
Leadership/ImpactTM

Measuring the Impact of Leaders
on Organizational Performance

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Confidential Feedback Report

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—administered to approximately eight 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.

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.

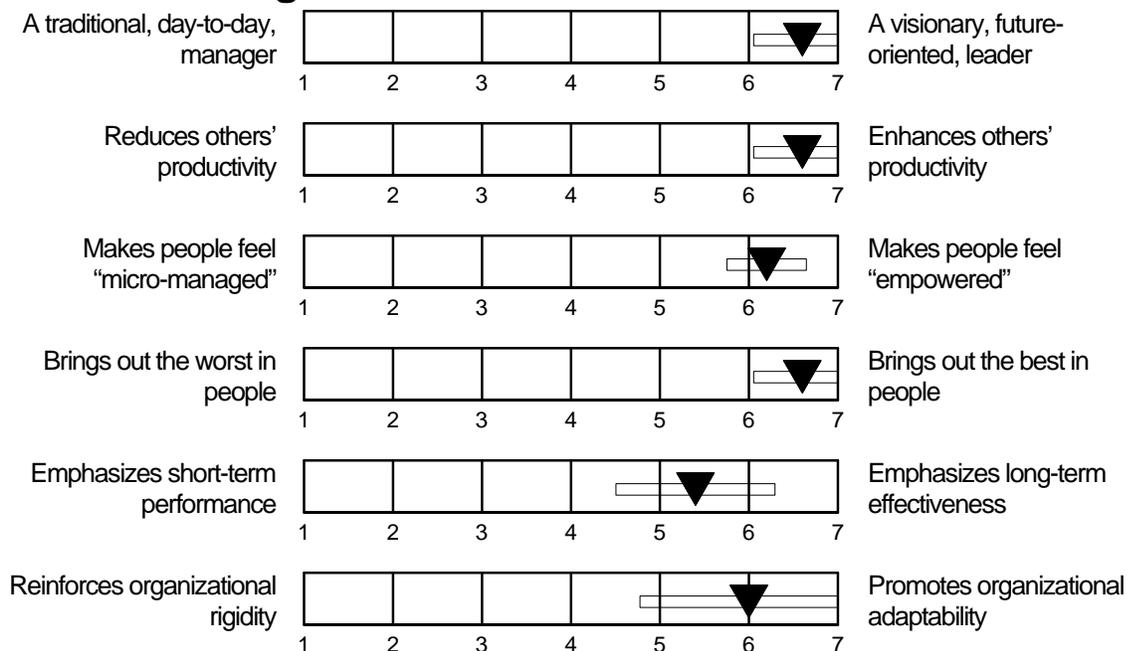
With respect to **Organizational Effectiveness**, leaders would like to be viewed by the people around them as being visionary and future-oriented, promoting empowerment and productivity, bringing out the best in people, and concerned with long-term performance.

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.

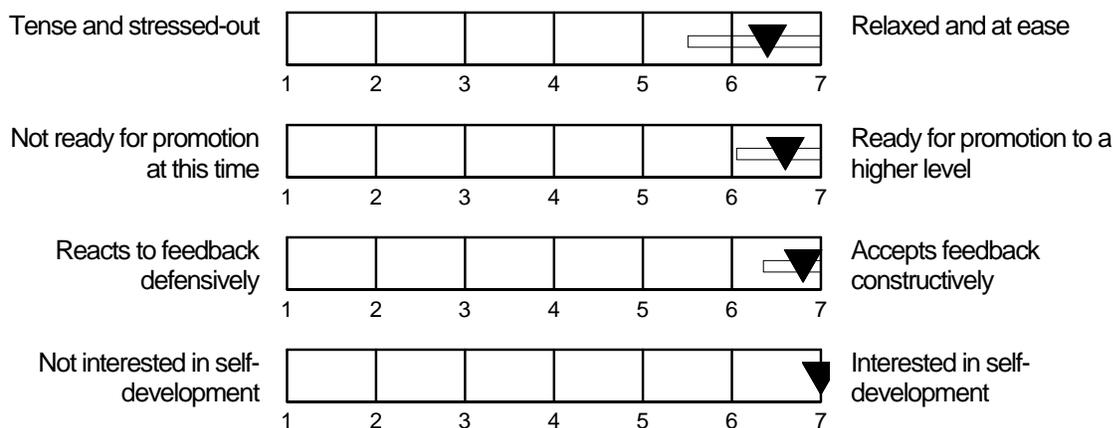
In terms of **Balance**, the typical leader prefers to be viewed as being properly valued by the organization (i.e., midway between overrated and undervalued) and as exercising an appropriate amount of authority (i.e., midway between having too much or too little authority). Similarly, leaders like to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

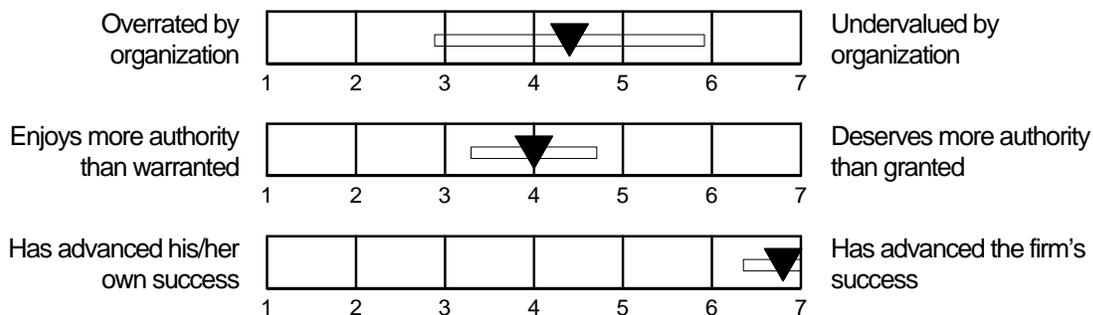
Organizational Effectiveness



Personal Effectiveness



Balance



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

IMPACT ON OTHERS

The Impact of Leaders

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

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

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

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

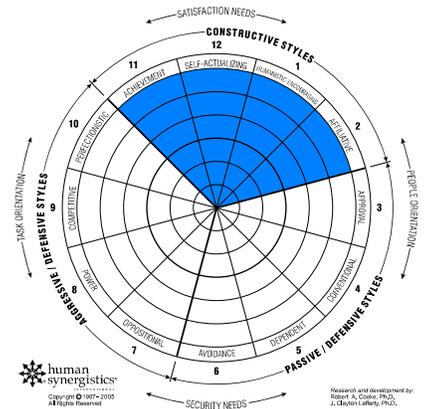
Aggressive/Defensive Behaviors: A leader can drive and motivate others to approach their task-related activities in forceful ways to protect their status and security. The specific Aggressive/Defensive behaviors that can be promoted by leaders are *Oppositional*, *Power*, *Competitive*, and *Perfectionistic*.

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

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

Constructive Impact

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



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

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

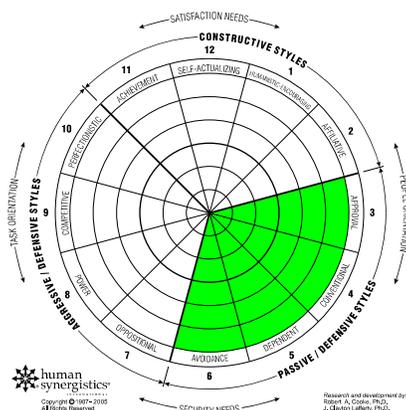
Self-Actualizing: The leader motivates and encourages others to gain enjoyment from their work, develop themselves professionally, and approach problems with interest, creativity and integrity.

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

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

Passive/Defensive Impact

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



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

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

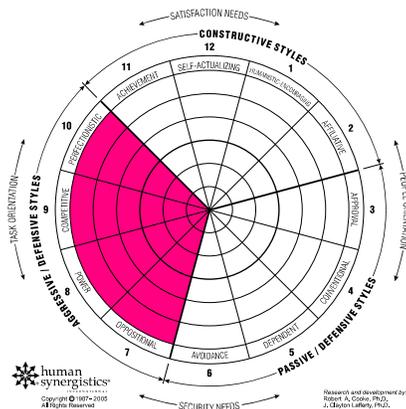
Conventional: The leader motivates and requires others to conform, fit into the “mold,” and follow rules, policies, and standard operating procedures.

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

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

Aggressive/Defensive Impact

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



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

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

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

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

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

Impact (Description by Others)

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

Your results have been profiled against results for approximately 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).

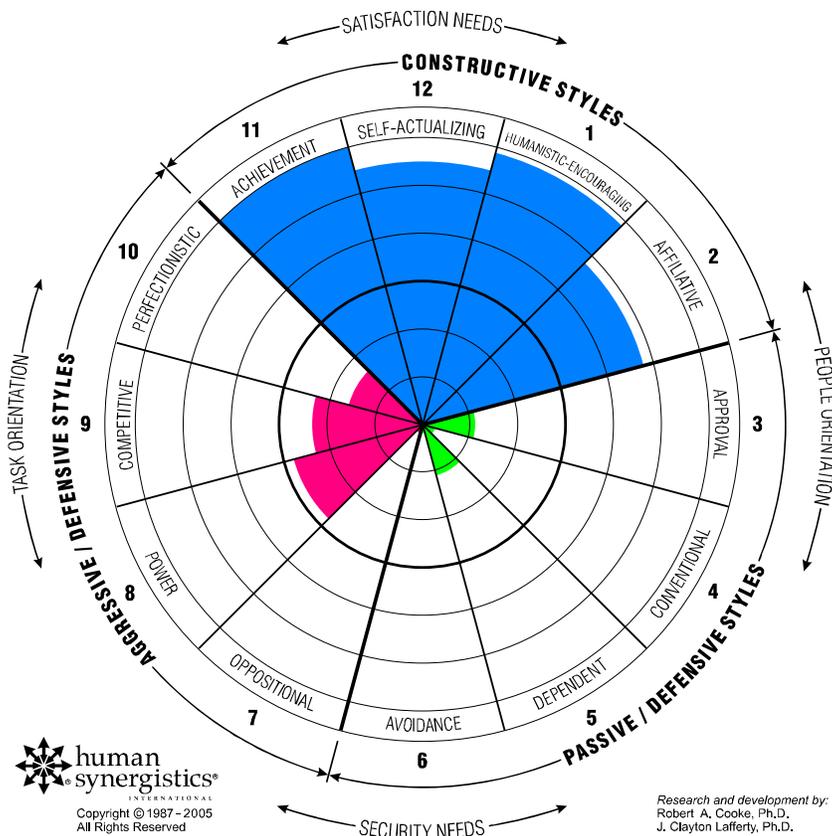
Supplementing your **Impact on Others** profile are tables summarizing the percentile scores, raw scores, and standard deviations for each of the twelve behaviors. The percentile scores are the scores plotted on the profile and the raw scores are your “unadjusted” impact scores (based on the average 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 = 5



Strongest Overall Impact on Others is Constructive

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

Primary behavioral impact is Achievement

More specifically, you lead people to:

- strive for excellence
- take on challenging tasks with a sense of confidence
- take initiative when opportunities arise

Secondary behavioral impact is Humanistic/Encouraging

More specifically, you lead people to:

- actively support others in their career development and growth
- show trust and confidence in their peers and associates
- discuss decisions with those who will be affected by them