

Jean Brittain Leslie

Feedback to Managers

**A Guide to Reviewing and Selecting
Multirater Instruments for Leadership
Development**

CENTER FOR CREATIVE LEADERSHIP

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Preface

Feedback is a rare commodity in day-to-day organizational life, but it is a key to managerial effectiveness. One increasingly popular vehicle for getting feedback from one's boss, peers, subordinates, and customers is the multiple-perspective, or 360-degree, feedback instrument. Taken as part of a management-development course or used as a stand-alone device, this kind of tool can enhance self-awareness by highlighting individual strengths and can facilitate greater growth by pointing out areas in need of further development.

Almost 34 years ago, the Center for Creative Leadership published *Feedback to Managers: A Comprehensive Review of Twenty-four Instruments* (Morrison, McCall, & DeVries, 1978). A popular publication among a long line of Center technical reports, it covered virtually all multiple-perspective instruments available at the time.

Thirteen years later, a revision of *Feedback to Managers* (Van Velsor & Leslie, 1991) was published as a two-volume report. Volume I presented a simple but comprehensive process for evaluating instruments designed to compare self-view to the views of others on multiple domains of managerial behavior. Volume II contained a comparison of 16 of the better feedback instruments. Volume I has since been updated and retitled, *Choosing 360: A Guide to Evaluating Multi-rater Feedback Instruments for Management Development* (Van Velsor, Leslie, & Fleenor, 1997).

As the field of management assessment instruments continued to grow and expand, giving potential users of these products more choices than ever before, an updated volume II was published, *Feedback to Managers: A Review and Comparison of Multi-rater Instruments for Management Development* (Leslie & Fleenor, 1998).

This newest version of *Feedback to Managers: A Guide to Reviewing and Selecting Multirater Instruments for Leadership Development* brings the two volumes back together again. It is our hope that this approach will be of enduring benefit, in that readers will be able to use these summaries to get an overview of the field today and to learn a process by which to evaluate any feedback instrument that comes across their desks today or in the foreseeable future.

Purpose of This Book

Reviewing and selecting an instrument can be very confusing to a buyer. There are a lot of professional standards an instrument should meet (American Educational Research Association [AERA], American Psychological Association [APA], National Council of Measurement on Education [NCME], International Test Commission, British Psychological Society), yet there is no review board or committee to tell you which ones are the best for your use. For a successful 360-degree feedback process, much more is needed from the vendor than the instrument itself. A good instrument is one that meets professional standards, fits with your intended audience and use, and is accompanied with materials and services that support its use. The responsibility falls on both the instrument vendor or developers and the professional selecting the instrument.

In selecting and interpreting a test, the test user is expected to have a clear understanding of purposes of the testing and the probable consequences. The user should know the procedures necessary to facilitate effectiveness and to reduce bias in test use. Although the test developer, publisher, or vendor should provide information on the strengths and weaknesses of the test, the ultimate responsibility for appropriate test use lies with the test user. The user should become knowledgeable about the test and its appropriate use and also communicate this information, as appropriate, to others (AERA, APA, & NCME, 1999, p. 112).

This publication presents a step-by-step process that managers, human resource professionals, and even researchers can use to evaluate any 360-degree feedback instrument intended for management or leadership development. Although I have simplified this process as much as possible, it still will require some effort on your part—but the effort will pay off in terms of your having a high-quality instrument that best meets your needs.

This book also compares some of the most frequently used multiple-perspective management-assessment instruments. The review focuses on a subset of all publicly available instruments that relate self-view to the views of others on multiple management or leadership domains. In addition to being publicly available, these instruments have in common an assessment-for-development focus, a scaling method that permits assessment of a manager along a continuum, sound psychometric properties, and some of the “best practices” for management development. The purpose in comparing these instruments is to describe the current state of the art, to clarify what you can expect in terms of quality, and to highlight ideas for future research and development in this field.

Methods

Identifying Instruments

To identify published instruments, I conducted an online computer literature search of social and behavioral science and business databases, including *Mental Measurements Yearbook with Tests in Print* (Buros Institute of Mental Measurements, 1938–2010), using keywords such as *360-degree*, *multirater*, *multisource*, *management*, *leadership*, *feedback*, *survey*, *questionnaire*, *instrument*, *assessment*, and *evaluation*.

Trainers and coaches at the Center for Creative Leadership recommended instruments they knew or had heard about. I also contacted authors and vendors concerning their knowledge of instruments that fit the description. Finally, external colleagues who heard about the project through the grapevine made recommendations.

Collection Documentation

I requested three kinds of information for each instrument:

Descriptive information, including author(s), vendor, copyright date(s), statement of purpose, target audience, cost, scoring process, certification process, instrument length, item-response format, customization options, and type(s) of raters.

Research information, including item origins, feedback scales, scale definitions and sample items, cautionary statement about misinterpretations, and written reports or papers from studies of the instrument's reliability and validity.

Training information, including sample copy of the instrument, sample feedback report, and any support materials (instructional or developmental) provided for trainers or participants.

If I did not receive the essential information, I contacted the author at least once more, by mail or by phone. If information was subsequently not forthcoming, I removed the instrument from the list for review.

Instrument Selection Criteria

After reviewing the data, I decided to limit the comparison to the instruments that reflected both accepted standards of instrument development—that is, standards set by AERA, APA, and NCME as reflected in *Standards for Educational and Psychological Testing* (1999) and reasoned principles and techniques for enhancing performance development as a result of feedback. A total of 35 instruments met these criteria, 17 of which were reviewed in the third edition of *Feedback to Managers* (Leslie & Fleenor, 1998). It is important to note that test development and revision extend beyond the initial development of items, scales, scores, normative data, and interpretation. Many of the instruments reviewed in 1998 have undergone further development and refinement.

Summaries of these instruments appear in the second section of this book (see the list of instruments reviewed below). Although the inclusion or discussion of a particular instrument in this

book signifies that it meets relatively high standards for development, it does not mean that it is one of the best for your use, or that there are no other instruments that meet these same standards. Only a portion of all available instruments have been reviewed, and the reviews do not incorporate a critical part of the equation—your specific needs and situation.

Instruments Reviewed

<i>Instrument</i>	<i>Vendor</i>	<i>Author(s)</i>
360 By Design	Center for Creative Leadership www.ccl.org	Center for Creative Leadership
ACUMEN Leadership WorkStyles (LWS)	Human Synergistics, Inc. www.humansynergistics.com	Ronald A. Warren, Ph.D. Peter D. Gratzinger, Ph.D.
Benchmarks	Center for Creative Leadership www.ccl.org	Center for Creative Leadership
Campbell Leadership Index (CLI)	Vangent, Inc. HCM.info@vangent.com	David Campbell, Ph.D.
Emotional and Social Competency Inventory (ESCI)	Hay Group, Inc. haygroup.com	Daniel Goleman, Ph.D. Richard Boyatzis, Ph.D. Hay Group, Inc.
Emotional Competency Inventory (ECI)	Hay Group, Inc. haygroup.com	Daniel Goleman, Ph.D. Richard Boyatzis, Ph.D.
Emotional Intelligence Skills Assessment (EISA)	Pfeiffer www.pfeiffer.com	Steven J. Stein Derek Mann Peter Pagadogiannis Wendy Gordon
Emotional Intelligence View360 (EIV360)	Envisia Learning, Inc. www.envisialearning.com	Kenneth Nowack, Ph.D. Envisia Learning, Inc.
Everything DiSC 363 for Leaders	Inscape Publishing customerrelations@inscapublishing.com	Inscape Publishing Research and Development
Executive Dimensions	Center for Creative Leadership www.ccl.org	Center for Creative Leadership

Instruments Reviewed (continued)

<i>Instrument</i>	<i>Vendor</i>	<i>Author(s)</i>
Executive Leadership Survey (EXEC)	The Clark Wilson Group, Inc. www.clarkwilsongroup.com	Clark L. Wilson, Ph.D. Clark Wilson Group Publishing Company
Global Executive Leadership Inventory (GELI)	Pfeiffer www.pfeiffer.com	Manfred F. R. Kets de Vries
Leader Behavior Analysis II (LBAIL)	The Ken Blanchard Companies www.kenblanchard.com	Kenneth H. Blanchard, Ph.D. Ronald K. Hambleton Drea Zigarmi, Ed.D. Douglas Forsyth
Leadership Archetype Questionnaire (LAQ)	INSEAD Global Leadership Centre	Manfred Kets de Vries
Leadership Competencies for Managers	The Clark Wilson Group, Inc. www.clarkwilsongroup.com	Clark L. Wilson, Ph.D. Clark Wilson Group Publishing Company
Leadership Effectiveness Analysis 360 (LEA 360)	Management Research Group www.mrg.com	Management Research Group
Leadership Navigator for Corporate Leaders	3D Group www.3DGroup.net	Dale Rose, Ph.D. Mark Healey
Leadership Practices Inventory (LPI)	Pfeiffer www.pfeiffer.com	James M. Kouzes, Ph.D. Barry Z. Posner, Ph.D.
Leadership Versatility Index (LVI)	Kaplan DeVries Inc. www.kaplandevries.com	Robert E. Kaplan Robert B. Kaiser
Leadership/Impact (L/I)	Human Synergistics, Inc. www.humansynergistics.com	Human Synergistics International
Life Styles Inventory (LSI)	Human Synergistics, Inc. www.humansynergistics.com	Human Synergistics International

Instruments Reviewed (continued)

<i>Instrument</i>	<i>Vendor</i>	<i>Author(s)</i>
Linking Leader Profile	Team Management Systems www.tms.com.au	Dick McCann, Ph.D.
Management Effectiveness Profile System (MEPS)	Human Synergetics, Inc. www.humansynergetics.com	Human Synergetics International
Management/Impact	Human Synergetics, Inc. www.humansynergetics.com	Janet L. Szumal, Ph.D. Robert A. Cooke, Ph.D.
Manager View 360	Envisia Learning, Inc. www.envisialearning.com	Kenneth Nowack, Ph.D. Envisia Learning, Inc.
Multifactor Leadership Questionnaire (MLQ)	Mind Garden, Inc. www.mindgarden.com	Bernard M. Bass, Ph.D. Bruce J. Avolio, Ph.D.
Prospector	Center for Creative Leadership www.ccl.org	Center for Creative Leadership
Social Style and Enhanced Versatility Profile	The TRACOM Group www.tracomcorp.com	David Merrill, Ph.D. Roger Reid Casey Mulqueen, Ph.D.
Survey of Leadership Practices (SLP)	The Clark Wilson Group, Inc. www.clarkwilsongroup.com	Clark L. Wilson, Ph.D. Paul M. Connolly, Ph.D.
Survey of Management Practices (SMP)	The Clark Wilson Group, Inc. www.clarkwilsongroup.com	Clark L. Wilson, Ph.D. Clark Wilson Group Publishing Company
System for the Multiple-Level Observation of Groups (SYMLOG)	SYMLOG Consulting Group www.symlog.com	Robert F. Bales, Ph.D.
The Leadership Circle Profile	The Leadership Circle, LLC www.theleadershipcircle.com	Bob Anderson

Instruments Reviewed (continued)

<i>Instrument</i>	<i>Vendor</i>	<i>Author(s)</i>
Tilt 360 Leadership Predictor	Tilt, Inc. http://tilt360leaders.com	Pam Boney Tilt, Inc.
Types of Work Profile	Team Management Systems www.tms.com.au	Charles Margerison, Ph.D. Dick McCann, Ph.D.
VOICES	Lominger Limited, Inc. www.lominger.com	Michael M. Lombardo, Ed.D. Robert W. Eichinger, Ph.D.

Limitations of the Review

Although I initially intended to compare all multirater instruments, I quickly realized that the field had grown to such proportions that some potentially good ones would remain undiscovered by even our most comprehensive search. These include instruments used in organizations but not available externally, promising instruments in early developmental stages (and, therefore, not quite ready to market), instruments about which I was unable to obtain sufficient information, instruments authored by individuals who declined to have their work considered, and instruments that our search, for other reasons, failed to reveal.

The information contained in this report does not cover recent changes or additional documents released since the publication date. Please check with the vendors for updated information.

Life Styles Inventory

Vendor: Human Synergistics, Inc.
 39819 Plymouth Road
 Plymouth, MI 48170-4200
 (734) 459-1030
 (800) 622-7584
 www.humansynergistics.com

Author: Human Synergistics International

Copyright Dates: 1973, 1976, 1981, 1982, 1987, 1989–1993, 2001, 2004

Statement of Purpose

“The Life Styles Inventory (LSI) was developed to assist individuals in identifying and understanding their thinking patterns and self-concept. Using this information, LSI respondents can elect to change the way they think about themselves and others, and in turn improve the effectiveness of their behavior” (*Life Styles Inventory Leaders’ Guide*, 1989, p. 7).

Target Audience

The LSI can be used by people at all levels in any kind of organization.

Feedback Scales

There are 12 thinking styles derived from the ratings of single adjectives (for example, Thoughtful or Realistic) or phrases (for example, Easily Influenced by Friends or Overestimates Ability). The styles are broken down into three general orientations: Constructive, Passive/Defensive, Aggressive/Defensive.

Constructive

Humanistic-Encouraging (20 items)

Reflects an interest in the growth and development of people, a high positive regard for them, and sensitivity to their needs. Sample item: Encourages others.

Affiliative (20 items)

Reflects an interest in developing and sustaining pleasant relationships with others. Sample item: Cooperative.

Achievement (20 items)

Refers to the need to attain high-quality results on challenging projects, the belief that outcomes are linked to one's effort rather than chance, and the tendency to personally set challenging yet realistic goals. Sample item: Enjoys a challenge.

Self-Actualizing (20 items)

Is based on needs for personal growth, self-fulfillment, and the realization of one's potential. Sample item: Optimistic and realistic.

Passive/Defensive*Approval* (20 items)

Reflects a need to be accepted and a tendency to tie one's self-worth to being liked by others. Sample item: Generous to a fault.

Conventional (20 items)

Reflects a preoccupation with conforming and "blending in" with the environment to avoid calling attention to oneself. Sample item: Thinks rules more important than ideas.

Dependent (20 items)

Reflects a need for self-protection coupled with the belief that one has little direct or personal control over important events. Sample item: Obeys too willingly.

Avoidance (20 items)

Reflects apprehension, a strong need for self-protection, and a propensity to withdraw from threatening situations. Sample item: Evasive.

Aggressive/Defensive*Oppositional* (20 items)

Reflects a need for security that manifests itself in a questioning, critical, and even cynical manner. Sample item: Slow to forgive a wrong.

Power (20 items)

Reflects needs for prestige and influence and the tendency to equate self-worth with controlling others. Sample item: Runs things by self.

Competitive (20 items)

Based on a need to protect one's status by comparing oneself to others, outperforming them, and never appearing to lose. Sample item: Overestimates ability.

Perfectionistic (20 items)

Based on the need to attain flawless results and avoid failure, and involves the tendency to equate self-worth with the attainment of unreasonably high standards. Sample item: De-emphasizes feelings.

Response Scale

Respondents rate each item using a three-point scale according to how accurately it describes the person being rated. The responses on the Self-Description Inventory (Life Styles Inventory 1) are:

2 = Like me most of the time

1 = Like me quite often

0 = Essentially unlike me

The responses on the Descriptions by Others Inventory (Life Styles Inventory 2) are equivalent but reflect the different point of view.

Customization Options: Not Available**INSTRUMENT DEVELOPMENT****Origin of Items: Theory**

The components of the LSI fall within four general areas of concern, a structure that has its origins in the distinction between security and satisfaction and the distinction between task and people orientations. Security/satisfaction is derived from Maslow's (1954) concept of lower- and higher-order needs. People/task is derived from Stogdill's (1963) distinction between consideration and initiating structure, Blake and Mouton's (1964) distinction between concern for people and concern for production, and Katz, Maccoby, and Morse's (1959) distinction between employee-centered and production-centered managerial behavior. Taken together, these generate four general areas of concern: people and satisfaction; people and security; task and satisfaction; and task and security.

In order to maximize content validity, each domain or lifestyle was conceptually stratified into its major components to reflect ways in which the lifestyles (or closely related variables) were defined in the existing literature. Multiple items were then generated to capture the "shades of meaning" associated with each strata (for example, the achievement style includes subdomains measuring the attainment of self-set goals, concern for understanding why things happen, and doing things well). Finally, potential items were pretested in counseling situations to identify those that best reflected the domains being measured.

Development of Feedback Scales

The 12 scales load on three factors that together explain approximately 70 percent of the variance in the style measures. These factors reflect Satisfaction (Constructive), People/Security (Passive/Defensive), and Task/Security (Aggressive/Defensive). There are two forms of the LSI instrument: Life Styles Inventory 1 and Life Styles Inventory 2. Individuals use items on the Life Styles Inventory 1 to describe their thinking and behavior patterns. The Life Styles Inventory 2 is used by others to aggregate their perceptions of the key respondent. The basic factor structure is consistent across the two forms of the instrument (Life Styles Inventory 1 and Life Styles Inventory 2).

Reliability

Internal consistency

Split-half reliability coefficients for a sample of 354 managers range from .90 for the Conventional and Dependent scales to .95 for the Avoidance and Self-Actualizing scales.

Alpha coefficients (for a sample of 1,000 respondents randomly selected from a database of 5,000 people who have taken LSI) range from .80 for the Affiliative scale to .88 for the Avoidance, Achievement, and Self-Actualizing scales.

Interrater reliability

An analysis of variance was completed on a sample of 556 managers (all levels) from geographically dispersed divisions of seven different organizations that were participating in management-development programs. A total of 2,615 “others” completed descriptions of those managers. An *F*-statistic significant at the .0001 level for all 12 styles indicates that the variance in responses within the groups of others is smaller than the variance between these groups of respondents. The eta-squared statistics range from .33 for the Approval and Oppositional styles to .47 for the Competitive style. The eta-squared values for the three factors range from .35 for the Satisfaction orientation to .46 for the Task/Security orientation, suggesting that the latter styles are assessed by others in a more consistent manner than are the former.

Test-retest reliability

Not available.

Validity

A study of 1,000 individuals found a modest but significant direct relationship between personal orientations (three LSI factors) and the number of strain symptoms reported. The variance in the number of strain symptoms explained by personal orientations (6 percent) was only slightly less than that explained by life events (8 percent) and greater than that explained by background variables (3 percent).

Construct validity

Convergent

Discriminant

Strong positive correlations between lifestyles that are close to one another on the circumplex are present. With some exceptions, the magnitude of the positive correlations decreases as the distance (on the circumplex) between the lifestyles increases. In addition, lifestyles that are strongly linked to higher-order needs correlate negatively with those strongly linked to lower-order needs. Finally, some of the correlations between the lifestyles on the right side of the circumplex (people-oriented) and those on the left side (task-oriented) are close to zero. Many of the correlations are positive and significant. However, the magnitude of these correlations is lower than the correlations between lifestyles that are distant from one another.

Life Styles Inventory 1 performed well on a test for convergent and discriminant validity, with most of the items (89.6 percent) correlating the strongest with their own indices, and many of the remaining items correlating with contiguous or conceptually close lifestyles the most. In addition, the lifestyle items intended to measure the Achievement (11) style tend to perform the best, and the Affiliative (2), Avoidance (6), and Self-Actualizing (12) items also perform well. However, only 15 of the 20 Conventional (4) items and Perfectionistic (10) items have strong correlations with their own index (Cooke & Lafferty, 1981).

Criterion-related validity

Concurrent

Predictive

In regards to Life Styles Inventory 1, a study examined stress-related medical symptoms as criteria to test criterion-related validity. Results show that lifestyles are significantly related to the number of medical problems reported by respondents. Satisfaction styles like Self-Actualizing were found to be negatively related to the number of medical problems reported (Cooke & Lafferty, 1981).

Other Research

Cooke, Lafferty, and Rousseau (1987) examined managers participating in management development behavioral styles using the Life Styles Inventory 1. The study was designed in part, to assess the consensual validity and interrater reliability of the 12 thinking/behavioral style measures included in the instrument. Findings suggest that there was a fair amount of agreement among the respondents describing each manager, with eta-squared statistics ranging from .33 to .47 for the 12 styles. Correlations between self-reports and descriptions by others along the 12 measures ranged from .16 to .32. In addition to providing support for consensual validity of the instrument, these findings highlight key differences between the way managers see themselves and how they are perceived by others. Feedback from others can be useful to managers, particularly along the less behavioral or observable of the 12 styles measured.

A Cautionary Statement on Misinterpretations

The LSI is designed for development purposes only and is not validated or appropriate for making selection, recruitment, or performance evaluation decisions.

International Use

Translations

The LSI instrument is available in many languages, including Bulgarian, Chinese (Traditional and Simplified), Dutch, Finnish, French (Canadian and European), German, Greek, Hungarian, Italian, Japanese, Korean, Polish, Portuguese (Brazilian and European), Romanian, Russian, Serbian, Spanish (Latin American and Castilian), and Turkish.

International norms

To provide relevant comparisons for managers and employees internationally, a new norming data set has been developed on the basis of results from Life Styles Inventory 1 and Life Styles Inventory 2 for 14,000 focal individuals in multinational organizations and organizations located in countries served by Human Synergistics offices.

Internationally tested for validity/reliability

The translated instruments have been checked for grammatical accuracy, and cross-cultural validation has taken place on a limited number of languages.

CHARACTERISTICS OF THE FEEDBACK REPORT

Types of Feedback Display: Grids/Plots, Line Graph, Circumplex

The 12 styles of thinking are positioned on a circumplex that reflects their degree of association with each other (styles positioned next to each other are more closely related to each other than they are to styles positioned further away). Each of the 12 styles is identified as either constructive and effective or defensive and potentially self-defeating. Percentile and raw scores for each of the 12 styles are presented in a chart.

Results of ancillary items measuring satisfaction and summary perceptions such as quality of interpersonal relations, leadership, management, and problem-solving effectiveness are presented in graph form.

Breakout of Rater Responses

The self-report feedback contains only the individual responses. Feedback from the others who describe the focal individual is combined and plotted on the circumplex separately from the self-report. Up to five responses may be included.

Feedback Delivery Strategies

Comparison to norms

Respondents compare their scores with those of all other individuals via a percentile score printed on concentric circles within the circumplex. Low (below 25th percentile), medium (25th–74th percentile), and high (at or above 75th percentile) scores are differently shaded to facilitate interpretation. The norming base consists of 14,000 focal individuals in multinational organizations and organizations located in countries served by Human Synergistics offices.

Highlighting largest self-rater discrepancies

The LSI highlights discrepancies between participants and their raters by displaying self and others circumplexes and charting the 12 style percentiles side by side for comparison.

Item-level feedback

Item-level feedback is provided in the personalized feedback report.

Highlighting high and low items and scales

The highest and lowest scale scores are provided in the feedback report.

Comparison to ideal

Not available.

Importance to job or success

Not available.

Do more/do less feedback

Not available.

Narrative interpretation of results

The narrative portion of the feedback provides written details of raters' responses on each of the scales and items.

Open-ended questions

Not available.

SUPPORT AND DEVELOPMENTAL MATERIALS

Support for Participant

Development planning guide

The *Life Styles Inventory Self-Development Guide* (Lafferty, 2004a) accompanies the Life Styles Inventory 1 and is a very useful and thorough development guide. It includes sections on how to use the instrument, its measurements, and descriptions of the 12 styles. Each style description contains details on: (1) what the scale measures; (2) the self-concept and basic life stance of people who score high on the scale; (3) characteristic behaviors of high scorers; (4) constructive, positively phrased suggestions for those who score low; (5) how the scale relates to scoring patterns on other scales; (6) how to become more effective in this area (that is, how to develop skills associated with high scores); and (7) descriptions of what the benefits of improvement will be. Each section on a style ends with a humorous cartoon illustrating the typical stance or behavior of someone high on the scale.

The guide ends with a section, called “The Challenge of Change,” which addresses the issues involved in personal change, guidelines for moving from thought to action, and a 10-step worksheet for self-improvement. A reading list is also included.

The *Life Styles Inventory Description by Others Self-Development Guide* (Lafferty, 2004b) accompanies the Life Styles Inventory 2 and leads participants through interpretation of their feedback from others. A self-development planner is included for each of the 12 styles, allowing individuals to formulate a plan to change behavior if desired.

Workshop

Not available.

Post-assessment

Human Synergistics, Inc., offers post-assessment with the LSI.

Vendor hotline

Human Synergistics, Inc., has a toll-free number (800-622-7584) participants can call for supplemental information and assistance.

Cards

A 36-card deck—The Life Styles Inventory Profile Summary Cards—provides an at-a-glance interpretation of LSI scores.

Support for Trainer

Trainer's guide/manual

The *Life Styles Inventory Leader's Guide* is a comprehensive 200-page notebook that covers administration, scoring, interpretation, program design, and research. Because it is a loose-leaf notebook, Human Synergistics is able to send users scoring, design, and research updates as they become available.

Workshop

Human Synergistics offers workshops that introduce clients to its products.

Supplemental norms

Not available.

Supplemental materials from the vendor

Several supplemental materials are available for purchase from the vendor, including generic circumplex flipcharts, 60 cards to help participants remember the 12 styles, and various books that focus on different aspects of the styles.

Video/DVD

A 25-minute DVD demonstrating behaviors associated with the 12 styles is available.

Internet

Not available.

PowerPoint presentation

Various PowerPoint presentations are available to assist with facilitation.

Group profile/report

Not available.

Certification Requirement

Certification is required depending on geographical location and the form of the LSI being used.

Scoring Process

LSI can be administered and scored in paper-and-pencil format, through Internet data collection, or online via web-based sites.

Paper, hand-scored LSI forms do not require scoring by Human Synergistics. To facilitate hand scoring of either Life Styles Inventory 1 or Life Styles Inventory 2, a scorer's worksheet is provided.

If self-scored, respondents transfer their LSI scores to a circular graph (circumplex), creating a profile of their current thinking and behavior. Total scores are converted to percentile scores on this chart, based on data from 14,000 other individuals. For purposes of confidentiality, Life Styles Inventory 2 should be scored by a neutral third party or Human Synergistics.

A paper scan form of the LSI is available for scoring through Human Synergistics. Turnaround time (once all completed scan forms are received) is approximately one week.

The Internet-data-collection (IDC) option requires scoring of the Life Styles Inventory 1 and 2 by Human Synergistics. Survey invitations with web link, unique username, and password are e-mailed to participants and respondents. Approximately one to two weeks after completion of the surveys, Human Synergistics provides results to the facilitator.

Online options for Life Styles Inventory 1 provide real-time results to respondents and facilitators.

OTHER CONSIDERATIONS

Cost

The Life Styles Inventory 1 (self-description) can be used alone or in conjunction with the Life Styles Inventory 2 (description by others). The Life Styles Inventory 2 can be employed after use of the Life Styles Inventory 1, thereby functioning as a next step. Cost varies depending on geographical location, volume, and reporting options. Please contact your local office for more information.

Length of Instrument

The LSI is a 240-item inventory that takes approximately 20 to 30 minutes to complete.

Life Styles Inventory Bibliography

Blake, R. R., & Mouton, J. S. (1964). *The managerial grid*. Houston, TX: Gulf.

Cooke, R. A., & Lafferty, J. C. (1981). *Level I: Life Styles Inventory—An instrument for assessing and changing the self-concept of organizational members*. Plymouth, MI: Human Synergistics.

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