



# Individual Invincibility Blueprint

## Managerial Competency Assessment

---

*A personalised assessment of your management capability, with a tailored development plan built entirely from your responses.*

**Prepared for:** Tom Harris

**Assessment date:** 23 April 2026 **Report date:** 23 April 2026

*CONFIDENTIAL. This report is prepared for the exclusive use of Tom Harris. It contains proprietary analytical frameworks and personally sensitive assessment findings. It may not be reproduced, distributed, or disclosed to any third party without the prior written consent of the participant and Greg Kurnikov.*



## Front Matter

This assessment report has been prepared by Greg Kurnikov for the sole use of the named participant. It is based on the participant's self-reported responses to a structured behavioural questionnaire, interpreted through a proprietary competency assessment framework.

This report does not constitute a psychometric evaluation, a clinical assessment, or a formal employment appraisal. The findings and development recommendations are advisory in nature. They do not guarantee any particular outcome, result, or performance improvement.

The participant retains sole responsibility for their development decisions and for implementing or choosing not to implement any recommendations contained in this report.

This report is confidential to the participant and may not be disclosed to, or relied upon by, any third party without the prior written consent of the participant and Greg Kurnikov.

Your personal data is processed in accordance with the terms set out in the engagement agreement and applicable data protection legislation.



## About This Assessment

This assessment measures your managerial competence across 20 areas, grouped into three categories: Character (the personal foundations of your management practice), Structure (the systems and architecture you have built), and Influence (how you lead, hold standards, and develop people). It measures managerial competence, not functional or domain expertise. A strong customer service leader and a strong engineering director need the same 20 management competencies; this assessment measures those competencies, not the domain knowledge beneath them.

All findings are drawn entirely from your own answers to a structured behavioural questionnaire, interpreted through a professional assessment framework. The assessment evaluates your practices and systems, not your personality. No finding is a permanent label; every area assessed here is developable with the right focus and the right method.

The report opens with your overall competency profile, then assesses each competency individually. It then examines how your competencies combine across nine management responsibilities. The report closes with a phased development plan tailored to your specific gaps.

This report is direct. Where it identifies gaps, it frames them as practical problems with specific solutions, not as personal failings.



## Executive Summary

You lead a customer support team of four advisers on a single shift within a mid-sized online homeware retailer, and you have been in this management role for roughly eight months. You described your core challenge as giving clear direction and dealing with weaker performance early enough, and your ambition as stepping into a bigger operations role once you have built genuine credibility as a manager.

The single most important finding from this assessment is the gap between the quality of your thinking and the durability of your systems. You consistently see what needs to happen, you diagnose problems accurately, and your self-awareness is ahead of most managers at your stage. Where the assessment finds gaps, they are almost always in the same place: the step between seeing the problem and building something that fixes it permanently.

### Top 3 Strengths

Strength	Key Finding
Communication Management	Your daily huddle is a genuine routine, your communication adapts to the channel and the person, and you diagnosed a cross-team communication breakdown and changed your method to fix it.
Self-Development	You extract operational principles from observation, not just impressions, and your full learning cycle (recognising a communication failure, diagnosing the cause, changing your practice) is ahead of your experience level.
Power Management	You influence consistently through evidence, framing, and exchange rather than through positional authority or avoidance, in all directions: upward, lateral, and within your team.

### Top 3 Development Priorities

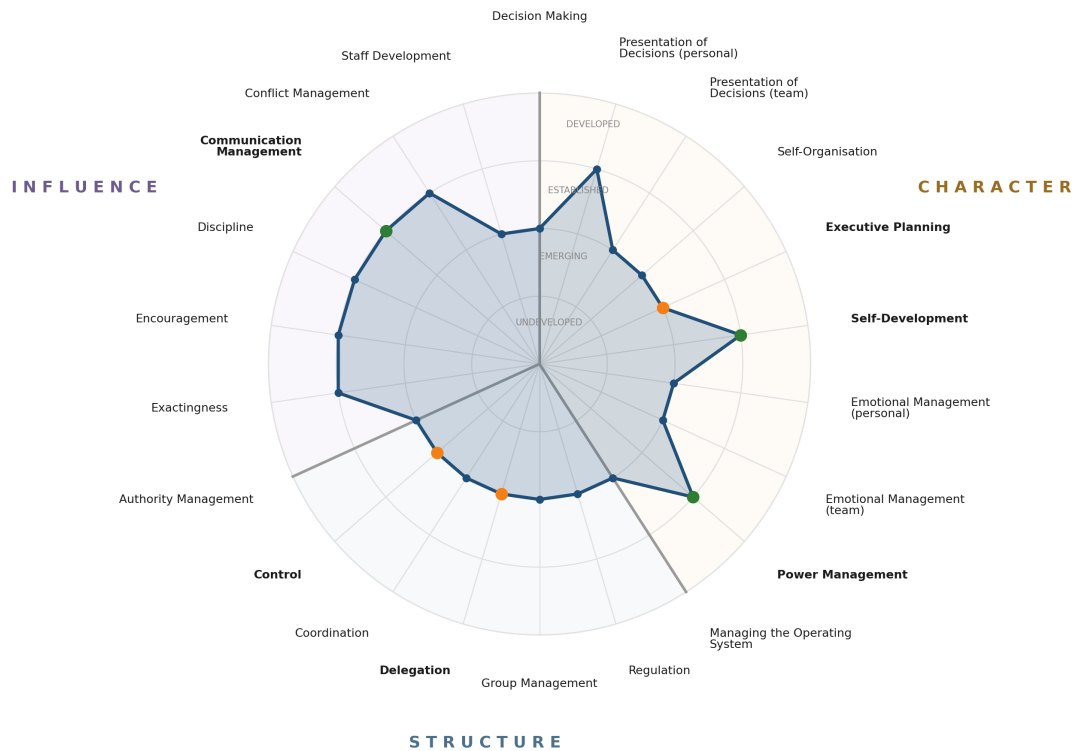
Development Priority	Key Finding
Executive Planning	Your planning operates at the level of ideas and arguments, not schedules and milestones; improvement initiatives start well but fade because no structure sustains them.
Control	Your quality-checking is reactive (spot-checks, escalations, bounce-backs) with no intermediate checkpoints built into your delegation, so problems surface at the point of failure.
Delegation	Across four independent examples, you delegated the activity without the success criteria, and the resulting rework loop is the single most important structural gap in your management practice.

Across the nine management responsibilities, eight are developing and one (Shaping Interpersonal Relationships) is ready, with identified risks. The responsibilities where gaps remain connect directly to the three development priorities above, particularly to executive planning and control.



## Competency Profile

Your profile across 20 competencies (22 axes with dual-dimension splits), organised in three blocks: Character, Structure, and Influence. The shaded polygon is your shape of strengths and development areas.



■ Your competency profile	● Top 3 strengths	● Top 3 development priorities	
<hr/>			
<b>TOP STRENGTHS</b>		<b>DEVELOPMENT PRIORITIES</b>	
● Communication Management	Established	● Executive Planning	Emerging
● Self-Development	Established	● Control	Emerging
● Power Management	Established	● Delegation	Emerging



## Assessment Themes

Four patterns shape your profile that cut across individual competencies and explain how your strengths and gaps interact.

**Burst-then-decay enforcement.** When you identify a standard that needs holding or a behaviour that needs correcting, your initial intervention is effective: clear, specific, well-delivered. The pattern that follows is the problem. Enforcement energy depletes under operational pressure, the standard drifts, and you re-intervene later with the same approach. The result is that your team is learning the rhythm of your attention rather than internalising the standard itself.

**Diagnosis without execution.** You see problems clearly and name them with unusual precision for someone at your stage. The knowledge sessions proposal, the over-reliance risk, the 70/30 time split: each is an accurate diagnosis. What makes this pattern distinctive is its cause. Your diagnostic ability developed through your individual contributor years, where seeing a problem and fixing it personally were the same action. In a management role, seeing and fixing are separate activities requiring different skills: diagnosis needs analytical ability, but execution needs planning, delegation, and sustained follow-through. You have the first skill well ahead of the second, and the result is that insights accumulate faster than they are converted into lasting structural change.

**The individual contributor transition, still in progress.** At 70% of your week spent doing the work yourself, the shift from individual contributor to manager is structurally incomplete. Delegation defaults to activity handovers without success criteria. Development is responsive rather than planned. Control is reactive because the time to build something better is consumed by operational work. All of these are symptoms of the same transition.

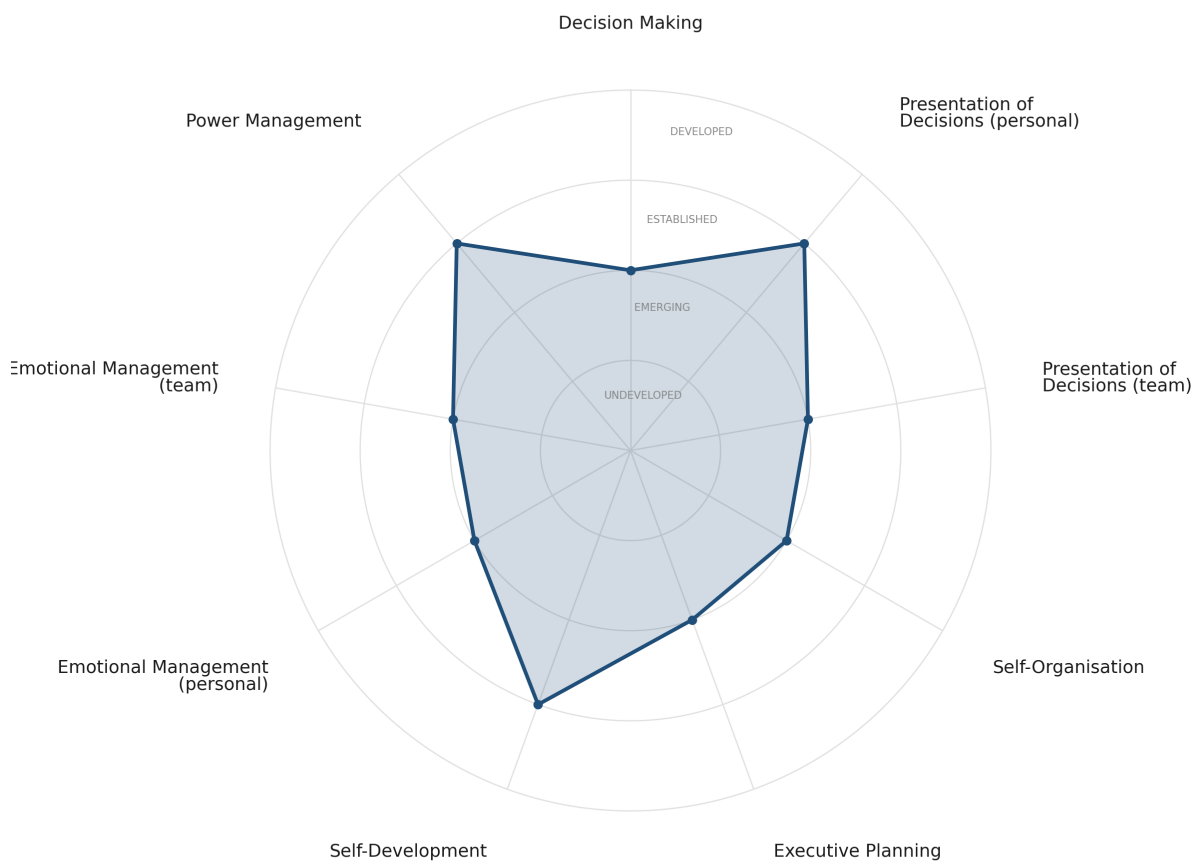
**Self-awareness and relational influence as counterweights.** Your ability to see yourself clearly and to influence through evidence and genuine listening are the two strongest threads in your profile. They sit well ahead of your structural and planning competencies. This is an unusual combination for an operations-background manager, and it means you have the raw material to close the structural gaps faster than most, provided you build the planning disciplines that convert awareness into action.



## Detailed Assessment

The following sections assess each of your 20 competencies individually, grouped by Character, Structure, and Influence.

### Character: The personal foundations of your management practice





## Decision Making

Element	Content
<b>Competency</b>	Decision Making
<b>Group</b>	Character
<b>Current position</b>	Emerging
<b>The pattern in your answers</b>	You analyse decisions thoroughly but default to compromise when the situation requires a clear call, and each compromise leaves the underlying issue unresolved.

The cost of a compromise decision is rarely visible on the day it is made. You kept an underperforming adviser on the complaints queue during a busy week because you could not decide cleanly between the options. You weighed the competing factors (error risk against pressure on others against the discomfort of being seen to avoid the problem) and chose a middle path. That middle path did not work. You ended up reworking cases yourself and concluded you should have acted earlier.

That example captures your decision-making pattern across several of your answers. You do not make snap decisions. You pause, weigh factors, and consider the competing pressures. That is a genuine asset at your level, because many managers in their first year default to whatever feels most comfortable in the moment without examining the trade-offs. Your analytical instinct is real.

Where the work is needed is in what happens after the analysis. Across your answers, the most common outcome is a compromise that avoids the hardest choice rather than a clear decision that addresses the root problem. The complaints queue decision was a split-the-difference response when the situation needed a clear call. Your response to the project-slipping scenario showed the same pattern in a different form: you described sensible recovery actions but did not ask why you had no early-warning system in the first place.

In practice, this means you are likely to manage individual decisions reasonably well but accumulate unresolved systemic problems beneath them. Each compromise works in the moment but leaves the underlying issue untouched. Over six months, those untouched issues compound.

One exception is instructive. When two of your advisers disagreed about the refund policy, you gathered evidence, checked the policy, and made a clear ruling. That decision worked because the situation had a factual anchor: you could check the policy and resolve it. Where the anchor is judgement rather than fact, the decisions become harder for you and the compromises more likely.

For a manager at your stage, the priority is to build the habit of asking one additional question after every significant decision: what caused this situation, and what would prevent it recurring? That single question converts a reactive decision into a learning opportunity.



**Presentation of Decisions**

Element	Content
<b>Competency</b>	Presentation of Decisions
<b>Group</b>	Character
<b>Current position (personal)</b>	Established
<b>Current position (team)</b>	Emerging
<b>What stands out</b>	Your upward communication is structured and persuasive; your team-facing communication defaults to announcement mode, and that difference costs you trust.

If your upward communication is structured and persuasive, why does your team-facing communication land so differently? A clear split runs through how you present decisions depending on the direction they travel. When you need to influence upwards or across, you prepare your case, lead with evidence, and frame the request in terms the other person cares about. Securing approval for the weekly knowledge sessions showed exactly this: you gathered data on errors and escalations, proposed a limited trial, and framed it as a cost-reduction measure. That is structured, effective communication.

When you present decisions downwards to your team, the picture changes. Your handling of the holiday announcement is the clearest example. The decision was delivered late, after some team members had already formed expectations. It arrived as a statement rather than an explanation. You led with the numbers and the service risk, which is the logical case, but you did not first acknowledge that people would be disappointed or explain what alternatives you had considered. The result was that a manageable conversation became a trust issue.

This is not about capability. You clearly know how to frame a message for your audience, as your upward communication proves. What is missing is the same discipline when talking to your team. Upward communication feels higher-stakes, so you prepare. Team communication feels routine, so you default to announcement mode.

At your level, the team-facing presentation matters more than you might think. Your team's willingness to follow a difficult decision depends less on whether the decision is right and more on whether they feel it was explained properly and delivered in time. Decisions delivered late or without context cost more in trust than they save in convenience.



**Self-Organisation**

Element	Content
<b>Competency</b>	Self-Organisation
<b>Group</b>	Character
<b>Current position</b>	Emerging
<b>The gap to close</b>	You have no protected management time in your week, and the 70/30 doing-to-managing ratio means improvement work, coaching, and planning lose to operational demands every time.

A 70/30 split between doing the work yourself and managing your team tells the story before any further analysis. A morning huddle is your only fixed management event. One-to-ones are monthly at best, sometimes skipped. Coaching, planning, and development happen in “short messages or quick conversations between other tasks.” When someone is off sick or the queue spikes, your first response is to go straight back on the tools.

You know this is a problem. You named the missing items yourself: improvement projects, coaching conversations, development planning, one-to-ones that actually happen. That self-awareness is unusual for someone eight months into management. Most managers at your stage either do not see the problem or defend the busyness as necessary.

In practice, awareness has not translated into a structural response. There is no protected time in your week for the work you know matters. No block that is defended against operational interruption. No weekly planning session where you decide what management work will happen this week before the queue decides for you. The day assembles itself reactively each morning based on what is in front of you, and the management work loses every time because it is never the most urgent thing.

This creates a specific problem that goes beyond your own workload. Your team’s priorities are also set reactively; you described deciding “in the moment” what gets done first, with improvement work consistently falling behind. Your personal time-management limitation cascades directly into a team coordination problem. The team cannot plan ahead because you are not planning ahead.

If one structural change would have the largest effect is a fixed weekly planning session, even 30 minutes, where you decide the management actions for the coming week before the operational noise starts. Everything else you described wanting to improve depends on this one discipline being in place first.



## Executive Planning

Element	Content
<b>Competency</b>	Executive Planning
<b>Group</b>	Character
<b>Current position</b>	Emerging
<b>The key finding</b>	Your planning operates at the level of ideas and arguments rather than schedules and follow-through; the knowledge sessions proposal is the clearest example of a strong start that faded without structure to sustain it.

What happens when a manager can see exactly where the risk is but cannot build the plan to address it? You identified that your team’s biggest six-month risk is over-reliance on one or two stronger advisers. If either leaves or burns out, you said, the whole shift becomes harder to run. That is a precise diagnosis. It names a real risk, identifies the mechanism, and implies the consequence. Many managers at your stage would not articulate it this clearly.

Where this breaks down is what comes next. You described doing “a small amount” about it, spreading more difficult cases around rather than always defaulting to the strongest people, but acknowledged this is “not yet a proper development plan.” No timelines. No milestones. No structured path from where you are to where you need to be.

This same pattern appeared in your budget proposal for the weekly knowledge sessions. You prepared the argument well, secured approval, ran the sessions for a few weeks, and then let them fade. The planning was strong enough to start something. It was not strong enough to sustain it.

In my assessment, your planning capability operates at the level of ideas and arguments rather than at the level of schedules and follow-through. You can see what needs doing and make the case for it. You do not yet build the structure that converts the idea into sustained action: the specific dates, the checkpoint points, the accountability that keeps a good idea alive after the initial energy fades.

For a manager running a small operational team, the practical consequence is that improvement work starts but does not finish. The diagnosis is always ahead of the execution. Your team benefits from your ability to see problems coming but does not yet benefit from a systematic response to those problems.

## Self-Development

Element	Content
<b>Competency</b>	Self-Development
<b>Group</b>	Character
<b>Current position</b>	Established
<b>The strength to build on</b>	You extract operational principles from experience, not just impressions, and your complete learning cycle (diagnosis, cause, changed practice) is genuinely ahead of most managers at your stage.



Across the full range of your answers, one quality stands out above all others: you see yourself clearly. You described realising that your job “is not mainly to be the person who solves everything fastest.” You named the manager who influenced you most and extracted two specific, operational principles from watching that person: that people work better when they know where they stand, and that a manager should not create extra noise. You also described learning what not to do from a manager who micromanaged, and you could articulate why it failed: “people stopped taking ownership.”

This is not generic reflection. You extract method from observation, not just impression. When one of your advisers told you they wanted more complex cases and you realised you had been making assumptions about what they could handle, you revised your approach. When a team member misunderstood “clear the old tickets,” you diagnosed the communication failure and started giving written bullet points instead of loose wording. That second example is particularly telling because it shows the full learning cycle in action: you recognised the problem, identified the cause, and changed your practice.

A limitation, and you would probably name it yourself, is that the learning does not always complete the journey from insight to sustained practice. You know the 70/30 split is wrong. You know improvement projects keep falling behind. You know you adjust expectations down too quickly under pressure. The diagnosis is in place each time. The structural response that would make the change stick is not.

At this career stage, this pattern is more asset than liability. Your ability to learn from experience is genuinely ahead of most managers at your stage. The development priority is to build the bridge between awareness and lasting behavioural change, to move from “I can see what needs fixing” to “I have fixed it and it stays fixed.”

### Emotional Management

Element	Content
<b>Competency</b>	Emotional Management
<b>Group</b>	Character
<b>Current position (personal)</b>	Emerging
<b>Current position (team)</b>	Emerging
<b>What your answers show</b>	You regulate well in planned situations and lose composure under live pressure, which means your team's confidence in your steadiness is strong in routine management and less reliable under visible stress.

The risk here is that your emotional regulation is situational: strong when you can prepare, unreliable when you cannot. When you had to address lateness and tone with a team member, you prepared, conducted the conversation privately, addressed the specific behaviours, and asked what was going on before reacting. When you had to handle pushback on the late-shift request, you listened, explained your reasoning, and offered a trade without escalating. Those are controlled, effective responses.

In contrast, your description of losing composure when dealing with an angry customer in front of your team. You said yourself that you did not handle the pressure as well as you should have. You showed visible frustration that



your team could see. In a different answer, you described getting defensive in exchanges with a warehouse team lead where your team was being blamed.

That distinction matters because it tells you exactly where the work is. The planned-situation responses show the capability exists. You can regulate your reactions, stay analytical, and manage the conversation toward a productive outcome. The live-pressure responses show where the capability breaks down: when you do not have time to prepare, the emotional response arrives before the analytical one.

On the team-facing side, you described reading your team’s morale through indirect signals, noticing when people go quiet, picking up body language changes. That awareness is real but your response to what you observe is mostly informal: a quick check-in, a chat after a meeting. You do not yet have a structured approach to managing the emotional climate in your team, which means your interventions depend on whether you happen to notice something and have time to act on it.

At your stage, this pattern is not unusual. Most junior managers find live emotional regulation harder than planned regulation. The practical consequence is that your team’s confidence in your steadiness is uneven: strong in routine management, less reliable under visible stress.

### Power Management

Element	Content
<b>Competency</b>	Power Management
<b>Group</b>	Character
<b>Current position</b>	Established
<b>The strength to build on</b>	You influence through evidence, framing, and exchange rather than through rank or pressure, and you do so consistently in all directions: upward, lateral, and within your team.

This competency is assessed at a lighter depth at your level, but the evidence from your answers is worth noting because it is a genuine strength.

You described persuading a colleague to adopt a shared approach to a process by framing the benefit from their perspective and using evidence from actual cases rather than relying on your position or going over their head. In a separate answer, you secured approval for a team initiative by understanding what your manager valued and structuring the pitch around cost reduction and data. When a team member pushed back on covering a late shift, you listened, explained why you needed them specifically, and offered to take something off their plate in return.

Across these examples, the consistent thread is that you influence through evidence, framing, and exchange rather than through rank or pressure. You work out what the other person cares about and build your case around that. For someone in their first year of management, this is ahead of where most managers are. Many junior managers default to either positional authority (“because I said so”) or avoidance (“I’ll just do it myself to avoid the argument”). You do neither.

Where this matters most is in the cross-team relationships you described, particularly the warehouse team lead situation. Your shift from defensive messages to clearer evidence and phone conversations shows you applying the same influence principles laterally, even in a relationship that is still difficult. The instinct to lead with evidence and seek to understand the other side’s perspective is sound and will serve you well as your role becomes more complex.



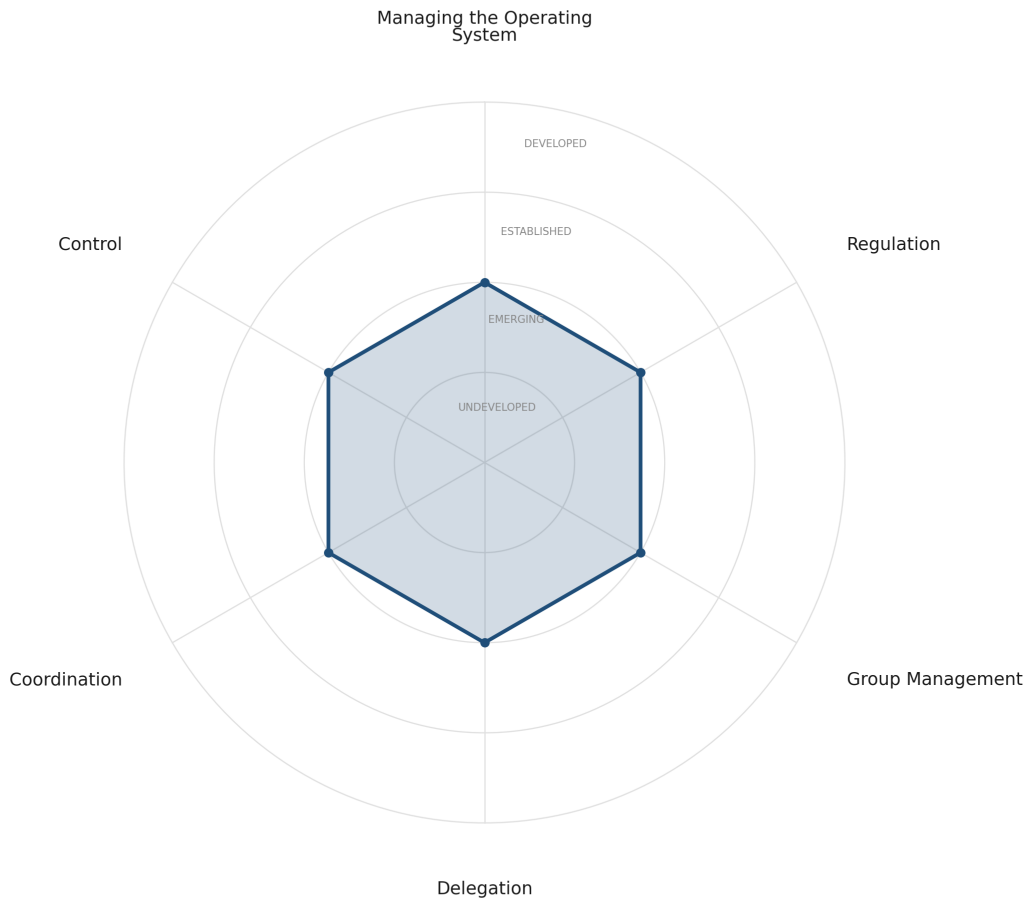
*The competencies above shape the quality of your thinking, your self-management, and your ability to influence. Your self-awareness and relational skill are genuine assets. The question that runs through the next group is whether those personal qualities have been translated into systems and structures that work when you are not personally driving them. Based on what you described about your operating rhythm and delegation practice, the translation is still in its early stages.*

*The Character competencies above show solid diagnostic ability paired with consistent execution gaps. You see problems clearly, but the cycle between seeing and acting tends to run through compromise rather than through clean decision. The Structure competencies that follow examine whether the systems and habits a manager builds to convert decisions into outcomes are in place, or whether the operational pull of doing the work yourself has left little room for those structures to develop.*



**Structure: *The systems and architecture you have built***

---





## Managing the Operating System

Element	Content
<b>Competency</b>	Managing the Operating System
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>The working picture</b>	Your team's operating system handles routine work reliably, but everything beyond the routine queues for you, and three days of absence revealed exactly where the infrastructure runs out.

When you were away for three days, your team kept the queue under control. The routine work moved. But you came back to parked cases, stacked refund approvals, and confusion over priorities. That split, routine execution working while everything else waited for you, is the clearest picture of where your team's operating system sits.

You have built some infrastructure. There are shared trackers, pinned Teams messages, a few documented standards. These are real, and they cover the repeatable, day-to-day work. The limitation is that everything beyond the routine still runs through you. Decisions queue when you are unavailable. Verbal agreements made in quick calls get lost because they are not written down. When a new person joins, there is no structured first week; they learn through proximity and whoever they happen to sit with.

A practical test is simple: if you asked each person on your team right now to describe how the team works, would they give the same answer? Based on your responses, some of them would, for the basic processes. For priorities, decision authority, and what to do when something unusual happens, the answers would likely differ.

At your stage, nobody expects a fully documented operating system. What I am looking for is the instinct that standards and decisions need to exist independently of the manager: written down, accessible, and usable without you having to explain them in person every time. That instinct is present in your answers. The execution is partial. The infrastructure you have built is enough for stable periods. It is not enough for pressure, absence, or growth.

## Regulation

Element	Content
<b>Competency</b>	Regulation
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>The signal in your practice</b>	Your standards are sound in content but maintained by personal energy rather than by structure, so enforcement holds during calm periods and slips when the pressure rises.

Setting the right standards is only half the job; the other half is building something that holds them in place without you. You have identified the right things to standardise for your team: case note quality, service level response times, flagging at-risk customers early, being on time for huddles and shifts. These are practical, operational standards that directly affect your team's output. The content of your expectations is sound.



Whether those expectations have been turned into anything that operates without you personally enforcing them. Your answer is honest: some standards are in old documents, some are “said out loud often enough that people know it,” and enforcement depends on how busy you are. When things are calm, standards hold. When the pressure rises, enforcement slips.

Case notes illustrate the pattern most clearly, because it appears in three of your answers. You recognised the recurring problem. You reminded the team. You showed examples of good and bad notes. You reviewed samples daily for a week. Each time, quality improved temporarily, then drifted back. The structural element that would make the improvement stick (a regular checking mechanism, a template, a process that does not rely on your personal energy) was never built.

One answer stands out as the exception. When two advisers disagreed about the refund-versus-replacement approach, you checked the policy, reviewed specific cases, made a decision, and published a clear rule in the team channel. That is regulation working properly: a disagreement exposed an ambiguity, and you resolved it with a written standard the team could follow without asking you each time.

In practice, the development priority is to convert the standards you already have into forms that survive busy periods: written, accessible, and enforceable without requiring a burst of personal willpower each time.

### Group Management

Element	Content
<b>Competency</b>	Group Management
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>What the evidence suggests</b>	Your daily huddle and individual differentiation are genuine assets, but the management infrastructure above the huddle (one-to-ones, development conversations, structured interaction) is not yet reliable.

You described managing two of your team members in quite different ways: checking in daily with a new starter, giving more examples and breaking tasks down, while stepping back with your experienced adviser and focusing on priorities and outcomes. That differentiation is not automatic. Many junior managers apply the same approach to everyone because it feels fairer. You have recognised that fairness means giving each person what they need, not giving everyone the same thing.

As a coordination tool, your daily huddle works for what it is designed to do: operational coordination, queue updates, immediate priorities. For a team of four, it is the right format and the right frequency for daily synchronisation.

What is missing is everything that sits above the huddle. One-to-ones are supposed to be monthly but are “inconsistent and sometimes skipped.” Your informal check-ins are about solving immediate issues, not about development, patterns, or how people are doing beyond the current task. There is no regular space in your management rhythm where you ask your team members about their growth, their frustrations, or what they need from you that they are not getting.

Without that structure, the deeper management conversations, the ones that build capability, surface concerns early, and prevent small issues from becoming big ones, depend on you happening to notice something and



having a few spare minutes. Your discovery that one adviser wanted more complex work happened in a one-to-one, and you described it as unexpected. If one-to-ones were regular and structured, those discoveries would happen more often and earlier.

Operationally, the management infrastructure is in place. The infrastructure for developing and truly knowing your team is not yet reliable.

**Delegation**

Element	Content
<b>Competency</b>	Delegation
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>The key finding</b>	Across four independent examples, you delegated the activity but not the success criteria, and the resulting rework loop is the single most important structural gap in your management practice.

Across four independent examples, the same pattern repeated: you delegated a task and got back something different from what you expected. The refund exception tracker came back with categories mixed together. The complaint summary was a copied list instead of a themed analysis. The pre-promotion guidance update had duplication because responsibilities were not defined clearly enough. In each case, you diagnosed the cause correctly: the brief was not specific enough about what the finished product should look like.

That pattern, delegating the activity but not the success criteria, is the single most important structural weakness in your management practice. You tell people what to do and when. You do not define what a good result looks like, how to tell whether they are on the right track, or what to do if they get stuck. The conversation usually ends with “fine” or an equivalent, and you move on without checking whether you and the other person have the same picture in mind.

In practice, this plays out in two ways. First, you receive work that does not match your expectations and have to either send it back or, more commonly under time pressure, fix it yourself. You described doing exactly this with the complaint summary: redoing part of it because you needed it quickly. Second, your team does not learn from these cycles because the gap in the brief is invisible to them until the work comes back wrong.

You are aware of this. After one miscommunication about clearing old tickets, you started giving short written bullet points instead of loose wording. That specific fix shows you can build a structural response when the lesson lands hard enough. The development priority is to apply that same discipline to every important delegation: define the result, check understanding, and agree a checkpoint before the deadline, not as a reaction to a failure but as a standard practice.



**Coordination**

Element	Content
<b>Competency</b>	Coordination
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>Where this sits today</b>	Your daily huddle and cross-team coordination are genuine strengths; the gap is in everything between huddles, where priorities shift through ad hoc messages and your team cannot distinguish urgency from noise.

When your team updated the support guidance before a promotion, three people divided the work by topic. One took email templates, another chat macros, another common questions from tickets. You set it up through a Teams thread and a quick chat. When the pieces came together, there was duplication and you had to tidy the final version yourself because responsibilities overlapped.

Coordination broke down not because of the division of work (that made sense) but the absence of anything between the division and the deadline. Nobody was told where their scope ended and another person's began. Nobody was asked to check in partway through. The integration happened at the last moment, and you absorbed the cost of the overlap personally.

Each morning, your daily huddle provides reliable synchronisation. That is a real coordination asset. What is missing is structure between huddles; currently, everything is ad hoc. When priorities shift during the week, your team learns about it through Teams messages in real time, which means people can end up feeling that everything is urgent. You described this yourself: the morning huddle sets direction, but by afternoon the direction may have changed without a structured update.

Where your coordination is strongest is in managing dependencies outside your team. Your approach to a cross-team delay (contacting the person directly first, explaining the impact from your side, keeping your team moving on alternative work, and escalating only if the direct approach fails) is a structured, pragmatic response. You lead with understanding rather than blame, and you work horizontally before going vertical. That instinct is ahead of your experience level and will scale well as your role becomes more complex.

For development, the priority is internal coordination: building a mechanism that keeps your team aligned when priorities shift, so that the coordination does not depend entirely on you being available to redirect people in real time.



**Control**

Element	Content
<b>Competency</b>	Control
<b>Group</b>	Structure
<b>Current position</b>	Emerging
<b>The gap to close</b>	Your quality-checking is reactive, triggered by instinct rather than by designed checkpoints, so your awareness of what your team is producing depends on three contingencies aligning rather than on a reliable system.

If your only quality-checking mechanism is “spot-checking, escalations and whether issues bounce back,” what happens to the problems that do not bounce? By your own account, you find out about some problems “only when something goes wrong.” That is monitoring; you see the results after they have landed, but it is not a systematic way of checking whether work is on track before the results arrive.

Your scenario response about the project at risk of slipping is instructive. You described going to each person involved, comparing what has been done against what should have been done, and making a decision about recovery. That is the right approach. Your honesty about the timing was equally revealing: “I usually do this once I can feel the pressure building, not through a very disciplined checkpoint system.” You are describing a good instinct triggered by an unreliable mechanism. The instinct to go and look is real. The system that would make it routine is missing.

The same gap shows in how problems reach you from your team. You described a split: stronger, more confident people tell you about issues early. Quieter people keep going too long before admitting they are stuck. The information flow depends on individual personality rather than on a norm you have established. The adviser who flagged a pattern of product complaints early did so on their own initiative, not because your team operates under a clear expectation that problems are reported immediately.

In practice, this means your awareness of what is happening in your team depends on three things: whether you happen to spot-check the right work, whether the problem is visible enough to surface on its own, and whether the person involved is confident enough to tell you. If all three align, you catch the problem. If any one is absent, you discover it at the point of failure.

One change would shift this: building regular, scheduled check-ins into your delegation practice, even brief ones, so that intermediate progress is visible before the deadline arrives.

*Your structural competencies tell a consistent story: the pieces you have built work for day-to-day routine, but they do not yet hold under pressure, absence, or growth. The next group examines how you lead people within that structure, and the picture there is markedly different. Your influence competencies are, on the whole, ahead of your structural ones.*

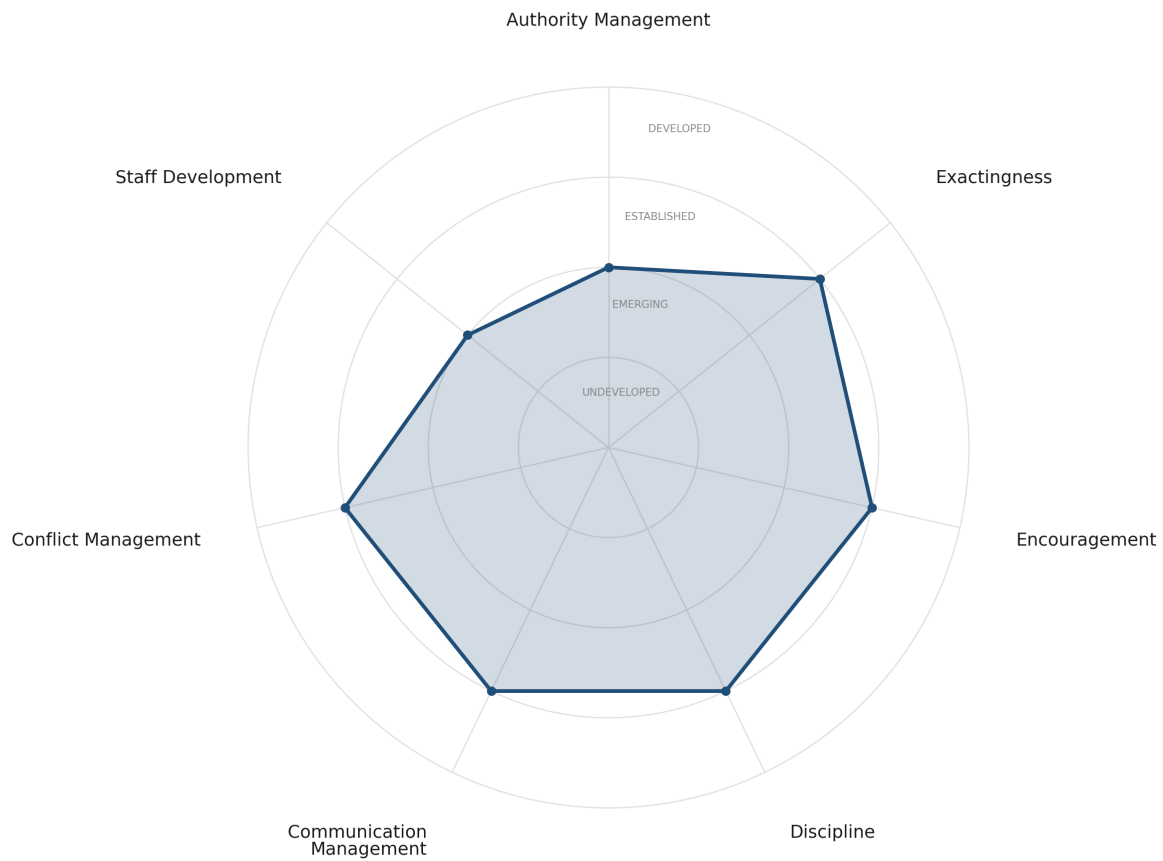


*Your structural competencies confirm the individual-contributor-to-manager transition you named in your own answers: delegation is activity-based, control is reactive, and planning sits at idea level rather than schedule level. The Influence competencies that follow are where the picture changes; your self-awareness and relational instincts give you the counterweight to pull the structural development forward, provided the structural disciplines are built to receive what your influence is already capable of.*



***Influence: How you lead, hold standards, and develop people***

---





## Authority Management

Element	Content
<b>Competency</b>	Authority Management
<b>Group</b>	Influence
<b>Current position</b>	Emerging
<b>What your answers show</b>	Your authority is clear on operational expectations but has not yet extended to developmental ones, and enforcement decays between intervention cycles.

When your team knows what you expect operationally but not developmentally, what kind of authority have you built? On the operational basics, your expectations are clear. Service levels, case note standards, punctuality, flagging at-risk customers: you have stated these repeatedly and enforced them, at least during calmer periods. That baseline clarity is genuine and it matters: your team is not guessing about the day-to-day requirements of their roles.

What sits above the baseline is where the work is needed. Your team knows what you want them to do. They do not always know why, and they do not know what you expect them to become. Development expectations, such as where you want each person to be in six months, what good progression looks like, and what you consider a stretch assignment, have not been articulated. The one-to-ones that would carry those conversations are irregular. The informal check-ins are operational, not developmental.

In practice, your authority operates well for current performance but not for growth. When you need someone to change how they work rather than simply do more of it, you do not yet have an established platform for making that expectation clear and following through on it.

Your handling of the team member whose lateness and tone were affecting the group is the strongest example of your authority being exercised deliberately: private conversation, specific behaviours named, context sought before judgement. That showed you can use your authority directly when the situation demands it. The development priority is to build the same deliberateness into your routine authority, covering not just the corrective moments but the ongoing work of setting and communicating expectations about growth and standards.

## Exactingness

Element	Content
<b>Competency</b>	Exactingness
<b>Group</b>	Influence
<b>Current position</b>	Established
<b>The signal in your practice</b>	Your standards are sound, but under pressure they adjust downwards because they are maintained by willpower rather than by structural mechanisms like templates, checklists, or regular review points.



Between the standard you set and the standard you accept under pressure, there is a drift that defines your exactingness. You set clear enough standards for the work your team produces day to day. The issue is not what you ask for but what happens when you do not get it. Under pressure, your expectations adjust downwards. You described this yourself: when the queue is long and people are stretched, you accept work you would normally push back on, because fixing it yourself is faster than sending it back and having the conversation.

That adjustment is understandable, and every manager at your level faces the same tension. The difference between managers who build sustainable quality and those who do not is whether the adjustment is conscious and temporary or whether it becomes the default. In your case, the pattern across your answers suggests it is becoming the default. The case notes issue recurred three times. Each time, the standard was reasserted, quality improved briefly, then drifted. The reassertion cost you energy each time, and the drift happened because the expectation was maintained by willpower rather than by structure.

One counter-example stands out: your handling of the refund policy question. You investigated, made a ruling, and published it so the team could follow it without asking you. That one instance shows what structured exactingness looks like: a clear standard, clearly communicated, with a mechanism that does not depend on your daily attention.

For development, the priority is to build the infrastructure, such as templates, checklists, and regular review points, that holds the standard in place when your personal capacity runs out.

### Encouragement

Element	Content
Competency	Encouragement
Group	Influence
Current position	Established
What stands out	Your recognition is timely, specific, and calibrated to the individual, but it is currently tied almost entirely to operational performance rather than to growth and development.

Recognition that names the specific behaviour and connects it to impact is more powerful than most managers realise. Your description of recognising the adviser who flagged the complaint pattern early, explaining specifically what had been done well and why it mattered, shows recognition that is timely, specific, and connected to impact. That is more effective than generic praise, and you do it naturally.

You also described adjusting your encouragement style for different team members: more frequent and specific reassurance for the new starter, lighter-touch acknowledgement for the experienced adviser who prefers autonomy. That calibration shows you are reading your people's needs rather than applying a single approach.

Where this falls short is in what you encourage. Almost all of your examples of recognition are tied to operational performance: good case handling, hitting service levels, flagging problems early. You do not yet use encouragement as a lever for development. You have not described, for example, recognising someone for attempting a stretch task even if the result was imperfect, or reinforcing a new behaviour you are trying to build.

At your level, the operational encouragement is the right foundation. The development step is to consciously use encouragement to shape behaviour: noticing and naming the moments when someone tries something new, takes



ownership of a problem, or operates above their current comfort zone. Recognition directed at effort and growth, not just at results, is what converts encouragement from a morale tool into a development tool.

## Discipline

Element	Content
<b>Competency</b>	Discipline
<b>Group</b>	Influence
<b>Current position</b>	Established
<b>The working picture</b>	Your preparation and initial corrective conversations are sound and proportionate; the gap is in follow-through, escalation pathways, and ensuring that repeated problems receive a different type of response.

Your approach to addressing performance and conduct issues follows a consistent pattern: you prepare, you have the conversation privately, you focus on specific behaviours rather than character, and you ask what is going on before deciding on a response. The lateness-and-tone example is the clearest illustration. You pulled the person aside, described what you had observed, gave them a chance to explain, and agreed a specific change. That is a sound, proportionate approach for a first-line conversation.

Where the pattern becomes less effective is in follow-through. You described checking whether the behaviour improved after the conversation, and it did, for a period. What you did not describe is what would happen if it did not improve, or what would trigger the next level of response. The discipline process in your answers is front-loaded: preparation and initial conversation are strong; escalation pathways and sustained accountability are unclear.

A similar pattern shows in how you handle underperformance that is not a conduct issue. The adviser who was producing inconsistent case notes received reminders and examples, a supportive first step. When the improvement did not stick, the response was more reminders and more examples, not a step up in formality or specificity. The cycle repeated without escalating.

Given your experience, nobody expects formal performance management processes to be fully in your repertoire. What matters is the instinct that a repeated problem requires a different type of response, not the same response delivered more firmly. That instinct is partially present; you know the case notes pattern has not resolved, but the action that follows from the instinct has not yet changed.



### Communication Management

Element	Content
<b>Competency</b>	Communication Management
<b>Group</b>	Influence
<b>Current position</b>	Established
<b>The strength to build on</b>	Your daily huddle is a genuine routine, your communication adapts to the channel and the person, and you diagnosed a cross-team communication failure and changed your method to fix it.

A team that knows, every morning, what the day's priorities are and what has changed since yesterday has a communication advantage most teams lack. Your daily huddle covers priorities, queue status, immediate issues, and keeps everyone aligned for the day. For a small team, it is the right format and frequency. You described it clearly and it is evidently a genuine routine, not an aspirational one.

Beyond the huddle, your communication approach adapts to the channel and the person. You use Teams messages for quick updates, phone calls when tone matters, and face-to-face for difficult conversations. Your shift in approach with the warehouse team lead, moving from written messages that were being misread to phone calls where tone and intent were clearer, shows you diagnosing a communication failure and changing the method. That is a practical, effective adjustment.

What needs building is the communication infrastructure between the huddle and the next huddle. When priorities shift during the day, the update reaches people through ad hoc messages. There is no mechanism for the team to know which updates are urgent, which are informational, and which require action. You described the consequence yourself: people sometimes feel everything is urgent because there is no hierarchy to the information flow.

Matching the communication method to the message is an instinct you already have. The development priority is to build a simple structure around the between-huddle communication, even something as basic as a shared priority board or a standard format for mid-day updates, so that information reaches your team in a way that distinguishes urgency from noise.

### Conflict Management

Element	Content
<b>Competency</b>	Conflict Management
<b>Group</b>	Influence
<b>Current position</b>	Established
<b>Where this sits today</b>	Your fact-based conflict resolution and early-intervention instinct are sound; the development area is in conflicts that require a judgement call without a factual anchor.

How you handled the refund-versus-replacement disagreement between two team members is the strongest example of conflict management in your answers. You did not take sides immediately. You investigated the specific cases, checked the policy, made a fact-based ruling, and published it so the team had a clear standard going



forward. That is a structured, proportionate response that resolved the immediate conflict and prevented recurrence.

Your approach to the cross-team friction with the warehouse team lead is more mixed. You recognised that written messages were escalating the tension and switched to phone calls, which improved the tone. You tried to understand their perspective and adjust your communication accordingly. Those are constructive moves. But you also described getting defensive in earlier exchanges when your team was being blamed, and the underlying relationship remains difficult rather than resolved. The conflict has been managed to a functional level rather than addressed at its root.

Within your team, your instinct is to address disagreements early and privately rather than letting them escalate. That instinct is sound and prevents small frictions from becoming entrenched positions. The limitation is that your conflict resolution is stronger when there is a factual anchor (a policy, a process, an objective standard) and weaker when the resolution requires a judgement call about competing perspectives without a clear right answer.

At your level, the ability to resolve fact-based conflicts and to de-escalate interpersonal friction is the right foundation. The development priority is to build confidence in resolving conflicts that do not have a factual anchor, where the resolution requires you to make a judgement, explain your reasoning, and hold the line even when one party is unhappy with the outcome.

**Staff Development**

Element	Content
<b>Competency</b>	Staff Development
<b>Group</b>	Influence
<b>Current position</b>	Emerging
<b>What the evidence suggests</b>	You read individual development needs well and respond when they surface, but development is reactive rather than planned, and it is the first activity to fall behind when the queue is busy.

You identified that your most experienced adviser wanted to take on more complex cases, and you responded by adjusting their workload. You recognised that your new starter needed more structure and support, and you provided it through daily check-ins and broken-down tasks. Both adjustments show you reading individual needs and responding to them.

Both examples, however, are reactive rather than planned. The experienced adviser’s development need emerged in a one-to-one that you described as producing an unexpected discovery. The new starter’s support happened because the need was obvious. Neither was the result of a deliberate development conversation where you asked the person what they wanted to grow into and built a plan around it.

You described understanding intellectually that developing your team is a management lever, that time spent building their capability reduces your own workload over time. But you also acknowledged that development planning is one of the activities that consistently falls behind when the queue is busy. The development work that does happen is opportunity-driven: when a stretch task appears, you think about who might benefit from it. When no such task appears, development does not happen.

For a manager in your first year, the expectation is that you are having regular conversations about growth, that you know what each person is working towards, and that you are actively creating opportunities rather than



waiting for them to appear. You have the awareness and the intent. What remains is making development a scheduled, deliberate part of your management practice rather than something that happens when circumstances allow.

*Four patterns run through every group of competencies: enforcement that bursts then decays, diagnosis that consistently runs ahead of execution, an individual-contributor-to-manager transition that is structurally incomplete, and self-awareness paired with relational influence as the counterweights that give you the raw material to close the structural gaps. The Management Readiness section that follows shows how these patterns combine across the nine responsibilities of the role, and where the cumulative effect on your team's reliance on your personal attention is most visible.*



## Management Readiness

The nine responsibilities below represent the core functions of a manager at your career stage. Each responsibility draws on a combination of the individual competencies assessed above. The readiness assessment shows which responsibilities you can carry out effectively, which are still developing, and where specific risks exist. This is not a pass/fail judgement; it is a practical map of where your combined competencies support or limit your management effectiveness today.

### Management Readiness Dashboard

#	Responsibility	Readiness	Primary Factor	One-Line Summary
1	Setting the Direction	<i>Developing</i>	Planning operates at idea level, not schedule level	Strong diagnosis and persuasion, but direction fades without the planning structure to sustain it
2	Task Allocation	<i>Developing</i>	Delegation without success criteria	Tasks are handed over without a clear picture of the finished product, creating a rework loop
3	Organising Work Interaction	<i>Developing</i>	Between-huddle coordination gap	Daily synchronisation works; everything above the huddle is ad hoc or inconsistent
4	Ensuring Task Completion	<i>Developing</i>	Reactive control, no intermediate checkpoints	Problems surface at the point of failure rather than at a designed checkpoint
5	Building Motivation	<i>Developing</i>	Authority decays between enforcement cycles	Strong individual recognition, but the authority environment shifts unpredictably
6	Shaping Interpersonal Relationships	Ready, with identified risks	Emotional regulation under live pressure	Communication and conflict management are strong; emotional charge in unplanned situations is the risk
7	Developing Employee Skills	<i>Developing</i>	Development is responsive, not planned	Individual needs are met when they surface, but no development trajectory exists per team member
8	Assessing Interim and Final Results	<i>Developing</i>	Assessment comes too late to be developmental	Quality of assessment is high when it happens, but timing means teaching opportunities are missed
9	Optimising Work Processes	<i>Developing</i>	Diagnosis-without-execution pattern	Process problems are identified accurately but improvement initiatives do not sustain



## Setting the Direction

You can see what your team needs to achieve and articulate the case for it convincingly. Your proposal for the weekly knowledge sessions showed that: you gathered the evidence, structured the argument around cost reduction, and secured approval. The upward and lateral influence that supports direction-setting is strong for your experience level.

Where this breaks down is in converting that direction into something your team can follow sustainably. Your planning operates at the level of ideas rather than schedules, milestones, and contingencies. The knowledge sessions illustrate this directly: the direction was set, the case was won, and then the initiative faded because there was no structure to sustain it. Your decision-making adds a second constraint: when the direction requires a difficult choice between competing priorities, the outcome tends toward compromise rather than a clear call, which leaves your team uncertain about what matters most.

On the team-facing side, your presentation of decisions to your team is less prepared than your upward communication. The holiday announcement arrived late and without context, which turned a directional decision into a trust issue. Your team needs to hear not just what the direction is, but why alternatives were considered and rejected. At junior manager level, setting the direction means defining team objectives and immediate priorities clearly enough that your team can work toward them without checking with you at every step. The knowledge sessions are the test case: a strong idea, well argued, that faded because the structure behind it was never built.

## Task Allocation

This responsibility depends heavily on your delegation practice, and delegation is the single most important structural gap in your management profile. The pattern is consistent across four independent examples: you delegate the activity but not the success criteria. Your team receives the task and the deadline but not a clear picture of what a good result looks like, how to check their own progress, or what to do if they get stuck.

In practice, work comes back different from what you expected. The refund tracker had mixed categories. The complaint summary was a list rather than a themed analysis. In each case, you diagnosed the shortfall correctly, but under time pressure you absorbed the cost yourself rather than sending the work back with clearer guidance. That creates a loop: you delegate to free capacity, the result requires your rework, and the net time saving disappears.

Your decision-making interacts with this directly. When delegation produces an unexpected result and you are under pressure, you default to the faster choice (fix it yourself) rather than the more effective one (teach through the failure). That is a rational short-term decision, but it prevents your team from learning from the experience. At junior manager level, task allocation means distributing work to individual team members with enough clarity that they can deliver without you becoming the hidden co-producer. After the “clear old tickets” miscommunication, you started giving short written bullet points instead of loose wording. Applying that same discipline to every notable handover would close the distance between what you expect and what you receive.

## Organising Work Interaction

Every morning, your team sits down together, reviews the queue, and agrees the day’s priorities. That huddle synchronises your team reliably, it covers operational coordination, and it runs consistently. For a team of four, it is the right format and frequency for daily operational coordination. Your communication quality is a real asset here:



you listen genuinely, you adapt your approach to the person and the channel, and you have shown the ability to discover something unexpected through open questioning and revise your assumptions.

Between the huddles, everything is unstructured. When priorities shift during the day, the update reaches people through ad hoc Teams messages without a clear hierarchy of urgency. Your team cannot easily distinguish between an informational update and a direction change. When you divided the support guidance update among three people, the coordination between them was missing: no scope boundaries, no interim check-ins, no integration plan. You became the unplanned integrator at the last moment.

Your one-to-ones are inconsistent, which means the structured interaction space above the huddle does not reliably exist. The individual differentiation you show, adjusting your approach for a new starter versus an experienced adviser, is a genuine strength. But it operates within informal check-ins, not within a management rhythm that reliably creates space for deeper conversations. At junior manager level, organising work interaction means team meetings, one-to-ones, and basic cross-team coordination. Regular one-to-ones, even fortnightly, would create the structured interaction space that currently exists only informally.

## Ensuring Task Completion

Currently, your awareness of what your team is producing depends on three contingencies aligning: you happen to spot-check the right work, the problem is visible enough to surface on its own, and the person involved is confident enough to tell you. When all three align, you catch problems. When any one is absent, you discover them at the point of failure.

Your control approach is reactive: spot-checking, escalations, and bounce-backs are all lagging indicators. You described this yourself with notable self-awareness, saying you find out about problems “only when something goes wrong.” No preliminary or intermediate control points are built into your delegation practice. When you delegate a task, the next time you see it is the deadline. Your coordination provides a daily touchpoint through the huddle, but between huddles the information flow is ad hoc and depends on individual personality rather than an established reporting norm.

Your exactingness means that when you do see substandard work, you know it and can articulate what is missing. Your discipline practice means that when a conduct issue needs addressing, you engage with it rather than avoiding it. These are real assets. But they operate downstream of the control gap: you can act on problems you see, and you are willing to act, but your system for seeing problems before they mature is unreliable. At junior manager level, ensuring task completion means personal control of team deliverables. One scheduled check-in per delegated task, even a brief one before the deadline, would shift this responsibility from reactive to preventive.

## Building Motivation

When you recognise good work, the quality is high. Your praise for the adviser who flagged the complaint pattern was specific, timely, and connected to impact beyond the individual. You named what had been done well and why it mattered, not just “good job.” That kind of recognition tells people what to repeat, and it is more effective than most managers at your level produce.

A constraint sits in your authority management. Your authority is built through genuine relational methods, which is a strength, but it decays between enforcement cycles. Your team is learning that standards have a shelf life: enforcement arrives in bursts, then fades when competing demands appear. This teaches people to manage your attention rather than manage their own work. Motivation that depends on the manager’s current energy level is fragile motivation.



Your emotional management adds a supporting risk. In planned situations you regulate well, but under live pressure you have shown visible frustration that your team could see. A manager's emotional steadiness is part of the motivational environment. When the team sees their manager lose composure under pressure, it affects their confidence in the predictability of the working environment. At junior manager level, building motivation means direct recognition and encouragement of team members. The practical consequence is that your team receives strong individual recognition when things go well, but the authority environment around them shifts unpredictably, which means the motivational effect of your encouragement does not accumulate over time the way it could.

## Shaping Interpersonal Relationships

### Readiness: Ready, with identified risks

When two of your advisers disagreed about the refund approach, you investigated the cases, checked the policy, and published a clear rule the team could follow independently. That resolution illustrates why relationship management is the strongest area in your responsibility profile: your communication quality means you listen to understand rather than to confirm, and your conflict management produces lasting structural outcomes rather than temporary truces.

Risks sit in the supporting areas. Your authority management is still developing, which means that the relational environment you build is not yet consistently maintained. When enforcement decays, the interpersonal relationships that depend on clear, predictable standards become less stable. People need to know that the norms you set will be held, not just stated.

Your emotional management introduces a second risk. Your cross-team interactions have sometimes been reactive and defensive, particularly with the warehouse team lead. In those moments, the relational skill that works well within your team was overridden by emotional charge. The shift to phone calls and clearer evidence showed you correcting this, but the underlying pattern, where emotional regulation breaks down when you do not have time to prepare, remains a vulnerability in relationships that involve friction.

At junior manager level, shaping interpersonal relationships means team relationships and the people you work with across team boundaries. The warehouse team lead situation is the practical test: a cross-boundary relationship where your relational skill is competing with emotional charge, and where the shift to phone calls and clearer evidence showed you actively adapting rather than defaulting to what felt easiest.

## Developing Employee Skills

When applied, your development methods are effective. The support you gave your new starter (daily check-ins, broken-down tasks, pairing with a stronger adviser) produced visible improvement. Your instinct to calibrate support to the individual's current capability rather than applying a one-size-fits-all approach is sound and not automatic at your level.

What needs to change is that development is responsive rather than planned. You react to visible needs rather than building capability trajectories. The discovery that your experienced adviser wanted more complex cases happened unexpectedly in a one-to-one. If you had a regular, structured development conversation with each team member, that need would have surfaced earlier and you would have been able to plan for it rather than respond to it.

Your executive planning weakness compounds this directly. Building people's skills is a planning exercise: you need to know where each person is, where they need to get to, and what sequence of experiences will get them there.



Without that planning structure, development depends on the right opportunity appearing at the right time. Your self-development is an asset here because you model genuine learning, and your team can see that you take your own development seriously. But modelling learning is not the same as deliberately developing other people's capability. At junior manager level, this responsibility means direct development of individual team members. If you knew, right now, what each of your four team members wanted to be better at in six months, you would have the starting point for a development practice that does not depend on the right opportunity appearing at the right moment.

### Assessing Interim and Final Results

You described your quality-checking approach as reactive, triggered by intuition rather than by designed checkpoints. That timing problem sits at the centre of this responsibility. You often do not see interim results until the deadline arrives, which means the assessment moment comes too late to be developmental. By the time you are reviewing the output, the only option is to fix it yourself or send it back under time pressure.

When you do see the work, your assessment is specific and grounded. The FAQ document is the clearest example: you acknowledged the effort, explained what was missing with a concrete illustration, and showed what the finished product should look like. Your exactingness provides a genuine standard, and your self-awareness means you can articulate what separates adequate work from good work.

The question is what happens after the assessment. Under time pressure, you absorb the correction privately rather than sending the work back with clear feedback. The person who produced the work does not learn from the cycle because they never see the gap you identified. At junior manager level, this responsibility means reviewing team output against defined standards. A single interim checkpoint per delegated task, placed early enough to steer rather than late enough only to repair, would connect your assessment capability to the teaching opportunity it currently misses.

### Optimising Work Processes

You can see where your team's processes need improving. You identified the case notes problem, the onboarding gap, the knowledge-sharing need, and the over-reliance on stronger advisers. Each of these is a genuine process observation. Your diagnosis of what needs optimising is consistently accurate and often ahead of what managers at your level would notice.

Consistently, the conversion from observation to sustained process improvement does not complete. The knowledge sessions were approved, launched, and then faded. The case notes standard was reasserted repeatedly but never converted into a checking mechanism that would hold without your personal enforcement energy. Your operating system is fragmentary: the pieces that cover routine work function, but the processes for handling non-routine situations, decisions, and knowledge transfer remain person-dependent.

Your self-organisation gap sits beneath all of this. Process improvement is management work, and management work is consistently crowded out by operational demands. With 70% of your time on the tools, the time available for identifying, designing, and sustaining process improvements is structurally insufficient. Your self-development is the counterweight: you learn from experience and you can see what needs changing. But seeing and changing are different activities, and the planning capability needed to convert one into the other is not yet in place. At junior manager level, this means team-level process improvement. The case notes issue is the clearest illustration: you identified the problem, intervened repeatedly, and each time the improvement decayed because the solution depended on your personal energy rather than on a mechanism that would hold without you.



## Overall Responsibility Summary

Three competencies create the broadest constraint across your nine responsibilities. Your decision-making tendency toward compromise affects direction-setting, task allocation, assessment, and process optimisation simultaneously. Executive planning limits every responsibility that depends on converting diagnosis into sustained action. Control limits both task completion assurance and results assessment through reactive quality-checking.

Beneath these, the 70/30 doing-to-managing ratio is a systemic constraint that reduces the time available to execute every management responsibility, particularly development, process improvement, and results assessment. The Influence competencies, where communication, conflict management, exactingness, encouragement, and discipline are all functioning at the expected standard, are the counterweight. They support Shaping Interpersonal Relationships at ready with identified risks and provide strong supporting capability across several other responsibilities. Your relational skills are ahead of your structural and planning skills, which is an unusual profile for an operations-background manager and a genuine asset for the development work ahead.



## Development Plan

Every action below is built from the specific gaps identified in this assessment, not from generic management development advice. It is organised in three phases: immediate actions for the first 90 days, structural changes over the first year, and sustained development over two years. The phases are sequenced so that earlier actions create the conditions for later ones to succeed.

### First 90 Days: Immediate actions you can start this week

Priority	Development Action	Linked Competency	Mode	How You'll Know It's Working
1	Write a short delegation brief for every task that will take more than an hour: what the finished product should look like (one or two sentences describing the result, not the process), the date of a check-in before the deadline, and what to do if you get stuck.	Delegation	Independent	After three weeks, look back at the last five delegated tasks. Count how many came back matching your expectations without rework. Compare that to the month before you started.
2	Before each working week starts, spend 30 minutes deciding the management actions for the coming week: which one-to-ones will happen, which delegated tasks need a check-in, which improvement actions will move forward, and what you will say no to if the queue demands it. Write the list and keep it visible.	Self-Organisation	Independent	After four weeks, count how many planned management actions actually happened. If the completion rate is below 50%, the session is too ambitious. If it is above 70%, it is working.
3	When you delegate a task, agree a checkpoint date at roughly 30-50% of the way to the deadline. At the checkpoint, ask one question: "Show me where you are." If you build this into the delegation brief from Action 1, it becomes a single practice rather than two separate habits.	Control	Independent	After six weeks, count how many problems you discovered at the checkpoint that would previously have surfaced only at the deadline. If the count is above zero, the checkpoints are working.



Priority	Development Action	Linked Competency	Mode	How You'll Know It's Working
4	Schedule 20-minute one-to-ones every two weeks with each of your four team members. Use a consistent structure: what is going well, what is getting in the way, and one thing they want to be better at. Do not use this time for operational updates.	Group Management	Independent	After two months, you should have had at least three one-to-ones with each person. Test: can you name each person's current development goal and one specific action you have taken to support it? If you can, the one-to-ones are producing results.
5	After every significant decision (a rota change, a priority call, a delegation correction), take 30 seconds to write one sentence answering: "The reason this situation arose is..." After four weeks, review the sentences and look for recurring root causes.	Decision Making	Independent	After four weeks, review the list. If you can identify two or three recurring root causes that you had not previously named, the practice is working.
6	Choose the one standard you find yourself re-enforcing most often. Write it as a checklist or template the team can use without your involvement. Agree with the team how it will be checked and who does the checking when you are not available.	Regulation (also Authority Management)	Independent	After one month, check whether the standard held during a busy week when you did not personally enforce it. If it held, the mechanism is working. If it drifted, the checking routine needs strengthening.



## Year One: *Building new systems and practices*

Priority	Development Action	Linked Competency	Mode	How You'll Know It's Working
1	Document the key team standards, decision authorities, and processes in a single shared document that any team member can access. Start with three or four: how decisions are made when you are not available, the escalation path for different problem types, and what a new team member needs in their first week. Add to this document each time you resolve an ambiguity or make a ruling.	Managing the Operating System	Independent	Before you start, ask each team member how the team works and note their answers (your baseline). After six months, ask the same question. If their answers are now broadly consistent on the key points, the manual is doing its job.
2	Using the one-to-one conversations, identify one development area for each team member and agree a specific 90-day objective describing what the person will be able to do at the end that they cannot do now. Find or create one opportunity per quarter that lets them practise.	Staff Development	<i>Guided coaching recommended</i>	After one year, each team member should have completed at least two 90-day development cycles. Check whether any of them can now do something they could not do when you started.
3	When facing an important decision under time pressure, pause and ask three questions before acting: What are the real options (not just the two that present themselves)? What is the cost of the compromise? What would happen if I made a clear call and explained it? Write these three questions down and keep them visible during the working day.	Decision Making (also Emotional Management)	<i>Guided coaching recommended</i>	After six months, review the key decisions you have made. Count how many were clear calls versus compromises, and check whether any of the clear calls required later reversal. Ask your manager or a trusted colleague whether they have noticed a change.



**Two-Year Horizon: Sustained development and deepening capability**

Priority	Development Action	Linked Competency	Mode	How You'll Know It's Working
1	Build a mid-week or end-of-day update mechanism that distinguishes between informational updates, direction changes, and action requests. This could be a shared priority board or a standard message format, so your team can tell the difference between noise and signal without you being available to clarify.	Coordination	Independent	Before you build it, ask your team to rate their end-of-day priority clarity (rarely, sometimes, usually, always). After three months, ask the same question. If the answer has shifted toward "usually," the mechanism is working.
2	After any corrective conversation, schedule a follow-up check at 2 weeks and 6 weeks. Define in advance what improvement looks like and what happens if the improvement does not hold.	Discipline	<i>Guided coaching recommended</i>	Count the current average number of conversations per disciplinary issue before you start (your baseline). After one year, review whether issues are being resolved in fewer cycles.
3	Extend your influence practice from instinct to deliberate method: understand what your manager and peers value before you need something from them, build credibility deposits in advance of requests, and notice whether your team starts bringing you problems that require upward influence (a sign they trust your ability to represent them).	Power Management (also Presentation of Decisions)	Independent	Note your current proposal success rate this quarter as your baseline. Track whether your success rate on proposals and requests increases over the year.



## Resources

Development Priority	Resource	Type	Why This Resource
Delegation, Control, Staff Development	Andy Grove, <i>High Output Management</i>	Book	The closest English-language parallel to the systematic management approach this assessment identified as missing. Covers delegation with built-in control points, monitoring methodology, and the principle that training your team is your highest-impact management activity. Directly addresses the delegation-without-success-criteria gap and the reactive control pattern.
Self-Organisation, Executive Planning	Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill, <i>First Things First</i>	Book	Deepens the priority management and planning discipline this assessment found to be the systemic constraint. The practical framework for protecting management time against operational demands addresses the 70/30 doing-to-managing split directly.
Decision Making, Executive Planning	Eliyahu M. Goldratt, <i>The Goal</i>	Book	The classic text on constraint thinking and systematic problem-solving. Addresses the diagnosis-without-execution pattern by teaching how to identify the single most important constraint and focus effort there, rather than trying to improve everything at once.
Decision Making, Self-Development	Eliyahu M. Goldratt, <i>The Choice</i>	Book	Focuses on overcoming the four barriers to good decisions and the principle that complex situations have simple solutions if you think clearly. Directly relevant to the compromise-default pattern and to converting strong self-awareness into sustained behavioural change.
Self-Organisation, Decision Making	Peter F. Drucker, <i>The Effective Executive</i>	Book	The essential text on personal management effectiveness: contribution focus, time management, decision-making discipline, and building on strengths. Provides the intellectual framework for the shift from doing the work to managing the people who do the work.
Encouragement, Authority, Communication	Dale Carnegie, <i>How to Win Friends and Influence People</i>	Book	Directly applicable to your encouragement practice (specific, timely recognition) and authority building (genuine interest in people). Your existing relational influence style fits naturally with this approach, and this book will deepen what you already do well.
Control, Authority, Delegation	Stephen M.R. Covey, <i>The Speed of Trust</i>	Book	Addresses the trust dynamics in delegation and control. The principle that trust does not eliminate the need for verification, but changes the nature of it, is directly relevant to building control points that feel supportive rather than supervisory.



Development Priority	Resource	Type	Why This Resource
Emotional Management	Dale Carnegie, <i>How to Stop Worrying and Start Living</i>	Book	Practical techniques for managing emotional responses under pressure. Directly relevant to the live-pressure situations where your emotional regulation breaks down. The techniques provide a structured approach to what you currently manage through willpower alone.
Control, Regulation	W. Edwards Deming, <i>Out of the Crisis</i>	Book	Systems thinking applied to management quality. Addresses the burst-then-decay enforcement pattern by teaching how to build quality into the process rather than inspecting it in afterwards. The distinction between common-cause and special-cause variation directly applies to your case notes quality issue.
Multiple competencies	Business Fortification coaching programme (Greg Kurnikov)	Coaching	Your assessment identifies multiple competencies at the developing stage, with cross-cutting patterns (burst-then-decay, diagnosis-without-execution) that are difficult to address through independent practice alone. This structured coaching programme provides the accountability and expert support needed to convert your strong self-awareness into sustained behavioural change, with the coaching toolkits mapping directly to the development actions above.

Aspects of this assessment draw on the work of Aleksandr Fridman. For more information: <https://www.asfridman.com/>



## Next Steps

Start with the written delegation brief from the development plan: before you hand over any task that will take more than an hour, write down what the finished product should look like, when the check-in will happen, and what to do if you get stuck. Start this week.

Return to this report at 30, 90, and 180 days. At each point, re-read the development plan and check your own progress using the “How You’ll Know It’s Working” indicators. The patterns you see in your own progress will tell you more than any single reading.

This report identifies what to work on. If you want structured guidance on how to work on it, with accountability and expert support, that is what the Business Fortification coaching programme is designed for. You can reach Greg Kurnikov at [greg.kurnikov@odexpert.co.uk](mailto:greg.kurnikov@odexpert.co.uk) to discuss whether coaching is the right next step for you.



## Reference: Competency Definitions

#	Competency	What It Measures
1	Decision Making	How you think through problems, weigh options, and arrive at sound decisions under real conditions
2	Presentation of Decisions	How effectively you structure and present your thinking to gain genuine agreement, not just compliance (assessed separately for personal/upward and team-facing communication)
3	Self-Organisation	How you manage your own time, priorities, and working rhythm as a manager, not as an individual contributor
4	Executive Planning	How you convert objectives into structured plans with timelines, milestones, and contingencies
5	Self-Development	How you learn from experience, seek feedback, and deliberately develop your own capability over time
6	Emotional Management	How you regulate your own emotional responses and how you read and manage the emotional climate in your team (assessed separately for personal and team dimensions)
7	Power Management	How you build and use influence through evidence, framing, and exchange rather than through positional authority
8	Managing the Operating System	How well your team's processes, standards, and decision rules operate independently of your personal involvement
9	Regulation	How you set, communicate, and enforce standards so they hold consistently, including under pressure
10	Group Management	How you structure your management interactions: team meetings, one-to-ones, and the rhythm that creates space for both operational coordination and development
11	Delegation	How you hand over work: whether you define the result, check understanding, set checkpoints, and create conditions for your team to deliver without becoming the hidden co-producer
12	Coordination	How you keep your team aligned when priorities shift, manage dependencies, and ensure that multi-person work integrates without you becoming the bottleneck
13	Control	How you monitor work in progress and catch problems before the deadline, through designed checkpoints rather than reactive spot-checking
14	Authority Management	How you set and maintain expectations, both for day-to-day performance and for growth, so your team knows what is required and what good looks like
15	Exactingness	How you hold the line on quality standards, particularly under pressure, and whether your expectations are maintained by structure or by personal willpower



#	Competency	What It Measures
16	Encouragement	How you recognise and reinforce good work, and whether your recognition is specific enough to tell people what to repeat and broad enough to shape development, not just reward results
17	Discipline	How you address performance and conduct issues: the quality of the initial conversation, the clarity of the expectation, and the consistency of follow-through
18	Communication Management	How you build and maintain the information flow in your team: the rhythm, the channels, the ability to match method to message, and the distinction between urgency and noise
19	Conflict Management	How you handle disagreements within your team and across team boundaries: whether you resolve them structurally or just de-escalate them temporarily
20	Staff Development	How you deliberately build your team members' capability: whether development is planned or reactive, whether you create stretch opportunities, and whether you know what each person is working towards