

Leadership/Impact[®]

Confidential Feedback Report

A Sample



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INTRODUCTION

Though leadership has been defined in many different ways, most contemporary definitions directly or indirectly focus on the impact of those in leadership positions on their organization and its members. For example, leadership has recently been described as:

"... that process in which one person sets the purpose or direction for one or more other persons, and gets them to move along together with him or her and with each other in that direction competently and with full commitment."
(Jaques and Clement, *Executive Leadership*)

"... the art of mobilizing others to want to struggle for shared aspirations."
(Kouzes and Posner, *The Leadership Challenge*)

"... enabling people to use their own initiative and experiences rather than ... denying or constraining their experiences and actions."
(Bennis and Nanus, *Leaders*)

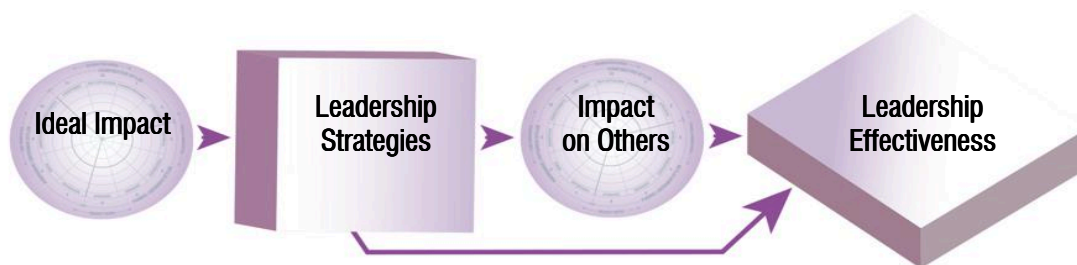
In view of such definitions, managers cannot be considered to "lead" (i.e., to guide or direct) unless they in some way transform, shape, or influence the organizational context of members and the ways in which they approach their work and interact with one another. The effectiveness of a leader, therefore, depends on the magnitude and direction of—as well as the strategies used to achieve—this impact.

Leadership/Impact is designed to provide people like yourself with otherwise unavailable feedback on their impact on others as well as the strategies and techniques that account for this impact. Based on the inventory, this feedback report focuses on three major topics:

Effectiveness—your current performance along personal as well as organizational leadership criteria.

Impact on Others—the extent to which you motivate or drive people to behave in constructive versus defensive ways as well as the extent to which you believe you *should* encourage them to behave in these ways.

Leadership Strategies—the extent to which you personally act in prescriptive versus restrictive ways.



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Two forms of the **Leadership/Impact** inventory were administered to collect the data presented in this report:

Description by Others—administered to the people selected by you to describe the leadership strategies you employ, the impact you are currently having on their behavior, and your overall leadership effectiveness.

Self Report—completed by you to identify your self-perceptions of your leadership strategies and to ascertain the impact you ideally would like to have on the behavior of others.

Self Report	Description by Others
Future or Desired Effectiveness (as described by self)*	Current Effectiveness (as described by others)
Ideal Impact (as described by self)	Impact on Others (as described by others)
L/I Current Strategies (as perceived by self)	L/I Current Strategies (as perceived by others)

*Information on future or desired effectiveness is obtained on the form that participants complete during the debriefing in the effectiveness section of the *L/I Confidential Feedback Report*. All other information is obtained in advance through the L/I inventory.

Thus, this feedback report first allows you to review assessments of your current **effectiveness** as a leader. It then enables you to analyze the **impact you are currently having on people** in relation to the **impact you ideally would like to have**. Finally, the report allows you to compare **your own impressions of your leadership strategies to your strategies as described by others**. These results will enable you to understand how your current leadership strategies are shaping the behavior and performance of others—and to identify and move toward strategies and techniques that are more likely to have the impact you desire.

EFFECTIVENESS

Desired Future Effectiveness

Before reviewing the results of the **Leadership/Impact** survey, think about how you would like others to assess your overall performance as a leader *one year from today*. More specifically, review the following sets of statements concerning the organizational effectiveness, personal effectiveness, and balance of leaders. For each set of statements below, place an "x" to indicate the response (1 through 7) that best describes how you would like to be regarded by others.

Organizational Effectiveness

A traditional, day-to-day, manager	1 2 3 4 5 6 7	A visionary, future-oriented, leader
Reduces others' productivity	1 2 3 4 5 6 7	Enhances others' productivity
Makes people feel "micro-managed"	1 2 3 4 5 6 7	Makes people feel "empowered"
Brings out the worst in people	1 2 3 4 5 6 7	Brings out the best in people
Emphasizes short-term performance	1 2 3 4 5 6 7	Emphasizes long-term effectiveness
Reinforces organizational rigidity	1 2 3 4 5 6 7	Promotes organizational adaptability

Personal Effectiveness

Tense and stressed-out	1 2 3 4 5 6 7	Relaxed and at ease
Not ready for promotion at this time	1 2 3 4 5 6 7	Ready for promotion to a higher level
Reacts to feedback defensively	1 2 3 4 5 6 7	Accepts feedback constructively
Not interested in self-development	1 2 3 4 5 6 7	Interested in self-development

Balance

OVERRATED by organization	1 2 3 4 5 6 7	Undervalued by organization
Enjoys more authority than warranted	1 2 3 4 5 6 7	Deserves more authority than granted
Has advanced his/her own success	1 2 3 4 5 6 7	Has advanced the firm's success

Turn to the next page after you have indicated your responses.

In general, when leaders are asked to respond to this brief survey, they circle "6's" and "7's" for the Organizational and Personal Effectiveness items and mid-range responses (usually "4's" and "5's") for the Balance items.

With respect to **Organizational Effectiveness**, leaders would like to be viewed by the people around them as being visionary and future-oriented, promoting empowerment and productivity, bringing out the best in people, and concerned with long-term performance.

Similarly, with respect to **Personal Effectiveness**, leaders generally prefer to be viewed as relaxed and at ease, ready for promotion to a higher level, accepting of feedback, and interested in self-development.

In terms of **Balance**, the typical leader prefers to be viewed as being properly valued by the organization (i.e., approximately midway between overrated and undervalued or more toward the latter) and as exercising an appropriate amount of authority (i.e., again, about midway between having too much or too little authority or more toward the latter). Similarly, leaders typically like to be viewed as having advanced the success of their organizations to the same or a greater extent as their own success.

Current Effectiveness

The people who completed the **Leadership/Impact** survey for you were asked to respond to the same effectiveness items you just reviewed. Their average responses to these items are presented on the next two pages. Based on historical data, scores of around 5.0 are average. On the other hand, scores of above 5.5 on the organizational and personal effectiveness items and around 5.0 on the balance items are desirable for most leaders.

With respect to agreement, the majority of your respondents (approximately 67% of them) fall within the range depicted by the standard deviation for the items. Standard deviations around 1.75 suggest a relatively high amount of *inconsistency* among the descriptions provided by respondents whereas standard deviations around 1.0 represent an average amount of agreement with respect to these items.

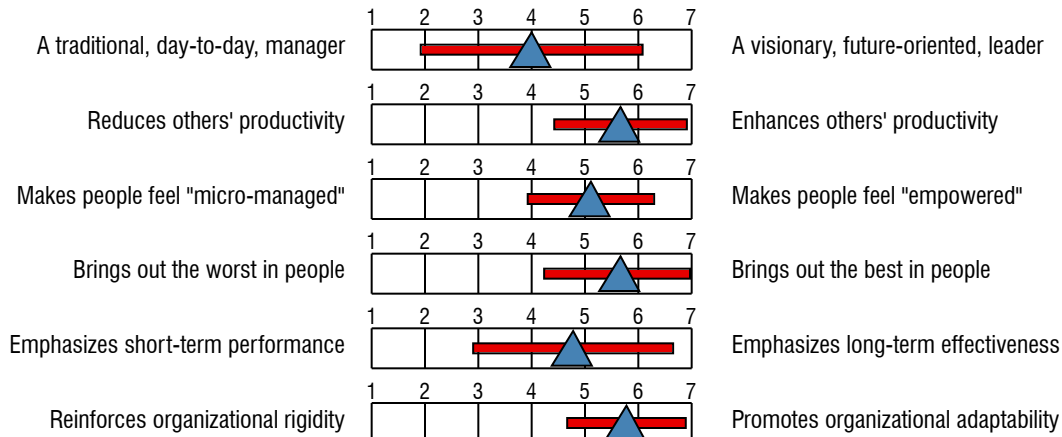
In reviewing these results, you should keep in mind that the effectiveness "grades" received by the great majority of leaders are not as positive as they desire. In this regard, the presentation of these results is not intended to be a source of frustration or disappointment. Rather, the intention is to motivate change and development by providing an estimate of the "gap" between one's current effectiveness and their desired level of effectiveness.

Current Effectiveness

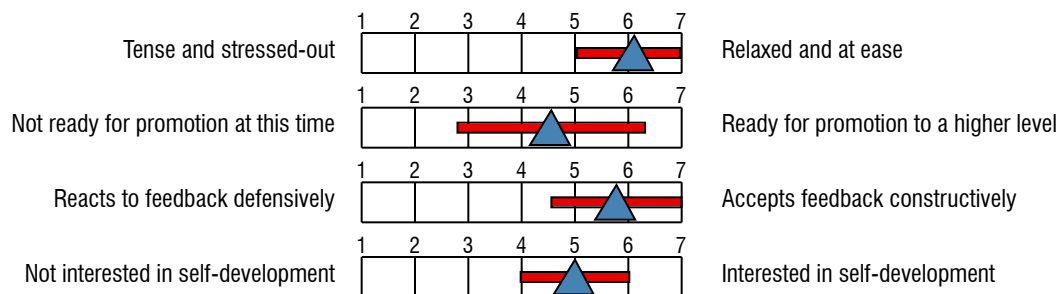
Responses by: *All Others*

N = 9

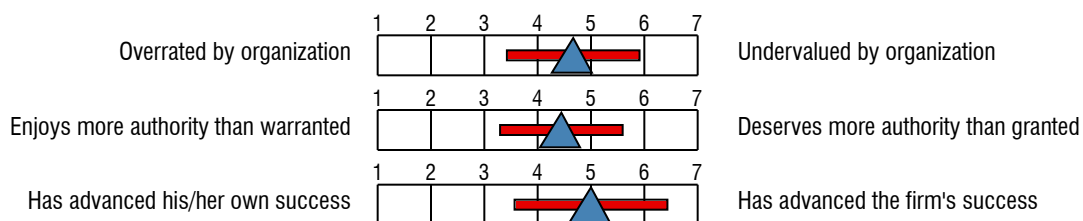
Organizational Effectiveness



Personal Effectiveness



Balance



KEY: Average of All Others' responses (i.e. Description by Others)
 Standard deviation across Others' responses.
 NR = No Response

Organizational Effectiveness

Responses by: All Others	MEAN	STANDARD DEVIATION
A visionary, future-oriented, leader...	4.00	2.06
Enhances others' productivity...	5.67	1.22
Makes people feel "empowered"...	5.11	1.17
Brings out the best in people...	5.67	1.41
Emphasizes long-term effectiveness...	4.78	1.86
Promotes organizational adaptability...	5.78	1.09

Personal Effectiveness

Responses by: All Others	MEAN	STANDARD DEVIATION
Relaxed and at ease...	6.11	1.05
Ready for promotion to a higher level...	4.56	1.74
Accepts feedback constructively...	5.78	1.20
Interested in self-development...	5.00	1.00

Balance*

Responses by: All Others	MEAN	STANDARD DEVIATION
Overrated/undervalued by organization...	4.67	1.22
Enjoys/deserves more authority...	4.44	1.13
Has advanced own/firm's success...	5.00	1.41

* For the Balance items, results towards the middle of the scale (5.0) are desirable.
 NR = No Response

What Drives Your Leadership Effectiveness?

Managers potentially have numerous tools at their disposal for increasing their effectiveness. The most important tools revolve around the strategies, skills, and behaviors that have been shown—through research—to be related to measures of leadership performance. Our research has demonstrated that at least two important sets of factors determine leadership effectiveness:

Leadership Strategies and **Impact on Others**.

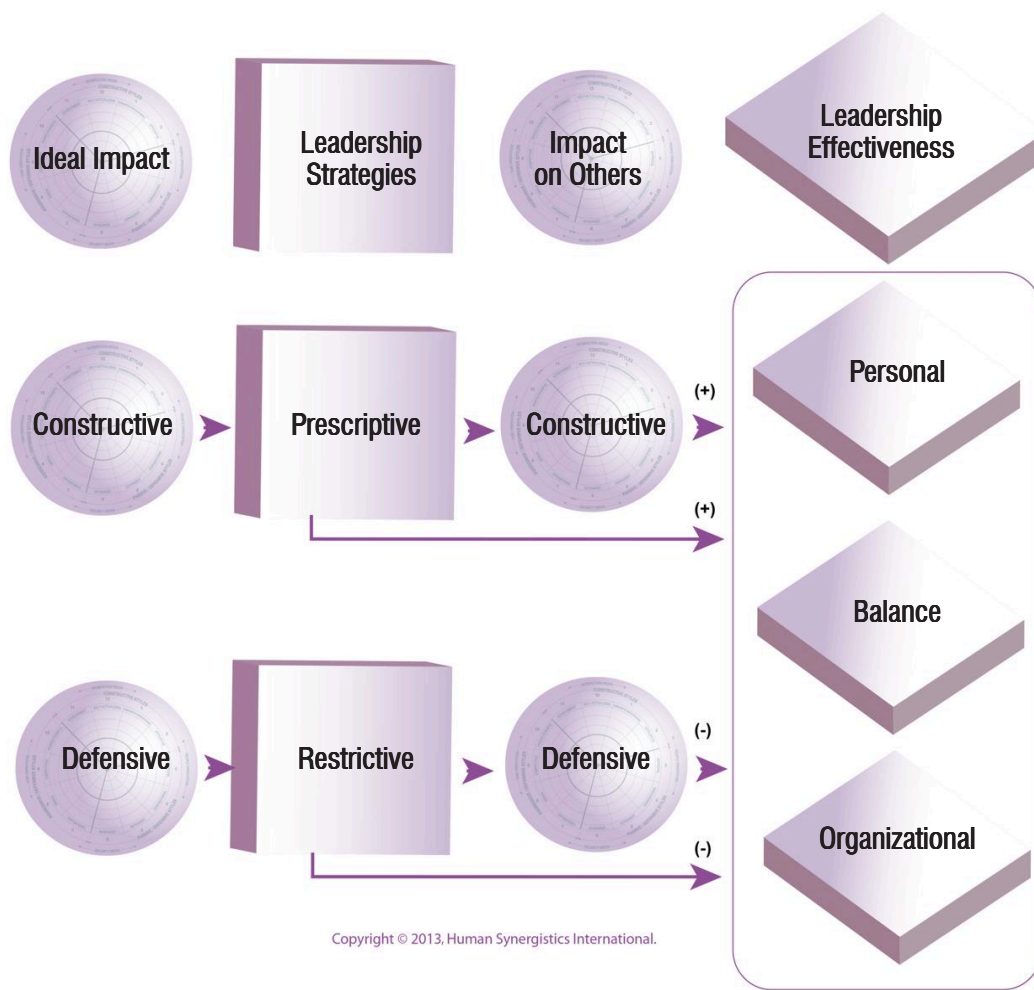
The remainder of this report is designed to provide you with information about your **Leadership Strategies** and your **Impact on Others**. At the most general level, you are likely to exhibit a combination of two different leadership **Strategies**—prescriptive and restrictive. Prescriptive strategies are those techniques that guide or direct the activities and behaviors of others toward goals, opportunities, and methods for task accomplishment. Restrictive strategies are those that constrain or prohibit activities and behaviors with respect to goals, opportunities, and methods.

Prescriptive strategies generally are more effective than restrictive strategies. This is partly because the former serve to define a direction for the system, establish structures for organizational learning and adaptation, and support processes for problem solving and the integration of organizational components. Possibly most importantly, however, prescriptive strategies on the part of leaders create and reinforce an organizational culture that communicates constructive norms and expectations to members.

Though concepts such as "culture" and constructive "norms" are somewhat abstract, they translate into more tangible things such as the leader's impact on the behavior and performance of organizational or subunit members. This **Impact on Others** can be either constructive or defensive. Leaders with a constructive impact motivate people to think and behave in achievement-oriented and cooperative ways that emphasize growth and development. In contrast, leaders with a defensive impact drive people to think and behave in either aggressive or passive ways to protect their status and position. Constructive behaviors not only lead to better performance than do defensive behaviors, they also result in higher levels of personal satisfaction and lower levels of stress. As such, most leaders describe their ideal impact (i.e., the behaviors they *should* encourage on the part of others to optimize performance and long-term effectiveness) as Constructive.

Our studies of leaders have shown that those who emphasize prescriptive strategies have a constructive impact and those who emphasize restrictive strategies have a defensive impact. Thus, given that the performance of leaders ultimately depends upon the quality of the performance of the people around them, prescriptive leaders are more effective than those who are restrictive.

These relationships among the leadership strategies, impact on others, and leadership effectiveness results are illustrated below.



Thus, you can improve your leadership effectiveness by having a more constructive, and less defensive, impact on the behavior of others. In turn, you can achieve a more constructive and less defensive impact by emphasizing prescriptive over restrictive leadership strategies.

Most leaders, however, do not have a full understanding of the impact they currently are having on others. Similarly, it is difficult for many to differentiate between prescriptive and restrictive strategies and to estimate the degree to which they rely on these alternative approaches. The remainder of this report provides you with otherwise unavailable insights into your impact on people and the strategies that account for that impact.

IMPACT ON OTHERS

The Impact of Leaders

By definition, a leader has a significant impact on the thinking, behavior, and the performance of the people around him or her. Whether intentionally or unintentionally, or directly or indirectly, leaders motivate or drive people to behave in certain ways. This impact, either positive or negative, is typically sufficiently strong to be discernable and measurable.

Leadership/Impact measures the influence of leaders with respect to Constructive behaviors and two types of Defensive behaviors:

Constructive Behaviors: A leader can encourage and motivate others to relate to people and approach their work in ways that help them to personally meet their higher-order needs for growth and satisfaction. The specific Constructive behaviors that can be promoted by leaders are *Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative*.

Passive/Defensive Behaviors: A leader can drive and reinforce others to interact with the people around them in self-protective ways that will not threaten their own security. The specific Passive/Defensive behaviors that can be attributed to leaders are *Approval, Conventional, Dependent, and Avoidance*.

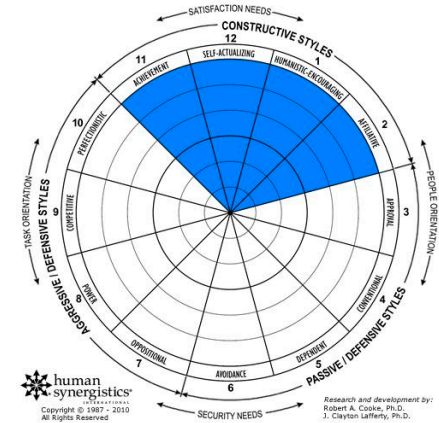
Aggressive/Defensive Behaviors: A leader can drive and motivate others to approach their task-related activities in forceful ways to protect their status and security. The specific Aggressive/Defensive behaviors that can be promoted by leaders are *Oppositional, Power, Competitive, and Perfectionistic*.

As shown on the Impact on Others profile, these three sets of behaviors can be arranged around a *circumplex* or circular profile to show the type of impact a leader is having on others. The twelve more specific behaviors are placed on this circumplex in terms of their degree of similarity (with relatively similar behaviors situated close to one another). Behaviors that are relatively *people-oriented* are placed on the right side of the circumplex; behaviors that are more *task-oriented* are placed on the left side. Similarly, behaviors that are associated with the fulfillment of *higher-order growth and satisfaction needs* are placed near the top of the circumplex; behaviors that are associated with the maintenance of *lower-order security needs* are placed near the bottom.

More detailed descriptions of the Constructive, Passive/Defensive, and Aggressive/Defensive behaviors are provided on the following pages.

Constructive Impact

The impact of certain leaders on others is primarily Constructive. Their leadership strategies do not unnecessarily threaten the security of others, create ambiguity or anxiety, nor provoke defensiveness or forceful reactions. Instead, they create an environment that stimulates people's needs for growth and achievement and encourages them to think and behave in ways that will enable them to satisfy those needs. These behaviors reflect a balanced concern for people and tasks, an orientation toward the attainment of personal and organizational goals, and a commitment to reaching those goals through cooperative efforts.



The specific behaviors associated with a Constructive impact therefore enable people to meet their *satisfaction* needs through both the way they approach their tasks and their interactions with people.

Achievement: The leader motivates and encourages others to set challenging but realistic goals, establish plans to reach those goals, and pursue them with enthusiasm.

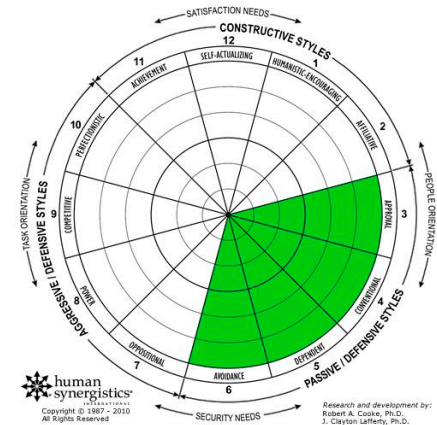
Self-Actualizing: The leader motivates and encourages others to gain enjoyment from their work, develop themselves professionally, and approach problems with interest, creativity and integrity.

Humanistic-Encouraging: The leader motivates and encourages others to be supportive of people, help those around them to grow and develop, and provide them with positive feedback.

Affiliative: The leader motivates and encourages others to treat people as members of the team, be sensitive to the needs of others, and interact in friendly and cooperative ways.

Passive/Defensive Impact

The impact of other leaders on people is predominantly Passive/Defensive. Possibly inadvertently, these leaders adopt strategies that lead others to feel insecure or apprehensive, controlled and constrained, and uneasy about interpersonal relations within the organization. In the extreme, such leaders create an environment that accentuates people's needs for security and induces them to satisfy these needs by relating to others in cautious and guarded ways. These behaviors reflect a concern for people rather than tasks, a tendency to subordinate oneself to the organization and, paradoxically, the feeling that it is more appropriate to "play it safe" rather than take reasonable risks that are in the best interest of the organization.



The specific behaviors associated with a Passive/Defensive impact therefore require people to meet their *security* needs through their interactions with others:

Approval: The leader motivates and requires others to gain the full agreement of those around them, "go along" with people, and maintain (superficially) pleasant interpersonal relationships.

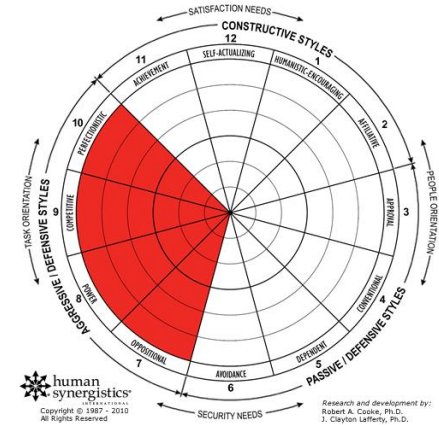
Conventional: The leader motivates and requires others to conform, fit into the "mold," and follow rules, policies, and standard operating procedures.

Dependent: The leader motivates and requires others to do only what they are told, clear all decisions with superiors, and please those in positions of authority.

Avoidance: The leader motivates and requires others to shift responsibilities to other members, maintain a low profile, and avoid any possibility of being blamed for a mistake.

Aggressive/Defensive Impact

The impact of yet other leaders is mainly Aggressive/ Defensive. Directly or indirectly, these leaders exhibit strategies that lead others to feel anxious about their status and influence, worry about how they look relative to others, and fixate on short-term (and sometimes irrelevant) performance criteria. In the extreme, such leaders create an environment that accentuates peoples' needs to enhance their status and security and drives them to meet those needs by approaching their activities in aggressive and forceful ways. These behaviors reflect a concern for tasks at the expense of people, a tendency to place one's own needs over those of the organization, and an aggressive pursuit of one's own objectives versus those of other members and units.



The specific behaviors associated with an Aggressive/Defensive impact therefore require people to protect their status and *security* needs through the way they approach their tasks:

Oppositional: The leader motivates and drives others to point out mistakes, gain status by being critical, and dismiss even good ideas due to minor flaws.

Power: The leader motivates and drives others to act forceful and aggressive, control the people around them, and build up their power base.

Competitive: The leader motivates and drives others to operate in a "win/lose" framework, outperform their peers, and do anything necessary to look good.

Perfectionistic: The leader motivates and drives others to set unrealistically high goals, stay on top of every detail, and work long hours to attain narrowly defined objectives.

Impact (Description by Others)

Your **Impact on Others** profile graphically depicts for you the impact you are having on those with whom you interact. The profile is based on the combined responses of the other people you selected to describe your impact and leadership strategies. The length of the extension (i.e., the filled-in area) along each sector of the circumplex reflects the magnitude of your impact with respect to each of the twelve behaviors previously described. A long extension along a particular behavior means that you strongly motivate people to exhibit that behavior, a short extension means that you do not encourage or drive people to think and behave in that way.

Your results have been profiled against results for approximately 5,000 managers. In other words, your raw scores along each of the twelve impact sectors have been converted into percentile or normed scores. The five concentric circles on the profile represent the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. The center of the circle represents the 0 percentile and the outer ring represents the 99th percentile. Thus, for example, if the extension along the Affiliative style reaches the 4th concentric circle, your impact with respect to this style is stronger than that of approximately 75% of the leaders for whom data are available. Similarly, if the extension along the Power style reaches only the 2nd circle, your impact with respect to this style is stronger than that of about 25% (and weaker than that of 75%) of the leaders in the data set.

As a result of this norming process, most managers find that they are having a relatively strong impact in terms of various behaviors—including some of the Defensive behaviors. In interpreting these results, it is therefore important to remember that they represent your impact relative to others in leadership positions. Therefore, by definition, the impact of a manager in terms of any of the twelve behaviors has an equal probability of falling above or below the median (that is, the 3rd circle representing the 50th percentile).

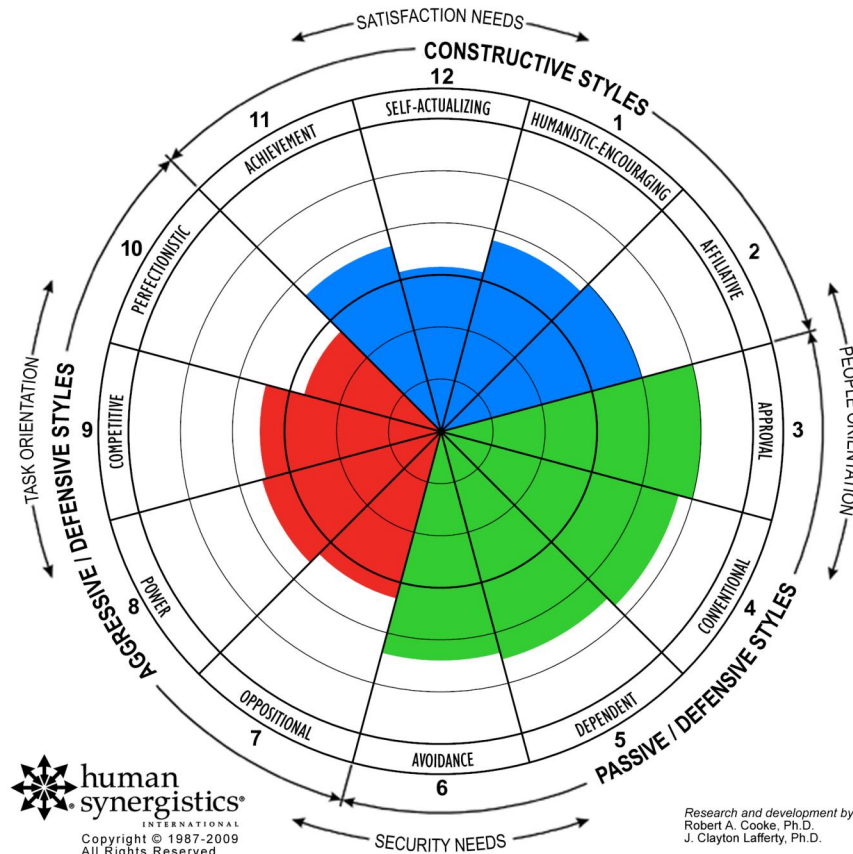
Supplementing your **Impact on Others** profile are tables summarizing the percentile scores, raw scores, and standard deviations for each of the twelve behaviors. The percentile scores are the scores plotted on the profile and the raw scores are your "unadjusted" impact scores (based on the average of the scores for the people who described your impact). The standard deviation reflects the amount of consistency or inconsistency in the responses of the people describing you. If the standard deviation is small (e.g., below 3), the people describing you basically agree on your impact with respect to the behavior. If the standard deviation is large (e.g., above 6), there is some disagreement among respondents regarding the behavior in question.

In interpreting your results, you should place greater emphasis on the profile extensions and the percentile scores than on the raw scores. Similarly, the profile extensions and percentile scores are more important than the standard deviations. However, if your standard deviation with respect to certain behavioral styles is particularly large (e.g., greater than 6 or 7), it is worth noting that respondents basically disagree about the extent to which you motivate those behaviors. Such disagreement may simply reflect differences among the respondents themselves—and their needs, expectations, and perceptions. However, it might also indicate that you relate to different people in different ways or do not consistently communicate the same expectations to all your people. This would suggest that you could increase your average impact along a Constructive style (or decrease your average impact along a Defensive style) by interacting and communicating with others in a more consistent way.

Impact on Others

Responses by: *All Others*

N = 9



Strongest Overall Impact on Others is Passive/Defensive

With respect to the twelve behaviors measured, your...

Primary behavioral impact is Approval

More specifically, you lead people to:

- "go along" with others
- put forth only those ideas and suggestions that are likely to "please" others
- refrain from taking controversial or unpopular actions

Secondary behavioral impact is Conventional


More specifically, you lead people to:


- strictly adhere to policies and standard operating procedures
- refer to rules and procedures to justify their actions
- give the appearance they're conforming (even when trying something new or different)


Impact on Others

Responses by: *All Others*

N = 9

Constructive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
 <p>A circular radar chart with four axes: Humanistic-Encouraging, Affiliative, Achievement, and Self-Actualizing. The chart shows scores for 'All Others' (N=9) in blue. The scores are: Humanistic-Encouraging (70%), Affiliative (75%), Achievement (67%), and Self-Actualizing (54%).</p>	Humanistic-Encouraging	70%	23.44	6.89
	Affiliative	75%	25.67	4.50
	Achievement	67%	23.11	5.80
	Self-Actualizing	54%	21.67	7.62

Passive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
 <p>A circular radar chart with four axes: Approval, Conventional, Dependent, and Avoidance. The chart shows scores for 'All Others' (N=9) in green. The scores are: Approval (90%), Conventional (86%), Dependent (83%), and Avoidance (81%).</p>	Approval	90%	11.22	5.87
	Conventional	86%	13.00	5.52
	Dependent	83%	13.56	7.47
	Avoidance	81%	9.11	5.01

Aggressive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
 <p>A circular radar chart with four axes: Oppositional, Power, Competitive, and Perfectionistic. The chart shows scores for 'All Others' (N=9) in red. The scores are: Oppositional (58%), Power (64%), Competitive (62%), and Perfectionistic (43%).</p>	Oppositional	58%	7.67	5.55
	Power	64%	12.89	4.34
	Competitive	62%	5.67	4.80
	Perfectionistic	43%	9.22	4.38

Ideal Impact (Self Report)

The profile that follows depicts your self-reported **Ideal Impact** on Others. A supplementary table is provided with your percentile and raw scores along each behavior. This ideal profile is based exclusively on your own responses to the section of **Leadership/Impact** that asked you to describe the behaviors that you would like to promote on the part of the people with whom you work. In responding, you were asked to think in terms of the behaviors that would maximize individual performance and enhance the long-term effectiveness of the organization.

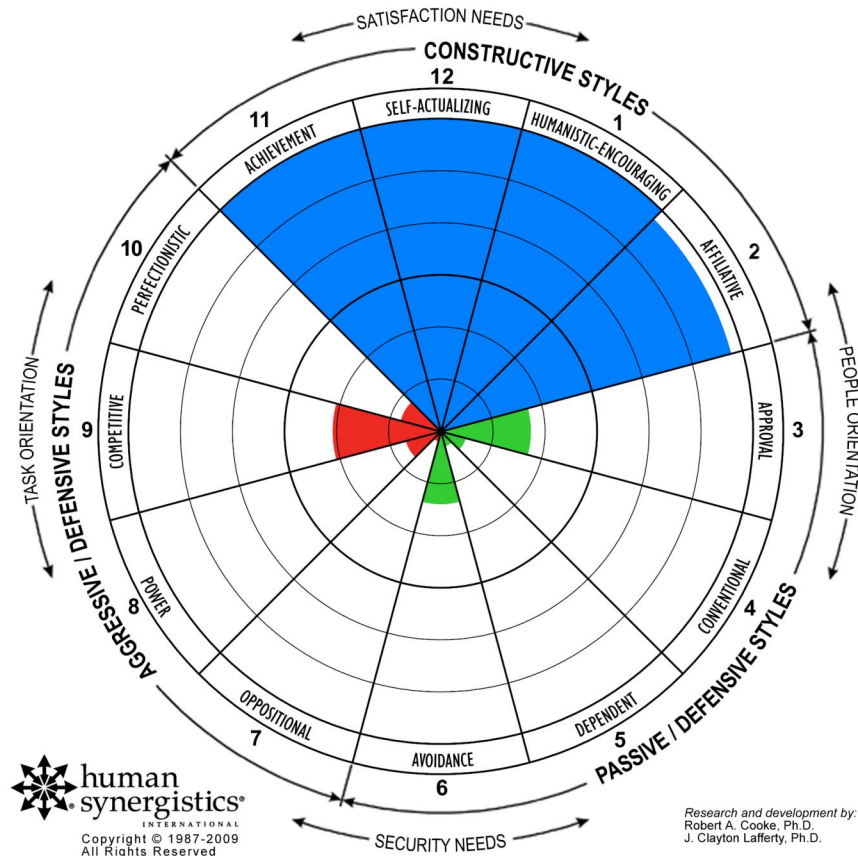
Generally, ideal impact profiles show strong extensions along the four Constructive behaviors and relatively weak extensions along the Passive/Defensive and Aggressive/Defensive behaviors. In most cases, the extensions along the Passive/Defensive sectors are minimal or non-existent—indicating that leaders do not feel that these are appropriate behaviors to encourage. Ideal extensions along the Aggressive/Defensive sectors tend to be almost as weak with, at most, moderate extensions along possibly the Competitive or Power sectors.

These ideal profiles, with major extensions along the Constructive behaviors, are logical and meaningful within the context of most Western, post-industrial societies. First, though differences do exist across countries, the Constructive behaviors generally are consistent with the cultural values (e.g., independence, equality of opportunity) and higher-order needs (e.g., achievement, self-actualization) reported by members of organizations within the United States, Canada, United Kingdom, Australia, New Zealand, and a number of other countries studied. Given their consistency with these needs and values, the Constructive behaviors have far greater motivational potential than do the Defensive behaviors. Second, research has shown that, at the individual level, Constructive thinking and behavioral styles are positively associated with outcomes such as individual well-being, assessments of performance, and quality of interpersonal relations. In contrast, Passive/Defensive behaviors are associated with lower effectiveness and Aggressive/Defensive behaviors with strain and less-adequate work relationships. Third, research on organizational culture has shown that norms and expectations for Constructive behaviors are related to cooperation and teamwork, effective problem solving, and high quality service. As such, it is reasonable that managers emphasize the Constructive behaviors in describing the impact they ideally would like to have on the people around them.

For most managers, there are significant differences or "gaps" between their Ideal Impact profile and the profile showing their current impact on others. In fact, relatively few managers receive feedback indicating that their current impact is as Constructive as their preferred impact—and for other managers, the gap between current and ideal may be too great to completely eliminate. Nevertheless, the ideal profile provides a meaningful target toward which people can direct their leadership development efforts.

Ideal Impact

Responses by: *Self*



Strongest Overall Ideal Impact is Constructive

With respect to the twelve behaviors measured, your...

Primary ideal impact is Humanistic-Encouraging Secondary ideal impact is Achievement

More specifically, you would like to lead people to:

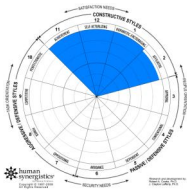
- bring attention to and reward good performance by others
- discuss decisions with those who will be affected by them
- show concern for the needs of others when resolving conflicts


More specifically, you would like to lead people to:

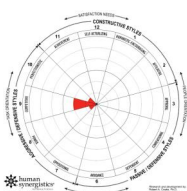
- strive for excellence
- take "ownership" over decisions and actions
- take initiative when opportunities arise

Ideal Impact

Responses by: *Self*

Constructive Behaviors	PERCENTILE SCORE	RAW SCORE
 <p>A circular radar chart with 12 axes. The top half (6 axes) is labeled 'CONSTRUCTIVE BEHAVIORS' and the bottom half (6 axes) is labeled 'PASSIVE/DEFENSIVE BEHAVIORS'. The top half includes 'HUMANISTIC-ENCOURAGING', 'AFFILIATIVE', 'ACHIEVEMENT', 'SELF-ACTUALIZING', 'CONVENTIONAL', and 'DEPENDENT'. The bottom half includes 'APPROVAL', 'POWER', 'COMPETITIVE', 'PERFECTIONISTIC', 'OPPOSITIONAL', and 'AVOIDANCE'. The chart shows a blue shaded area representing the subject's scores, which are high in the constructive behaviors section and low in the passive/defensive section.</p>	99%	31.00
	97%	29.00
	99%	30.00
	99%	29.00

Passive/Defensive Behaviors	PERCENTILE SCORE	RAW SCORE
 <p>A circular radar chart with 12 axes. The top half (6 axes) is labeled 'CONSTRUCTIVE BEHAVIORS' and the bottom half (6 axes) is labeled 'PASSIVE/DEFENSIVE BEHAVIORS'. The top half includes 'HUMANISTIC-ENCOURAGING', 'AFFILIATIVE', 'ACHIEVEMENT', 'SELF-ACTUALIZING', 'CONVENTIONAL', and 'DEPENDENT'. The bottom half includes 'APPROVAL', 'POWER', 'COMPETITIVE', 'PERFECTIONISTIC', 'OPPOSITIONAL', and 'AVOIDANCE'. The chart shows a green shaded area representing the subject's scores, which are low in the passive/defensive behaviors section and high in the constructive behaviors section.</p>	21%	5.00
	5%	5.00
	3%	6.00
	16%	4.00

Aggressive/Defensive Behaviors	PERCENTILE SCORE	RAW SCORE
 <p>A circular radar chart with 12 axes. The top half (6 axes) is labeled 'CONSTRUCTIVE BEHAVIORS' and the bottom half (6 axes) is labeled 'PASSIVE/DEFENSIVE BEHAVIORS'. The top half includes 'HUMANISTIC-ENCOURAGING', 'AFFILIATIVE', 'ACHIEVEMENT', 'SELF-ACTUALIZING', 'CONVENTIONAL', and 'DEPENDENT'. The bottom half includes 'APPROVAL', 'POWER', 'COMPETITIVE', 'PERFECTIONISTIC', 'OPPOSITIONAL', and 'AVOIDANCE'. The chart shows a red shaded area representing the subject's scores, which are low in the aggressive/defensive behaviors section and high in the constructive behaviors section.</p>	2%	2.00
	7%	7.00
	27%	3.00
	8%	6.00

Impact on Others Versus Ideal Impact

Next, your **Impact on Others** profile is reproduced along with your **Ideal Impact** profile to allow you to review the differences or "gaps" between your current and preferred impact. Summarized below the profiles are: the general set of behaviors along which the average gap is greatest; the two specific behaviors along which the gaps are the greatest; and the survey items associated with those specific behaviors.

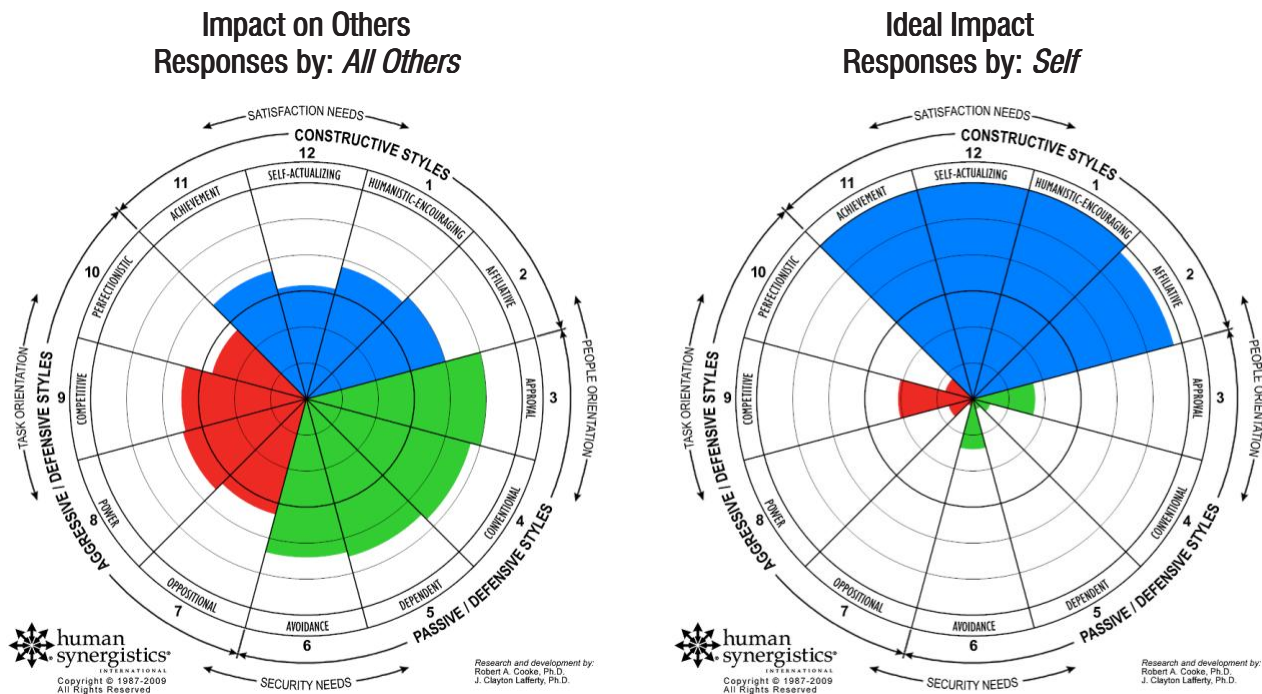
Immediately following the two profiles are tables summarizing your current impact percentile score, ideal impact percentile score, and "percentage gap" along each of the twelve behavioral styles. The percentile gap score for each behavioral style was calculated by subtracting the ideal impact percentile score from the current impact percentile score.

For the Constructive styles, a negative (-) gap indicates that your current impact is **weaker** than you would like it to be. A zero (0) gap score indicates that your impact with respect to the behavior is as **strong** as, or even **stronger** than, your ideal.

For the Defensive styles, a positive (+) gap indicates that your current impact is **stronger** than you would like it to be. A zero (0) gap indicates that your impact with respect to the behavior is as **weak** as, or even **weaker** than, your ideal.

Finally, if you have requested 360° Feedback, separate **Impact on Others** profiles are provided for your direct reports, peers, your manager(s), and any other groups specified. These profiles are not included if they were not requested or if the number of respondents was too small to maintain the confidentiality of the individuals providing the data.

Impact on Others Versus Ideal Impact



Overall, the largest gaps between your Impact on Others and Ideal Impact profiles are along the **Passive/Defensive** behaviors.

With respect to the twelve behaviors measured...

The largest gap is Conventional

More specifically, you would like to change the extent to which you motivate people to:

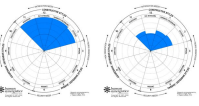
- strictly adhere to policies and standard operating procedures
- give the appearance they're conforming (even when trying something new or different)
- accept the "status quo"


The next largest gap is Dependent

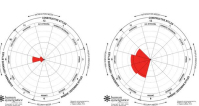
More specifically, you would like to change the extent to which you motivate people to:

- be reactive rather than proactive
- refrain from challenging or questioning superiors
- follow orders, even if they have a better idea

Impact on Others Versus Ideal Impact

Constructive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTILE GAP
	Humanistic-Encouraging	70%	99%	-29%
	Affiliative	75%	97%	-22%
	Achievement	67%	99%	-32%
	Self-Actualizing	54%	99%	-45%

Passive/Defensive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTILE GAP
	Approval	90%	21%	+69%
	Conventional	86%	5%	+81%
	Dependent	83%	3%	+80%
	Avoidance	81%	16%	+65%

Aggressive/Defensive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTILE GAP
	Oppositional	58%	2%	+56%
	Power	64%	7%	+57%
	Competitive	62%	27%	+35%
	Perfectionistic	43%	8%	+35%

Gap = Impact on Others - Ideal Impact

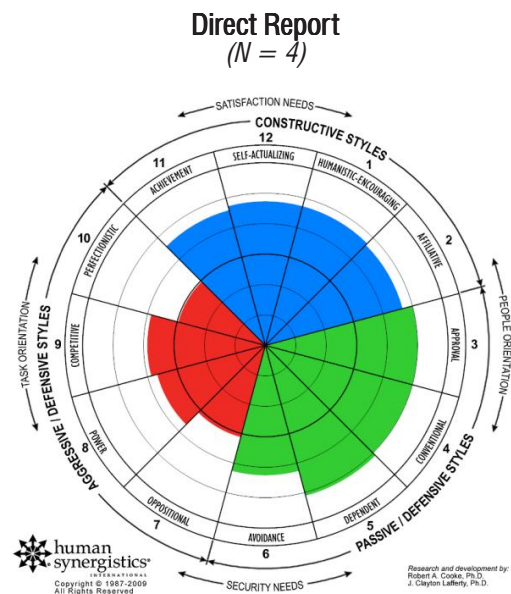
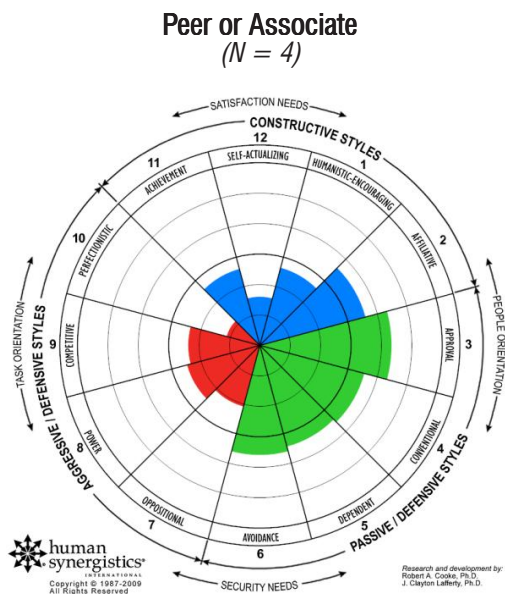
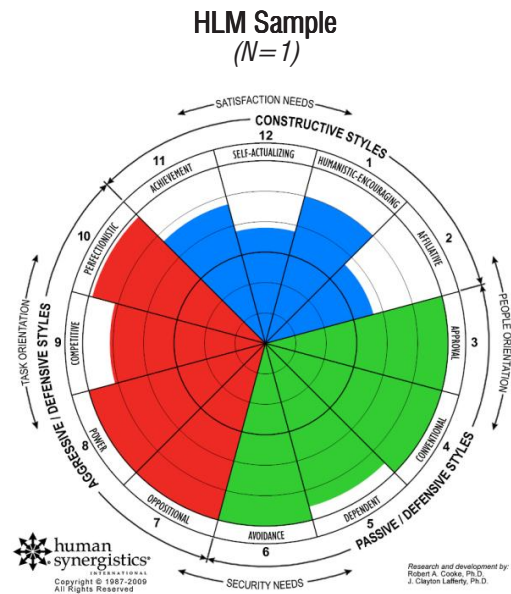
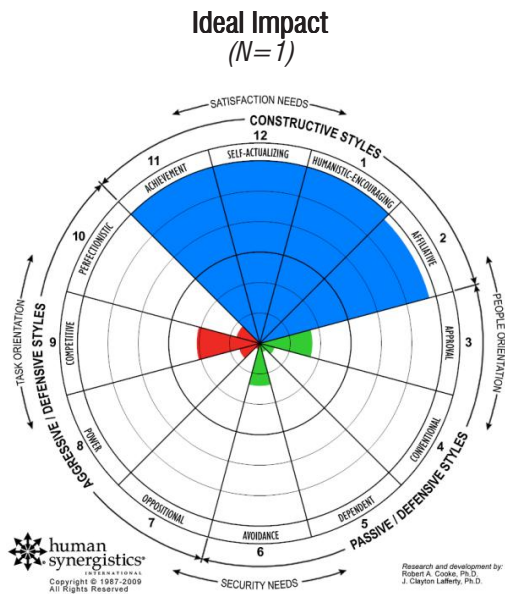
"-" gap indicates that your current impact is weaker than you would like.

"+" gap indicates that your current impact is stronger than you would like.

"0" gap indicates that your current impact is equal or superior to your ideal.

Impact on Others Versus Ideal Impact: 360° Feedback

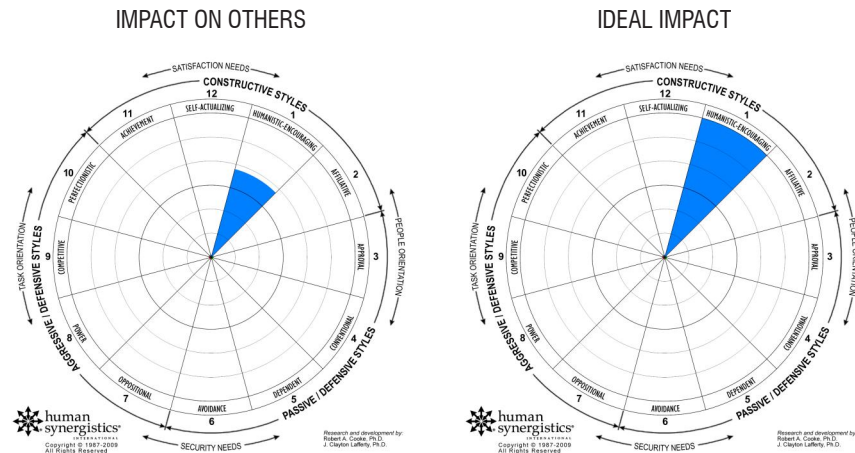
Your **Impact on Others** results are shown below for the various groups who described you on the **Leadership/Impact** survey. Your self-reported **Ideal Impact** also is shown for purposes of comparison.



Item-by-Item Feedback

The **Leadership/Impact** inventory relies on eight items to measure your impact with respect to each of the twelve behaviors. Item-by-item results are provided for each of these behaviors in terms of your Impact on Others (the average raw score across all respondents), your Ideal Impact (based on your self report), and your Others/Ideal Gap (the difference between your current and preferred impact).

This item-by-item feedback enables you to review each behavior and identify the items along which the gap is the greatest. Again, if the gap is negative (-), your current impact is not as great as your preferred impact with respect to the Constructive behavior in question. If the gap is positive (+), your current impact with respect to the Defensive behavior is greater than you feel it should be. A gap of zero indicates that your impact is equal to or even superior to your ideal. The positive and negative gap scores are useful in identifying relatively specific targets for change.

*Constructive Impact:***(1) Humanistic-Encouraging**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
train new people	2.33	4.00	-1.67
assist others in solving work-related problems	2.78	4.00	-1.22
show trust and confidence in their peers and associates	2.78	4.00	-1.22
show concern for the needs of others when resolving conflicts	3.00	4.00	-1.00
actively support others in their career development and growth	3.00	4.00	-1.00
bring attention to and reward good performance by others	3.11	4.00	-0.89
discuss decisions with those who will be affected by them	3.11	4.00	-0.89
share ideas with co-workers to help them improve their performance	3.33	3.00	0.00

KEY:

0 = Not at all

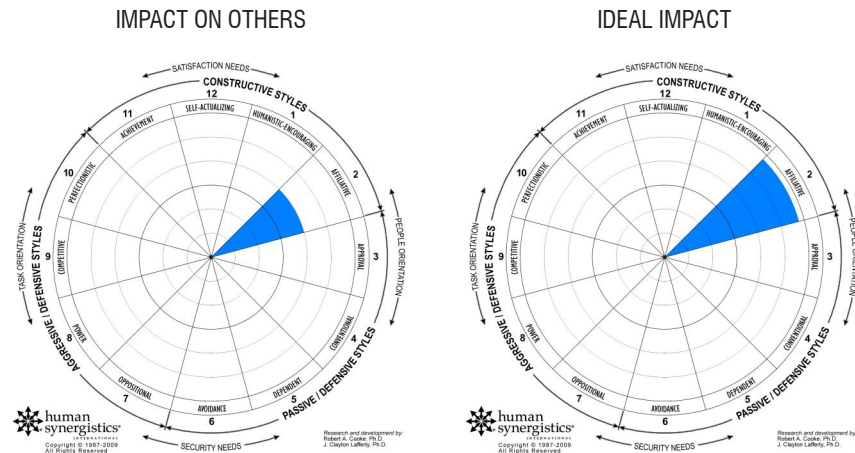
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A negative (-) gap indicates that current impact is weaker than you would prefer

A gap of zero (0.00) indicates that current impact is as strong as, or even stronger than, your ideal

*Constructive Impact:***(2) Affiliative**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
respect peoples' diverse backgrounds and viewpoints	2.78	4.00	-1.22
use good human relation skills	3.22	4.00	-0.78
discuss problems and issues in an open, friendly way	3.22	4.00	-0.78
cooperate with others	3.44	4.00	-0.56
build good personal relationships with others (within the organization)	3.56	4.00	-0.44
keep communication open, informal, and unrestricted	3.00	3.00	0.00
emphasize the importance of the team	3.22	3.00	0.00
maintain congenial relations with others despite differences in opinion	3.22	3.00	0.00

KEY:

0 = Not at all

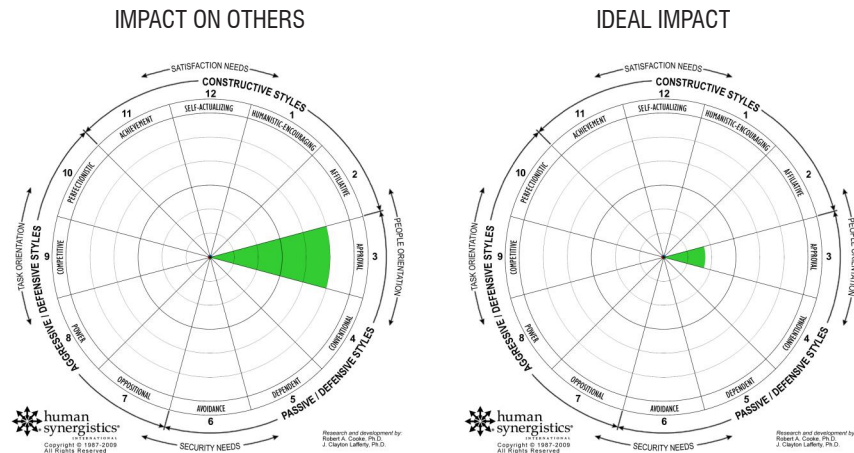
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A negative (-) gap indicates that current impact is weaker than you would prefer

A gap of zero (0.00) indicates that current impact is as strong as, or even stronger than, your ideal

*Passive/Defensive Impact:***(3) Approval**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
"go along" with others	2.44	0.00	2.44
put forth only those ideas and suggestions that are likely to "please" others	1.78	0.00	1.78
withhold even constructive criticism (so as not to offend others)	1.22	0.00	1.22
worry about being accepted as a member of the group	1.00	0.00	1.00
do things for the approval of others	1.44	1.00	0.44
strive to be accepted and part of the "in-group"	1.11	1.00	0.11
refrain from taking controversial or unpopular actions	1.67	2.00	0.00
say things merely to ingratiate themselves with others	0.56	1.00	0.00

KEY:

0 = Not at all

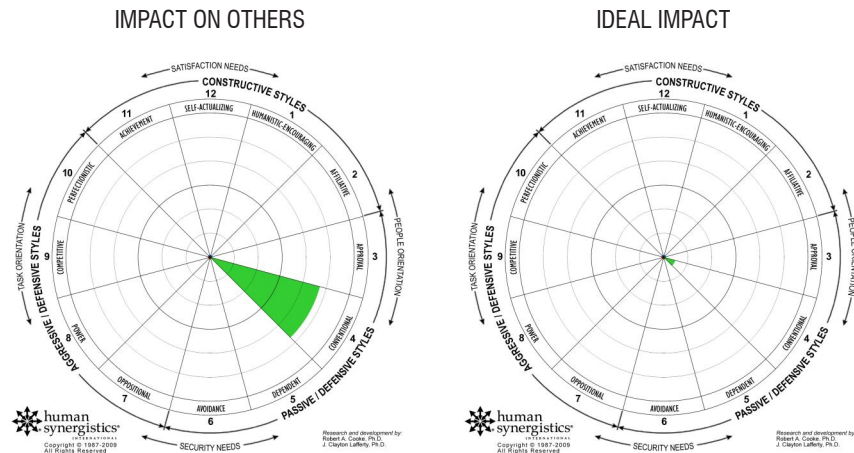
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

*Passive/Defensive Impact:***(4) Conventional**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
strictly adhere to policies and standard operating procedures	3.11	1.00	2.11
give the appearance they're conforming (even when trying something new or different)	1.78	0.00	1.78
accept the "status quo"	1.44	0.00	1.44
refer to rules and procedures to justify their actions	1.78	1.00	0.78
do things the way they've always been done	1.67	1.00	0.67
dismiss new ideas as irrelevant or too "different"	0.67	0.00	0.67
conform and "fit in"	1.44	1.00	0.44
focus on procedures rather than outcomes	1.11	1.00	0.11

KEY:

0 = Not at all

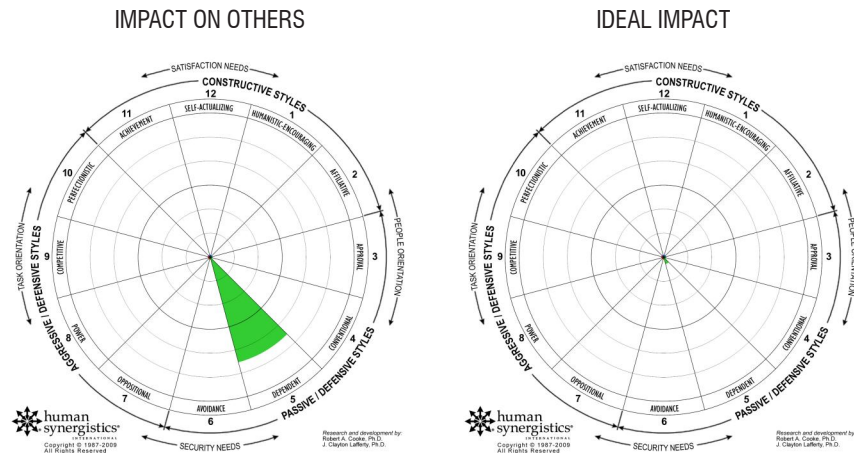
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

*Passive/Defensive Impact:***(5) Dependent**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
be reactive rather than proactive	1.56	0.00	1.56
refrain from challenging or questioning superiors	1.33	0.00	1.33
follow orders, even if they have a better idea	2.00	1.00	1.00
simply do what they're told	2.00	1.00	1.00
delay taking action until receiving clearances or approvals	1.89	1.00	0.89
interrupt their work to respond to "shifting priorities" from above	1.78	1.00	0.78
get permission before changing the way they spend their time/resources	1.56	1.00	0.56
be a good follower	1.44	1.00	0.44

KEY:

0 = Not at all

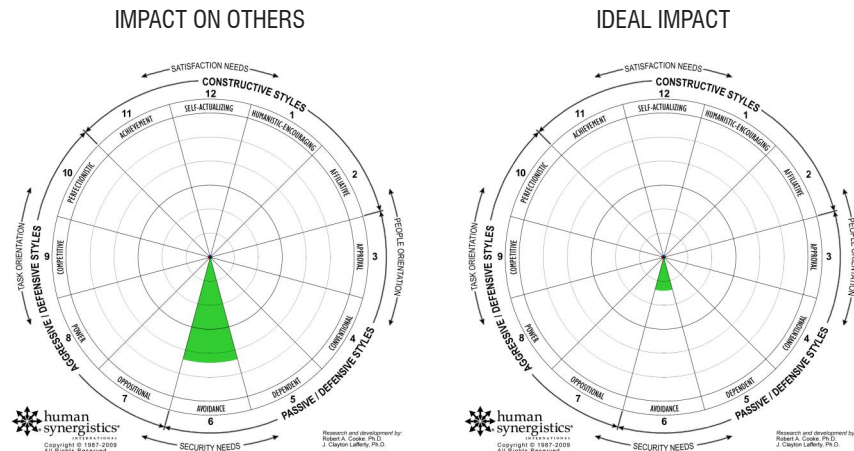
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

*Passive/Defensive Impact:***(6) Avoidance**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
feel apprehensive, insecure about their position and authority	1.33	0.00	1.33
stay away from difficult situations that could make them look bad	1.33	0.00	1.33
take few chances	2.00	1.00	1.00
play it safe and wait for others to act first	1.00	0.00	1.00
minimize communication and contact with you	0.78	0.00	0.78
withdraw from interpersonal conflicts and disagreements	1.22	1.00	0.22
keep their opinions and ideas to themselves	0.89	1.00	0.00
distance themselves from peers who are experiencing problems	0.56	1.00	0.00

KEY:

0 = Not at all

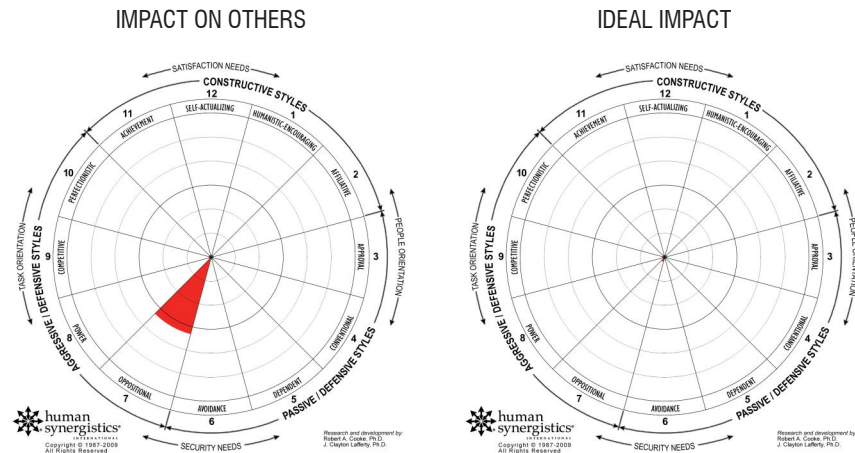
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

Aggressive/Defensive Impact:**(7) Oppositional**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
blame performance problems on other people or work groups	1.22	0.00	1.22
oppose things indirectly	1.22	0.00	1.22
criticize current practices to get their ideas accepted	0.89	0.00	0.89
focus on the negative (e.g., mistakes) rather than the positive (successes)	0.78	0.00	0.78
argue with others rather than work toward viable solutions	0.56	0.00	0.56
be critical and hard to impress	0.56	0.00	0.56
dismiss even good solutions due to minor flaws	1.22	1.00	0.22
scrutinize and challenge decisions made by others	1.22	1.00	0.22

KEY:

0 = Not at all

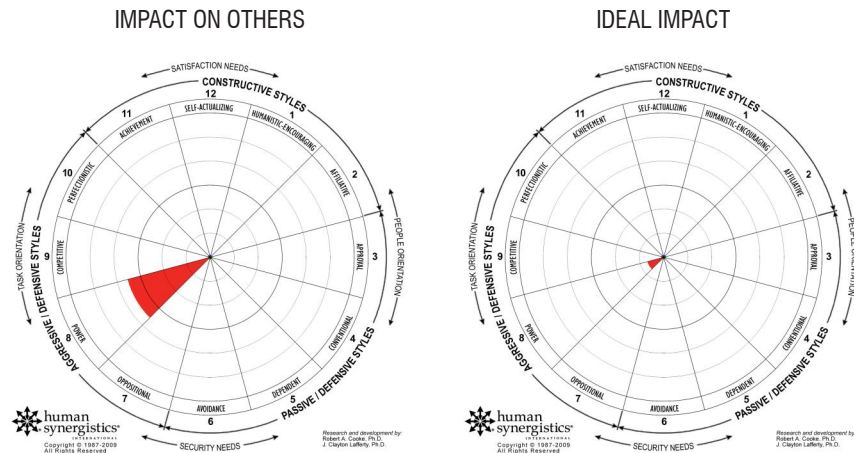
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

Aggressive/Defensive Impact:**(8) Power**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
act forceful	2.33	1.00	1.33
aggressively assert themselves	1.33	0.00	1.33
stay on the offensive	2.11	1.00	1.11
try to come across as hard, tough, and "in command"	0.89	0.00	0.89
protect their power base, maintain their authority	1.67	1.00	0.67
maintain tight control over the people and activities for which they are responsible	2.22	2.00	0.22
provide information to others on a "need-to-know" basis only	1.22	1.00	0.22
"play politics" to gain influence	1.11	1.00	0.11

KEY:

0 = Not at all

4 = To a very great extent

NR = No Response

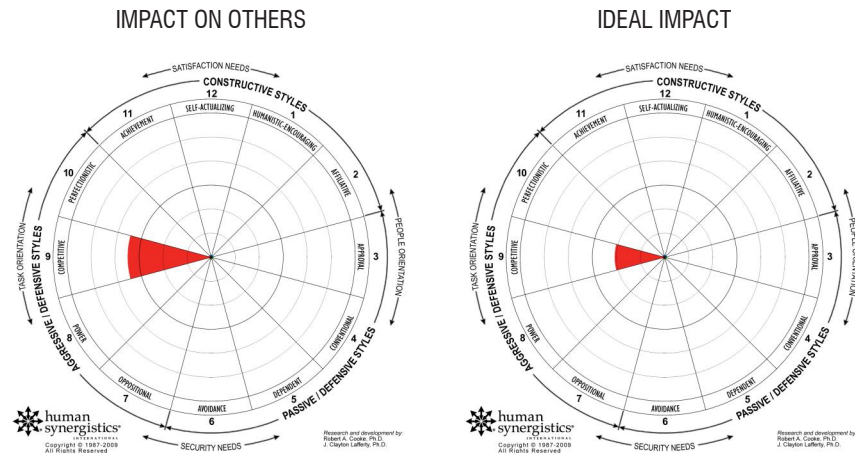
Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

Aggressive/Defensive Impact:

(9) Competitive



Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
manipulate situations to enhance their own position	0.78	0.00	0.78
do things to be seen and noticed	0.78	0.00	0.78
restrict their activities to only those things that will make them look good	0.78	0.00	0.78
exaggerate their performance and accomplishments	0.67	0.00	0.67
view others' successes as personal defeats	0.44	0.00	0.44
constantly compare themselves to their peers	0.89	1.00	0.00
succeed even at the expense of others	0.67	1.00	0.00
turn the job into a contest	0.67	1.00	0.00

KEY:

0 = Not at all

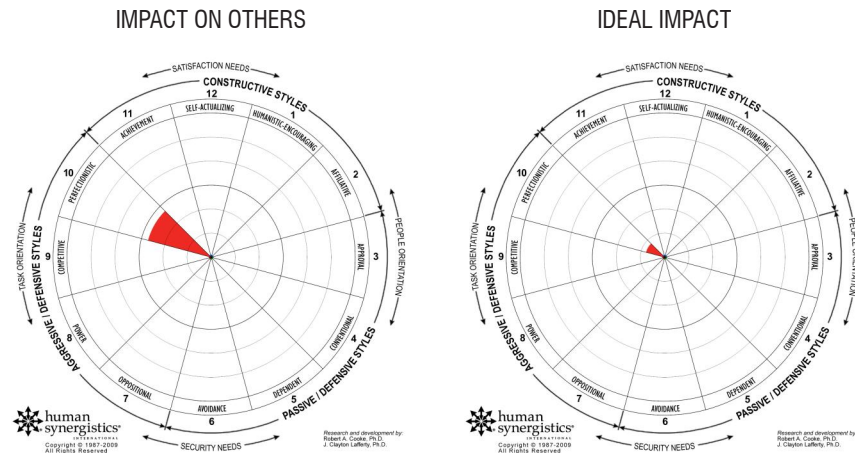
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

Aggressive/Defensive Impact:**(10) Perfectionistic**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
de-emphasize feelings and focus on the task	1.44	0.00	1.44
view work as more important than anything else	1.67	1.00	0.67
view their efforts as deficient unless the outcome is perfect	0.56	0.00	0.56
become preoccupied with details and unnecessary precision	0.44	0.00	0.44
set unrealistically high goals	1.22	1.00	0.22
feel that they have to prove themselves	1.22	1.00	0.22
give the impression they always have the answer or necessary information	1.11	1.00	0.11
work long, hard hours	1.56	2.00	0.00

KEY:

0 = Not at all

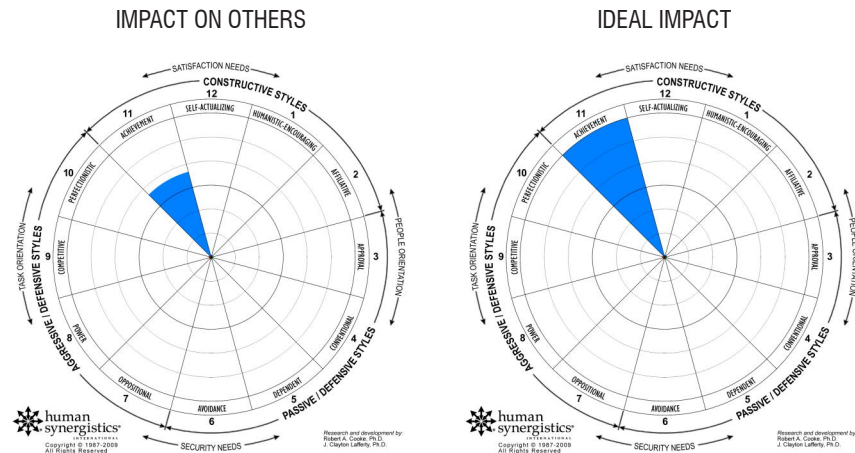
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A positive gap indicates that your current impact is stronger than you would like

A gap of zero (0.00) indicates that current impact is as weak as, or even weaker than, your ideal

*Constructive Impact:***(11) Achievement**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
set priorities and allocate time in accordance with a long-term plan	2.67	4.00	-1.33
set personal goals that are consistent with the vision for the organization	2.89	4.00	-1.11
take on challenging tasks with a sense of confidence	3.00	4.00	-1.00
strive for excellence	3.11	4.00	-0.89
take "ownership" over decisions and actions	3.11	4.00	-0.89
take initiative when opportunities arise	3.11	4.00	-0.89
take reasonable risks to attain better results	2.44	3.00	-0.56
explore alternatives before acting	2.78	3.00	-0.22

KEY:

0 = Not at all

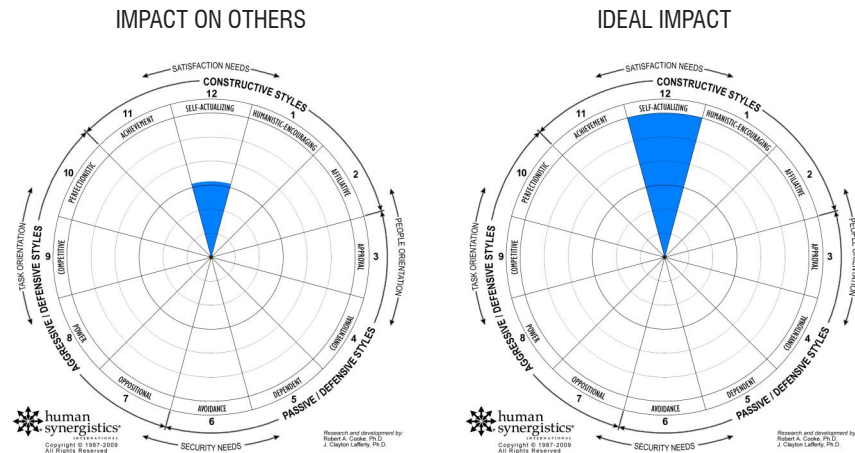
4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A negative (-) gap indicates that current impact is weaker than you would prefer

A gap of zero (0.00) indicates that current impact is as strong as, or even stronger than, your ideal

*Constructive Impact:***(12) Self-Actualizing**

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
broaden their skills and capabilities	2.44	4.00	-1.56
experiment with innovative solutions to problems	2.56	4.00	-1.44
approach their work with creativity — even if it takes extra time	2.56	4.00	-1.44
pursue interesting projects and opportunities	2.67	4.00	-1.33
maintain their integrity and personal standards	2.67	4.00	-1.33
think in unique and independent ways	2.78	3.00	-0.22
gain enjoyment from doing even simple things well	2.89	3.00	-0.11
accept mistakes and learn from them	3.11	3.00	0.00

KEY:

0 = Not at all

4 = To a very great extent

NR = No Response

Gap = Impact on Others - Ideal Impact

A negative (-) gap indicates that current impact is weaker than you would prefer

A gap of zero (0.00) indicates that current impact is as strong as, or even stronger than, your ideal

LEADERSHIP STRATEGIES

What are the factors that explain *why* you are promoting certain behaviors on the part of people around you? The answers to this question are critical if you are interested in modifying or redirecting your impact on others.

There are potentially numerous factors that explain the impact of leaders. Some of the factors are likely under the control of the leader—such as his or her leadership styles and strategies; other factors—including the personal characteristics of the people being impacted—are somewhat more difficult to change. As potential levers for change, **Leadership/Impact** focuses exclusively on leadership *strategies*, that is, the general methods leaders use to move the organization (and its members) toward the desired state of future affairs. More specifically, the inventory focuses on two types of leadership strategies as they are reflected in ten more specific leadership activities.

Prescriptive Versus Restrictive Strategies

Attempting to define the concept in a broad and encompassing way, Yukl views leadership as including "Influence processes involving determination of the group's or organization's objectives, motivating task behavior in pursuit of these objectives, and influencing group maintenance and culture" (1989, p. 5). These leadership responsibilities, in theory, can be carried out in a number of different ways. At a very general level, modes of leadership can be prescriptive versus restrictive. *Prescriptive* leadership strategies are those that guide or direct the activities and behaviors of others toward goals, opportunities, and methods. *Restrictive* strategies are those that constrain or prohibit activities and behaviors with respect to goals, opportunities, and methods. Both prescriptive and restrictive strategies reflect and effect leadership—but do so in very different ways.

Prescriptive leadership provides people with:

- a direction to channel their efforts,
- models regarding how things should be done,
- positive reinforcement to encourage the repetition of desired behaviors, and
- a set of parameters specifying their sphere of influence.

Restrictive leadership works toward the same ends but through different, somewhat antithetical, means; it provides people with:

- directions that should not be pursued,
- models regarding behaviors they should avoid,
- negative feedback to discourage the repetition of undesired behaviors, and
- a set of parameters limiting their sphere of influence.

Most leaders, including those who might implicitly prefer prescriptive over restrictive strategies, tend to use both approaches. Restrictive strategies are adopted for a number of reasons including their ease of implementation, time pressures, and the capabilities and dispositions of those being led. Nevertheless, prescriptive strategies generally are more functional. In particular, prescriptive strategies tend to promote Constructive behaviors; restrictive strategies do not promote Constructive behaviors yet can lead to Defensive behaviors on the part of those influenced by the leader. Thus leaders who have a Constructive impact are those whose prescriptive tendencies are stronger than their restrictive tendencies.

The Theory Underlying Prescriptive Leadership

***Note:** This section will be of interest to you if you have been involved in other leadership development programs, have completed other leadership surveys, or have been reading either textbooks or popular works on leadership. However, this section can be skipped as it is not crucial for interpreting the feedback to be presented.*

The rationale underlying prescriptive leadership is relatively "normative" or "prescriptive" in and of itself. It is proposed that prescriptive strategies have a more constructive impact on people than do restrictive strategies and, because constructive behaviors are more effective than defensive behaviors, prescriptive strategies are generally appropriate and desirable. This approach to leadership has its roots in the classic works of Rensis Likert and Douglas McGregor, the latter proposing that the assumptions managers make about employees translate into management styles which, in turn, have an impact on the behavior and performance of those employees. This approach to leadership also is consistent with the more contemporary writings of theorists such as Bennis and O'Toole, who propose that certain types of leadership actions are consistently appropriate across different situations.

Prescriptive leadership theory differs significantly, however, from "contingency" or "situational" theories of leadership. It also differs somewhat from the "transformational" or "charismatic" theories of leadership that prevailed during the 1980's. Thus, before discussing prescriptive leadership strategies in more detail, this model will be compared to the contingency and transformational theories.

Contingency and Situational Models

Introduced in the late 1960's, contingency models propose that the most effective leadership styles depend upon such factors as the characteristics of the people being led and the task to be accomplished. Early contingency theories include Fiedler's "Least Preferred Co-Worker" model and House's "Path-Goal" model. A more recent and currently popular theory is the "Situational" model, which proposes that the appropriateness of different leadership behaviors depends upon the "readiness" of subordinates.

Contingency models have generated as much controversy as they have interest. Though widely used, they have been criticized on a number of grounds. For example, in discussing the Situational model, a popular management textbook notes that "...although thousands of organizations use the model to train people to improve their diagnostic abilities, research doesn't strongly support its results" (Hellriegel, Slocum, and Woodman, Organizational Behavior). Others question the morality of theories such as Situational Leadership. In Leading Change, James O'Toole argues that:

Moral leadership, by definition, cannot be situational or contingent. The reason is simple: if ever leaders revert to paternalistic behavior...they will break trust with followers. The ultimate in disrespect of individuals is to attempt to impose one's will on them without regard for what they want or need and without consulting them.

Aside from these criticisms, the contingency approach is rejected here because of the long-term impact of certain leadership styles or strategies on the behaviors of subordinates. For example, some theorists propose that a "telling" leadership style (a highly directive and non-supportive style) is appropriate when subordinates' "readiness" is low (i.e., both their ability and willingness to perform

the task is low). Though it might be true that this type of directive and non-supportive leadership style is functional in the short term, it is likely to be dysfunctional over the long run. If applied with any frequency, these styles place subordinates in a subservient and dependent position—and they "learn" that they are expected to simply "do as they're told" rather than to take initiative and participate in decisions. Additionally, they are presented with a role model that emphasizes close supervision, one-way communication, and a lack of encouragement. To the extent subordinates accept these expectations and emulate this role model, they become increasingly low in "readiness" and simply reinforce the need for directive and non-supportive supervision.

Thus, certain leadership styles prescribed by contingency theories potentially communicate and reinforce patterns of thinking and behaving on the part of subordinates that are not only personally detrimental but also counter to employee involvement and organizational responsiveness. These directive and non-supportive styles loosely parallel the restrictive leadership strategies measured by **Leadership/Impact**. While these restrictive strategies may seem necessary under certain circumstances, they are generally less desirable and functional than prescriptive strategies. This is because the prescriptive strategies ultimately have a more constructive impact on the culture of the organization and the behaviors of members.

Transformational and Charismatic Models

Transformational models of leadership are somewhat less controversial than contingency models. As proposed by theorists Bass and Burns, "transformational" leadership involves instilling subordinates with pride, self-respect, and faith in the leader and relies on the articulation and reinforcement of a vision for the organization. It is typically contrasted with "transactional" leadership, which is characterized by the exchange of things of value between the leader and subordinates and the monitoring and correcting of mistakes.

Certain aspects of prescriptive leadership are consistent with transformational leadership. For example, similar to transformational leadership, prescriptive leadership involves actions like creating a vision and the stimulation of thinking. However, the two theories differ in at least three important ways.

First, the theories differ with respect to the use of rewards and positive reinforcement by leaders. The theory underlying **Leadership/Impact** includes, as an important component of the prescriptive strategy, the provision of rewards by the leader to others for good performance. In contrast, the theory underlying transformational leadership regards the provision of rewards not as a component of transformational leadership but rather of transactional leadership. Thus, while there are some parallels between transformational leadership and the prescriptive strategies, the latter include the use of reward while the former explicitly does not. (It is noted that the results of certain studies contradict transformational leadership theory and suggest that the provision of rewards, in fact, should be considered transformational rather than transactional.)

Second, the current theory assumes that certain transformational leadership behaviors, if carried out in a restrictive manner, can have a negative impact. For example, transformational leadership includes what has been called "intellectual stimulation." However, intellectual stimulation has a more positive impact on people if it encourages lateral, critical, and "out-of-the-box" thinking than if it encourages rigid or vertical approaches to thinking. Thus, the current theory differentiates between prescriptive versus restrictive approaches to the stimulation of thinking. Similarly, it differentiates between prescriptive and restrictive approaches to other "transformational" activities such as creating a vision.

Third, though used in a careful way by transformational theorists, the concept of charisma is excluded completely from the current theory. In the Leadership Challenge, Kouzes and Posner note:

Another leadership myth says that leaders are "charismatic," that they possess some special gift. At best this distorts our appreciation of leaders. At worst, it can lead to hero worship and cultism.

Similarly, Jaques and Clement note in Executive Leadership that:

For a manager to rely solely upon charisma, without the basic capabilities required in the managerial role, is an utterly counter-productive manipulation. People will follow a charismatic manager for the wrong reasons and moreover will follow along behind, rather than with him or her, because the manager cannot give them the framework of understanding that is needed for effective leadership of the going-along-together kind. Charisma is a quality relevant only to cult leadership.

The model underlying **Leadership/Impact** does not assume that charisma leads to Constructive behaviors on the part of those around the leader. Similarly, it is not assumed that charisma is more closely tied to prescriptive strategies than to restrictive strategies. More generally, the current theory is based on the strategies that leaders use and the actions they take—rather than on their traits or personal characteristics.

Domains of Leadership Activities

There are numerous activities, responsibilities, or domains of action on which leaders can focus their energies to direct the activities of others. For example, Kouzes and Posner, in The Leadership Challenge focus leaders toward:

- challenging the process
- inspiring a shared vision
- enabling others to act
- modeling the way
- encouraging the heart

Stephen Covey, in The 7 Habits of Highly Effective People, views the foci of personal leadership as:

- being proactive
- beginning with the end in mind
- putting first things first
- thinking win/win
- seeking first to understand and then to be understood
- synergizing
- sharpening the saw

Warren Bennis and Burt Nanus, in Leaders, propose that the strategies for leading others (and managing oneself) are:

- attention through vision
- meaning through communication
- trust through positioning
- the deployment of self

The domains of activities delineated by these authors, though somewhat different from one another, have certain commonalties and are most informative. The domains selected for **Leadership/Impact**, while not inconsistent with these, focus more directly on leadership activities that can be carried out in both prescriptive and restrictive ways and that have a direct and measurable impact on other people.

The **Leadership/Impact** domains, shown on the next page, include activities that are somewhat personal (e.g., envisioning), interpersonal (e.g., providing feedback), through to activities that focus on the organization (e.g., creating a setting). These leadership activities, in both their prescriptive and restrictive forms, are described on the pages that follow. It is important to note, however, that the impact of these activities, when carried out restrictively, ranges from neutral (for the relatively personal activities such as envisioning) to Defensive (for the more interpersonal and organizational activities). It is also important to note that even leaders with a highly Constructive impact exhibit restrictive strategies—however, their restrictive tendencies are not as strong as their prescriptive tendencies.

Impact of Leadership Strategies by Domain

Domain	Prescriptive	Restrictive	
Envisioning	Defining	Delimiting	Personal
Role Modeling	Exemplifying	Circumscribing	
Mentoring	Active	Passive	Interpersonal
Stimulating Thinking	Lateral	Vertical	
Referring	Positive Referents	Negative Referents	
Monitoring	By Excellence	By Exception	
Providing Feedback	Positive	Negative	
Reinforcing	Reward	Punishment	Organizational
Influencing	Reciprocal	Unilateral	
Creating a Setting	Facilitating	Constraining	
	Constructive	(Impact) Defensive	

Feedback on Strategies

Survey results on your leadership strategies, as described by you and others, are presented in graphical and tabular form on the following pages. First, overall results are provided that represent your general tendencies with respect to Prescriptive versus Restrictive leadership strategies. Second, your results are presented in graphical form for the ten leadership actions or domains delineated above. Finally, more detailed results on each of the specific leadership activities (e.g., Envisioning, Creating a Setting) are presented in graphical and tabular form.

Overall Prescriptive Versus Restrictive Results

The double barchart on the next page summarizes your overall results with respect to the use of **Prescriptive** and **Restrictive** leadership strategies. The bars on the top chart show the frequency with which you exhibit Prescriptive strategies. The longer these bars, the greater the frequency with which you exhibit Prescriptive strategies according to your self-report and the others who described you. The bars on the bottom chart depict the frequency with which you exhibit Restrictive strategies. The longer these lower bars, the more frequently you exhibit Restrictive leadership strategies. You should use the following key in interpreting these results:

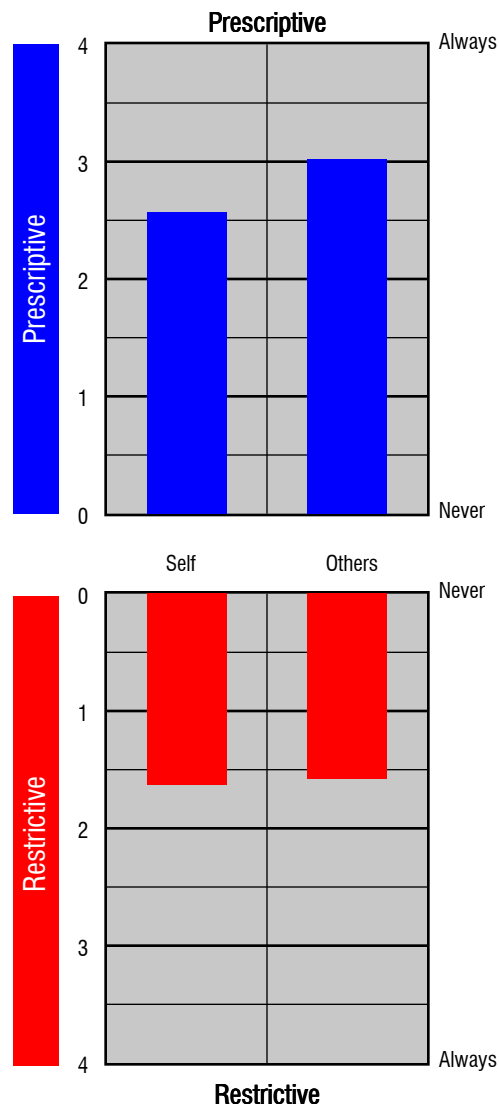
- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often
- 4 Always

The bars toward the left of the charts depict your self-reported strategies; those toward the right represent the averaged reports of all others who completed surveys for you. Previous findings with **Leadership/Impact** indicate that leaders generally see themselves as being more Prescriptive than they are viewed by others (and the bar to the left tends to be "taller" than the bar to the right). Prescriptive leadership behaviors generally are assumed to be functional and desirable; leaders, therefore, often overestimate the frequency with which they exhibit such behaviors.

Similarly, there is a tendency for leaders to underestimate the frequency with which they behave in Restrictive ways—but this discrepancy between self reports and descriptions by others is not as great as it is for the Prescriptive behaviors. In reviewing these overall results, you should keep in mind the fact *that all leaders use a combination of Prescriptive and Restrictive strategies*. The charts on the next page therefore will show both upward and downward extensions. However, the relative length of these extensions differs across leaders. Leaders with a Constructive impact on others tend to exhibit much stronger Prescriptive than Restrictive strategies. As such, their **Leadership/Impact** results will show relatively lengthy bars on the top of the chart and relatively short bars on the bottom.

Leadership Strategies

Responses by: Self Versus All Others



More generally, highly effective leaders—i.e., those seen as enhancing people's productivity and organizational adaptability—are viewed by others as exhibiting Prescriptive strategies *frequently*. On the top chart, this would be depicted by the others' bar reaching or surpassing a score of 3.0. In contrast, such leaders are viewed by others as exhibiting Restrictive strategies *rarely*. This translates into a bar toward the bottom that does not extend much beyond a score of 1.0. Results that show less frequent use of Prescriptive strategies, or more frequent use of Restrictive strategies, suggest that refinement or redirection of one's strategies could translate into more effective leadership. The more detailed results that follow will assist you in focusing such development efforts.

Leadership Domains: Prescriptive Versus Restrictive Results

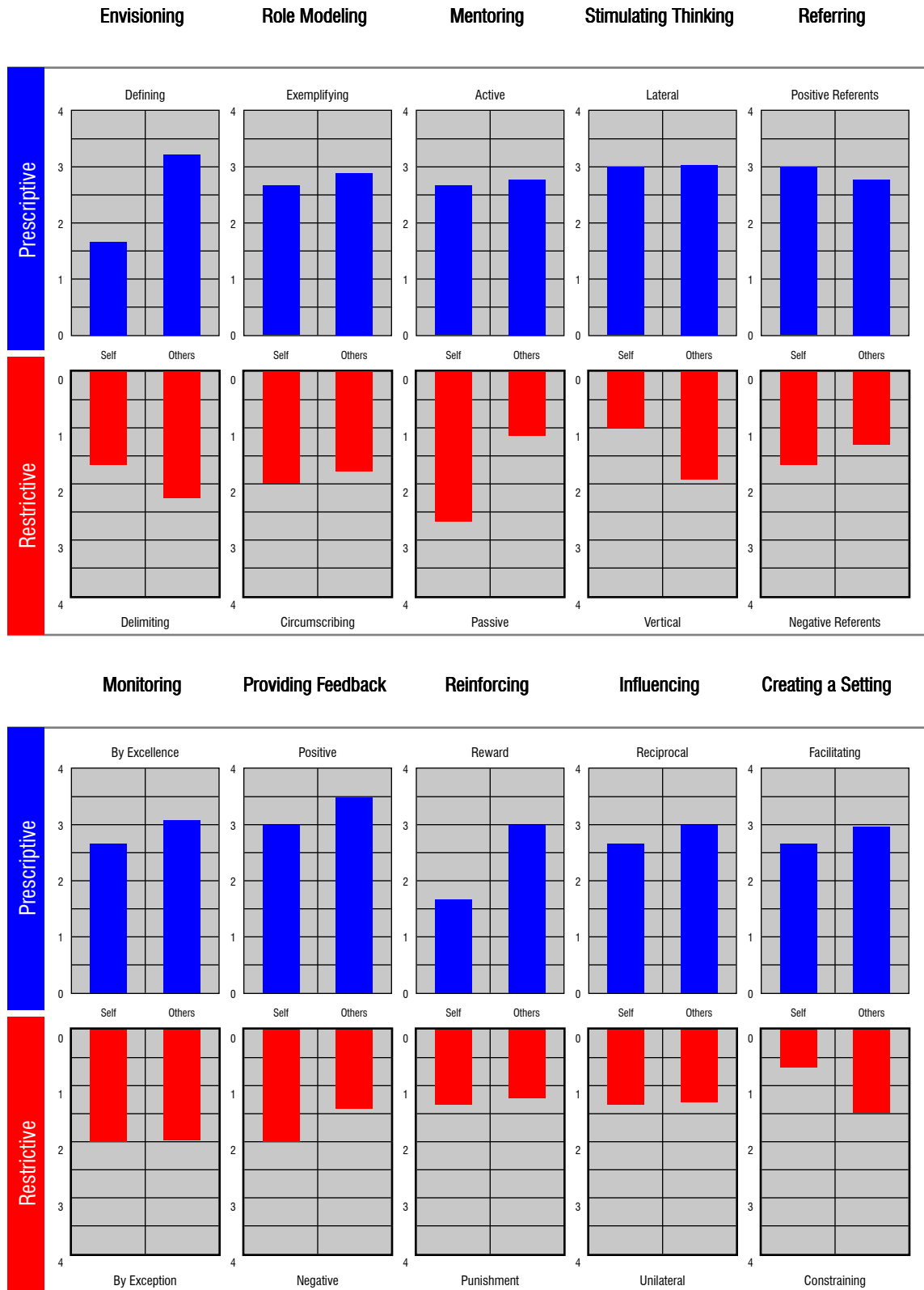
More specific survey results on your leadership strategies can be found on the next page. Results are presented in terms of each of the **ten leadership actions or domains** delineated above (page 44). The graphs enable you to quickly review how you and others described your leadership strategies with respect to each of the ten domains. Again, *Prescriptive* results are presented on the *top charts* and *Restrictive* strategies on the *bottom charts*. Long bars extending upwards indicate that you and/or others view your strategies as prescriptive; long bars extending downwards indicate that your strategies are restrictive. Within each chart, the left bar depicts your self-report and the right bar summarizes the results for those who completed surveys for you (i.e., the average score for **All Others**).

In reviewing the next page, you should direct attention to **those leadership activities**:

- *...that you typically carry out in Prescriptive ways.* A leadership strength is indicated when both the self-report and descriptions-by-others bars extend upwards beyond *frequently* (3.0) within a particular domain. These activities translate into a constructive impact and leadership effectiveness.
- *...that you tend to carry out in a Restrictive way.* With the possible exceptions of Envisioning and Role Modeling, downward extensions beyond *rarely* (1.0 or 1.5) indicate that your restrictive tendencies might be too strong with respect to the leadership activity being profiled. These activities translate into a defensive impact and suppress overall effectiveness.
- *...along which your Restrictive and Prescriptive tendencies are about equal.* Following the points above, if you behave restrictively as often (or even almost as often) as you behave prescriptively, the former tendencies are most likely canceling out the effects of the latter. The activities reduce a leader's constructive impact and can lead to a defensive impact (or can lead to an "expanded" impact profile with strong extensions along all of the styles).
- *...that you tend not to carry out—either prescriptively or restrictively.* If your prescriptive and restrictive extensions within a particular domain are both quite weak, you may not be actively exhibiting leadership along that dimension. Such results translate into a reduced impact on others and lower overall effectiveness than would otherwise be the case.
- *...along which self reports differ from descriptions by others.* Discrepancies of a half a point (0.5) are not unusual, particularly on the prescriptive side. However, great differences between self reports and those by others indicate that your leadership strategies are not coming across in a manner consistent with your intentions and perceptions. Such results translate into a more defensive and less constructive impact than expected.

Following the bar charts on the next page, more detailed results are provided on each of the ten leadership domains.

Strategies Summary Barcharts



KEY: 0 = Never, 4 = Always

Strategies Summary Table

			Self Report	Description by Others	
Personal			Mean Score	Mean Score	Std. Dev.
Envisioning:	Defining	Prescriptive	1.67	3.22	0.76
	Delimiting	Restrictive	1.67	2.26	0.72
Role Modeling:	Exemplifying	Prescriptive	2.67	2.89	0.82
	Circumscribing	Restrictive	2.00	1.78	0.87
			Self Report	Description by Others	
Interpersonal			Mean Score	Mean Score	Std. Dev.
Mentoring:	Active	Prescriptive	2.67	2.78	0.71
	Passive	Restrictive	2.67	1.15	0.87
Stimulating Thinking:	Lateral	Prescriptive	3.00	3.04	0.72
	Vertical	Restrictive	1.00	1.93	0.46
Referring:	Positive Referents	Prescriptive	3.00	2.78	0.55
	Negative Referents	Restrictive	1.67	1.30	0.68
Monitoring:	By Excellence	Prescriptive	2.67	3.07	0.83
	By Exception	Restrictive	2.00	1.96	0.56
Providing Feedback:	Positive	Prescriptive	3.00	3.48	0.75
	Negative	Restrictive	2.00	1.41	0.78
			Self Report	Description by Others	
Organizational			Mean Score	Mean Score	Std. Dev.
Reinforcing:	Reward	Prescriptive	1.67	3.00	0.69
	Punishment	Restrictive	1.33	1.22	0.82
Influencing:	Reciprocal	Prescriptive	2.67	3.00	0.60
	Unilateral	Restrictive	1.33	1.30	0.68
Creating a Setting:	Facilitating	Prescriptive	2.67	2.96	0.72
	Constraining	Restrictive	0.67	1.48	0.44

Note: Mean scores for self and others can range from 0 (Never) to 4 (Always). NR = No Response.

Leadership Domains: Detailed Results

Detailed results on each of the ten leadership domains are presented on the next 20 pages, beginning with Envisioning and ending with Creating a Setting. For each domain, a page of explanatory text is followed by barcharts and tables presenting your results. The barcharts present your **Results by Respondent Groups**, contrasting your **Self** descriptions to those of the people who completed surveys for you (**All Others**). The tables present your **Item-by-Item Results**, showing the way in which each survey item associated with the leadership domain was answered by you (**Self**) and those who described you (i.e., average results for **All Others**).

The final column in the Item-by-Item Results table, labeled **Self-Others**, shows the difference between the responses by **All Others** and your **Self** reports. This discrepancy or difference score is calculated by subtracting the average score for All Others from your Self score. Thus, positive discrepancy scores indicate that you tended to **overestimate** the frequency with which you exhibit the behavior being measured—at least as compared to the frequency as reported by those around you. In contrast, negative discrepancy scores indicate that you tended to **underestimate** the frequency with which you exhibit the leadership behaviors. Though you should direct primary attention to the Responses by All Others, these gap scores also warrant some consideration.

Overall, **positive discrepancies** indicate that you believe you allocate more time and energy to specific leadership activities than is actually the case. If these discrepancies are consistently great along the Prescriptive activities (i.e., greater than 0.50), you should analyze why the discrepancy exists and what you can do to increase the frequency and visibility of the leadership activities in question. While such gaps are not unusual, they can explain why your overall effectiveness is not as great as desired and signify areas for development. Positive discrepancies along the Restrictive activities are less common and merely indicate that you have overestimated the frequency with which you engage in such potentially dysfunctional leadership activities.

Conversely, **negative discrepancies** indicate that you believe you allocate less time and energy to specific leadership activities than is actually the case. Negative discrepancy scores are somewhat more common along the Restrictive than the Prescriptive domains. If your results show consistently negative gaps of a high magnitude (i.e., more negative than -0.50) on the Restrictive measures, you should analyze why others view you as being more Restrictive than you view yourself. Similarly, you should consider means by which you can reduce such behaviors and others' perceptions of these behaviors. Negative discrepancies along the Prescriptive activities are less common and merely indicate that you have underestimated the frequency with which you engage in such potentially functional leadership activities.

Envisioning

Managers are people who do things right and leaders are people who do the right thing. The difference may be summarized as activities of vision and judgment—effectiveness versus activities of mastering routines—efficiency.

(Warren Bennis and Bert Nanus, Leaders)

The importance of goals and direction in promoting the effectiveness of social systems has long been recognized. "The greatest thing in this world is not so much where we are, but in which direction we are moving" (Oliver Wendell Holmes). In many ways, identifying and sharing a vision for the organization is the most fundamental aspect of leadership. Without a vision, it is impossible for those in leadership positions to move their organizations in a meaningful direction.

Prescriptive Envisioning involves **Defining** a desired state of future affairs and sharing this vision with others. Leadership/Impact measures Defining in terms of:

- communicating a clear vision of how things should be.
- sharing with others your philosophy of management.
- having a "sense of direction" for the organization and its members.

Restrictive Envisioning involves **Delimiting**:

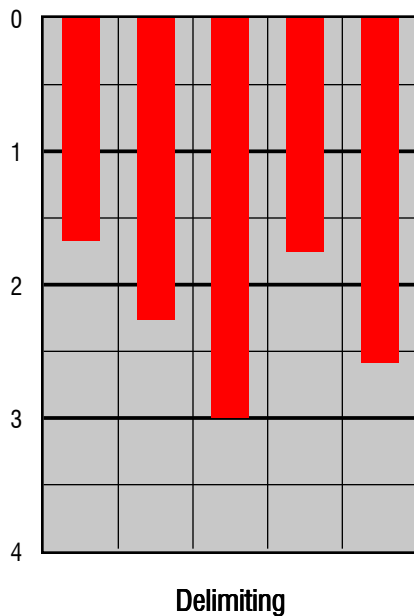
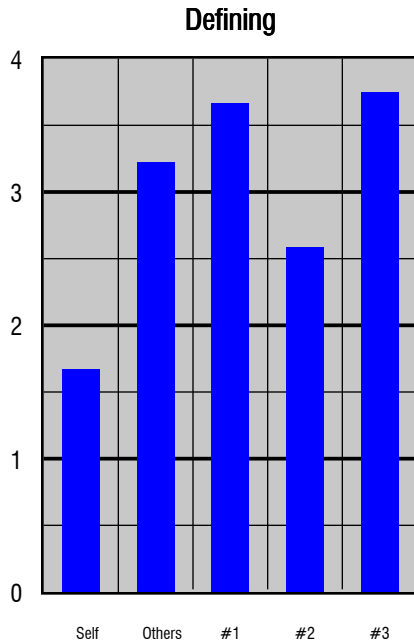
- being clear about what you don't like.
- viewing certain behaviors (as a matter of principle) as inappropriate.
- expressing strong opinions against certain ways of "doing business."

While delimiting certainly is not dysfunctional, defining a vision has a much more positive impact on people and organizations. Defining and communicating a vision creates an Achievement-oriented organization and minimizes Conventional behaviors on the part of those around you.

Leadership experts Kouzes and Posner suggest a number of strategies for envisioning the future. They include thinking about your past, determining what you want, preparing a short vision statement, acting on your intuition, testing your assumptions, and looking into the future. Chapter 5 of their book, The Leadership Challenge, is recommended reading.

Envisioning

Results by Respondent Groups



Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Defining	1.67	3.22	-1.55
having a sense of direction for the organization and its members	3.00	3.11	-0.11
communicating a clear vision of how things should be	2.00	3.33	-1.33
sharing with others your philosophy of management	0.00	3.22	-3.22

Restrictive	Responses by:		
	Self	Others	Self-Others*
Delimiting	1.67	2.26	-0.59
being clear about what you don't like	3.00	2.44	0.56
viewing certain behaviors (as a matter of principle) as inappropriate	1.00	2.00	-1.00
expressing strong opinions against certain ways of "doing business"	1.00	2.33	-1.33

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Role Modeling

Example is not the main thing in influencing others. It is the only thing.

(Albert Schweitzer)

Corporate culture expert Edgar Schein has written extensively about the impact that a founder's behavior has on the culture of his/her organization. Similarly, research with the Life Styles Inventory™ clearly shows that the personal style of a manager is directly related to the norms and expectations that emerge in his/her organization or subunit. Clearly, one of the most direct and powerful ways to shape the behavior of those around you is to personally exhibit the behaviors you desire in them.

Prescriptive Role Modeling involves **Exemplifying** a set of behaviors and reactions that reflect the values and standards that you would like to pervade your organization. Leadership/Impact measures Exemplifying in terms of:

- behaving in ways that set a standard for others.
- serving as a "role model" for those around you.
- responding to crises in a manner that sets an example.

Restrictive Role Modeling involves **Circumscribing** certain behaviors by avoiding (or actively refusing) to behave in ways that you do not want to see emulated:

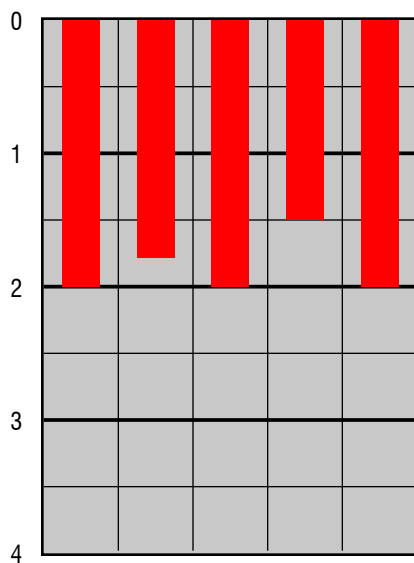
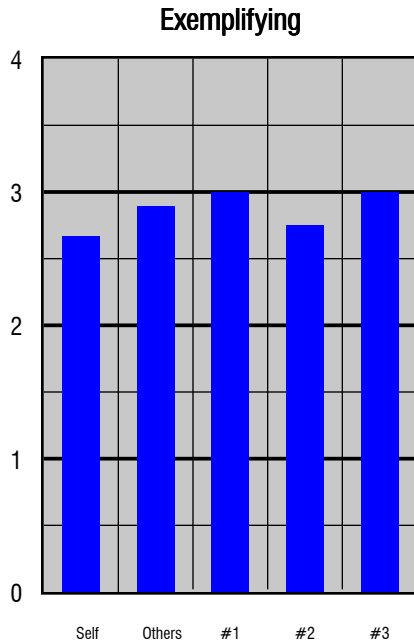
- refusing to do things that could set an undesired precedent.
- dismissing decisions and solutions that could send the wrong message.
- rejecting marginal products/services (so as not to signal a lowering of standards).

Circumscribing is most likely a necessary but not sufficient behavior for effective leadership; while it conveys integrity and character, it does not provide an archetype. In contrast, "Example moves the world more than doctrine. The great exemplars are the poets of action..." (Henry Miller). Exemplifying creates a people-oriented culture and minimizes pressures for Avoidant and Oppositional behaviors.

The Life Styles Inventory assesses the thinking and behavior of managers and others in a position of leadership. It measures your tendencies to think and behave in Constructive ways (i.e., Achievement-oriented, Self-Actualizing, Humanistic, and Affiliative)—and therefore provides you with insights regarding the behaviors that others are likely to emulate. If you have not already completed the LSI, the inventory and self-development guide are recommended.

Role Modeling

Results by Respondent Groups



Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Exemplifying	2.67	2.89	-0.22
serving as a role model for those around you	3.00	2.89	0.11
behaving in ways that set a standard for others	3.00	2.67	0.33
responding to crises in a manner that sets an example	2.00	3.11	-1.11

Restrictive	Responses by:		
	Self	Others	Self-Others*
Circumscribing	2.00	1.78	0.22
rejecting marginal products/services (so as not to signal a lowering of standards)	2.00	2.22	-0.22
refusing to do things that could set an undesired precedent	3.00	1.44	1.56
dismissing decisions and solutions that could send people the wrong message	1.00	1.67	-0.67

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Mentoring

Good leadership consists in showing average people how to do the work of superior people.

(John D. Rockefeller)

In his review of leadership theories and research, Gary Yukl concludes that "Developing subordinates is a major responsibility of most managerial positions, but it seldom receives the attention it deserves from managers preoccupied with immediate problems and crises" (1989, p. 286). Nevertheless, mentoring is central to leadership in that it enables others to more effectively solve the problems and initiate the actions required to achieve the vision. At the system level, active approaches to mentoring promote organizational learning and, more specifically, what has been called "higher-order" or "innovative" learning.

Prescriptive Mentoring involves **Active** approaches to mentoring which provide a direction and create an environment that is "safe" for learning. Leadership/Impact measures Active mentoring in terms of:

- helping people to "learn the ropes" and understand the system.
- carefully explaining to people why and how things are done around here.
- coaching people in taking actions and risks consistent with organizational norms.

Restrictive Mentoring involves more **Passive** approaches to the development of others:

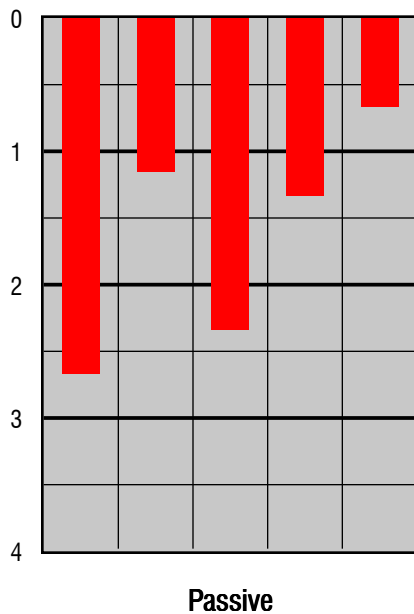
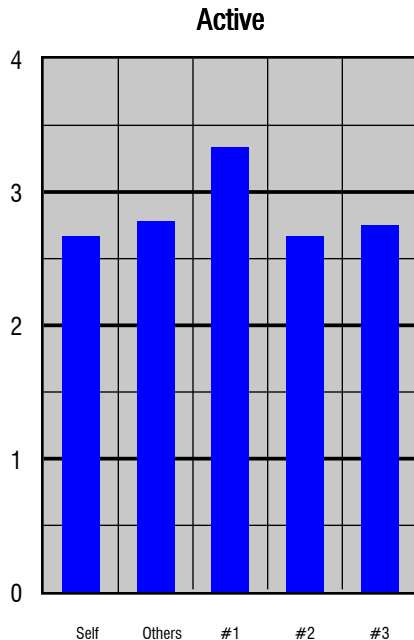
- knowingly allowing people to make mistakes.
- letting people "sink or swim."
- expecting people to learn the hard way—through experience.

Restrictive mentoring may be of some value in that it enables people to gain experience and find out what not to do. However, as Richard Farson notes in "Paradoxes of Leadership," people learn from their successes not from their failures—"no more than a batter who swings at a ball and misses learns from that miss." Furthermore, failures tend to be demoralizing.

Much of the important thinking relevant to mentoring is subsumed within books on organizational learning. In addition to well-known works such as Peter Senge's Fifth Discipline, the leader's role in developing learning organizations is discussed by Roger Harrison (in The Collected Papers of Roger Harrison) and by Chris Argyris (e.g., "Teaching smart people to learn" in the Harvard Business Review, 1991).

Mentoring

Results by Respondent Groups



Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Active	2.67	2.78	-0.11
helping people to "learn the ropes" and understand the system	3.00	2.33	0.67
coaching people in taking actions and risks consistent with organizational norms	2.00	2.89	-0.89
carefully explaining to people <i>why</i> and <i>how</i> things are done around here	3.00	3.11	-0.11

Restrictive	Responses by:		
	Self	Others	Self-Others*
Passive	2.67	1.15	1.52
knowingly allowing people to make mistakes	3.00	1.22	1.78
expecting people to learn the hard way - through experience	2.00	1.33	0.67
letting people "sink or swim"	3.00	0.89	2.11

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Stimulating Thinking

I have yet to see any problem, however complicated, which, when you looked at it in the right way, did not become still more complicated.

(Paul Anderson, New Scientist, 1969)

Given the increasing complexity of organizational environments and technologies, significant attention has been directed toward the ability of leaders to promote creativity and flexibility in problem solving. One of the central elements of the "transformational leadership" theories of the 1980's therefore was "intellectual stimulation," or a leaders' propensity to challenge old assumptions and stimulate the generation of ideas (Bass and Avolio). The centrality of intellectual stimulation to leadership is currently reflected by the resurgence of writings on creativity, critical/constructive thinking, and lateral thinking.

Prescriptive approaches for Stimulating Thinking focus on **Lateral thinking**—or looking at things in new ways. Leadership/Impact measures the stimulation of Lateral thinking in terms of:

- encouraging people to challenge assumptions and look at things in new ways.
- stimulating creativity in the pursuit of organizational goals.
- inspiring others to creatively translate problems into opportunities.

Restrictive approaches for Stimulating Thinking involve more traditional **Vertical thinking**—more logical, mathematical, or rational processes:

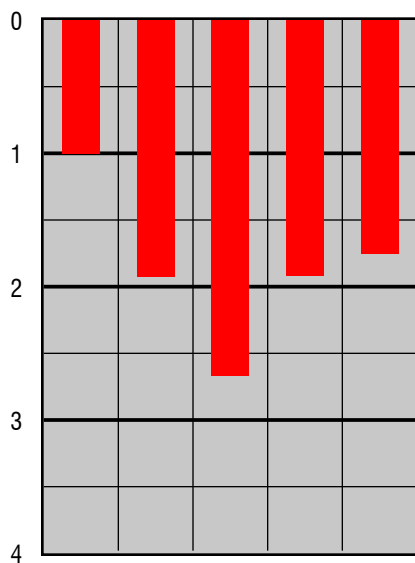
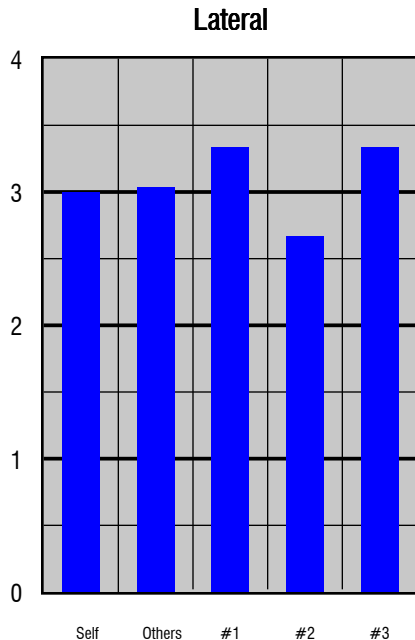
- emphasizing sequential (linear) thinking and the need to justify each step.
- confining problem solving to conventional, "proven" approaches.
- favoring practical, down to earth solutions over unique or visionary ideas.

The distinction between lateral and vertical thinking was first made by Edward de Bono (1970, p. 14): "Vertical thinking is concerned with proving or developing concept patterns. Lateral thinking is concerned with restructuring such patterns (insight) and provoking new ones (creativity)." In his early book on Lateral Thinking, de Bono proposed a number of useful thinking techniques including the reversal method, the use of analogies, the challenging of assumptions, and the choice of entry points.

Lateral Thinking, as well as de Bono's more recent books, are valuable resources for stimulating more creative thinking. Leaders who stimulate lateral thinking have an Achievement and Self-Actualizing impact on people; leaders who rely more strongly on vertical thinking have a Conventional and Perfectionistic impact.

Stimulating Thinking

Results by Respondent Groups



Vertical

Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Lateral	3.00	3.04	-0.04
inspiring others to creatively translate problems into opportunities	3.00	3.11	-0.11
stimulating creativity in the pursuit of organizational goals	3.00	3.00	0.00
encouraging people to challenge assumptions and look at things in new ways	3.00	3.00	0.00

Restrictive	Responses by:		
	Self	Others	Self-Others*
Vertical	1.00	1.93	-0.93
favoring practical, down-to-earth solutions over unique or visionary ideas	0.00	2.22	-2.22
emphasizing sequential (linear) thinking and the need to justify each step	1.00	1.33	-0.33
confining problem solving to conventional, "proven" approaches	2.00	2.22	-0.22

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Referring

It would be exhausting and time-consuming to be at center stage each and every day. However, you can never really be completely offstage; the magic of the theater of leadership is that a story that illustrates an important virtue can be told over and over again.

(James Kouzes and Barry Posner, The Leadership Challenge, 1995. p. 239)

Both academic and practitioner-oriented writers on organizational culture have emphasized the importance of stories, legends, and myths in creating and reinforcing culture. Stories and references to important people and events transmit to members information about values, what works (and doesn't work), and how things get done within the organization. Leaders who refer to noteworthy organizational members (past and present) also implicitly emphasize the importance of people to the organization.

Prescriptive Referring entails the use of **Positive Referents**—that is, remarks and stories about people who could serve as models. Leadership/Impact measures the use of Positive Referents in terms of:

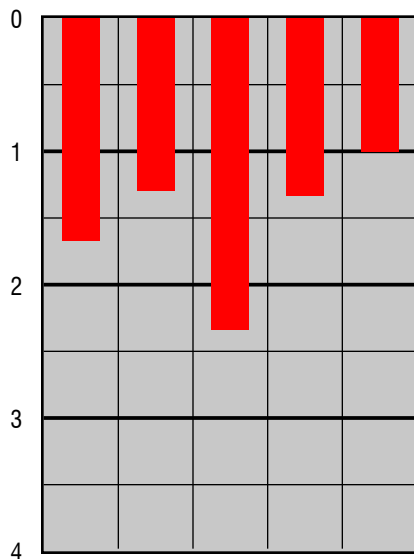
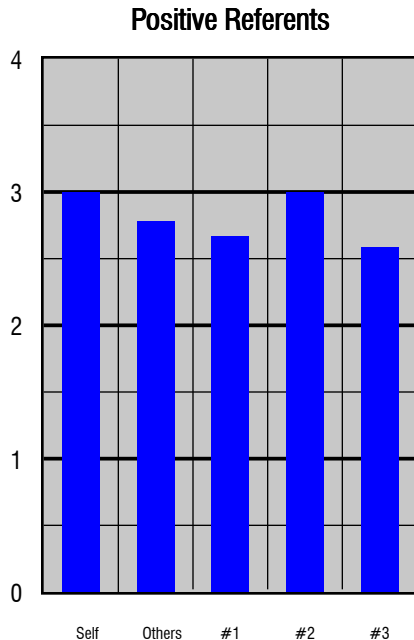
- telling stories about organizational "stars" and "heroes."
- bringing attention to successful members (and the reasons for their success).
- talking about people's strengths and interpersonal competencies.

Restrictive Referring entails the use of **Negative Referents**—that is, remarks and stories about people whose decisions, actions, and characteristics should not be modeled:

- referring to mistakes made by people in the past.
- talking about people who "don't fit in" or "didn't make it" in the organization.
- reminding people about the time that ... [fill in your own story about someone failing].

The use of positive referents by leaders appears to create a people-oriented, Humanistic set of expectations without leading to Conventional or Approval-oriented behaviors. The use of negative referents promotes more Defensive behaviors. While people potentially can learn from the mistakes of others, the publicizing of these mistakes by managers does not appear to be an effective leadership strategy. Kathleen Ryan and Daniel Oestreich (authors of Driving Fear out of the Workplace, 1991) cite "stories about others' experiences" as one of four major sources of fear—that is, feeling threatened by possible repercussions as a result of speaking up about work-related concerns. More specifically, restrictive referring appears to promote Oppositional behaviors and detracts from a people-oriented, Affiliative culture.

Referring

*Results by
Respondent Groups***Negative Referents****Respondent Groups:**

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Positive Referents	3.00	2.78	0.22
bringing attention to successful members (and the reasons for their success)	3.00	3.22	-0.22
talking about people's strengths and interpersonal competencies	3.00	2.89	0.11
telling stories about organizational "stars" and "heroes"	3.00	2.22	0.78

Restrictive	Responses by:		
	Self	Others	Self-Others*
Negative Referents	1.67	1.30	0.37
reminding people about the time that... [fill in your own story about someone failing]	2.00	1.44	0.56
talking about people who "don't fit in" or "didn't make it" in the organization	2.00	1.11	0.89
referring to mistakes made by people in the past	1.00	1.33	-0.33

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Monitoring

Performance monitoring refers to gathering information about the work effectiveness of others. Traditionally, monitoring has been assumed to influence people's work behavior only to the extent that it is accompanied by additional managerial action (e.g., delivering positive or negative performance consequences). It seems likely, however, that performance monitoring may also have an independent effect on work behavior by influencing the perceived importance of the monitored task.

(James Larson and Christine Callahan, Journal of Applied Psychology, 1990, p. 530)

In their carefully designed study, Larson and Callahan demonstrated that, in fact, the mere monitoring of activities has an impact on how well they are carried out. Their research lends substantial credence to Peter and Waterman's suggestion that "management by wandering around" contributes greatly to organizational effectiveness. Merely by keeping in touch and paying attention, leaders are able to direct the attention and efforts of others to goals, standards, and the preferred ways of doing things.

Prescriptive Monitoring implies **Managing by Excellence** and focusing on what is being done right. Leadership/Impact measures Managing by Excellence in terms of:

- showing an interest when people improve work processes or procedures.
- demonstrating concern for how things get done (not just what gets done).
- noticing when things are done exceptionally well.

Restrictive Monitoring implies **Managing by Exception**:

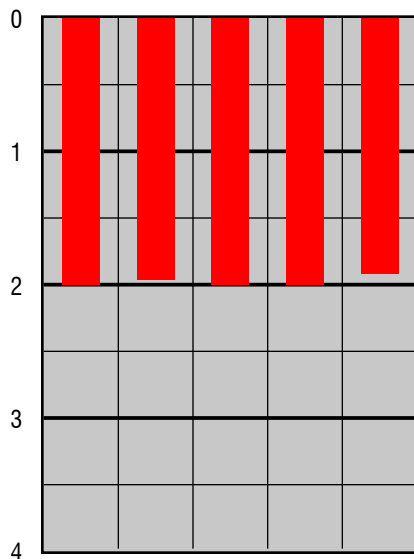
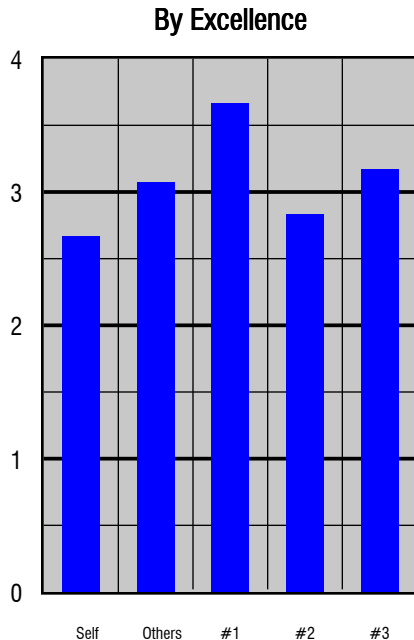
- noticing when people act in ways that differ from what's expected.
- focusing on exceptions, deviations, and inappropriate behaviors.
- practicing "close" supervision.

People tend to manage by exception because their perceptual processes tend to highlight mistakes, deviations, and things that are out of place. Many leaders, however, have recognized this tendency and make consistent efforts to notice things that are exceptional in the positive direction. By focusing on excellence, such leaders are able to have a surprisingly strong Constructive impact on the people around them (and promote all four Constructive behaviors—Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative). Managing by exception decreases these behaviors and, instead, promotes Aggressive/Defensive reactions such as Opposition, Power, and Perfectionism.

Though focusing more explicitly on reinforcing than on monitoring, Steven Kerr's article "On the folly of rewarding A, while hoping for B" provides insights regarding the importance of noticing good performance—even when it is not highly visible or easy to measure quantitatively.

Monitoring

Results by Respondent Groups



By Exception

Respondent Groups:

- #1 = HLM Sample
#2 = Peer or Associate
#3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
By Excellence	2.67	3.07	-0.40
showing an interest when people improve work processes or procedures	3.00	3.33	-0.33
noticing when things are done exceptionally well	4.00	3.00	1.00
demonstrating concern for <i>how</i> things get done (not just <i>what</i> gets done)	1.00	2.89	-1.89

Restrictive	Responses by:		
	Self	Others	Self-Others*
By Exception	2.00	1.96	0.04
noticing when people act in ways that differ from what's expected	3.00	2.22	0.78
practicing "close" supervision	1.00	1.67	-0.67
focusing on exceptions, deviations, and inappropriate behaviors	2.00	2.00	0.00

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Providing Feedback

What every genuine philosopher (every genuine man, in fact) craves most is praise—although the philosophers generally call it "recognition"!

(William James, in the Letters, 1920)

Similar to monitoring, leaders can potentially provide feedback on what they have observed with either a positive or negative focus. Both types of feedback are critical in any organizational system given that there are legitimate needs to correct deviations as well as to amplify what is being done correctly. Research has indicated, however, that many people in managerial positions are not particularly well trained in the provision of feedback. Even routine activities such as performance appraisals are often carried out in a negative way.

Prescriptive Feedback involves the communication of **Positive** evaluations of people's activities and performance when they are, in fact, performing well. Leadership/Impact measures Positive feedback in terms of:

- complimenting others for handling problems in the right way.
- sincerely telling people when you are impressed with what they've done.
- letting people know when they meet or exceed expectations.

Restrictive Feedback involves the communication of **Negative** evaluations of people's activities and performance when they are not meeting standards:

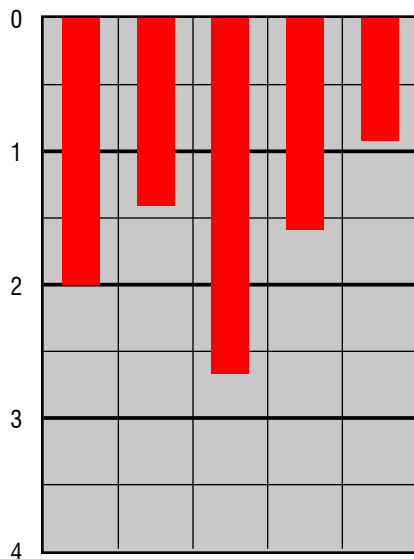
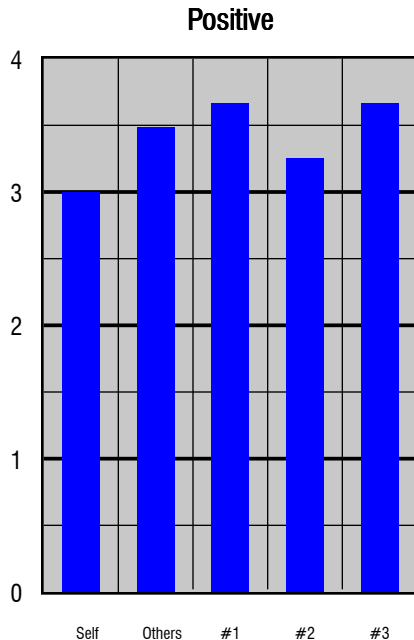
- becoming visibly annoyed or impatient when things are not as you would like.
- directly criticizing decisions or actions that you deem to be inappropriate.
- sending non-verbal cues when people get "out of line."

Negative feedback might be used more often by some leaders because it is relatively easy to give and seems to be informative. Critic Max Beerbohm has been quoted as saying, "When I dislike what I see on the stage, I can be vastly amusing, but when I write about something I like, I am appallingly dull." Nevertheless, even dull positive feedback can have a favorable impact on the recipient.

Interestingly, good feedback depends on the quality of one's listening skills. Articles on active listening (for example, by Fedorko and McKinney in Employee Assistance, 1991) can be helpful in delivering this type of feedback. The use of positive feedback promotes Humanistic-Encouraging and Affiliative, and decreases Dependent, behaviors on the part of others. The use of negative feedback increases both Passive/Defensive behaviors (such as Dependence) as well as Aggressive/Defensive behaviors (such as Competitive and Oppositional).

Providing Feedback

Results by Respondent Groups



Negative

Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Positive	3.00	3.48	-0.48
sincerely telling people when you're impressed with what they've done	3.00	3.67	-0.67
complimenting others for handling problems in the right way	3.00	3.44	-0.44
letting people know when they meet or exceed expectations	3.00	3.33	-0.33

Restrictive	Responses by:		
	Self	Others	Self-Others*
Negative	2.00	1.41	0.59
directly criticizing decisions or actions that you deem to be inappropriate	1.00	2.11	-1.11
sending non-verbal cues when people get "out of line"	2.00	1.33	0.67
becoming visibly annoyed or impatient when things are not as you would like	3.00	0.78	2.22

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Reinforcing

...A technical advance was desperately needed for survival in the company's early days. Late one evening, a scientist rushed into the president's office with a working prototype. Dumbfounded at the elegance of the solution and bemused about how to reward it, the president bent forward in his chair, rummaged through most of the drawers in his desk, found something, leaned over the desk to the scientist, and said, "Here!" In his hand was a banana, the only reward he could immediately put his hands on.

(Thomas Peters and Robert Waterman, In Search of Excellence, 1982, p. 70)

Possibly one of the most widely-cited stories from *In Search of Excellence*, this vignette concisely describes how a leader was able to develop a culture of excellence at the Foxboro Company. Rewards and punishment are simply among the most powerful tools leaders have to create a culture—either Constructive or Defensive.

Prescriptive Reinforcing involves the use of **Rewards** to recognize and increase the frequency of desired behaviors. Leadership/Impact measures the use of Rewards in terms of:

- extending new/interesting opportunities to those who have made an extra effort.
- ensuring that those who carry out the vision are properly rewarded.
- celebrating others' successes.

Restrictive Reinforcing involves **Punishment** or the administration of negatively valued outcomes:

- excluding from your team those who have not met standards.
- reducing your time with (and dependence on) those who do not meet objectives.
- penalizing people for mistakes, problems, or perceived inadequacies.

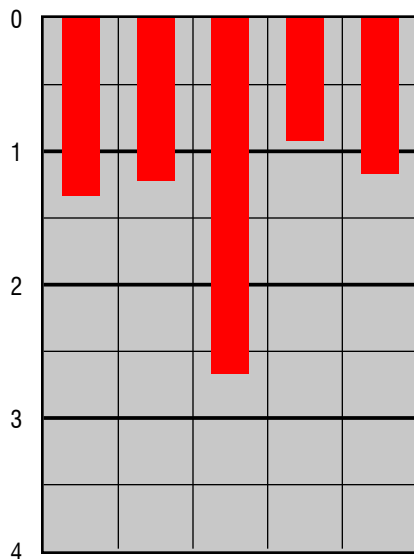
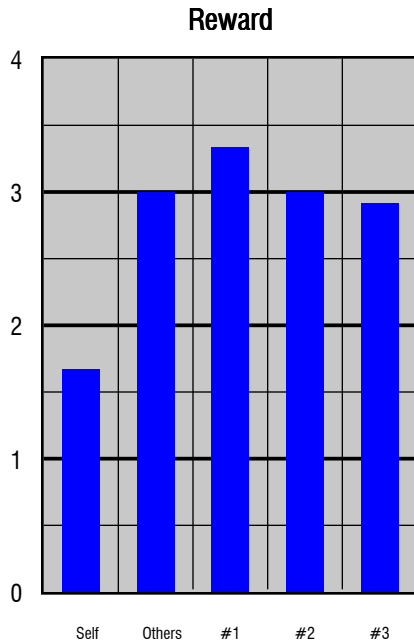
Rewards and punishments have a powerful impact, even if they are not based on tangibles such as money. Thus, even managers who do not have access to "traditional" resources can still provide rewards that have an impact. These rewards can be as straightforward as raising an individual's visibility or as complicated as redesigning one's job to increase its challenge.

The use of rewards has a particularly great impact on the Achievement-orientation of others. The use of punishment breeds Competitiveness and Perfectionism.

More generally, because the use of reward and punishment personify and communicate organizational values, Jacques and Clement recommend various types of "positive recognition" for good performance; "negative recognition," however, is viewed as appropriate only for rule violation and not for ineffectiveness (see Executive Leadership, chapter 6).

Reinforcing

Results by Respondent Groups



Punishment

Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Reward	1.67	3.00	-1.33
celebrating others' successes	1.00	3.11	-2.11
ensuring that those who carry out the vision are properly rewarded	2.00	2.89	-0.89
extending new/interesting opportunities to those who have made an extra effort	2.00	3.00	-1.00

Restrictive	Responses by:		
	Self	Others	Self-Others*
Punishment	1.33	1.22	0.11
excluding from your team those who have not met standards	1.00	1.33	-0.33
reducing your time with (and dependence on) those who do not meet objectives	2.00	0.89	1.11
penalizing people for mistakes, problems, or perceived inadequacies	1.00	1.44	-0.44

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Influencing

If, in all of life, paradox is the rule and not the exception, as I believe it is, then the popular view of management as essentially a matter of gaining and exercising control is badly in need of correction. Management based on techniques of control and manipulation cannot succeed in matters of the absurd. But that hardly means that the manager is lost. Only those who rely mainly on control are lost.

(Richard Farson, Management of the Absurd, p. 38)

Given that leadership has been defined in terms of impact, one possible measure or indicator of leadership is the amount of influence one person has on others. The amount of influence enjoyed by a leader, however, is closely related to the influence strategies and "bases of power" he or she relies upon.

Prescriptive Influencing involves the use of **Reciprocal** control and influence strategies by a leader. Leadership/Impact measures Reciprocal influencing in terms of:

- gaining the cooperation of others by treating them with respect and dignity.
- influencing others by personally being open to their influence.
- using participative methods to ensure that decisions are understood and accepted.

Restrictive Influencing involves the use of **Unilateral** influence strategies:

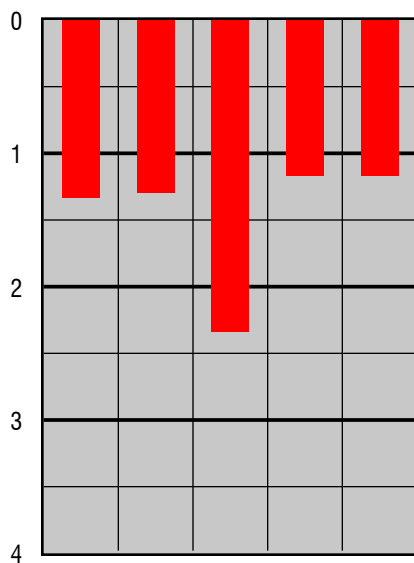
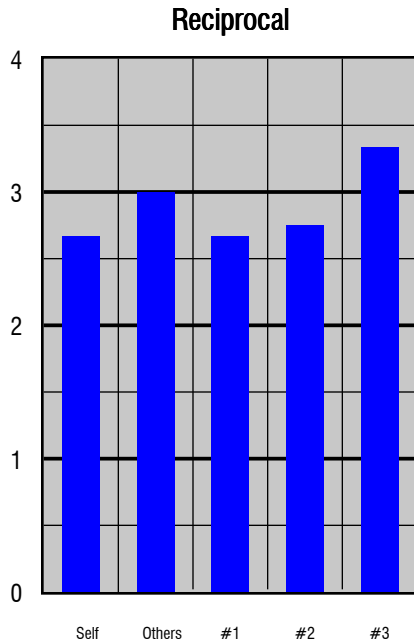
- using your position to limit people's discretion.
- controlling activities by making decisions unilaterally.
- vetoing solutions and proposals that diverge from your preferences.

Ironically, leaders who use reciprocal influence strategies (and allow themselves to be influenced by others) enjoy greater influence than those who adopt unilateral strategies. Reciprocal strategies primarily involve "exchanging" influence but can also be based on the use of expertise and good interpersonal relations. Unilateral strategies imply a reliance on one's position and the authority inherent in that position.

Leaders who use reciprocal influence implicitly motivate others to behave in similar ways and to adopt Humanistic and Affiliative behaviors. Leaders who rely on unilateral strategies create a passive culture and promote Conventional and Dependent behaviors.

Influencing

Results by Respondent Groups



Unilateral

Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Reciprocal	2.67	3.00	-0.33
gaining the cooperation of others by treating them with respect and dignity	4.00	3.56	0.44
using participative methods to ensure that decisions are understood and accepted	2.00	3.11	-1.11
influencing others by personally being open to <i>their</i> influence	2.00	2.33	-0.33

Restrictive	Responses by:		
	Self	Others	Self-Others*
Unilateral	1.33	1.30	0.03
controlling activities by making decisions unilaterally	3.00	1.89	1.11
vetoing solutions and proposals that diverge from your preferences	1.00	1.00	0.00
using your position to limit people's discretion	0.00	1.00	-1.00

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

Creating a Setting

In the 1980's, the usefulness of the concept of corporate culture was nearly lost when management gurus defined culture in terms of symbols, slogans, heroes, rites, and rituals. These may be manifestations of culture—although any graduate student in anthropology could come up with more sophisticated examples—but they are not culture. A culture is a system of beliefs and actions that characterize a particular group. Culture is the unique whole—the shared ideas, customs, assumptions, expectations, philosophy, traditions, mores and values—that determines how a group of people will behave.

(James O'Toole, Leading Change, 1995, pp. 71-72)

The creation of a culture—a system of shared values, beliefs, and behavioral expectations—is possibly the most important function of a leader. In many ways, your **Impact on Others** profile reflects the type of culture you (and others) have created in your organization or subunit.

Prescriptive approaches to Creating a Setting involve **Facilitating** the work performance and growth and development of the people around you. Leadership/Impact measures Facilitating in terms of:

- enriching projects to better prepare team members for advancement.
- empowering people through the provision of information, autonomy and resources.
- creating a culture that allows people to grow and develop with the organization.

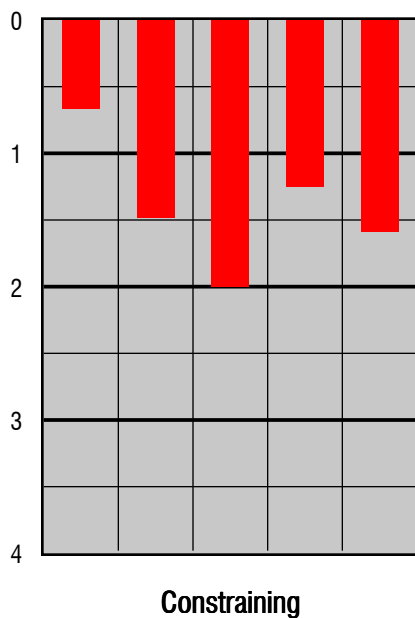
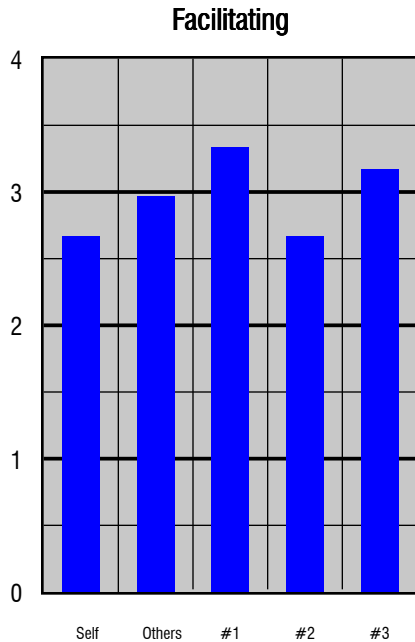
Restrictive approaches to Creating a Setting involve **Constraining** the behaviors and developmental experiences of the people around you:

- structuring situations in ways that preclude certain strategies or practices.
- creating a work environment that constrains people.
- establishing and emphasizing rules, regulations, and restrictions.

Facilitating settings promote Constructive behaviors on the part of members; constraining settings promote Passive/Defensive behaviors. The management sections of bookstores are full of volumes on topics related to facilitative settings (e.g., empowerment and employee involvement). A good starting place—and certainly briefer reading—is a concise article by Peter Block on "Empowering employees" (Training and Development Journal, 1987).

Creating a Setting

Results by Respondent Groups



Respondent Groups:

- #1 = HLM Sample
 #2 = Peer or Associate
 #3 = Direct Report

Item-by-Item Results

Frequency with which you provide leadership by:

Prescriptive	Responses by:		
	Self	Others	Self-Others*
Facilitating	2.67	2.96	-0.29
empowering people through the provision of information, autonomy, and resources	2.00	3.00	-1.00
creating a culture that allows people to grow and develop with the organization	3.00	3.11	-0.11
enriching projects to better prepare team members for advancement	3.00	2.78	0.22

Restrictive	Responses by:		
	Self	Others	Self-Others*
Constraining	0.67	1.48	-0.81
establishing and emphasizing rules, regulations, and restrictions	1.00	2.33	-1.33
structuring situations in ways that preclude certain strategies or practices	1.00	1.56	-0.56
creating a work environment that constrains people	0.00	0.56	-0.56

*A **positive** discrepancy indicates that you **overestimated** the frequency with which you exhibit the behavior being measured.

A **negative** discrepancy indicates that you **underestimated** the frequency of the behavior.

KEY: 0 = Never; 4 = Always; NR = No Response

Note: The leadership strategy items are listed above in the order in which they are associated with a strong Constructive impact and a weak Defensive impact.

THE NEXT STEPS

Wanting to lead and believing you can lead are the departure points on the path to leadership. Leadership is an art—a performing art—and the instrument is the self. The mastery of the art of leadership comes with the mastery of the self. Ultimately, leadership development is a process of self-development.

(Kouzes and Posner, The Leadership Challenge)

The purpose of **Leadership/Impact** is to provide those in leadership positions with otherwise unavailable information about their personal and organizational effectiveness, their impact on the people around them, and the leadership strategies that they have implicitly adopted. This information, in and of itself, should be useful to leaders in that it focuses on day-to-day leadership tactics (that are rarely discussed but nonetheless critically important) and the influence of those tactics on the culture of their organizations and the behavior and performance of others (which can be difficult to observe and quantify). The ultimate value of this feedback, however, is in its potential to motivate, direct, and help structure programs for individual and leadership development.

Leadership/Impact is used as a tool within organization-wide management development programs, in performance management and development programs coordinated by Human Resource departments, and by organizational development practitioners and trainers providing consultation to managers on a group or individual basis. In some cases, the tool is merely one component of a multifaceted training and development program; in other cases, the tool is used "on its own" without the support of structured training activities. In either case, however, the most important force for change and development is the recipient of the feedback. Those who are interested and motivated can effect important changes based on the feedback—even in the absence of structured executive development programs. Similarly, those who lack motivation or interest are unlikely to experience any growth and development—even with the support of comprehensive coaching and developmental activities.

While various arguments can be offered to motivate recipients of this feedback to invest time and energy in developmental activities, the current discussion will be limited to the importance of *systems thinking* and the *syndromatic nature* of the factors measured by **Leadership/Impact**. Peter Senge calls system thinking...

...the fifth discipline because it is the conceptual cornerstone that underlies all of the five learning disciplines of this book [The Fifth Discipline]. All are concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future.

Systems thinking directs attention to dynamic complexity—that is, situations where cause and effect are subtle and "When the same action has dramatically different effects in the short run and the long..." (Senge, p. 71). Leadership is inherently dynamically complex. Restrictive strategies may be implemented by leaders to correct deviations, to discourage undesired behaviors, to keep problem solving on-track and rational, or to achieve administrative efficiencies. Such strategies—like managing by exception and providing negative feedback—can have the desired effects in the short run. In the long-run, however, their effects are unanticipated and counter-productive. These effects include the creation of a Passive or Aggressive culture and concomitant responses and behaviors on the part of organizational members.

These Passive and Aggressive responses and behaviors, over time, begin to interfere not only with the performance of the people around the leader but also with the performance, both real and perceived, of the leader him/herself. Possibly following the principles of "contingency" or "situational" leadership, the leader reacts in the "appropriate" manner—adopting yet more directive, restrictive, and possibly less supportive leadership tactics. Again, these tactics may resolve short-term problems but, in doing so, reinforce Passive and Aggressive responses and continue to move the culture in a non-Constructive direction. Systems theory and organizational learning suggest that this reinforcing process (or vicious cycle) can be corrected by fundamental—rather than symptomatic—solutions, such as a self-initiated change in leadership strategies.

Step 1: Identifying Desired Changes in Your Impact

Review the results presented in the Impact on Others section of this report. The summary comparisons between your "Impact on Others Versus Ideal Impact" provide an efficient starting point (page 23). The objective here is to identify:

- One (of the four) Constructive behaviors along which you would like to increase your impact.
- One (of the four Passive or Aggressive) Defensive behaviors along which you would like to decrease your impact.

The two behaviors you identify can be selected on the basis of the size of the reported gap between your current and ideal impact. However, the criteria for selection do not have to be limited to the graphical and statistical results. You might also want to consider, for example, the extent to which the various behaviors are consistent or inconsistent with the culture that seems most appropriate for your organization. Similarly, you might focus on those behaviors that you believe are strongly influenced by you and therefore, are conducive to being modified as a result of your efforts.

List the two behaviors you have selected in the table for Step 1 (see next page). For the Constructive behavior, delineate three specific examples of the ways in which you would like to encourage people to approach their tasks and interact with others. Similarly, for the Defensive behavior, delineate three specific examples of the ways in which you would like to decrease your impact. To facilitate this process, you can refer to the item-by-item feedback presented for each style in the Impact on Others section (starting at page 26). The survey items suggest specific behaviors that you might want to promote or decrease on the part of others. Feel free to modify any of these survey items to better reflect the realities of your organization and the behaviors exhibited by the people around you.

STEP 1:**Identifying Desired Changes in Your Impact**

First, consider the four **Constructive** behaviors (Achievement, Self-Actualizing, Humanistic/Encouraging, and Affiliative) that can be promoted by leaders.

Specify one **Constructive** behavior along which you desire to **increase** your impact:

Constructive: _____

List three examples of the specific behaviors you would like to promote on the part of others:

Second, consider the four **Passive/Defensive** behaviors (Approval, Dependent, Conventional, and Avoidance) and four **Aggressive/Defensive** behaviors (Oppositional, Power, Competitive, Perfectionistic) that can be promoted by leaders:

Specify one **Defensive behavior** along which you desire to **decrease** your impact:

Defensive: _____

List three examples of the specific behaviors you would like to discourage on the part of others:

Step 2: Identifying Relevant Changes in Your Leadership Strategies

Step 2 involves identifying leadership strategies in specific domains (e.g., Envisioning, Role Modeling, etc.) that explain the impact you are currently having on others and that, if modified, could alter that impact. The objective is to identify leadership domains on that you can focus to accentuate your Constructive impact and reduce your Defensive impact with respect to the behavior of others. You will be using the table for Step 2, on the next page, to document the domains you select. To facilitate this step of the process, you should refer to the page that graphically summarizes your results with respect to Leadership Strategies (starting at page 48).

In general, the Prescriptive strategies have a Constructive impact on others and the Restrictive strategies have a Defensive impact. Therefore, your general approach to change should involve moving from Restrictive to Prescriptive strategies within the relevant leadership domains. You should select at least one domain relevant to each of the behaviors you identified in Step 1. In selecting these targets for change, you can focus on:

- those domains along which your leadership strategies are more Restrictive than Prescriptive, according to the reports by Others;
- those domains along which your Prescriptive tendencies as reported by Others are much weaker than your Self-reported tendencies;
- those domains along which your Restrictive tendencies as reported by Others are much stronger than your Self-reported tendencies; or
- those domains along which your Prescriptive tendencies are generally weak based on both your Self-report and the descriptions provided by others.

After using one or more of these guidelines for selecting potential targets for change, you should consider whether changes in the domains identified would be likely to effect changes in your impact. Our research has shown that Prescriptive and Restrictive strategies within certain leadership domains are strongly related to the impact of leaders on others—and you might want to consider these research findings to "validate" the domains you've identified or to suggest other domains for consideration. These research findings are summarized on the page following the Step 2 table as "Leadership Domains and Impact." Note that the domains listed are among those that show the strongest correlations with each of the twelve behavioral impact measures. In most cases, other domains also are related to the various behaviors; as such, you should not eliminate a domain from consideration simply because it does not appear in the table.

Per the guidelines in the table for Step 2, specify the leadership domains on which you will be focusing. Then, for each of these domains, describe two things that you can do to become more Prescriptive and less Restrictive. You should refer to the descriptions of the various leadership domains and your feedback (starting at page 50) in developing these examples.

STEP 2:**Identifying Relevant Changes in Your Leadership Strategies**

First, consider the various **leadership domains** on which you could focus to increase your **Constructive** impact with respect to the behavior of others:

Specify one **leadership domain** along which you will become *more* **Prescriptive** and less **Restrictive**:

Domain:_____

List one or two examples of specific things you could do to be *more* **Prescriptive**:

List one or two examples of specific things you could do to be *less* **Restrictive**:

Second, consider the various **leadership domains** on which you could focus to decrease your **Defensive** impact with respect to the behavior of others:

Specify one **leadership domain** along which you will become *more* **Prescriptive** and less **Restrictive**:

Domain:_____

List one or two examples of specific things you could do to be *more* **Prescriptive**:

List one or two examples of specific things you could do to be *less* **Restrictive**:

Leadership Domains and Impact

Increasing Your Constructive Impact

ACHIEVEMENT	Envisioning: Move toward Defining Creating a Setting: Move away from Constraining and toward Facilitating
SELF-ACTUALIZING	Stimulating Thinking: Move away from Vertical and toward Lateral Creating a Setting: Move away from Constraining and toward Facilitating
HUMANISTIC-ENCOURAGING	Influencing: Move away from Unilateral and toward Reciprocal Mentoring: Move away from Passive and toward Active
AFFILIATIVE	Influencing: Move away from Unilateral and toward Reciprocal Creating a Setting: Move away from Constraining and toward Facilitating

Decreasing Your Passive/Defensive Impact

APPROVAL	Stimulating Thinking: Move away from Vertical and toward Lateral Role Modeling: Move away from Circumscribing and toward Exemplifying
CONVENTIONAL	Creating a Setting: Move away from Constraining and toward Facilitating Stimulating Thinking: Move away from Vertical and toward Lateral
DEPENDENT	Influencing: Move away from Unilateral and toward Reciprocal Monitoring: Move away from Managing by Exception and toward Excellence
AVOIDANCE	Monitoring: Move away from Managing by Exception and toward Excellence Role Modeling: Move toward Exemplifying

Decreasing Your Aggressive/Defensive Impact

OPPOSITIONAL	Influencing: Move away from Unilateral and toward Reciprocal Providing Feedback: Move away from Negative and toward Positive
POWER	Influencing: Move away from Unilateral and toward Reciprocal Referring: Move away from Negative and toward Positive Referents
COMPETITIVE	Monitoring: Move away from Managing by Exception and toward Excellence Mentoring: Move away from Passive and toward Active
PERFECTIONISTIC	Influencing: Move away from Unilateral and toward Reciprocal Reinforcing: Move away from Punishing and toward Reward

Step 3: Identifying Resources and Support

Moving toward a more Prescriptive style, and having a more Constructive impact on others, will require an investment of both time and effort. Part of this investment will be in identifying and garnering the resources and support you need to implement your development program. This investment, though not inconsequential, is likely to pay dividends in the future. While our research is ongoing, our current data indicate that executives and managers at higher levels exhibit more Prescriptive leadership strategies (with respect to, for example, Envisioning, Role Modeling, Stimulating Thinking, and Creating a Setting) than do those at lower levels. Similarly, higher-level managers have a greater Constructive impact on others (e.g., Humanistic and Achievement) while lower-level managers tend to have a more Defensive impact (e.g., Conventional and Competitive). Furthermore, there is a strong correlation between others' judgments regarding managers' readiness for promotion and their Constructive impact. Given these findings, it seems reasonable to assume that the energy you direct toward development should enhance your managerial career.

The type of resources and support you might seek are those related to promoting your conceptual understanding of, and the behavioral skills related to, the Prescriptive strategies. Organizational development and training/development personnel within or outside your organization may be able to steer you toward relevant books, videos, and seminars. While such resources can be invaluable, you might also consider identifying a manager or executive who you feel is strongly Prescriptive in the leadership domains you have targeted. Observe this manager in action and exchange thoughts with him or her regarding the tactics you can use to develop your own leadership capabilities.

Second, you may need resources and support from your organization and the person to whom you report. Certain domains of leadership are inherently tied to the culture of the organization, role expectations sent from superiors, and the latitude people like yourself are given to think and behave in new ways. Thus, it can be productive to discuss your **Leadership/Impact** results with your immediate superior and to gain his/her support for the types of developmental activities you are considering. The discussion should focus on the things you need to facilitate these activities as well as potential obstacles (particularly those that can be eliminated or reduced).

Third, people generally benefit from ongoing and informal feedback from others as they initiate and implement personal change and development programs. Identify a peer or direct report whom you respect and whose opinion you trust. Discuss your developmental objectives with him or her and identify specific and observable behaviors that would indicate progress toward those objectives. Request informal feedback on a monthly basis and provide him/her with the same type of feedback, if requested.

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Recommended Resources

	Envisioning	Role Modeling	Mentoring	Stimulating Thinking	Referring	Monitoring	Providing Feedback	Reinforcing	Influencing	Creating a Setting	L/1 General Reading
Amabile, T. M. & Kramer, S. J. (2011). <i>The progress principle</i> . Boston, MA: Harvard Business School Publishing.									•	•	
Block, P. (1987). Empowering employees. <i>Training and Development Journal</i> , 41, 35-39.									•	•	
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*Available from Human Synergistics International.

Recommended Resources (continued)

	Envisioning	Role Modeling	Mentoring	Stimulating Thinking	Referring	Monitoring	Providing Feedback	Reinforcing	Influencing	Creating a Setting	L/I General Reading
Maxwell, J. C. (2007). <i>The 21 irrefutable laws of leadership: Follow them and people will follow you</i> , 10 th ed. Nashville, TN: Thomas Nelson.	•	•	•					•	•		
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