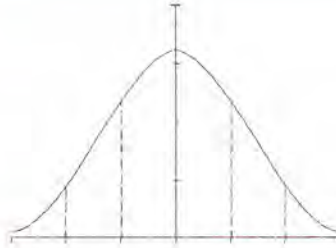


# 16 PF Newsletter

## April Meeting: UPDATE

The committee realise that many members are unable to attend London meetings, and the Newsletter will in future endeavour to report all meetings as comprehensively as possible. This edition focuses on the highly successful meetings held in January and April.



On the very early train to London for the April meeting I mused about the content of the day's programme, and the fact that I had never failed so far, to gain something of value from each meeting. Behavioural interviewing experience taught me that the best predictor of future performance is of course, past performance, and with this thought in mind I set off for the IARC....

The meeting was concerned with two issues: that of seeking the complexity of the individual behind the profile, and the use of video conferencing for feedback to candidates. (These had somehow got fused into one sentence in the flyer and may have been misleading.) These two issues were to be addressed by three speakers. The first was Dr Chris Ridgeway from the Centre for Change Leadership, whose professional experience embraced psychotherapy as well as selection of senior managers. He was concerned to look beyond the psychometric profile, and try to tap into those deeper drives, concerns and values likely to shape a candidate's approach to the job. He believes that each of us is a lot more than the sum of our psychometric profiles, and this additional "something" might well be the ingredients of success or failure in the job. Like most people, I have my favourite gems of wisdom for which I seek confirmation, and on this occasion, I was reminded of Alan Sillitoe's comment, that "a simple man is someone who can't explain his own complexities". Almost as if to support my thought, Dr Ridgeway told us that he had just returned from the Lake District - Wordsworth Country. He asked, "If William Wordsworth had been "tested" at say, the age of 17 years, would anyone have been able to predict that he would develop into a world-famous poet?"

### Judgement

With this intriguing thought in our minds, he went on to quote snippets from G.W. Allport who listed qualities required in those who assess others. "Can I judge people I'm not familiar with?" for example. Dr Ridgeway's response was that we do it all the time - we judge old people and young people, for instance, but we may be out of touch with each of these groups. Allport also said that we need to understand ourselves before we can understand others, and that adjustment was an important factor. Society's morals and values are always shifting. Are we in tune with them?

He went on to outline his own approach to the writing of psychometric reports. He believes that the individual knows more about himself than does the assessor, and he therefore drafts an outline report which is then passed to the test candidate for completion or editing. After a little guidance, he believes that about 50% - 60% are able to do it well. For many of those attending the meeting, this was a contentious issue, and led to discussion of our role as "experts" in assessment. If we do this for a living, ran the argument, surely we are better at it than "the man in the street?" Professionals have

specific knowledge - that is what the client is paying for. He is not paying us to invite the candidate to contribute to his own written report. And if this wasn't sufficient to keep us going for an hour or two, more was to come... Dr Ridgeway's assessments often included sentence completion carried out orally - ("What makes me really angry is..."), or ("One of my major disappointments was..."). This approach, he assured us, yields valuable information. He might also use the "Early Child" questioning technique, eliciting memories and experiences before the age of six or seven.

### Disclosure

At this point, those members experienced in clinical psychology, and who fully understood these techniques, disagreed with their use in the context of selection for a job, and inevitably this again brought us to the question of what the client is actually paying for, and what sort of information is it legitimate to expect a candidate to provide? If the assessor touches on deep and uncomfortable issues, who will be available to give the candidate support at a future date? Has the assessor any right to disclose such issues to the client? After all, the candidate simply applied for a job, not seeking psychological counselling or therapy. Are we therapists in an occupational setting, or are we trying to fit people to jobs?

Chris Ridgeway went on to say that he might spend a whole day with a candidate and only at the end of that day, would he feel that he is beginning to understand *something* about that person. An admirably cautious statement, but there is a problem... The client will expect the assessor to know virtually everything there is to know about the candidate. "After all, you've spent a *whole day* with him!" might be a typical comment.

Our speaker raised fundamental questions in my mind about our purpose as assessors. Is it about simply putting

## FUTURE MEETINGS AT IARC

- ① 12th June Sales Aptitude Test (PASAT)
- ② 23rd Sept 16PF5 New Developments
- ③ 19th Nov The Sweney Measures



people into jobs, or is it about evaluating the whole person? And might one come to a different answer depending on whether one is assessing a first line manager, or the £200,000 a year chief executive of a multi-national...? Chairman Brian Sullivan had indicated that Dr Ridgeway's musings were likely to be controversial, and this certainly proved to be the case. He raised important matters, and even if individually, we feel unable to provide definitive answers, there is value in our having addressed them.

### "Whole Person" Approach

Our second speaker was David Sharpley who continued the theme of looking beyond standard test results and evaluating the "whole person". His previous experience with a major consultancy confirmed his view that the determinants of job success lay in something more than personality and ability, important though these were. He believed that the difference between star performers and average performers lay in the manner in which managers dealt with work situations. This led him to develop PRISM (Profile Report on Individual Style and Motivation) in which there are six major categories, each with four dimensions. PRISM is an ipsative test consisting of pairs of work-related statements, requiring the respondent to select the statement in each pair which comes closest to describing his or her preferred approach. David said that the design of his questionnaire was competency-related and provided clear insight into specific aspects of work behaviour. (So, I thought, I have verification of another favourite quotation: "Leadership is about what people *do*, not what they *are*." (John Garnett, formerly of The Industrial Society). PRISM (for managerial and professional staff) takes around 25 minutes to complete, but there is a shorter version (15 minutes) for operational and support staff. The major categories are Personal Interaction, Influence and Persuasion, Flexibility of Response, Decision Making, Focus on Outcomes, and Analysis of Information. It is clear therefore, that David makes a valid claim when he says that this assessment can be used for coaching, development, and for helping people adapt to changing work demands. It can also be used for 360° feedback. Both pencil-and-paper and computerised versions of the test are available on annual licence.

### Video-Conferencing

Our third and final speaker was Jacky Boucherat from The Flexible Learning Centre at Weymouth College, supported by a psychologist, Jacqui Porter. The two (Jacquelines) have been involved in a programme, supported by the European Social Fund, which is designed to help the unemployed or those who are about to be made redundant in small and medium sized companies. The purpose of the project was to "test and measure aptitude and behavioural qualities and to examine career orientation issues, preferences and realities". The Flexible Learning Centre has "partner organisations" in the West Country through which candidates can complete assessments - the 16PF, The Job Interests Questionnaire (STRONG), and aptitude tests.

The focal point of interest in Jacky's talk lay in the use of video-conferencing to feedback the test results, and we were curious to know not only of problems in the use of this technique, but how effective it was perceived to be by the candidates. Did Jacqui, the psychologist feeding back the results, feel happy about it? Face to face feedback sessions can be tricky enough - how much more so when each person simply spoke to the screen in front of them? We were concerned about inability to pick up on body language and to develop an intimate atmosphere; about confidentiality issues and whether candidates found the use of video in this context to be at all threatening. We need not have worried: far from being threatening, 71% of candidates actually said that they found the feedback session excellent and 26% rated it as good.

Jacqui Porter has now installed video-conferencing equipment in her home in Bristol and is able to feedback results from there. Previously, she would have undertaken the three hour drive to Weymouth, sometimes incurring expenditure for an overnight stay. Not only is the new system convenient for her, but she finds no difficulty in providing feedback of a quality to her own professional standards and those expected by the college. Her feedback sessions - on all three tests - typically last for about one and a half hours. This topic inevitably sparked a discussion regarding other possible uses for video-conferencing - counselling of senior managers in multi-national companies, and obtaining fuller job-specific information from managers prior to testing applicants, were just two of the suggestions.

Many of us saw the possibilities and wondered, perhaps how soon we too, might be using similar techniques in our own companies and consultancies.

And which quotation, you might ask, came to mind in this particular talk? Why, Marshall McLuhan of course. "The medium is the message."

David Roberts  
Editor

## TABLE OF CONTENTS OR THE WHOLE STORY?

by Ira J Morris

### Introduction

The 16PF User Group meeting held on the 27th January was the first I have attended and I am pleased to have been invited to write a summary. I believe that the group found Roy Child's informative and participative session on the revised FIRO instrument to be illuminating and of much interest.

### Background

Roy began by providing a brief history of the rationale for the construction of the Fundamental Interpersonal Relations Orientation - Behaviour instrument which was based on Schutz's (1958) theory of interpersonal relations which he developed to improve team compatibility whilst working with the American Navy.

### Table of Contents or the Whole Picture?

#### The 16PF and FIRO-B

An individual's complete 16PF profile was presented to the group who were invited to provide psychological interpretations. "Would we want to work with him; to be his manager/peer/subordinate/friend?" What sort of person is he? What is his occupation? While there was consistency in our judgements of this person as "bright, dominant, assertive, confident, socially self-assured, bold and adventurous" we experienced difficulty in answering questions such as "what is it like to be that person?", and "is he contented?" On the basis of a 16PF profile the practitioner cannot validly imagine what it is like to be that person. Furthermore, in the context of development, it is the individual who may benefit from challenging well-accepted models of themselves in order to make possibly more appropriate choices in life.

Roy convincingly reminded his audience of fellow practitioners of the need to avoid falling into the trap of conducting assessments in *collusion* with assessees. In other words we need to caution ourselves against gathering data that provides what some may regard as a summary of style rather than a richer, fuller and more complex model. For example, in responding to questions of the genre "do you enjoy working with others?" people are invited to respond without much reflection, and sometimes with work as their context. What we get is the individual's stable, well-rehearsed and generally accepted



self-assessment, without there being much reflection and self-challenge.

### The FIRO Model

The FIRO B is a 54 item assessment instrument which generates results describing self-perception in three elements:

1. Inclusion - How much someone seeks contact with or includes people.
2. Control - How much they control or seek control from people
3. Affection - How much they show affection towards people or seek affection from others

It does not describe the person's style, but rather the degree to which the person expresses these behaviours. The revised model has replaced the element of Affection with Openness.

According to Schutz, *feelings drive the behaviour* and therefore the practitioner will be more equipped to enable the individual to reveal and understand their own make-up if our analysis is at the feelings level, as well as the styles, preferences, behaviour level. Hence the observation that the 16PF (and similar instruments) gives us some, but limited, insight into the individual. Would it not, proposed Roy, be more productive to jointly explore drives, concerns, values and anxieties since these will significantly impact on how an individual perceives the world and how they perform at work: reading the book rather than just looking at the table of contents?

### Excerpts From The Story

To illustrate these concepts Roy randomly selected six individuals (the last six to return from lunch!) whom he divided into two groups outside the meeting room. The rest of us were told by Roy to disrupt and make the room untidy. Group One then came in looking downbeat, cautiously and quietly inviting members to collect materials they had cast aside. Having made the room untidy once more Group Two strode confidently into the room, demanding to know who the owner of a discarded file was. Voices were strong and clear. Each group then in turn entered the room having been instructed by Roy to perform a particular (but the same) task. The rest of us had to guess at what instruction they had been given.

The instruction quite simply was for Group One to behave in a way that conformed to having low self-esteem; Group two with high self-esteem. The differences in terms of energy, and timing were clear. The lesson is that self-esteem lies at the heart of people development issues and the pay-off in developing one's self-esteem is *energy*. Since in business it is practically taboo to acknowledge and talk about feelings we may be limited in the effectiveness of our interventions. We need to consider ways in which we can put self-esteem on the business agenda, since this is closely related to one's self-concept.

### The Revised FIRO: Elements

The revised FIRO model has three elements and essentially addresses these three questions:

Question	FIRO Element
Do I feel significant?	Inclusion
Do I feel competent?	Control
Do I like myself?	Openness

The group was then invited to participate in a series of exercises that illustrate these concepts. An argument was made for "familiarisation" exercises to be given to any person who is about to complete a personality inventory. People may benefit from their self-awareness being primed and readied prior to a task that involves insight, reflection and honesty.

#### 1. Inclusion

Using the table below we were asked to rate ourselves on the 1-9 scale.

I think I include people	I think I want to include people
I think people do include me	I think I want people to include me

In order that we dispel our "stereotyped" views of ourselves Roy prepared exercises that appeared unfamiliar and perhaps made some of us feel rather uncomfortable at first.

Whilst wandering around the room, avoiding any form of contact we were reflecting on "how does it feel"? and "do I want to be included?" The degree of personal contact then increased from brushing past to shaking hands to shaking shoulders to shaking hips. At that point we were invited to re-consider the question, "To what degree do I want to be included?" As expected self-assessments were modified by most if not all of us. This process is designed to shake us out of our cognitively derived stereotype of who we are, by focusing on how we feel not just what we think.

#### 2. Control

The FIRO concept of control pertains to rigidity and the need to feel and be perceived as competent. We all experience to a greater or lesser degree the fear of being exposed and therefore we try to control events and the environment.

#### 3. Openness

This pertains to likeability and our fear of being rejected. You cannot judge other people's openness by your own standards. e.g. 'They're very open. You wouldn't catch me saying that!'

Whereas with certain instruments the recipient is encouraged not to answer *how you would like to be* but rather *how you really are* the FIRO process holds that this difference is a significant motivator of an individual's behaviour. Schutz urges interpretations to explore what the scale means to the individual; this is more important than the objective reality of the scale interpretation itself.

### Conclusion

Roy Childs conveyed very demonstrably the added value of the FIRO model of Will Schutz pointing out that the 16PF provides the "table of contents" of an individual. The FIRO model enables us to explore what contributes to the determination of behaviour by looking at energy and self-esteem.

Many inventories request the respondents to answer the item "as if you are at work". This provides a rather narrow, temporary view of the individual. Would it not be more informative to enquire, "how do you experience life?"

### Reference:

The review of personality instruments for use in occupational testing (Level B) BPS.

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### SELLING THE CONSULTATIVE WAY

MANY 16PF USERS ARE CONSULTANTS TO  
AN INTERNAL OR EXTERNAL MARKET.  
EITHER WAY, YOU HAVE TO SELL  
YOUR IDEAS AND YOURSELF.  
WHEN DID YOU LAST TAKE A LOOK  
AT YOUR OWN PROFILE?

Bill Lubbock prepared the following as part  
of a sales training course.

A modern sales approach is that of consultative selling, in which the salesperson joins with the potential customer in finding a solution to a problem. This can be an effective approach, but whether or not you will find it easy to adopt will depend in part, on your personality. Here are some indications of potential strengths and weaknesses based on a 16PF profile. Knowing your strengths may give you the increased confidence to re-double your efforts, whilst a knowledge of your weaknesses (in relation to this one activity) may enable you to "role-play" a different approach.

#### Factor A

High scorers on Factor A are generally easy-going, ready to co-operate and attentive to people. They like occupations which require a high degree of involvement with people; they are less afraid of personal criticism and they are generous in personal relations. They are more likely to be able to remember names of people. However, very high scorers also tend to be rather garrulous, perhaps to the annoyance of others. This might especially be the case if combined with F+.

Low scorers are likely to be more reserved, cool and sceptical, and are usually more interested in things rather than people. They are more likely to be attracted to work which requires a high degree of precision.

#### Factor E

If you have an elevated score on this factor you are assertive and dominant. You like being in charge and enjoy meeting challenges, over-ruling doubts and dismissing queries. You are likely to be pushy, especially if this is combined with high H.

However, in consultative selling you will have to curb this tendency and slow down to the pace of the sales prospect; you must not be seen to be impatient or impulsive; and you must be especially watchful if your high score on Factor E and/or Factor H is combined with a low score on Factor C. A low C score may indicate that you are likely to become too emotionally involved and you may have difficulty in controlling the course of the sales discussion.

If you have a low E score, perhaps you should seriously consider another occupation.

#### Factor F

High scorers are talkative, lively and impulsive. These are socially acceptable characteristics, but sometimes such a person is a good starter and a less good finisher; a good talker but a poor listener. They, like those with high E scores, have to learn patience, to slow down, and above all, to listen.

With a low score you might be rather cautious and afraid to take risks with a new approach. You may slip into old sales habits and not give the new approach a fair trial.

#### Factor G

High scorers should have no problem conforming to the specified consultative sales system.

A low score on this factor indicates a radical, individual thinker, not bound by rules set by others, but with his or her own set of values. If you are G- you will need to follow the general pattern of consultative selling to prove that it works for you, but you may well decide to follow your own inclinations anyway.

#### Factor H

If you are a high scorer you are likely to enjoy the challenge of selling but you may tend to rush in too fast, and you will need to listen and give the other person time. Do not push your own initiatives too strongly.

Low scorers may be a little reluctant to try something new for fear of making mistakes

#### Factor I

Those who score high on this factor may sell "consultatively" anyway, since they are likely to be sensitive, understanding, a good listener, and empathic. A low scorer is likely to be practical, logical, self-reliant and realistic, basing decisions on fact rather than feelings, but remember that not all clients will respond to this approach and some may well be put off by a strictly factual, logical demonstration of their shortcomings. They won't like it, and you may never know why you missed a sale.

#### Factor L

If you score highly on this factor you may be too insistent on getting your point across, and you may be unsympathetic to other viewpoints. You will need to appreciate how you appear to others. Try assuming that you are liked, that no-one is trying to put you down, and that the client has no hidden agendas. This is likely to elicit a better response.

If you are L- you should have no problem with a consultative approach since you are permissive and tolerant, with a characteristic that is conducive to a joint problem-solving approach.

If you are part of a team with several low scorers on L there is a need to guard against being exploited in negotiation.

#### Factor N

If you score highly on N you are likely to be somewhat shrewd and calculating. With an ability to hide your feelings. You are likely to have insight into the motivation of others and you may get your way by manipulation. Accordingly, you may be able to adopt any selling style which you thought might achieve the required results.

A low score on N would not debar you from using any particular style but you are not likely to be such a good manipulator as the N+ scorer, since you are more genuine, direct and unsophisticated. Perhaps you should be selling soapflakes?

#### Factor O

With a high score on O and a low score on E you might dislike yourself for not being sufficiently assertive and for finding it difficult to ask for the business. If this is not taken to extremes, it may be no bad thing. The client may buy your solution without you having to do much pushing.

It might be worse to have a very low score on O and be totally confident, since such people tend to be insensitive to the fact that others are not going along with them.

#### Factor Q.

High scorers have a lot of drive to get things done. They are anxious to close the sale. They can be impatient and speak out of turn. Just relax!

*Bill Lubbock is with Lubbock Associates*

NB Reminder! **Selection of salesmen** is the subject of our June meeting, to be addressed by Professor Steve Poppleton, author of the Poppleton Allen Sales Aptitude Test (PASAT)

#### SUBMISSION OF MATERIAL

The Editor welcomes contributions from members either as letters or as articles on the use of the 16PF. Case histories, unusual assignments, as well as unusual profiles are welcome.

When submitting material, please enclose a 3 1/2" disk together with the printed copy. This saves re-typing and minimises the risk of mistakes.

Editor