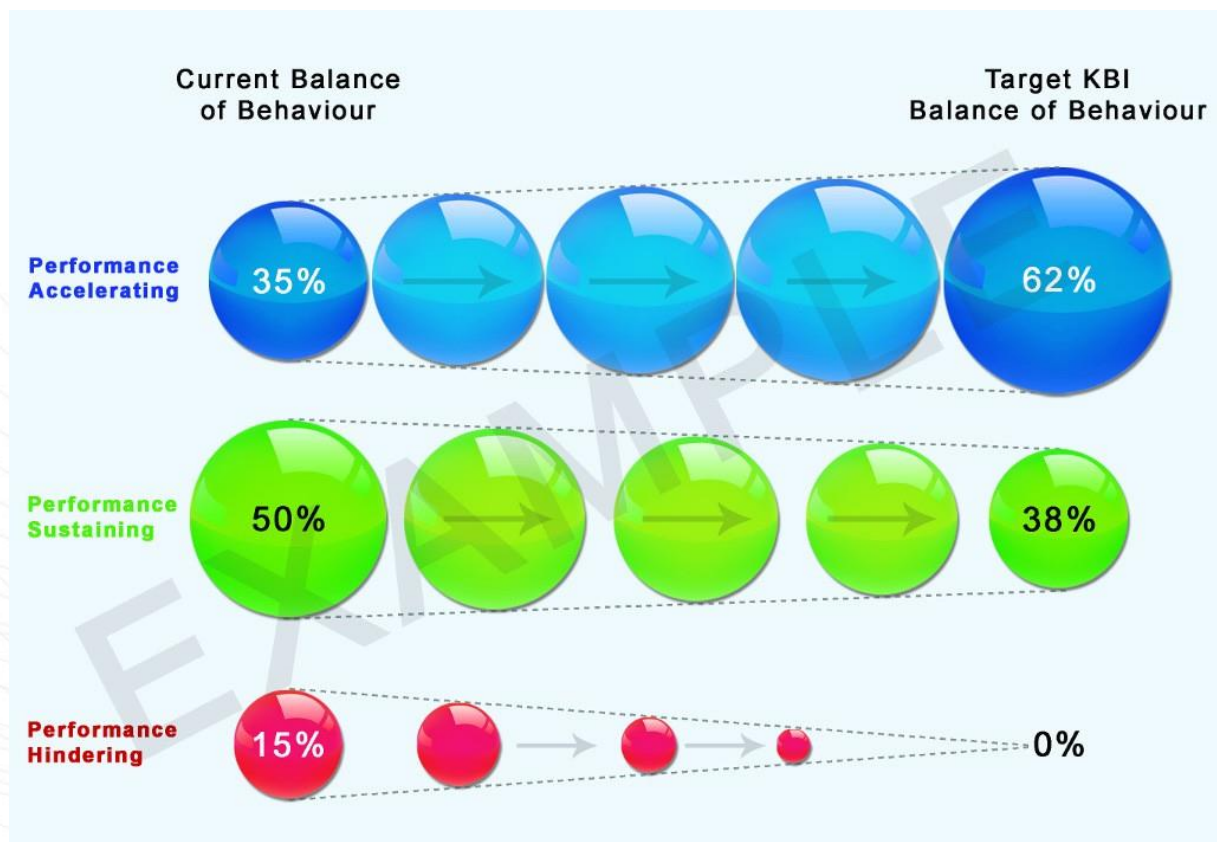
Executive Results Driver for John Doe

This chart shows your current balance between performance accelerating, performance sustaining and performance hindering actions.
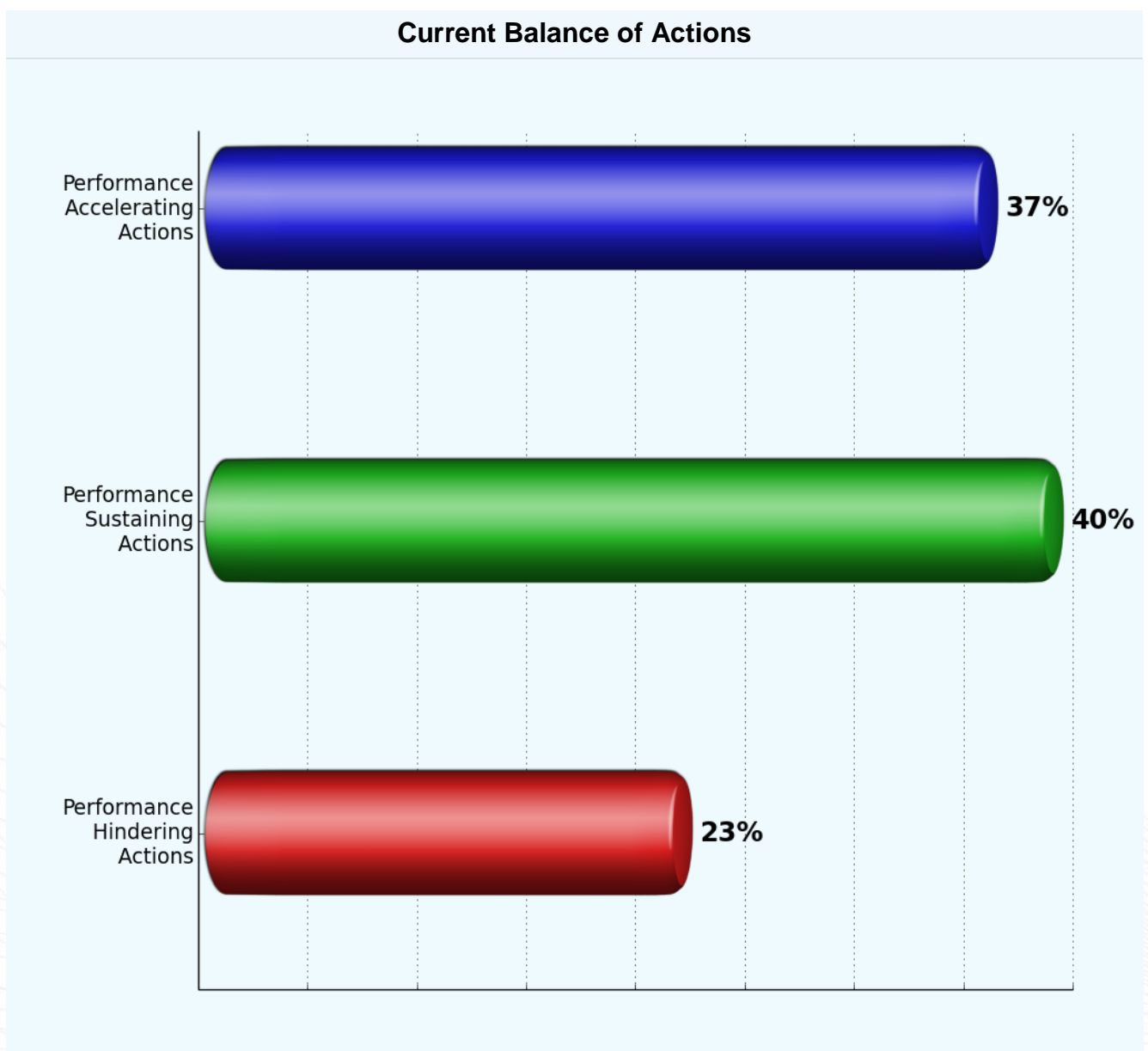
Current Balance of Actions

Performance Accelerating Actions — **37%**

Performance Sustaining Actions — **40%**

Performance Hindering Actions — **23%**

Executive Results Driver for John Doe

<u>Identifying the behaviour gap</u>

This chart identifies the gap between your current balance of behaviour and the level you recognise as being optimal for the job - its KBI balance (shown in yellow).

Your Current vs. Optimal Balance of Actions

Performance Accelerating Actions — **37%**

47%

Performance Sustaining Actions — **40%**

53%

Performance Hindering Actions — **23%**

🟨 - KBI Optimal Focus
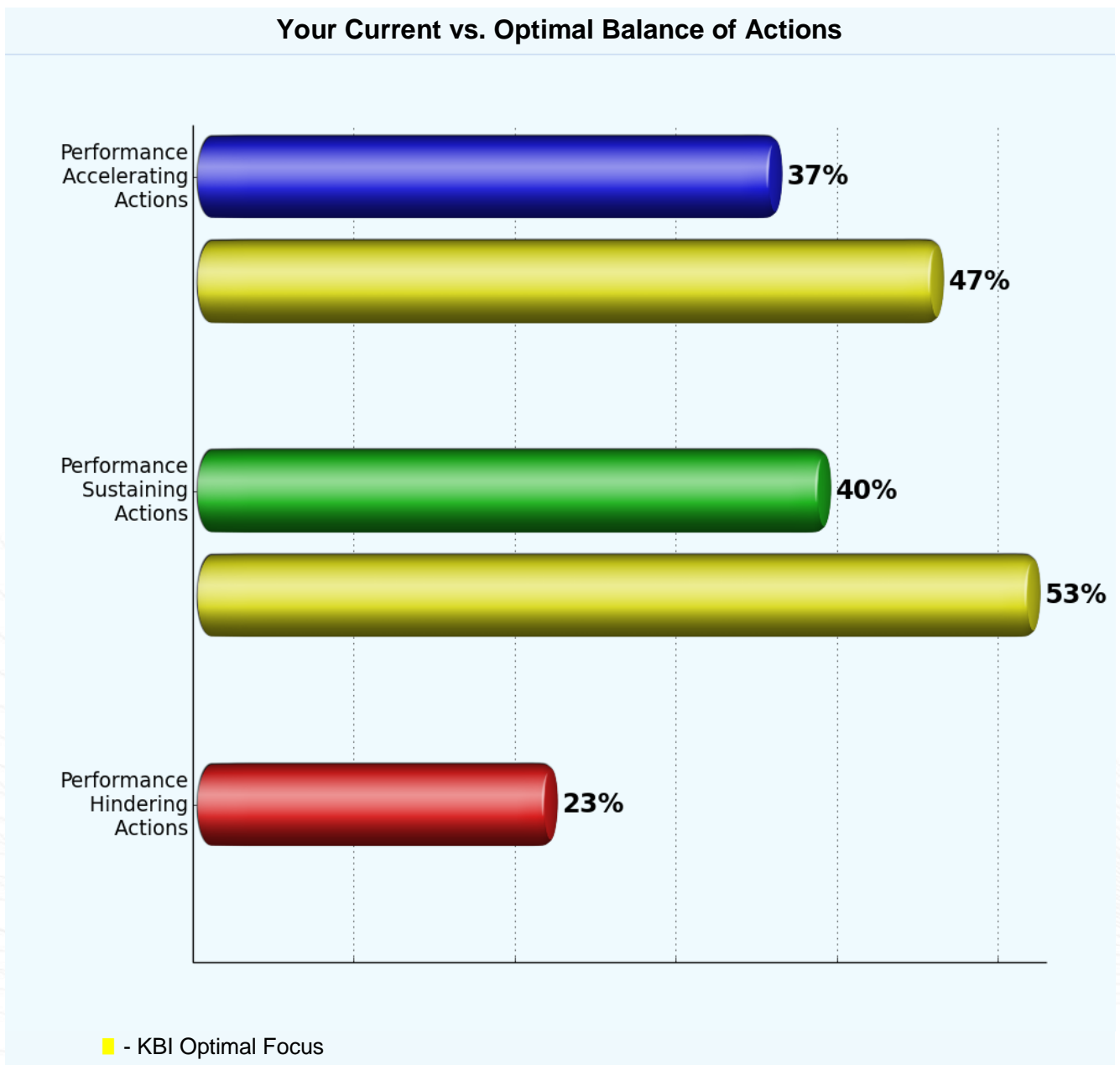
Each of the different ways of either accelerating or sustaining performance reflects a different way of approaching the issue of getting results. Once again, the choice of how to do it is a function of the job, the people involved, the associated time lines, and so on.

One can either accelerate or sustain performance through a focus on:

- **Personal Activity** – achieving results through personal drive, energy, action, and initiative, and by setting the example and standard of performance, setting challenging goals and objectives and monitoring and tracking them closely

- **People** – achieving results through influencing the actions of others and getting them committed to common goals, by delegating responsibility and authority to people, by building teams, and by supporting learning, growth and development.

- **Structure and system** – achieving results through the creation and application of structure and organization, through the implementation of systems, processes and procedures, through analysis, and by focusing on integration and coordination of activities and outputs.

The table below summarizes this linkage:

Focus / Performance Result	Personal activity	People	Structure & system
Accelerating	Initiative, example, challenge	Delegation, team building	Integration, coordination, structure
Sustaining	Objectives, tracking performance	Support, help, development	System, process, analysis
Hindering	Defensive-aggressive behaviour	Conflict avoidance	Responsibility avoidance

Executive Results Driver for John Doe

This chart shows your current focus on Personal activity, People and Structure and system.
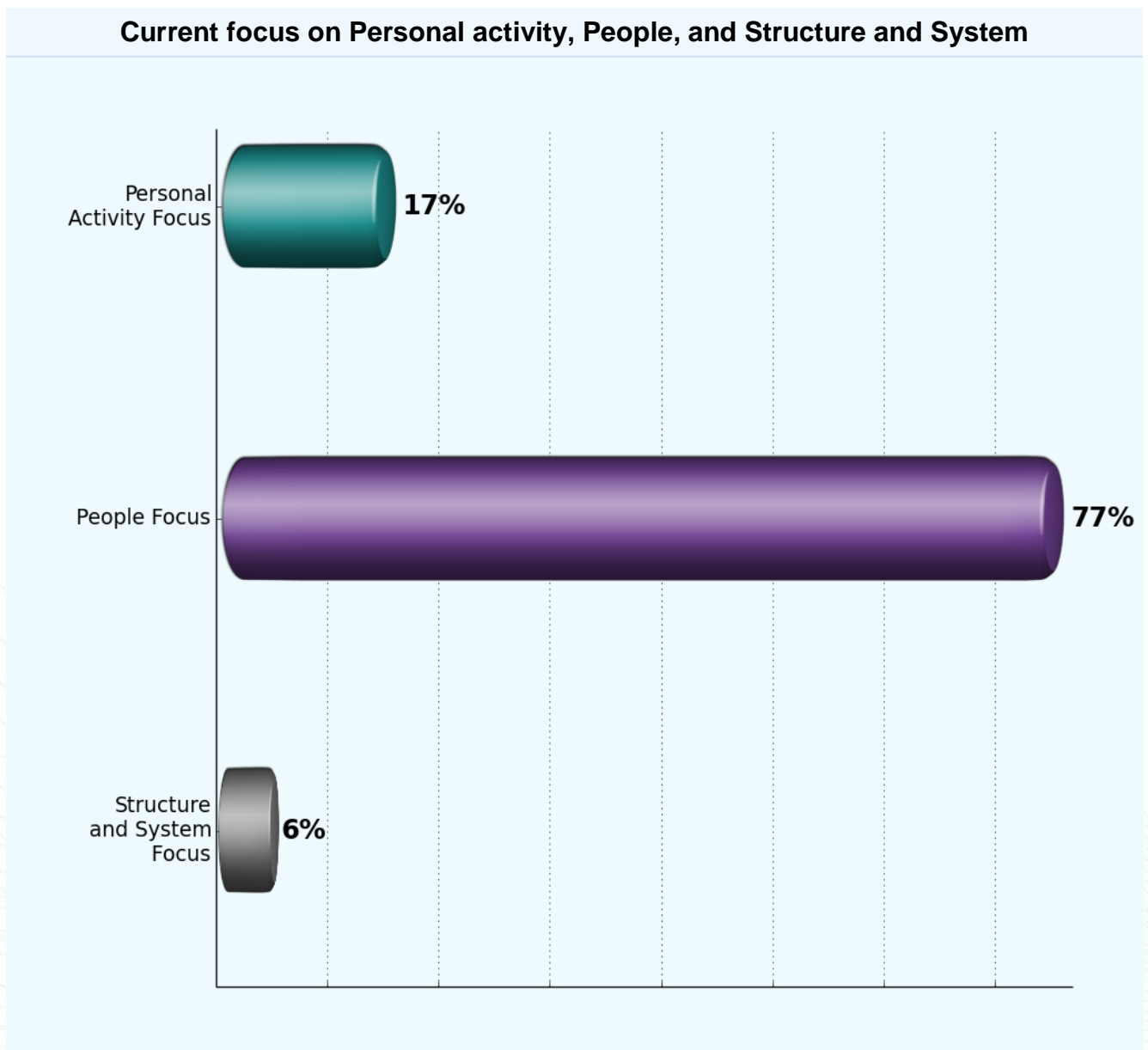
Current focus on Personal activity, People, and Structure and System

Personal Activity Focus — **17%**

People Focus — **77%**

Structure and System Focus — **6%**

Identifying the behaviour gap

This chart identifies the gap between your current focus on Personal Activity, People and Structure and system and the KBI optimal focus you recognise as important for high performance in your job (shown in yellow).

Current focus vs Optimal on Personal activity, People, and Structure and System

Personal Activity Focus
- 17%
- 72%

People Focus
- 77%
- 10%

Structure and System Focus
- 6%
- 18%
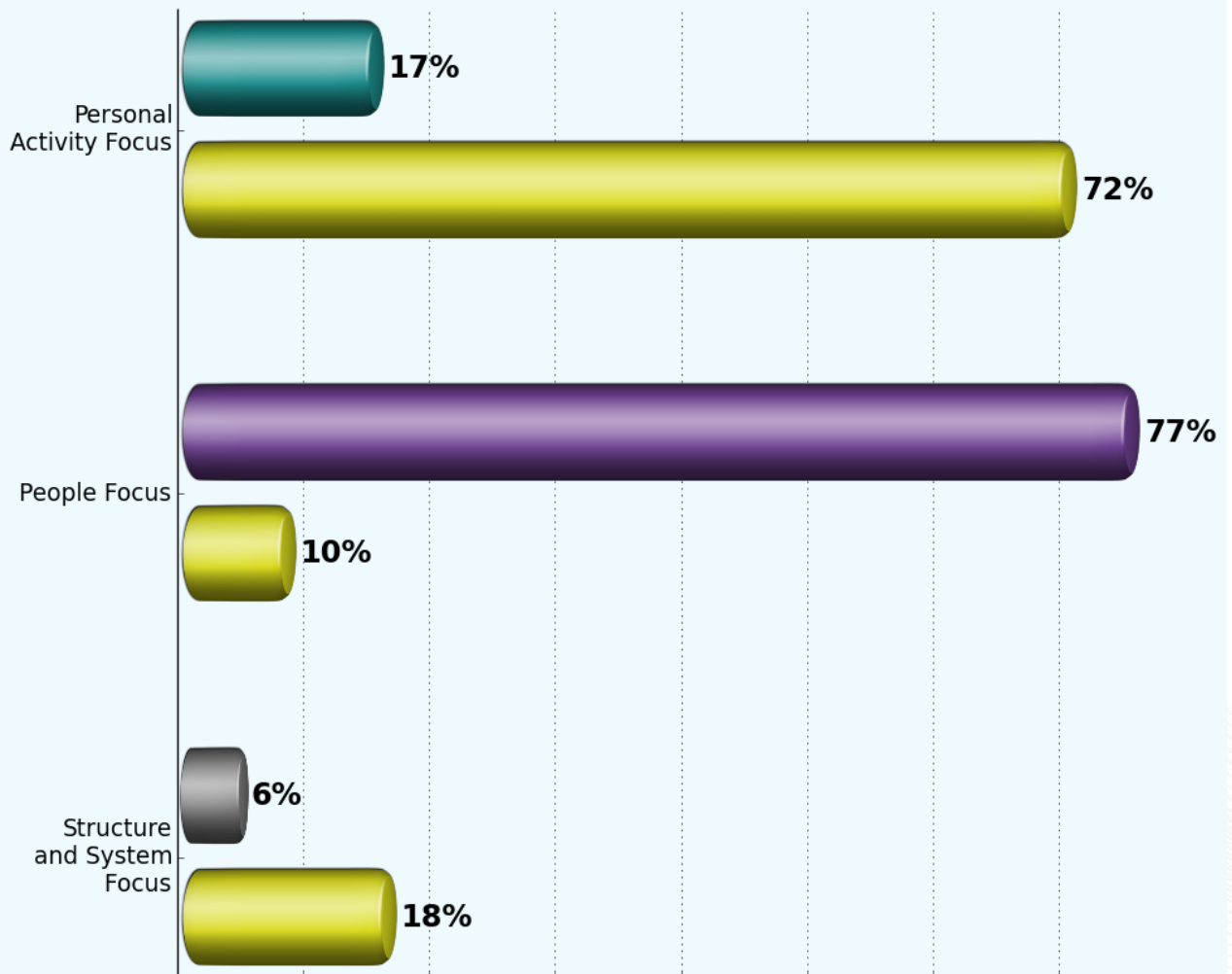
▉ - KBI Optimal Focus

To perform their jobs, individuals focus in varying proportions on a combination of the following things which either:

Accelerate performance:

- Taking initiative, setting an example, and setting and accepting challenges
- Creating and developing teams and giving responsibility to people
- Coordinating and integrating the activities and outputs of people, establishing organization and structure and taking a longer-term view of the business

or

Sustain performance:

- Setting clear goals and objectives and tracking performance against them
- Providing support for people and helping them grow and develop in their jobs
- Analyzing decisions and situations and ensuring that systems, processes and procedures are followed

or

Hinder performance by:

- Defensive-aggressive behaviour
- Conflict avoidance
- Responsibility avoidance

The *E*RD Questionnaire identifies and measures more than fifty specific actions that fall into each of these general categories. If you want to see examples of these actions and capsule descriptions of the nine types listed above, see Appendix B at the end of this document.

Executive Results Driver for John Doe

The chart below shows your current action profile in more detail.
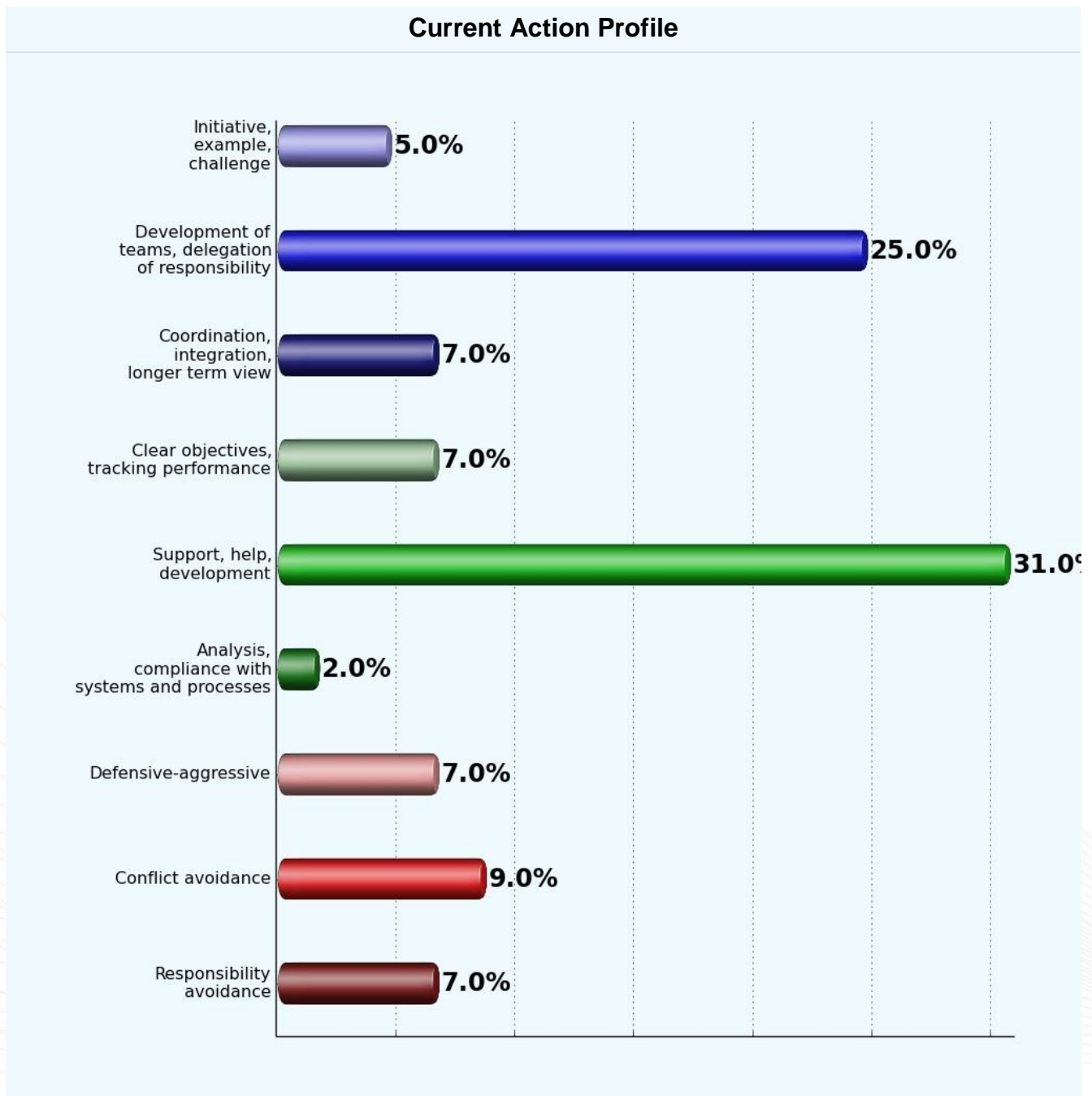
Current Action Profile

Category	Percentage
Initiative, example, challenge	5.0%
Development of teams, delegation of responsibility	25.0%
Coordination, integration, longer term view	7.0%
Clear objectives, tracking performance	7.0%
Support, help, development	31.0%
Analysis, compliance with systems and processes	2.0%
Defensive-aggressive	7.0%
Conflict avoidance	9.0%
Responsibility avoidance	7.0%

Executive Results Driver for John Doe

Identifying the behaviour gap

This chart identifies the gap between your current action profile and the profile you recognise as being optimal for high-level performance in your job (shown in yellow).

Your Current Action Profile vs Optimal Profile

Category	Current	Optimal
Initiative, example, challenge	5.0%	26%
Development of teams, delegation of responsibility	25.0%	8%
Coordination, integration, longer term view	7.0%	13%
Clear objectives, tracking performance	7.0%	46%
Support, help, development	31.0%	2%
Analysis, compliance with systems and processes	2.0%	5%
Defensive-aggressive	7.0%	
Conflict avoidance	9.0%	
Responsibility avoidance	7.0%	

■ - KBI Optimal Behaviour Profile
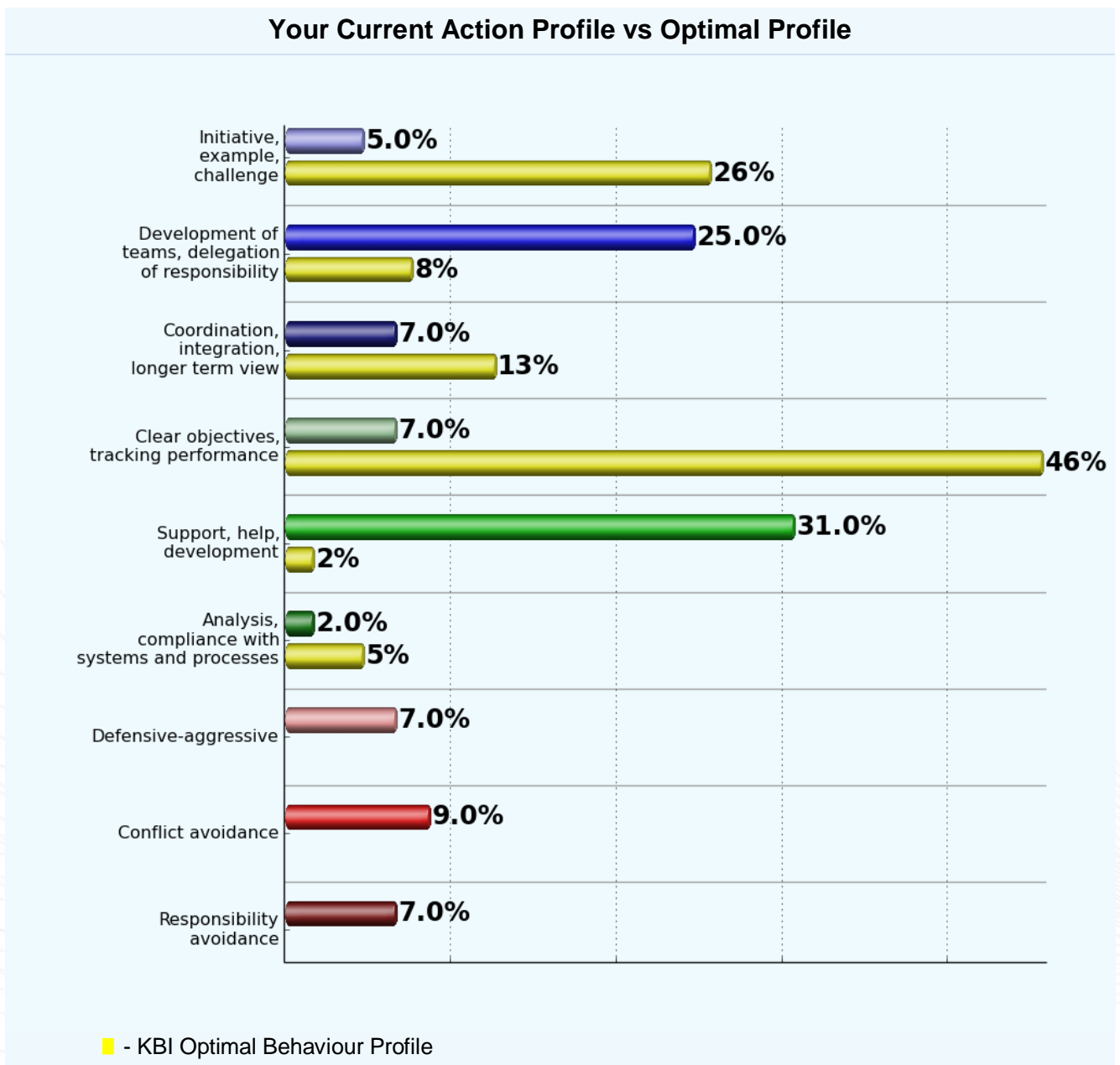
Your current performance leverage behaviours

These are the 20 things on which you currently focus most energy and attention to leverage performance in your job. The actions in shown **green** are performance **sustaining** and those in **blue** are performance **accelerating**. You:

☐ Watch out for when people are becoming over-stretched

☐ Respond appropriately to people's exhibited attitudes and emotions

☐ Seek out ideas and suggestions from people

☐ Transfer as much responsibility to people as they can manage

☐ Show open appreciation to people for their accomplishments

☐ Make sure that procedures are helpful rather than obstructive

☐ Make people feel part of a team

☐ Give people a sense of belonging

☐ Work for a win-win resolution to conflicts

☐ Encourage mutual support within teams

☐ Help people handle stressful situations

☐ Intervene to channel conflict positively

☐ Actively encourage and support actions that improve performance

☐ Ensure people are treated fairly

☐ Take into account the needs of others

☐ Create a one-for-all and all-for-one team atmosphere

☐ Don't take credit for other people's achievements

☐ Demonstrate care and respect for individuals

☐ Only accept failure if effort and intent were genuine

☐ Make sure people are treated with respect

17

<u>Identifying and closing the KBI gap</u>

In order to improve performance, of course the first thing you have to know is what you're doing now. That's what the previous pages showed you. The question, however, is whether these are the right things for optimal performance in your job.

There are various ways to find out the answer to that question, but the most direct is to ask you what the KBIs are for your job. Peter Drucker, the great management thinker, says "The individual human being at work knows better than anyone what makes them more productive ... the only true expert is the person who does the job".

But what makes Drucker say that? Is there any scientific evidence to support his claim?

The answer is "Yes". The second part of the *E*RD questionnaire is structured in such a way as to draw on what we can call the 'old' part of the brain – what we mean when we use the phrase 'the back of your mind'. The 'old' brain is what kept our species alive because it enabled us to make instant decisions at a level below consciousness. When something jumped out from behind a rock you had to know instantly whether (a) you could eat it, (b) it could eat you, or (c) you could become friends. It's the fight, flight, submission reaction.

The old brain makes decisions faster – and more accurately – than the conscious brain can. For instance, when a baseball is pitched at 95 miles an hour from under 60 feet away, it takes 0.4 seconds to reach the batter. But the conscious brain takes 0.6 seconds to initiate the required physical action. So how does the batter hit the ball? The old brain makes the decision and gets things moving.

This is the part of the brain that makes unconscious decisions, and as Daniel Kahneman points out in his book *Thinking Fast and Slow*, "it continually generates suggestions" for the conscious brain.

But while the old brain generates suggestions and decisions, it doesn't control our ability to articulate things (speech). The behavioural technology of the *E*RD questionnaire both enables you to access what you 'know' are the high potential KBIs of your job, and to articulate them.

The list of your high performance KBIs is shown on the following page.

Identifying the behaviour gap: the secret to performance improvement

These are the KBIs for your job. It's a list of things you identified as being important for high-level performance in your job. You will notice that some of the actions may be printed in *italics and underlined*. They are things on which you are currently focusing a lot of energy and attention and were on your list of 20 most important current actions as shown previously.

- ☐ Constantly suggest ideas to increase effectiveness
- ☐ Require quality output from everyone
- ☐ Always meet commitments
- ☐ Set an example for delivering jobs on time, every time
- ☐ Only commit to what can be delivered

- ☐ Consistently strive for excellence
- ☐ Only deliver work that is acceptable to the recipient
- ☐ Hold people responsible for meeting all their objectives
- ☐ Insist on performance-focused behaviour
- ☐ Get people focused on results rather than effort

- ☐ Take the lead in initiating ideas and actions
- ☐ Establish clarity about objectives
- ☐ Try to get people's behaviour to reflect our values
- ☐ Stress the importance of attention to detail
- ☐ Review and clarify people's objectives with them

- ☐ Regularly review how work is proceeding
- ☐ Link reward to measurable objectives
- ☐ Separate broad policy goals into manageable objectives
- ☐ Get people to identify and implement best practice
- ☐ Provide people with processes that help them work more efficiently

Performance hindering behaviour

As mentioned earlier, the actions people take can also hinder performance.

The first and most important thing to remember about performance hindering behaviours is that they are caused by factors external to you. They are _re_actions - to perceived stresses and threats. They are *not* what you would do in normal stress-free, pressure-free, threat-free circumstances. Because they are driven by external factors, if you can deal with and get rid of these factors you no longer need to react to them.

When people find themselves in situations over which they have little or no control, when they feel they are at the whim of forces beyond their grasp, when they feel threatened and intimidated, when they have been placed in jobs they can't handle and are not getting support and backup, when they feel uncertain, when they are stressed, when they are not able to get decisions from their bosses and others, and when they are made to feel isolated and at risk, they react by engaging in performance hindering behaviours.

The second important thing to remember about performance hindering behaviours is that they are *actions*. They are things you **do**. You have complete control over that. You don't *have* to do any of these things. You can change what you do. The following are some things that you say you currently do that may impede your performance and/or the performance of others around you. You say you:

- Avoid sharing information with others
- Communicate annoyance without saying anything
- Sometimes put down people in public
- Quit things because of frustration
- Tend to sit on the fence on disputed issues

What is causing you to do these things? Think about these behaviours and, on the following page, try to identify what's causing them, and what you can do to deal with the cause. You may find that you can't change or get rid of the cause, in which case you need to try to control your reaction to it.

The Issue of Waste

Given that to be performed at its highest level every job requires a focus on a specific set of actions that will generate best results, either not doing these things or doing too much of them is a waste.

<u>Not doing enough of what the job requires is a **waste of potential**</u>. For instance, if best performance in the job requires a 20% focus on activities that involve team development and delegation and you are only focusing 10% of your energy and attention to doing those things, you are missing out on the potential productivity gains that would result from refocusing your actions.

<u>Doing too much of what the job requires is a **waste of energy**</u>. For instance, if best performance in the job requires an 8% focus on activities that involve analysis and compliance with systems and processes and you are devoting 22% of your energy and attention to doing those things, you are wasting 14% of your time and energy doing things that are not needed and have no impact on performance.

<u>And of course there is the issue of **performance hindering behaviour**</u>. These are actions that have, as the chart on page 7 showed, a negative effect on performance. They are a pure waste of energy. And most unfortunately they also have a negative effect on the people around you.
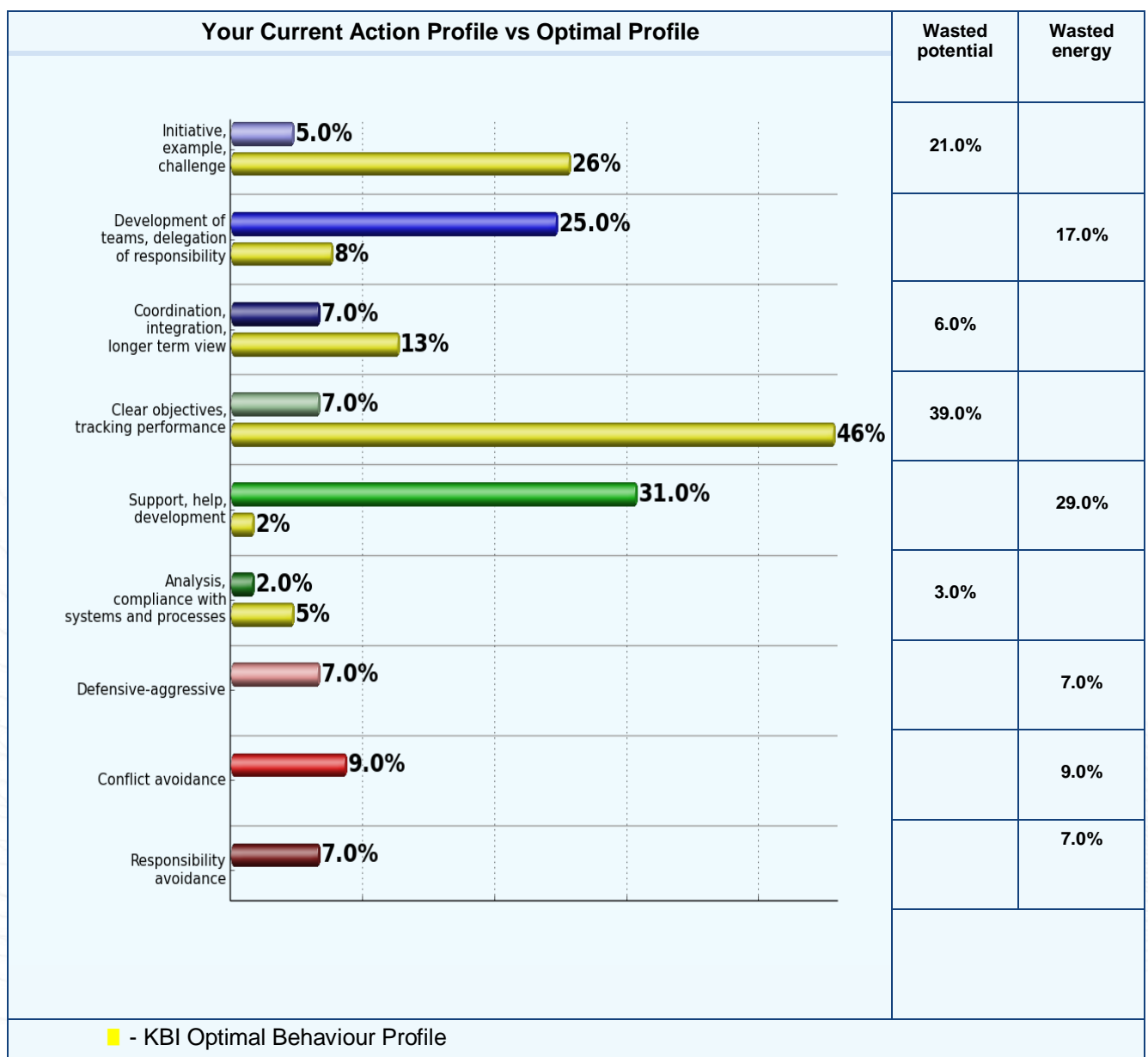
The table and chart on the next page show where you are wasting potential and wasting activity and energy. Differences of 5% or so are not significant. (Except in the case of performance hindering behaviour. Research indicates that when the *total* of the hindering behaviour gets to 10% or more it begins to have a marked effect on performance.)

Focus on the wider differences and think about how you can change your behaviour to narrow them.

Where and how are you wasting your energies?

This chart identifies your wasted energy and wasted potential. As mentioned on the previous page, differences of <5% or so for any of the individual KBI headings are not significant. Look instead at the bigger percentages of energy and potential waste in order to close your KBI gap. Plan for change using the Action Plan in Appendix A.

Your Current Action Profile vs Optimal Profile	Wasted potential	Wasted energy
Initiative, example, challenge — 5.0% / 26%	21.0%	
Development of teams, delegation of responsibility — 25.0% / 8%		17.0%
Coordination, integration, longer term view — 7.0% / 13%	6.0%	
Clear objectives, tracking performance — 7.0% / 46%	39.0%	
Support, help, development — 31.0% / 2%		29.0%
Analysis, compliance with systems and processes — 2.0% / 5%	3.0%	
Defensive-aggressive — 7.0%		7.0%
Conflict avoidance — 9.0%		9.0%
Responsibility avoidance — 7.0%		7.0%

🟨 - KBI Optimal Behaviour Profile

22

APPENDIX A

Creating an action blueprint for job success

On the following pages we've listed once again the 20 actions on which you are currently focusing energy and attention to drive your performance and results and the 20 KBI actions you identified as having the potential to improve your performance and results.

High-level performance is about focus. No one can focus on doing 30 or 40 things. Research in 2008 published in the *Proceedings of the National Academy of Sciences* found that the maximum number of things on which the mind can focus at one time is four. That's the maximum: three is more manageable (which incidentally is why telephone numbers are in groups of 3 or 4).

Given that you now have a relatively large list of actions that affect performance in your job, how can you use that data most effectively? We have provided a template action plan on page 25 which has three groups – first, second and third priority actions.

Looking at your 2 lists, select the three (3) top actions that you believe have the most effect on your performance – the most critical KBIs. These could be things you need to continue to do, or maybe they are new actions that you feel are really important, or some of each. This list is your first priority. Then do the same for your second 3 priority actions, and finally your third 3 priority actions.

Start with your first priority list and concentrate on doing these things for a few weeks until the behaviour is embedded. Stephen Covey talks about effective habits. Make these actions habits. Then do the same for the next 2 lists.

These 3 groups are your performance improvement action plan for the next 8-10 weeks. Share them with your boss – are you agreed on your action priorities? Make sure your actions are in alignment to deliver your department goals as well as your job specific goals. Getting input and buy-in is a great way to ensure you have the right priorities on your plan. You can remeasure after a few months to track your results. The more you can quantify results the better. Hard data tells the story better than anything else.

Your current performance leverage behaviours

The actions shown in **green** are performance **sustaining** and those in **blue** are performance **accelerating**. You:

- ☐ Watch out for when people are becoming over-stretched
- ☐ Respond appropriately to people's exhibited attitudes and emotions
- ☐ Seek out ideas and suggestions from people
- ☐ Transfer as much responsibility to people as they can manage
- ☐ Show open appreciation to people for their accomplishments

- ☐ Make sure that procedures are helpful rather than obstructive
- ☐ Make people feel part of a team
- ☐ Give people a sense of belonging
- ☐ Work for a win-win resolution to conflicts
- ☐ Encourage mutual support within teams

- ☐ Help people handle stressful situations
- ☐ Intervene to channel conflict positively
- ☐ Actively encourage and support actions that improve performance
- ☐ Ensure people are treated fairly
- ☐ Take into account the needs of others

- ☐ Create a one-for-all and all-for-one team atmosphere
- ☐ Don't take credit for other people's achievements
- ☐ Demonstrate care and respect for individuals
- ☐ Only accept failure if effort and intent were genuine
- ☐ Make sure people are treated with respect

Identifying the behaviour gap: the secret to performance improvement

These are the KBIs for your job. It's a list of things you identified as being important for high-level performance in your job. As before, you will notice that some of the actions are *underlined and printed in italics*. They are things on which you are currently focusing your energy and attention and were on your list of current actions.

- ☐ Constantly suggest ideas to increase effectiveness
- ☐ Require quality output from everyone
- ☐ Always meet commitments
- ☐ Set an example for delivering jobs on time, every time
- ☐ Only commit to what can be delivered

- ☐ Consistently strive for excellence
- ☐ Only deliver work that is acceptable to the recipient
- ☐ Hold people responsible for meeting all their objectives
- ☐ Insist on performance-focused behaviour
- ☐ Get people focused on results rather than effort

- ☐ Take the lead in initiating ideas and actions
- ☐ Establish clarity about objectives
- ☐ Try to get people's behaviour to reflect our values
- ☐ Stress the importance of attention to detail
- ☐ Review and clarify people's objectives with them

- ☐ Regularly review how work is proceeding
- ☐ Link reward to measurable objectives
- ☐ Separate broad policy goals into manageable objectives
- ☐ Get people to identify and implement best practice
- ☐ Provide people with processes that help them work more efficiently

Creating your Action Plan

Go through the two lists on the previous pages, and select the three (3) actions that you believe have the most effect on your performance. These are your first priority. Concentrate on doing these things for a few weeks until the behaviour is embedded. Make these actions habits.

1st Priority KBIs	Date embedded by _

Then select the three (3) second priority actions and focus on making them a habit.

2nd Priority KBIs	Date embedded by _

And finally, select the three (3) third priority actions and focus on making them a habit.

3rd Priority KBIs	Date embedded by _

Making KBI actions visible

But your performance is not just about what you do, it's about what you do *that gets other people to do things*. In order to get that to happen they have to be able to see what you're doing. **Things that aren't visible and understandable to people don't exert any influence on their behaviour.** How are you going to make sure that people see what you're doing and understand why?

For each of the specific actions you identified as being critical to achieve improved performance you now need to decide how you will enable people to see and understand what you're doing.

Here's an example of how an action can be made visible and understandable to others. If for instance one of the actions which you think will improve performance is *"Help people to learn from their mistakes"*, then how might you do that?

You might do things like:

- Point out to people what they did incorrectly and ask them what they would do differently next time

- Point out to people what they did incorrectly and suggest some alternative ways of approaching the situation

- Work with them to analyze what went wrong and why that occurred

- Get them to look at similar problems or situations that have been resolved satisfactorily and identify what action was taken

The point is that the action "Help people to learn from their mistakes" needs to be demonstrated in ways that people recognize and understand, so that they respond and act appropriately.

Executive Results Driver for John Doe

1st Priority KBIs	How to make visible

2nd Priority KBIs	How to make visible

3rd Priority KBIs	How to make visible

Clearing the blockages to achieving KBIs

For each of the energy wasting and performance hindering things you say you do, take a few minutes right now and write down (a) what's causing you to react this way, and (b) what you are going to do to deal with the cause and get rid of it.

Performance hindering/ energy wasting actions	Causes	How to deal with the causes

How to deal with Performance Hindering behaviour

It is difficult to avoid engaging in these types of actions because they're a reaction to the sorts of things that frustrate you, stress you, threaten you, demean you, make you feel uncertain, damage your self-esteem, question your character or your abilities, etc. Unfortunately organizational life is full of these influences and we tend to react to them in ways that have negative consequences. Our reactions are centred on the basic reactions all animal species have to perceived threat of one kind or another – fight, flight or submission. None of these reactions are abnormal; everyone does these things from time to time.

This type of activity is a *symptom* of something that's wrong. Trying to suppress your reactions to the negative things that are happening can only work to a limited degree. Sooner or later you have to deal with what's causing you to react in this manner.

One of the major things that defines the difference between top performers and poor performers is their ability to control their performance hindering activity. They do that by (a) dealing with the causes, and if that is beyond their control, or by (b) working on reacting less to them.

It's important to understand what you can change and what you can't. If you can't change the causes of your actions you have to change your reactions to the causes.

Performance hindering actions and stress

It's also important to recognise that high levels of performance hindering activity are strongly correlated with stress levels, and sustained high levels of stress have some very negative effects – high blood pressure, heightened risk of heart attack and stroke, diabetes, etc.

But apart from its physical effects, high stress also impairs judgment. Highly stressed people make poorer decisions, see problems less clearly and mis-read situations.

If you're exhibiting a lot of performance hindering activity the chances are that you are under a lot of stress and you should take some action to deal with the situation.

30

APPENDIX B

Here are some capsule descriptions of the various approaches to accelerating, sustaining and performance hindering behaviour, plus a few examples of the specific actions that characterise them:

1.Taking initiative, setting an example, and setting and accepting challenges

This behaviour attempts to get people to work toward doing things better, to strive to be the best, to search for constant improvement, and to engage the competition. It does this by setting the example, by being a role model, by communicating a vision, and by maintaining constant touch with as many people as possible who need to be influenced to achieve an objective.

It highlights actions and uses all available means of communication to make sure that these actions are visible to everyone. It focuses on a constant pursuit of challenging goals and targets. Because it is action based it attempts to affect change through the application of personal energy and drive. It has a lot to do with leading by example. It's an out-front, up-front style that deals with issues head on. It strives to develop strong commitment from people. It aims to get people excited and enthused. It tries to create a buzz.

The following are some examples of this type of behaviour:

- Setting an example by getting change started
- Facing up to and dealing with demanding situations
- Stating arguments persuasively
- Focusing action on the top priorities
- Challenging people to achieve more
- Taking the lead in initiating ideas and actions

2.Creating and developing teams and giving responsibility to people

This behaviour focuses on getting superior results by building effective teams and giving people responsibility and authority to deliver superior results. It attempts to release the energy and commitment of individuals and groups to rise to the challenges of their work.

People who exhibit this behaviour delegate as much responsibility as possible. And once the responsibility has been delegated it is not interfered with. If the individual has made every effort, failure is accepted, but if this isn't the case it is not tolerated. The expectation is that once an individual or group accepts responsibility for doing something they will do their very best to ensure it is done.

The behaviour involves assessing the motivation and capabilities of people and trying to match them up with jobs that fit them best. Performance results from people being able to do what the job requires. Much of the behaviour is centred on enabling people to become the best they can be.

Along with giving people stretching responsibilities this also means giving them clear performance feedback – both positive and negative. The behaviour also focuses on making sure people get recognition for actions, that they get credit for their achievements and that they get adequately rewarded.

The following are some examples of this type of behaviour:

- Standing accountable for team performance
- Giving and accepting open and frank feedback
- Reviewing past performance to see what can be learned from it
- Showing open appreciation to people for their accomplishments
- Getting people to focus on how they can make their best contribution
- Seeking out ideas and suggestions from people

3.Coordinating and integrating the activities and outputs of people, and taking a longer-term view of business

This behaviour focuses on coordinating and integrating people's activities and outputs. The objective is to get people to see how their work fits with others' and to overcome the boundaries that exist between what people in different parts of the organisation are doing. The hoped for result is a smooth flow of work and a seamless fabric of output.

Cascading objectives vertically is relatively easy; coordinating them horizontally across teams, departments and divisions is far more difficult. This behaviour seeks to establish common purpose across a business unit, be it a team, a group, a department, division or whatever. It moves people from constant fire fighting to managing by exception. It takes a longer-term, strategic view of things. The challenge it addresses is best described by a quote from the legendary baseball manager, Casey Stengel: "It's easy to get the players; it's getting them to play together that's the hard part."

The following are some examples of this type of behaviour:

- Creating a shared commitment to what has to be done
- Making sure that procedures are helpful rather than obstructive
- Making sure the right people are consulted and involved in key decisions
- Encouraging people to find ways to be more effective
- Assessing the future implications of decisions
- Keeping focused on the big issues facing the business

4. Setting clear goals and objectives and monitoring performance against them

This behaviour focuses on setting and achieving clear and specific objectives and closely tracking results against them. It's a hands-on style of management. The behaviour focuses on making sure no details are overlooked and ensuring that what gets started gets finished, on time, every time, and on budget. It sits at the heart of effective performance management, working with observable, measurable data and providing rapid feedback of information.

It aims to make sure that situations are addressed immediately, that they are brought to a successful conclusion and that things are not left half-done. It breaks down policy and strategy into manageable objectives and tasks.

The following are some examples of this type of behaviour:

- Stressing the importance of attention to detail
- Giving people frequent performance feedback
- Reviewing and clarifying people's objectives with them
- Making sure jobs get finished
- Setting clear priorities and sticking with them
- Separating broad policy goals into manageable objectives

5. Providing support for people and helping them grow and develop in their jobs

This behaviour centres on giving support to people, assisting them, giving them a feeling of belonging, training and developing them, and making sure they are treated properly. It often manifests itself as helping people deal with problems and pressures at work. It attempts to build a sense of "family", with all its connotations of mutual support, care, and consideration.

The behaviour tries to make sure people are treated fairly and with dignity. It also focuses on aiding people in resolving arguments and disputes and can be seen in things like arbitrating conflict, trying to shift the focus from areas of disagreement to areas of agreement, and generally attempting to help people deal with issues that sap time and energy and block performance.

It attempts to make work interesting for people, to attempt to get people doing the things they enjoy and which give them most satisfaction. It tries to involve people in discussions and encourages them to contribute and be a part of things, and to gain a feeling of involvement and ownership.

The following are some examples of this type of behaviour:

- Making people feel part of a team
- Working for a win-win resolution to conflicts
- Supporting people when they make honest mistakes
- Encouraging contributions from everyone
- Helping people realise what they are capable of achieving
- Making sure people don't fail because of lack of appropriate resources

6. Analyzing decisions and situations, and ensuring that systems, processes and procedures are followed

This behaviour focuses on implementing, and ensuring compliance with systems, processes and procedures. It is centred around making sure that things are done in an accepted manner. The behaviour also has a side which is analytical – assessing risk, working out processes and procedures, and putting proposals to the test of logic.

In terms of compliance it relies on precedent and accepted practice. In terms of analysis it requires hard data for proposed decisions. It tends to be critical in roles such as financial controller or safety officer, where things have to be done according to prescribed parameters, systems, methods and procedures.

The following are some examples of this type of behaviour:

- Requiring clear plans for proposed actions
- Dismissing proposals that are not logically thought through
- Regularly assessing and adjusting plans in line with changing realities
- Making sure people are aware of current standard procedures
- Providing people with processes that help them work more efficiently
- Simplifying complex problems

Performance Hindering Behaviour

Performance hindering, or energy wasting behaviour, is caused by external pressures and influences. It is <u>not</u> a personality issue.

When people find themselves in situations over which they have little or no control, when they feel they are at the whim of forces beyond their grasp, when they feel threatened and intimidated, when they have been placed in jobs they can't handle and are not getting support and backup, when they feel uncertain, when they are stressed, when they are not able to get decisions from their bosses and others, and when they are made to feel isolated and at risk, they react by engaging in performance hindering behaviours.

Performance hindering behaviour takes three forms:

- **Defensive-aggressive behaviour**
- **Conflict avoidance**
- **Responsibility avoidance**

The Behaviour Questionnaire identifies and measures 30 to 40 specific behaviours that fall into each of these categories. To give you an idea of what these specific behaviours look like, the capsule description of each type of performance hindering behaviour is followed by a few examples.

1. Defensive-aggressive behaviour

This behaviour involves directing anger at people, pressuring them, belittling them or bullying them. It is the fight reaction to threat. It's a short-term emotional release which flares up quickly. It is often a reaction to a perceived attack on, or threat to, self-esteem. Nobody likes failing and in many jobs the stakes are relatively high. Reputations can be at stake. When the outcome of something has a bearing on one's reputation, standing, authority, credibility, or power base, it's easy to fall into the trap of defensive behaviour. Look behind defensive-aggressive behaviour and you'll often find a fear of failure, or a perceived threat to self-perception.

The following are some examples of this type of behaviour:

- Lose your temper when you get frustrated
- React with anger when people withhold information
- Communicate annoyance without saying anything
- Show little tolerance for people who make mistakes
- Purposefully ignore people
- Make it difficult for people to challenge your opinions or decisions

2. Conflict avoidance

The prime goal of this behaviour is to avoid becoming embroiled in any potential conflict over contentious issues or decisions. It is the submission reaction to threat. The behaviour is based on avoiding risk, avoid challenging others' opinions, avoiding being controversial, avoiding giving negative feedback or constructive criticism, avoiding voicing opposing views, and indicating agreement to points put forward or decisions made by others even when no such agreement exists. It is often highly frustrating to people who want to get things done. Conflict in organizations is often about control – of budgets, of people, of territory, of power. When the structure, the processes, or the people are inflexible, individuals often choose not to argue. However when they go to lengths to avoid conflict, constantly change their position on issues, or refuse to express an opinion, the consequence is frustration for others.

The following are some examples of this type of behaviour:

- Try to avoid raising controversial issues
- Give the appearance of agreement to avoid argument
- Avoid confronting people about poor performance
- Avoid stating your position ind iscussions
- Tend to sit on the fence on disputed issues
- Change decisions to avoid conflict

3. Responsibility avoidance

Responsibility avoidance behaviour is a reaction to stress, threat, uncertainty and frustration that removes one from the source of the discomfort. It is the flight reaction to threat. In some cases it can be seen as sulking behaviour – when things don't go as planned and obstacles become difficult, one reaction is to walk away. All performance hindering behaviours are learned. Responsibility avoidance behaviour is generally the product of bad management. There is a high correlation between superiors who engage in defensive-aggressive behaviour – bullying, pressuring, criticizing – and subordinates who become skilled at getting out of the way.

The following are some examples of this type of behaviour:

- Avoid sharing information with others
- Try to avoid being held solely accountable for things
- Keep a low profile on issues
- Cut yourself off from people at times
- Distance yourself from others' failures
- Criticise others' actions and decisions

The most important thing to remember about performance hindering behaviours is that they are *behaviours.* Behaviour is what you **do**. You have complete control over that. You don't *have* to do any of these things. You can change what you do.

The second important thing to remember about performance hindering behaviours is that they are caused by factors external to you. They are *reactions* – reactions to stresses and threats. They are not what you would do in normal circumstances. Because they are driven by external factors, if you can deal with and get rid of these factors you no longer need to react to them.

39

APPENDIX C

Reliability and Validity of the *E*RD Questionnaire

The *E*RD questionnaire has been independently tested and validated at the London School of Economics.

The *E*RD Questionnaire consists of 144 pairs of behavioural statements (phrased as "I do X" or "I do Y") and requires the respondent to allocate five (5) points between the two alternatives (e.g. 5-0, 4-1, 3-2, 2-3, 1-4, 0-5). The allocation forces decisions about priority of actions. There is no opportunity to allocate equal weighting to both alternatives.

Reliability Test

Reliability means "replicability" and may be measured by whether, and to what extent, responses provided on a test, re-test basis are identical. To assess the reliability of the questionnaire, 23 managers were asked to complete the questionnaire twice, first on day one and a second time on day six. In order not to influence their responses, they were provided with no background information about the measures or the underlying model. The second questionnaire contained the same statement pairings as the first one but in a different order. This attempted to control for prior response recall, and for direct comparison with prior responses.

Note: The questionnaire is situational in that it measures how an individual is behaving in their specific job *at a specific time*. Because jobs change constantly, the reliability (similarity) of the questionnaire responses declines after as short a period as three months.

Executive Results Driver for John Doe

<u>Validity Test</u>
Validity refers to the degree to which the questionnaire measures what it purports to measure – does it identify and measure the behaviours managers exhibit in their current jobs?

To assess the validity of the questionnaire, 12 pairs of managers (24 individuals) were asked to complete the questionnaire. The pairs of individuals were selected on the basis of working closely with one another, and on their stated ability to recognise and identify how the other party behaved during the performance of their jobs. In each pair manager A (the subject) responded to the questionnaire on the basis of how he/she saw him/herself behaving in their current job. Manager B (the observer) completed the questionnaire on the basis of how he/she saw Manager A behaving in A's job. The paired respondents completed the questionnaire without discussion or consultation with each other.

<u>Method of Analysis</u>
- The data were collated to match up the paired responses to identical questions. For the reliability test the data pairs comprised managers' initial and staggered responses. For the validity test the data pairs consisted of a Subject's and an Observer's responses.

- Analysis tested the degree of difference in paired responses. Difference was measured in terms of units*. For instance, the difference between a 3-2 response in the first test and a 4-1 response in the second test is 2 units. A response of 3-2 on one test and 2-3 on the second test (and vice-versa) is treated as having no difference. The rationale is that the difference is marginal because it reflects relatively insignificant variations in the degree to which individuals demonstrate each of the behaviours in the pair. The smaller the total difference, the greater the reliability or validity.

- The issue of whether data of this kind can be expressed as cardinal numbers has already been addressed by Block (1957: 52), who stated that 'there is an almost complete functional identity between the results obtained from ipsative ratings treated normatively and conventionally acquired normative rating data. The one can be substituted for the other, with insignificant loss of discriminations.' In using the term 'ipsative', Block was referring to 'partially ipsative' measures
(see Hicks, 1970: 170). The data obtained through all Behavioural Science Systems diagnostics is partially ipsative; therefore, analysis may unproblematically take place along the lines stipulated in the main text.

The formula used to calculate this difference is a modified form of the average deviation equation:

- Average error = Σ [Σ ||diff(a,b)|| / (mpd*q)]/N
- where a = first response (reliability test) or subject's response (validity test)
- b = second response (reliability test) or observer's response (validity test)
- ||diff(a,b)|| = absolute value of the difference in degree between a and b - in other words, the unit difference
- mpd = maximum possible difference for any one question between the first and second
  responses (reliability test) or the subject's and observer's responses (validity test)
- q = total number of questions
- N = total number of cases/paired respondents

Reliability:

- The BSS Core Questionnaire has a reliability of 0.992.
- The average error is 0.008, or 0.8%

Validity:

- The BSS Core Questionnaire has a validity of 0.933.
- The average error is 0.067, or 6.7%

References:

- Block, J. A. (1957) 'A comparison between ipsative and normative ratings of personality', Journal of Abnormal and Social Psychology, vol. 54, pp. 50-54
- Hicks, L. E. (1970) 'Some properties of ipsative, normative and forced-choice normative measures', Psychological Bulletin, vol. 74, no. 3, pp. 167-184