THE LEADERSHIP

PROFILE

On Becoming a Better Leader

Through

Leadership That Matters

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TABLE OF CONTENTS

INTRODUCTION

The Leadership Profile (TLP) is designed to help you gain a better understanding of leadership as well as to help you examine your own leadership effectiveness. In this booklet you will find a brief introduction to the history and foundation concepts of leadership research upon which The Leadership Profile is based. Next, the three dimensions of leadership assessed by The Leadership Profile are explained in some detail.

You have probably already used The Leadership Profile to assess yourself as a leader or potential leader. Others, whom you have selected, will also have used The Leadership Profile to describe your leadership behaviors, characteristics, and the effects that you as a leader may have on others. Your results on The Leadership Profile will show how you see yourself as a leader. You can compare your perceptions of yourself with the observations of those you selected to give you feedback.

To help guide you, this booklet describes The Leadership Profile report and provides some guidelines for interpreting your results. The booklet concludes with some suggestions for using the results to improve your own leadership effectiveness. A brief list of additional readings is included for those who want to learn more about this fascinating and vital subject.

WHAT IS LEADERSHIP?

Leadership is one of the most widely discussed topics today; at the same time, it is one of the most elusive and puzzling subjects. However, it need not be mystical or mysterious. Neither the understanding of leadership nor the act of leading is limited to just a few, special leaders. Many people have the potential to become effective leaders. What's more, leadership in any group or organization is not limited to those in elected or appointed positions. While people differ in potential, almost anyone can become a more effective leader. The keys are increased knowledge of leadership concepts and increased self-understanding.

The most current efforts to understand leadership and to improve leadership effectiveness in groups and organizations recognize that leadership must, at least to some degree, be shared or "distributed" among the committed members of such social institutions. People at all levels can—and must—exercise leadership if a group or organization is to achieve its goals.

Leaders are individuals who help create options and opportunities. They help identify choices and solve problems. Leaders build commitment and coalitions. They do this by inspiring others and working with them to construct a shared vision of the possibilities and promise of a better group, organization, or community. Leaders engage followers in such a way that many followers become leaders in their own right. The varied demands of an increasingly complex world often require that leadership be shared by many of the members of a group, in ways appropriate for different situations.

We will very briefly take note of past efforts to understand leadership, because these form the foundation for our own work. We then examine in some detail two fundamental forms of leadership that, while different, fit together so as to give a comprehensive picture of the nature of effective leadership.

EARLY EFFORTS TO UNDERSTAND LEADERSHIP

Looking back to the history of the study of leadership, we find that the earliest concepts centered on an approach now referred to as the "Great Man" or "Great Person" theory. That approach assumed that great leaders are born, not made. Therefore, leadership researchers of the early 20th century concentrated on identifying and measuring the specific personal characteristics of leaders. Despite years of study, this approach failed to identify any clear traits of effective leaders.

Beginning in the late 1940s scholars at Ohio State University, the University of Michigan, and Harvard, re-focused much of the leadership research on the behavior of leaders. Researchers reasoned that if the key was not who they were, then perhaps it could be found in what they did. Two general types of behavior were found, one type focused on the work task and the other on relationships with people. However, teaching supervisors to use these two forms of behavior did not seem to lead to increased performance of their subordinates, though improvements in terms of lower absenteeism, fewer grievances, and such were common.

In the 1960s still another path was taken by some researchers. They suggested that leadership effectiveness might depend on using different combinations of task and relationship behavior in different situations. This approach, called "situational leadership," had some modest positive effects.

In sum, trait approaches to leadership do not seem to work. Models based on leaders' behavior proved more promising, but limited in terms of performance results. Situational approaches showed some benefit, but not the dramatic improvements in performance that we associate with "great" leadership. Overall, these approaches to understanding leadership provide what is at most a partial answer to the mystery of leadership, leaving much to be resolved. Keep in mind, too, that almost all of the theory and research up to the 1970s was centered on supervisors and lower-level managers, not upper-level or executive leaders.

TWO TYPES OF LEADERSHIP

By the 1970's it appeared that leadership research had reached an impasse. Several different approaches, the trait, the behavioral and the situational, all seemed to have some relationship to leader effectiveness. Even so, none could be said to be an overwhelming or driving factor. In 1978, however, a Pulitzer Prize-winning political historian, James MacGregor Burns, published a book called *Leadership*. In that book Burns challenged the way we think about leadership concepts. He argued that there are two basic types of leadership: transactional and transformational. Transactional leaders influence followers by means of an equitable exchange or transaction. That is, they give followers money, praise, or some other reward (or punishment) in exchange for the followers' effort and performance. Transactional leaders recognize the rewards followers want from their

work and try to see that they get them in exchange for performance. In addition, good transactional leaders work with followers, first to understand what followers want and then to help make clear to followers what they must do to get the results the leader wants and, therefore, gain the rewards the followers desire. The best transactional leaders go even farther: they help followers develop the confidence they need to achieve their goals.

Transformational leadership is, however, quite different. It involves a strong personal identification with the leader. Followers join in a shared vision of the future, going beyond self-interest and the pursuit of personal rewards. The transformational leader influences followers to perform beyond expectations. This means first creating an awareness of the importance of achieving valued outcomes. To do this, transformational leaders work to define shared values and beliefs, a kind of organizational culture that enables followers to get beyond their own self-interests and commit themselves to team, group, or organizational goals. Transformational leaders then help followers develop strategies for accomplishing goals. They enable followers to develop and expand their own vision and transform purpose into action that produces results. Research has generally confirmed Burns' ideas. His approach has enabled us to examine leadership more closely, first dividing it into the two types, transactional and transformational, and then exploring the nature of each.

Transactional or managerial leadership is, in its own way, just as important as transformational leadership. After all, if things aren't done right it seems unlikely that performance outcomes will be good, let alone exceptional. The keys to effective management were partly defined by early leadership research. That is, developing supportive follower relations, providing clear task direction and coaching, and knowing when to do what, go hand in hand with fair reward policies and with concerns for getting the work done right. These are the two transactional (managerial) leadership dimensions measured by The Leadership Profile or "TLP."

But leadership, in the sense most people mean, is in essence what Burns called transformational. Being an effective transformational leader calls for certain skills beyond those needed for good management. The Leadership Profile assesses four of the most important leadership skill or behaviors, as identified by more than a decade of research. Transformational leaders also need certain personal characteristics. These are not fixed traits of the sort studied a hundred years ago when leadership was first addressed by formal research. Rather, they are cognitive, emotional, and behavioral personality orientations that can, at least to some degree, be developed. The TLP also measures these three crucial personal characteristics, without which transformational leadership seems impossible. Finally, the TLP assesses one's ability to draw on these skills and characteristics to construct organizational cultures. One highly-regarded organizational psychologist, Edgar H. Schein of the Massachusetts Institute of Technology, has observed that this may be the only really important thing that leaders do! In the following sections we will examine each of the ten dimensions of leadership that the TLP measures.

DIMENSIONS OF THE LEADERSHIP PROFILE

The Leadership Profile gives you a measure of yourself, both as a transactional and a transformational leader. It is important to recognize that these two styles of leadership are two separate and necessary aspects of leadership, not the end points on a single leadership continuum. That is, transactional leadership and transformational leadership do not have an either/or relationship. A person might exhibit just one, the other, both, or neither. A truly effective leader will, however, typically demonstrate a high degree of both transactional and transformational leadership.

There are fifty statements that make up the TLP. Respondents are asked to report the extent to which a person is accurately described by each statement. The fifty statements form ten separate scales. There are five statements for each scale, giving ten scores in all. Scales one and two measure transactional leadership. Scales three through six assess transformational leadership behaviors, while scales seven through nine measure the personal characteristics transformational leaders need. Scale ten assesses the extent to which the leader exhibits actions that have a positive impact on the group or organization's culture.

TRANSACTIONAL LEADERSHIP

Scale 1: Capable Management

This scale measures how well the leader accomplishes the day-to-day basic administrative or managerial tasks that are necessary for any group or organization to function well in the short term. Capable managers make sure that people have the knowledge, skills and resources they need to get the job done right. Those they supervise know specifically what is expected of them. The five statements that define capable management are:

> ➢ Makes sure people have the resources they need to do a good job.
>
> ➢ Provides information people need to effectively plan and do their work.
>
> ➢ Helps people get the training they need to perform their jobs effectively.
>
> ➢ Supports and encourages people to get the job done well.
>
> ➢ Makes sure people have clear and challenging goals.

Scale 2: Reward Equity

Effective managers find out what followers want. They promise followers what they want in exchange for good performance, and they deliver on their promises. This scale measures the degree to which transactional leaders make clear and explicit their goals and performance expectations, and how well they deliver on the rewards they promise for good performance and goal accomplishment. The five TLP statements that measure reward equity are:

➢ Rewards people fairly for their efforts.

➢ Recognizes good performance with rewards people value.

➢ Expresses appreciation when people perform well.

➢ Knows the rewards people value.

➢ Makes sure people know what to expect in return for accomplishing goals.

TRANSFORMATIONAL LEADERSHIP BEHAVIOR

Scale 3: Communications Leadership

Overall, this scale assesses the ability to manage and direct the attention of others through especially clear and focused interpersonal communication. Transformational leaders listen and pay especially close attention to those with whom they are communicating. They focus on key issues and help followers to understand those issues. At the same time they pay attention to and appreciate followers' feelings. They use metaphors and analogies that make abstract ideas clear and vivid. In this way, they are able to get complicated ideas across clearly. The five statements measuring communication leadership are:

➢ Pays close attention to what others say.

➢ Communicates a clear sense of priorities.

➢ Grabs people's attention, focusing on the important issues of a discussion.

➢ Listens for feelings as well as ideas.

➢ Is able to get complicated ideas across clearly.

Scale 4: Credible Leadership

A leader's perceived integrity is measured by this scale. Is the leader reliable, keeping commitments and promises? Are the leader's words consistent with her or his actions? Effective leaders are authentic—they "walk the talk." That is, they establish trust by taking actions that are consistent both over time and with what they say. Because they demonstrate their trust in others, they are themselves trusted. Credible leaders consistently demonstrate a high level of authenticity. The statements assessing credible leadership are:

➢ Can be relied on.

➢ Follows through on commitments.

➢ Keeps promises.

➢ Acts in ways consistent with her or his words.

➢ Can be trusted.

Scale 5: Caring Leadership

Transformational leaders consistently and constantly express concern for others. They respect other people's feelings, which reinforce others' high self regard. They also value people's differences and let people know it. In sum, transformational leaders demonstrate respect and concern for others. Because they see how an individual's unique qualities and abilities can be used to the benefit of the group or organization, they are able to use diversity as a strategic advantage. The five statements assessing caring leadership are:

> ➢ Respects people's differences.
>
> ➢ Shows he or she cares about others.
>
> ➢ Shows concern for the feelings of others.
>
> ➢ Treats others with respect, regardless of position.
>
> ➢ Makes others feel a real part of the group or organization.

Scale 6: Enabling Leadership

Some would say that effective leadership involves a willingness to take risks. Transformational leaders encourage—and permit—followers to take on challenges. They do not, however, take undue risks. Rather, they create opportunities for their followers. While their actions might appear to an outsider to be risky, they are actually based on careful thought, including an assessment of the ability and potential of followers to perform and succeed. By determining whether followers are capable, and then providing the support and resources they need to perform effectively, transformational leaders create the conditions for their followers' success. Transformational leaders enable followers to succeed and do everything possible to ensure that followers do succeed. When problems arise transformational leaders help followers use such situations as learning opportunities. The statements that measure enabling leadership are:

> ➢ Creates opportunities for people to succeed.
>
> ➢ Designs situations that permit people to achieve their goals.
>
> ➢ Involves others in new ideas and projects.
>
> ➢ Helps others learn from mistakes.
>
> ➢ Gives people the authority they need to fulfill their responsibilities.

TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS

Scale 7: Confident Leadership

Transformational leaders have a basic sense of self-assurance, an underlying belief that they can personally make a difference and have an impact on people, events and group achievements. Henry Ford said "If you think you can . . . or think you can't . . . you're probably right!" Effective leaders believe they control their own fate. This scale measures the extent to which a leader possesses and displays this sort of self-confidence,

and suggests the degree to which a leader is able to build that same self-confidence in followers. The five statements that address confident leadership are:

> ➢ Acts in ways that have an impact.
>
> ➢ Can see the results of her or his actions.
>
> ➢ Makes a difference.
>
> ➢ Is confident in her or his own abilities.
>
> ➢ Is in control of his or her life.

Scale 8: Follower-Centered Leadership

Transformational leaders don't seek power and influence because they enjoy exercising power over others. Rather, they realize it is through the positive use of power and authority that group and organizational goals are achieved. Transformational leaders use power by sharing it with followers. They empower followers to take an active role in achieving group goals and they create the conditions for followers to succeed. This scale measures the degree to which the leader sees followers as empowered partners and not as subordinates to be manipulated. The five statements that measure follower-centered leadership are:

> ➢ Enjoys making others obey her or his orders.*
>
> ➢ Expects others to obey without question.*
>
> ➢ Uses power and authority to benefit others.
>
> ➢ Seeks power and influence to attain goals people agree on.
>
> ➢ Shares power and authority with others.

*This statement is "reverse scored."   That is, it is scored opposite from the other statements so that leaders who do this a lot get a low numerical score.

Scale 9: Visionary Leadership

This scale measures a leader's ability to define and express clearly a future for the group or organization. This vision is derived, at least in part, from followers. Groups and organizations that perform well have leaders who have the perspective needed to deal with ambiguity and complexity. Such leaders know what actions to take now in order to achieve future objectives. They develop plans that extend beyond the present into the long term future. They also involve followers in the planning process. The five statements assessing visionary leadership are:

> ➢ Considers how a specific plan of action might be extended to benefit others.

> ➢ Concentrates on short term goals rather than long range, strategic goals.*

> ➢ Explains long range plans and goals clearly.

> ➢ Expresses a vision that engages people.

> ➢ Has plans that extend over a period of several years or more.

 *This statement is "reverse scored."   That is, it is scored opposite from the others statements so that leaders who do this a lot get a low numerical score.

Scale 10: Culture-Building Leadership

An effective transformational leader helps develop and support shared core values and beliefs among group members. These values and beliefs become the basis for how people act. They reflect the important and fundamental issues faced by people in groups and organizations. Culture-building leadership means creating consensus as to the values and beliefs that are important and should guide everyone's actions. The five statements that measure culture-building leadership are:

> ➢ Encourages others to act according to the values and beliefs we share.

> ➢ Models what our core values really mean.

> ➢ Helps others develop a shared sense of what is important in this organization.

> ➢ Expresses and supports a set of basic values about how we should work together to achieve shared goals.

> ➢ Works to build a strong consensus around the core values of the organization.

THE LEADERSHIP PROFILE REPORT

Your TLP results consist of four pages with two types of information. The first type of information is your own self-assessment results; the second reports the average results of the observers you chose to describe you as a leader.

All of the results are shown as "standard scores." Since each statement can receive a score of 1, 2, 3, 4, or 5, and there are fifty statements, the minimum numerical or "raw" TLP score is 50 and the maximum is 250. Standard scores are calculated by looking at the distribution of the raw scores for a very large number of managers and executives who completed the TLP in the past. "Standard" means that the raw scores are distributed on a bell-shaped curve, with the lowest actual numerical TLP score receiving a standard score of 0 and the highest being 100. The mean or average score is 50. About two-thirds of all scores fall between 33 and 66, so a score of 60 or above can be considered "high," an area in which one is exhibiting a relatively high degree of leadership. A score of 40 or below can be considered "low," an area in which one's leadership should be further developed.

On the first page of your personal feedback report the ten scales of The Leadership Profile are presented in three groups: Transactional Leadership, Transformational Leadership Behaviors and Transformational Leadership Characteristics.

For the top section labeled "Self Assessment," column one, labeled "Your Score," shows the way you rated yourself with respect to the three overall measures. The next three columns present scores for all people in your group or organization who completed the TLP. The third column labeled "Lowest" shows the lowest self-assessment score received by an individual in your group. The final column labeled "Highest" shows the highest self-assessment score for any individual in your group.

In the middle section labeled "Observers' Assessment" the same pattern is followed, with respect to scores provided by observers, the people you asked to complete the TLP about you. Column one labeled "Your Score" shows the average score given to you by the observers you selected to give you feedback. The next three columns present scores for all the people in your group. Column two, labeled "Average" shows the average observer scores for people in your group. The third column labeled "Lowest" shows the lowest observer scores for any individual in your group. The final column labeled "Highest" shows the highest observer scores for any individual in your group.

At the bottom of the page is a graph. This shows you visually how your self and observers' scores compare, on the standardized scale of 0 to 100. If your scores were extremely high or low they may not show on the graph; such scores should be given special attention. Differences of ten points or more between self and observers' scores are, in general, statistically significant. This means that such a large difference is almost certainly not just random chance but instead indicates a real difference in viewpoint between you and those who observed you. Such differences should be carefully considered as they provide information especially valuable for development planning.

The remaining pages break out each of the three TLP sections, scale by scale. The second page shows the two transactional leadership scale results. Page three gives the results for the four transformational leadership behavior scales. The fourth page presents results for the three characteristics and the final, tenth, scale that measures culture-building actions.

UNDERSTANDING YOUR RESULTS

Your scores are the result of your responses and those of the associates you asked to give you feedback about you on the TLP. By carefully examining your self-assessment results and comparing them with those of the observers who gave you feedback you can obtain valuable information about your leadership and your effects on others, on your group, and on your organization.
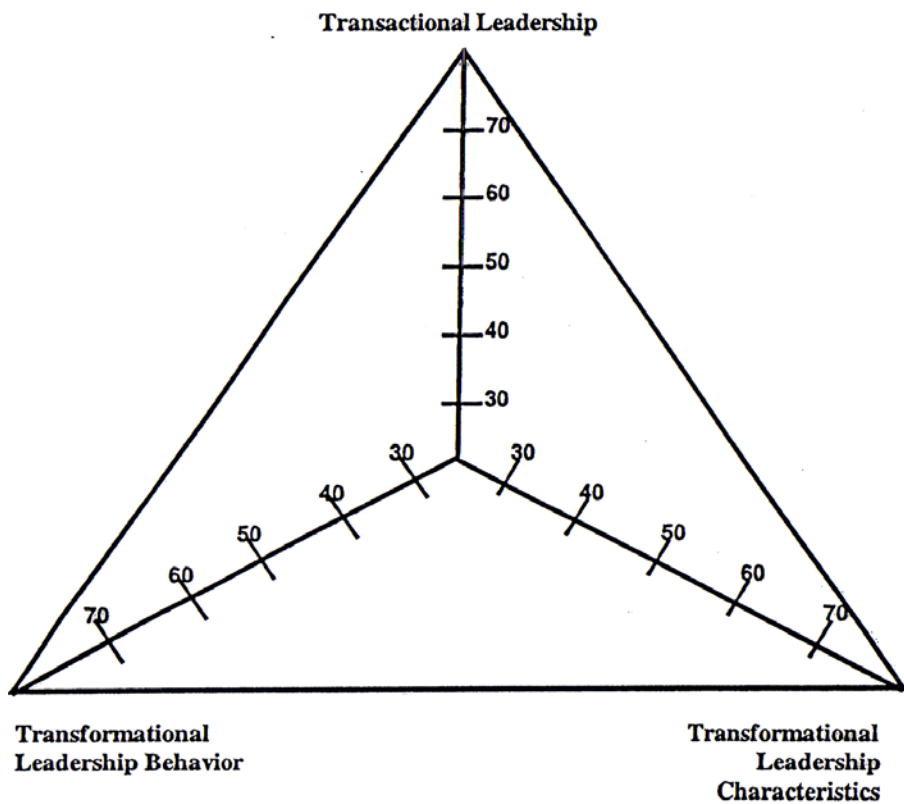
There are almost always some differences between how a person sees him or herself and how others see that person. What's more, we all see things and people from various perspectives; not all observers agree. The observers' ratings may vary because of how long and well they know you. Some observers may be unusually harsh, while others may be unduly lenient in their ratings. And some observers may only know and observe you in a restricted setting, providing limited feedback on your leadership style. Generally, you should not be concerned unless there is a difference of ten points or more between your

own scores and scores that are the average of the observers' reports. Look especially for patterns of differences between you and your observers among the various scales and groups of scales.
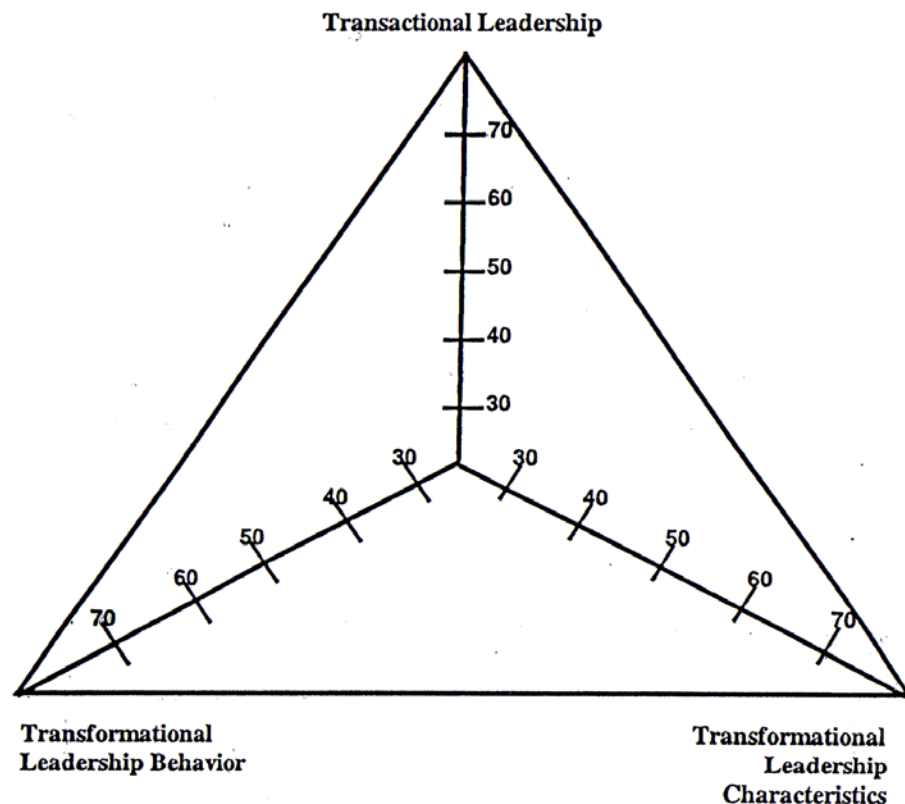
If the observers' ratings are consistently higher than your self-ratings, you may be a bit modest concerning your leadership skills and your effect on others; many people are. If, on the other hand, your observers' ratings are consistently lower than your own, you may see yourself as being a more effective leader than do others. Your self ratings may reflect an honest positive belief in yourself, but the fact that observers see you differently may be a critical obstacle to your leadership effectiveness. Such differences are an opportunity for learning and development.

Often, when there is a difference between one's self-assessment and others' ratings, one is tempted to try to determine which is "correct." A more constructive course of action is to determine why there is a difference and what can be done about it. For some issues, you may know yourself better than the observers. On other issues the observers' ratings should probably be given more weight. In any case, large differences should be carefully examined. Such differences can help you to identify problems that impede your effectiveness as a leader.
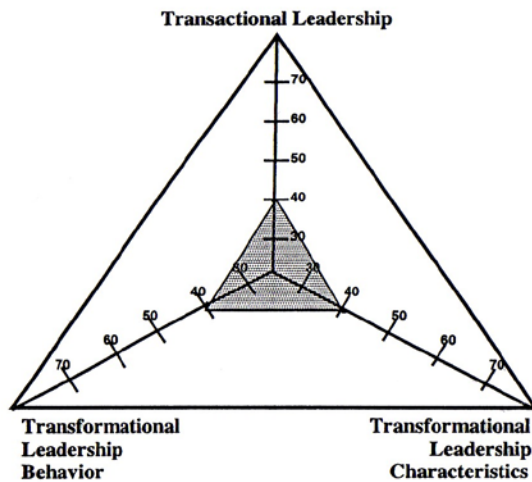
Use the diagrams that follow to enter your three self-assessment scores in the triangle labeled "Self Assessment". Make a mark at the appropriate point on each scale and connect the three points to form a small triangle within the large one. Do the same for the three scores generated by the observers' reports, using the triangle marked "Observers' Assessment". You can learn more about your strengths and development needs by studying the profile formed by your triangles, as illustrated and explained in the sections of this booklet "How to Use Your Results" and "How to Interpret Your Results."

Self-Assessment

Observers' Assessment

Transactional Leadership

Transformational Leadership Behavior — Transformational Leadership Characteristics

Transactional Leadership

Transformational Leadership Behavior — Transformational Leadership Characteristics

Transactional Leadership

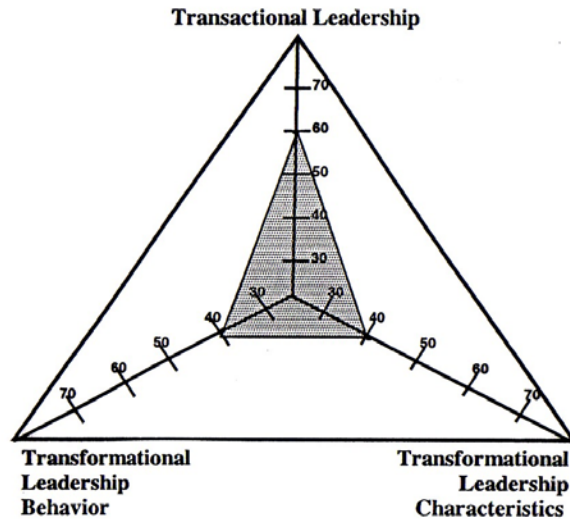Transformational Leadership Behavior — Transformational Leadership Characteristics

The Underdeveloped Manager. With this balanced profile, no matter which direction one chooses there is a clear path to personal development. While there are no strong imbalances to overcome, one must first determine whether the job calls for management or leadership. If the answer is management, the next step is to examine one's transactional leadership skills and effectiveness, in depth, and make plans for personal development. If the position is one in which leadership is required and if the person were already developing her or his managerial skills, the first action would be to raise one's awareness of the nature of leadership, as distinct from good management. The next step is to plan for leadership development, beginning with a focus on the personal characteristics required for effective transformational leadership.
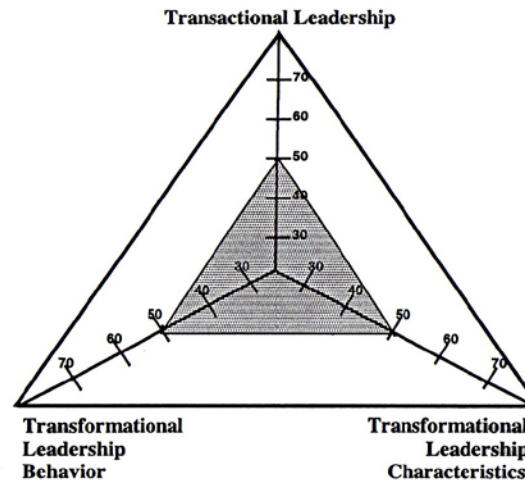
The Aspiring Leader. The person with a profile that is average in each of the three areas of leadership is in an excellent position for growth and development. Like the under-developed manager, this person is not overly focused on any one area. The aspiring leader has sound (if basic) managerial capabilities and may already look toward the challenge of transformational leadership. This person may feel a degree of frustration, too, having some idea of what he or she is reaching for but not seeing a clear path to that goal. A common strategy is to try even harder as a manager; but this only creates more frustration. What is effective in a managerial role is not necessarily relevant for successful leadership. An initial action step might be to continue to build management skills while assessing one's abilities and development needs as a transformational leader.
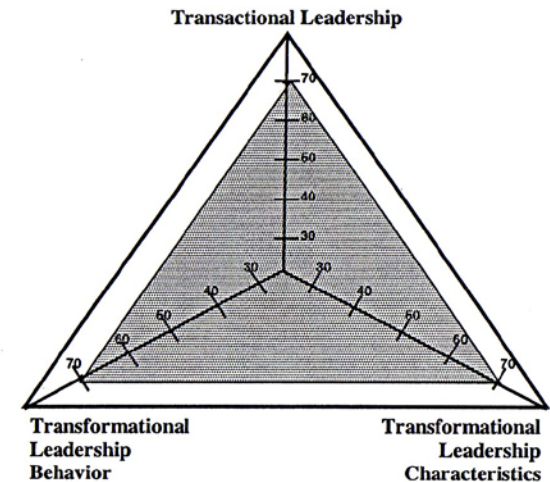
The Self-Actualizing Leader. This ideal profile is unusual; very few people have extremely high scores across the board. Such scores are strong evidence that one is currently acting as an effective leader. Research shows that individuals in responsible positions, who score quite high in all three areas, have followers who report a high level of satisfaction as well as high productivity. While individuals with this profile are effective leaders, they are not necessarily perfect. Even those who score high in each of the three areas are likely to find that their scores on one or another of the scales that make up the three areas show room for improvement.

Transactional Leadership

Transformational Leadership Behavior | Transformational Leadership Characteristics

Transactional Leadership

Transformational Leadership Behavior | Transformational Leadership Characteristics

Transactional Leadership

Transformational Leadership Behavior | Transformational Leadership Characteristics

The Pragmatic Manager. This profile describes individuals who are good managers. They know the ins and outs of the organization and its politics. They know how to manage organizational circumstances to get things done right. Thus they are often considered to be model managers. Pragmatic managers know how to keep things on track and are adept at guiding followers to attain organizational goals. But, they often have neither an organizational vision nor the skills needed to empower followers to carry forward such a vision.
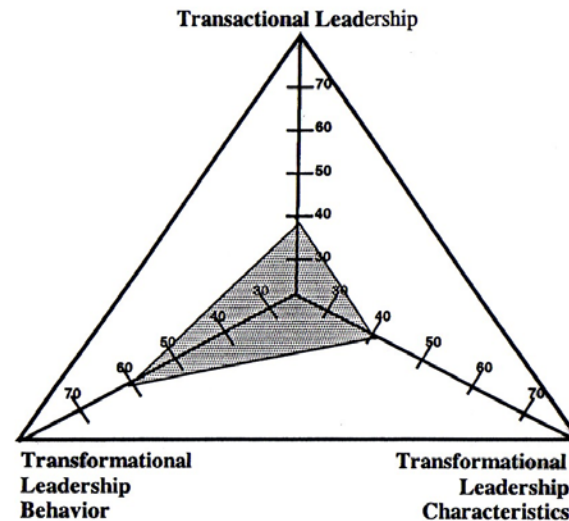
The Charismatic Leader. This profile suggests that the person is able to engage in the specific behavior that transformational leaders use to get their vision across to followers. This individual probably does not have a clearly thought-out vision. The charismatic leader neither knows how nor is able to build organizational culture, a crucial element of transformational leadership. Thus, the person with this profile may come across quite strongly--and positively--on an interpersonal level. Nevertheless the charismatic leader is neither a good manager nor a transformational leader. In fact, charismatic leaders can often be dangerous, damaging both followers and organizations.
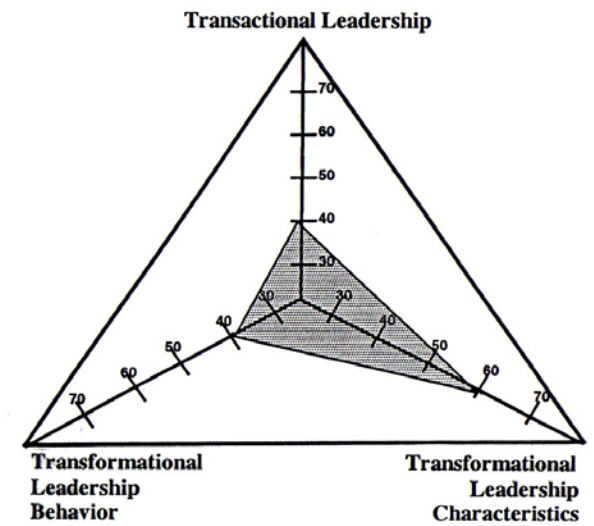
The Visionary Thinker. A person with this profile has great ideas and may have a clear picture of how those ideas could be come in the group or organization. The visionary thinker, however, lacks the managerial and leadership skills needed to involve followers and the organization in creating and implementing the vision. This person may be convinced that the vision can actually be implemented, and may well realize the importance of empowering followers to become "owners" of the vision. The visionary thinker, however, cannot engage in the management or leadership actions required to transform a vision into reality.
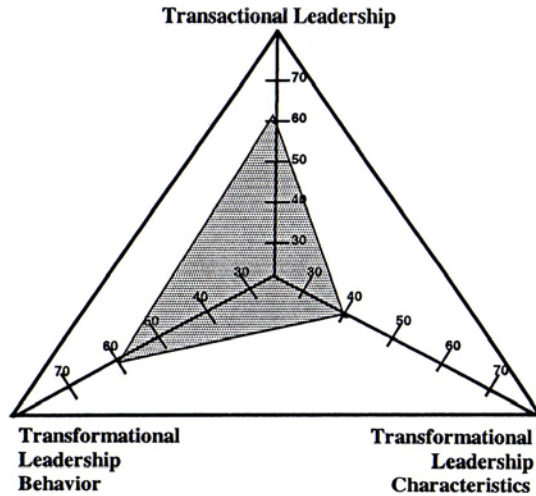
The Organizational Architect. This profile shows an individual who has both leadership and management skills. This person, however, lacks the ability (or perhaps has not paid much attention to the need) to develop a vision. The organizational architect may also be uninterested in power and influence, failing to understand that it is only through the use of influence that people work together to accomplish goals in a group or organization. It is possible that this individual has a strong desire for personal power, for domination over others, rather than the desire to empower others to become "owners" of the vision. It is even possible that, despite having exceptional skills, this person really does not believe that he or she can have an impact on the group. While this person may operate effectively in the organization, he or she does exhibit, but is not doing transformational leadership.
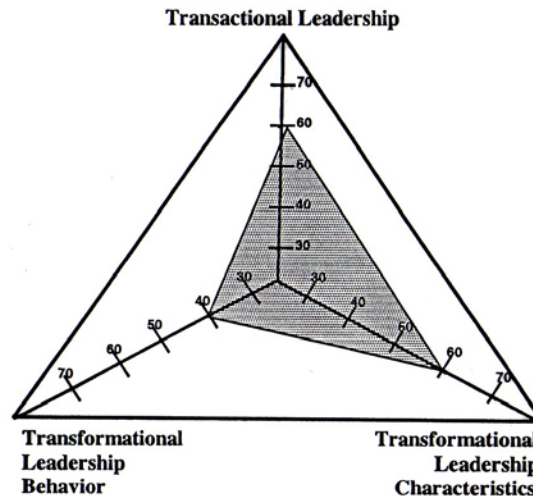
The Strategic Planner. A person with this profile is likely to be self-confident and have a clear vision for the organization. This individual, however, may not have the interpersonal skills needed to involve followers in building the vision or to communicate the vision to others in a way that empowers and excites them to action. Because followers never become involved in owning the vision, it will always be seen as belonging to the leader. The planner's strategies may have some effect on the organization but they will never serve as the basis for organizational transformation.
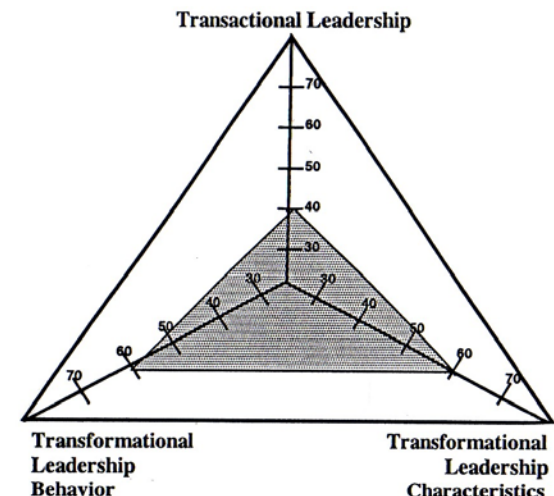
The Inspirational Idealist. The person with this profile has a vision and the skills to communicate it to others. Inspirational idealists excite followers, who may, as individuals, become committed disciples. What the inspirational idealist lacks is an understanding of how organizations function and how to use that knowledge to manage change. The inspirational idealist may not have the management skills needed to build a vision into a group or organization's culture.

HOW TO USE YOUR RESULTS

The Leadership Profile information can be used to analyze and modify your own leadership behavior, to develop further those personal characteristics associated with effective transformational leadership, and to consider how you might go about improving your transactional (managerial) leadership. The three overall TLP scores, and an examination of the specific scale scores of which they are composed, can help you begin to develop your own leadership potential.

Few people score exceptionally high on the three overall leadership scores or on most or all of the ten scales. Nonetheless, even effective leaders can learn a great deal by acting on the information provided by the TLP. High scores help identify your greatest strengths. You can use these to leverage development in areas in which you're not as effective as you'd like to be. Moreover, it really is a matter of degree, not of "having it" or "not having it." Low scores are guideposts for action, not signs of failure. Use low scores and especially discrepancies between how you see yourself and how others see you as indicators of areas where improvements can be made.

Some things are harder to change than others. Most of us find it easier to learn new skills and behaviors, such as communication, than to learn to accept different ways of looking at things, such as changing our attitudes about things like power and influence. But, again, this is a matter of degree. You do not have to become a great leader tomorrow, nor must you be at the top of every scale to be effective. Small changes and improvements can make real differences!

INTERPRETING YOUR RESULTS

Follow the steps outlined below to help identify strengths, areas for further development, and possible actions for improvement.

1. On which two of the ten TLP scales did your self assessment differ most from the observers' assessment? Which two were lower and which two were higher? (Remember that differences of ten points or more are most meaningful.)

Self Score Lower

Scale	Self Score	Observers' Score
1. _____	_____	_____
2. _____	_____	_____

Self Score Higher

Scale	Self Score	Observers' Score
1. _____	_____	_____
2. _____	_____	_____

What do you think might explain these differences? Use the space below to make some notes.

2. Which two scales show the highest observer score?

Scale	Observers' Score	Self Score
1. _____	_____	_____
2. _____	_____	_____

Did you expect this? Use the space below to make some notes about your thoughts.

3. Which two scales show the lowest observer score?

Scale	Self Score	Observers' Score
1. _____	_____	_____
2. _____	_____	_____

Did you expect this? Use the space below to make notes about your thoughts.

4. Follow-up actions

1. What could you do to reduce discrepancies between your self-scores and observers' reports?

2. What are you doing that results in the highest scores (as seen by yourself and as seen by observers)? What can you do to reinforce this? What might you do to enhance and capitalize on these strengths?

3. What are you doing that causes the lowest scores (as seen by yourself and as seen by observers)? What could you do to change this? What could you be doing differently? What projects might you undertake to begin to improve these scores?

SOME SUGGESTIONS FOR REFLECTION

The following suggestions may prove helpful, for your personal consideration or for group discussion:

> ➤Do you think that popular public, transformational leaders exhibit the behaviors, characteristics, or strategic actions measured by the TLP? Can you identify specific individuals?

> ➤Select several scales on which your scores were relatively high and represent agreement between yourself and your observers. These scores represent areas of strength or assets, behavior and characteristics that have a positive effect on others. Try to determine how you can integrate these positive perceptions into your self-concept. You should also consider how you might expand the impact of your talents. Identify new projects, situations or areas of endeavor where your strengths will likely lead to success.

> ➤Consider several scales on which your scores were relatively low and choose one or two that are important to you. Next try to determine specifically what you are doing or not doing in your leadership role that caused these scores. Identifying the causes may be difficult. You must be honest with yourself and may also need to solicit additional feedback from your observers. Finally, determine what specific actions you must take to improve your effectiveness in the areas you identified. It may be just a matter of changing your emphasis or focus or it may involve exhibiting different behavior, developing a different personal characteristic or taking different strategic actions.

> ➤Identify and observe a "role model," someone who effectively demonstrates strength in areas where your scores were low. Determine what it is this person does, how he or she actually behaves, to display these leadership strengths. Then practice these actions. Ask others for feedback and use that information to further develop in these areas.

> ➤Consider "partnering" with someone who has strength in an area where you are weak but who lacks some of the strengths you possess. You can then act as a coach to one another.

A FINAL NOTE

We hope you will use *The Leadership Profile* to become both more informed about leadership and a more effective leader. Improving and developing your leadership skills can give you a sense of personal fulfillment; it can also help you create a better world. We wish you well in your efforts to make a positive difference.

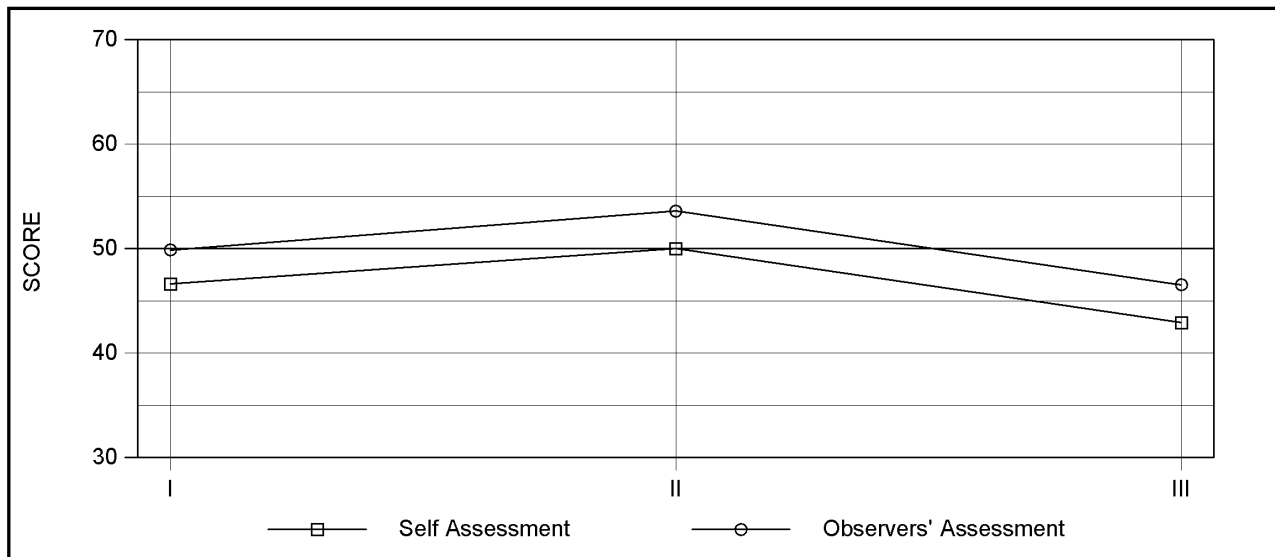**APPENDIX I: THE LEADERSHIP PROFILE SAMPLE REPORT**

THE LEADERSHIP PROFILE
Prepared For
Catherine B. Blessing (7470)

Number of Observers: 6

SELF ASSESSMENT	YOUR SCORE	********** GROUP SCORES *********		
		AVERAGE	LOWEST	HIGHEST
I. TRANSACTIONAL LEADERSHIP	46.62	55.51	39.23	66.62
II. TRANSFORMATIONAL LEADERSHIP BEHAVIORS	50.01	57.30	43.40	68.66
III. TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS	42.91	51.74	39.80	66.34

OBSERVER'S ASSESSMENT				
I. TRANSACTIONAL LEADERSHIP	49.89	59.84	49.48	68.67
II. TRANSFORMATIONAL LEADERSHIP BEHAVIORS	53.62	60.86	49.70	69.48
III. TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS	46.55	55.75	46.55	62.40

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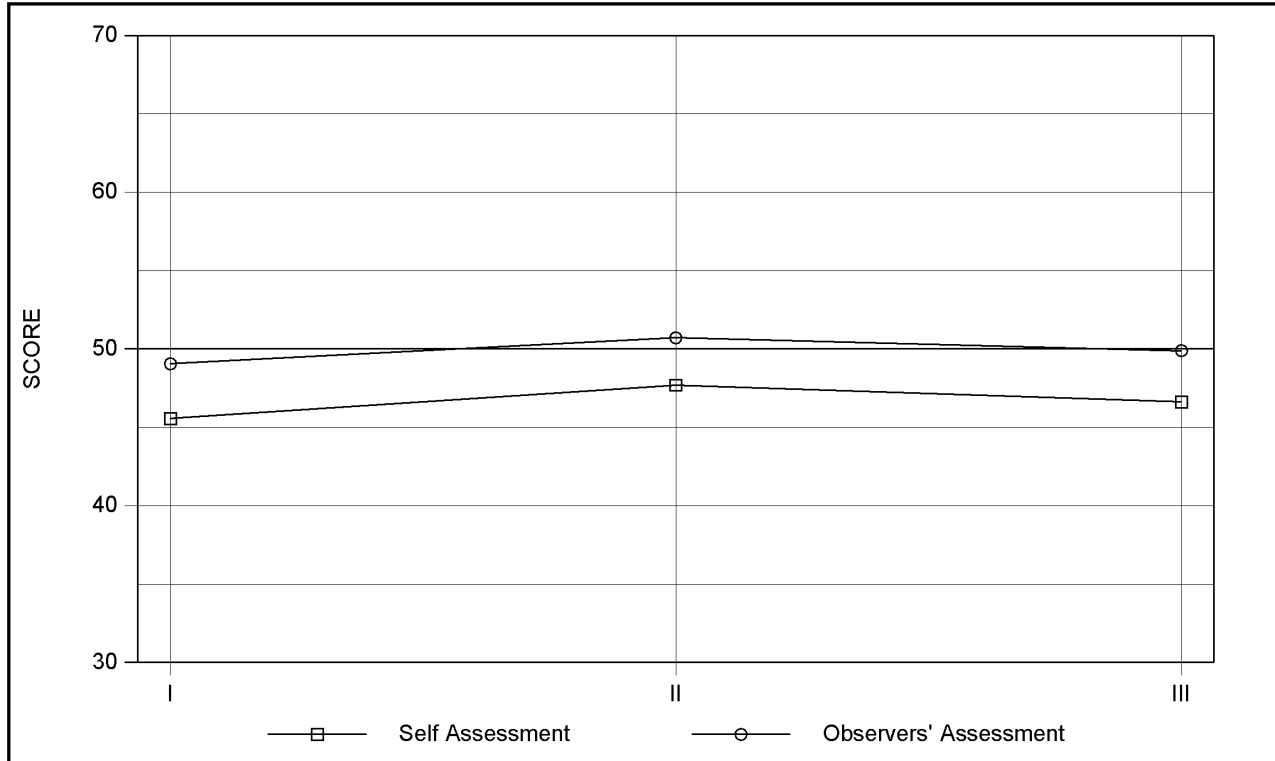1/21/2011

THE LEADERSHIP PROFILE
Prepared For
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Number of Observers: 6

TRANSACTIONAL LEADERSHIP SELF ASSESSMENT		YOUR SCORE	********** GROUP SCORES *********		
			AVERAGE	LOWEST	HIGHEST
I.	Capable Management	45.56	54.58	34.24	68.20
II.	Reward Equity	47.69	56.44	40.75	68.50
III.	**Overall**	**46.62**	**55.51**	**39.23**	**66.62**

TRANSACTIONAL LEADERSHIP OBSERVER'S ASSESSMENT					
I.	Capable Management	49.06	59.48	49.06	68.50
II.	Reward Equity	50.72	60.21	49.44	68.84
III.	**Overall**	**49.89**	**59.84**	**49.48**	**68.67**

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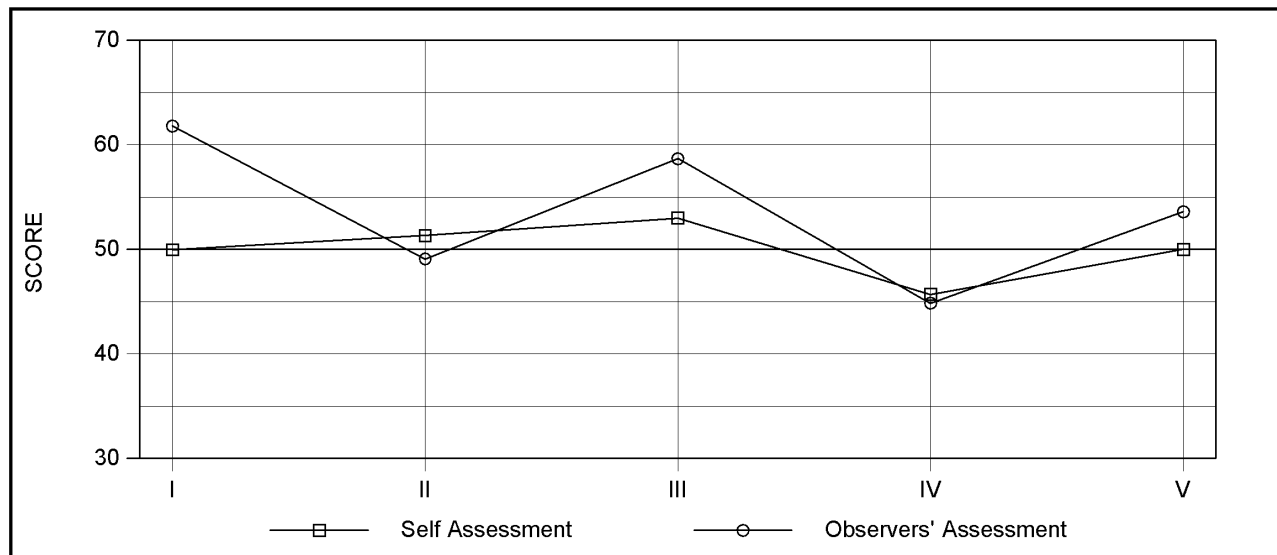
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TRANSFORMATIONAL LEADERSHIP BEHAVIORS - SELF ASSESSMENT		YOUR SCORE	********** GROUP SCORES *********		
			AVERAGE	LOWEST	HIGHEST
I.	Leadership Communication	49.98	57.68	42.76	75.27
II.	Credible Leadership	51.34	57.42	39.68	62.99
III.	Caring Leadership	53.00	58.09	37.88	68.12
IV.	Enabling Leadership	45.71	56.01	41.95	68.27
V.	**Overall**	**50.01**	**57.30**	**43.40**	**68.66**

TRANSFORMATIONAL LEADERSHIP BEHAVIORS - OBSERVER'S ASSESSMENT					
I.	Leadership Communication	61.81	66.80	51.13	76.45
II.	Credible Leadership	49.09	60.64	49.09	65.27
III.	Caring Leadership	58.70	60.04	46.10	70.00
IV.	Enabling Leadership	44.86	55.97	43.06	67.53
V.	**Overall**	**53.62**	**60.86**	**49.70**	**69.48**

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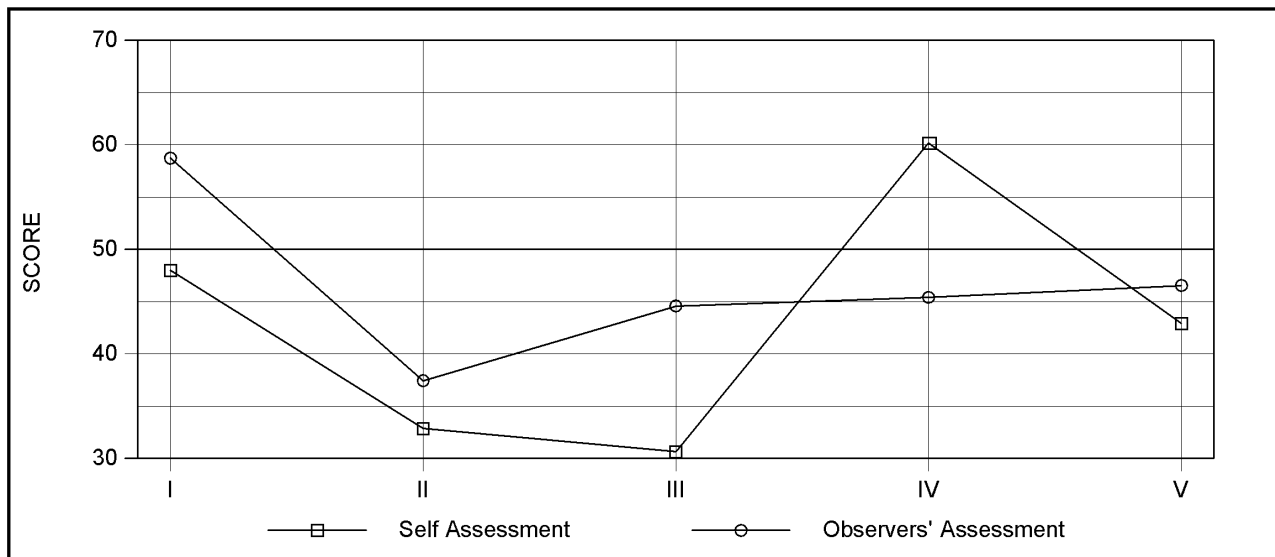
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Number of Observers: 6

TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS - SELF ASSESSMENT		YOUR SCORE	********** GROUP SCORES *********		
			AVERAGE	LOWEST	HIGHEST
I.	Confident Leadership	47.99	60.40	47.99	73.27
II.	Follower Centered Leadership	32.84	46.46	32.84	60.08
III.	Visionary Leadership	30.64	45.01	22.78	66.04
IV.	Culture Building Leadership	60.16	55.09	30.99	69.89
V.	**Overall**	**42.91**	**51.74**	**39.80**	**66.34**

TRANSFORMATIONAL LEADERSHIP CHARACTERISTICS - OBSERVER'S ASSESSMENT					
I.	Confident Leadership	58.74	68.17	57.30	75.54
II.	Follower Centered Leadership	37.44	42.55	32.79	51.60
III.	Visionary Leadership	44.59	52.47	40.33	62.46
IV.	Culture Building Leadership	45.43	59.83	45.43	68.81
V.	**Overall**	**46.55**	**55.75**	**46.55**	**62.40**

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