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Leadership: Interpreting life patterns and their managerial significance

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Leadership: Interpreting life patterns and their managerial significance.

Abstract

Purpose of this paper	To illuminate the managerial significance of life patterns and to assist development of qualitative methodology.
Design/methodology/approach	The theoretical proposition of a Manager Quad (MQ) is empirically examined. Interview data from 16 managers are analysed using an interpretive frame. Methods of meaning generation are illustrated and this provides greater transparency and credibility of findings.
Findings	Managers' characteristics are found to form thematic distinctions corresponding with outcomes of leader effectiveness and individual success.
Research limitations/implications	The evidence suggests the worth of future qualitative research using explicit interpretive methods.
Practical implications	Managers as mentors for leader development should be chosen according to the category in which they are assigned by research evidence.
What is original/value of paper	The paper has value for researchers, management educators and practitioners. The importance of life patterns in the leader/manager debate is suggested with inferences drawn regarding management education.

Category

Research paper

Keywords

Leadership; leader/manager debate; qualitative methodology; Manager Quad; management education; Australia.

Introduction

It is proposed that over a lifetime of small group interactions involving differential associations (Sutherland & Cressey 1969; Bandura 1977) managers acquire patterned characteristics coinciding systematically with important outcomes. This raises the research question: do managers who are classified

by outcomes also report distinctive characteristics related to leadership, with management education implications?

This paper outlines a model of managers as leaders, illustrates methods of meaning generation, and reports interpreted findings and some educational inferences, with the aim of casting light on the managerial significance of life patterns.

The Manager Quad

The Manager Quad model. Figure I proffers a Manager Quad model developed theoretically from reformulations of the effectiveness and success outcomes distinguished by Luthans, Hodgetts and Rosenkrantz (1988). ***Leader effectiveness*** is defined as positive consequences accruing from a manager's leader skill proficiencies within a work unit setting. A leader is effective to the extent judged by work unit members concerning job satisfaction and commitment; morale and team spirit; task efficiency and goal achievement; and overall work unit performance. ***Individual success*** is defined as a manager's comparative career progress, measured by age, remuneration, and organisational level.

FIGURE I The Manager Quad: An effectiveness and success model of managers as leaders

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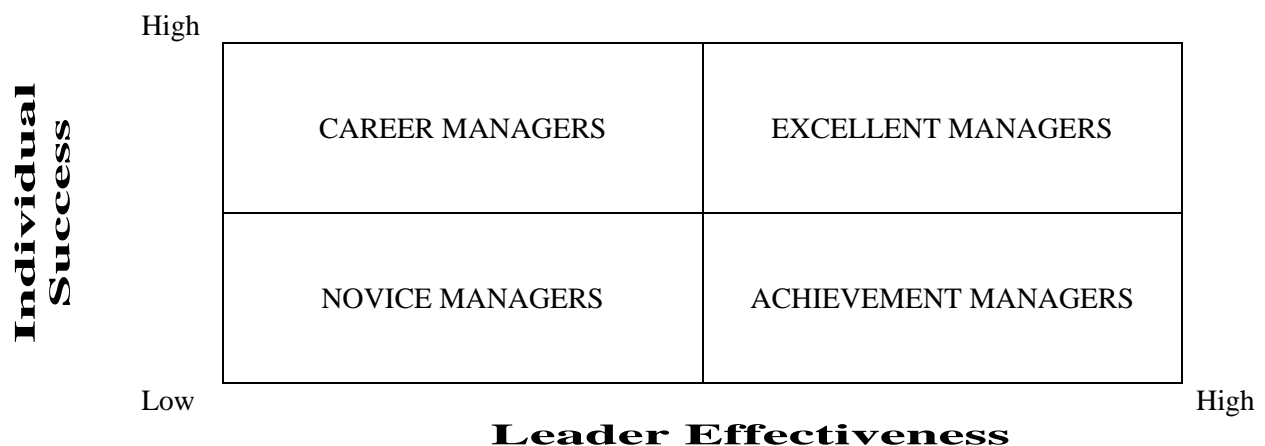
The Field Program

Data were collected from 17 companies spanning 15 industry sectors and 9 functional areas in Victoria (Australia). This involved surveys of 43 managers and 185 work unit members in 49 work units. Quantitative analyses showed the managers could be classified into the postulated effectiveness/success matrix, and subsequently four managers from each category were selected for interview. This paper focuses upon the qualitative interview analyses.

To answer the research question, a semi-structured interview schedule was devised covering five broad areas of 18 subthemes (see Appendix). Interview questions were drawn from a broad literature, mainly on the manager/leader debate, leadership research, and the distinction between effectiveness and success – for example, Stebbins (1969), Zaleznik (1977), Bass (1985), Avolio and Gibbons (1988), Luthans et al (1988), Zaleznik (1990), Conger (1992), Lipshitz and Nevo (1992), Davidhizar and Shearer (1993), Bass (1999) and Landry (1999). Popper, Mayseless and Castelnovo (2000) note little research has been devoted to antecedents of leadership. However, some relevant work has been reported on background characteristics of eminent people by Goertzel and Goertzel (1962), and successful people by Bennis (1989). The Goertzels' (1962) biographical study of 400 eminent men and women found common characteristics included love of learning, physical energies, parental influence, familiarity with risk, and troubled childhood. Bennis (1989) provided guiding questions for each dialogue he undertook with his 29 subjects, mostly CEOs or top managers, and successful professionals. His main contribution to this report concerns vital developmental experiences and turning points, familiarity with failure, learning, and role models.

Interpreting the Quad: Methods of Meaning Generation

Grid displays, pattern matching, and iterative explanation-building across multiple case studies were the principal techniques of interview data analysis (Campbell 1975; Trochim 1989; Yin 1994; Hurworth 2000). Several tactics of meaning generation were employed within this interpretive frame

(Miles & Huberman 1994). An illustration of these specific methods of interpretive analysis is worthwhile to clarify how the quad patterns were developed from the data – Bryman and Burgess (1994) note this step is commonly missing in qualitative reports. This addresses reliability and validity, and bolsters confidence in interpretive results.

Most notably, dimensions of self/other orientation and work unit versus company focus were induced using many of the meaning generation tactics (including plausibility and metaphor) described by Miles and Huberman (1994). These tactics were employed concerning pre-structured not unstructured data; and to further develop the Manager Quad conceptually in an as yet unrevealed fashion, not to induce an as yet unknown model. A number of the described tactics are not illustrated because this study did not develop propositions from the qualitative data, leaving this considerable exercise to future research efforts.

Counting. Given the nominal data and a need to reduce it, 'counting' was a basic tactic. Miles and Huberman (1994) indicate the complexity of the seemingly simple idea of counting qualitative data, including "which particulars are there *more often, matter more* than others, *go together,* and so on" (p. 252, original italics). Thus, counting in this study occurred both within and across the original themes and sub-themes, not just across the managers and the quad categories.

However, an important aspect of counting was in the form of relative frequencies distinguishing the quad categories. In that respect, counting in this study followed rules. First, the exact number of managers within a quad category expressing a like item was counted. In this respect, a like item was either a discrete datum or a discrete combination of data, but 'likeness' was inferred not predefined. Secondly, if only one manager expressed the item, it was disregarded. Thirdly, either the precise number of managers was indicated or, if only two managers expressed the item, then terms like 'half' or 'equally' divided' were applied in narration; if the number equalled three then terms like 'tended' or 'usual' or 'normal' were employed; and if all four expressed the item, then terms like 'all' or 'uniformly" were used. Fourthly, analytical emphasis was on items that were distinctive at least at the next higher count

level, compared to all other categories. Although in the first instance counting provided a purely descriptive account of the quad categories, it is integrated with other tactics of meaning generation to provide an interpretive explanation of those categories conceptualised as cases.

Noting patterns and themes. The tactic of 'noting patterns and themes' was used to discern the overall features of each quad category, by examining data items already collected under thematic codes of interview questions, but with a view to extracting new themes, insights, or ideas. For example, a critical repetitive aspect of responses of managers in the achievement category was that of other-oriented, mutually supportive group affiliations at a localised level. This was evident across the managers' histories as well as preferred level of workplace interaction. Thus, they recalled group role models, support networks, and several people-oriented values. Similarly, their reports of workplace interactions emphasised talking and showing to communicate (the closest to people modes), along with apposite value beliefs like the leader who is made not born and who is therefore not especially different from others.

Working across the pre-structured themes of interview questions, that is, it was possible to extract new themes relating to an orientation outward from the manager's sense of self to others in a group setting, and to a focus on close-knit, reciprocal levels of interaction. Such new themes might have been peculiar to achievement managers, rather than broadly thematic of the quad, so there was a requirement for systematic checking against other sectors. In fact, thematic discovery was accomplished not by examining any one category of managers then checking linearly against other categories; nor by just noting patterns and themes in a global, intuitive sense. Rather, several tactics were employed iteratively within and across multiple cases (the quad categories), including the following.

Comparing/contrasting. The tactic of 'comparing/contrasting' of count data was employed between the quad categories. For instance, both achievement and novice managers reported focussing at the work unit not company level. By contrast, however, achievement managers typically were other-oriented whilst novice managers were self-oriented to the small group. This important difference was exemplified in a number of ways, including novice managers' expressions of emotional needs, largely

self-serving people values, and a nurturing self-image; whereas achievement managers recounted material rather than emotional hardships, strongly other-oriented values, and a more social outgoing self-image.

Aside from cross-sector analysis, comparing and contrasting was undertaken within quad sectors, across individual managers and themes at concrete levels of data. (In the following examples, each specific response is sourced from a different manager). For example, the other-orientation of achievement managers was evidenced in material hardship items such as 'encouraged to save money in a context of mutual community support', 'worked long hours in the family business', and 'a family work ethic'; in business value items like 'putting myself in their shoes', 'looking after my people and giving them choices', 'allowing my people to function independently', and 'treating direct reports as I would like to be treated'; and in self-image items like 'really like entertaining, music and dancing', 'dining out, being with friends and family', and 'internet chat-rooms, racing stock cars'.

The particular self-orientation of novice managers was evidenced more in personal and emotional terms like 'childcare by ladies down the road', 'raised by working mother', 'physically abusive father and sexuality issues', and 'felt lonely in remote small country town'; in values like 'listen, gut feel', 'listen, keep the peace, explain what I do', and 'breed trust'; and in self-image items like 'fishing, water-skiing, boating, hunting, playing with the kids', 'introvert, family', 'into sex, walking the dog', and 'mostly enjoy my family and home life'.

By way of further contrast, the different self-orientation of career managers was evidenced in terms of material and creature comfort items like 'very fortunate, lots of family and community gatherings', 'stable family background, fairly unadventurous', and 'fairly uneventful, same private school for 13 years'; in values like 'fair, teamwork, value, with focus on the company', 'positive use of power, fairness, cooperation, making decisions in company's best interests', 'goal-oriented, planning, milestones, fairness, principles the company tries to endow', and 'teamwork, equal treatment, making people own targets and decisions'; and in self-image items like 'running a good business', 'doer', 'getting a successful outcome from a project at work', and 'constantly wanting to do'.

Despite some contraindications, there was a persistent flavour of different emphasis between 'they' and 'me' from achievement and novice managers, respectively; and between 'emotionalism' and 'materialism' from novice and career managers, respectively. It is also important to note that all the novice managers differed systematically in their responses from other categories of managers, first in general type as evident from their recorded words, and secondly in accompanying strong, emotionally charged body language not apparent from their recorded words alone. Indeed, this non-verbal aspect was quite remarkable, emphasised all the more by contrast to managers categorised in other sectors, and it could not be ignored in the analysis.

Clustering. Miles and Huberman (1994) call the 'clustering' tactic "the process of inductively forming categories, and the iterative sorting of things … into those categories" (p. 248). They point out clustering can be applied at many levels to the qualitative data, including events (formative experiences, critical incidents), individual actors/groups (role models), processes (motivation, communication), and cases (the managers, quad categories). For instance, excellent managers' optimism about people was clustered from responses like 'people are mostly good', 'love people of every background', and 'mostly people do the right thing'. Achievement managers pessimism about people was clustered from responses like 'people can be so nasty', 'hidden agendas', 'an "I'm okay" attitude', and 'less trust, more cautious and skeptical'.

Subsuming particulars into the general. The tactic of 'subsuming particulars into the general' is a special form of clustering. In this study, the conceptual cases (quad categories) involve this form of clustering. This tactic was undertaken also across more than one cluster, and comparatively across the quad sectors. For example, a balance was found to characterise excellent managers in contradistinction to other sectors by subsuming particulars constituted as already clustered items like these: uniform optimism about people, perceived similarity of society and nature, equitable knowledge of company and industry, and bifocal orientation to their people and the company. These various items were clustered not only as basically alike, but also subsumed as specific instances of an even more general class, and on a

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comparative basis. Balance in this sense is a highly abstract concept that reaches across numerous situations to form a distinctive characteristic of how these managers typically approach and define social reality.

Factoring. The tactic of 'factoring' was crucial to the discovery of dimensions of self/other orientation and work unit versus company focus comprising significant parts of the larger idea of a business identity, as explained in the next section. Discovery of these *interrelated* factors arose by constantly asking what various clusters of similar and dissimilar data items might indicate not only at an abstract level, but also "in terms of a smaller number of unobserved, usually hypothetical variables" (Miles & Huberman 1994, p. 256). Factoring provides a definable construct (or part of one) that has potential explanatory power. This involved searching for conceptual patterns of meaning in interview responses, those that coalesced in contradistinction to others, and in relation to managers categorised in separate sectors, hence permitting construction of the sectors as conceptual cases.

As a final example, the managers who were categorised in the career segment displayed these commonalities: innocuous formative experiential streams, indistinct role models, detachment from career crises, the workplace team as company tool, emphasis on legalistic and organisational values, preference for the impersonal written word in communication, and a workplace doer self-image. Together these were inferred to suggest a tendency to distance themselves from others at a local level that was not nearly so evident in the responses of managers in other categories. By contrast, along with their company level concerns, excellent managers displayed a much stronger sense of interpersonal relationships: some distinct role models, felt career crises, optimism concerning people, emphasis on empowerment, several non-legalistic people values, showing as well as writing, and a quite sociable self-image.
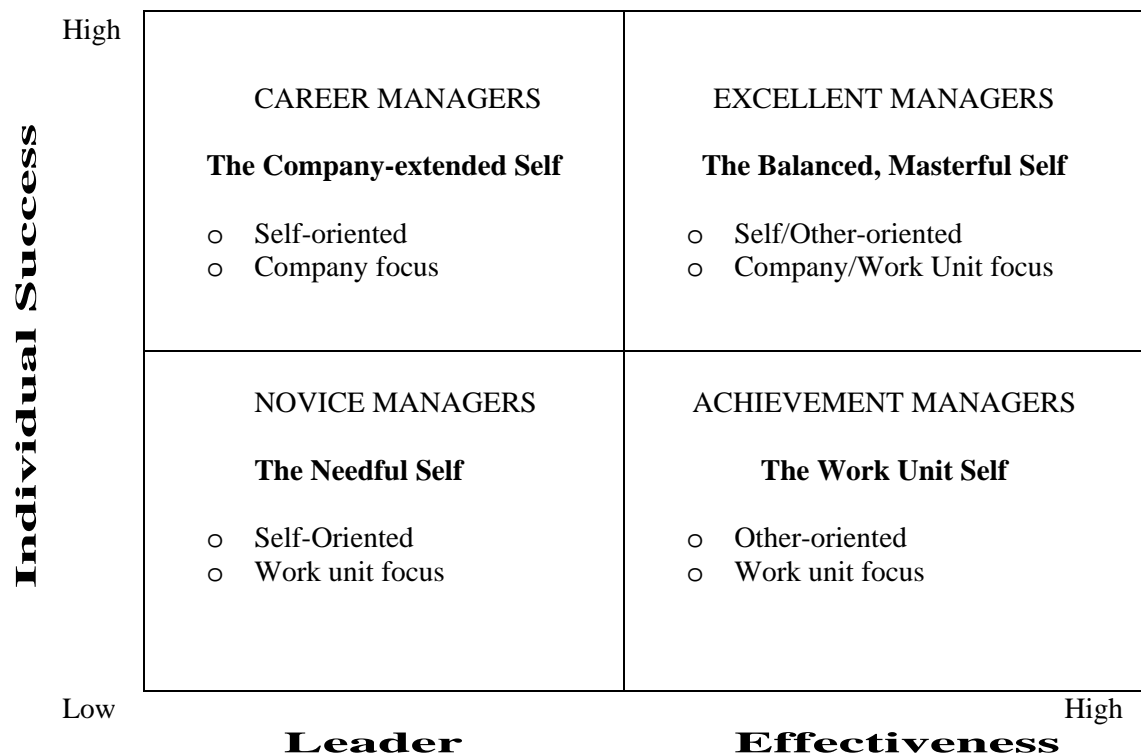
Interpreting the Quad: Findings

Differential, Interpreted Life Patterns. Figure II depicts the MQ in light of case interpretations advanced in this section and methodologically exemplified in the preceding section. This summarises

Differential, Interpreted Life Patterns (DILPs). Each pattern was built from data values unique to its quad

sector. *The DILPs theoretically connect qualitative case descriptions and outcomes.*

The DILPs are conceptualised according to whether managers are typically self-oriented to their

personal circumstances, other-oriented to the circumstances of people around them, or both; typically

concerned with their work unit or with the overall company, or both; and the cross-relationships of these

with the outcomes of individual success and leader effectiveness. So, two interrelated sub-dimensions are

identified from interpreting interview responses, that of self/other orientation and that of work unit versus

company focus. These two dimensions were induced from case descriptions using the tactics of meaning

generation outlined in the following section.

FIGURE II The Manager Quad: An effectiveness and success model of managers as leaders, displaying Differential, Interpreted Life Patterns

	High	
CAREER MANAGERS		**EXCELLENT MANAGERS**
The Company-extended Self		**The Balanced, Masterful Self**
o Self-oriented o Company focus		o Self/Other-oriented o Company/Work Unit focus
NOVICE MANAGERS		**ACHIEVEMENT MANAGERS**
The Needful Self		**The Work Unit Self**
o Self-Oriented o Work unit focus		o Other-oriented o Work unit focus

Individual Success (High / Low)

Low — High

Leader   Effectiveness

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Four types of business identity or workplace self are constructed from these two sub-dimensions. These two dimensions thus represent important conceptual additions to the Manager Quad, extending it theoretically, beyond the quantitative construction related to outcomes, to achieve analytic generalisation (Yin 1994; Miles & Huberman 1994).

The DILPs are seen as combinations of these types of self with unique outcomes. That is, the DILPs summarily state the typical association of business outcomes with business identities comprising self/other orientation and focal level, where those identities arise through social learning processes over lifetime differential associations. Given that identity formation occurs over long periods, any evidence is necessarily indirect, and this is true of the study reported here, which relies upon the recollections and self-reports of managers. Nonetheless, clear patterns may be inferred from those responses (Mason 1994).

Achievement managers and the work unit self. Respondents who were categorized as achievement managers typically recalled childhood support networks and groups as role models, which heralded differential associations valuing the small collective, and an excess of definitions along these lines persisted into their adult years. Small group attachments provided succour in both early material hardship and later career crises, being thus rehearsed and reinforced over time. This was compatible with their expressed people-oriented motivations. They were inclined to a pessimistic view of people, which was interpreted as a distrust of freely willed individuals in favour of the group as a mutual support structure, both socially and materially. They reported a sound knowledge of company and industry, which fitted a need to help master material circumstance and contribute to the welfare of the intimate group. Their small group orientation was further evidenced in business values focused upon people, empowerment, work relationships, and leading by example; as well as a preference for talking as a communication style and a fairly sociable self-image. Their variable energy and sleeping habits, which can be understood as related to childhood hardships and career crises, suggested a continuing sympathy if not identification with others and their needs, especially within a close-knit work setting. Their learning theory view of managers and leaders, with an implicit leadership theory stressing leader skills, fitted into the overall pattern. The

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characteristics of achievement managers were interpreted to emphasise an other-orientation to the small, closely-knit group in the workplace. The work unit became crucial to their business identity.

Career managers and the company-extended self. Respondents classified as career managers generally remembered stream-like, innocuous childhoods and indistinct role models, suggesting differential associations that never fastened onto either individuals or groups for supportive identification. Their values and perceptions were informed by a reportedly stable, carefree, materially secure existence. This left them to float easily and independently along the river of life, thus fostering disassociation from specific events and people. This dissociative pattern became dominant as an excess of definitions favouring it accumulated in later life. For instance, they were similarly detached from career crises, arguably reflected from their feelings of security and needing nobody, which reinforced a tendency towards distancing themselves from others. This translated into a reportedly strong self-identification with the company, an entity created and sustained by people at a level that relied upon neither the individual nor the small group, which thus stressed career motivation. They also reported beliefs of meaningful social life and bounded free will, and this apparent paradox could be explained similarly. Meaningfulness was best construed at an abstract level of existence, that of broad structures and organisational symbols, not that of intimate groups much less fallible individuals. Hence, their bias toward knowing company better than industry made sense, as did their business values emphasising company interests of production, planning, and legal fairness, and use of the team as a tool in its service. Their comparatively favourable stance on promotion being usually an earned status also fitted this construction. A self-reinforcing dialectic became further established as definitions favouring material success and abstracted relationships continued accumulating over time.

Again, this interpretation accorded with their learning theory view of managers, and their implicit leadership theory that stressed the born, intrinsically different leader who needed at most to improve through learning, with leadership being essentially comprised of personal qualities and experience. It was easy to see the confidence bred by their childhood material comfort shoring-up their leadership, and

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becoming installed in their personalities as a seemingly inevitable product of their inheritance. Lastly, their personal concept dovetailed into this understanding, with their preferred communication style of the impersonal written word divorced from individuals and group intimacies, a self-image of workplace doers compatible with company identification, and the highest energy levels as a legacy of a worry-free life.

Briefly, the characteristics of career managers involved an excess of definitions encouraging comparatively carefree materialism with dissociation from interpersonal dynamics and consequent inner-orientation. The abstract company readily became an extension of their workplace self.

Novice managers and the needful self. Respondents classified as novice managers recollected early formative events stressing differential associations of a relatively extreme kind, concerning material poverty and absence of emotional support within strong familial identifications. They reported direct and negative impacts by later, uncontrolled career crises, with a lack of encouragement from senior managers. Thus, childhood needs remained unresolved and reinforced in adult business life. Likewise, the depth of their personal needs promoted immersion in primary workgroup life seeking support and succour. Their fairly unsophisticated worldviews could be understood as retarded development due to continuing, deeply entrenched personal problems. The mutually reinforcing deficit of senior manager support and a reported poor company knowledge base were also explicable along these lines. Their reported excellent industry knowledge might well result from scanning for options in the face of poor company prospects.

Similarly, they reported ambivalence concerning promotion, learning theory views of managers and leaders, and belief in leader skills, all of which fit the construction formulated here. It was capped off with their personal concept of being talkers and nurturers, where this reflected their needs and not those of others. Their lives were characterised by an excess of definitions favouring a strong self-orientation due to deep personal needs for acceptance and support by family and other intimates, including the small workplace group. Hence, they became distinguished as needfully wedded to the work unit.

Excellent managers and the balanced, masterful self. Respondents categorized as excellent managers typically reported that their early and later differential associations were mainly integrative

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experiences. They recalled positive childhood experiential streams related to a work ethic, self-sufficiency, and either a business person role model or none. Mastery was evinced in their formative years where support deficits were reportedly met with constructive responses. They recounted career crises that were moulded quickly into opportunities and benefits, instilling career motives, and their optimism concerning people stressed survival in the face of meaningless events. Hence, they routinely defined favourable situations for themselves and significant others. Balance was evident in professed very sound knowledge of both company and industry, and in business values focussed on tying together company and employee interests. Their other-orientation was illustrated in reported empowerment efforts and rejection of active self-selling to gain promotion as redundant in view of team performance.

Their trait view of managers and leaders, with leaders being emphasised as born radically different, also fitted the interpretation advanced here. Hence, their masterful reactions to childhood and career obstacles translated into seemingly inevitable leadership destinies. Their preferred communication style of showing complemented by writing, again suggested balancing close encounters with reaching broader audiences, bridging personal and abstract levels. Their sociable, leisure activity self-images were compatible with balancing and mastering life pursuits within an other-oriented frame.

Altogether, characteristics combined into a pattern reflecting how they unconsciously but consistently urged themselves and others toward mutually rewarding, collective endeavours. Their life-long learning experiences saw an excess of definitions almost diametrically opposite to those of novice managers. They became balanced, masterful, and other-oriented in business identity at work unit and company levels.

Inferences for management education. A range of inferences can be drawn from the above results concerning leader education and development for managers. Only a few of these are mentioned due to space limitations. For instance, managers categorised as excellent appear the exemplars of choice for leadership. Nonetheless, they may not be the best placed to assist career path development, given their nonchalance in this regard. Career managers may be the mentor choice for helping achievement managers

learn how to kick-start careers, but they are probably a poor choice for novice managers who are likely to face the most difficult challenges and especially ones not readily appreciated by career managers. Achievement managers are much more suited to assist the novice, whether just embarking upon a management career or stalled by problems. Novice managers of the latter sort could be usefully employed to help career managers to better understand the difficulties confronted by employees who come from strongly disadvantaged backgrounds. That matching, of course, would need to be handled delicately.

Conclusion

The forgoing tactics of meaning generation are exemplified to show how the qualitative data of interview responses were examined and collated into sensible conceptual categories. The resulting processes of pattern matching and interpretive analysis demonstrated systematic distinctions in characteristics among managers. These thematic empirical distinctions confirm and extend the Manager Quad based on outcomes. The characteristics and outcomes combinations are named Differential, Interpreted Life Patterns (DILPs). It is argued that managers' life patterns may be examined and utilized for purposes of leader education and development.

Advancement of the Manager Quad supports the position that managers may or may not be leaders, as they vary systematically in the nature and degree of characteristics related to leadership, which are differentially learned over a lifetime of symbolic interactions within small groups; rather than the position that managers and leaders are intrinsically different and therefore an individual must be one or the other not both, and, moreover, an individual cannot learn leadership but must have it from birth.

This study shows one way of using explicit interpretive methods to throw light on the managerial significance of life patterns. The evidence presented suggests the worth of conducting further research of this kind.

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Appendix

Interview Schedule

1. Formative Experience(s): Can you recall anything particular when you were growing-up that helped shape your life? How influential was this?

2. Role Model(s): Has anyone ever had a special influence on you?
> **Prompts:** On how you think? Your values? Your strongest interests in life? Your choice of occupation?
> **Prompts:** Who, when, where, how, why, what?

3. Childhood: More generally, can you tell me about your childhood?
> **Prompts:** Did you feel supported or were you left to fend for yourself? Was there normally someone around for company or were you lonely? Were you brought up strictly or freely?
> **Prompts:** Were you given challenges? Were you encouraged to be independent? Were you taught to be cautious? Was a love of learning emphasised?
> **Prompts:** Whom did you feel most close to? Father, mother, sibling(s), other?

4. Critical Career Incident(s): Have you ever had a critical incident in your working life?
> **Prompts:** What happened? How did you react? What were the consequences? What did you learn from this?

5. Motivation to be a Manager: Why did you become a manager/supervisor?
> **Prompts:** was it a matter of career, money, achievement, recognition, accident, vocation, power, tasks and job, people and relationships?
> **Prompts:** Were you encouraged or expected by family, friend, boss, peers?
> **Prompts:** Does your job involve mainly working with people, or with things, products, ideas, systems?
> **Prompts:** What do you like most about your job? Is it risky or secure?

6. Organised Human Effort: What is the role of the individual compared to the group in human enterprise?

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Prompts: Does one matter more than the other? Are they complementary?

7. Society and people: What is your view of society and people?

> **Prompts:** Is the social world different from the natural world? Is it more complex? Is it symbolically meaningful, or is it a series of events?

> **Prompts:** Do we have free will? Does someone or something else determine our conduct? Divine intervention? Blind chance? External stimuli in the operant conditioning sense? Nature? Nurture?

> **Prompts:** Do we each live in our own private world? Or do people *collectively* define situations?

8. Industry/Company Knowledge: How would you describe your knowledge of your company and industry?

9. Business Values, Orientation: Do you have a particular philosophy of management?

> **Prompts:** A definite approach to doing business?

> **Prompts:** A set of guiding principles and values?

10. Effectiveness v. Success: Do you believe some managers get the job done, while others are good at getting promoted?

> **Prompts:** Is there a difference between being effective and being successful? Can one be both effective and successful?

11. Training and development: Can people learn to become managers and leaders? How?

12. Implicit Theory of Leadership: Do you have any ideas about leaders and leadership?

> **Prompts:** Is there a difference between a manager and a leader?

> **Prompts:** Do leaders make all the decisions?

> **Prompts:** Are leaders born or made? Is leadership a matter of skill? Personality? Inner qualities? Accident? Are there certain types of people who can lead (and others followers)? Some in some situations, others in other situations?

> **Prompts:** Is leadership a matter of how people interact with each other and make agreements about who will lead, when, why?

13. Personal Networking: Do you try to influence others to enhance your own career?

    Prompts: How well do you do this? Is this wrong?

 14. Strategic Influence: Do you actively seek to win resources and recognition for your work unit?

    Prompts: How well do you do this?

15. Transactional/Transformational Leadership: How do you see your job as a leader?

    Prompts: Is it mainly to meet current company goals?

    Prompts: Or is it mainly to look toward the future, to constantly innovate and be ahead of competitors in every way?

    Prompts: Or is it essentially both? How well do you do this?

16. Communication Style: How would you describe your style of communication?

    Prompts: Do you like public speaking? Do you prefer writing, talking, or showing people to get your message across?

17. Self-Image: How would you describe yourself?

    Prompts: Task-focussed or people-focussed or both? Doer or thinker? Extroverted or introverted?

    Prompts: What are the main things you *really* like pursuing or doing? Your hobbies, interests, and passions?

18. Energy Levels and Health: How would you describe your energy levels?

    Prompts: How many hours on average do you sleep each night?

    Prompts: How often do you fall ill? Do you have any serious health problems?

19. Do you want to add anything?