



# PJI

## Parenting Judgement Indicator Insight Report

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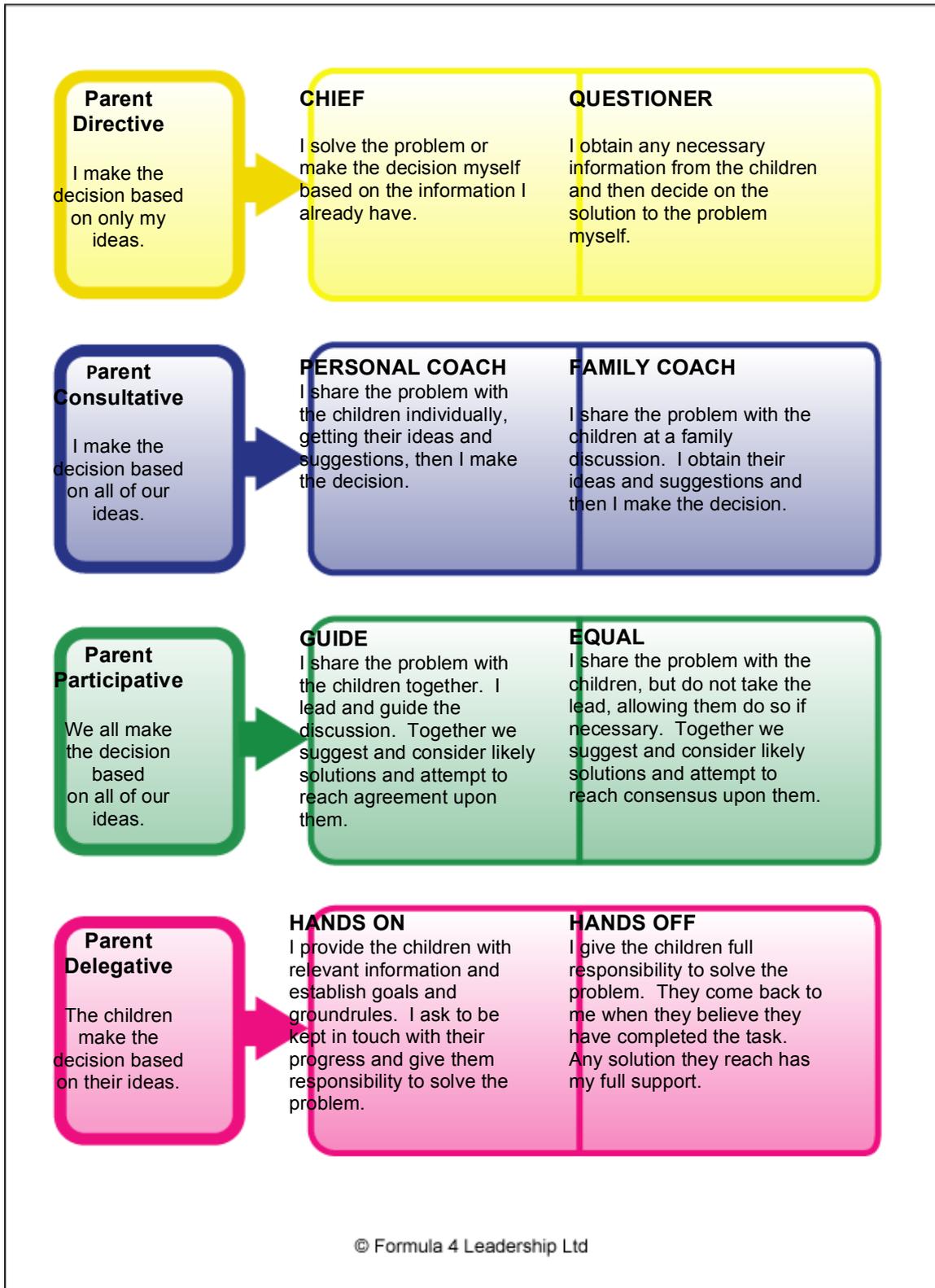
Name of Parent or Carer:

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Figure 1 - Decision Making Model for Parents and Carers



## **INTRODUCTION**

This report explains the way the parent<sup>1</sup> has completed the Parenting Judgement Indicator (PJI). The PJI requires the parent to imagine they are in 17 very different decision making situations with children<sup>2</sup> in the 9 to 11 year age range. Their task is to rate the appropriateness of the four main decision making styles displayed in Figure 1 to suit the given situation. Using a 1 – 5 rating scale they have to say how appropriate it is to:

- Make the decision based upon their own ideas without involving the children. The key thing here is that the parent focuses on the task and keeps control of the situation.
- Make the decision after consulting with the children to get their ideas and suggestions. The key thing here is that the parent involves the children but stays in control.
- Equalise power with the children and allow them to collaborate in making a joint decision. The key thing here is that the parent empowers the children and involves them fully in the decision making.
- Release power and allow the children to make the decision based upon what they know. The key thing here is that the parent empowers the children and lets the children focus on the task.

This report's purpose is to help the parent grow in their personal insight and awareness about how to use power and participation appropriately and effectively in family decision making. The report draws its conclusions by comparing the parent's answers with the PJI's Decision Making Model and a reference group of other parents who have previously taken the PJI. As the parent will have a lot of other experience to draw on they should bear this in mind when drawing conclusions from the report below.

The report is structured as follows:

- 1. Preference across the four styles** – this describes the parent's inclination to use each style across different circumstances. There are pros and cons of over and under using each style.
- 2. Judgement in choosing Parenting styles** – this section describes the extent to which the parent uses the style to suit the situation. There are costs of using each style inappropriately and considerable benefits if they are used effectively.
- 3. How Preferences impact on Judgement** – this describes how Preferences influence Judgement and the implications of this. How high or low Preference for any style combines with high or low Judgement in a way that can have considerable impact on family life.

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<sup>1</sup> Whenever the term 'parent' is used in this report it should be understood that this is short-hand for any person acting in loco parentis, so includes all types of parent and carer.

<sup>2</sup> When the term 'children' is used in this report the reader should interpret this as 'child' if that is their circumstance.

4. **Validity of findings** – this section compares the way the parent used the rating scale with how other parents use it. Over or under use of parts of the rating scale (for example, rarely using the extremes of the rating scale) may distort the findings and affect the accuracy of the results.

The feedback from the PJI is given at the level of the four main styles as shown in Figure 1. If you decide you wish to develop your thinking in relation to one of the styles, you may find it helpful to recognise that there is more than one way to carry it out, as can be seen from that diagram. For example, in developing your use of the Parent Consultative style, there will sometimes be occasions where you would want to speak with the children on a one to one basis (Personal Coach) and others where it would be better for everyone to discuss things together (Family Coach).

## **THE PATTERN OF PREFERENCE SCORES ACROSS THE FOUR STYLES**

### **Parenting Preference – Directive Style**

Analysis of the responses to the 17 scenarios in the PJI shows that the parent chose a **Directive** approach to an average degree when compared with other parents. The Directive style is most generally effective in unfamiliar situations. It is likely to be particularly effective in situations where the parent faces a lot of decisions, many of which are of a type that he or she has experienced before. This is a style that, in the short term, is very effective in the use of the parent's time. It is a particularly useful style, therefore, when faced with an emergency. The parent ought to retain their relative discretion in the use of this style.

### **Parenting Preference - Consultative Style**

The parent chose the **Consultative** approach to an average extent when compared with other parents. The Consultative approach is useful for generating information and ideas that can aid family decision making. The child's level of knowledge and understanding will be increasing but they may not yet have the necessary maturity to take more responsibility. The Consultative style is likely to be particularly valuable when the parent needs to take the children's views into account, when the children's acceptance is in doubt but when the ultimate decision needs to rest in their own hands.

As the parent obtained an average score in their liking for this style, they are less likely to run the risk of appearing to ignore their child's point of view. They are also less likely to lower family morale by giving the impression that they lack respect for the views of their children. Therefore, the parent is advised to maintain their discretion in their use of this style.

### **Parenting Preference - Participative Style**

The **Participative** style held slightly less than average appeal for the parent. The Participative style is most effective for creating a feeling of ownership when the decision requires a breadth of views and where the children have as much knowledge about the situation as the parent. It is likely to be particularly valuable when it is necessary to steer decision making using influence rather than authority.

If used too little it can create inferior decisions, especially in circumstances where the children have an important 'piece of the jigsaw'. Furthermore, if the children are fully involved in decision making they will feel much greater ownership; in such circumstances, family consensus can be invaluable to family well-being. While it can be tempting not to involve children when time is short, this can undermine a feeling of family togetherness. Therefore, the parent ought to consider extending their use of this approach in family decision making when the children can be fully involved.

### **Parenting Preference - Delegative Style**

The **Delegative** style was selected by the parent an average amount when compared with other parents. The Delegative style can produce high levels of motivation if used in situations where the children are competent and therefore able to thrive on greater autonomy. It is likely to be particularly valuable when attempting to build confidence, especially when the children know as much or more about what to do as the parents.

As the parent has an average degree of preference for this approach they are unlikely to be criticised for over-protectiveness for failure to give responsibility to their children in decision making, or for failing to allow the children to have some 'elbow room' to grow and develop. Therefore, the parent ought to maintain the current balance in their use of this approach.

### **Balance and Economy of Preference Scores**

Preference Score patterns can be evaluated for 'balance' and 'economy':

- **Balanced patterns** are where the parent has no greater liking or aversion to any one style, or cluster of styles, than any other.
- **Economy** of choice is present when the Judgement scores are higher than the Preference scores and the latter all fall within or below the average range.

As there is no significant difference between the parent's four Preference scores the profile is balanced and makes a relatively 'flat' pattern. This indicates that the parent was equally prepared to adopt each of the available decision making styles rather than be more or less drawn to particular styles.

## **JUDGEMENT IN CHOOSING PARENTING STYLES**

### **Introduction**

The parent's ability to determine the relative merit of the four decision making choices in each of the PJI's 17 scenarios is likely to be related to how they use participation and control within family decision making. There was information available in each of the scenarios to identify the decision making style that was likely to work best. The PJI identifies the parent's Judgement in singling out the appropriate style from the other three options.

The PJI assesses how wisely the parent has been able to analyse the 17 scenarios and isolate the correct responses. People who reveal the highest levels of Parenting Judgement are able to select the 'best bet' items and rate them as 'highly appropriate' (i.e. 5 on the rating scale) and rate competing items

as having less merit. The following paragraphs compare the parent's discernment when completing the PJI with the reference group.

### **Judgement in choosing each style**

The parent's Judgement in determining when and when not to use the **Directive** style is a strength when compared to the reference group. This suggests that they will be a more effective in situations where there is a need to resolve an unfamiliar task where the development of the child is not the primary concern. This will support their Judgement in situations where they are faced with a lot of decisions, many of which are of a type that he or she has experienced before, that demand an immediate response. This style is very economical in the use of everybody's time. It is a particularly useful style, for example, when the parent is faced by an emergency. Therefore, the parent ought to continue to consolidate their discernment in the use of this style.

The parent's Judgement in determining when and when not to use the **Consultative** style is equivalent to that of a role model. This suggests that the parent will be significantly more effective than the average person in situations where the ideas and suggestions of the children are requested but the parent makes the final decision. This is an important style to employ when the children's levels of knowledge and understanding are still developing. In such circumstances, they may not yet have the necessary experience, or even comfort with the family's values, to be relied upon to make the best decision in important and unfamiliar circumstances.

The parent's Judgement in determining when and when not to use the **Participative** style is a strength when compared to the reference group. This suggests that the parent will be more effective than the average person will when there is an important decision to be made that requires collaborative discussion in the context of considerable trust in the children. The Participative style is particularly valuable when the parent ought to work together with the children through influence rather than authority. This style is particularly important for engendering ownership and commitment, especially when facing situations that need to be viewed from parent and child perspectives. Therefore, the parent ought to continue to consolidate their discernment in the use of this style.

The parent's Judgement in determining when and when not to use the **Delegative** style is easily on a par with the reference group. This suggests that the parent will be effective in situations where the children are competent and can sort matters out on their own. This is a style that brings empowerment to children and a preparedness to answer 'Yes' to the question, *Can you trust the children to do what is best?* This style involves releasing power to the children and giving them full responsibility to solve the problem because they have the maturity to do so. Therefore, the parent ought to consolidate their discernment in the use of this style.

### **HOW PREFERENCES IMPACT ON JUDGEMENT**

In comparison to the reference group, the parent has obtained a higher **Directive** Judgement score and their Preference for this style is broadly average. Therefore, whilst good Judgement is being displayed, this is not causing the parent to view the Directive style as the solution for other types of child interaction. This pattern of scores, therefore, can be seen as optimal and strengthens the notion that the parent ought to share their wisdom in the use of this style.

Compared to other parents, the parent has obtained a higher **Consultative** Judgement score and their Preference for this style is broadly average. While good Judgement is being displayed, this is not causing the parent to view the Consultative style as the solution for other types of interaction. This pattern of scores can therefore be seen as optimal and indicates that the parent ought to share their wisdom in their use of this style.

Compared to other parents, the parent has obtained a higher **Participative** Judgement score and their Preference for this style is broadly average. While good Judgement is being displayed, this is not causing the parent to view the Participative style as a general solution to decision making. This pattern of scores can therefore be seen as optimal and indicates that the parent ought to share their wisdom in their use of this style.

Compared to other parents, the parent has obtained a broadly average **Delegative** Judgement score and their Preference for this style is also within this range. Although Judgement is not high, the parent has not been drawn towards rating the appropriateness of the Delegative style too liberally. In development terms, although the parent has room to consolidate and improve their discernment in the use of this style, their balanced view about its appropriateness ought to be maintained.

## **VALIDITY OF FINDINGS**

It has been possible to analyse the way in which the parent used the rating scale when evaluating the appropriateness of the 68 decision choices in the PJI. Their pattern of responding can be compared to other parents. If the parent has adopted an unusual rating strategy, this can suggest that their thinking about children's participation in family decision making may be a development need.

The parent's use of the rating scale was broadly in line with the majority of other parents in the reference group. There was nothing unusual about their use of any point on the rating scale.

## **NEXT STEPS**

If you have any queries about any aspect of the report, want a more detailed analysis of what the results mean for you or want to consider your own personal development opportunities, please go to our website <http://www.formula4parenting.com> where you will find access to a range of services, links and products which may be of help.

## **ABOUT THIS REPORT**

This report has been produced by Formula 4 Parenting (F4P) for the benefit of the recipient and is intended to give an indication of the parent's approach to parenting, based upon the way in which they completed the PJI. This report was generated automatically from the responses they gave to the PJI. The report shows how they used the rating scale when asked about the appropriateness of the four styles. Whilst the report tries to reflect the answers they gave, it is important to bear in mind that this was just their subjective view at one moment in time. When deciding upon how to act on the findings in this report, it is strongly advised to base any decision on all other information possessed.

In completing the PJI, the parent was faced with a number of scenarios concerning children aged 9-11. As it compares their responses with the Principles, Tenets and Skills that underpin F4P's parenting model (see Appendix), and the way in which other parents have responded, it should provide the parent with information they will find valuable about their approach to parenting generally. However, it is only accurate insofar as it gives an indication of the way in which the parent might behave in the "real world". Consequently, it is unlikely to give a good description of the parent's approach to dealing with children for more than about 18-24 months – or less time if they deliberately change aspects of their behaviour.

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## APPENDIX

### **PRINCIPLES, TENETS AND SKILLS UNDERPINNING THE PJI PARENTING MODEL**

#### **THE PRINCIPLES OF FORMULA 4 PARENTING**

In family decision making parents and carers should:

- Consider how important the decision is for every member of the family.
- Consider whether there is any pressing time constraint about making the decision.
- Not always assume that they know everything.
- Consider whether the decision is best worked on with the children separately or together.
- Be as clear as possible about what they are trying to achieve.
- Consider whether the decision is a very good opportunity to develop the children involved.
- Involve children in decision making on every matter where they are ready, willing and able to participate.
- Consider whether there is an opportunity to develop autonomy and independence in the children.
- Consider whether their goals differ from those of the children.
- Recognise the importance of fairness.

#### **THE TENETS OF FORMULA 4 PARENTING**

- no one decision making style is universally applicable to all family decision making situations.
- no one decision making style is inherently better than any other.
- effective parents and carers gear their style to the nature of the issue and the developmental stage and characteristics of the children involved.
- each decision making situation can be evaluated to determine the most appropriate decision making style.
- effective parental decision making involves a preparedness to adopt different styles of decision making.
- effective parental decision making is a skill that can be learned.
- effective parents and carers evaluate family decision making against the principles in the short, medium and long term.

#### **THE TEN PARENTING JUDGEMENT SKILLS OF FORMULA 4 PARENTING**

**WHOLE FAMILY THINKING** - The ability to tell how important this issue is. Can tell whether this situation could have an effect on the wider family. Knows how important this decision could be when reviewed in a few months/years time. Can see whether this could have a long-term effect.

**DECISIVENESS** - Does not waste time. Able to take quick and effective action. Can act in a critical moment or crisis. Can 'strike while the iron is hot'. Not over-cautious and will not procrastinate.

**AWARENESS OF PERSONAL LIMITS** – The parent/carer is able to tell whether they have all the information they need at their finger-tips. Can gauge whether they know enough and whether they need to investigate further before acting. Knows the limit of their skills and past experience in reaching a decision. Knows when and if to involve others, including from the wider family or professionals if necessary.

**CHAIRING** - Can run a family meeting of two or more people. Is able to get others to explore issues in a reasonably structured way. Can set the best timing, length and content of meetings. Can see whether

meetings are the best way of sorting a problem out or whether the issue requires some individual problem solving, perhaps by giving people personal tasks before, after or instead of meeting.

**TARGET SETTING** - The ability to describe the situation according to what is happening now and the desired state of affairs. Shows clarity about the steps that need to be taken to get from one to the other - clear about what is wanted and the way ahead. Able to explain what any problem is and what needs to be done to solve it. They can, therefore, set short, medium and long-term targets.

**DEVELOPING OTHERS** – An understanding of the development needs of children. Will find opportunities to develop the skills, awareness, attitudes or confidence of children. They are genuinely interested and motivated by opportunities to develop them.

**UNDERSTANDING FEELINGS** – Can gauge likely child commitment to possible solutions. Understands the likelihood of acceptance of decisions. Uses parental power appropriately. Can find ways to gain child commitment or acceptance of a decision. Can do this in such a way that child motivation, willingness and confidence levels can be maintained or increased.

**UNDERSTANDING ABILITY** - The capacity to weigh up whether children have sufficient information, awareness, experience, skills and maturity to be involved in making the decision. Knows when to involve a child in working on which solution. Can judge child readiness for working together.

**PULLING TOGETHER** - The ability to find win-win formulas where the child feels they share the same goals as the adults. Knows in what circumstances to trust children to pursue the best and most sensible solutions rather than just look after their own self-interest.

**SETTLING ARGUMENTS** - The ability to overcome disagreements. Able to find bridges between differing perceptions of the situation. Can predict when dispute is likely. Effective at solving conflicts and settling arguments amicably.