
Leadership/Impact[®]

Measuring the Impact of Leaders
on Organizational Performance

A. Sample
Sample, Inc.

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Confidential Feedback Report

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INTRODUCTION

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

“...that process is which one person sets the purpose or direction for one or more other persons, and gets them to move along together with him or her and with each other in that direction competently and with full commitment.”

(Jaques and Clement, Executive Leadership)

“... the art of mobilizing others to want to struggle for shared aspirations.”

(Kouzes and Posner, The Leadership Challenge)

“... enabling people to use their own initiative and experiences rather than ... denying or constraining their experiences and actions.”

(Bennis and Nanus, Leaders)

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

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

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

Impact on Others—the extent to which you motivate or drive people to behave in constructive versus defensive ways.

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

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

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

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

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

EFFECTIVENESS

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

Organizational Effectiveness

A traditional, day-to-day manager	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A visionary, future-oriented, leader
Reduces others' productivity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Enhances others' productivity
Makes people feel "micro-managed"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Makes people feel "empowered"
Brings out the worst in people	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Brings out the best in people
Emphasizes short-term performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Emphasizes long-term effectiveness
Reinforces organizational rigidity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Promotes organizational adaptability

Personal Effectiveness

Tense and stressed-out	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Relaxed and at ease
Not ready for promotion at this time	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ready for promotion to a higher level
Reacts to feedback defensively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Accepts feedback constructively
Not interested in self-development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Interested in self-development

Balance

Overrated by organization	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Undervalued by organization
Enjoys more authority than warranted	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Deserves more authority than granted
Has advanced his/her own success	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Has advanced the firm's success

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

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

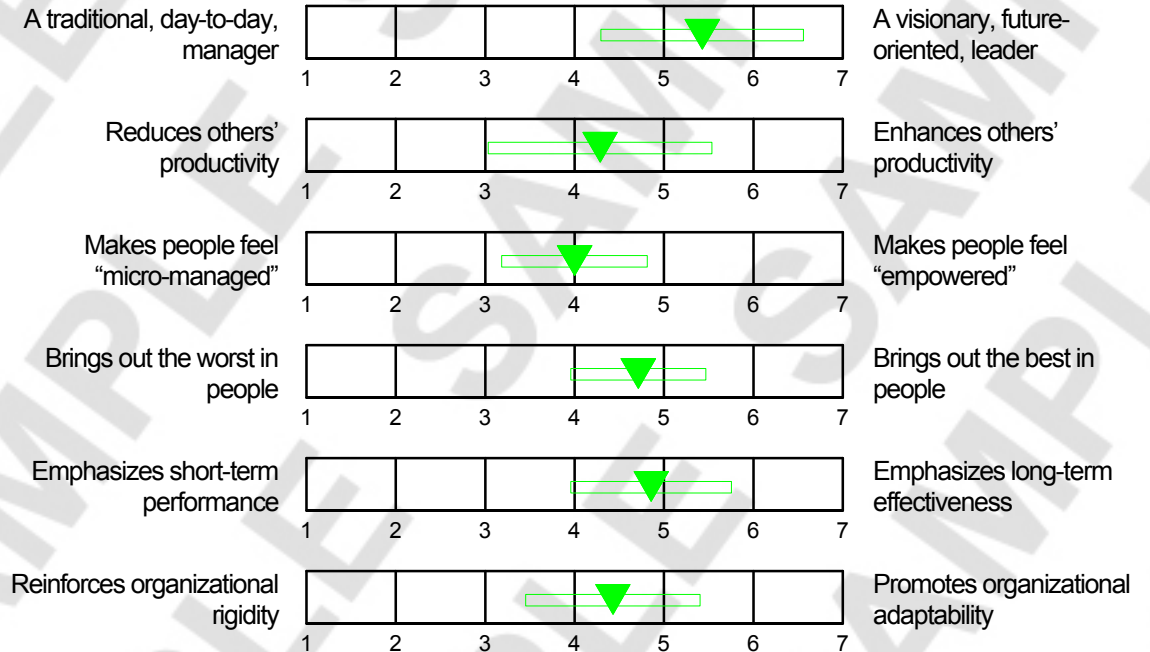
With respect to **Organizational Effectiveness**, leaders would like to be viewed by the people around them as being visionary and future-oriented, promoting empowerment and productivity, bringing out the best in people, and concerned with long-term performance.

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

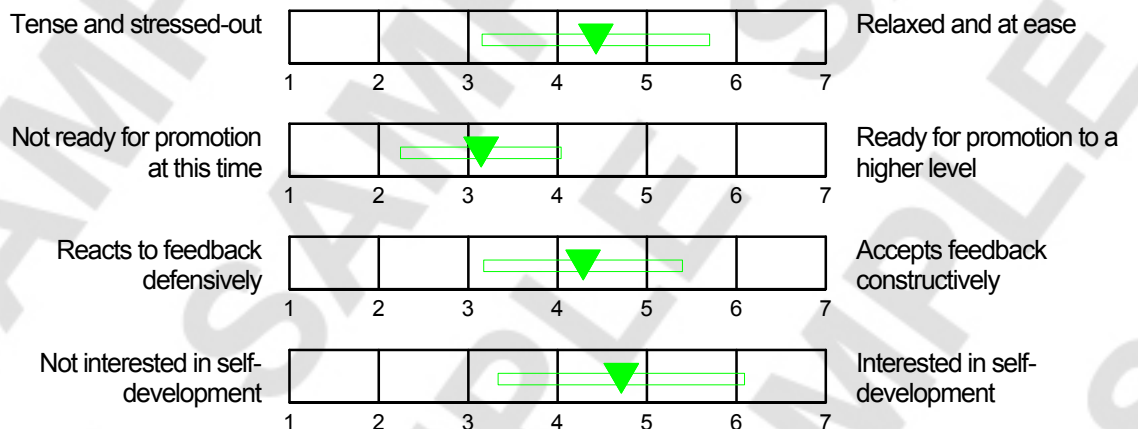
In terms of **Balance**, the typical leader prefers to be viewed as being properly valued by the organization (i.e., midway between overrated and undervalued) and as exercising an appropriate amount of authority (i.e., midway between having too much or too little authority). Similarly, leaders like to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

The people who completed the **Leadership/Impact** survey for you were asked to respond to the same effectiveness items you just reviewed. Their average responses to these items are presented on the next two pages. In reviewing these results, you should keep in mind that the effectiveness “grades” received by the great majority of leaders are not as positive as they desire. In this regard, the presentation of these results is not intended to be a source of frustration or disappointment. Rather, the intention is to motivate change and development by providing an estimate of the “gap” between one’s current effectiveness and their desired level of effectiveness.

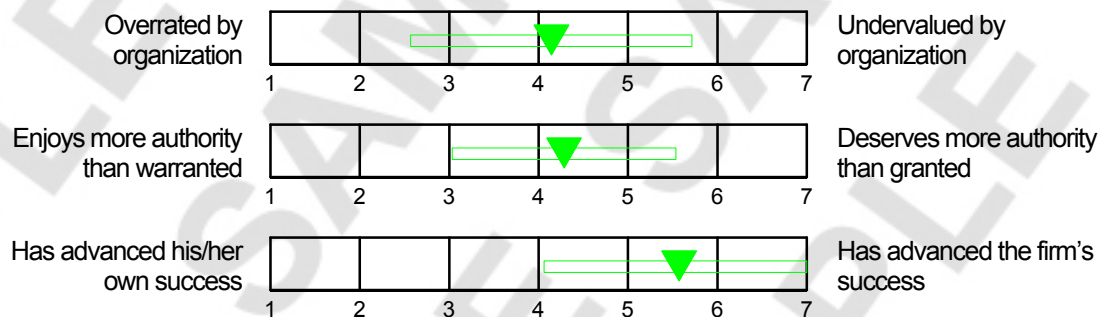
Organizational Effectiveness



Personal Effectiveness



Balance



Key: Average of All Others' responses (i.e. Descriptions by Others)
 Standard deviation across Others' responses.

Organizational Effectiveness

Responses by: All Others	MEAN	STANDARD DEVIATION
Visionary, future-oriented, leader...	5.4	1.1
Enhances others' productivity...	4.3	1.3
Makes people feel "empowered"...	4.0	0.8
Brings out the best in people...	4.7	0.8
Emphasizes long-term effectiveness...	4.9	0.9
Promotes organizational adaptability...	4.4	1.0

Personal Effectiveness

Responses by: All Others	MEAN	STANDARD DEVIATION
Relaxed and at ease...	4.4	1.3
Ready for Promotion...	3.1	0.9
Accepts feedback constructively...	4.3	1.1
Interested in self-development...	4.7	1.4

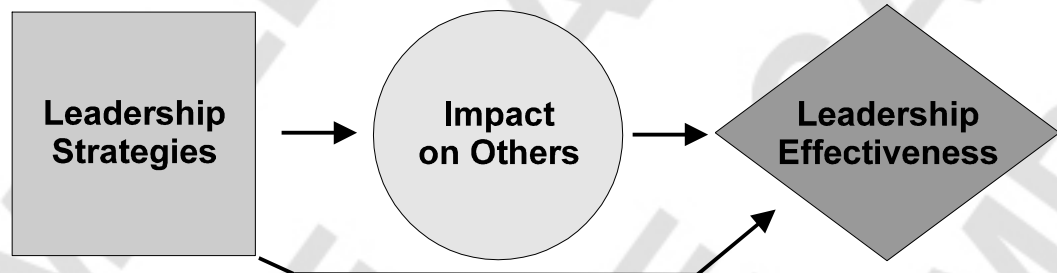
Balance*

Responses by: All Others	MEAN	STANDARD DEVIATION
Overrated/undervalued by organization...	4.1	1.6
Enjoys/deserves more authority...	4.3	1.3
Has advanced own/firm's success...	5.6	1.5

* For the Balance items, results towards the middle of the scale (4.0) are desirable.

PLANNING FOR DEVELOPMENT

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



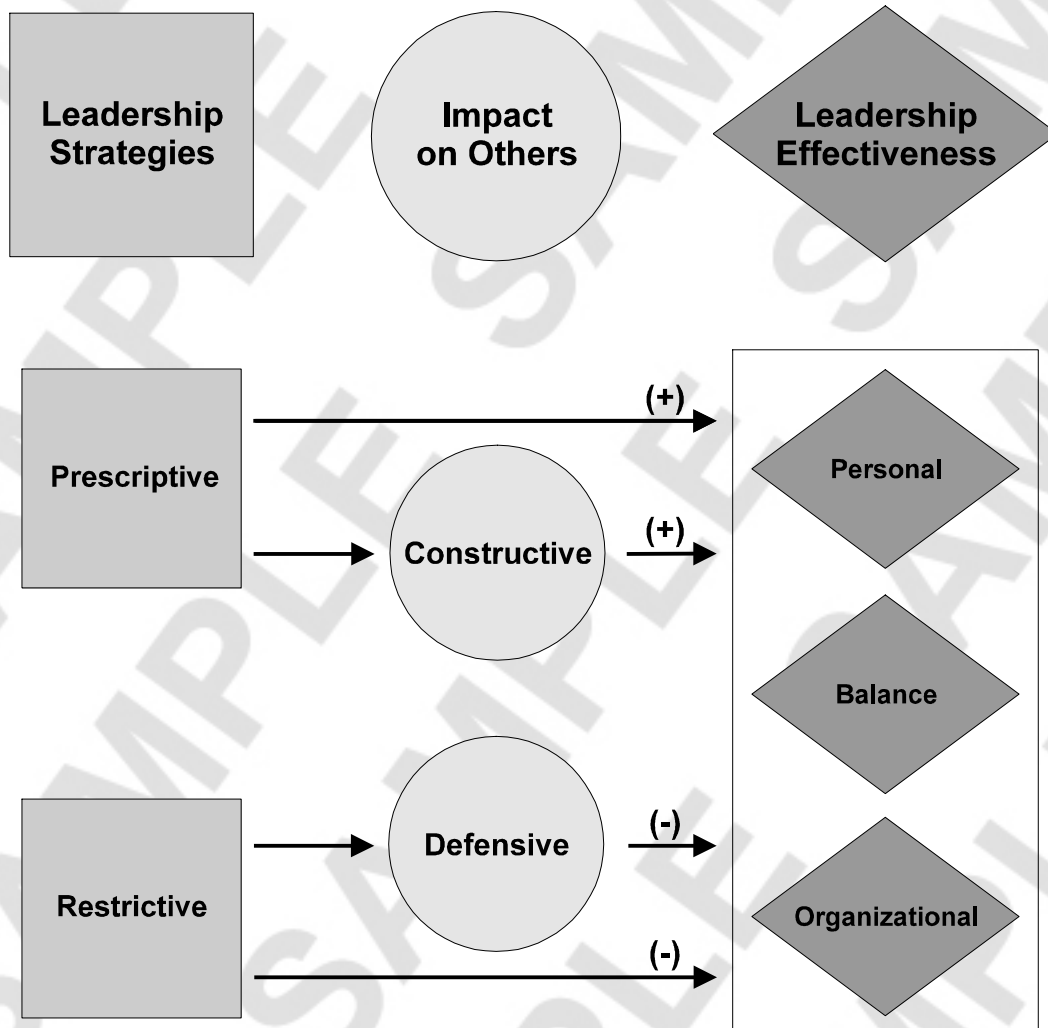
The remainder of this report is designed to provide you with information about your **Leadership Strategies** and your **Impact on Others**. At the most general level, you are likely to exhibit a combination of two different leadership **Strategies**—prescriptive and restrictive. Prescriptive strategies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

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

Though concepts such as “culture” and constructive “norms” are somewhat abstract, they translate into more tangible things such as the leader’s impact on the behavior and performance of organizational or subunit members. This **Impact on Others** can be either constructive or defensive. Leaders with a constructive impact motivate people to think and behave in achievement-oriented and cooperative ways that emphasize growth and development. In contrast, leaders with a defensive impact drive people to think and behave in either aggressive or passive ways to protect their status and position. Constructive behaviors not only lead to better performance than do defensive behaviors, they also result in higher levels of personal satisfaction and lower levels of stress.

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

These relationships between leadership strategies, impact on others, and personal and organizational effectiveness are illustrated below.



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

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

IMPACT ON OTHERS

The Impact of Leaders

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

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

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

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

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

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

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

Impact (Description by Others)

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

Your results have been profiled against results for approximately 500 managers. In other words, your raw scores along each of the twelve impact sectors have been converted into percentile or normed scores. The five concentric circles on the profile represent the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. The center of the circle represents the 0 percentile and the outer ring represents the 99th percentile. Thus, for example, if the extension along the Affiliative style reaches the 4th concentric circle, your impact with respect to this style is stronger than that of approximately 75% of the leaders for whom data are available. Similarly, if the extension along the Power style reaches only the 2nd circle, your impact with respect to this style is stronger than that of about 25% (and weaker than that of 75%) of the leaders in the data set.

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

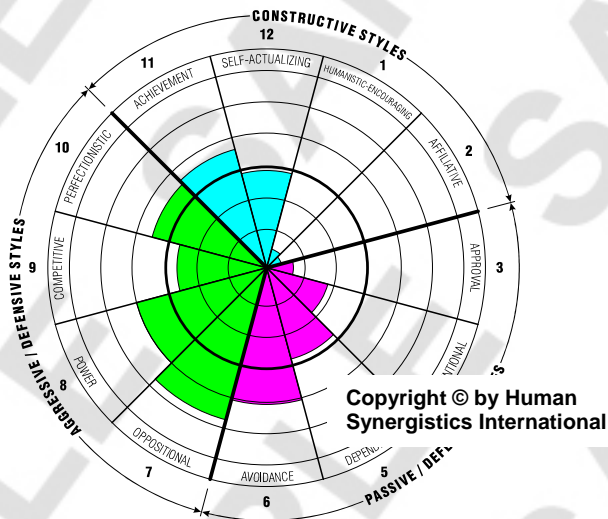
Supplementing your **Impact on Others** profile are tables summarizing the percentile scores, raw scores, and standard deviations for each of the twelve behaviors. The percentile scores are the scores plotted on the profile and the raw scores are your “unadjusted” impact scores (based on the average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

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

Impact on Others

Responses by: *All Others*

N = 7



Strongest Overall Impact on Others is Aggressive/Defensive

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

Primary behavioral impact is **Oppositional**

More specifically, you lead people to:

- be critical and hard to impress
- scrutinize and challenge decisions made by others
- oppose things indirectly

Secondary behavioral impact is **Avoidance**

More specifically, you lead people to:

- minimize communication and contact with you
- withdraw from interpersonal conflicts and disagreements
- keep their opinions and ideas to themselves

Impact on Others

Responses by: All Others

N = 7

Constructive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
<p>Copyright © by Human Synergetics International</p>	Humanistic/Encouraging	5%	14.7	7.7
	Affiliative	4%	14.6	8.4
	Achievement	66%	22.3	2.8
	Self-Actualizing	47%	20.7	4.3

Passive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
<p>Copyright © by Human Synergetics International</p>	Approval	7%	4.3	3.0
	Conventional	22%	6.9	4.0
	Dependent	45%	10.0	2.5
	Avoidance	76%	9.3	5.3

Aggressive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE	STANDARD DEVIATION
<p>Copyright © by Human Synergetics International</p>	Oppositional	86%	11.3	4.2
	Power	75%	14.1	5.5
	Competitive	41%	4.7	4.3
	Perfectionistic	63%	11.3	4.0

Ideal Impact (Self Report)

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

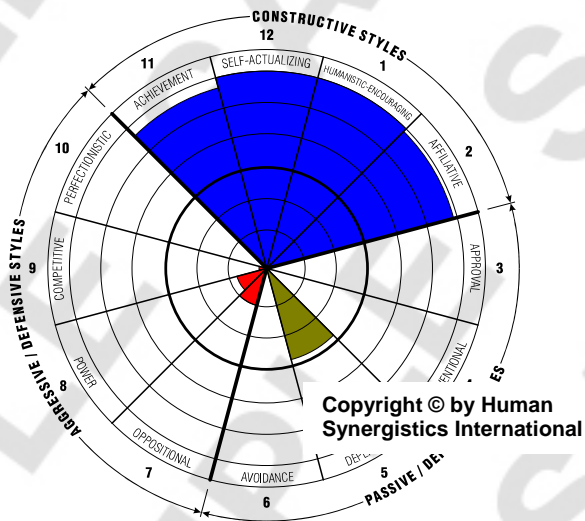
Generally, ideal impact profiles show strong extensions along the four Constructive behaviors and relatively weak extensions along the Passive/Defensive and Aggressive/Defensive behaviors. In most cases, the extensions along the Passive/Defensive sectors are minimal or non-existent—indicating that leaders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

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

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

Ideal Impact

Responses by: *Self*



Strongest Overall Ideal Impact is Constructive

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

Primary ideal impact is Humanistic/Encouraging

More specifically, you would like to lead people to:

- share ideas with co-workers to help them improve their performance
- show concern for the needs of others when resolving conflicts
- actively support others in their career development and growth

Secondary ideal impact is Self-Actualizing

More specifically, you would like to lead people to:

- approach their work with creativity—even if it takes extra time
- accept mistakes and learn from them
- maintain their integrity and personal standards

Ideal Impact

Responses by: Self

Constructive Behaviors		PERCENTILE SCORE	RAW SCORE
<p>Copyright © by Human Synergistics International</p>	Humanistic/Encouraging	99%	32.0
	Affiliative	98%	30.0
	Achievement	96%	26.0
	Self-Actualizing	99%	30.0

Passive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE
<p>Copyright © by Human Synergistics International</p>	Approval	1%	2.0
	Conventional	1%	4.0
	Dependent	45%	10.0
	Avoidance	1%	1.0

Aggressive/Defensive Behaviors		PERCENTILE SCORE	RAW SCORE
<p>Copyright © by Human Synergistics International</p>	Oppositional	10%	4.0
	Power	8%	7.0
	Competitive	2%	1.0
	Perfectionistic	1%	2.0

Impact on Others versus Ideal Impact

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

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

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

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

Finally, if you have requested “360° Feedback,” separate “impact on others” profiles are provided for your direct reports, peers, and your manager(s).

(These profiles are not included if they were not requested or if the number of respondents was too small to maintain the confidentiality of the individuals providing the data.)

Note

Direct Reports include those respondents who described you as their direct supervisor, a manager to whom their supervisor reports, another higher-level manager, or their project manager.

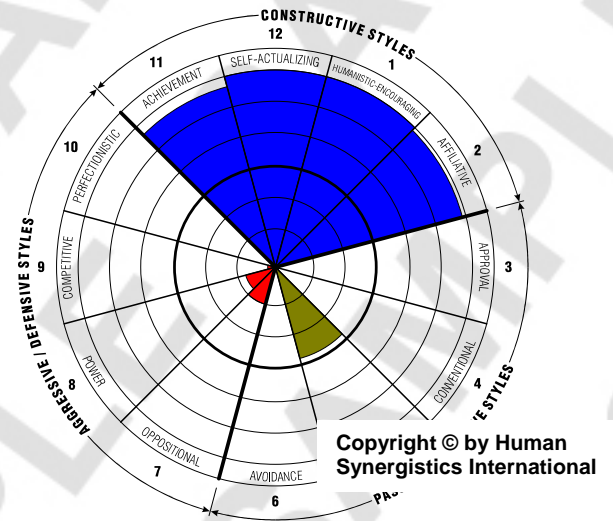
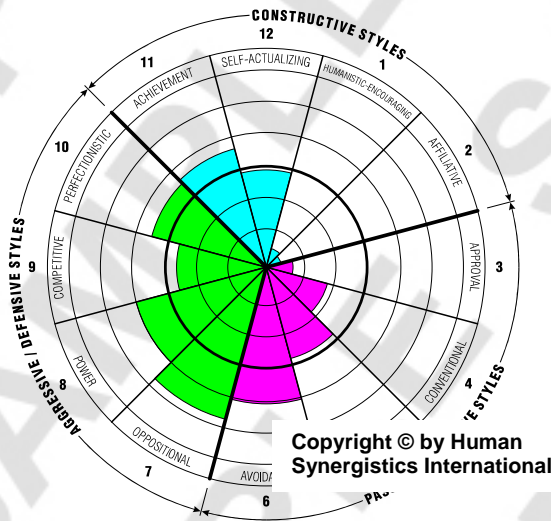
Peers include those respondents who described you as a peer or as an associate in a lateral position.

Your Manager(s) includes those who described you as reporting directly to them.

Impact on Others versus Ideal Impact

Impact on Others
Responses by: All Others

Ideal Impact
Responses by: Self



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

With respect to the twelve behaviors measured...

The largest gap is Humanistic/Encouraging

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

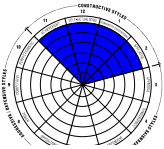
- show concern for the needs of others when resolving conflicts
- actively support others in their career development and growth
- bring attention to and reward good performance by others

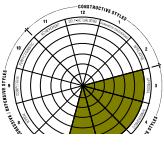
The next largest gap is Affiliative

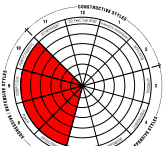
More specifically, you would like to change the extent to which you motivate people to:

- use good human relation skills
- discuss problems and issues in an open, friendly way
- maintain congenial relations with others despite differences in opinion

Impact on Others versus Ideal Impact

Constructive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTAGE GAP
 <p>Copyright © by Human Synergetics International</p>	Humanistic/Encouraging	5%	99%	-94%
	Affiliative	4%	98%	-94%
	Achievement	66%	96%	-30%
	Self-Actualizing	47%	99%	-52%

Passive/Defensive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTAGE GAP
 <p>Copyright © by Human Synergetics International</p>	Approval	7%	1%	+6%
	Conventional	22%	1%	+21%
	Dependent	45%	45%	0%
	Avoidance	76%	1%	+75%

Aggressive/Defensive Behaviors		IMPACT ON OTHERS	IDEAL IMPACT	PERCENTAGE GAP
 <p>Copyright © by Human Synergetics International</p>	Oppositional	86%	10%	+76%
	Power	75%	8%	+67%
	Competitive	41%	2%	+39%
	Perfectionistic	63%	1%	+62%

Gap = Impact on Others – Ideal Impact

“-” gap indicates that your current impact is weaker than you would like

“+” gap indicates that your current impact is stronger than you would like

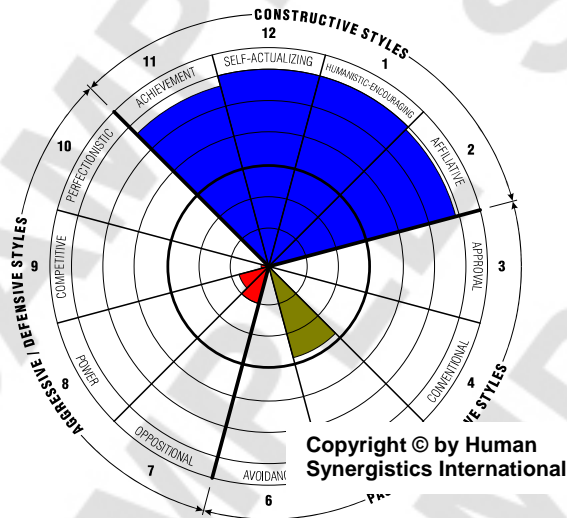
“0” gap indicates that your current impact is equal or superior to your ideal

Impact on Others vs. Ideal Impact: 360° Feedback

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

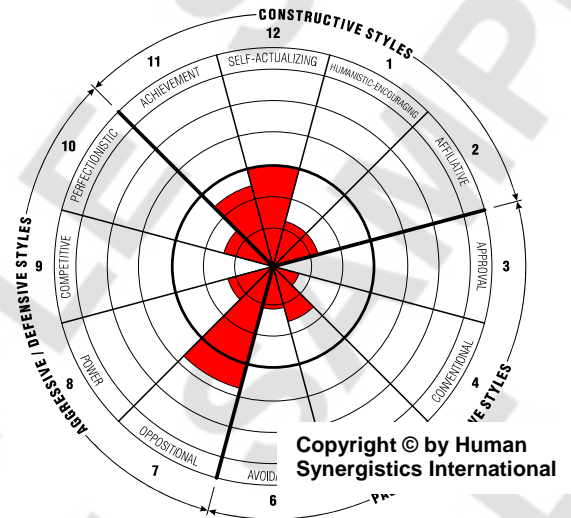
Ideal Impact

N = 1



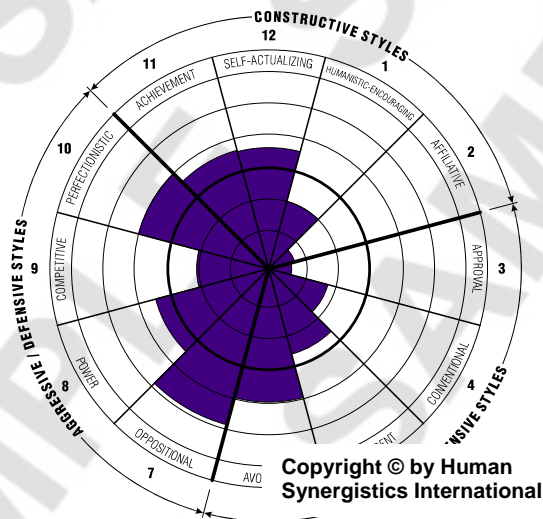
Higher-Level Manager

N = 1



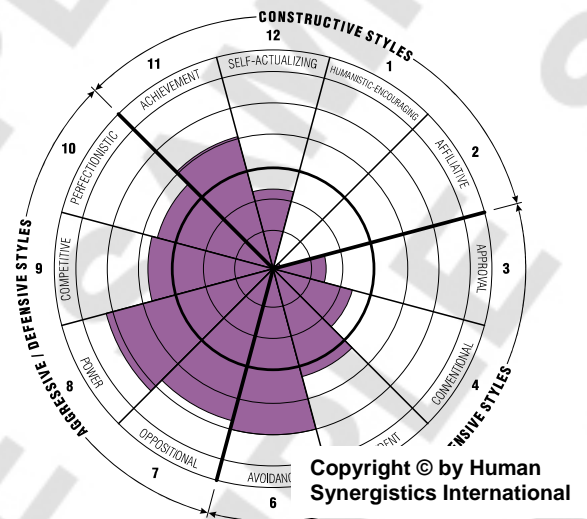
Peers

N = 3



Direct Reports

N = 3



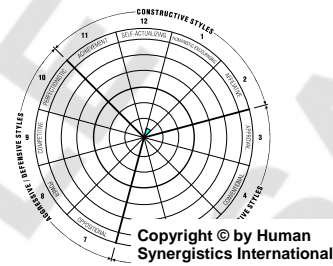
Item-by-Item Feedback

The **Leadership/Impact** inventory relies on 8 items to measure your impact with respect to each of the twelve behaviors. Item-by-item results are provided for each of these behaviors in terms of your Impact on Others (the average raw score across all respondents), your Ideal Impact (based on your self report), and your Others/Ideal Gap (the difference between your current and preferred impact).

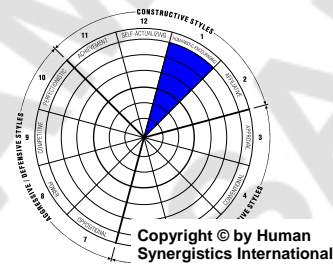
This item-by-item feedback enables you to review each behavior and identify the items along which the gap is the greatest. Again, if the gap is negative (-), your current impact is not as great as your preferred impact with respect to the Constructive behavior in question. If the gap is positive (+),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

Constructive Impact:

(1) Humanistic/Encouraging



IMPACT ON OTHERS



IDEAL IMPACT

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
show concern for the needs of others when resolving conflicts	1.3	4.0	-2.7
actively support others in their career development and growth	1.3	4.0	-2.7
bring attention to and reward good performance by others	1.4	4.0	-2.6
train new people	1.9	4.0	-2.1
discuss decisions with those who will be affected by them	1.9	4.0	-2.1
show trust and confidence in their peers and associates	2.3	4.0	-1.7
share ideas with co-workers to help them improve their performance	2.3	4.0	-1.7
assist others in solving work-related problems	2.4	4.0	-1.6

KEY:

0 = Not at all

4 = To a very great extent

GAP = Impact on Others - Ideal Impact

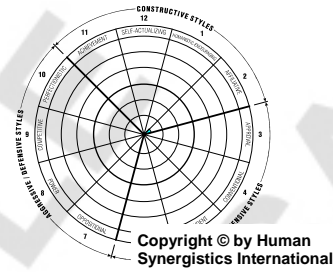
"-" gap indicates that current impact is weaker than you would prefer

"0" gap indicates that current impact is as strong as, or even stronger than, your ideal

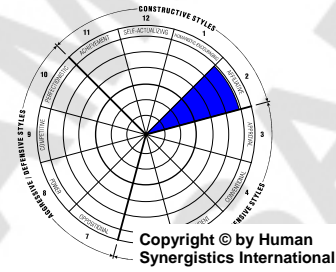
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Constructive Impact:

(2) Affiliative



IMPACT ON OTHERS



IDEAL IMPACT

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
use good human relation skills	1.4	4.0	-2.6
discuss problems and issues in an open, friendly way	1.6	4.0	-2.4
maintain congenial relations with others despite differences in opinion	1.7	4.0	-2.3
keep communication open, informal, and unrestricted	1.9	4.0	-2.1
respect peoples' diverse backgrounds and viewpoints	2.1	4.0	-1.9
cooperate with others	2.4	4.0	-1.6
build good personal relationships with others (within the organization)	1.6	3.0	-1.4
emphasize the importance of the team	1.9	3.0	-1.1

KEY:

0 = Not at all

4 = To a very great extent

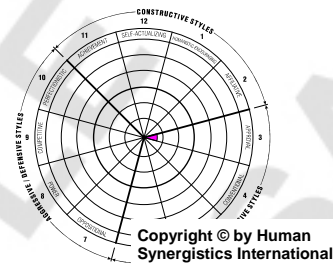
GAP = Impact on Others - Ideal Impact

"-" gap indicates that current impact is weaker than you would prefer

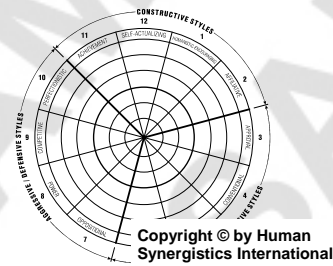
"0" gap indicates that current impact is as strong as, or even stronger than, your ideal

Passive/Defensive Impact:

(3) Approval



IMPACT ON OTHERS



IDEAL IMPACT

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
put forth only those ideas and suggestions that are likely to "please" others	0.0	1.0	0.0
refrain from taking controversial or unpopular actions	1.0	0.0	1.0
withhold even constructive criticism (so as not to offend others)	0.9	0.0	0.9
strive to be accepted and part of the "in-group"	0.7	0.0	0.7
worry about being accepted as a member of the group	0.4	0.0	0.4
do things for the approval of others	0.3	0.0	0.3
say things merely to ingratiate themselves with others	0.1	0.0	0.1
go along with others	0.9	1.0	0.0

KEY:

0 = Not at all

4 = To a very great extent

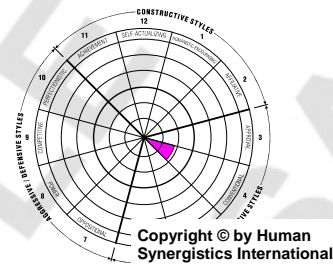
GAP = Impact on Others - Ideal Impact

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

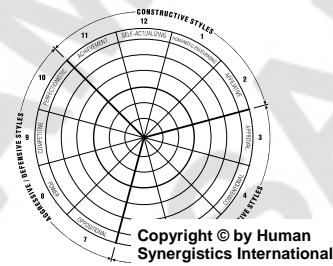
"0" gap indicates that current impact is as weak as, or even weaker than, your ideal

Passive/Defensive Impact:

(4) Conventional



IMPACT ON OTHERS



IDEAL IMPACT

Extent to which your leadership motivates or drives people to:	IMPACT ON OTHERS	IDEAL IMPACT	GAP
do things the way they have always been done	1.3	0.0	1.3
accept the "status quo"	1.0	0.0	1.0
conform and "fit in"	0.7	0.0	0.7
refer to rules and procedures to justify their actions	0.4	1.0	0.0
dismiss new ideas as irrelevant or too "different"	0.6	0.0	0.6
give the appearance they are conforming (even when trying something new/different)	0.6	0.0	0.6
focus on procedures rather than outcomes	0.6	1.0	0.0
strictly adhere to policies and standard operating procedures	1.7	2.0	0.0

KEY:

0 = Not at all

4 = To a very great extent

GAP = Impact on Others - Ideal Impact

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

"0" gap indicates that current impact is as weak as, or even weaker than, your ideal

LEADERSHIP STRATEGIES

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

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

Prescriptive versus Restrictive Strategies

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

Prescriptive leadership provides people with:

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

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

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

Most leaders, including those who might implicitly prefer prescriptive over restrictive strategies, tend to use both approaches. Restrictive strategies are adopted for a number of reasons including their ease of implementation, time pressures, and the capabilities and dispositions of those being led. Nevertheless, prescriptive strategies generally are more functional. In particular,

prescriptive strategies tend to promote Constructive behaviors; restrictive strategies do not promote Constructive behaviors yet can lead to Defensive behaviors on the part of those influenced by the leader. Thus leaders who have a Constructive impact are those whose prescriptive tendencies are stronger than their restrictive tendencies.

The Theory Underlying Prescriptive Leadership

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

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

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

Contingency and Situational Models

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

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

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

Aside from these criticisms, the contingency approach is rejected here because of the long-term impact of certain leadership styles or strategies on the behaviors of subordinates. For example, some theorists propose that a “telling” leadership style (a highly directive and non-supportive style) is appropriate when subordinates’ “readiness” is low (i.e., both their ability and willingness to perform the task is low). Though it might be true that this type of directive and non-supportive leadership style is functional in the short term, it is likely to be dysfunctional over the long run. If applied with any frequency, these styles place subordinates in a subservient and dependent position—and they “learn” that they are expected to simply “do as they’re told” rather than to take initiative and participate in decisions. Additionally, they are presented with a role model that emphasizes close supervision, one-way communication, and a lack of encouragement. To the extent subordinates accept these expectations and emulate this role model, they become increasing low in “readiness” and simply reinforce the need for directive and non-supportive supervision.

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

Transformational and Charismatic Models

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

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

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

Second, the current theory assumes that certain transformational leadership behaviors, if carried out in a restrictive manner, can have a negative impact. For example, transformational

leadership includes what has been called “intellectual stimulation.” However, intellectual stimulation has a more positive impact on people if it encourages lateral, critical, and “out-of-the-box” thinking than if it encourages rigid or vertical approaches to thinking. Thus, the current theory differentiates between prescriptive versus restrictive approaches to the stimulation of thinking. Similarly, it differentiates between prescriptive and restrictive approaches to other “transformational” activities such as creating a vision.

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

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

Similarly, Jacques and Clement note in Executive Leadership that:

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

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

Leadership Actions

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

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

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

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

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

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

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

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

Leadership Strategies

DOMAIN	RESTRICTIVE	PRESCRIPTIVE	
ENVISIONING:	Delimiting	Defining	Personal
ROLE MODELING:	Circumscribing	Exemplifying	
MENTORING:	Passive	Active	Interpersonal
STIMULATING THINKING:	Vertical	Lateral	
REFERRING:	Negative Referents	Positive Referents	
MONITORING:	By Exception	By Excellence	
PROVIDING FEEDBACK:	Negative	Positive	
REINFORCING:	Punishment	Reward	Organizational
INFLUENCING:	Unilateral	Reciprocal	
CREATING A SETTING:	Constraining	Facilitating	
DEFENSIVE ← (IMPACT) → CONSTRUCTIVE			

Feedback on Strategies

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

Overall Prescriptive versus Restrictive Results

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

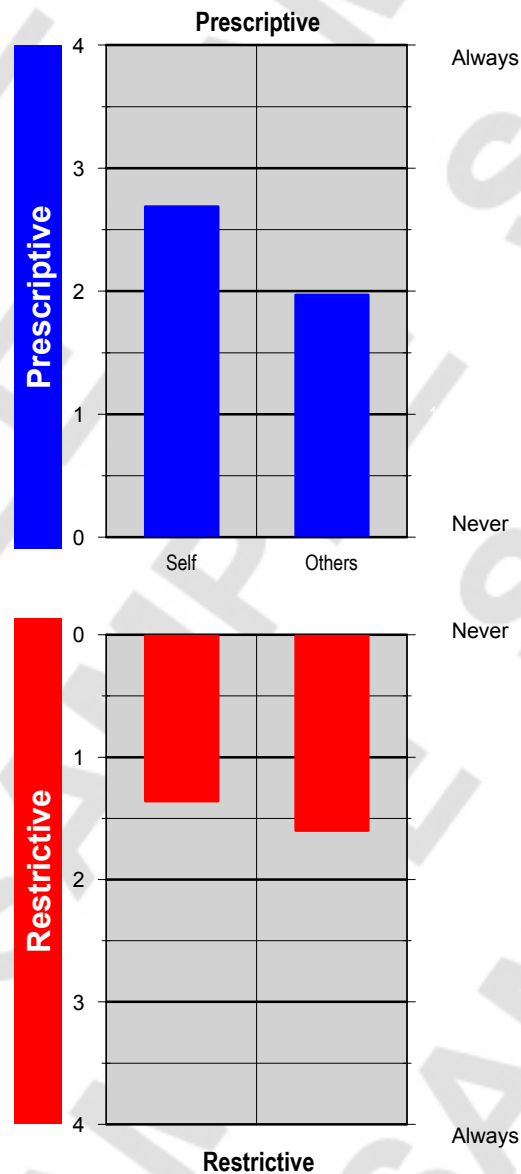
- 0 Never
- 1 Rarely
- 2 Sometimes
- 3 Often
- 4 Always

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

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

Leadership Strategies

Responses by: Self vs. All Others



More generally, highly effective leaders—i.e., those seen as enhancing people’s productivity and organizational adaptability—are viewed by others as exhibiting Prescriptive strategies *frequently*. On the top chart, this would be depicted by the others’ bar reaching or surpassing a score of 3. In contrast, such leaders are viewed by others as exhibiting Restrictive strategies *rarely*. This translates into a bar toward the bottom that does not extend much beyond a score of 1. Results that show less frequent use of Prescriptive strategies, or more frequent use of Restrictive strategies, suggest that refinement or redirection of one’s strategies could translate into more effective leadership. The more detailed results that follow will assist you in focusing such development efforts.

Leadership Domains: Prescriptive versus Restrictive Results

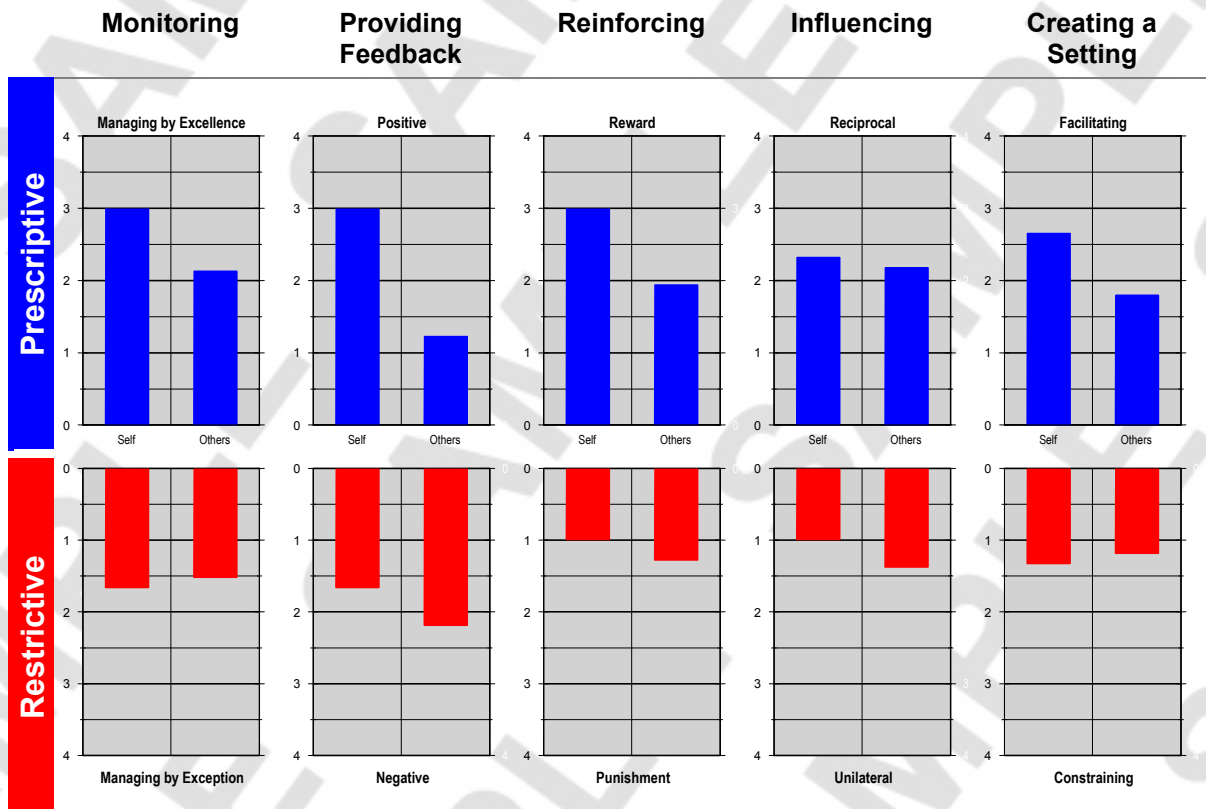
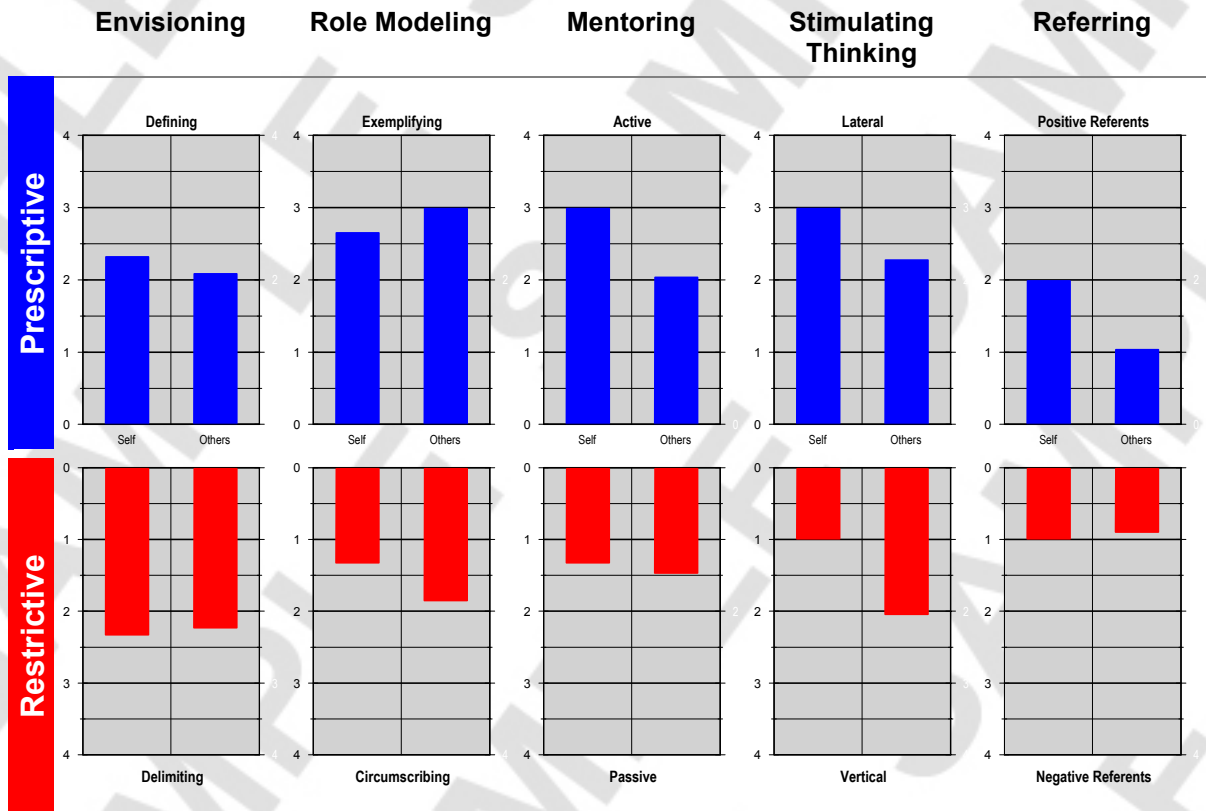
More specific survey results on your leadership strategies can be found on the next two pages. Results are presented in terms of each of the **ten leadership actions or domains** delineated above (page 44). The graphs enable you to quickly review how you and others described your leadership strategies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

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

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

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

Strategies Summary



KEY: 0 = Never, 4 = Always

Leadership Domains: Detailed Results

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

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

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

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

Envisioning

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

(Warren Bennis and Bert Nanus, Leaders)

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

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

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

Restrictive Envisioning involves **Delimiting**:

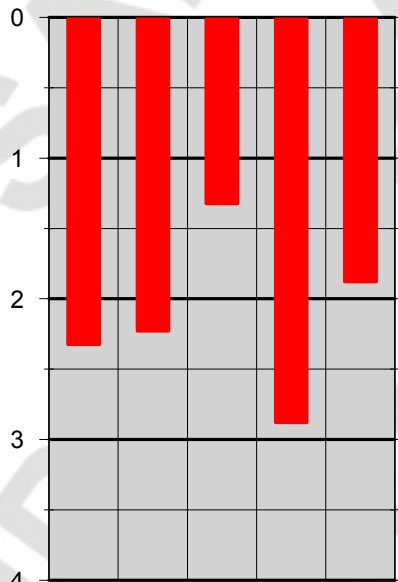
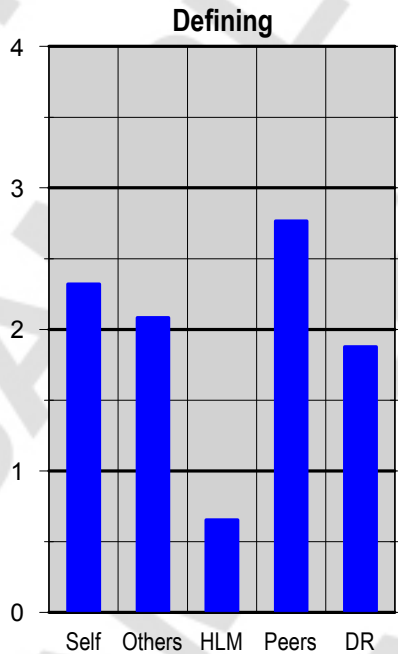
- being clear about what you don’t like.
- viewing certain behaviors (as a matter of principle) as inappropriate.
- expressing strong opinions against certain ways of “doing business.”

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

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

Envisioning

Results by Respondent Groups



Delimiting

Item-by-Item Results

Frequency with which you provide leadership by:

	Responses by:		
	Self	Others	Self-Others*
Prescriptive			
Defining	2.3	2.1	0.2
sharing with others your philosophy of management	2.0	1.3	0.7
communicating a clear vision of how things should be	2.0	2.3	-0.3
having a sense of direction for the organization and its members	3.0	2.7	0.3

	Responses by:		
	Self	Others	Self-Others*
Restrictive			
Delimiting	2.3	2.2	0.1
being clear about what you do not like	3.0	2.6	0.4
expressing strong opinions against certain ways of "doing business"	2.0	2.3	-0.3
viewing certain behaviors (as a matter of principle) as inappropriate	2.0	1.9	0.1

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

KEY: 0 = Never, 4 = Always;
HLM = Higher-Level Manager, **DR** = Direct Report
NR = No Response

Role Modeling

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

(Albert Schweitzer)

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

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

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

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

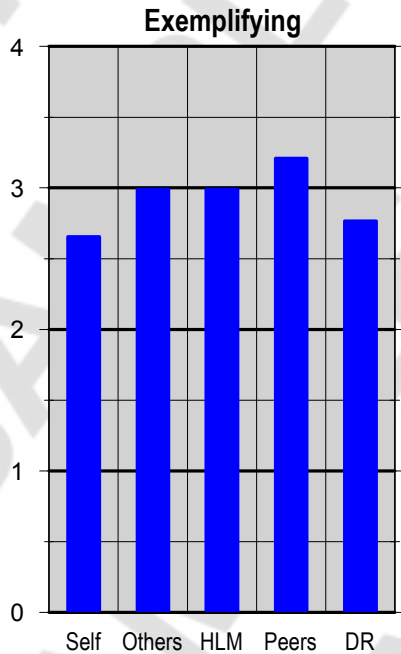
- refusing to do things that could set an undesired precedent.
- dismissing decisions and solutions that could send the wrong message.
- rejecting marginal products/services (so as not to signal a lowering of standards).

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

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

Role Modeling

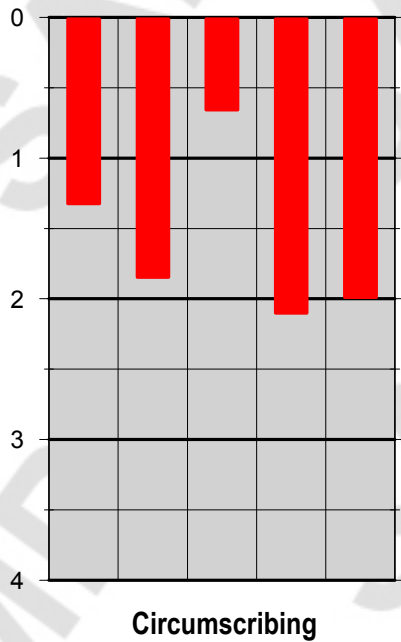
Results by Respondent Groups



Item-by-Item Results

Frequency with which you provide leadership by:

	Responses by:		
	Self	Others	Self- Others*
Prescriptive			
Exemplifying	2.7	3.0	-0.3
responding to crises in a manner that sets an example	2.0	3.0	-1.0
serving as a role model for those around you	3.0	3.0	0.0
behaving in ways that set a standard for others	3.0	3.0	0.0



	Responses by:		
	Self	Others	Self- Others*
Restrictive			
Circumscribing	1.3	1.9	-0.6
refusing to do things that could set an undesired precedent	1.0	1.7	-0.7
dismissing decisions and solutions that could send people the wrong message	1.0	1.4	-0.4
rejecting marginal products/services (so as not to signal a lowering of standards)	2.0	2.4	-0.4

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

KEY: 0 = Never, 4 = Always;
 HLM = Higher-Level Manager, DR = Direct Report
 NR = No Response

THE NEXT STEPS

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

(Kouzes and Posner, The Leadership Challenge)

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

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

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

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

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

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

Step 1: Identifying Desired Changes in Your Impact

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

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

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

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

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

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

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

Constructive: _____

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

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

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

Defensive: _____

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

Step 2: Identifying Relevant Changes in Your Leadership Strategies

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

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

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

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

Per the guidelines in the table for Step 2, specify the leadership domains on which you will be focusing. Then, for each of these domains, describe two things that you can do to become more Prescriptive and less Restrictive. You should refer to the descriptions of the various leadership domains and your feedback (starting at page 49) in developing these examples.

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

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

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

Domain: _____

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

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

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

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

Domain: _____

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

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

Increasing Your Constructive Impact

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

Decreasing Your Passive/Defensive Impact

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

Decreasing Your Aggressive/Defensive Impact

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

Step 3: Identifying Resources and Support

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

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

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

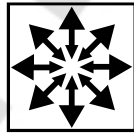
Third, people generally benefit from ongoing and informal feedback from others as they initiate and implement personal change and development programs. Identify a peer or direct report whom you respect and whose opinion you trust. Discuss your developmental objectives with him or her and identify specific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

RECOMMENDED RESOURCES

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- Bennis, W. & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York, NY: Harper & Row.
- Block, P. (1987). Empowering employees. *Training and Development Journal*, 41, 35-39.
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- Covey, S. R. (1990). *The Seven Habits of Highly Effective People*. New York, NY: Simon & Schuster.
- De Bono, E. (1970). *Lateral Thinking: Creativity step by step*. New York, NY: Harper & Row.
- Farson, R. (1996). *Management of the Absurd*. New York, NY: Simon & Schuster.
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- Ryan, K.D., & Oestreich, D.K. (1991). *Driving Fear out of the Workplace: How to overcome the barriers to quality, productivity, and innovation*. San Francisco, CA: Jossey-Bass.
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Leadership/Impact™

*and other training and development materials
can be ordered from:*



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