

# *Catalogue and Trainers' Guide*

**Do people change?**

**Yes, but...**

**only if they think they should.**

**Convince them.**

*Tools and Techniques for Trainers*

**TELEOMETRICS**  
*360° feedback instruments,  
exercises, videos, seminars,  
trainers' workshops*

  
**CHARTWELL**  
LEARNING &  
DEVELOPMENT



If the training focus is a manual skill, product knowledge or technical expertise, we can have a pretty good idea of how we are doing and what we have to learn. We can assess our abilities, set our learning goals and measure our progress.

## It's different when the subject is ***Working Relationships...***

Someone may have their own ideas about how to manage others and how to get the best out of people; perhaps they express quite 'enlightened' views.

They may think they're doing the right things and have nothing to learn.

*'Of course,' they say, 'some relationships are better than others, but... well, that's life'.*

Do they really know what's working for them and what isn't - or ever wonder if they could be more interpersonally effective, in more situations?

## **The starting point for change**



This catalogue describes a unique range of instruments and processes that personalise a training event by making each participant aware of their particular strengths and development needs, and of the likely effect of their style on the quality and productivity of their key relationships.

# TELEOMETRICS

## Powerful resources for skills trainers in

Management & Leadership    Communication  
Team building    Motivation    Selling  
Conflict & Change Management

**Teleometrics Learning Instruments are 360° surveys that profile someone's characteristic way of interacting with others and responding to situations in the work place.**

There are more than 20 Instruments covering:

- ☐ *Manager-staff relationships*    ☐ *Team performance*
- ☐ *Employee motivation*    ☐ *Sales relationships*

Some instruments assess behaviour; others consider underlying attitudes and feelings.

There are two kinds of instrument:

**Self-assessments** profile one's beliefs:

*'I consider this to be the best way to handle people... it's what I do.'*

**Feedback** surveys gather observations from others – one's direct reports, colleagues and/or managers:

*'How do I see this person? How do they treat people... me in particular? Am I happy about that?'*

Other instruments examine group effectiveness – how people feel about their team's structure and performance, relationships within the team, and their own role.

Each Instrument is based on a different behavioural model, so profiles can be compared with the appropriate theoretical 'ideals'.

**Teleometrics Learning Instruments are not psychometric tests; they don't reveal aptitude or assess intelligence. They address behaviour and assumptions that motivate behaviour; characteristics that can be modified once the instruments have suggested that they need to be.**

## The Teleometrics Process

In preparation for the development event, each participant completes a questionnaire, indicating their likely reactions to, or feelings about, a number of interpersonal encounters or situations.

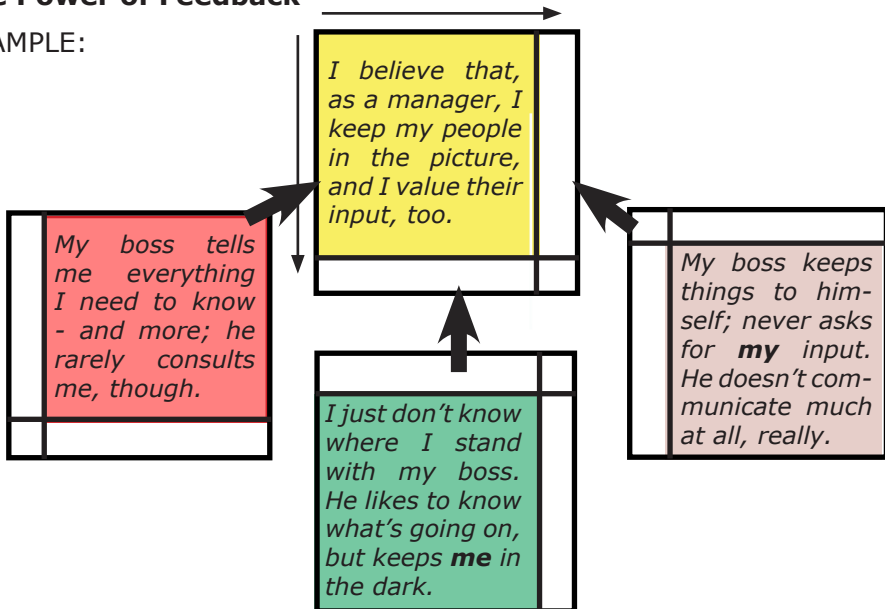
Each question requires just a tick in a box, or a simple rating. At the same time, one's colleagues, managers and/or direct reports may also be asked to complete a 360° feedback questionnaire.

Comparisons between the **self-assessment**, the **feedback**, and then the theoretical '**ideal**', provide enough information to encourage someone to review their interpersonal style, and to capitalise on strengths, and work on possible weaknesses.

People learn why one relationship may be less satisfactory and less productive than another and, most importantly, what they can begin to do about it.

## The Power of Feedback

EXAMPLE:



These Johari Window profiles (p.11) suggest that the manager's positive assessment of his **communication** style (*Personnel Relations Survey*) is at odds with the perceptions of his staff (*Management Relations Survey*), each of whom, it appears, is being managed differently.

Other combinations of self-assessment and feedback instruments address different interpersonal topics such as motivation, teamwork, leadership style, conflict. . . using appropriate behavioural models as 'scoreboards'.

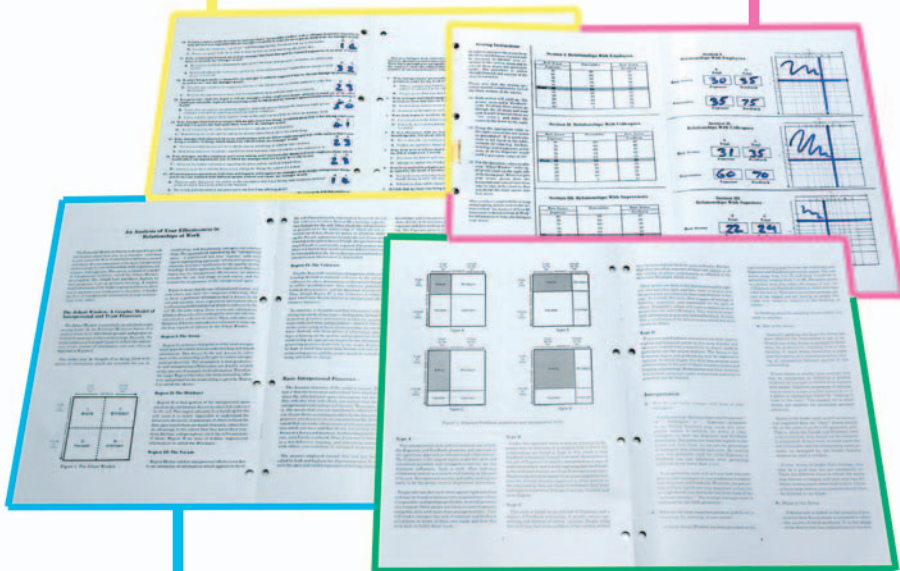
# THE ANATOMY OF A TELEMETRICS LEARNING INSTRUMENT

## Questionnaire

Contains a series of statements or situations, against which a person completing the instrument indicates their preferences or, using *Feedback Instruments*, their expectations of someone else's behaviour.

## Scoring Charts

Within the sealed section are tables and charts that convert an individual's responses into visual profiles. These are matched against the classic models of effective behaviour, validated by extensive research into the styles that distinguish high-achievers from their less effective counterparts.



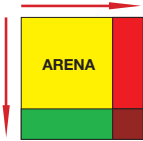
## Interpretation of scores

Each instrument explores the significance of different profiles. People learn about the impact they are likely to have on others, and ways in which they can begin to adjust their style to make relationships more productive.

## Description of model

Each instrument contains a full description of its theoretical base - the 'scoreboard'. This material is useful to trainers when preparing their presentation of the theory.

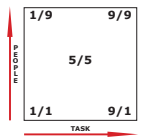
## The Telemetrics 'scoreboards'



**The Johari Window** model (Luft/Ingham) explains the communication process in terms of the relative use of the giving of information, or *exposure*, and the gathering of information, or *feedback-seeking*.



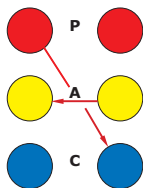
**The Hierarchy of Needs** (Maslow) presents motivation as a progression of goals, from basic to the most mature.



**The Management Grid** (Blake/Mouton) visualises management style in terms of *task versus people*, according to the emphasis a manager places on each of these two priorities.



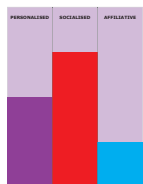
**The Theory X/Theory Y** concept (McGregor) describes a manager's beliefs about others' attitude to work. These beliefs or expectations can be pessimistic (X) or optimistic (Y), and may or may not be valid. Nevertheless, they influence behaviour and can lead to a self-fulfilling prophecy.



**Transactional Analysis** (Berne) is concerned with feelings one expresses when interacting with others, and reacting to what they say and the manner in which they say it. These are grouped under *Parent* (judgemental), *Adult* (logical), and *Child* (spontaneous).



**Teamness** (Sherif) describes the conditions needed to make an effective team. The model addresses the team's goals, structure, standards and relationships.



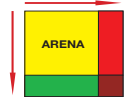
**Power Motivation** (McClelland-Burnham) models the way managers use their position. Some share their power, others like to be seen to be in control, and some are more concerned with being liked and well-regarded than with using their authority and risking their popularity.

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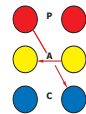
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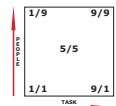
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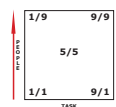


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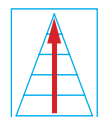
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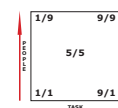
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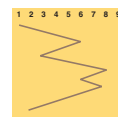
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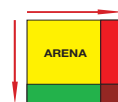
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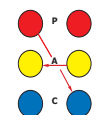
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## Why people respond to the Teleometrics process

### **Their interest is aroused...**

Completing a Teleometrics Instrument generates positive expectation. People are always keen to know their 'score', and what others think about them and, having invested time in the exercise, they expect a benefit.

### **They identify with the theory...**

A well-presented model that includes everyday examples helps participants to recognise situations — and people they know.

### **They assess themselves...**

An instrument gives managers the opportunity to position their approach within a model of management behaviour and to produce a personal profile. This is how they see themselves.

### **They get feedback from others...**

Through the companion, or 'feedback', instruments managers get measured evidence of the effect they have upon the people who are on the receiving end of their management style. Perhaps for the first time they see a discrepancy between their own view of their effectiveness and the perceptions of others.

### **They pin-point weak areas...**

Perhaps a manager does not communicate well, keeping information to himself when others need it. Or he misses opportunities to encourage staff to higher levels of performance. Teleometrics helps to identify those attitudes and behaviours that are productive and those that are not.

### **They resolve to change...**

Faced with this powerful evidence, managers commit themselves to an adjustment of style. They are encouraged to experiment immediately with new ways of handling people and situations. Or they might feel the need for further coaching or training in certain skills.

### **The process works...**

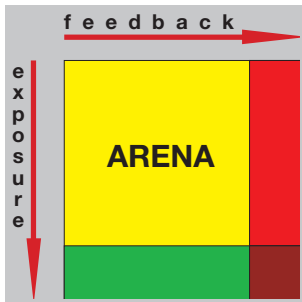
Everyone benefits. As managers modify their style, their staff work together more as a team. They work harder and feel happier. They get more cooperation from other departments. They enjoy the job and look forward to even greater achievements.

## COMMUNICATION AND INTERPERSONAL STYLE

Help managers to:

- **Improve their communication skills**
- **Build strong, productive relationships**
- **Create an environment for shared ideas**

Communication plays a vital role in the success of any organisation. To be effective, individuals in all roles need to be able to create an environment that engenders trust and mutual sharing of information.



Trainers using the Johari Window will recognise the so-called 'ideal' communication profile: good use of *exposure* and *feedback-seeking*, creating a large and well-balanced ARENA - suggesting a productive interpersonal style.

The Johari is the theoretical 'scoreboard' for several Instruments - the **PRS**, **MRS**, **TES**, **SRS** and **CRS**. Each instrument includes a full description of the theory.

### **Self-assessment - Personnel Relations Survey (PRS)**

*"How I believe I communicate with others"*

This is our most widely used instrument. It provides a self-rating of an individual's communication style: openness, willingness to listen and to encourage a two-way flow of information, ideas, feelings, and reactions.

The **PRS** asks about three levels of working relationship: with one's boss, one's colleagues, one's own staff. The scores are translated into **Johari Window** profiles that can be compared with the results from thousands of people who have completed the instrument.

### **Feedback - Management Relations Survey (MRS)**

*"I work with this person... "*

The **MRS** is the **360° feedback** accompaniment to the **PRS**. It is completed by people who manage, work with, or work for whoever undertook the **PRS**.

It is in two parts: *"How does this person handle communication with me?"*; and *"How do I think I communicate with them?"*

### **Action Plan - Johari Action Plan (JAP)**

The **JAP** is used after completion of the **PRS** and/or **MRS**. It helps an individual to reach conclusions about their interpersonal style and includes a checklist of ways in which they might communicate more effectively in the future.

## Video - The Dynamics of the Johari Window

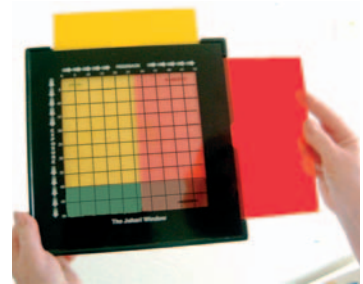
This video explains the Johari concept and shows examples of productive and unproductive communication within working, social and family relationships. There is an additional 14-minute briefing for the trainer. This covers the scoring and interpretation of the **Personnel Relations Survey** and **Work Motivation Inventory**.

## Training Aid - Johari Demonstration Model

Illustrate the dynamic nature of the Johari Window, and visualise different communication styles, with this neat 230mm x 230mm unit.

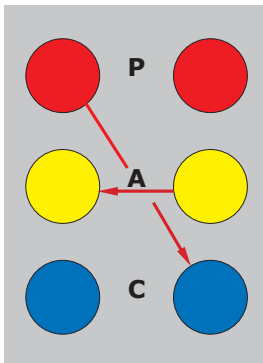
Coloured slides can be adjusted to display different communication styles in terms of the relative use of 'exposure' and 'feedback-seeking' practices.

**The Johari Demonstration Model can be hand-held or freestanding. It is ideal for presentations to small groups or for one-on-one coaching.**



## Self-assessment - Management Transaction Audit (MTA)

*"How I react to feelings expressed by others"*



The **MTA** is another way of examining communication style. It gives an indication of the potential for productive harmony or destructive tension in an interpersonal encounter.

The 'scoreboard' is the **Transactional Analysis** behavioural model. This views interactions through *Parent, Adult, and Child* modes.

(left) In **TA** terms, this is an example of *constructive tension*: the authoritarian 'parent'(P) addresses the 'child'(C), who, in turn, prefers to continue the transaction 'adult to adult'(A).

## Video - Personal Transactions & Productive Relationships

A 24-minute video draws on Eric Berne's work on Transactional Analysis to portray the various styles managers prefer, their emotional impact on other people and the consequent effect on working relationships.

# MANAGEMENT & LEADERSHIP STYLE

Help managers and leaders to:

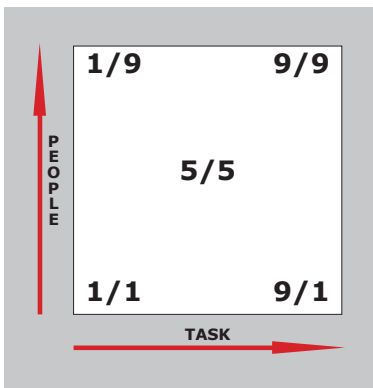
- *Evaluate their current management style*
- *Discover the impact they have on others*
- *Develop a research-proven 'best style'*

What makes a good manager? Should leaders place tasks before people or vice versa?

**Self-assessment - Styles of Management Inventory (SMI)**

**Self-assessment - Styles of Leadership Survey (SLS)**

*"My feelings about 'work versus people' issues"*



These instruments are completed by people who may or may not have formal management authority, but find themselves having to influence others through **leadership** and **personal style**.

The behavioural model on which the designs are based and scores are profiled is the Blake-Mouton *Management Grid*. This visualises style in terms of the relative emphasis given to getting the work completed to a required standard and maintaining harmonious relationships.

There are feedback versions of the SMI and SLS:

**Feedback - Management Appraisal Survey (MAS)**

**Feedback - Leadership Appraisal Survey (LAS)**

*"The way my boss behaves, he seems to believe..."*

These instruments collect the observations of people who work with or for a person who completed an **SMI** or **SLS**. They reveal how someone on the receiving end perceives the management or leadership style of the individual concerned.

*Continued >>*

## Self-assessment - Managerial Philosophy Scale (MPS)

"As a manager, I believe that my people are most productive when I..."

The **MPS** assesses an individual's relative adherence to both **Theory X (pessimistic)** and **Theory Y (optimistic)** expectations about people at work, translating McGregor's classic concept into a personally relevant application.

The instrument profiles a manager's beliefs and expectations concerning the motives and abilities of employees and how they should be managed for 'best' performance.

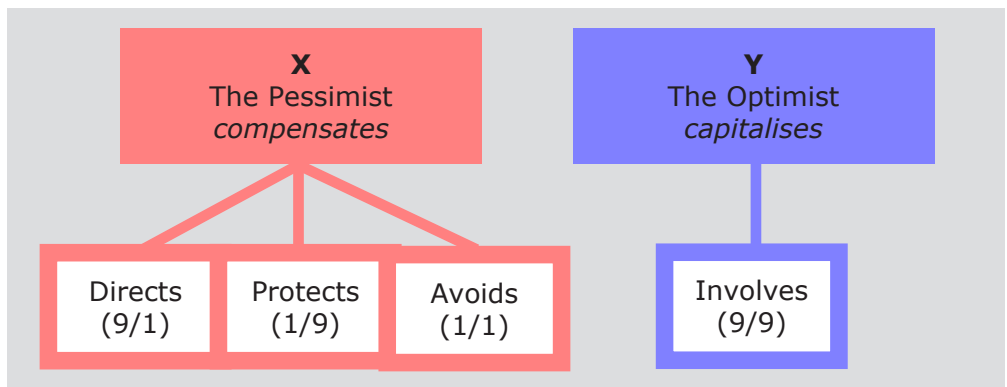
## Feedback - Reality Check Survey (RCS)

"I do my best work when... but my manager seems to think..."

**Part I** of the **RCS** allows an employee to describe the working conditions and type of management under which they feel they give of their best.

By completing **Part II**, the employee reveals what they think the manager believes about them and the workplace.

**This valuable information enables managers to test their assumptions, beliefs, and prejudices about people's attitude to work.**



How beliefs and expectations (X-Y) influence a person's behaviour (Management Grid)

## Video - Management Values and the Self-fulfilling Prophecy

**This 28-minute film clearly illustrates how managers' practices relate to their personal beliefs.**

These beliefs set in motion a self-fulfilling prophecy that reinforces behaviours. This video combines McGregor's **Theory X** and **Theory Y** model on managers' assumptions about people at work with Rosenthal's work on the **Self-fulfilling Prophecy**. Includes instructions for scoring and interpreting the **MPS** and **RCS**.

## CONFLICT & CHANGE

### Help people to:

- **Understand the nature of conflict**
- **See conflict as a benefit, if managed correctly**
- **Lead the organisation through change**

What do we mean by the term 'conflict'? Should conflict be eliminated from the work place? Is it always harmful?

Holding different beliefs, opinions and values, being motivated by different objectives — all of these create the potential for conflict.

Stated simply, conflict is a differing of ideas; people seeing things differently. Conflict exists in all aspects of human behaviour and is a natural part of the human condition. Research shows that it is from the sharing of differing viewpoints (conflict) that creativity unfolds.

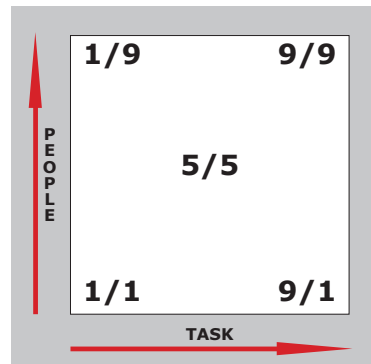
The question is: *How should we view conflict and how should we deal with it?* For the manner in which one responds to and manages the dynamics of conflict can determine the success of the enterprise.

### **Self-assessment - Conflict Management Survey (CMS)**

*"How I handle conflict"*

Do we regard conflict as inevitably harmful and to be avoided, or welcome discussion and sharing of different ideas and opinions? Do we frustrate creativity or encourage the conditions that stimulate it?

The **CMS** addresses common attitudes to interpersonal, group, and inter-group conflict and provides a profile based upon the Blake-Mouton Management Grid (*right*).



### **Self-assessment - Change Agent Questionnaire (CAQ)**

*"My preferred way of introducing change"*

A Change Agent is someone who seeks to influence the thoughts and behaviours of others and works to bring about change. The **CAQ** explores an individual's attitude to change and characteristic way of handling the change process. Does the manager impose change, or seek to bring it about with the understanding and commitment of those affected by it?

# MOTIVATION

## Help managers to:

- **Challenge their beliefs about employee motivation**
- **Compare the motivators they offer with the real concerns people have about work**
- **Discover if their approach is on- or off-target**

A manager can fail to stimulate someone's effort and commitment by emphasising factors which are of little motivational importance to the individual, whose real needs and aspirations may be frustrated.

Two Teleometrics instruments enable a manager to highlight the conditions which are of concern to employees, and to see if his or her current approach is capitalising on the opportunities for improved staff motivation.

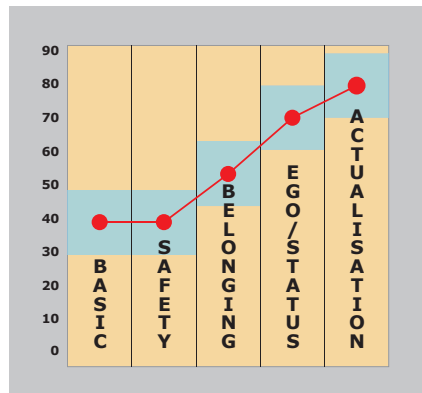
The work of Abraham Maslow and Frederick Herzberg has stood the test of time. These instruments use their models to plot 'scores' and to display significant differences between a manager's characteristic approach to motivation and the employee needs that should really be addressed.

## **Self-assessment - Management of Motives Index (MMI)**

*"Regarding working life, I believe that most people, most of the time, want..."*

Sixty questions examine a manager's assumptions about the conditions and other factors that motivate employees: how people who are performing below their best should be handled; what aspects of work should be stressed when introducing someone to a job; how to handle problems of morale, and so on.

Responses reveal the relative emphasis given to different types of need and can be compared with research data on 'average' employees' priorities, and the conditions under which *they* feel they work most productively.



An 'average' employee's need profile

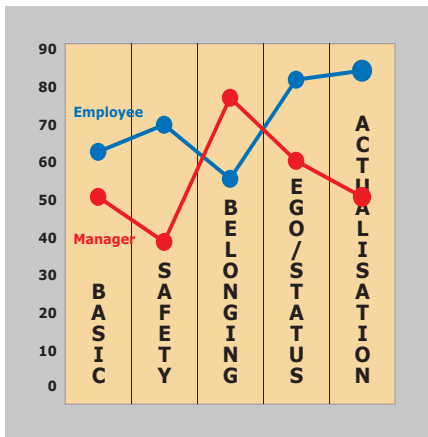
**The Work Motivation Inventory, (next page) reveals what an employee regards as important to his or her motivation, and the extent to which those needs are satisfied.**

## Feedback - Work Motivation Inventory (WMI)

"This is what I look for in a job, and this is what I am being offered..."

The **WMI** reveals exactly how an employee is motivated. Using the same 60 situations as the **MMI**, but expressed from the employee's point of view, respondents indicate their personal needs and preferences and the degree to which they feel these are being satisfied. By comparing **MMI** and **WMI** profiles, the manager can identify opportunity factors: issues that he or she is emphasising but that may have little motivational relevance, or those that should be given more attention.

**A comparison of the WMI with the MMI reveals what conditions the employee feels are important versus the motivational support provided by the manager.**



(left) These hypothetical **MMI/WMI** profiles compare a manager's general attitude to motivation with the actual needs of an individual employee.

The manager's high 'belonging' score clearly suggests an emphasis on 'the team'. Yet this particular employee has other concerns that are not being satisfied; in this case, a need for personal recognition and a sense of job security.

## Action Plan - Motivation Action Plan (MAP)

The **MAP** is used after completion of the **MMI** and/or **WMI**. It helps an individual to reach conclusions about the validity of their approach to motivational issues. It includes a checklist of factors that may be of motivational significance and manageable on a day-to-day basis.

## Video - Work Motivation: how managers can make the most of it

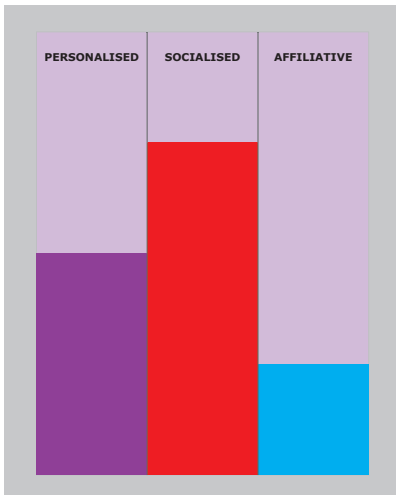
This video reveals the connection between human needs, work motivation and job satisfaction. It explains the Maslow and Herzberg motivation models with examples and shows managers how to capitalise on employees' **natural desire** and **ability** to excel.

This combination of Maslow's Need-Hierarchy and Herzberg's Hygiene-Motivator models helps managers understand the motivational process and their role in it.

# POWER, EMPOWERMENT & EMPLOYEE INVOLVEMENT

## Help managers to:

- **Discover the dynamics of Power Sharing**
- **Understand why individuals want power**
- **Assess the impact of their own power style**



**Power and authority are a part of our working lives, no matter what type of organisations we are in.**

We all exercise power, even though it is the organisational leaders that are most often seen as having and controlling power.

Some people are motivated by power in terms of their own personal status and they use it to try to dominate people and situations. This is **personalised** power.

Others use their position to empower others - to create a collaborative climate in the interests of their employees' personal growth, believing this is also for the good of the organisation: **socialised** power.

Others just want to be popular; to be 'one of the team'. They abdicate their positional power, thereby diluting its value: **affiliative** power.

Based on the work of David McClelland, the **PMI** and **PMP** profile a manager's use of his or her formalised authority or power and the extent to which each of the three styles is employed.

## **Self-assessment - Power Management Inventory (PMI)**

*"As a manager, this is how I believe I use my power and authority."*

Managers assess their own power motivations and power style. **Part I** examines personal *motivation* for power, including the needs for impact, strength, and influence that guide their behaviour. **Part II** analyses the power *style* of the individual: does one **keep** the power, **share** the power, or **avoid** using power?

The Feedback instrument, the **Power Management Profile**, reports on how the manager's use of power is viewed by others (*next page*).

*Continued >>*

## Feedback - Power Management Profile (PMP)

"This is how my manager uses his position, and how I feel about it"

The **PMP** gives managers feedback about how their approach to power is viewed by those around them. It also indicates the state of morale that exists in the work place as a result of the manager's use of power.

Most people at work have ideas, feelings and opinions about what and how things should be done. Some managers encourage discussion; some do not.

When involvement is practised effectively, commitment and creativity will enrich productivity and the quality of output.

## Self-assessment - Participative Management Survey (PMS)

"How much do I value and encourage the input of others?"

The **PMS** examines the commitment of a manager/leader to practices that provide opportunities for others to experience personal involvement and influence at work. The resulting profile reveals the motivational significance of its components as described by Maslow.

Then, by comparing data with the **EIS**, the manager/leader discovers their own impact and can explore avenues for change.

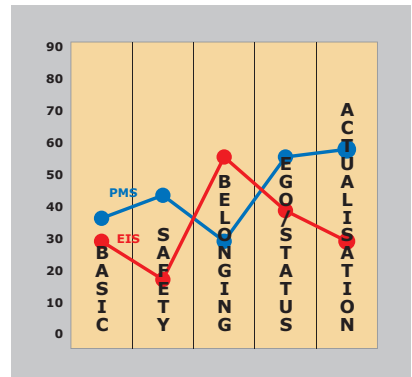
## Feedback -

## Employee Involvement Survey (EIS)

"Does my manager ever consult me? Do I have any influence?"

The **EIS** tells the manager if the employee feels 'in on things' — that their contribution to decision-making is sought-after and valued.

Is the manager only paying lip-service to the idea of participation?



**PMS** and **EIS** score and profile an individual's *involvement* as a motivational factor.

## Video - Managing Power Productively

*Why managers want power and how they might use it.*

This 25-minute video shows how to promote higher morale and productivity by empowering employees to make decisions, exercise their judgment and act accordingly. Managers learn about power motivation — the reason they want power and what to do with it when they have it. The video includes instructions for scoring the **PMI** and **PMP**.

## TEAMS & GROUPS

### Help teams and their leaders to:

- ***Understand how groups function***
- ***Organise for creativity and productivity***
- ***Use the rules of consensus decision-making***

Is there something about a team approach to problem-solving or decision-making that is inherently good or bad?

The pessimistic answer is that only bad things come out of any group or committee. The foolishly optimistic view is that something magical always happens when people get together to make a decision or to solve a problem; that the team approach guarantees a superior result.

### **Groups function as their members make them function.**

A collection of individuals ready to make creative and constructive contributions, and who will encourage others to do the same, can operate effectively as a group. However, if those people indulge in destructive, compromising, capitulating practices, or use the group setting as the arena for power-play, then nothing of value will emerge.

A team may be said to have performed effectively when it produces a result that is superior to what might be expected from its best resource working alone.

Effective teamwork utilises two types of resource:

**Specialist.** This is what the individual members of the team have to offer in the way of knowledge, experience, informed opinions.

**Interpersonal.** This is the *willingness* and *ability* of individuals to contribute what they know and feel, and to encourage others to do the same.

The availability of these resources and the way in which they are employed determines the productivity, or creativity, of a group.

**Several Teleometrics Instruments examine the dynamics of teamworking and the roles of team leaders and members.**

### **Video - Managing the Four Cs of Group Effectiveness**

The four Cs - *Commitment, Conflict, Creativity, Consensus* - form a blueprint for success for all who work in or lead groups. This 20-minute video shows the pitfalls that characterise poorly performing groups, and the productive alternatives. The video also includes instructions for scoring and interpreting the **NASA Moon Survival Task**.

*Continued >>*

## **Exercise - NASA Moon Survival Task**

*"We're stranded on the moon! How do we get out of here?"*

The **NASA Moon Survival Task**, was developed by Teleometrics International in conjunction with the Manned Spacecraft Centre of NASA in Houston.

It is not just an enjoyable premise for the observation of a group at work, but a powerful exercise with *measurable objectives and results* and, particularly if followed by the **TES**, personal enlightenment for everyone involved.

In discussions, sometimes the quietest, most reserved individual has most of value to offer - if he or she is encouraged to speak up. Too often, it is the confident but less well-informed participant who dominates, and leads the group into inferior decisions. The way in which the team has used its resources is shown as a plus or minus *creativity score*.



## **Feedback - Team Effectiveness Survey (TES)**

*"How are we doing?"*

The **TES** generates immediate feedback from team members on each other's behaviour during a group exercise, such as the NASA task, and how they influenced the quality of the team's decision.

TES profiles are displayed as **Johari Windows**.

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## **Self-assessment - Styles of Teamwork Inventory (STI)**

*"This is the role I like to play in a team."*

## **Feedback - Teamwork Appraisal Survey (TAS)**

*"As I see it, the role that person plays in a team is..."*

The **STI** and **TAS** explore someone's feelings about leading and working in a team and help them to understand their own styles and their impact. They compare the strength of their concern for the team's output with that for harmony and the team's commitment.

The **STI** profiles the individual's preferred style of behaviour and provides specific scores on their attitude, the handling of conflict, leadership preferences, and inter-group relations.

The **TAS** gives feedback from other team members to the person who completes the **STI**, and permits direct, question-by-question comparisons with the **STI**.

*Continued >>*

## Feedback - Teamness Index (TI)

"Are we a team, or aren't we?"

What does it take for a group of people to become a 'team'? Effective working groups satisfy four conditions:

- Shared goals and objectives
- A recognised and agreed-upon team structure
- A system of standards, norms, and values
- A personal identification with and concern for other members

The Teamness Index, completed by each member of a group, helps to answer these critical questions, creating a true team in the process.

		Score									
Unclear and unshared goals	1.	1	2	3	4	5	6	7	8	9	Clear and shared goals
	2.	1	2	3	4	5	6	7	8	9	
	3.	1	2	3	4	5	6	7	8	9	
	4.	1	2	3	4	5	6	7	8	9	
	5.	1	2	3	4	5	6	7	8	9	
	6.	1	2	3	4	5	6	7	8	9	
Lack of structure	7.	1	2	3	4	5	6	7	8	9	Clear and shared structure
	8.	1	2	3	4	5	6	7	8	9	
	9.	1	2	3	4	5	6	7	8	9	
	10.	1	2	3	4	5	6	7	8	9	
	11.	1	2	3	4	5	6	7	8	9	
	12.	1	2	3	4	5	6	7	8	9	
Normlessness	13.	1	2	3	4	5	6	7	8	9	Clear and shared performance standards
	14.	1	2	3	4	5	6	7	8	9	
	15.	1	2	3	4	5	6	7	8	9	
	16.	1	2	3	4	5	6	7	8	9	
	17.	1	2	3	4	5	6	7	8	9	
	18.	1	2	3	4	5	6	7	8	9	
Lack of attraction	19.	1	2	3	4	5	6	7	8	9	Mutual attraction
	20.	1	2	3	4	5	6	7	8	9	
	21.	1	2	3	4	5	6	7	8	9	
	22.	1	2	3	4	5	6	7	8	9	
	23.	1	2	3	4	5	6	7	8	9	
	24.	1	2	3	4	5	6	7	8	9	

### A working group or just a social gathering?

(left) This Teamness Profile shows someone who seems happy with the people they work with, but is unclear about the team's objectives, or how they should organise themselves. What do the other team members think?

## Video - Teamness: The Key to Community

This 36-minute video teaches the foundation for developing an effective team. Community is the key to widespread commitment, and teamness is the key to community. The video teaches group members the four conditions required for teamness and how to build productive teams. This video includes instructions for scoring/interpreting the Teamness Index.

## SALES RELATIONSHIPS

Help salespeople to:

- **Control the communication flow**
- **Secure win-win agreements**
- **Build productive, lasting sales relationships**

The manner in which salespeople communicate with their clients and prospects, and react to the attitudes and feelings expressed by them, greatly influences their sales success.

A group of powerful Telemetrics instruments addresses the dynamics of salesperson/customer relations.

### **Self-assessment - Sales Relations Survey (SRS)**

*"This is how I believe I handle communication with my contacts"*

### **Feedback - Customer Reaction Survey (CRS)**

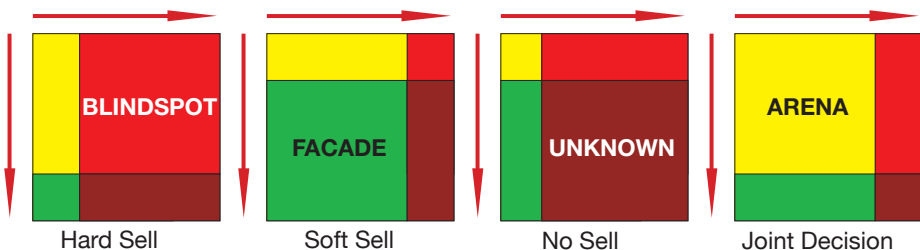
*"This is how the salesperson communicates with me"*

**The SRS is the sales version of the widely-used Personnel Relations Survey (p11).** It yields information about how salespeople monitor and control the flow of information between themselves and their customers. Given several situations in which they may find themselves, they indicate their most likely reactions.

If a sales relationship is well established and there is frequent contact, a customer or client can provide comparative feedback by completing a **CRS**, reporting how they would expect the salesperson to handle the described situations.

These instruments use the Johari Window as their theoretical base.

For example, here are four distinct selling styles:



### **Video - The Dynamics of the Johari Window (p12)**

## **Self-assessment - Sales Transaction Audit (STA)**

*"These are my likely reactions to feelings expressed by my customers."*

This instrument provides insights into what determines the success or failure of a sales transaction. Based on Eric Berne's work on **Transactional Analysis**, the **STA** profiles the reactions of the salesperson to the customer. It also provides the salesperson with specific information about the effects of their sales practices that determine the success or failure of the sales transaction.

## **Video - Personal Transactions & Productive Relationships (p12)**

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### **If Teleometrics is new to you:**

- **Teleometrics Learning Instruments not only add a powerful new dimension to your *existing* programmes, but also give you the raw material to design *new* programmes to meet *specific needs*.**
- **Other strategies commit learners to passive listening roles, or involve them in 'what's in this for me?' group exercises and tasks. But, because of the personal involvement that filling out an instrument generates, theory sessions become lively, and packed with significance for *each participant*.**
- **Flexible and cost-effective, Teleometrics Learning Instruments cover a wide range of topics and theories. You can use them singly, or in combination, to enrich any personal development experience.**
- **You do not need any formal accreditation. However, you may like to join one of our Teleometrics Trainer Workshops (p 26).**

**Contact us to discuss the use of Teleometrics Learning Instruments in your work.**

**Call on 020 8467 1956**

**email [info@chartwell-learn.co.uk](mailto:info@chartwell-learn.co.uk)**

**or visit [www.chartwell-learn.co.uk](http://www.chartwell-learn.co.uk)**



# SALES FORCE MOTIVATION

## Help managers to:

- **Understand what people look for in a sales job**
- **Assess the relevance of the incentives on offer**
- **Get feedback from their own sales staff**

Motivation of salespeople is often managed solely through the manipulation of tangible, job-linked benefits such as commission... the company car, perhaps. But people who work in sales have the same 'higher' level human needs and concerns as other employees. The context of the job - travelling, limited contact with colleagues and the boss; being 'out of touch' - can adversely affect the morale and motivation of a salesperson to an extent not entirely offset by a structured reward programme.

Two instruments throw light on the subject.

## **Self-assessment - Incentives Management Index (IMI)**

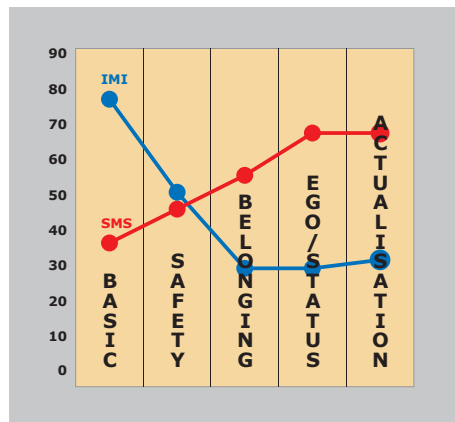
*"I believe that most salespeople, most of the time, want..."*

## **Feedback - Sales Motivation Survey (SMS)**

*"This is what I look for in a sales job; here's what I'm being offered..."*

The **IMI** explores a sales manager's beliefs about the motivational needs of the sales team. Based on the classic models of Maslow and Herzberg, the instrument profiles the degree of emphasis he or she places on goals at each level of the **Need Hierarchy**, and its likely relevance to a salesperson's motivational needs.

The **SMS** profiles the conditions a particular salesperson feels *really are* important to job satisfaction and personal motivation. A comparison of **IMI/SMS** profiles shows the manager where they might be missing opportunities **to handle staff motivation more effectively**.

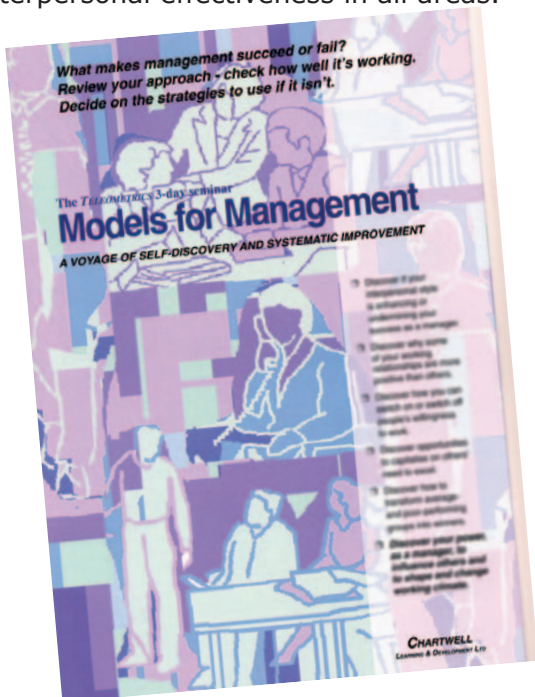


Here, the *Basic* needs of the job are served adequately, but management seems to be neglecting motivational factors of major concern to this particular salesperson.

## SEMINARS & TRAINERS' WORKSHOPS

**Models for Management** is the Teleometrics management development awareness programme. Through a series of linked, instrumented modules, managers and others examine the attitudes and personal theories that drive their actions.

Participants leave with a comprehensive plan for improving their interpersonal effectiveness in all areas.



**The 'Models' brochure gives you a session-by-session description of the programme.**

### Help managers...

Discover whether their interpersonal style is enhancing or undermining their success as a manager.

Find out why some of their working relationships are more positive than others.

Understand how they, as managers, can switch on or switch off people's willingness to work.

Uncover opportunities to capitalise on others' desire to excel.

Learn how to transform average and poor performing groups into winners.

**Discover their power, as a manager, to influence others, and to shape and change working climate.**

*Models for Management* is usually run over three days, in-house, for groups of 8 to 16. It can be led by us, or clients' own trainers. Contact us for a copy of the Models brochure.

**Trainer workshops** To familiarise or update trainers with the Teleometrics approach, the materials and the different behavioural models used in their design, we conduct one-day workshops several times a year. These are usually held in London, but similar events can be arranged in-house for clients' HR and training staff.

# USING TELEOMETRICS INSTRUMENTS GUIDELINES FOR TRAINERS

Trainers are not required to be formally accredited to use Teleometrics Learning Instruments; they are easy-to-use, self-contained documents with full, clear instructions.

However, for participants to gain maximum benefit from their learning experience, we recommend that you follow these guidelines.

## Before your training event...

- **Study each of the instruments you will be using.**
- **Read up on the theory.** There is a full description in every instrument.
- **Prepare your theory presentation.**
- **Practise the scoring process.**

## 1. Pre-course assignment

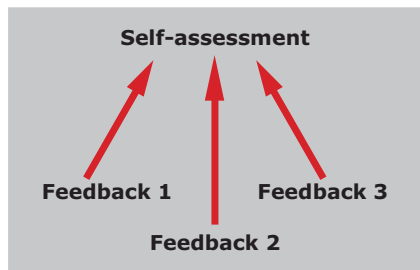
**Distribute Instruments well ahead of the course or workshop.** People should be briefed not to struggle over each question, trying to come up with a 'right' answer. The right answer is what most closely reflects a person's feelings: how one might reply naturally to a question in relaxed conversation.

## 2. Feedback

**The training participant should hand out feedback instruments to people around them: staff, colleagues and bosses.**

They see this person at work. They have experienced his or her way of communicating, responding to different situations and handling relationships.

You may feel, or be told, that the culture in which you are working is not ready for this type of disclosure, that people would be reluctant to seek opinions on their performance from others, especially their staff.



Feedback from several people can throw light on the reasons why one relationship is more satisfactory than another. It can show how a manager's positive or negative expectations of someone affect that manager's behaviour, and may be responsible for a 'self-fulfilling prophecy' (see example on page 5).

*Continued >>*

If that is the case, take the feedback materials along to the training event. Explain their value and give participants the option to use them later. When they understand the non-threatening nature of the feedback process and its value, invariably they are keen to have the full picture.

### 3. Theory

**Explain and discuss the theory behind an instrument before you begin the scoring process (i.e. before the seals are broken).**

Use the interpretative notes that form part of each instrument as the basis for your theory presentation, but **draw from your own experience and that of the course participants themselves for examples.**

***You might also use one of the Teleometrics videos.***

### 4. Scoring and Profiling

**Give clear instructions** on scoring and plotting profiles. These are included in the instruments, but talk through the process and get everyone to double-check their scores. Errors at this stage could produce a misleading picture.

***For optional viewing, at the end of each video there is a short section explaining the scoring of the instruments.***

**Assure people that there is no obligation to reveal scores to anyone.**

In practice, most people will be ready to discuss their results. This works particularly well in 'stranger' groups. **You should allow time for this.**

### 5. Interpreting results

Treat 'less-than-ideal' results positively. Differences between *ideal* and *actual* should be seen as *opportunity factors*: where a change in behaviour could lead to improved relationships, greater team productivity and a higher level of personal achievement.

If feedback instruments have been used, encourage participants to look, question by question, for differences between their responses ('*this is how I believe I operate*') and the feedback ('*this is how I see this person*').

**Note differences between the feedback scores.** Does it appear that one person is being treated differently from another? Why?

Which responses had the most impact on the final profile? What tendencies show up as undesirably weak and worthy of review? What are the apparent strengths, to be nurtured and perhaps further developed?

*Continued >>*

## 7. Action Planning

**With your guidance, participants should prepare an action plan in as much detail as possible.**

*What should I stop, start, or continue doing in order to secure harmony and productivity in my relationships?*

*What situations are coming up which I might handle differently as a result of the insights this programme has given me?*

*Which particular relationships could possibly be improved by a change in my approach?*

*When shall I begin?*

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### CHARTWELL AND TELEOMETRICS

Chartwell has been providing training professionals with Teleometrics materials for nearly 30 years and is the exclusive UK licensee for Teleometrics International.

In 1976 there were just seven instruments; today, there are more than twenty, comprehensively covering issues that are of concern to today's organisational leaders and their employees.

The Teleometrics approach is used in management and team development programmes in more than a third of the UK FTSE 100 companies. Specifiers are either clients' own HR people or independent consultants and trainers.

Many Instruments are available in a variety of languages. We have recently produced translations of the popular *Personnel Relations Survey* in Czech and Mandarin.

*You may like to be kept informed about our Teleometrics trainer days (p26) or to arrange an in-company event for your staff trainers.*

Chartwell is also the licensee in the UK, Ireland and France for major programmes covering the development and application of skills in Influencing and Negotiating, including the world-leading *Positive Power & Influence (p30-31)*.

**ALSO FROM CHARTWELL**

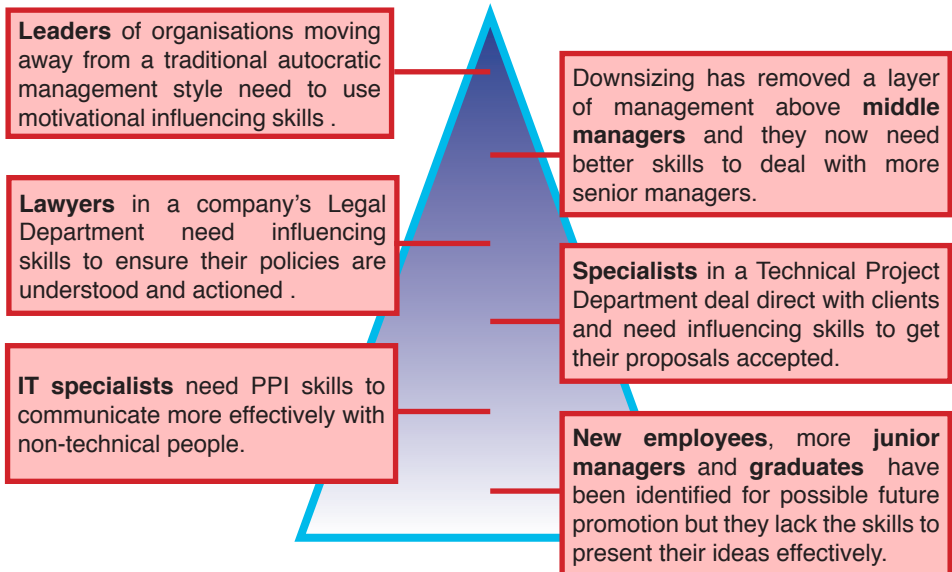
## The world's number-one INFLUENCE SKILLS development programme **POSITIVE POWER & INFLUENCE**

**Positive Power & Influence** is the world's most successful influence skills development programme. Last year in the UK more than a thousand key staff from over 300 organisations attended **Positive Power & Influence (PPI)** programmes. More than a quarter of a million people in over 40 countries have learnt these skills, and the programme has been translated into 15 languages.

### The growing need for influencing skills

The move from autocratic, structured, tightly supervised cultures to looser, team-based, project management climates has created the need for people to be more self-reliant and personally competent to achieve their, and the organisation's, objectives. PPI develops personal power and influence and shows how to use it in a positive way to achieve results. Influencing is an essential skill for leadership and management.

### Who needs influencing skills?



## Course format

PPI is mainly experiential, with each new skill demonstrated and discussed, then practised in a series of exercises and role-play simulations of business life. Tutors give guidance and coaching as participants become confident in using their new skills. They review their performance in the role-plays and re-enact them as their skills develop.

**Open PPI\*** courses are run throughout the year in locations across the UK, Ireland and France. These are residential courses and last five days.

**Directors' Open PPI** courses enable senior staff to experience PPI with their opposite numbers in other organisations.

**In-house PPI** courses, run by us or the client's own trainers, can be tailored to the requirements of the organisation.

\*Open PPIs in the UK and Ireland are run in association with Sheppard Moscow Personal Development, whose consultants conduct the programmes.

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## 3 other programmes cover applications of influence skills

### ***INFLUENCING CHANGE***

focuses on the human side of change, shows how to analyse and present new ideas attractively and influence people to accept and adopt them.

### ***INFLUENCE SKILLS IN SELLING***

is designed for people involved in long-term sales relationship who need to influence their clients without resorting to undue sales pressure.

### ***POSITIVE NEGOTIATION***

the sister programme to PPI, uses the same behavioural skills model but role-plays and overall strategy are set in a negotiating context.

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## Another programme covers the assessment of a negotiating situation and selection of an approach

### ***NEGOTIATION STRATEGY & TACTICS (NST)***

analyses the various stages of a negotiation and the strategies that should be adopted depending upon the dynamics of the situation.

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*In-house programme content can be 'customised' to include role-plays, exercises and case studies which are relevant to the client's particular area of activity or current situation.*

Chartwell Learning and Development Ltd are exclusive licensees in the UK and Ireland for SMS Inc., publishers of PPI, NST and other influence skills programmes.

## THE TELEOMETRICS PROCESS

### POWERFUL

Brings about positive change in:

People's attitudes and behaviour

The quality of key relationships

The productivity of working groups

Management's leadership style

The culture of the organisation

### COST EFFECTIVE

Example 1: Materials for an intensive half-day or one-day workshop on Communication, using self-assessment (**PRS**, p11) and feedback (3 x **MRS**, p11), cost £26 per participant.

Example 2: A stimulating group exercise (**NASA**, p21), followed by team evaluation (**TES** or **TI**, p21/22) costs £13 per participant.

Example 3: An organisation-wide survey on, say, employee motivation (**WMI**, p17) costs £6.50 per participant.

Quantity discounts start at 50 instruments.  
Prices as at July 2005

Contact us to discuss the many Teleometrics options.

### HOW TO ORDER

*You can order Teleometrics materials by telephone (020 8467 1956), fax (020 8467 1754), or e-mail (info@chartwell-learn.co.uk). Or order online by visiting our web site (www.chartwell-learn.co.uk).*

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