Management/Impact®
Confidential Feedback Report

A Sample

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INTRODUCTION

The core activities of a manager and a leader are simply different...If companies confuse the two roles by expecting every manager to be a leader, or if they define "leaders" as simply a more advanced form of "manager," ...gradually the company will fall apart.

Marcus Buckingham and Curt Coffman[1]

Management Versus Leadership

Despite the critical role that management plays within organizations, it often is mistakenly viewed as an inadequate alternative to leadership. Management and leadership encompass distinct sets of responsibilities that address different—but equally important—types of organizational needs. *Leadership* involves defining an overall agenda (vision and strategies) and inspiring others to achieve it. *Management* involves implementing strategies and turning visions into accomplishments by motivating, organizing, and guiding the efforts of other people.[2] Thus, both activities are necessary for visions to be created *as well as* achieved.

Management and leadership each have a powerful and enduring impact on the behavior of other people within organizations. And although both sets of responsibilities can apply to a single individual, in some organizations leadership responsibilities may be the primary focus of higher-level managers and executives whereas first- to middle-level managers may be expected to focus more on management responsibilities.

Management/Impact® (M/I) Feedback Report

M/I is designed for those who are responsible for management activities.[3] Unlike other surveys that focus on whether managers carry out their responsibilities, M/I focuses on *how* managers carry out their responsibilities and the impact this has on the behavior of the people around them (see "Components of Management Measured by M/I" on next page).

The information provided by M/I is invaluable as most managers are unaware of how their behavior is perceived and interpreted by others. The ways in which managers behave apparently is one of the least discussed issues in organizations—estimated to outnumber all other commonly avoided issues by a ratio of 4 to 1![4] Though people talk about the issues they have with their managers, such discussions are usually with everyone *except* their managers. Thus, the feedback contained in this report provides you with a unique opportunity to obtain information about your *management* behavior and its *impact* on the people who work with you. This feedback is based on information collected using two forms of the M/I inventory:

- **Description by Others**—completed by the people selected by you to describe your current approach to carrying out your managerial role, the impact that it has on their behavior, and your overall management effectiveness.
- **Self-Report**—completed by you to identify your self perceptions regarding your current management approach and the impact that you should have on the behavior of the people around you.

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)	Current Impact (as described by others)
M/I Current Approaches (as perceived by self)	M/I Current Approaches (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 M/I *Confidential Feedback Report*. All other information is obtained in advance through the M/I inventory.

The feedback is presented in separate sections that describe your:

- *Management Effectiveness* in terms of task, people, and personal effectiveness;
- *Impact on Others* in terms of the extent to which you *currently* encourage or require people to behave in Constructive (as opposed to Defensive) ways as well as the extent to which you believe that you *should* encourage them to behave in these ways; and
- *Management Approaches* in terms of the frequency with which you carry out your responsibilities in ways that Facilitate versus Inhibit the performance of others.

Components of Management Measured by M/I

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The last section of this report guides you through the process of using your feedback to effectively deal with the challenges that you currently face as a manager. It is recommended that you read the sections in sequence to obtain a thorough understanding of your current performance and, more importantly, the steps you can take to enhance your effectiveness as you move forward.

INTRODUCTION

MANAGEMENT EFFECTIVENESS

No job is more vital to our society than that of the manager. It is the manager who determines whether our social institutions serve us well or whether they squander our talents and resources.

Henry Mintzberg[5]

Your Desired Future Effectiveness

Before reviewing your results, consider the statements below, which focus on your task, people, and personal effectiveness. For each set of statements, place an "x" to indicate the response (1 through 7) that best describes how you would like to be regarded by others *one year from now*.

Task Effectiveness

	1	2	3	4	5	6	7	
Allows the organization to stagnate								Moves the organization toward its vision and goals
Has a negative impact on his/her unit's effectiveness								Has a positive impact on his/her unit's effectiveness
Limits others' productivity								Enhances others' productivity
Creates problems								Solves problems
Motivates others to meet only the minimum requirements								Motivates others to exceed expectations

People Effectiveness

	1	2	3	4	5	6	7	
Promotes insecurity								Promotes self-confidence
Makes people's jobs less satisfying								Makes people's jobs more satisfying
Has a stressful effect on others								Has a calming effect on others
Makes people want to leave								Makes people want to stay

Personal Effectiveness

	1	2	3	4	5	6	7	
Doubted by others								Trusted by others
Has stagnated as a manager								Continues to grow as a manager
Burned out by the job								Energized by the job
Inconsequential								Influential
Unprepared for current position								Ready for promotion

MANAGEMENT EFFECTIVENESS

When managers respond to this brief survey, they usually mark "6's" and "7's" for most, if not all, of the items.

- With respect to *task effectiveness*, most managers would like to be viewed by those around them as someone who contributes to their organization's vision and goals, resolves problems, as well as facilitates motivation, productivity, and effectiveness within their units.

- Similarly, with *people effectiveness*, managers generally prefer to be regarded as someone who bolsters the self-confidence of those around them and helps those with whom they work to feel good about themselves, their jobs, and the organization.

- In terms of *personal effectiveness*, most managers would like to be perceived as continually expanding their knowledge and skills, interested in their work, trustworthy, influential, and ready for promotion.

Your Current Effectiveness

Feedback from others regarding your current task, people, and personal effectiveness is presented on the next page. The triangles represent the average responses by the others who described you. Based on historical data, scores between 5.0 and 5.5 reflect an average level of effectiveness for managers. With respect to agreement, the majority of your respondents (approximately 67% of them) fall within the range depicted by the standard deviation bars for the items. Standard deviations around 1.0 are average; that is, for these items, the average bar extends 1 point lower and higher than the triangle.

The people who completed the M/I survey for you were asked to respond to the same effectiveness items you just reviewed. Their average responses are presented on the next two pages.

When reviewing the results, keep in mind that the scores received by the great majority of managers are not as positive as they desire. In this regard, the results are 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 your current and desired effectiveness.

MANAGEMENT EFFECTIVENESS

Your Current Effectiveness
(as described by 9 others)

Task Effectiveness

	1 2 3 4 5 6 7	
Allows the organization to stagnate		Moves the organization toward its vision and goals
Has a negative impact on his/her unit's effectiveness		Has a positive impact on his/her unit's effectiveness
Limits others' productivity		Enhances others' productivity
Creates problems		Solves problems
Motivates others to meet only the minimum requirements		Motivates others to exceed expectations

People Effectiveness

	1 2 3 4 5 6 7	
Promotes insecurity		Promotes self-confidence
Makes people's jobs less satisfying		Makes people's jobs more satisfying
Has a stressful effect on others		Has a calming effect on others
Makes people want to leave		Makes people want to stay

Personal Effectiveness

	1 2 3 4 5 6 7	
Doubted by others		Trusted by others
Has stagnated as a manager		Continues to grow as a manager
Burned out by the job		Energized by the job
Inconsequential		Influential
Unprepared for current position		Ready for promotion

KEY: Average of all others' responses (i.e., descriptions by others)

Standard deviation across others' responses

NR = No Response

MANAGEMENT EFFECTIVENESS

Your Current Versus Desired Future Effectiveness

Transfer your desired effectiveness scores on page 6 to the first column of the table below. Then, subtract your current scores (column 2) from your desired scores (column 1) and record the differences or "gaps" in the last column. Gaps greater than zero indicate areas for development.

	Self Report	Description by Others		Gap
	Your Desired Scores	Your Current Scores	Standard Deviations	(Desired Scores *minus* Current Scores)
Task Effectiveness:				
Moves the organization toward its vision and goals	_____	5.44	2.35	_____
Has a positive impact on his/her unit's effectiveness	_____	5.22	2.49	_____
Enhances others' productivity	_____	5.67	2.18	_____
Solves problems	_____	5.33	2.18	_____
Motivates others to exceed expectations	_____	5.33	2.29	_____
People Effectiveness:				
Promotes self-confidence	_____	5.11	2.47	_____
Makes people's jobs more satisfying	_____	5.00	2.12	_____
Has a calming effect on others	_____	5.44	2.13	_____
Makes people want to stay	_____	5.67	2.18	_____
Personal Effectiveness:				
Trusted by others	_____	4.33	2.69	_____
Continues to grow as a manager	_____	5.22	2.17	_____
Energized by the job	_____	5.00	2.24	_____
Influential	_____	5.22	2.05	_____
Ready for promotion	_____	5.33	2.18	_____

NR = No Response

MANAGEMENT EFFECTIVENESS

What Drives Your Management Effectiveness?

There are potentially numerous factors that influence your management effectiveness. Some of these factors are directly under your control and others are not. Among the most important factors are the ways in which you approach your responsibilities and the impact it has on the behavior of the people around you.

At the most general level, you are likely to exhibit a combination of two different approaches when carrying out your management responsibilities: Facilitating and Inhibiting. **Facilitating approaches** focus on maximizing the autonomy of other people and the integration of their efforts by removing obstacles and creating opportunities to experiment and improve. **Inhibiting approaches** focus on maximizing your control over other people and their work by maintaining or creating barriers that either discourage o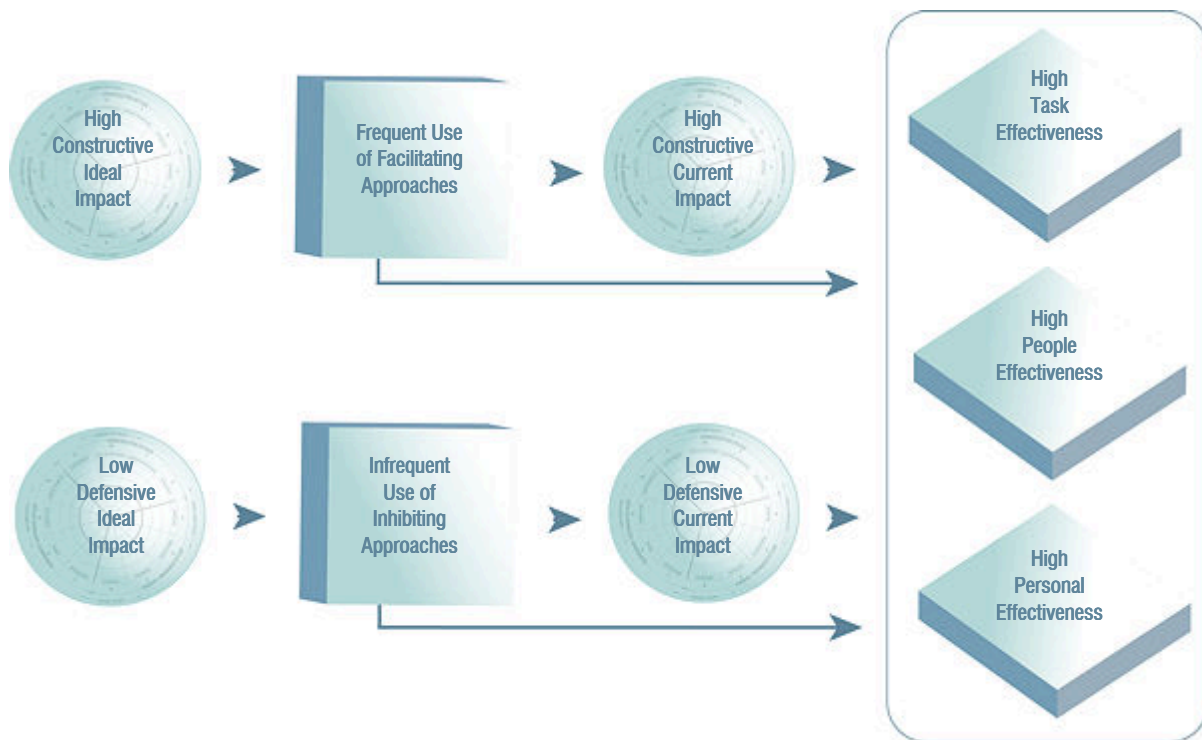r prevent people from taking initiative, trying new things, and integrating their activities with those of other people and units.

Although certain aspects of Inhibiting approaches may sometimes be necessary or unavoidable, Facilitating approaches generally are more effective. This is partly because the latter establishes systems and processes that make adaptation, learning, problem solving, and internal and external integration of unit activities and efforts possible. Possibly more important, Facilitating approaches on the part of managers create and reinforce cultural norms and expectations for Constructive (as opposed to Defensive) behaviors on the part of others.

Though concepts such as culture and norms are somewhat abstract, they translate into more tangible things such as the manager's impact on the behavior or performance of other people within the organization. This impact can be either Constructive or Defensive. Managers with a **Constructive impact** motivate people to think and behave in achievement-oriented and cooperative ways that emphasize both excellence and personal satisfaction. In contrast, managers with a **Defensive impact** drive people to think and behave in either aggressive or passive ways to avoid conflict and blame as well as maintain their security with respect to people or tasks. Constructive behaviors lead to better performance than Defensive behaviors, as well as result in higher levels of personal satisfaction and lower levels of stress. As such, most managers 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.

Thus, you can enhance your management effectiveness by increasing your Constructive impact on others (and decreasing your Defensive impact) through utilizing Facilitating approaches more frequently (and Inhibiting approaches less often). The model on the next page summarizes these factors for enhancing management effectiveness.

                                       MANAGEMENT EFFECTIVENESS

Factors Related to Management Effectiveness

High Constructive Ideal Impact	→	Frequent Use of Facilitating Approaches	→	High Constructive Current Impact	→	High Task Effectiveness
						High People Effectiveness
Low Defensive Ideal Impact	→	Infrequent Use of Inhibiting Approaches	→	Low Defensive Current Impact	→	High Personal Effectiveness

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IMPACT ON OTHERS

The fear of this particular manager drove people to point fingers at one another rather than fix problems...his tough approach backfired because many employees were so afraid of his wrath that they devoted their energy to protecting themselves, not helping the company.

Adapted from Robert I. Sutton[6]

The Impact of Managers

By definition, managers are responsible for influencing the thinking, behavior, and performance of the people around them. Whether intentionally or unintentionally, directly or indirectly, managers motivate or drive people to behave in certain ways. This impact, either positive or negative, is typically sufficiently strong enough to be discernable and measurable.

M/I measures the impact of managers on the behavior of other people with respect to Constructive and two types of Defensive styles.

- Managers who have a **Constructive Impact** encourage and motivate people to relate to others and approach their work in ways that will help them to personally meet their higher-order needs for growth and satisfaction. Specific Constructive styles that managers may promote include *Achievement, Self-Actualizing, Humanistic-Encouraging,* and *Affiliative*.

- Managers who have a **Passive/Defensive Impact** encourage or drive people to interact with those around them in self-protective ways that will not threaten their own security. Specific Passive/Defensive styles that managers may encourage include *Approval, Conventional, Dependent,* and *Avoidance*.

- Managers who have an **Aggressive/Defensive Impact** drive or motivate people to approach their task-related activities in forceful ways to protect their status and security. Specific Aggressive/Defensive styles that managers may promote include *Oppositional, Power, Competitive,* and *Perfectionistic*.

These styles are arranged around a *circumplex* or circular diagram in terms of their degree of similarity (with relatively similar styles situated close to one another). Behavioral styles that are relatively people-oriented are placed on the right side of the circumplex; behavioral styles that are more task-oriented are placed on the left side. Similarly styles that are associated with the fulfillment of higher-order growth and satisfaction needs are placed near the top of the circumplex; styles that are associated with the maintenance of lower-order security needs are placed near the bottom.

M/I Circumplex
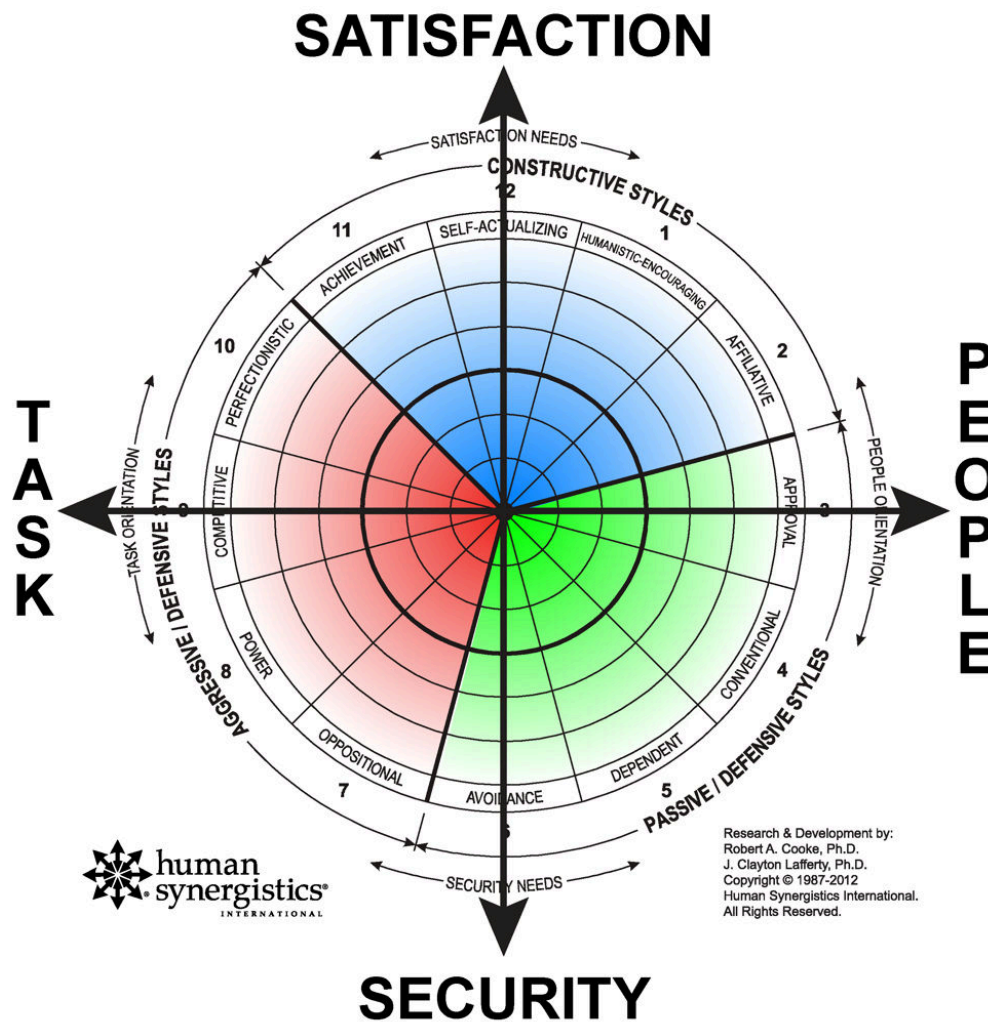
As you review the following style descriptions, think about what currently motivates and encourages the people around you to focus on:

- tasks or people.

- achieving a sense of personal satisfaction or maintaining their security.

IMPACT ON OTHERS

Constructive Impact

The impact of some managers on the people around them is primarily Constructive. These managers create work environments that stimulate other people's needs for growth and achievement and encourage them to think and behave in ways that will help to satisfy those needs. Such behaviors reflect a balanced concern for people and tasks, an orientation toward the attainment of personal and organizational goals, and a commitment toward reaching those goals through cooperative efforts. The specific behavioral styles associated with a Constructive impact enable people to meet their satisfaction needs through both the way they approach their tasks and their interactions with people. These styles include:
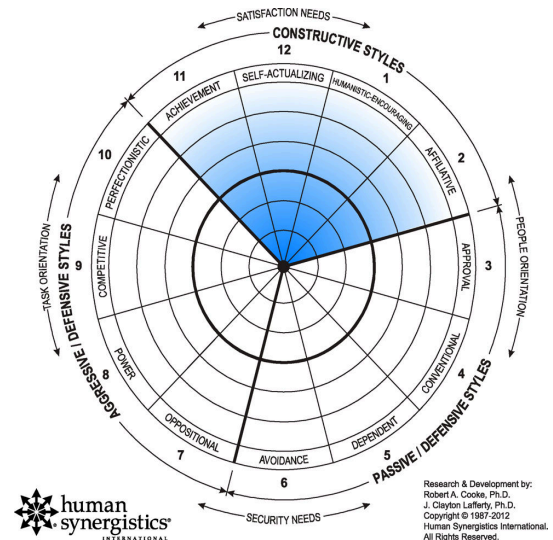
- **Achievement:** The manager motivates and encourages others to set challenging but realistic goals, establish plans to reach those goals, and pursue them with enthusiasm.

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

- **Humanistic-Encouraging:** The manager 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 manager 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

Other managers have a predominantly Passive/ Defensive impact on the people around them. Possibly inadvertently, these managers adopt approaches that make others feel self-doubting or apprehensive, controlled and constrained, and uneasy about interpersonal relations within the organization. In the extreme, such managers create environments that accentuate people's needs for security and induce them to satisfy those 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 behavioral styles associated with a Passive/Defensive impact therefore require people to meet their security needs through their interactions with others. These styles include:
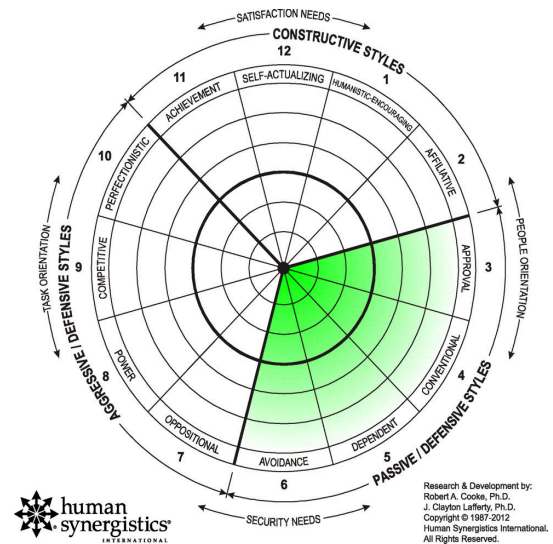
- **Approval:** The manager motivates and requires others to gain the full agreement of those around them, "go along" with people, and maintain (superficially) pleasant interpersonal relationships.

- **Conventional:** The manager motivates and requires others to conform, fit in the "mold," and follow the rules, policies, and standard operating procedures.

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

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Aggressive/Defensive Impact

Certain managers have an impact on others that is mainly Aggressive/Defensive. Directly or indirectly, these managers use approaches that make other people feel anxious about their importance and influence, worry about how they look relative to others, and fixate on short-term (and sometimes irrelevant) performance criteria. In the extreme, such managers create environments that accentuate people's needs to enhance their status and security and drive 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 before those of the organization, and an aggressive pursuit of one's own objectives over those of other members and units. The specific behavioral styles associated with an Aggressive/Defensive impact therefore require people to protect their status and security needs through the way they approach their tasks. Specific Aggressive/Defensive styles include:
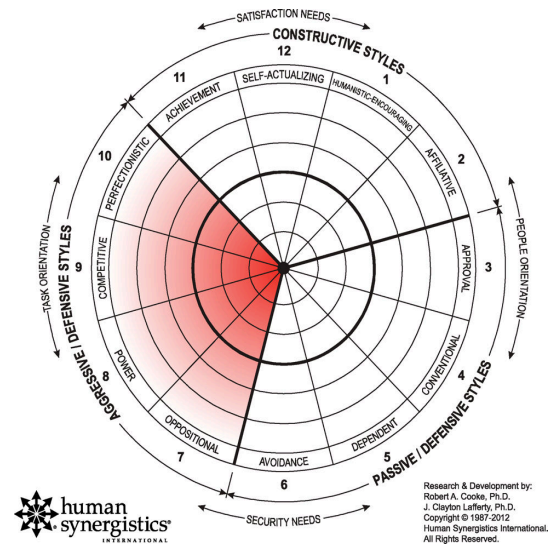
- **Oppositional:** The manager motivates and drives others to point out mistakes, gain status by being critical, and dismiss even good ideas due to minor flaws.

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

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

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

Your Ideal Impact

The profile that follows depicts the impact that you believe you should have on the people around you. This "ideal" impact profile is based exclusively on your responses to the M/I Self-Report Inventory. In responding, you were asked to describe the behaviors that you should promote to maximize the individual performance of the people with whom you work and enhance the long-term effectiveness of your organization. The length of the "extension" or shaded area along each style reflects the magnitude of the impact that you believe you should have with respect to each of the twelve behavioral styles previously described. A long extension means you should, to a great extent, motivate people to exhibit that style of behavior; a short extension means you believe that you should not encourage people to think and behave in that way.

Overall, you describe the impact that you should have on the behavior of others as predominantly *Constructive*. In terms of specific styles, you believe that you should primarily promote and reinforce *Affiliative* behaviors. For instance, you indicated that you should:

- promote mutual respect of people's diverse backgrounds and viewpoints
- motivate people to emphasize the importance of the team
- encourage people to discuss things in a friendly and open manner

The second strongest (second most extended) style in your ideal impact profile is *Humanistic-Encouraging*. Specifically, you believe you should:

- promote mutual trust and confidence among organizational members
- encourage people to train newcomers
- encourage people to show concern for the needs of others

The circumplex converts your raw (unadjusted) scores along each of the twelve styles to percentile or normed scores. These scores are detailed below your profile. The percentile scores reflect the comparison of your ideal impact results to the actual impact results of 650 managers as described by 4,356 people with whom they work.[7] The five concentric circles on the profile represent the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. The center of the circumplex represents the 0 percentile and the outer ring represents the 99th percentile. Thus, if the extension along a particular style reaches the 4th concentric circle, your ideal impact is stronger than the actual impact of approximately 75% of the managers for whom data are available. Similarly, if the extension along a particular style reaches only the 2nd circle, your ideal impact is stronger than the actual impact of about 25% of the managers in the data set. In interpreting your results, you should place greater emphasis on the profile extensions and the percentile scores than the raw scores.

IMPACT ON OTHERS

Your Ideal Impact
(based on your self report)
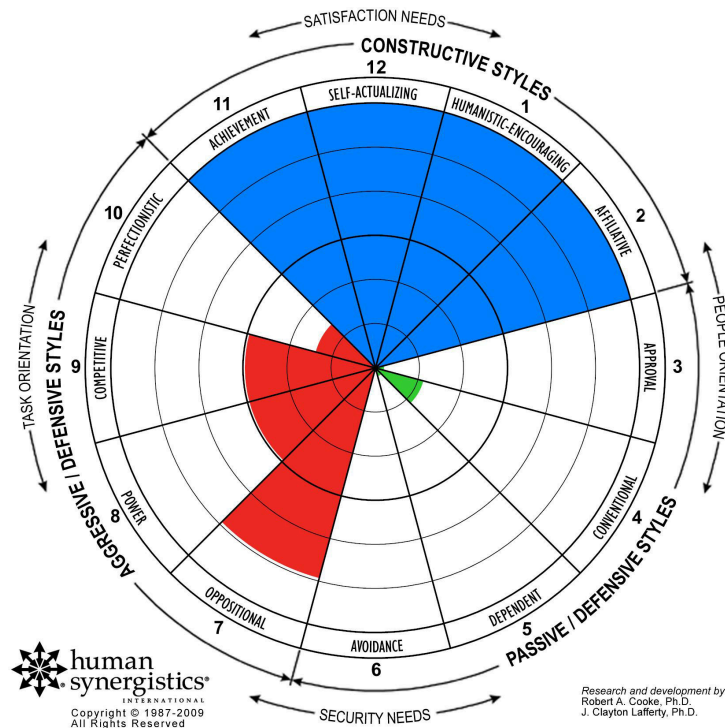
	Your Ideal Percentile Score	Your Ideal Raw Score
Constructive Styles		
Humanistic-Encouraging	99%	20.00
Affiliative	99%	20.00
Achievement	99%	19.00
Self-Actualizing	99%	20.00
Passive/Defensive Styles		
Approval	2%	1.00
Conventional	12%	4.00
Dependent	2%	3.00
Avoidance	1%	1.00
Aggressive/Defensive Styles		
Oppositional	89%	7.00
Power	49%	6.00
Competitive	49%	3.00
Perfectionistic	16%	3.00

NR = No Response

IMPACT ON OTHERS

Generally, ideal impact profiles show strong extensions along the four Constructive styles and relatively weak extensions along the Passive/Defensive and Aggressive/Defensive styles. These ideal profiles, with major extensions along the Constructive styles, are logical and meaningful. First, the Constructive behaviors generally are consistent with the values (e.g., independence, equality of opportunity) and higher-order needs (e.g., achievement, self-actualization) of the members of most organizations. Consequently, Constructive behaviors have far greater motivational potential than Defensive behaviors. Second, research at the individual level shows that 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 indicates that norms and expectations for Constructive behaviors are positively related to cooperation and teamwork, effective problem solving, and high quality service. As such, it is reasonable that managers emphasize the Constructive behavioral styles in describing the impact they would prefer to have on the people around them.

IMPACT ON OTHERS

Your Current Impact

The next profile depicts your current impact on the people around you. It is based on the combined responses of those who described you. Since the profile shows the magnitude of your impact as compared to that of 650 managers, the impact of a manager in terms of any style has an equal probability of falling above or below the 50th percentile. As a result, most managers have a relatively strong impact along various styles, including the Defensive styles.

Your results indicate that, overall, you currently promote and reinforce other people to behave in predominantly *Constructive* ways. The strongest (most extended) style in your profile is *Affiliative*. Specifically, those who described you indicated that you:

- promote mutual respect of people's diverse backgrounds and viewpoints
- motivate people to emphasize the importance of the team
- encourage people to discuss things in a friendly and open manner

Your second strongest impact style is *Achievement*. Specifically, people indicated that you:

- motivate people to strive for excellence
- expect people to take "ownership" over decisions and actions
- want people to take initiative when opportunities arise

Your percentile scores, raw scores, and standard deviations are summarized below your profile. The standard deviations reflect the consistency in the responses of the people describing you. If the standard deviation is small (e.g., below 2), people basically agree on your impact with respect to the behavioral style. If the standard deviation is large (e.g., above 4), there is some disagreement among respondents regarding the style in question. Additional information on interpreting standard deviations is provided on page 7 of this report.

In interpreting your results, you should place greater emphasis on the profile extensions and percentile scores[8] than on the raw scores and standard deviations. If the standard deviation with respect to a certain style is particularly large, it is worth noting that respondents basically disagree about the extent to which you motivate those behaviors. Such disagreement may reflect differences among the respondents themselves (e.g., their needs, expectations, and perceptions) or indicate that you relate to people in different ways or do not consistently communicate the same expectations to all your people. The latter suggests that you could increase your Constructive impact (or decrease your Defensive impact) by interacting with others in a more consistent way.

Your Current Impact
(based on descriptions by 9 others)
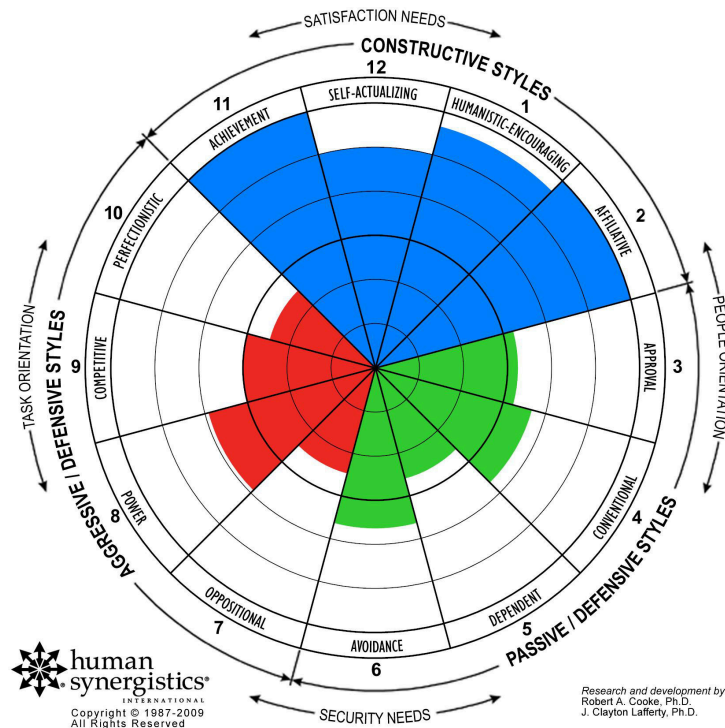
	Your Current Percentile Score	Your Current Raw Score	Standard Deviations
Constructive Styles			
Humanistic-Encouraging	96%	17.33	2.00
Affiliative	99%	19.67	0.71
Achievement	99%	17.89	1.54
Self-Actualizing	90%	16.00	2.92
Passive/Defensive Styles			
Approval	56%	4.11	5.40
Conventional	67%	7.56	4.88
Dependent	40%	6.22	5.45
Avoidance	66%	4.89	5.30
Aggressive/Defensive Styles			
Oppositional	37%	3.56	4.93
Power	73%	7.89	5.53
Competitive	50%	3.11	5.40
Perfectionistic	37%	4.56	5.03

NR = No Response

Gaps Between Your Current and Ideal Impact

For most managers, there are significant differences between their ideal and current impact profiles. In fact, relatively few managers receive feedback indicating that their current impact is as Constructive as their ideal—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 management development efforts. Thus, your current and ideal impact profiles are reproduced on the next page to allow you to review the "gaps" or differences between the two profiles.

Overall, the largest gap between your current and ideal impact profiles is along the *Passive/ Defensive* cluster. With respect to the twelve styles measured, the largest gap of concern is *Avoidance*. Specifically, your ideal impact differs from your current impact in terms of the extent to which you:

- lead people to withdraw from interpersonal conflicts and disagreements
- discourage people from taking risks
- cause people to stay away from difficult situations that could make them look bad

The next largest gap of concern is the *Conventional* Style. Specifically, your ideal impact differs from your current impact in terms of the extent to which you:

- require people to strictly adhere to policies and standard operating procedures
- cause people to focus on procedures rather than outcomes
- require people to do things the way they've always been done

The table underneath the two profiles summarizes your current percentile score, your ideal percentile score, and the gap between current and ideal for each of the twelve styles. The gap for each style was calculated by subtracting your ideal percentile score from your current percentile score. For the **Constructive styles**, a negative (-) gap score indicates that your current impact is *weaker* than you believe it should be. A zero (0) gap score indicates that your impact with respect to the style 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 believe it should be. A zero (0) gap indicates that your impact with respect to the style is *as weak as*, or even weaker than, your ideal.

IMPACT ON OTHERS

Your Current Impact
(based on descriptions by 9 others)
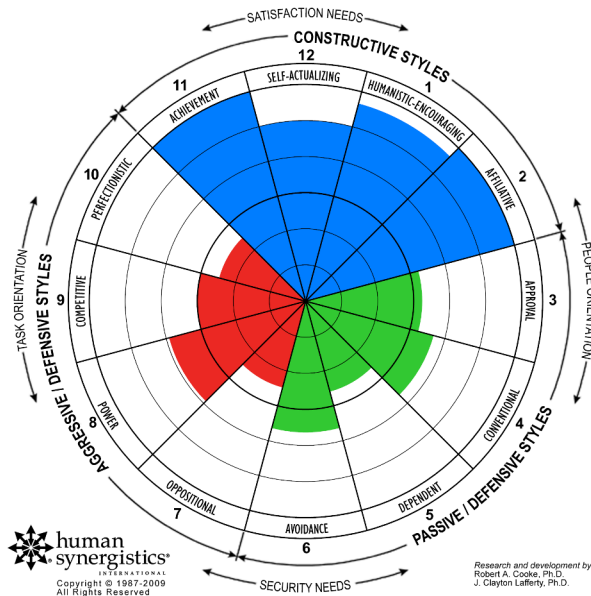
Your Ideal Impact
(based on your self report)
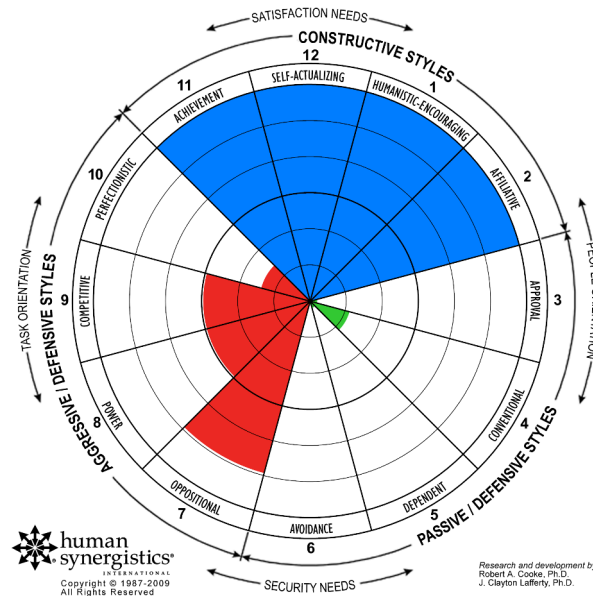
	Your Current Percentile Score	Your Ideal Percentile Score	Gap*
Constructive Styles			
Humanistic-Encouraging	96%	99%	-3%
Affiliative	99%	99%	0%
Achievement	99%	99%	0%
Self-Actualizing	90%	99%	-9%
Passive/Defensive Styles			
Approval	56%	2%	54%
Conventional	67%	12%	55%
Dependent	40%	2%	38%
Avoidance	66%	1%	65%
Aggressive/Defensive Styles			
Oppositional	37%	89%	0%
Power	73%	49%	24%
Competitive	50%	49%	1%
Perfectionistic	37%	16%	21%

NR = No Response

*Gap = Your Current Percentile Score *minus* Your Ideal Percentile Score

A negative "-" gap indicates that your current impact is *weaker than* you believe it ideally should be

A positive "+" gap indicates that your current impact is *stronger than* you believe it ideally should be

A zero "0" gap indicates that your current impact is *equal* or *superior* to your ideal

IMPACT ON OTHERS

Your Current Versus Ideal Impact: 360° Feedback

Your results are shown below for the various groups who described your current impact. Your self-report ideal impact also is shown for purposes of comparison.

Your Ideal Impact
(N=1)

Your Current Impact
HLM Sample
(N = 1)

Your Current Impact
Peer or Associate
(N = 4)

Your Current Impact
Direct Report
(N = 4)
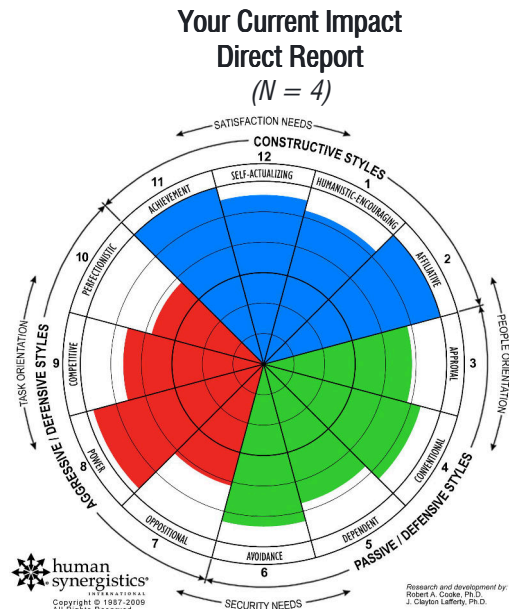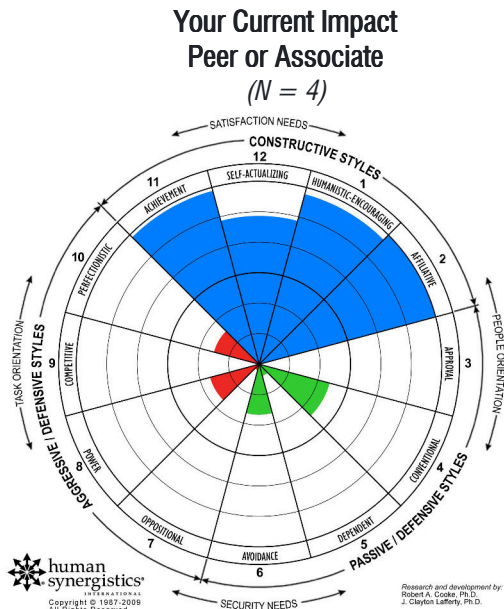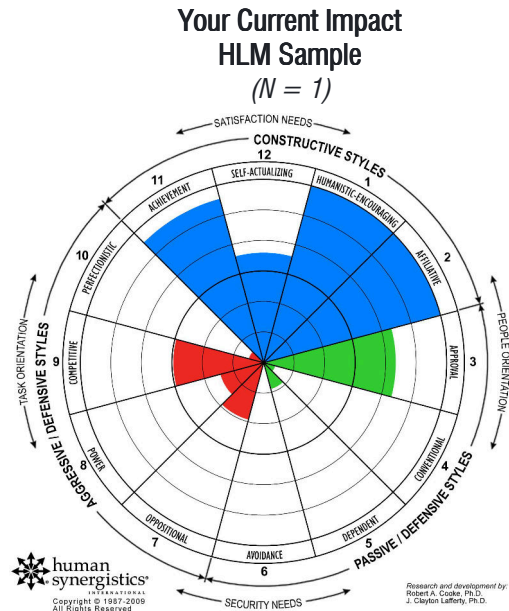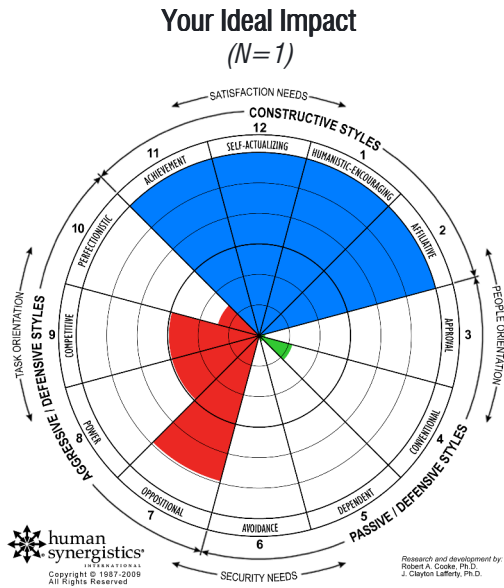
Item-by-Item Feedback

The M/I inventory relies on five items to measure your impact with respect to each of the twelve behavioral styles. Presented on the following pages are your item-by-item results for each of the styles, including your current impact (as described by others), your ideal impact (based on your self report), and the gap between your current and ideal results.

The item-by-item feedback enables you to gain a deeper understanding of your impact and identify specific behaviors (items) along which the gaps are the greatest. Pay particular attention to negative (-) gaps under the Constructive behaviors and positive (+) gaps under the Defensive behaviors. The positive and negative gap scores are useful in identifying relatively specific targets for change.

Constructive Gaps	Interpretation
Negative (-) Gap	Current impact is *weaker* than your ideal.
Zero (0) Gap	Current impact is *as strong as, or even stronger,* than your ideal.
Defensive Gaps	**Interpretation**
Positive (+) Gap	Current impact is *stronger* than your ideal.
Zero (0) Gap	Current impact is *as weak as, or even weaker,* than your ideal.

Your Constructive Item-by-Item Impact Results

Extent to which you...	Your Current Impact	Your Ideal Impact	Gap
Humanistic-Encouraging			
encourage people to show concern for the needs of others	3.33	4.00	-0.67
motivate people to actively support others in their career development and growth	3.33	4.00	-0.67
expect people to bring attention to and reward good performance by others	3.33	4.00	-0.67
encourage people to train newcomers	3.44	4.00	-0.56
promote mutual trust and confidence among organizational members	3.89	4.00	-0.11
Affiliative			
expect people to build good personal relationships with others (within the organization)	3.78	4.00	-0.22
lead people to cooperate with others	3.89	4.00	-0.11
promote mutual respect of people's diverse backgrounds and viewpoints	4.00	4.00	0.00
motivate people to emphasize the importance of the team	4.00	4.00	0.00
encourage people to discuss things in a friendly and open manner	4.00	4.00	0.00
Achievement			
encourage people to set priorities and allocate time in accordance with a long-term plan	3.11	4.00	-0.89
inspire people to take on challenging tasks with a sense of confidence	3.33	4.00	-0.67
want people to take initiative when opportunities arise	3.56	4.00	-0.44
motivate people to strive for excellence	4.00	4.00	0.00
expect people to take "ownership" over decisions and actions	3.89	3.00	0.00
Self-Actualizing			
stimulate people to think in unique and independent ways	2.56	4.00	-1.44
motivate people to approach their work with creativity -- even if it takes extra time	2.89	4.00	-1.11
inspire people to experiment with innovative solutions to problems	3.22	4.00	-0.78
encourage people to pursue interesting projects and opportunities	3.56	4.00	-0.44
expect people to maintain their integrity and personal standards	3.78	4.00	-0.22

KEY:
0 = Not at all
4 = To a very great extent
NR = No Response
GAP = Current Impact - 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

IMPACT ON OTHERS

Your Passive/Defensive Item-by-Item Impact Results

Extent to which you...	Your Current Impact	Your Ideal Impact	Gap
Approval			
expect people to "go along" with others	1.56	0.00	1.56
deter people from taking controversial or unpopular actions	1.11	0.00	1.11
encourage people to say what those around them **want** to hear (rather than what they **need** to hear)	0.67	0.00	0.67
lead people to rely on flattery and ingratiation to gain approval	0.44	0.00	0.44
make people feel they have to be accepted and part of the "in-group"	0.33	1.00	0.00
Conventional			
require people to strictly adhere to policies and standard operating procedures	3.00	2.00	1.00
cause people to focus on procedures rather than outcomes	2.00	1.00	1.00
require people to do things the way they've always been done	0.67	0.00	0.67
cause people to refer to rules and procedures to justify their actions	1.44	1.00	0.44
pressure people to accept the "status quo"	0.44	0.00	0.44
Dependent			
require people to follow orders, even if they have a better idea	1.22	0.00	1.22
expect people to simply do what they're told	1.11	0.00	1.11
prevent people from taking action until receiving all clearances and approvals	1.00	0.00	1.00
expect people to interrupt their work to respond to "shifting priorities" from above	1.78	1.00	0.78
require people to get permission before changing the way they spend their time	1.11	2.00	0.00
Avoidance			
lead people to withdraw from interpersonal conflicts and disagreements	2.22	0.00	2.22
discourage people from taking risks	1.33	0.00	1.33
cause people to stay away from difficult situations that could make them look bad	0.56	0.00	0.56
lead people to play it safe and wait for others to act first	0.44	0.00	0.44
make people feel apprehensive and insecure	0.33	1.00	0.00

KEY:
0 = Not at all
4 = To a very great extent
NR = No Response
GAP = Current Impact - 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

IMPACT ON OTHERS

Your Aggressive/Defensive Item-by-Item Impact Results

Extent to which you...	Your Current Impact	Your Ideal Impact	Gap
Oppositional			
lead people to be critical and hard to impress	0.44	0.00	0.44
cause people to focus on the negative (e.g., mistakes) rather than the positive (e.g., successes)	0.22	0.00	0.22
drive people to scrutinize and challenge decisions made by others	1.11	1.00	0.11
drive people to blame performance problems on others	0.44	2.00	0.00
lead people to criticize current practices to get their ideas accepted	1.33	4.00	0.00
Power			
insist that people maintain tight control over the staff and/or activities for which they are responsible	2.56	1.00	1.56
drive people to act forceful	1.22	0.00	1.22
require that people protect their power base, maintain their authority	2.11	1.00	1.11
push people to aggressively assert themselves	1.22	2.00	0.00
make it necessary to come across as hard, tough, and "in command"	0.78	2.00	0.00
Competitive			
motivate people to enhance their own positions by manipulating situations	0.78	0.00	0.78
cause people to restrict their activities to only those things that will make them look good	0.44	0.00	0.44
steer people to constantly compare themselves to their peers	0.44	0.00	0.44
make people feel that they have to do things to be seen and noticed	0.78	1.00	0.00
prompt people to turn the job into a contest	0.67	2.00	0.00
Perfectionistic			
expect people to work long, hard hours	0.78	0.00	0.78
make people feel that they have to prove themselves	0.67	0.00	0.67
push people to give the impression that they always have the answer or the necessary information	0.56	0.00	0.56
lead people to de-emphasize feelings and focus on the task	1.78	2.00	0.00
expect people to view work as more important than anything else	0.78	1.00	0.00

KEY:
0 = Not at all
4 = To a very great extent
NR = No Response
GAP = Current Impact - 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

IMPACT ON OTHERS

MANAGEMENT APPROACHES

Theory X offers management an easy rationalization for ineffective organizational performance: It is due to the nature of the human resources with which we must work. Theory Y, on the other hand, places the problems squarely in the lap of management. If employees are lazy, indifferent, unwilling to take responsibility, intransigent, uncreative, uncooperative, Theory Y implies that the causes lie in management's methods of organization and control.

Douglas McGregor[9]

Facilitating Versus Inhibiting Approaches to Management

Published descriptions of management responsibilities date back to 1916 when a successful French businessman named Henri Fayol identified planning, organizing, motivating, and controlling as the major functions of management (a fifth function—coordinating—was later added).[10] Contemporary descriptions of *what* managers do generally are consistent with what Fayol outlined. Instead, what have changed over time are the descriptions of *how* managers should carry out these responsibilities to maximize their organizations' long-term effectiveness and sustainability.

The advice from early management experts focused on maximizing efficiencies and the reliability and stability of results through the implementation of techniques such as job specialization, unity of command, centralization of authority, formalized rules and regulations, and strict procedures for carrying out tasks.[11] Studies, however, later showed that this "Inhibiting" approach to management (referred to as "Theory X," "Authoritative" management, "Mechanistic" organizational design, "Control" oriented management, and "Sheep Herding") is associated with *reduced* levels of efficiency, productivity, and employee satisfaction as it is taken further to the extreme.[12] At best, this approach produces compliance; at worst, it leads to sabotage. In either case, it limits individual performance and organizational effectiveness.

An alternative to the Inhibiting approach to management focuses on facilitating performance, quality, and employee and customer satisfaction. Unlike the former approach (which emphasizes the creation of barriers to minimize behavioral deviations and errors), the "Facilitating" approach seeks to eliminate barriers to responsiveness, creativity, and higher performance. Consistent with "Theory Y," "Participative Management", "Organic" organizational designs, "Commitment" oriented management, and "Sheparding," the Facilitating approach includes broadening jobs, delegating responsibility and authority, and giving people the autonomy and resources needed to achieve agreed on goals and objectives. The result is greater responsibility, satisfaction, and effort on the part of those doing the work and higher levels of productivity, quality, and customer satisfaction for their organizations.[13] A summary of the key differences between Facilitating and Inhibiting management approaches is provided in the chart shown on the next page.

Differences between Facilitating and Inhibiting Management Approaches

Facilitating approaches are:
↑ Driven by the interests of the *organization* and its *customers/clients*
↑ Process- *and* outcome-focused
↑ Oriented toward *long-term effectiveness*
↑ *Constructive* in nature and impact
↑ *Empowering* and supportive
↑ Associated with *high* performance, customer and employee satisfaction, and overall management effectiveness

Inhibiting approaches are:
↓ Driven by *self-interests* and those of *one's own unit*
↓ Process- *or* outcome-focused
↓ Oriented toward *short-term success*
↓ *Defensive* in nature and impact
↓ *Hindering* and restrictive
↓ Associated with *uneven* performance, *low* customer and employee satisfaction, and *low* overall management effectiveness

Most managers, including those who might implicitly prefer Facilitating to Inhibiting, tend to use both approaches, but in varying degrees. Inhibiting approaches are adopted for a number of reasons, including time pressures, the capabilities and characteristics of those being managed, the assumptions that managers have about people and work, and the leadership strategies used by higher-level managers. Nevertheless, Facilitating approaches generally are more functional and tend to promote Constructive behaviors. Inhibiting approaches do not promote Constructive behaviors yet can lead to Defensive behaviors on the part of those who work for or with the manager. Thus, managers who have a Constructive impact tend to emphasize a Facilitating approach when carrying out their responsibilities.

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Management Responsibilities Measured by M/I

M/I measures the frequency with which you employ Facilitating and Inhibiting approaches when carrying out fifteen responsibilities relevant to managing tasks, people, and self (i.e., personal). These responsibilities were selected from a longer list that was compiled based on an extensive review of the management literature.[14]

Your approach to these management responsibilities is described on the following pages. The overall results are presented first because they highlight your general tendencies with respect to Facilitating and Inhibiting approaches. After that, your results regarding your approach to each of the responsibilities are presented.

Task	People	Personal
Managing Goals	Managing Inter-Unit Relations	Managing Integrity
Managing Change	Managing Teams	Managing Self-Development
Managing Problems	Managing Communications	Managing Emotions
Managing Results	Managing Rewards	
Managing Resources	Managing Learning	
Managing Work Activities	Managing Personal Relations	

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Your Overall Management Approach
(based on self report versus descriptions by 9 others)
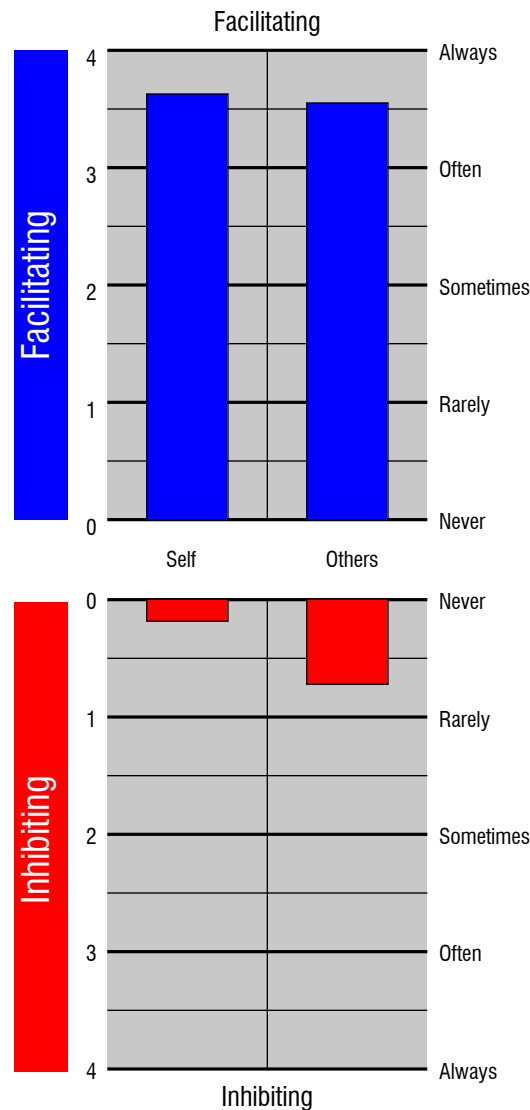
The barchart above summarizes your overall results with respect to Facilitating versus Inhibiting approaches. The bars on the top show the frequency with which you utilize a Facilitating approach. The longer these bars extend upward, the greater the frequency with which you utilize a Facilitating approach according to your self report and the reports of others who described you. The bars on the bottom depict the frequency with which you utilize an Inhibiting approach. The longer these lower bars extend downward, the more frequently you utilize an Inhibiting approach when carrying out your management role. The length of the bars and the numbers on the left side of the charts correspond to the survey response options, which are summarized on the right side of the charts.

The bars on the left side of the charts depict your self-reported approaches; those toward the right represent the averaged reports of all others who completed surveys for you. Because people generally see themselves as being more positive than others view them, managers likely will

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overestimate the frequency with which they exhibit Facilitating behaviors. This will be reflected in bars to the left that are "taller" than the bars to the right.

Similarly, managers likely will underestimate the frequency with which they behave in Inhibiting ways— however, the discrepancy between self report and description by others may not be as great as it is for the Facilitating behaviors. When reviewing these overall results, keep in mind that *all managers use a combination of Facilitating and Inhibiting approaches.* Thus, the barcharts will show both upward and downward extensions. However, the relative length of these extensions will differ across managers. Managers with a Constructive impact on others will likely utilize Facilitating approaches much more frequently than Inhibiting ones. As such, their results will show relatively lengthy bars on the top of the chart and relatively short bars on the bottom.

More generally, other people are likely to perceive highly effective managers (i.e., those who enhance the productivity and adaptability of their units) as *often* or *always* exhibiting Facilitating approaches. This is depicted by the top bar for others' reaching or surpassing a score of 3.0. In addition, people will likely describe such managers as *rarely* exhibiting Inhibiting approaches. This translates into an others' bar that does not reach or extend beyond a score of 1.0 in the bottom chart. When the results show less frequent use of Facilitating approaches or more frequent use of Inhibiting approaches, refinement or redirection of your approach could translate into more effective management. The detailed results on the following pages will assist you in focusing such development efforts.

Management Responsibilities: Facilitating Versus Inhibiting

The barcharts and table presented on the following pages enable you to quickly review and compare your self and others scores with respect to each of the fifteen responsibilities measured by M/I. Similar to the overall results, long, upward extending bars indicate a Facilitating approach; long, downward extending bars indicate an Inhibiting approach. The bar on the left side of each chart depicts your self report and the bar on the right summarizes the results for all "others" who completed surveys for you.

When reviewing your results, notice the responsibilities that are:

- ...*confirmed strengths*. A confirmed strength is indicated when both the self and others bars extend upward beyond "often" (scores greater than or equal to 3.0) on the Facilitating approaches and do not reach or extend beyond "rarely" (scores less than 1.0) on the Inhibiting approaches. The way in which you carry out these responsibilities translates into a Constructive impact on the behavior of other people and effective management.

- ...*stumbling blocks*. A stumbling block is an area for development that is known to both self and others. This is indicated when either Inhibiting tendencies are too strong (greater than or equal to 1.0) or Facilitating tendencies are not strong enough (less than 3.0) with respect to the responsibility being profiled. Though you and others may disagree on why your current approach to a particular responsibility is an area for development (for instance, you may see the problem as being too strong an Inhibiting approach whereas others see it as too weak a Facilitating approach), there is general agreement between self and others that your approach could be more effective. The way in which you carry out such responsibilities translates into a Defensive impact on the behavior of others and suppresses your overall effectiveness.

- ...*blind spots*. These are opportunities for development that are unknown to you. A blind spot

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is indicated when others view your Inhibiting tendencies as too strong (greater than or equal to 1.0) or your Facilitating tendencies as too weak (less than 3.0) with respect to a particular responsibility, but you see your approach as a strength (as defined by the criteria listed under "confirmed strengths"). Great differences in your self and others' scores indicate that your approaches 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.

- ...*unrecognized strengths*. These are areas in which others describe your approach as frequently Facilitating (scores greater than or equal to 3.0) and less than rarely Inhibiting (scores less than 1.0), but you do not describe your approach in that way. Such results are likely leading to a more Constructive, less Defensive impact than expected. However, unrecognized strengths can also detract from aspects of your personal effectiveness (e.g., cause you to doubt yourself, increase your stress) as well as become an area for development over time.

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Management Approaches Summary Barcharts

Task

Managing Goals	Managing Change	Managing Problems	Managing Results	Managing Resources	Managing Work Activities

Facilitating

Inhibiting

Self   Others (repeated for each chart)

People

Managing Inter-Unit Relations	Managing Teams	Managing Communications	Managing Rewards	Managing Learning	Managing Personal Relations

Facilitating

Inhibiting

Self   Others (repeated for each chart)

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Personal

	Managing Integrity	Managing Self-Development	Managing Emotions

Facilitating

Inhibiting

Self   Others

Scale : **0** = Never; **1** = Rarely; **2** = Sometimes; **3** = Often; **4** = Always; **NR** = No Response

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Management Approaches Summary Table

Task		Self Report Mean Score	Description by Others Mean Score	Std. Dev.
Managing Goals:	Facilitating	3.00	3.52	0.65
	Inhibiting	0.33	0.52	1.11
Managing Change:	Facilitating	4.00	3.30	0.86
	Inhibiting	0.00	0.74	1.06
Managing Problems:	Facilitating	2.67	3.30	0.56
	Inhibiting	0.33	1.19	1.14
Managing Results:	Facilitating	3.00	3.70	0.45
	Inhibiting	0.33	0.81	0.93
Managing Resources:	Facilitating	4.00	3.59	0.55
	Inhibiting	0.00	0.52	1.11
Managing Work Activities:	Facilitating	3.67	3.07	0.68
	Inhibiting	0.67	1.04	1.21

People		Self Report Mean Score	Description by Others Mean Score	Std. Dev.
Managing Inter-Unit Relations:	Facilitating	2.67	3.59	0.52
	Inhibiting	0.00	0.48	1.09
Managing Teams:	Facilitating	3.67	3.59	0.57
	Inhibiting	0.33	0.78	1.28
Managing Communications:	Facilitating	4.00	3.59	0.57
	Inhibiting	0.33	0.70	1.18
Managing Rewards:	Facilitating	4.00	3.63	0.48
	Inhibiting	0.00	0.70	1.15
Managing Learning:	Facilitating	4.00	3.59	0.49
	Inhibiting	0.33	0.93	0.98
Managing Personal Relations:	Facilitating	4.00	3.85	0.34
	Inhibiting	0.00	0.44	1.11

Personal		Self Report Mean Score	Description by Others Mean Score	Std. Dev.
Managing Integrity:	Facilitating	4.00	3.74	0.32
	Inhibiting	0.00	0.67	1.12
Managing Self-Development:	Facilitating	3.67	3.44	0.65
	Inhibiting	0.00	0.59	1.06
Managing Emotions:	Facilitating	4.00	3.67	0.44
	Inhibiting	0.00	0.63	1.17

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

MANAGEMENT APPROACHES

Management Responsibilities: Detailed Results

Detailed results on each of the 15 management responsibilities are presented on the next pages, beginning with Managing Goals and ending with Managing Emotions. For each responsibility, 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 the surveys for you (All Others). The tables present your Item-by-Item Results, showing the way in which each survey item associated with the management responsibilities was answered by you (**Self**) and those who described you (i.e., the 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 compared to the frequency reported by those around you. In contrast, negative discrepancy scores indicate that you tended to *underestimate* the frequency with which you exhibit the management 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 management responsibilities than is actually the case. If these discrepancies along the Facilitating approaches are consistently great (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 management activities in question. While such gaps are not unusual, they can explain why your overall effectiveness is not a great as desired and signify areas for development. Positive discrepancies along the Inhibiting activities are less common and merely indicate that you have overestimated the frequency with which you engage in such potentially dysfunctional management approaches.

Conversely, **negative discrepancies** indicate you believe you allocate less time and energy to specific management responsibilities than is actually the case. Negative discrepancy scores are somewhat more common along the Inhibiting than the Facilitating approaches. If your results show consistently negative gaps of high magnitude (i.e., more negative than -0.50) on the Inhibiting measures, you should analyze why others view you as being more Inhibiting 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 Facilitating approaches are less common and merely indicate that you have underestimated the frequency with which you engage in such potentially functional management approaches.

Managing Goals

I push in one direction, not in every direction.
Rita Levi-Montalcini (Nobel laureate in physiology and medicine)[15]

The unifying force in coordinating and maximizing the efforts of any group of individuals is a shared goal or target. Goals can guide unit members' talents and energies toward a common purpose; they can also unite the efforts of different units toward achieving a shared vision or organizational strategy. Therefore, one of the key responsibilities of managers is to establish and articulate the goals for their units. The ways in which managers approach this responsibility vary — and impacts the motivation and behavior of the people around them.

Managers who approach this responsibility in a *Facilitating* manner:

- Maintain high, but realistic performance standards for his/her unit.
- Translate higher-level goals and strategies into reasonable objectives, plans, and timetables for his/her unit.
- Provide his/her unit with meaningful goals and objectives.

In contrast, those who manage goals in a way that is *Inhibiting*:

- Define unit-level goals and objectives in vague, abstract, or ambiguous terms.
- Set goals that are either inappropriate or unrealistic for his/her unit.
- Establish goals based on his/her self interests (rather than those of the organization, its members, or its customers/clients).

Establishing goals that are not understood, believed to be achievable, or viewed as relevant undermines the motivation of other people to take initiative and engage in productive activities. Instead, people may engage in Aggressive/Defensive behaviors (e.g., Competitive and Perfectionistic) to maintain the appearance of working hard or Passive/Defensive behaviors (e.g., Conventional and Dependent) to try to figure out what their managers expect. On the other hand, providing a clear set of goals that members believe are realistic to achieve is a much more effective approach because it is likely to promote an orientation toward Constructive thinking and behaviors such as Achievement and Humanistic-Encouraging and reduces norms for Defensive, security-oriented behaviors.[16]

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Results by Respondent Groups

Facilitating

| | Self | Others | #1 | #2 | #3 |

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Goals (Facilitating)	3.00	3.52	-0.52
maintain high, but realistic performance standards for your unit	1.00	3.44	-2.44
translate higher-level goals and strategies into reasonable objectives, plans, and timetables for your unit	4.00	3.22	0.78
provide your unit with meaningful goals and objectives	4.00	3.89	0.11

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Goals (Inhibiting)	0.33	0.52	-0.19
define unit-level goals and objectives in vague, abstract, or ambiguous terms	1.00	0.56	0.44
set goals that are either inappropriate or unrealistic for your unit	0.00	0.33	-0.33
establish goals based on your self interests (rather than those of the organization, its members, or its customers/clients)	0.00	0.67	-0.67

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

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Managing Change

If the line manager is not innovating, then innovation is not going to occur.

Peter Senge[17]

Doing things better, faster, more efficiently, and less expensively is the reality faced by every business in every industry if they wish to survive. Consequently, continuous improvement has become the responsibility of managers at all levels because they have the greatest and most direct influence over how things are actually done within their own units. However, the ways in which managers react to opportunities and pressures for change impacts the behaviors of the people around them as well as affects their units' capabilities to continuously improve.

Managers who approach change in a *Facilitating* manner:

- Modify or change how things are done to improve his/her unit and increase its productivity.
- Overcome any obstacles to change that might arise.
- Take advantage of significant trends and new opportunities for his/her unit.

Those who deal with change in *Inhibiting* ways:

- Make excuses for why his/her unit cannot try new things or make changes.
- Dismiss signals and cues that indicate a need for his/her unit to adapt or change.
- Reject ideas that seem risky or different--even if they could dramatically improve the unit's effectiveness.

Although it may be viewed as prudent to wait and see how ideas work elsewhere before implementing them in one's own unit, this Inhibiting, risk adverse approach can promote rigidity and defensiveness on the part of others when it is often used. In contrast, managers who generally are open to trying new and different things and willing to take reasonable risks inspire those around them to deal with changes in more Constructive and less Defensive ways. For instance, managers who actively involve people in identifying ways to improve their organizations and implement their good ideas tend to promote Constructive cultures—particularly in the direction of Humanistic-Encouraging and Self-Actualizing behaviors.[18]

Results by Respondent Groups
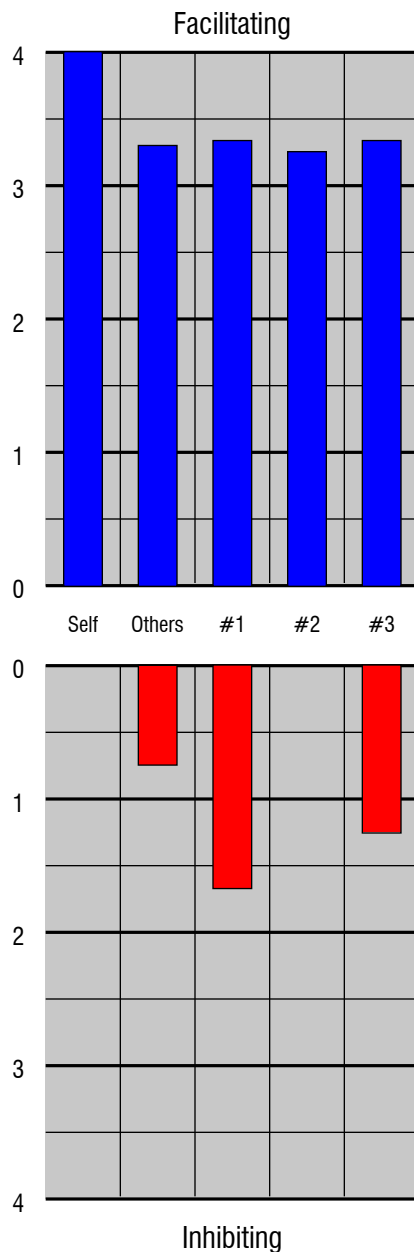
Facilitating

Self   Others   #1   #2   #3

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Change (Facilitating)	4.00	3.30	0.70
modify or change how things are done to improve your unit and increase its productivity	4.00	3.78	0.22
overcome any obstacles to change that might arise	4.00	3.33	0.67
take advantage of significant trends and new opportunities for your unit	4.00	2.78	1.22

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Change (Inhibiting)	0.00	0.74	-0.74
make excuses for why your unit cannot try new things or make changes	0.00	0.56	-0.56
dismiss signals and cues that indicate a need for your unit to adapt or change	0.00	0.89	-0.89
reject ideas that seem risky or different--even if they could dramatically improve the unit's effectiveness	0.00	0.78	-0.78

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Problems

When we fail to achieve the results we desire, we tend to seek the cause everywhere but where it usually lies: in our choice of inappropriate methods of control.

Douglas McGregor[19]

Even though there may be many instances when it is appropriate to delegate problem solving and decision making, there are always some problems and decisions that managers must handle themselves. The ways in which managers approach these situations influences their ability to effectively resolve problems as well as impacts the thinking and behavior of the people around them.

Managers who approach problems in *Facilitating* ways:

- Fully consider alternatives before making a decision.
- Obtain relevant information and input when solving problems and making decisions.
- Balance the need for additional information with the demands for timely decisions.

Those who manage problems in ways that are *Inhibiting*:

- Overlook or downplay the potential negative consequences of solutions when taking action or making decisions.
- Make decisions before he/she understands the relevant facts.
- Implement decisions that address the symptoms of problems rather than their underlying causes.

Limitations in information, time, and cognitive capabilities lead most people to solve problems by using simplifying strategies and "rules of thumb." When managers are unaware of their strategies, rules, and biases, they systematically overlook certain aspects of situations and alternative solutions and, as a result, repeat their mistakes, irrational judgments, and poor decisions.[20] This inadvertently can encourage the people around them to behave in Defensive ways. For instance, people may withhold information, opinions, questions, and concerns (Avoidance) or simply go along with decisions, regardless of whether they agree with them (Dependent). In contrast, managers who adopt a Facilitating approach to problems counter their own biases and assumptions by obtaining a clear understanding of situations and the alternative strategies for dealing with them before making decisions. When people believe that their managers will understand and act upon the information they have to offer, they are likely to engage in Constructive behaviors—particularly Achievement and Humanistic-Encouraging.[21]

Results by
Respondent Groups
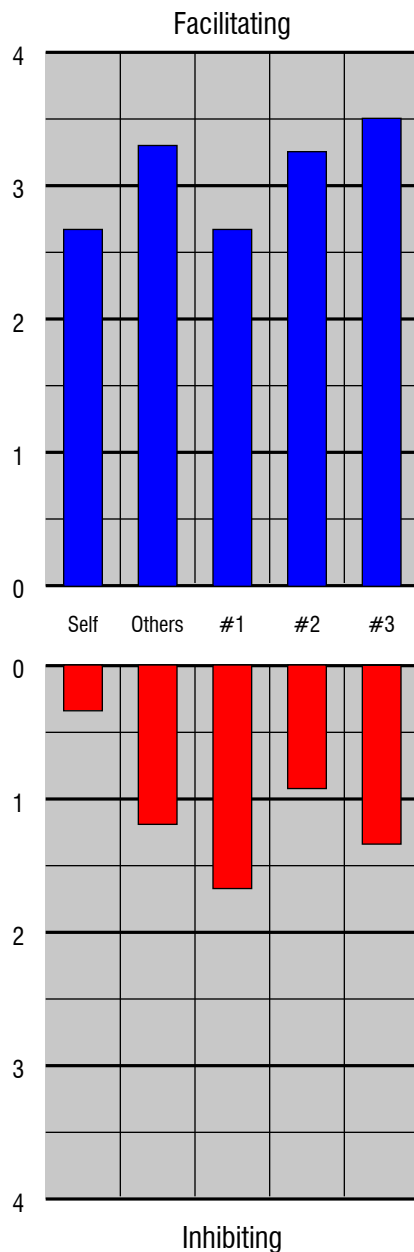
Facilitating

Self Others #1 #2 #3

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Problems (Facilitating)	2.67	3.30	-0.63
fully consider alternatives before making a decision	1.00	3.56	-2.56
obtain relevant information and input when solving problems and making decisions	4.00	2.78	1.22
balance the need for additional information with the demands for timely decisions	3.00	3.56	-0.56

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Problems (Inhibiting)	0.33	1.19	-0.86
overlook or downplay the potential negative consequences of solutions when taking action or making decisions	0.00	0.67	-0.67
make decisions before you understand the relevant facts	0.00	1.22	-1.22
implement decisions that address the symptoms of problems rather than their underlying causes	1.00	1.67	-0.67

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Results

In our field research, we encountered example after example of measurement processes that fueled destructive behavior inside organizations. What is even more striking, however, is that when we encountered counterproductive measurement practices, managers often recognized and complained bitterly about them and described to us why and how they should be changed. Yet the use of such unproductive measures persisted.

Jeffrey Pfeffer and Robert I. Sutton[22]

Tracking their units' progress toward goal attainment is an important way for managers to check performance and identify needed changes and improvements. However, monitoring the unit's performance—as well as that of the people who work in it—can have either a productive or counterproductive impact, depending on what is measured and noticed.

Managers who monitor their units' performance in ways that are *Facilitating*:

- Pay attention to the quality of services/products provided by his/her unit.
- Check whether the systems, techniques, and processes used by his/her unit continue to be effective.
- Evaluate his/her unit's performance in terms of the organization's values and goals.

Managers who monitor their units in *Inhibiting* ways:

- Disregard contributors to long-term effectiveness such as employee attitudes and the quality of customer service.
- Focus on measures of quantity rather than quality.
- Concentrate more on what is achieved rather than how it is achieved.

When managers strictly focus on short-term outcomes—and overlook the long-term implications of how results are being achieved—they implicitly send a message that the people around them should do whatever it takes to attain immediate results.[23] This Inhibiting approach potentially leads those who work with such managers to behave in Passive/Defensive and Aggressive/Defensive ways in order to look good, or at least better than the people around them. In contrast, research shows that leaders who "Manage by Excellence" and notice how things get done (along with what gets done) have a Constructive impact on the people around them, promoting all four Constructive behaviors— Achievement, Self-Actualizing, Humanistic-Encouraging, and Affiliative.[24]
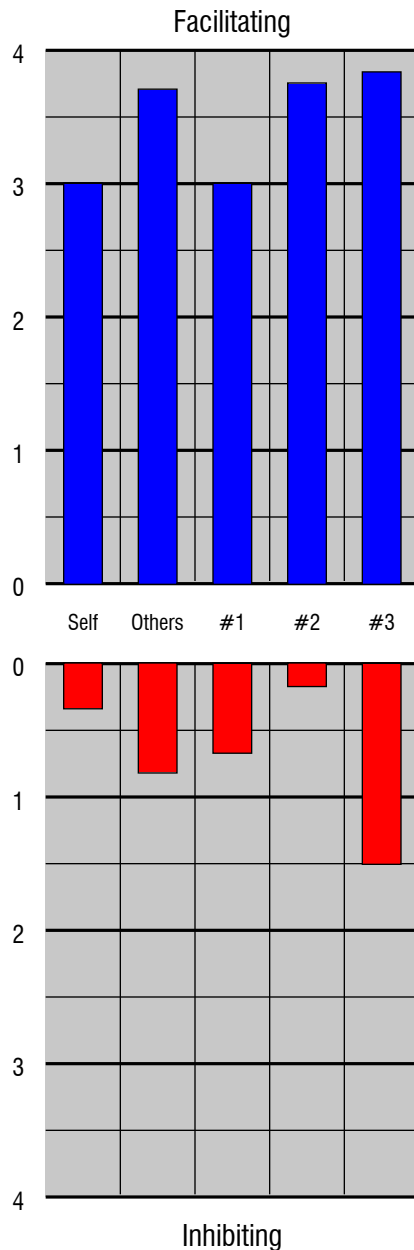
MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

Self	Others	#1	#2	#3

Inhibiting

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Results (Facilitating)	3.00	3.70	-0.70
pay attention to the quality of services/products provided by your unit	1.00	3.78	-2.78
check whether the systems, techniques, and processes used by your unit continue to be effective	4.00	3.67	0.33
evaluate your unit's performance in terms of the organization's values and goals	4.00	3.67	0.33

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Results (Inhibiting)	0.33	0.81	-0.48
disregard contributors to long-term effectiveness such as employee attitudes and the quality of customer service	0.00	0.38	-0.38
focus on measures of quantity rather than quality	0.00	1.11	-1.11
concentrate more on what is achieved rather than how it is achieved	1.00	1.00	0.00

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

Respondent Groups:

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

MANAGEMENT APPROACHES

Managing Resources

What actions consume your greatest resources but have scant performance impact? Conversely, what activities have the greatest performance impact but are resource starved? When the questions are framed this way, organizations rapidly gain insight into freeing up low-return resources and redirecting them to high-impact areas. In this way, both lower cost and higher value are simultaneously pursued and achieved.

W. Chan Kim and Reneé Mauborgne[25]

Most, if not all, managers are responsible for obtaining the necessary resources for their units (time, money, equipment, supplies, etc.) and controlling how they are used or spent. Sometimes the need for additional resources requires managers to look outside of their units for ways of obtaining them. Other times it requires finding better ways of using the resources that one already possesses. The ways in which managers acquire and allocate resources for their units impacts how the people around them utilize and share resources.

Managers who acquire and allocate resources in *Facilitating* ways:

- Address resource needs or requests in a practical and fair manner.
- Identify creative ways of utilizing the resources available to his/her unit.
- Provide people with the time, space, and resources needed to do their jobs well.

Those who manage resources in ways that are *Inhibiting*:

- Overlook or neglect to notice better ways of using current resources.
- Allocate resources to less significant activities at the expense of those of greater importance.
- Fail to acquire the resources needed to fulfill his/her unit's obligations and duties.

Managers who adopt a Facilitating approach focus on identifying ways to put their units' current resources to the best possible use—so that, over the long-term, they generate the most value. This potentially can encourage those who work with such managers to think and behave in Constructive ways. In contrast, managers who compete for, hoard, or distribute resources in ways that only take into account their short-term value or payoff may drive the people around them to defend, guard, or even hide the resources they have and aggressively fight for what they need. Research shows that Oppositional and Perfectionistic norms are particularly likely to emerge when people are not given the necessary resources to do their work.[26] People may also feel compelled to ingratiate themselves with their managers (and engage in Passive/Defensive behaviors) to get what they need.

MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

Respondent groups shown: Self, Others, #1, #2, #3

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Resources (Facilitating)	4.00	3.59	0.41
address resource needs or requests in a practical and fair manner	4.00	3.67	0.33
identify creative ways of utilizing the resources available to your unit	4.00	3.67	0.33
provide people with the time, space, and resources needed to do their jobs well	4.00	3.44	0.56

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Resources (Inhibiting)	0.00	0.52	-0.52
overlook or neglect to notice better ways of using current resources	0.00	0.44	-0.44
allocate resources to less significant activities at the expense of those of greater importance	0.00	0.44	-0.44
fail to acquire the resources needed to fulfill your unit's obligations and duties	0.00	0.67	-0.67

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Work Activities

People are most creative when they care about their work and they're stretching their skills. If the challenge is beyond their skill level, they tend to get frustrated; if it's far below their skill level, they tend to get bored. [Managers] need to strike the right balance.

Bill Breen[27]

Managing the work activities of others entails more than just good organization skills. Specifically, managers must: determine the time and skills needed to perform each task; combine tasks, responsibilities, and accountabilities into jobs or assignments; match assignments to individuals or groups; and describe assignments to those who will do the work. How managers go about this process impacts how other people approach their work and interact with one another.

Managers who approach this responsibility in a *Facilitating* manner:

- Assign tasks that fully utilize the talents, skills, and interests of those doing the work.
- Check that people are able and willing to do a task before he/she delegates it.
- Give people autonomy in carrying out their work assignments.

Those who manage work activities in ways that are *Inhibiting*:

- Dictate rather than delegate the details for carrying out assignments.
- Plan and schedule other people's work without consulting them.
- Refuse to delegate activities that can--and should--be carried out by others.

"Micro-managers" tend to overlook the unique characteristics and qualities of those doing the work and instead focus on maximizing their control over every detail of how tasks are carried out. When people are inhibited from making decisions about their own work, they tend to react in Passive/ Defensive ways (and norms such as Conventional and Avoidance are particularly likely to develop).[28] On the other hand, managers who provide other people with autonomy and opportunities to use a variety of skills on tasks that are interesting and important to them tend to promote norms for Constructive behaviors (particularly Achievement and Humanistic-Encouraging).[29]

Results by Respondent Groups
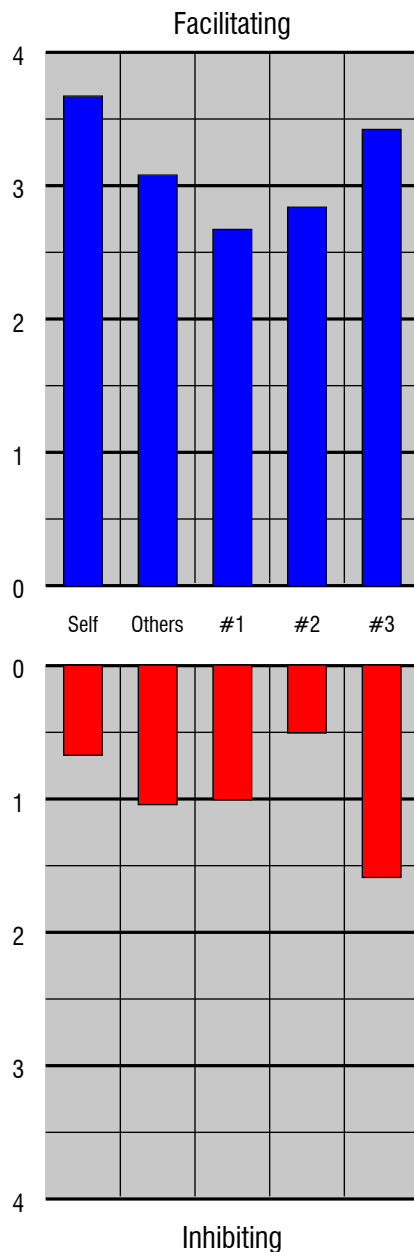
Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Work Activities (Facilitating)	3.67	3.07	0.60
assign tasks that fully utilize the talents, skills, and interests of those doing the work	3.00	3.56	-0.56
check that people are able and willing to do a task before you delegate it	4.00	3.44	0.56
give people autonomy in carrying out their work assignments	4.00	2.22	1.78

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Work Activities (Inhibiting)	0.67	1.04	-0.37
dictate rather than delegate the details for carrying out assignments	0.00	1.00	-1.00
plan and schedule other people's work without consulting them	2.00	1.56	0.44
refuse to delegate activities that can--and should--be carried out by others	0.00	0.56	-0.56

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

50   MANAGEMENT APPROACHES

Managing Inter-Unit Relations

The Tragedy of the Commons...describes situations where what's right for each part is wrong for the whole. Tragedy of the Commons structures are most insidious when the coupling from individual action to collective consequence is weak in the short run, yet strong in the long run. When this happens, managers see their actions as independent, and don't realize how they may be jeopardizing their and others' futures.

Peter M. Senge[30]

Inter-unit coordination traditionally was the responsibility of higher-level managers. However, the movement toward autonomous and semi-autonomous business units and decentralized decision making has required lower-level managers to take on more of this responsibility.

Those who manage their inter-unit interdependencies and relations in a *Facilitating* manner:

- Develop and maintain positive relationships with other managers (at his/her level) within the organization.
- Coordinate activities with other organizational units to best meet the needs of clients.
- Invite other units from the organization to participate in and influence decisions that involve or affect them.

On the other hand, managers who approach inter-unit relationships in ways that are *Inhibiting*:

- Treat requests by other organizational units as low priority items.
- Compete rather than cooperate with other organizational units (or their managers).
- Complain about or criticize other units within the organization.

Managers who recognize the importance of their boundary spanning and networking roles within their organizations generally are more successful than those who do not.[31] When managers think and behave in Constructive ways that are mutually beneficial for themselves and others, they tend to motivate the people around them to respond in similar ways.[32] However, when managers take a short-term view and either ignore or compete with other units they, at best, achieve quick gains for themselves or their units that come at the expense of the other individuals or units within their organizations. Those who work with such managers may feel forced to adopt a Defensive approach (e.g., Competitive, Power, and Oppositional thinking and behavior) in order to protect their own interests.

Results by Respondent Groups

Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Inter-Unit Relations (Facilitating)	2.67	3.59	-0.92
develop and maintain positive relationships with other managers (at your level) within the organization	1.00	3.78	-2.78
coordinate activities with other organizational units to best meet the needs of clients	4.00	3.67	0.33
invite other units from the organization to participate in and influence decisions that involve or affect them	3.00	3.33	-0.33

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Inter-Unit Relations (Inhibiting)	0.00	0.48	-0.48
treat requests by other organizational units as low priority items	0.00	0.44	-0.44
compete rather than cooperate with other organizational units (or their managers)	0.00	0.56	-0.56
complain about or criticize other units within the organization	0.00	0.44	-0.44

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Teams

New managers spend much of their time with selected small numbers of subordinates and relatively little time with the other subordinates. They rarely rely on group-based forums for problem solving and diagnosis. Even many issues with teamwide implications are handled largely one-on-one. Not surprisingly, many new managers find themselves making decisions based on limited information and are often surprised to learn that actions directed at one subordinate have an unintended negative impact on the morale or performance of others.

Linda Hill[33]

Most managers recognize that they are responsible for managing individuals. However, not all managers understand how these responsibilities differ from those involved in managing teams. Managing individuals focuses on the personal performance of individuals and their ability to adapt and learn. In contrast, managing teams focuses on the team's performance and its ability to adapt and learn.[34]

Managers who approach their team responsibilities in a *Facilitating* manner:

- Bring people together to collaborate as a unit or team.
- Meet with the entire unit or team (rather than individual members) on team-related issues.
- Have regularly scheduled discussions (e.g., weekly meetings, phone conferences) with unit members as a group or team.

In contrast, those who manage their teams in ways that are *Inhibiting*:

- Overlook the impact--positive or negative--that individual employees have on the group and its performance.
- Spend a disproportionate amount of time with a small, select group of employees (and basically ignore his/her other employees).
- Take sides when disagreements arise within his/her unit.

Inhibiting managers tend to manage their teams by focusing on individuals rather than the team as a whole. When managers primarily give attention and influence to favored individuals, they are likely to encourage Defensive behaviors (e.g., Competitive and Approval) on the part of their employees. In contrast, managers who adopt a Facilitating approach continually create opportunities where people must come together as a unit or team. By making people more aware of their interdependencies, norms for Constructive behaviors (such as Affiliative and Humanistic-Encouraging) tend to emerge.[35]

MANAGEMENT APPROACHES

Results by Respondent Groups

Item-by-Item Results

Facilitating

Y-axis: 0 to 4
X-axis: Self, Others, #1, #2, #3

Inhibiting

Y-axis: 0 to 4
X-axis: Self, Others, #1, #2, #3

Respondent Groups:

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

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Teams (Facilitating)	3.67	3.59	0.08
bring people together to collaborate as a unit or team	4.00	3.89	0.11
meet with the entire unit or team (rather than individual members) on team-related issues	3.00	3.11	-0.11
have regularly scheduled discussions (e.g., weekly meetings, phone conferences) with unit members as a group or team	4.00	3.78	0.22

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Teams (Inhibiting)	0.33	0.78	-0.45
overlook the impact--positive or negative--that individual employees have on the group and its performance	1.00	0.78	0.22
spend a disproportionate amount of time with a small, select group of employees (and basically ignore your other employees)	0.00	0.67	-0.67
take sides when disagreements arise within your unit	0.00	0.89	-0.89

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Communications

Managers may be surprised to learn there's a lot they're missing and it isn't the fault of subordinates, who have told their bosses exactly what they need them to know—the trouble is many bosses weren't listening...In fact, two thirds of all employees feel management isn't listening to them.

Training Magazine[36]

The majority of a manager's time is usually spent communicating with other people. Some managers emphasize the dissemination aspect of communication and rely on one-way channels (such as letters, memos, written statements, and e-mails) to quickly transmit information. Others make listening a priority and use communication mediums that enable the exchange of both verbal (words) and non-verbal (e.g., voice tone, body language) information between themselves and other people. Although both gathering and disseminating information are important, the frequency with which managers emphasize one over the other impacts the behaviors of those with whom they communicate.

Managers who communicate in a *Facilitating* manner:

- Engage people in conversations rather than lectures.
- Maintain open and direct lines of communication.
- Really listen to what people have to say.

Managers who communicate in *Inhibiting* ways:

- Allow his/her own agenda to take precedence over hearing what others have to say.
- Ignore or fail to hear people's questions.
- Rely on the most convenient modes of communication--regardless of whether they are the most appropriate or effective.

When managers primarily are interested in gaining compliance, they tend to communicate in ways that minimize the exchange of non-verbal information as well as limit opportunities for other people to respond, ask questions, or voice concerns. This Inhibiting approach can lead to misunderstandings, frustrations, and conflicts that may result in Defensive behaviors (e.g., Conventional). In contrast, managers who primarily seek to gain the understanding and commitment of other people will often use communication channels that allow them to gather and disseminate both verbal and non-verbal information. This Facilitating approach makes people feel informed, respected, and valued and reduces misunderstandings and confusion. Constructive norms (e.g., Achievement and Humanistic-Encouraging) are likely to be strengthened when the lines of communication are open and clear.[37]

Results by Respondent Groups
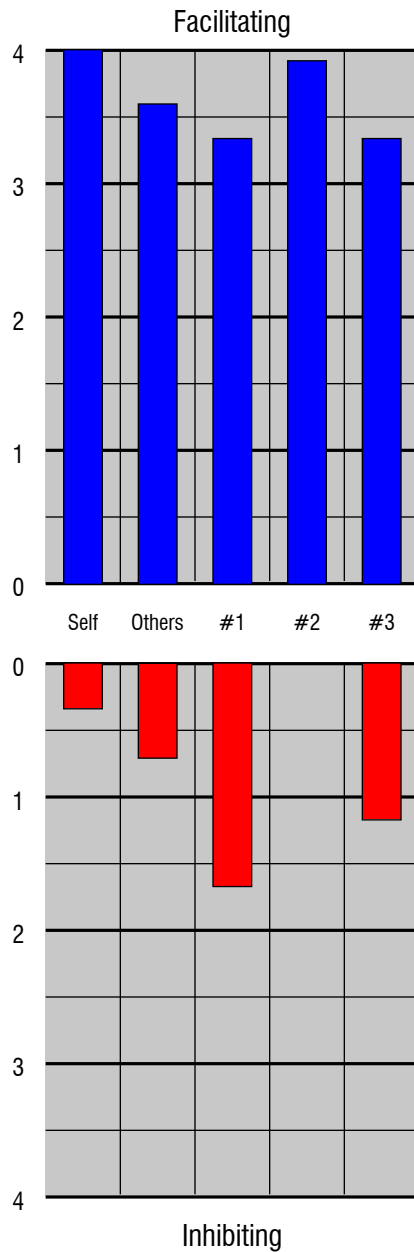
Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Communications (Facilitating)	4.00	3.59	0.41
engage people in conversations rather than lectures	4.00	3.78	0.22
maintain open and direct lines of communication	4.00	3.78	0.22
really listen to what people have to say	4.00	3.22	0.78

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Communications (Inhibiting)	0.33	0.70	-0.37
allow your own agenda to take precedence over hearing what others have to say	0.00	0.89	-0.89
ignore or fail to hear people's questions	0.00	0.56	-0.56
rely on the most convenient modes of communication--regardless of whether they are the most appropriate or effective	1.00	0.67	0.33

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Rewards

Management changes behavior by its action and its inaction.

<div align="right">Aubrey C. Daniels[38]</div>

Most people decide whether or not to do something again based on what happened the last time they did it. Psychologist B.F. Skinner referred to this as "operant conditioning" —the nature of the consequences determines whether the behavior will operate or occur again in the future. Thus, managers' reactions to the behavior and performance of the people around them can have a strong impact on whether people will repeat their behaviors.

Managers who reward people in a *Facilitating* manner:

- Appropriately recognize and credit people for their successes and contributions.
- Express appreciation for people's efforts.
- Provide significant and meaningful rewards for good performance.

Those who reward others in ways that are *Inhibiting*:

- Neglect to acknowledge people's contributions.
- Overlook or take for granted the amount of effort that people put into their work.
- Fail to notice when someone does something particularly well.

People are motivated to behave in a more Constructive (particularly Achievement and Humanistic-Encouraging) and less Defensive manner (especially in terms of Conventional and Avoidance) when they believe:

1. their efforts will make a difference in what they accomplish,

2. their accomplishments will be recognized, and

3. the rewards they will receive will be both meaningful and significantly greater than those received by people who accomplished less or put forth less effort.[39]

Facilitating managers understand these motivational principles and therefore make it a point to recognize effort and good performance in ways that recipients find rewarding and motivating. In contrast, managers who delay, provide too little, or do not provide any positive reinforcement can promote (perhaps inadvertently) a culture where resentment and passive ("why bother?") attitudes and behaviors prevail.
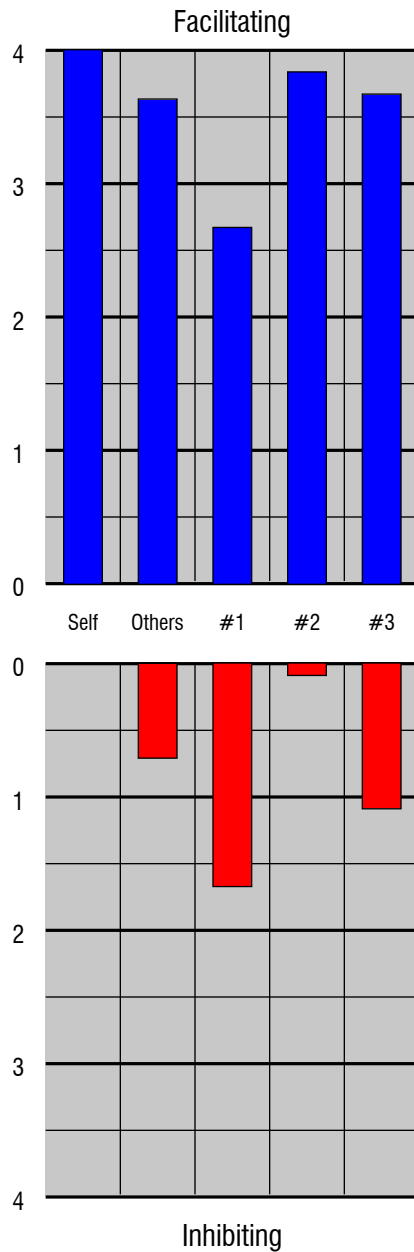
MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Rewards (Facilitating)	4.00	3.63	0.37
appropriately recognize and credit people for their successes and contributions	4.00	3.89	0.11
express appreciation for people's efforts	4.00	3.67	0.33
provide significant and meaningful rewards for good performance	4.00	3.33	0.67

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Rewards (Inhibiting)	0.00	0.70	-0.70
neglect to acknowledge people's contributions	0.00	0.78	-0.78
overlook or take for granted the amount of effort that people put into their work	0.00	0.78	-0.78
fail to notice when someone does something particularly well	0.00	0.56	-0.56

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Learning

The coach cannot cross the sideline and move onto the playing field. He works in advance of playing time and on the side of the action. Before the game he prepares his players by anticipating the problems they will face and by readying them to meet those problems. He trains, advises and encourages, but he never touches the ball. The coach cannot do the players' work for them.

W. Steven Brown[40]

In sports, providing other people with feedback, support, and guidance is among the most important—and visible—responsibilities of managing a team and its players. Yet, in business and other types of organizations, it is not unusual for managers to treat these activities as having relatively low priority.

Managers who adopt a *Facilitating* approach to learning:

- Ask good questions that help people to learn and figure out answers for themselves.
- Help others to identify strategies for overcoming problems and unexpected difficulties.
- Provide others with constructive feedback and suggestions to help them improve.

Those who manage learning in ways that are *Inhibiting*:

- Distance himself/herself from those experiencing setbacks and difficulties.
- Provide feedback only when the organization requires it (rather than when employees need it).
- Try to "fix" others' mistakes or errors by himself/herself (rather than help them learn how to correct things for themselves).

Inhibiting managers provide the wrong kind of help (e.g., take over resolving people's problems) or no help at all (e.g., distance themselves from those who need their advice and support). Facilitating managers provide suggestions and guidance—then let people determine for themselves how to proceed. This approach is likely to encourage Constructive behaviors on the part of others. For instance, research on the impact of different mentoring strategies demonstrates that managers who take an active role in other people's learning and development promote more Constructive (particularly Humanistic-Encouraging) and less Defensive (most notably Competitive) behaviors.[41] Data on organizational culture further shows that when action is not taken to help people to perform, norms for Passive/Defensive behaviors such as Conventional and Dependent tend to emerge.[42]

Results by Respondent Groups
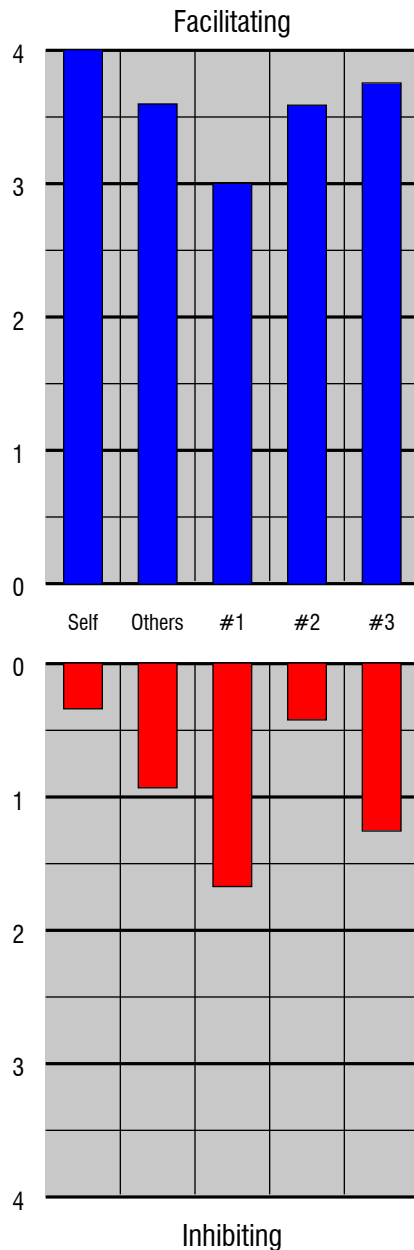
Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Learning (Facilitating)	4.00	3.59	0.41
ask good questions that help people to learn and figure out answers for themselves	4.00	3.78	0.22
help others to identify strategies for overcoming problems and unexpected difficulties	4.00	3.56	0.44
provide others with constructive feedback and suggestions to help them improve	4.00	3.44	0.56

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Learning (Inhibiting)	0.33	0.93	-0.60
distance yourself from those experiencing setbacks and difficulties	0.00	0.56	-0.56
provide feedback only when the organization requires it (rather than when employees need it)	0.00	1.00	-1.00
try to "fix" others' mistakes or errors by yourself (rather than help them learn how to correct things for themselves)	1.00	1.22	-0.22

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Personal Relations

…the difference between a lady and a flower girl is not how she behaves but how she is treated. I shall always be a flower girl to Professor Higgins because he always treats me as a flower girl and always will; but I know I can be a lady to you because you always treat me as a lady and always will.

<div align="right">Eliza Doolittle (Character in George Bernard Shaw's Pygmalion)[43]</div>

Lack of respect or support by supervisors is one of the most often cited reasons that people give for leaving their organizations.[44] And although most managers may not intend to be disrespectful or insensitive, the assumptions and beliefs that they have about people affect how they treat them—and, subsequently, impact how people will behave and perform.

Managers who relate to others in a *Facilitating* manner:

- Respect the rights of individual members.
- Demonstrate courtesy and consideration for others.
- Treat others with respect and dignity.

Managers who treat others in a manner that is *Inhibiting*:

- Disregard the needs and interests of others.
- Treat people insensitively.
- Embarrass or humiliate others.

Managers who knowingly or unknowingly assume that other people generally are lazy, incompetent, uninterested, and unproductive tend to treat those with whom they work indifferently and with little regard and respect[45] (consistent with an Inhibiting approach). When people are treated insensitively, they can become distrustful, withdrawn, resentful, and self-doubting—and norms for self-protective, counterproductive, Defensive behaviors (such as Oppositional) can emerge.[46] Facilitating managers, on the other hand, are more likely to assume that people are talented, capable, interested, and motivated to contribute. Research on organizational culture shows that when members are treated fairly and with respect, it has a particularly strong impact on norms for Humanistic-Encouraging and Affiliative behaviors.[47]
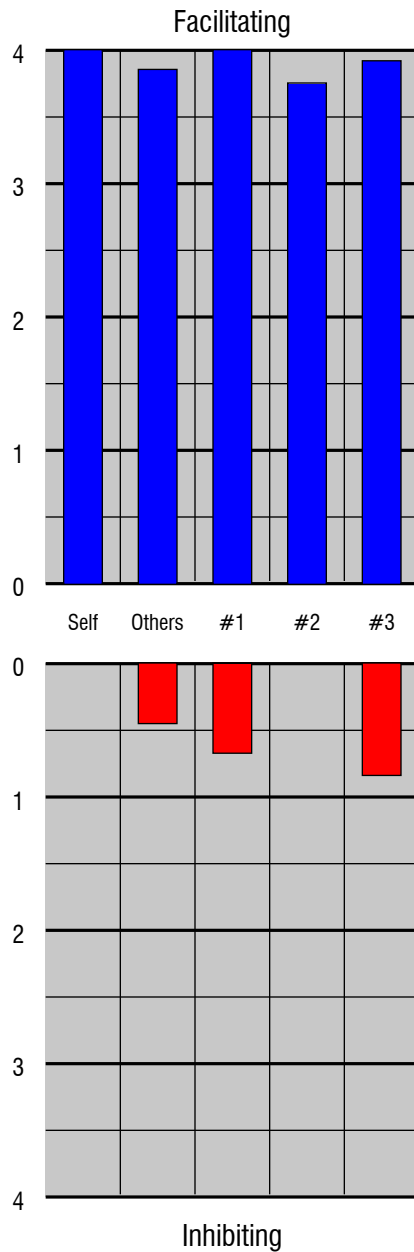
MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

| | Self | Others | #1 | #2 | #3 |

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Personal Relations (Facilitating)	4.00	3.85	0.15
respect the rights of individual members	4.00	3.78	0.22
demonstrate courtesy and consideration for others	4.00	3.89	0.11
treat others with respect and dignity	4.00	3.89	0.11

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Personal Relations (Inhibiting)	0.00	0.44	-0.44
disregard the needs and interests of others	0.00	0.33	-0.33
treat people insensitively	0.00	0.56	-0.56
embarrass or humiliate others	0.00	0.44	-0.44

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Integrity

As a manager, all eyes are upon you and what you're doing. Your actions will speak much louder than your words and if there is a disconnect, you will have no credibility.

Linda K. Trevino and Katherine A. Nelson[48]

Managers at all levels report pressures to do things that would compromise their integrity. However, such pressures are most strongly felt by those at the lowest management levels.[49] Not surprising, some managers are more effective than others in dealing with these challenges. According to T. J. and Sandar Larkin, studies show that about half of employees believe managers lie or cheat.[50] How managers manage their integrity shapes these perceptions and, in turn, affects whether other people will attend to and be influenced by managers versus disregard, ignore, or even work against them.

Managers who generally approach situations in a *Facilitating* way:

- Behave in a genuine, sincere manner.
- Follow through on his/her commitments.
- Do what is right--even if it goes against the norm.

Managers who generally approach situations in a way that is *Inhibiting*:

- Misrepresent him/herself or the situation to "look good".
- Say one thing--and then do something different later.
- Set goals and create plans that he/she never acts upon.

When managers make decisions or do things in ways that lead other people to question their integrity, they promote distrust and defensiveness in those around them and threaten their own credibility and ability to lead.[51] In contrast, managers who reliably act on what they say can motivate others to also act on their own promises and commitments. Unpublished data collected using the Corporate Ethics Audit[TM] [52] indicate that when managers at the highest levels act with integrity, organizational norms for all four Constructive behaviors are stronger (and all eight Defensive behaviors are weaker) than when managers do not act this way to a very great extent. Although the survey only asked about top managers, the behavior of lower-level managers would likely have a similar type of impact.
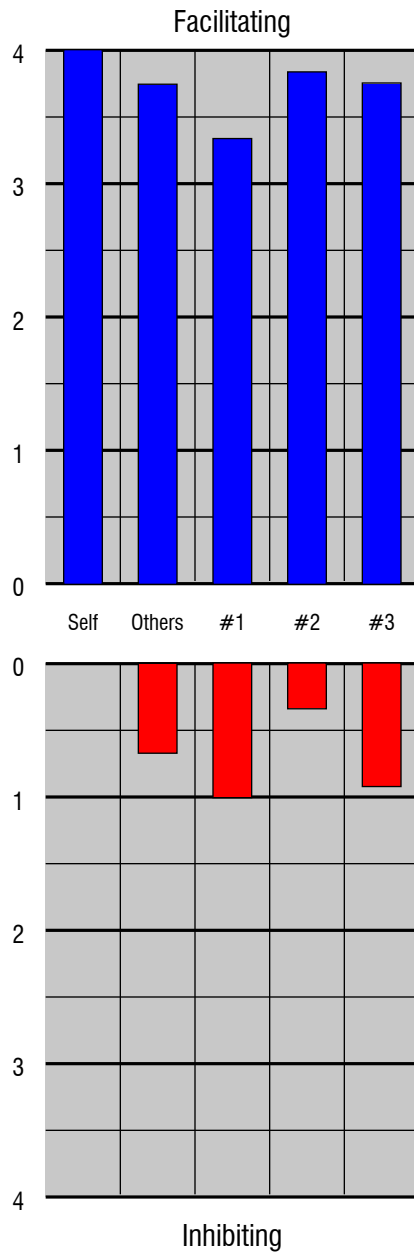
MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Integrity (Facilitating)	4.00	3.74	0.26
behave in a genuine, sincere manner	4.00	3.67	0.33
follow through on your commitments	4.00	3.78	0.22
do what is right--even if it goes against the norm	4.00	3.78	0.22

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Integrity (Inhibiting)	0.00	0.67	-0.67
misrepresent yourself or the situation to "look good"	0.00	0.44	-0.44
say one thing--and then do something different later	0.00	0.56	-0.56
set goals and create plans that you never act upon	0.00	1.00	-1.00

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Self-Development

In our roles of authority...we are particularly quick to direct others to change. Such directives often fail, and we respond to the resistance by increasing our efforts. The power struggle that follows seldom results in change or brings about excellence. One of the most important insights about the need to bring about deep change in others has to do with where deep change actually starts.

Robert E. Quinn[53]

Although organizations can provide important opportunities for gaining knowledge and broadening skills, self-development and learning largely depend on the individual. According to Harvard Business School Professor Chris Argyris, many managers have a tendency toward "single-loop learning," where they assess situations and then deal with them the same ways as they have dealt with them in the past. "Double-loop learning," on the other hand, involves a critical self-analysis of how one assesses and deals with situations in order to identify and overcome weaknesses in one's own thinking and behavior.[54]

Managers who take a *Facilitating* approach to self-development and learning:

- Learn from (rather than repeat) mistakes.
- Acknowledge his/her failures and shortcomings.
- Devote time to developing his/her management skills and styles.

In contrast, managers who approach self-development and learning in an *Inhibiting* manner:

- Reject personal, constructive feedback from others.
- Get defensive when others point out managerial skills or personal styles along which he/she could develop or improve.
- Blame others for his/her mistakes or errors.

Single-loop learners view change and improvement as something that other people need to do. They tend to deny, react defensively to, or blame others for their own errors or weaknesses. Consequently, they repeat their mistakes, are unable to achieve improvements in their units, and are likely to create cultures where other people hide errors and problems in order to protect themselves.[55] The people around them may do this in passive (e.g., Dependent and Avoidant) or aggressive (e.g., Oppositional and Perfectionistic) ways. However, when managers treat their mistakes and weaknesses as opportunities for self-improvement, they create environments where other people can safely admit and learn from mistakes, overcome weaknesses, and experiment with better ways of doing things.
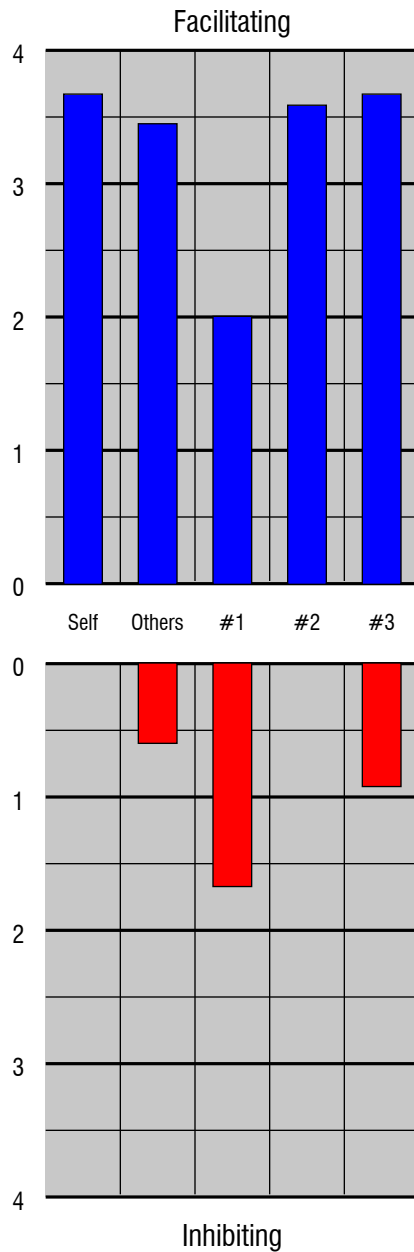
MANAGEMENT APPROACHES

Results by Respondent Groups

Facilitating

| | Self | Others | #1 | #2 | #3 |

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Self-Development (Facilitating)	3.67	3.44	0.23
learn from (rather than repeat) mistakes	4.00	3.78	0.22
acknowledge your failures and shortcomings	3.00	3.11	-0.11
devote time to developing your management skills and styles	4.00	3.44	0.56

Frequency with which you:	Responses by:		
	Self	Others	Self-Others*
Managing Self-Development (Inhibiting)	0.00	0.59	-0.59
reject personal, constructive feedback from others	0.00	0.67	-0.67
get defensive when others point out managerial skills or personal styles along which you could develop or improve	0.00	0.67	-0.67
blame others for your mistakes or errors	0.00	0.44	-0.44

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

MANAGEMENT APPROACHES

Managing Emotions

They have to know that I am levelheaded, that I can make a decision where there could be a panic or when we're in an emergency situation. But I'm also human. If I'm feeling emotional, I'll just check out for five or ten minutes, go get my head on straight, and come back with a more professional point of view.

Eileen Collins, NASA Astronaut Commander, Space Shuttle Discovery[56]

Like most people in organizations, managers have to deal with a variety of stressors such as work overload and role conflicts. However managers often experience additional stressors (such as negativity, feelings of isolation, and other types of pressures) that are not necessarily experienced by people in other types of roles.[57] Because the behaviors and reactions of managers have such a strong impact on the people around them, it is imperative that they pay attention to how they handle stressors and deal with their emotions.

Managers who deal with their emotions in *Facilitating* ways:

- Pay attention to the potential impact of his/her behavior on others.
- Stay focused--even when dealing with upsetting situations.
- Maintain his/her self-control.

In contrast, those who handle their emotions in ways that are *Inhibiting*:

- React to things without thinking.
- Let emotions override his/her better judgment.
- Get upset or frustrated by setbacks and failures.

When managers lose control of their emotions and impulses, they lose the confidence of the people around them and often create more problems and stress for themselves. Those who work with such managers may withhold bad news or cover up problems (e.g., by shifting blame to others) to avoid any irrational or volatile reactions. Subsequently, Defensive norms such as Avoidance and Oppositional potentially can emerge. On the other hand, managers who handle their emotions in a Facilitating way have clear goals and standards for their own behavior and are aware of their thinking and behavioral tendencies. They possess the knowledge, discipline, and strength to "transcend" even the most challenging situations (by considering the future consequences of their reactions *before* they react).[58] Consequently, a Facilitating (rather than an Inhibiting) approach is likely to promote a culture where people are forthcoming about issues, problems, crises, and concerns.[59]
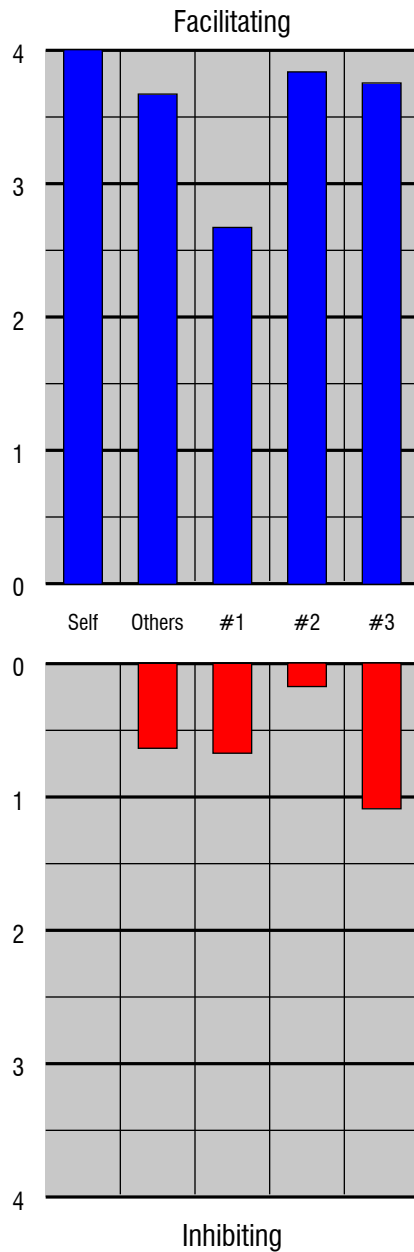
MANAGEMENT APPROACHES

Results by
Respondent Groups

Facilitating

Self   Others   #1   #2   #3

Inhibiting

Respondent Groups:

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

Item-by-Item Results

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Emotions (Facilitating)	4.00	3.67	0.33
pay attention to the potential impact of your behavior on others	4.00	3.56	0.44
stay focused--even when dealing with upsetting situations	4.00	3.56	0.44
maintain your self-control	4.00	3.89	0.11

Frequency with which you:		Responses by:	
	Self	Others	Self-Others*
Managing Emotions (Inhibiting)	0.00	0.63	-0.63
react to things without thinking	0.00	0.67	-0.67
let emotions override your better judgment	0.00	0.44	-0.44
get upset or frustrated by setbacks and failures	0.00	0.78	-0.78

Scale: **0** = Never, **4** = Always, **NR** = No Response
*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.

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

68   MANAGEMENT APPROACHES

NEXT STEPS

No one can motivate a man toward self-development. Motivation must come from within.

Peter F. Drucker[60]

The Action Learning Process

Action learning is a process that involves specifying what you want to achieve, analyzing your current situation and thinking and behavioral patterns; identifying the changes you need to make to achieve your goals; and effecting these changes. Gathering information from yourself and others, reflecting on what you observe, obtaining support, and reevaluating your situation and thinking and behavioral patterns are also important components of this process.

The previous sections of this report provide a great deal of information about your current situation and behaviors. The following pages guide you in using this information to learn how to be a more effective manager.

> Learning occurs when we take effective action, when we detect <u>and</u> correct error. How do you know when you know something? When you can produce what it is you claim to know.[61]

The action learning and planning process presented in this section consists of the following steps:

1. Describe your management challenge

2. Specify what you want to achieve

3. Set goals regarding changes in your impact

4. Delineate strategies for changing your impact

5. Identify resources and support

6. Implement the plan and monitor your progress

Recording your intentions is important because it requires you to make a commitment to what you want to achieve. In addition, it enables you to monitor your progress toward your goals. We therefore recommend that you take the time to fully participate in this process by recording your intentions, observations, actions, achievements, and reflections on the pages that follow.

Step 1: Describe Your Management Challenge

People are motivated to change when they believe that the changes will enable them to attain things that really matter to them. Therefore, it is imperative that you begin the change process by identifying something that is currently important to you—specifically, the greatest challenge that you currently face as a manager.

Your greatest management challenge may be a personal weakness, a threat to your unit's viability or your own success as a manager, a daunting situation or problem that you must immediately contend with, or a reoccurring problem or situation that you can't seem to permanently resolve. Examples of specific challenges that managers have identified include rebuilding their teams, dealing with a particular performance issue or problem employee, and delivering on a big project where time and resources are extremely limited. What is most critical here, is that you identify the issue that is most important to you—the issue that you think the most about, that troubles you the most, that perhaps makes it difficult for you to sleep or focus on other things that may also be important to you.

My Current Management Challenge

What is the greatest challenge that you currently face as a manager?

_____

_____

_____

_____

_____

_____

_____

_____

NEXT STEPS

Step 2: Specify What You Want to Achieve

Now that you've named your management challenge, describe what it is that you want to achieve. Specifically, what do you need to accomplish in order to meet this challenge? Record the first thoughts that occur to you and try not to judge or evaluate them. Similarly, do not worry about what other people will think about what you want to achieve. Too often people strive for what they think others want them to accomplish—and then their motivation is low because the vision is someone else's rather than their own. Let this be your vision of what you want as a manager. It does not have to be grandiose; rather it should be what is most important and meaningful to you.

Next, think more broadly about what you want to achieve and review your description of how you would like others to describe your management effectiveness one year from now (**page 6** of this report). Look at the gaps between the ways in which you want to be perceived versus the ways in which you are currently perceived (**page 9**). Record any items you feel strongly about changing.

Once you have written down the things that you want to achieve, review it. Look for any patterns in what you have written. Notice if there are some items that are more important to you than others. Then, based on what you initially wrote and your review of it, write a statement or set of statements that clearly and specifically describe what you really want to achieve and by when you realistically think you can achieve these things.

What I Want to Achieve

What do you need to accomplish or achieve in order to deal with your current management challenge (identified in Step 1)? Write down the first things that come to your mind:

_____

_____

_____

_____

_____

How do you want other people to perceive you as a manager? What do you want other people to say about you?

_____

_____

_____

_____

_____

_____

_____

Review what you wrote. Then, clearly specify what you want to achieve and the date(s) by which you realistically can achieve these things.

_____

_____

_____

_____

_____

_____

_____

Step 3: Set Goals Regarding Changes in Your Impact

Meeting challenges and achieving goals usually requires the support and cooperation of those around you. As described in the "Impact on Others" section of this report, you encourage or motivate those around you to think and behave in certain ways.

Consider the impact that you believe you should have on others and compare it to your actual impact. The "Gaps Between Your Current and Ideal Impact" beginning on **page 22** provide an efficient starting point for identifying these differences. Then, identify:

- One Constructive behavior along which you would like to *increase* your impact.
- One Passive/Defensive or Aggressive/Defensive behavior along which you would like to *decrease* your impact.

The two behaviors that you identify can be based on 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. Consider, for example, the extent to which the different behaviors are consistent or inconsistent with what seems necessary for your unit to achieve its goals and your organization to achieve its vision. 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.

Record the two behaviors you have selected on the next page. For the Constructive behavior, delineate three specific behaviors you would like to encourage people to engage in *more* when they approach their tasks and interact with others. Similarly, for the Defensive behavior, delineate three specific behaviors that you would like to encourage *less* (i.e., *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 of the report (starting on **page 25**). 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 items to better reflect the realities of your organization and the behaviors exhibited by the people around you.

Goals for Changing My Impact

The **Constructive** behavior along which I intend to increase my impact is:

_____

Three specific behaviors that I would like to promote on the part of others are:

1. _____

_____

2. _____

_____

3. _____

_____

The **Defensive** behavior along which I intend to decrease my impact is:

_____

Three specific behaviors I would like to discourage (or encourage less) on the part of others are:

1. _____

_____

2. _____

_____

3 _____

_____

NEXT STEPS

Step 4: Delineate Strategies for Changing Your Impact

In general, Facilitating management approaches have a Constructive impact on others and Inhibiting approaches have a Defensive impact. Therefore, your general strategy for changing your impact should focus on carrying out your management responsibilities in a more Facilitating and less Inhibiting manner.

For each of the goals that you identified in Step 3, select at least one responsibility (e.g., managing goals) in which you will change your approach. To facilitate this step of this process, refer to the pages that graphically summarize your current approaches to different management responsibilities (beginning on **page** 35). Consider which of the responsibilities would likely have the greatest desired change on your impact (as specified in Step 3) if you modified your current approach. Our research has shown that the Facilitating and Inhibiting approaches with respect to certain management responsibilities are strongly related to the impact of managers on others. You might want to consider these findings to "validate" the management responsibilities that you have identified or to suggest other responsibilities for consideration. These research findings are summarized on **page** 77. Note that the responsibilities listed are among those that show the strongest correlation with each of the 12 impact measures. In most cases, other responsibilities are also related to the impact styles. As such, you should not eliminate a responsibility from consideration simply because it does not appear in the table.

Then, for each of the responsibilities that you have listed, describe two things that you can do to be more Facilitating and less Inhibiting. Refer to the descriptions of the various management responsibilities and your feedback (starting on **page** 38) when developing these statements.

For example, assume that in Step 3 you wrote that you want to increase your impact with respect to Achievement. In addition, assume that you currently manage work activities in a way that is more Inhibiting than Facilitating (as reported by others). Therefore, you might choose *Managing Work Activities* as your target for change. Depending on the feedback you received, two specific things you could do to be more Facilitating (and less Inhibiting) are:

1. Ask people if they are able and willing to carry out an assignment *before* you delegate it.

2. Before scheduling a project, discuss it with those doing the work—get their estimates regarding how long it will take them to get the work done and then come to a mutually acceptable agreement on the schedule.

Notice that the changes you described (which basically involve inviting people to participate in the planning of their own work) will create opportunities for people to "take ownership over decisions and actions" and "set priorities," which are Achievement-oriented behaviors.

Desired Changes in My Management Approaches

To *increase* my **Constructive** impact on the behavior of others, I will carry out the following responsibility in a *more* Facilitating and *less* Inhibiting manner:

_____

When carrying out this responsibility, I can behave in a more Facilitating (and less Inhibiting) manner by:

_____

_____

_____

_____

_____

To *decrease* my **Defensive** impact with respect to the behavior of others, I will carry out the following responsibility in a *more* Facilitating and *less* Inhibiting manner:

_____

When carrying out this responsibility, I can behave in a more Facilitating (and less Inhibiting) manner by:

_____

_____

_____

_____

_____

NEXT STEPS

M/I Approaches Most Strongly Correlated with Each Impact Style

Use the information below to supplement (rather than dictate) your own analyses and conclusions regarding which approaches and responsibilities would be the most useful and relevant to work on.

Increasing a Constructive Impact

To increase a Constructive impact, consider whether managing **rewards** and **learning** can more frequently and consistently be approached in a Facilitating manner and less often approached in an Inhibiting way. The way in which managers approach these responsibilities tends to be most strongly related to all four of the Constructive styles. In addition, to increase...

a *Humanistic-Encouraging* impact, also look at whether tendencies to approach managing:

- **Inter-unit relations** in a Facilitating manner can be increased
- **Personal relations** in an Inhibiting way can be reduced

an *Affiliative* impact, also examine whether tendencies to approach managing:

- **Communications** in a Facilitating way can be increased
- **Personal Relations** in an Inhibiting manner can be reduced

an *Achievement* impact, also look at whether tendencies to approach managing:

- **Goals** in a Facilitating manner can beincreased
- **Change** in an Inhibiting way can be reduced

a *Self-Actualizing* impact, also consider whether tendencies to approach managing:

- **Change** in a Facilitating manner can be increased and/or an Inhibiting approach reduced
- **Goals** in a Facilitating way can be increased

Decreasing a Passive/Defensive Impact

To decrease a Passive/Defensive impact, consider whether managing **integrity** and **communications** can be approached less often in an Inhibiting way and more frequently and consistently in a Facilitating manner. The way in which managers approach these responsibilities tends to be strongly related to all four of the Passive/Defensive styles. In addition, to decrease...

an *Approval* impact, also examine whether tendencies to manage:

- **Teams** in an Inhibiting way can be reduced
- **Emotions** in a Facilitating manner can be increased

a *Conventional* impact, also look at whether tendencies to manage:

- **Change** in an Inhibiting way can be reduced
- **Work** activities in a Facilitating way can be increased

a *Dependent* impact, also consider whether tendencies to manage:

- **Work** activities in an Inhibiting way can be reduced
- **Personal relations** in a Facilitating manner can be increased and/or an Inhibiting approach reduced

an *Avoidance* impact, also look at whether tendencies to manage:

- **Change** in an Inhibiting manner can be reduced
- **Emotions** in a Facilitating way can be increased

Decreasing an Aggressive/Defensive Impact

To decrease an Aggressive/Defensive impact, look at whether **personal relations** and **communications** can more frequently and consistently be managed in a Facilitating way and less often managed in an Inhibiting manner. The way in which managers approach these responsibilities tends to be most strongly related to all four of the Aggressive/Defensive styles. In addition, to decrease...

an *Oppositional* impact, also consider whether tendencies to manage:

- **Inter-Unit Relations** in an Inhibiting manner can be reduced
- **Emotions** in a Facilitating way can be increased and/or an Inhibiting approach reduced

a *Power* impact, also look at whether tendencies to manage:

- **Self-development** in an Inhibiting way can be reduced
- **Emotions** in a Facilitating manner can be increased

a *Competitive* impact, also examine whether tendencies to manage:

- **Results** in an Inhibiting way can be reduced
- **Integrity** in an Inhibiting way can be reduced and/or a Facilitating way increased

a *Perfectionistic* impact, also look at whether tendencies to manage:

- **Results** in an Inhibiting way can be reduced
- **Integrity** in a Facilitating manner can be increased

NEXT STEPS

Step 5: Identify Resources and Support

Moving toward a more Facilitating management approach and having a more Constructive impact on others requires an investment of both time and effort. Part of this investment is 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. Managers who have a Constructive impact on others bring out the best in people, enhance the productivity of others, and are generally viewed as ready for promotion. Given this, it seems reasonable to assume that the energy you direct toward development should enhance both your management effectiveness and managerial career.

The types of resources and support you might seek are those related to promoting your knowledge and skills with respect to a Facilitating management approach. Lists of recommended books and articles relevant to each of the management responsibilities measured by M/I are provided starting on **page 80** of this report. In addition, training and development personnel within or outside your organization may be able to steer you toward other relevant resources (e.g., books, videos, seminars, educational programs). Though such resources can be invaluable, you might also consider identifying a manager or executive who you feel is strongly Facilitating in the areas of responsibility that you have targeted for change. Observe this manager in action and exchange thoughts with him or her regarding the tactics you can use to develop your own management capabilities.

Second, you may need resources and support from your organization and the person to whom you report. Certain management responsibilities 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 desired changes with your immediate superior and gain his/her support for the types of developmental activities you are considering. This 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, informal feedback from others as they initiate and implement personal change and development. 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, 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.

Necessary Resources and Support

Books or articles I will read, seminars I will attend, and/or people who I will contact to gain more knowledge and skills related to a Facilitating management approach include:

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Things I need to discuss with my manager that would help to facilitate the development of my management skills as well as reduce or eliminate potential obstacles to my progress include:

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I will talk to the following individuals about my goals and strategies for change and ask them to provide me with informal, ongoing feedback regarding my progress:

_____

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Recommended Resources

	Goals	Change	Problems	Results	Resources	Work Activities	Inter-Unit Relations	Teams	Communications	Rewards	Learning	Personal Relations	Integrity	Self-Development	Emotions	M/I General Reading
Amabile, T. M. & Kramer, S. J. (2011). *The progress principle.* Boston, MA: Harvard Business School Publishing.	•				•	•		•			•	•				
Argyris, C. (May-June 1991). Teaching smart people how to learn. *Harvard Business Review*, 99-109.			•											•		
Bazerman, M. H. , & Moore, D. A. (2001) *Judgment in managerial decision making*, 8th ed. New York, NY: John Wiley.			•		•											
Bartolome', F. (1989). Nobody trusts the boss completely—now what? *Harvard Business Review*. [Reprinted in Harvard Business Review on effective communications. Boston, MA: Harvard Business School Press, 79-100.			•													
Bennis, W. (August 2003). News analysis: It's the culture. *Fast Company, 73*, 34-35.				•												
Breen, B. (December 2004). The 6 myths of creativity. *Fast Company, 89*, 75-78.						•										
Brown, W. S. (1985). *13 fatal errors that managers make and how you can avoid them*. New York, NY: Berkely Books.											•					
Buckingham, M., & Coffman, C. (1999). *First break all the rules.* New York, NY: Simon & Schuster.						•										
Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager.* San Francisco, CA: Jossey-Bass.															•	
Caudron, S. (September 1998). Keeping team conflict alive. *Training & Development*, 52, 48-52.							•									
Collins, J. C., & Porras, J. I. (1994). *Built to last.* New York, NY: Harper Business.				•												
Conant, D. R.., & Norgaard, M. (2011). *Touchpoints : Creating powerful leadership connections in the smallest of moments.* San Francisco: Jossey-Bass.									•							
Cooke, R. A. (1998). *Critical Thinking Challenge™*. Plymouth, MI: Human Synergistics International.*		•														
Covey, S. R. (2004). *Seven habits of highly effective people*. Free Press.									•							
Covey, S., Merrill, A. R., & Merrill, R. R. (1994). *First things first*. New York, NY: Simon & Schuster.													•			
Daniels, A. C. (2000). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. New York, NY: McGraw-Hill.										•						
DeBono, E. (1967). *The 5 day course in thinking*. London: Penguin.					•											
DeBono, E. (1970). *Lateral thinking*. New York, NY: Harper & Row.		•														
Dealy, M. D. & Thomas, A. R. (2004). *Defining the really great boss*. Westport, CN: Praeger.	•												•	•		
Deutschman, A. (July 2005). Is your boss a psychopath? *Fast Company, 96*, 44-51. (Internet: http://fastcompany.com/magazine/96/open_boss.html).												•				
Dorsey, D. (August 2001). Andy Pearson finds love. *Fast Company*, 78-86. (Internet: http://www.fastcompany.com/magazine/49/pearson.html).										•		•				

*Available from Human Synergistics International.

NEXT STEPS

Recommended Resources (continued)

	Goals	Change	Problems	Results	Resources	Work Activities	Inter-Unit Relations	Teams	Communications	Rewards	Learning	Personal Relations	Integrity	Self-Development	Emotions	M/I General Reading
Ellis, C. W. (2005). *Management skills for new managers*. New York, NY: AMACOM.						•			•		•					
Geisler, J. (2012). *Work happy: What great bosses know*. New York, NY: Center Street.		•				•			•	•	•		•		•	
Goulston, M. (2010). *Just listen*. New York, NY: AMACOM.									•							
Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.						•										
Hammond, S. A. (1996, 2009). *The thin book of appreciative inquiry*. Bend, OR: Thin Book Publishing.												•				•
Hayward, M. (2007). *Ego check*. Chicago, IL: Kaplan.			•											•		
Hill. L. (2003). *Becoming a manager*, 2nd ed. Boston, MA: Harvard Business School Press.								•						•	•	
Hill, L, & Lineback, K. (2011). *Being the boss: The 3 imperatives for becoming a great leader*. Boston, MA: Harvard Business Review Press.							•	•			•	•	•			
Hornstein, H. A. (1996). *Brutal bosses and their prey*. New York, NY: Riverhead Books.													•			
Katzenbach, J. R., & Smith, D. K. (1993, 2003). *The wisdom of teams: Creating the high-performance organization.* New York, NY: Harper Collins.								•								
Kaplan, R. S., & Norton, D. P. (1996). *The balanced scorecard*. Boston, MA. Harvard Business School Press.				•												
Kaye, B. & Winkle-Giulioni, J. (2012). *Help them grow or watch them go*. San Francisco, CA: Berrett-Koehler.											•					
Kegan, R. & Lahey, L. L. (2009). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization*. Boston, MA: Harvard Business Review Press.		•														
Kerr, S. (1975). On the folly of rewarding A while hoping for B. *Academy of Management Journal*, *18*, 763-783.										•						
Kim, W. C., & Mauborgne. R. (2005). *Blue ocean strategy*. Boston, MA: Harvard Business School Press.					•											
Kohn, S. E., & O'Connell, V. D. (2005). *6 habits of highly effective bosses*. Franklin Lakes, NJ: Career Press.									•					•		
Kouzes, J. M. & Posner, P. Z. (1999). *Encouraging the heart*. San Francisco, CA: Jossey-Bass.						•							•			
Kouzes, J. M,. & Posner, P. Z. (2011). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco, CA: Jossey-Bass.													•			
Jaffe, D. T., & Scott, C. D. (1998). How to link personal values with team values. *Training & Development*, *52*, 24-30.								•								
Larkin, T. J., & Larkin, S. (May-June 1996). Reaching and changing frontline employees. *Harvard Business Review*. [Reprinted in Nichols, R. G., Stevens, L. A., Bartolome', F., Argyris, C., & Harvard Business School (Eds.). (1999). Harvard Business Review on effective communication. Boston, MA: Harvard Business School Press.]													•			
Latham, G. P. & Locke, E. A. (1979). Goal setting--a motivational technique that works. *Organizational Dynamics*, *8*, 68-80.	•															

*Available from Human Synergistics International.

NEXT STEPS

Recommended Resources (continued)

	Goals	Change	Problems	Results	Resources	Work Activities	Inter-Unit Relations	Teams	Communications	Rewards	Learning	Personal Relations	Integrity	Self-Development	Emotions	M/I General Reading
Leary, M. (2004). *The curse of the self.* New York, NY: Oxford University Press.														•	•	
Livingston, J. S. (1969). Pygmalion in management. *Harvard Business Review.* [Reprinted Harvard Business Review. (1999). *Harvard Business Review on managing people.* Boston, MA: Harvard Business School Press, 45-72.]												•				
Loehr, J., & Schwartz, T. (2003). *The power of full engagement.* New York, NY: Free Press.															•	
Mazoni, J. F., & Barsoux, J. L. (March-April 1998). The set up to fail syndrome. *Harvard Business Review.* [Reprinted in Harvard Business Review. (1998). *Harvard Business Review on managing people.* Boston, MA: Harvard Business School Press, 197-226.]												•				
Marquardt, M. (2005). *Leading with questions: How leaders find the right solutions by knowing what to ask.* San Francisco, CA: Jossey-Bass.			•						•			•				
McChesney, C., Covey. S. & Huling, J. (2012). *The 4 disciplines of execution.* New York, NY: Free Press.	•			•				•				•				
McGregor, D. (1960). *The human side of enterprise.* New York, NY: McGraw-Hill.												•				
Miller, J. G. (2001, 2012). *QBQ! The Question Behind the Question®.* New York, NY: G. P. Putnam's Sons.							•		•		•		•			•
Muoio, A. (December 1999). Mint condition. *Fast Company, 30,* p. 330. (Internet: http://www.fastcompany.com/magazine/30/usmint.html).		•														
Myers, B. (2011). *Take the lead: Motivate, inspire, and bring out the best in yourself and everyone around you.* New York, NY: Atria Books.	•								•				•		•	
Nichols, R. G., & Stevens, L. A. (September-October 1957). Listening to people. *Harvard Business Review.* [Reprinted in Nichols, R. G., Stevens, L. A., Bartolome', F., Argyris, C., & Harvard Business School (Eds.). (1999). *Harvard Business Review on effective communication.* Boston, MA: Harvard Business School Press.]									•							
Nicholson, N. (January 2003). How to motivate your problem people. *Harvard Business Review, 81,* 57-65.												•				
Northern, M. (November 2004). ReaderSpeak: Everyone loves their own ideas. *Fastcompany.com.* (Internet: http://fastcompany.com/magazine/88/open_readerspeaknorthern.html).		•														
Pfeffer, J., & Sutton, R. I. (2000). *The knowing-doing gap.* Boston, MA: Harvard Business School Press.				•												
Quinn, R. E. (1996). *Deep change.* San Francisco, CA: Jossey-Bass.														•		
Rees, F. (2001). *How to lead work teams,* 2nd ed. San Diego, CA: Pfeiffer & Company.								•								
Rogers, C. R., & Farson, R. E. (1979). Active listening. In Kolb, D. A., Rubin, I. M., & Mcintyre, J. M. (Eds). *Organizational psychology: A book of readings* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.									•							

*Available from Human Synergistics International.

NEXT STEPS

Recommended Resources (continued)

	Goals	Change	Problems	Results	Resources	Work Activities	Inter-Unit Relations	Teams	Communications	Rewards	Learning	Personal Relations	Integrity	Self-Development	Emotions	M/I General Reading
Rubin, H. (January 1999). The power of words. *Fast Company*, 21. (Internet: http://www.fastcompany.com/magazine/21.iwnew/flores.html).													•			
Ryan, K. D., & Oestreich, D. K. (1991). *Driving fear out of the workplace*. San Francisco, CA: Jossey-Bass.												•			•	
Sanders, E. S. (June 2005). A tale of two goals. *Training & Development Journal*, pp. 56-61.	•															
Salerno, A., & Block., L. (2008). *The change cycle: How people can survive and thrive in organizational change*. San Francisco, CA: Berrett-Koehler.		•														
Senge, P. M. (1990). *The fifth discipline*. New York, NY: Currency Doubleday.							•		•							
Szumal, J. L. (2010). High potential…to do what? *Talent Management*, 6, 28-31.*																•
Thompson, L. (2000). *Making the team—A guide for managers*. Upper Saddle River, NJ: Prentice-Hall.							•	•								
Tracy, B. (1993). *Maximum achievement*. New York, NY: Simon & Schuster.	•													•	•	
Tracy, B. (2004). *Goals!* San Francisco, CA: Berrett-Koehler.														•		
Trevino, L. K., & Nelson, K. A. (2004). *Managing business ethics*. Hoboken, NJ: Wiley.													•			
Whitney, D., Cooperrider, D. Trosten-Bloom, A., & Kaplin, B. S. (2005). *Encyclopedia of positive questions Volume 1*. Brunswick, OH: Crown Custom Publishing.											•					

*Available from Human Synergistics International.

Step 6: Implement the Plan and Monitor Your Progress

By outlining your plan for change, you have accomplished half of the learning process—detecting the mismatch between the current situation and the situation that you want. To complete the process and develop a more effective management approach, you need to act on your plans and modify them as needed so that the current situation is more aligned with the situation you desire.

The following pages provide a way to log your progress on a regular basis. In addition to helping you monitor your progress, the log can be a great source of information regarding what is and is not working in your plan. Regularly taking time to reflect on what you are doing as you proceed is an important part of the learning process. Therefore, as you move forward with implementing your plan for change, you should be prepared to refine, adjust, and expand on your plan as needed to achieve your change goals.

Complete the sections of the log at the end of each "period." A period can be a week, a month, a quarter, or any interval of time that makes sense for you to reflect on your progress and determine whether any modifications in your approach to change are needed. You can write as little or as much as you want, but write something. Try to withhold judgment and instead focus on describing what you perceive happened during the particular period as accurately and honestly as possible. Then, review what you have written and let it guide you in terms of what you need to focus on, emphasize, or do differently during the period that follows.

Note that enough log sheets are provided for you to do this for 12 periods. We strongly encourage you to participate in this step of the process. Doing so will enable you to learn more effective management approaches as well as experience significant changes that likely will motivate you to continue your self-development efforts.

Change Log: Period 1
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

_____

_____

_____

The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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_____

What I learned this period from the approaches I tried and the difficulties I experienced is:

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_____

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What I will do differently next period is:

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Change Log: Period 2
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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> ### Change Log: Period 3
> Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 4
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 5
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 6
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 7
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 8
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 9
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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NEXT STEPS

Change Log: Period 10
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 11
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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Change Log: Period 12
Date:_____

This period I took a more Facilitating and less Inhibiting approach to carrying out my management responsibilities by:

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The difficulties or challenges that I experienced this period in trying to carry out a more Facilitating (or less Inhibiting) approach were:

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What I learned this period from the approaches I tried and the difficulties I experienced is:

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What I will do differently next period is:

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NEXT STEPS

NOTES

[1]*First, break all the rules* (New York: Simon & Schuster).

[2]John Kotter, *A force for change: How leadership differs from management* (New York: Free Press, 1990).

[3]This is in contrast to *Leadership/Impact*™ which focuses more on strategic, leadership activities.

[4]Kathleen D. Ryan and Daniel K. Oestreich, *Driving fear out of the workplace* (San Francisco: Jossey-Bass, 1991).

[5]The manager's job: Folklore and fact, *Harvard Business Review* (July-August 1975, p. 61).

[6]Adapted from Robert I. Sutton, *The no asshole rule* (New York: Warner Business Books, 2007), p. 39.

[7]Both your ideal and current impact results are profiled against the *actual* impact results of these 650 managers. This enables you to compare your ideal impact profile to your current impact profile.

[8]The percentile scores help to control for or remove the effects of social desirability and other response tendencies that have nothing to do with the true impact of managers.

[9]*The human side of enterprise* (New York: McGraw-Hill, 1960).

[10]Rosemary Stewart, *The reality of management* (3rd ed.), (Oxford: Butterworth Heinemann, 1999).

[11]See, for example, Fredrick W. Taylor, *The principles of scientific management* (New York: Harper & Harper, 1911) and Max Weber, *The theory of social and economic organization* (New York: Free Press, 1947).

[12]Douglas McGregor, *The human side of enterprise* (New York: McGraw-Hill, 1960); Rensis Likert, *New patterns of management* (New York: McGraw-Hill, 1961); Tom Burns and G. M. Stalker, *The management of innovation* (London: Tavistock, 1961); Richard Walton, From control to commitment in the workplace, *Harvard Business Review*, 1985, pp. 77-84; Kimball Fisher, *Leading self-directed work teams* (New York: McGraw-Hill, 2000).

[13]McGregor.

[14]These fifteen responsibilities were selected for M/I because: a) they are relevant to the jobs of most mid- to lower-level managers; b) though they are interrelated, they are distinct and not completely dependent on one another; c) managers can carry out these responsibilities in very different (and opposing) ways; and d) the ways in which managers carry out these responsibilities impact the Constructive versus Defensive behavior of others and the beliefs they have about what is expected.

[15]*Omni* (March 1988).

[16]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[17]Fast Company's Editors and Writers, *The rules of business* (New York: Currency Doubleday, 2005), p. 127.

[18]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[19]*The human side of enterprise* (New York: McGraw-Hill), p.10.

[20]Max H. Bazerman, *Judgment in managerial decision making*, 5th ed. (New York: John Wiley, 2002).

[21]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[22]*The knowing-doing gap* (Boston: Harvard Business School Press, 2000), p. 139.

[23]Warren Bennis, News analysis: It's the culture, *Fast Company*, 73, (August 2003), pp. 34-35.

[24]Robert A. Cooke, *Leadership/Impact feedback report* (Plymouth, MI: Human Synergistics, 1997).

[25]*Blue ocean strategy* (Boston: Harvard Business School Press), pp. 156-157.

[26]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[27]The 6 myths of creativity, *Fast Company* (December 2004), p.77.

[28]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics,2003).

[29]Ibid.

[30]*The fifth discipline* (New York: Currency Doubleday, 1990), pp. 294-296.

[31]Leigh Thompson, *Making the team* (Upper Saddle River, NJ: Prentice Hall, 2000), p. 179.

[32]For example, see Quentin Jones, et al., *In great company* (New Zealand: Human Synergistics NZ, 2006).

[33]*Becoming a manager*, 2nd ed. (Boston: Harvard Business School Press, 2003), pp. 284-285.

[34]Ibid.

[35]Robert A. Cooke and Janet L. Szumal, Using the Organizational Culture Inventory to understand the operating culture of organizations, in Neal M. Ashkanasy, Celeste P. M. Wilderom, and Mark F. Peterson (Eds.) *Handbook of organizational culture & climate* (Thousand Oaks, CA: Sage, 2000), pp. 147-162.

[36]December 2005, p. 9.

[37]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[38]*Bringing out the best in people* (New York: McGraw-Hill, 2000), p. 29.

[39]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[40]*13 fatal errors managers make* (New York: Berkley Books, 1985), p. 22.

[41]Robert A. Cooke, *Leadership/Impact feedback report* (Plymouth, MI: Human Synergistics, 1997).

[42]Janet L. Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[43]J. Sterling Livingston, Pygmalion in management, *Harvard Business Review* (September-October, 1988).

[44]Leigh Branham, *The 7 hidden reasons employees leave* (New York: AMACOM, 2005).

[45]Douglas McGregor, *The human side of enterprise* (New York: McGraw-Hill, 1960).

[46]Janet L.Szumal, *OCI interpretation and development guide* (Plymouth, MI: Human Synergistics, 2003).

[47]Ibid.

[48]*Managing business ethics*, (Hoboken, NJ: Wiley, 2004) p. 155.

[49]Ibid.

[50]Reaching and changing front line employees. *Harvard Business Review* (May-June 1996).

[51]M. David Dealy with Andrew R. Thomas, *Defining the really great boss*, Westport, CN: Praeger, chapter 4.

[52]Robert A. Cooke (Arlington Heights, IL: Human Synergistics/Center for Applied Research, 2003).

[53]*Deep change* (San Francisco: Jossey-Bass, 1996), p. 11.

[54]Chris Argyris, Teaching smart people how to learn, *Harvard Business Review* (May-June 1991), 99-109.

[55]M. David Dealy with Andrew R. Thomas, *Defining the really great boss*, Westport, CN: Praeger, p. 61.

[56]*Newsweek*, October 24, 2005, p. 76.

[57]Linda A. Hill, *Becoming a manager*, (Boston: Harvard Business School Press, 2003), chapter 7.

 NOTES

[58]Mark R. Lear, *The curse of self* (New York: Oxford Press, 2004).

[59]Kathleen D. Ryan and Daniel K. Oestreich, *Driving fear out of the workplace* (San Francisco: Jossey-Bass, 1991), chapter 11.

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NOTES

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