

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

**Contrasting Dynamics: The Correlation Between Leadership
Enhancement and Drama Detriment in Organizational Performance**



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in

BUSINESS ADMINISTRATION

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Abstract

This thesis investigates the relationships between leadership, drama, and performance within organizational settings, aiming to expose how varying levels of leadership and drama influence both high and low performers. The research employs a systematic approach, beginning with the selection of participants identified as high and low performers based on pre-existing performance metrics within their organizations.

A tailored 360-degree survey is developed to measure specific aspects of leadership quality and the presence of workplace drama. This survey is administered to both groups to establish a baseline of leadership effectiveness and drama involvement. The core hypothesis posits that higher levels of demonstrated leadership correlate with high performance, while higher levels of drama correlate with lower performance.

Following the initial survey, participants are exposed to the "Leadership is a Choice®" self-study guide. This intervention includes a structured 90-day program of unique daily practices designed to enhance leadership skills and reduce interpersonal conflicts or drama. Both high and low performers engage in this regimen to test its efficacy across different performance tiers.

The study's second phase involves re-assessing all participants using the same 360-degree survey tool post-intervention. This approach aims to measure any changes in leadership and drama levels and correlate these changes with shifts in performance. The outcome of this research will

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provide insights into whether focused leadership training can effectively enhance performance and reduce detrimental drama within organizational contexts.

This study explores the direct impacts of leadership and drama on performance and tests the potential of a self-guided leadership development program to effect significant change in these areas. The findings are expected to contribute valuable perspectives to the fields of leadership development and organizational behavior, offering evidence-based strategies for improving workplace dynamics and performance.

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Declaration

I, Charlie Sheppard, hereby declare that this thesis, titled Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance is entirely my own work and that where any material could otherwise be construed as the work of others, it has been fully cited and referenced accordingly.

This thesis is based on my original research and has not been previously submitted for any degree or examination in any other University. I have acknowledged all main sources of help and information used in this thesis.

Where I have consulted the published work of others, this is always clearly attributed; where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work.

I have also acknowledged all individuals and organizations that have contributed to my research, including those who have provided professional guidance and academic insight into the subject matter.

Date: June 1, 2024

Signature: [_____]

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Outline of the Thesis

1. Introduction: Provides background, states the research problem, and outlines the thesis.
2. List of Figures and Tables
3. List of Abbreviations
4. Literature Review: Discusses existing research on leadership development, 360 reviews, daily practice training reinforcement, the use of the Karpman Drama Triangle in therapy and its adaptation to leadership training, and the effectiveness of various training formats.
5. Methodology: This section details the study's design and implementation, including participant selection, the development and application of the 360-degree review, and the deployment of the self-study guide and book.
6. Results: Presents the findings from the pre- and post-intervention surveys, analyzing changes in leadership effectiveness and drama involvement.
7. Discussion: Interprets the results in the context of existing literature, discussing implications for leadership theory and practice.
8. Conclusion and Recommendations: Summarizes the research findings and suggests practical applications and areas for future research.
9. Appendices and References: Includes supplementary material and cited works.

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Chapter 1: Introduction

The journey towards effective leadership development has long sought to marry the theoretical insights of academia with the practical challenges of the corporate world. This thesis explores the extension of the Karpman Drama Triangle, a model originally used in family therapy, to corporate settings to address leadership and performance. My academic and professional journey, which includes pivotal experiences such as delivering a transformative two-week leadership retreat for Rockhurst University's MBA program in 1990, has led me to refine and adapt psychological models for organizational use.

Despite the retreat's success, I was troubled by an observation: the leaders who needed the program most were the least engaged, while those who needed it least experienced the most insights and transformation. This disparity sparked my journey to explore not only the essence of leadership but also the barriers preventing individuals from becoming leaders. My pursuit led me to research behavioral patterns that represent the antithesis of leadership, which I refer to as "Drama." The premise of my research is that understanding what hinders your full leadership potential is crucial. With this knowledge, you can make informed choices to overcome these obstacles.

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Statement of the Problem

While my "Leadership is a Choice®" seminar has been effective globally, reaching tens of thousands of leaders and proving its merit in leadership development, its traditional seminar format may not sufficiently engage all leaders, particularly those who might benefit most.

The objective of this study is to test the seminar's core principles through alternative formats: a 360-degree review process, an automated self-development plan, and engagement with the concepts presented in my published seminar book, "Leadership is a Choice®". This approach aims to validate whether these alternative educational tools can effectively impact leadership behavior and performance, especially among those traditionally less receptive to conventional training methods.

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Overview

I am conducting a study to validate aspects of leadership and its relationship to performance. Our Leadership is a Choice® seminar has proven efficacy in helping teams perform at a higher level. This seminar has been delivered to tens of thousands of leaders all over the world during the last twenty years, and it is a proven model for leadership development. It is particularly effective with individual contributor leaders who are either in selling roles and or developing new business for their respective organizations.

While I know this model works in a seminar delivery format with predictable results, I want to test the efficacy of this information and model on leaders who are only exposed to the information through a 360-degree review process, our automated self-development plan, and exposure to the concepts contained in the book.

Step One: Establish the high and low performers, $n = 25$ in each category if possible.

Leaders were sourced from leading pharmaceutical companies, financial services firms, technology firms, and academic institutions. To identify the high and low performance of individuals within each organization, managers nominated individuals in the top and bottom ten percent of performance. We sourced both people managers and individual contributors leading cross-functional teams where a clear metric of performance could be established. For example, higher effective selling district sales managers performance over time, lower selling performance district managers, or higher management

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performance ratings over time and lower management performance ratings over time. We used similar criteria for identifying high and low performers used in our job analysis work and the combination of hard metrics and manager evaluations is a proven method to rank performance. Both groups were not aware of their rankings and this was never disclosed to the participants.

We would also ask that the organizations identify for the participants the individuals who could provide the multi-rater feedback to the population. A minimum of $N = 8$ for each individual being rated, including their manager.

Step Two: Deploy the 42-item Multi-Rater Survey

This survey rates the levels of Drama and Leadership that a person demonstrates. Our hypothesis is that higher levels of Leadership and lower levels of Drama will be correlated with higher levels of performance. And higher levels of Drama and lower levels of Leadership will be correlated with lower levels of performance.

Step Three: We provided the 360 development report on lowering Drama and raising Leadership and the application of the selected behaviors and concepts to the Ratees. We expect them to read the report, which will guide them to sections of the app with writings from the Leadership is a Choice Self Study Guide where they can engage in their own self-development.

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Step Four: We provided the app and push notification daily practices to the participants for 90 days. This exposure to the concepts and distinctions is designed to create precision instruments for thought. Each one draws a clearer boundary in the participants' awareness, turning vague impressions into sharp insights they can act on. Neuroscience shows that naming shapes what the brain can perceive and use. Psychologist Lisa Feldman Barrett's research confirms that a richer and more precise vocabulary enhances emotional regulation and decision making by engaging higher order processing. The more distinctions you can see and name, the more intentional your choices become. We factored that exposing each person to a reminder of the concepts with a daily practice of the information provided in the 360 would positively affect the participants' behavior.

Step Five: 90 Days later, deploy the 42-item Multi-Rater Survey again to the same population to measure any changes.

Step Six: Capture the data and evaluate the changes in perception from the exercise and discover if the ratings shifted from either group. My expectation is that exposure to the app, the daily practice push notifications, the self-study guide and the development report will improve the Ratees, both high and low performers, in their ability to generate more observable Leadership behaviors and demonstrate lower levels of observable Drama behaviors.

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Objectives

1. To correlate the patterns of leadership and drama to performance.
2. To identify and mitigate the 'drama' factors that hinder effective leadership, using innovative educational tools and methodologies.
3. To evaluate the impact of the "Leadership is a Choice®" principles when delivered through non-traditional formats on leadership effectiveness and organizational performance.

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Chapter 3: Abbreviations

- Vv = (Visionary)
- C = (Coach)
- K = (Catalyst)
- V = (Victim)
- R = (Rescuer)
- A = (Adversary)

Chapter 4: Literature Review by Topic

I approached the literature review using a thematic approach because of the various concepts and supporting documentation used in this document.

Drama

Drama can have detrimental effects on organizations, causing disruptions, conflicts, and negative outcomes for both employees and the overall functioning of the workplace (Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780.

<https://doi.org/10.1037/0021-9010.87.4.765>). Drama can create a toxic work environment, leading to increased stress levels and deteriorating psychological and physical well-being of employees (Koropets et al., 2020). Furthermore, drama can result in decreased productivity due to distractions and a lack of focus on important tasks. This can ultimately impact organizational goals and hinder business development and competition. Additionally, drama can lead to unresolved conflict, resulting in dissatisfaction, unhappiness, and even aggression or violence. Furthermore, drama can erode trust and collaboration among team members, hindering effective communication and cooperation (Dramani & Marfo, 2010).

Overall, the presence of drama in organizations can have severe negative impacts on employee engagement, work stress, decision-making abilities, performance, and overall organizational

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success (Koropets et al., 2020). Using these sources, I can see that a toxic work environment created by drama in organizations can seriously impact employees' well-being, productivity, and overall organizational success. Therefore, it is crucial for organizations to address and mitigate drama in order to create a healthy and positive work environment.

Karpman Drama Triangle

The Karpman Drama Triangle is a social framework that illustrates the dysfunctional dynamics and roles that people can play in interpersonal conflicts. This model highlights three primary roles: the persecutor, the victim, and the rescuer. These roles tend to perpetuate a cycle of drama and dysfunction, with each person shifting between roles depending on the situation (Isachsen, 2020). These roles tend to perpetuate a cycle of drama and dysfunction, with each person shifting between roles depending on the situation. Understanding and recognizing the dynamics of the Karpman Drama Triangle can be useful in promoting healthier communication and resolving conflicts. Using a metalinguistic approach, the Karpman Drama Triangle explores the roles and uses of the persecutor, victim, and rescuer in (Surhone & Tennoe, 2010) interpersonal conflicts.

By examining the relative emphasis given to each role, one can gain insight into the motives behind individuals' behaviors. The drama triangle can have damaging effects on relationships and family dynamics. When individuals assume the role of the persecutor, they exhibit controlling and critical behavior, often leading to emotional harm and creating a negative atmosphere within the relationship or family. Victims in the drama triangle may feel

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disempowered and develop a sense of dependency, perpetuating a cycle of helplessness and resentment. On the other hand, rescuers may inadvertently enable dysfunctional behavior by constantly intervening and not allowing others to take responsibility for their actions.

The Karpman Drama Triangle is a psychological and social model of human interaction introduced by Stephen Karpman in 1968. It describes three habitual role-plays that people often engage in during stressful, emotional, or high-conflict situations: the Victim, the Persecutor, and the Rescuer. This model is used widely in psychotherapy, counseling, and coaching to help individuals understand and alter their interaction patterns.

Victim: This role is characterized by an attitude of helplessness and passivity, blaming external circumstances or other people for personal misfortunes and one's own dissatisfaction. The Victim feels powerless and lacks responsibility for their choices.

Persecutor: The Persecutor adopts a position of blame and authority, often using criticism, blame, or authority to dominate others. This role is associated with anger, superiority, and control, and it perpetuates the Victim's sense of oppression.

Rescuer: The Rescuer responds to the Victim's plight by attempting to save them, thereby affirming the Victim's helpless stance. While the Rescuer appears caring, this role often involves unhelpful problem-solving on behalf of the Victim, preventing them from becoming empowered or learning to manage independently.

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One of the key insights offered by the Drama Triangle is its depiction of the shifting roles participants may adopt during interactions. Individuals can start in one role and switch to another as the dynamics of the interaction unfold. This flexibility in role adoption can lead to persistent and cyclically negative patterns of interaction within relationships, both personal and professional.

Lac and Donaldson (2022) developed and validated the Drama Triangle Scale, a significant tool aimed at quantifying an individual's tendencies toward adopting roles within the Drama Triangle—Victim, Rescuer, or Persecutor. Their research not only adds a quantitative measure to assess these roles but also explores the implications of these roles in interpersonal violence. By employing robust psychometric techniques, they confirmed the reliability and validity of the scale, which promises to be a useful tool in both clinical settings and research to better understand the dynamics of interpersonal conflicts and their resolution.

In their 2016 article, Samborska-Sablik and Sablik examine the dynamics of the patient-doctor relationship through the Karpman Drama Triangle. Published in Polish in the "Pol Merkur Lekarski," this study shifts the application of the Drama Triangle from general interpersonal interactions to the specific context of medical practice. The authors argue that recognizing these dynamic roles can potentially improve the therapeutic relationship by addressing and mitigating negative behavioral patterns, thus enhancing communication and overall patient care.

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Hasty (2001) explores a modification of the classic Drama Triangle to improve pastoral care effectiveness. This adaptation seeks to assist pastoral caregivers in understanding and navigating the complex emotional and relational dynamics they often encounter. Hasty's adaptation suggests practical ways to step out of these conflictual roles and engage more healthily and supportively with those seeking spiritual guidance. The application of this modified triangle in pastoral settings highlights the flexibility of Karpman's model and its relevance across different forms of interpersonal support.

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Synthesis

The reviewed articles collectively illustrate the broad applicability of the Drama Triangle across different fields, such as psychology, healthcare, and pastoral care. Each adaptation or validation of the model deepens the understanding of how individuals assume roles that either perpetuate conflict or facilitate resolution. The development of the Drama Triangle Scale is particularly noteworthy, providing a structured method to measure these dynamics and potentially predict outcomes in interpersonal and clinical interactions.

These studies underline the importance of awareness of these roles not only in understanding personal behavior and relationships but also in professional settings where such dynamics can significantly impact interaction outcomes. Future research could explore further applications in other fields, potentially providing more tools for conflict resolution and enhancing interpersonal relations.

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Leadership

Strong leadership plays a crucial role in shaping and maintaining a healthy organizational culture (Jassawalla & Sashittal, 2002). Not only does it set the tone for how employees behave and interact with each other, but it also fosters a sense of trust, transparency, and accountability within the organization. This, in turn, leads to improved communication, collaboration, and employee engagement. Additionally, strong leadership ensures that the organization's values and mission are aligned with the culture, providing a sense of purpose and direction for employees (Yusuf & Kurniady, 2020). Furthermore, strong leadership helps to create a positive work environment where employees feel valued, supported, and motivated to perform at their best.

Building and sustaining an entrepreneurial culture is what further differentiates and sustains successful organizations. The leadership must recognize and reward the performance of the extended team, which also includes advisors, board members, and partners (Jassawalla & Sashittal, 2002). Building and sustaining an entrepreneurial culture is what further differentiates and sustains successful organizations. Moreover, strong leadership is crucial in fostering organizational innovation and creativity. It encourages employees to think outside the box, take risks, and come up with new ideas. This leads to continuous improvement and growth and helps the organization stay competitive in a rapidly changing business landscape.

Overall, strong leadership profoundly impacts organizational culture by creating a positive work environment, fostering trust and transparency, aligning values and mission, promoting

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communication and collaboration, motivating employees, and driving innovation and creativity. It is important to gather more data sources to further support the relationship between strong leadership and organizational culture. Research studies, industry reports, and case studies from successful organizations can provide valuable insights into the impact of strong leadership on organizational culture. Additionally, surveys and interviews with employees and leaders in different organizations can offer firsthand experiences and perspectives on the subject. By incorporating a variety of data sources (Steers & Shim, 2013), I developed a comprehensive understanding of the benefits of strong leadership on organizational culture and its implications for overall organizational success.

Leadership research has focused on the role of visionary leadership in driving organizational innovation and effectiveness. Visionary leaders are characterized by their ability to inspire, commitment to innovation, and capacity for effective coaching and accountability. This review synthesizes findings from key scholarly works to understand how visionary leadership influences organizational dynamics and outcomes.

Amabile et al. (2004) highlight the critical role of leader behaviors in fostering an environment conducive to creativity. They identify perceived leader support as a fundamental element that encourages creative work environments. Similarly, Bass and Avolio (1994, 1997) discuss transformational leadership, emphasizing its impact on improving organizational effectiveness through its inspirational motivation and intellectual stimulation.

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House and Shamir (1993) contribute to integrating transformational, charismatic, and visionary leadership theories, proposing that such leaders propel followers toward high performance and innovation by articulating a compelling vision of the future. This is supported by Jung (2001), who notes that transformational and transactional leadership significantly affect creativity in groups, suggesting that visionary leadership can enhance group innovation.

Burns and West (2003) explore how individual traits and group interaction processes under visionary leadership can predict work-team innovation. This aligns with research by Dess and Picken (2000), who argue that leadership roles are evolving, requiring leaders to adapt and envision new strategies for 21st-century challenges. Thus, they underscore the importance of visionary traits in contemporary leadership paradigms.

Ryan and Tipu (2013) offer a two-factor model of leadership, linking leadership styles directly to an organization's propensity for innovation. Their findings suggest that visionary leaders significantly enhance innovation by fostering a culture of accountability and empowerment.

Greenleaf's concept of servant leadership (1996, 1977) introduces the importance of leaders serving as coaches to their followers, promoting a leadership approach that balances guidance with accountability. This servant-leader paradigm is particularly relevant in understanding how visionary leaders act as catalysts for change, focusing not only on achieving organizational goals but also on developing individual followers.

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Ekvall and Arvonen (1991) introduce change-centered leadership, emphasizing that effective leaders must manage change by being proactive and adaptable—qualities essential for coaching and developing accountability within teams.

In my book, "Save Your Drama for Your Mama" (1993), I delved into the dynamics of workplace drama and how it clashes with effective leadership. I define workplace drama as any unnecessary conflict, misunderstanding, or negativity that gets in the way of what the organization is trying to achieve. This drama can take many forms, from gossip and resistance to change to personal clashes and uncontrolled emotions.

The core message of the book is the stark contrast between drama and strong leadership. I argue that drama often pops up when there are gaps in leadership – areas where vision, communication, or execution are lacking. Effective leadership, on the other hand, is all about clear communication, empathy, and a sharp focus on the organization's goals. These qualities help minimize drama significantly.

I also equip leaders with practical tools and techniques to prevent drama. These strategies focus on improving communication, building strong teams, and creating a culture of transparency and accountability. In my earlier work, "Leadership is a Choice Self-Study Guide" (1987), I emphasized that effective leaders anticipate and address potential problems before they even start. This proactive approach prevents situations that typically spark drama and fosters a positive organizational culture built on open communication, mutual respect, and shared goals.

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Synthesis

The research reviewed underscores the critical role of leadership in influencing organizational innovation and effectiveness. Visionary leaders inspire and motivate their teams, foster creative and innovative environments, and emphasize coaching and accountability. By integrating transformational, charismatic, and visionary leadership styles, organizations can cultivate environments that not only encourage innovation but also ensure that such innovations align with strategic goals. Breaking free from the Drama Triangle involves recognizing these patterns, understanding the roles, and adopting healthier, more autonomous ways of interacting.

Alternatives such as the Sheppard Leadership Triangle, as I proposed, suggest shifting to roles of Visionary (instead of Victim), Catalyst (instead of Persecutor/adversary), and Coach (instead of Rescuer) to foster positive, constructive interactions.

Understanding and applying the principles of the Karpman Drama Triangle and its alternatives, like the Sheppard Leadership Triangle, can significantly impact personal growth and improve interpersonal dynamics in various settings. In conclusion, seeing how drama contrasts with effective leadership and serves as both a critique of common leadership failures and a guide to cultivating a healthier, more productive work environment. Future research could further explore the application of Sheppard's strategies in showing how this model could change behaviors just by exposure to the model without formal training.

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Proximity

In the context of exploring how drama or leadership affects performance, consider this revised explanation based on the research around spillover effects, which further explains Drama. Dylan Minor and Michael Housman's research on proximity shows the immediate impact of being around high performers and low performers. Proximity, or the closeness in physical or social distance between individuals, has long been a topic of interest in various fields such as sociology, psychology, and communication (Popović, 2005). Many studies have shown that proximity plays a crucial role in shaping human behavior and relationships (Spitzberg, 2019). Dylan Minor and Michael Housman have also conducted research on the spillover effect of proximity in the workplace. Their work delves into how the physical distance between coworkers can impact productivity and collaboration. This has implications for team dynamics and organizational structure, as it suggests that physical proximity can have tangible effects on individual and team performance.

Further exploration of their findings can provide valuable insights for businesses and organizations looking to optimize their workspaces for enhanced productivity and teamwork. Dylan Minor and Michael Housman's research on the spillover effect of proximity in the workplace offers a deep and nuanced understanding of the impact of physical distance on productivity and collaboration. Their findings reveal that the proximity of coworkers can

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significantly influence individual and team performance, shedding light on the complex dynamics at play within organizational structures.

By delving into the intricate ways in which physical distance shapes work dynamics, Minor and Housman's work highlights the importance of spatial design and layout in optimizing workspaces for enhanced productivity and teamwork. Furthermore, their research underscores the need for organizations to consider their employees' spatial arrangements, as they can have tangible effects on overall performance and success.

The implications of their findings extend beyond the immediate workplace environment, offering valuable insights for businesses and organizations seeking to foster a more collaborative and efficient work culture. As such, their research serves as a vital resource for decision-makers looking to leverage spatial proximity as a strategic tool for driving organizational effectiveness and success. The findings of Dylan Minor and Michael Housman suggest that physical proximity can have a significant impact on productivity and collaboration in the workplace (Miranda & Claudel, 2021)

In the corporate landscape, proximity to high achievers compared to those exhibiting toxic behaviors reveals significant implications for job performance. The phenomenon of the "spillover effect" offers a nuanced understanding of how the influence of coworkers can drastically shift performance metrics within an organization.

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Research indicates that individuals within close proximity to high achievers at work often experience enhanced job performance, known as positive spillover. A notable study conducted within a major technological company showed that employees located within a 25-foot radius of high-performing employees improved their performance by 15%, translating to nearly \$1 million in additional annual earnings. This kind of influence can be paralleled to leadership effects, where leadership qualities and the resulting behaviors from those qualities lead to improved performance and productivity among teams.

Conversely, the presence of coworkers exhibiting negative behaviors, or "drama," in the workplace leads to significant performance decrements. This negative spillover is often more impactful, resulting in a double loss in earnings compared to gains from positive influences. The rapid spread and equally rapid mitigation upon removal of such toxic individuals underline the volatile nature of negative influences within close quarters.

My study expands on findings by Dylan Minor and Michael Housman, who analyzed data across various sectors. They identified that proximity to toxic workers not only degrades the immediate work environment but also increases the likelihood of others adopting similar toxic behaviors. This discovery is crucial in understanding how leadership—or its absence—can shape group dynamics and individual performance.

The dual nature of spillover effects from both high performers (leadership) and toxic workers (drama) suggests that managing physical proximity in the workplace is not just about spatial

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efficiency but also about enhancing or protecting the organizational culture. Understanding the spillover effects becomes critical as companies explore open floor plans or dynamic seating arrangements.

To review the literature on the spillover effect, particularly focusing on the impact of low performers on others or "drama," we can extract insights from several studies listed in your references. These studies cover a range of topics, from peer effects, human capital, and workplace behavior to ethical spillovers. Here's a synthesis organized around key themes related to your interest:

Toxic Workers (Housman & Minor, 2015): This paper highlights the significant negative effects that toxic workers can have on an organization. They not only decrease overall morale but also increase costs through their detrimental impact on fellow employees.

Peer Effects in Work Environments (Ichino & Maggi, 2000): Discusses how regional differences in work ethic within a large firm can be attributed to differences in the work environment and peer influences, suggesting that low performers might negatively affect their colleagues' performance standards.

Social Incentives in the Workplace (Bandiera et al., 2010): Explores how their peers influence workers' performance, highlighting that low performers might demotivate high performers or create a negative benchmark that others might feel tempted to follow.

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Contagion or Restitution? (Gino, Gu, & Zhong, 2009): This study investigates how witnessing unethical behavior can either lead to similar behaviors or inspire better conduct among observers. The presence of low performers who engage in "drama" might foster similar behaviors in others unless corrective measures are taken.

Ethical Spillovers in Firms (Pierce & Snyder, 2008): This study provides evidence on how unethical practices can spill over into broader organizational behavior, implicating that low performers' negative behaviors could potentially spread within the workplace.

Learning by Doing and from Others (Foster & Rosenzweig, 1995): Suggests that workers not only learn from their own experiences but significantly from their peers, which includes learning from the mistakes and poor performance of others, potentially leading to improved practices or adaptation strategies.

Peer Learning for Teachers (Jackson & Bruegmann, 2009): While focused on education, the findings from this study can be extrapolated to other fields. They suggest that peer learning can be a powerful tool to mitigate the negative impacts of low performers by fostering a collaborative environment for sharing effective strategies and feedback.

Human Capital and Learning as a Source of Competitive Advantage (Hatch & Dyer, 2004): Emphasizes the role of strategic human resource management in leveraging the talents and

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mitigating the downsides of various employees, including managing the impact of low performers on the team.

Improving Labor Productivity (Koch & McGrath, 1996) Discusses HR policies that can enhance productivity and suggests methods to counteract the negative spillover effects of low performers through targeted interventions and supportive workplace practices.

Synthesis

The literature suggests that low performers can indeed have a significant spillover effect on their colleagues and the wider organizational environment, often manifesting as "drama" or negative behaviors. However, there are also opportunities for organizations to learn from these challenges and implement strategic responses that not only contain these negative effects but also transform potential issues into learning and development opportunities. Strategic human resource management and creating a culture of ethical behavior and mutual learning are critical in addressing and mitigating the impact of low performers.

Leaders can harness these insights to craft strategies that maximize positive influences and minimize negative ones. For instance, pairing employees to complement their strengths or mitigate their weaknesses can leverage the positive aspects of spillover, much like effective leadership does by mentoring and developing teams.

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This research underscores the powerful role of both leadership and drama in shaping workplace outcomes. It offers a compelling case for strategic spatial management as a means to foster a productive and harmonious work environment, reinforcing the need for leaders to be mindful of both the physical and interpersonal dynamics within their organizations. By understanding and applying the principles of positive and negative spillover effectively, leaders can enhance overall performance while mitigating the risks associated with toxic behaviors.

In summary, just as proximity to high achievers can catalyze better performance through leadership, the adverse effects of drama underscore the importance of strategic interventions to preserve workplace integrity and efficacy. It would also be interesting to explore a group of people in one camp of performance if they could shift out of the low performance by better understanding what it takes to be a leader.

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Enhancing Skill Development Through Routine Practice

Incorporating the concept of daily practice of a single behavior for enhancing learning, here is a revised version of the discussion on corporate training and learning development. Learning and development experts and corporate training professionals dedicate considerable resources to designing programs that improve employee skills and overall job performance. As the field of talent development increasingly moves online, significant advancements have been made, facilitating more efficient learning across a broad spectrum of subjects.

In exploring organizational routines as a practical approach to implementing new behaviors in daily practice, several studies have highlighted the complexity and potential of this concept within educational settings. Organizational routines, defined as repetitive, recognizable patterns of interdependent actions carried out by multiple actors (Feldman, M. S., & Pentland, B. T. (2003). Reconceptualizing organizational routines as a source of flexibility and change. *Administrative Science Quarterly*, 48(1), 94–118. <https://doi.org/10.2307/3556620>), play a pivotal role in shaping the ways educational initiatives are implemented and sustained. The literature underscores the importance of viewing these routines not merely as static procedures but as dynamic elements that evolve within the educational ecosystem (Spillane, 2012).

The Daily Practice idea was deeply influenced by Allan Parker's groundbreaking research on Selective Behavior Modelling. Leaders often attempt to implement organizational change through large meetings and team-building activities, assuming that announcing new principles is

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sufficient for cultural transformation. However, this approach often fails because it overlooks the need for the continuous reinforcement of specific behaviors. Allan Parker's Selective Behaviour Modelling (SBM) addresses this gap by embedding specific, observable behaviors into organizational culture, which are crucial for enduring change. Research like that by Lally et al. (2010) suggests that it takes about 66 days for a behavior to become automatic, although this can range from 18 to 254 days depending on various factors. SBM leverages this principle by requiring a commitment to specific behaviors over a 12-week period, ensuring they become habitual.

Traditional Behavioral Change Models (BCM) often focus on changing individual behaviors through various stages of awareness, intention, and action. This approach, as detailed by Ajzen (1991) in the Theory of Planned Behavior, emphasizes the importance of attitude, subjective norms, and perceived behavioral control in influencing behavior. However, SBM diverges from this model by focusing on group behaviors and utilizing peer feedback, which is supported by empirical research like that of Armitage and Conner (1999), who found that the Theory of Planned Behavior could be highly effective but varied significantly among individuals.

In contrast to broad organizational culture change theories, which may involve complex and multifaceted interventions, SBM simplifies the process by focusing on concrete behaviors that can be easily monitored and measured. This approach is in line with the findings of Anable, Lane, and Kelay (2006), who emphasize the importance of specific, actionable measures in

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achieving organizational learning and change, as discussed in "Organizational Learning II" by Addison Wesley. SBM's streamlined methodology facilitates easier implementation and evaluation of its effects on culture change.

Moreover, SBM's use of empirical measurement sets it apart in the field of behavioral science. It aligns with scientific methodologies by providing quantifiable, empirical data on behavior adoption within organizations, something highlighted by Bandura (1977) in his Social Cognitive Theory of Self-Regulation. The theory underscores the role of observational learning and feedback in behavior modification, which SBM capitalizes on by using web-based tools to track and reinforce desired behaviors across the organization.

SBM represents a pioneering approach by combining empirical measurements with a structured cycle of behavior implementation. This cycle not only embeds new behaviors but also ensures they become ingrained as habits, which is crucial for long-term cultural transformation. The empirical backbone of SBM, supported by the work of scholars like Bagozzi, Gürnao-Canlı, and Priester (2002), who explore the social cognitive theory in their study on self-regulation, reinforces the model's validity and effectiveness in changing organizational cultures through targeted behavioral interventions.

Educational initiatives, whether focused on professional development or curriculum innovation, often require changes to entrenched practices. Educators and administrators can more effectively integrate new behaviors into daily practice by conceptualizing these changes as alterations to

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existing routines. Routine-based approaches have been applied to data use in schools, where routine reconfiguration has facilitated more effective data-driven decision-making (Spillane, 2012).

However, embedding new routines within educational settings presents several challenges, including resistance from staff, the complexity of changing established behaviors, and the need for continuous support and reinforcement. To address these issues, researchers advocate for specific strategies such as targeted professional development, the creation of supportive administrative structures, and the ongoing evaluation of routine effectiveness (Hubers et al., 2017; Huguet et al., 2017).

Additionally, organizational routines have been examined for their role in facilitating organizational learning and adaptation. By analyzing the internal structure of these routines, researchers have gained insights into how educational institutions adapt to and learn from new initiatives (Peurach & Glazer, 2012). This focus on the internal dynamics of routines provides valuable insights into how educational practices can be continuously improved and adjusted in response to changing educational demands and objectives.

Synthesis

The application of organizational routines in educational settings offers a robust framework for understanding and implementing change. By focusing on the modification of existing routines

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and the establishment of new ones, educators can more effectively integrate innovative practices into their daily activities. This approach not only enhances the adaptability and learning capacity of educational institutions but also ensures that new initiatives are more likely to be successfully sustained over time. Future research should continue exploring the nuanced interactions between daily practices and educational outcomes, providing further guidance on implementing and sustaining change in educational environments.

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Microlearning and Combatting the Forgetting Curve

In the modern corporate landscape, businesses are increasingly adopting microlearning techniques. These methods transform extensive educational materials into concise, manageable formats, allowing employees to take charge of their own training. This shift is crucial in addressing the "forgetting curve," a concept first identified by the German psychologist Hermann Ebbinghaus in the late 19th century. Ebbinghaus's research highlighted a rapid decline in memory retention within the first 24 hours after learning, with up to 90% of information forgotten within 30 days. Given the substantial investment in corporate training—\$160 billion annually in the U.S. alone—it's concerning that a significant portion of this investment is lost due to rapid forgetting. This issue is particularly critical in areas like workplace safety training, where forgetting key information can have dire consequences.

Microlearning is an innovative approach to learning that focuses on delivering small, bite-sized units of information or activities (Gobet & Lane, 2012).

Training programs must focus on enhancing the retention and application of knowledge to counteract the forgetting curve (Murre & Dros, 2015). One effective approach is "content chunking," a strategy introduced by Harvard psychologist George A. Miller in 1965, which involves breaking down information into smaller, more digestible units. This technique aligns with the capacity of short-term memory, which Miller suggested could hold roughly five to nine bits of information at a time. (Miller, 1956)

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Microlearning has become a key strategy in Learning and Development (L&D), especially since the transition to online training. Its focus on delivering small, targeted learning units rather than extensive courses helps ensure that learners retain more information. By breaking content into smaller segments and appropriately spacing these segments, trainers can provide more memorable and comprehensive knowledge. (Gobet & Lane, 2012)

To further enhance learning retention over time, introducing a routine of daily practice of a single relevant behavior or skill can be highly effective. This practice aligns with findings from extensive research by Professor Henry Roediger at Washington University in St. Louis, who demonstrated that repeated testing, or forced recall, is a potent method for improving long-term retention. In his study, Roediger found that students who engaged in repeated recall of information, such as images, showed significantly better retention than those who did not.

Learning agility, or the ability to quickly adapt and apply new skills in various contexts, is crucial for effective training. Incorporating daily tasks that challenge learners to apply their skills in different scenarios helps the brain recognize the relevance and value of the information, thus enhancing retention. By using challenging prompts and frequent quizzes, trainers can significantly improve how much information learners retain.

The latest research on microlearning and content chunking highlights several key benefits and best practices that are reshaping corporate training. Microlearning, a method that delivers

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learning content in small, focused chunks, is particularly effective because it matches the modern worker's attention span and fits naturally into the busy workflow of today's employees.

Benefits of Microlearning include the following advantages:

1. Engagement and Retention: Microlearning increases engagement and course completion rates significantly by delivering content in short bursts that are easier to digest and remember.

This approach is less time-consuming and can be seamlessly integrated into daily activities, making learning less disruptive and more accessible.

2. Cost-Effectiveness: By reducing the time and resources needed for content development, microlearning is not only faster to produce but also more economical. It minimizes the need for extensive training sessions and can substantially cut down on associated costs like travel and instructor fees.

3. Flexibility and Scalability: Microlearning modules can be easily updated and repurposed, allowing organizations to quickly adapt training materials to new technologies or changing business objectives. This flexibility also makes it easier to scale training initiatives across different departments or geographic locations.

While microlearning offers many advantages, it is not suitable for all types of content. Complex concepts that require deep understanding or extensive study might not be effectively conveyed through microlearning alone. In such cases, microlearning can be used as a supplementary tool

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alongside other training methods. Another consideration is the design of microlearning experiences. It's crucial to focus on the key takeaways and avoid overcrowding each session with too much information, which can overwhelm learners.

Best Practices for Implementing Microlearning

Content Chunking: Breaking down information into manageable chunks not only helps maintain learner engagement but also enhances retention. This strategy should be designed thoughtfully to build upon each learning segment progressively.

Utilizing Technology: Leveraging mobile platforms and other technologies enhances the accessibility of microlearning. It allows learners to engage with content on their devices anytime and anywhere, which is ideal for reinforcement and just-in-time learning.

By strategically integrating microlearning into their L&D programs, organizations can enhance the effectiveness of their training initiatives, leading to better learning outcomes and more efficient resource use.

In an economy where substantial funds are allocated to training, ensuring the effectiveness of these investments is paramount. Organizations can combat the forgetting curve and maximize the returns on their training expenditures by implementing strategies like microlearning, content chunking, and the routine practice of specific behaviors. This approach not only saves money but also ensures that employees continually improve their skills in a way that is both effective and sustainable.

Microlearning, characterized by its delivery of concise, targeted content designed for rapid comprehension and retention, is increasingly recognized for its effectiveness in both corporate

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training and educational settings. Andriotis (2018) defines microlearning as a strategy focusing on small learning units with a narrow topic scope, which facilitates immediate application in real-world settings. This approach not only caters to the diminishing attention spans noted by Bradbury (2016) but also aligns with the modern workforce's preference for flexible, on-demand learning.

The corporate sector has rapidly adopted microlearning due to its efficiency and effectiveness. Basumallick (2018) highlights how microlearning transforms workforce efficiency by providing just-in-time training that enhances performance without the significant downtime associated with traditional learning methods. Andriotis (2018a) further exemplifies this with microlearning applications in corporations, illustrating successful implementations that significantly improve training outcomes and employee engagement.

Educational settings also benefit from microlearning's adaptability. For example, Chung, Hwang, and Lai (2019) review the integration of microlearning into mobile learning environments, showing positive effects on student engagement and learning outcomes. This is supported by De Gagne et al. (2019), who conducted a scoping review on microlearning in health professions education, confirming its effectiveness in increasing knowledge retention and student satisfaction.

Methodologically, microlearning research often utilizes experimental and quasi-experimental designs to quantify its impact on learning retention and performance metrics. Branzetti et al.

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(2017) demonstrate this through a randomized controlled trial assessing just-in-time training's effectiveness on procedural skills, indicating significant improvements in performance when microlearning techniques are employed.

Critically, while microlearning is praised for its brevity and focus, challenges such as the potential for oversimplification of complex topics and the dependency on technological platforms are noted. The balance between comprehensive education and concise content delivery remains a critical focus of ongoing research in the field.

Microlearning is characterized by its approach of breaking down information into small, manageable chunks that are easier to absorb and retain. This method is becoming increasingly vital in today's fast-paced learning environments. Buchem and Hamelmann (2010) highlight microlearning as a powerful strategy for ongoing professional development, emphasizing its effectiveness in delivering targeted information in concise segments that cater to specific learning needs.

Brandenburg and Ellinger (2003) explore the concept of just-in-time learning within microlearning frameworks. They propose that this approach aligns well with modern professional environments, where learners require access to specific knowledge exactly when it becomes relevant, enhancing both immediacy and relevance in learning.

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Zhang and Ren (2011) discuss the integration of microlearning into informal training settings within enterprises, showing how these strategies can be effectively applied to enhance employee training and development. The design and application of microlearning modules allow for flexibility, supporting learners' engagement with content at their own pace and on-demand.

Giurciu (2017) points to the evolution of microlearning as a trend in eLearning, suggesting that its adaptability and alignment with digital technologies offer a promising pathway to enhance educational practices across various levels, particularly within higher education.

De Gagne et al. (2019) focus on the application of microlearning in health professions education, illustrating how these brief learning interventions can support ongoing education in contexts that often require quick assimilation of knowledge and skills due to tight schedules and critical learning needs.

Hug (2005) introduces microlearning as a new pedagogical challenge, reflecting on its potential to revolutionize learning by supporting the incremental and continuous acquisition of knowledge, skills, and competencies essential for lifelong learning and professional development.

Edge et al. (2011) illustrate how microlearning can be implemented in mobile language learning, demonstrating its effectiveness in providing context-based learning experiences that are essential for language acquisition. This method allows learners to engage with language exercises in real-world scenarios, thereby enhancing the practical application of learned skills.

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Nikou and Economides (2018) examine the impact of mobile-based microlearning on the learning performance and motivation of high school students, providing evidence that this method can significantly enhance both the effectiveness of learning and the engagement levels of students.

Synthesis

Microlearning represents a significant evolution in the approach to education and training, offering a flexible, effective method that aligns with contemporary needs and preferences. The continuous exploration of its strategies, outcomes, and broader implications is essential for maximizing its benefits across various educational and professional fields.

In summary, the selected studies collectively underline the versatility and effectiveness of microlearning across various disciplines and contexts. From professional development to informal education and public awareness, microlearning offers a tailored, focused, and accessible approach to education that meets the diverse needs of modern learners. This synthesis of research demonstrates that microlearning not only facilitates immediate and specific knowledge acquisition but also enhances learner engagement and retention, proving its significant value in contemporary educational strategies. I want to know if exposing participants to a daily practice with a pre- and post-survey could change the impact of their performance in an organization.

Best Ways to Construct a 360 Performance Review

The purpose of this 360-performance review is to evaluate an individual's overall performance in a comprehensive manner (Moussaid et al., 2020). To construct a 360-performance review, it is important to gather feedback from multiple sources, including supervisors, peers, subordinates, and even customers or clients (Sahoo & Sahu, 2008). The feedback should be anonymous to ensure honest and unbiased responses. Additionally, it is crucial to include specific performance criteria that align with the individual's job responsibilities and goals. When gathering feedback from multiple sources, consider using a combination of quantitative and qualitative data.

Quantitative data can include ratings, scales, or numerical scores, while qualitative data can be obtained through open-ended questions or comments. This will provide a more holistic understanding of the individual's performance.

In addition to gathering feedback, it is essential to establish a clear and structured process for delivering the review. This includes setting up regular check-ins and follow-ups to discuss the feedback and create actionable goals for the individual based on the review findings.

Furthermore, it is important to ensure that the 360-performance review is conducted in a confidential and respectful manner. This fosters trust and encourages individuals to be open to receiving constructive feedback. Creating a safe space for open communication is crucial for the success of the review process.

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Finally, consider providing training and development opportunities based on the feedback received. This can help individuals improve their performance in areas that have been highlighted in the review. By investing in their professional growth, you can contribute to their overall success and the success of the organization. (Moussaid et al., 2020) When constructing an employee 360 review, it is important to follow a structured process to ensure its effectiveness and fairness. One important aspect is to consider the sources of feedback. It is recommended to gather input from a variety of individuals, including supervisors, peers, subordinates, and even external stakeholders such as clients or customers. This comprehensive approach provides a well-rounded view of the employee's performance from different perspectives.

Moreover, it is critical to ensure the anonymity of the feedback to promote honest and unbiased responses. This can be achieved by using a secure platform or third-party service for collecting and aggregating the feedback. By guaranteeing anonymity, you can create a safe space for sharing constructive criticism, which is essential for the employee's growth and development.

When designing the review, it is important to establish clear performance criteria that align with the individual's job responsibilities and organizational goals. This ensures that the feedback is relevant and contributes to the individual's professional development. Additionally, using a combination of quantitative and qualitative data provides a more nuanced understanding of the employee's performance, enabling a comprehensive assessment.

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While the benefits of an effectively implemented 360-degree feedback process are considerable, there are also limiting factors that can undermine its effectiveness if not properly managed. One major limitation is the potential for bias in the feedback, which can stem from personal grievances or misinterpretations, leading to skewed data. Additionally, if the organizational culture does not genuinely support growth and development, feedback may be perceived as a punitive measure rather than a developmental tool, causing resistance among participants.

Another common challenge is the potential overload of information. If feedback is not effectively curated and focused, it can overwhelm the recipient, leading to confusion rather than clarity. Moreover, without ongoing support and follow-up, initial improvements may not be sustained over time, diminishing the long-term impact of the feedback process. Addressing these limitations requires careful planning, a supportive culture that values constructive feedback, and continuous monitoring and adaptation of the feedback mechanism to ensure it serves its intended purpose of fostering development and improvement.

In addition to measuring positive competencies and attributes through a 360-degree feedback process, it's crucial to identify and measure factors that act as blockers or impediments to performance. These may include specific behaviors or skills that a leader lacks, which can hinder their effectiveness or negatively impact their team. For instance, a leader may excel in strategic thinking but struggle with interpersonal communication, which can create barriers in team cohesion and collaboration.

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Identifying these limiting factors involves crafting feedback questions that not only assess strengths but also directly address potential weaknesses and areas of improvement. It's important that the feedback tool probes into areas such as resistance to change, difficulty in conflict resolution, and poor time management, among others. By incorporating these aspects, the feedback provides a holistic view of a leader's impact, including how their actions or inactions obstruct team progress.

Addressing these negative aspects is just as important as reinforcing positive attributes. The feedback process should, therefore, not only highlight what leaders are doing well but also provide clear insights into what behaviors need to change. This balanced approach helps ensure that leaders are aware of the full spectrum of their influence, encouraging a more comprehensive personal development plan that addresses both strengths and limitations.

The construction of an employee 360 review requires thoughtful planning and consideration of various factors to deliver valuable and actionable feedback. It is an essential tool for fostering professional growth and enhancing overall performance within the organization. (Garavan et al., 1997) To ensure the accuracy and effectiveness of the 360-degree feedback process, it is important to gather feedback from a diverse range of sources, including supervisors, peers, subordinates, and external stakeholders (Sahoo & Sahu, 2008).

The literature on the constitution, use, and effectiveness of 360-degree surveys is extensive. It demonstrates a wide array of applications and insights into organizational and personal

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development. Various studies have highlighted the critical aspects and outcomes of employing 360-degree feedback in diverse settings.

Baker (2009) emphasized the importance of anonymity in 360-degree appraisals, particularly for medical professionals, noting its effectiveness in enhancing the quality of care and teaching. The feedback process not only provides revalidation and reassurance but also supports effective performance appraisal.

Curtis (1996) described 360-degree feedback as a catalyst for change within organizations, enhancing management styles, communication, teamwork, and the understanding of personal strengths and weaknesses, thereby fostering better relationships and professional growth.

Huggett (1998) pointed out that 360-degree feedback should support, not replace, the appraisal process. It should enhance discussions about performance and make them more relevant to the efforts involved.

Hallam (2004) explored the use of 360-degree aggregate reports in human asset management, highlighting their role in identifying training needs and enhancing organizational competitiveness through improved customer service and innovation.

Edwards (1996) found that 360-degree feedback significantly boosts performance by providing diverse career development opportunities and motivating continuous learning and improvement among staff.

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Heisler (1996) focused on integrating 360-degree feedback with organizational objectives to promote key competencies, emphasizing that the feedback should be developmental rather than evaluative.

Moxley (1996) discussed the role of 360-degree feedback in making managers more effective, noting its importance as part of a broader management development process and its potential to motivate personal and professional growth.

Pollitt (2004) praised the flexibility and user-friendliness of 360-degree feedback, which he found to be more effective and appreciated than traditional methods in enhancing performance and structuring competencies.

Gore (1996) explored how 360-degree feedback assists managers in understanding and applying competence models to improve their performance and alignment with company goals.

Thomas (2004) illustrated the successful implementation of 360-degree feedback at V&A to develop employee skills, conducted online to ensure security, anonymity, and ease of use.

Coates (1996) highlighted the necessity of understanding technology and preparing organizations for 360-degree feedback implementation, emphasizing the need for skilled facilitators and maintaining confidentiality.

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Newbold (2008) stressed the importance of aligning 360-degree appraisals with strategic organizational goals, highlighting the clarity of purpose, readiness of the organization, and effective feedback delivery as critical to success.

Garavan (1999) focused on developing self-awareness and managerial skills using 360-degree feedback and the MBTI method, which he found effective in supporting personal and career growth through constructive feedback.

Testa (2002) demonstrated a direct relationship between stakeholder perceptions of leadership effectiveness and self-perceptions, highlighting the importance of comprehensive information in decision-making processes.

Rowe (1995) noted that the success of introducing 360-degree feedback into an organization heavily depends on its cultural fit and the involvement of a broad range of participants to enhance the quality and effectiveness of the feedback.

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Synthesis

Together, these studies provide a comprehensive view of the best practices and impacts of 360-degree feedback systems. They collectively underscore the importance of clear objectives, careful planning, and the integration of feedback processes with organizational strategies to enhance both individual and organizational performance. The literature suggests that when properly implemented, 360-degree feedback can be a powerful tool for personal development, performance enhancement, and organizational growth, fostering a culture of continuous improvement and adaptation.

The literature on 360-degree feedback systems extensively covers various aspects, including enhancing management styles, fostering professional growth, and aligning individual performance with organizational objectives. Studies emphasize the importance of anonymity, the integration of feedback with appraisal processes, and the role of feedback in motivating continuous learning and improvement. Additionally, the flexibility and user-friendliness of the 360-degree feedback process are noted as significant advantages over traditional appraisal methods.

However, a critical area that appears less explored in the literature is the systematic measurement of blocking or negative characteristics that could hinder performance. While many studies discuss identifying areas for improvement, there is less focus on explicitly measuring traits or behaviors that directly obstruct or negatively impact professional and organizational

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productivity. Addressing these characteristics through 360-degree feedback could provide a more holistic view of an individual's performance and interactions within the workplace. Such an approach would not only help in pinpointing areas where corrective actions are necessary but also in creating a more nuanced understanding of the barriers to effective performance and team dynamics. This gap suggests a potential avenue for further research and development in the design and implementation of 360-degree feedback tools, aiming to enhance their comprehensiveness and effectiveness in fostering both personal and organizational growth. By measuring less-than-ideal characteristics like the patterns of Drama, I could potentially motivate changes in human behavior.

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Locus of Control

This chapter focuses on the concept of internal locus of control and how individuals react when they perceive a lack of control over their environment. Individuals with an internal locus of control believe that they have the power to control their own lives and outcomes (Weiden et al., 2020). They tend to take responsibility for their actions and believe that their efforts can lead to desired outcomes. On the other hand, individuals with an external locus of control believe that external factors or forces have a greater influence on their lives and outcomes. They may attribute success or failure to luck, fate, or the actions of others rather than their own efforts. Research studies have consistently shown that individuals with an internal locus of control tend to experience lower levels of stress and anxiety compared to those with an external locus of control. Furthermore, individuals with an internal locus of control are more likely to engage in proactive coping strategies, such as problem-solving and seeking social support, which can ultimately lead to better outcomes in various life domains.

Additionally, individuals' locus of control has been linked to various aspects of their lives, including academic achievement, health outcomes, and career success. Understanding the concept of locus of control and its implications can provide valuable insights for individuals, educators, and practitioners in various fields. In the following sections, we will delve deeper into the research findings and real-life implications of internal and external locus of control.

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At any age, we can choose to live either in the Drama Triangle or in the Sheppard Leadership Triangle. The Leadership is a Choice Drama Triangle demonstrates external dependency or an external locus of control. The person living inside the Leadership is a Choice Drama Triangle when he or she allows control of life to be held externally or by someone else. When your mindset follows drama, you abdicate control of your life to those you perceive to be more Powerful. A person who lives in the Sheppard Leadership Triangle demonstrates trust in their own point of view; his or her locus of control is internal. If you have this leadership mindset, you take control of your life, your choices, and the outcomes.

This framework differentiates between an internal locus of control and an external locus of control. Individuals with an internal locus of control believe that their actions and decisions directly influence the outcomes in their lives and take personal responsibility for their successes and failures. Conversely, those with an external locus of control perceive outcomes as being influenced by external forces beyond their control, such as fate, luck, or other people.

Research indicates that an internal locus of control is associated with numerous positive outcomes, including higher job satisfaction, better stress management, and greater overall psychological well-being. Studies that link an internal locus of control with proactive behavior and effective leadership support this, as these individuals are more likely to take initiative and responsibility for their actions.

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John Naisbitt, in his 1982 best-seller "Megatrends," predicted shifts towards decentralization and self-reliance which align with the principles of an internal locus of control. Naisbitt foresaw a movement from reliance on centralized institutions to a more individual-centric approach where people take more responsibility for their personal and professional lives. This prediction has manifested in various ways, such as the rise of personal investing and the increasing prevalence of remote work and entrepreneurship.

However, the trend towards internal control is not without its challenges. As some institutions have moved towards more internal control mechanisms, many individuals, particularly younger generations, feel increasingly out of control. This paradox is evident as today's youth often feel dependent on external factors for survival, lacking the skills or knowledge to manage basic needs independently. This shift has contributed to a higher external locus of control among college students today, almost double that of previous generations, indicating a potential decline in personal accountability and leadership skills.

The "Leadership is a Choice Drama Triangle" illustrates the negative impact of an external locus of control, where individuals abdicate personal responsibility and allow external circumstances to drive their decisions. In contrast, the "Leadership is a Choice Sheppard Leadership Triangle" promotes an internal locus of control, encouraging individuals to make independent choices and take responsibility for their actions.

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Understanding and fostering an internal locus of control can empower individuals to overcome the challenges posed by external forces and make more informed, proactive decisions in their lives. It supports a leadership style that values personal accountability and effective decision-making, which are crucial for personal development and professional success.

In their seminal study, "It's Beyond My Control: A Cross-Temporal Meta-Analysis of Increasing Externality in Locus of Control, 1960–2002," Jean M. Twenge and colleagues provide a comprehensive examination of the shifts in locus of control among American youth over four decades. This research indicates a significant movement towards an external locus of control, highlighting broader cultural and societal transformations and their impact on individual psychology.

Twenge et al. utilized meta-analytic techniques to analyze data from various studies conducted between 1960 and 2002, which included assessments of locus of control among college students and children. The findings revealed a marked increase in externality in locus of control, with the average college student in 2002 exhibiting a more external locus of control than 80% of their counterparts in the early 1960s. This shift suggests that young Americans increasingly perceive their lives as being controlled by external forces rather than by their own actions.

The study also explored the potential causes of these changes, attributing them to broader societal shifts such as increased individualism and cynicism and a growing tendency towards self-serving bias. These cultural changes seem to have fostered a sense of alienation and

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helplessness among the youth, potentially undermining their academic achievements, stress management capabilities, and overall mental health.

The implications of these findings are profound, linking the increasing externality in locus of control to a range of negative outcomes. This externality is associated with poorer educational performance, greater susceptibility to stress, and lower levels of self-control and self-esteem. Furthermore, Twenge et al.'s research aligns with the broader psychological discourse that recognizes the influence of environmental and cultural factors on personality traits and behaviors. This perspective is supported by various scholars who have identified similar trends in personality traits across different cohorts, illustrating the substantial impact of the sociocultural environment on individual psychological orientations.

Overall, Twenge et al.'s research provides critical insights into the evolving nature of locus of control among American youth, highlighting the need for societal and educational interventions that could help counteract the trends towards increased externality. This study not only enriches our understanding of locus of control as a psychological construct but also emphasizes the importance of considering broader cultural and environmental factors in psychological research and practice.

The concept of Locus of Control (LOC) has been extensively studied across various disciplines, emphasizing its role in shaping an individual's belief system regarding control over life events. Julian Rotter, who first introduced LOC, described it as a spectrum where individuals attribute

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outcomes either to their own actions (internal LOC) or to external circumstances beyond their control (external LOC). This foundational understanding has prompted numerous studies, each exploring the intricacies and applications of LOC in different contexts—from personal health to organizational behavior.

Rotter's development of the LOC scale facilitated a more structured examination of how individuals perceive control. The scale, refined over the years through various validity tests, consistently supports Rotter's hypothesis that generalized expectancies can predict behavior (Rotter, 1966). Phares (1957) initially explored these ideas through behavioral experiments, contributing early empirical evidence to the discussion.

Internals are typically self-confident, proactive, and view their environments positively, believing they can influence outcomes through their actions (Adom & Affumosei, 2019; Wang et al., 2010). Externals, however, feel governed by external forces and may exhibit higher coercion, being less proactive and more reactive to external pressures (Goodstadt & Hjelle, 1973). This dichotomy affects various aspects of life and work, including job market perceptions, reactions to stress, and overall life satisfaction.

LOC intersects with numerous psychological theories and constructs, such as the theory of planned behavior, which includes a component of perceived behavioral control (Sparks et al., 2002). This intersection underscores the complexity of control perceptions and their impact on behavior. The distinctions between LOC and other constructs, such as self-efficacy (Bandura, A.

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(1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148. https://doi.org/10.1207/s15326985ep2802_3) and the illusion of control (Langer et al., 1975), further highlight the nuanced ways in which individuals perceive and interact with their environments.

In organizational contexts, LOC has been linked to numerous outcomes, including job satisfaction, leadership effectiveness, and response to organizational change (Pollitt, 2004; Thomas, 2004). Employers use LOC insights to tailor leadership training and development programs, aiming to foster environments where internals can thrive, and externals are supported in ways that enhance their perceived control (McCarthy & Garavan, 1999).

The development of LOC over an individual's lifetime is influenced by various factors, including parental style, educational experiences, and peer interactions (Judge & Bono, 2001; McGee, 2015). These influences highlight the dynamic nature of LOC, suggesting that it can evolve with changing life circumstances and interventions.

Despite its extensive application, studies on LOC present contradictions and inconsistencies, particularly concerning its relationship with core self-evaluations and specific behavioral predictions (Ajzen, 2005; Johnson et al., 2015). These discrepancies indicate the need for ongoing research to clarify LOC's predictive capabilities and mechanisms.

Synthesis

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The breadth of research on LOC demonstrates its significance in understanding human behavior across various settings. While the foundational concepts remain robust, the contradictions in research findings suggest areas for future study, particularly in refining measurement tools and distinguishing LOC from related constructs. Understanding LOC in contemporary settings, especially considering the increasing complexity of personal and professional environments, could provide valuable insights into enhancing individual and organizational well-being and effectiveness. By making the locus on control idea clear in the minds of students we could shift the behavior of individuals to becoming more internally focused and thus happy and satisfied in their life choices.

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Choice Theory

Different therapeutic interventions have been increasingly recognized for their potential to enhance individual happiness and overall well-being. Among these, reality therapy, which is grounded in William Glasser's choice theory, has shown notable effectiveness. Choice theory posits that human behavior is primarily driven by internal motivations to satisfy five basic needs: love and belonging, power, freedom, fun, and survival (Glasser, 1985; Wubbolding, 2013). This theory suggests that our behaviors are directed towards creating a "quality world," a mental picture of how we want our lives to be, which is constantly updated throughout our lives based on our experiences and desires (Glasser, 2016).

The practical application of choice theory in reality therapy involves counselors helping individuals to acknowledge and take responsibility for their actions, which is a crucial step towards personal happiness. This approach uses the WDEP system—wants, direction and doing, self-evaluation, and planning—to guide individuals in making more effective choices (Jusoh & Hussain, 2015). Research indicates that a meaningful life and pursuing appropriate goals are significant predictors of happiness (Klug & Maier, 2015; Steca et al., 2016). Furthermore, social connectedness and fulfilling relationships are essential in meeting the need for love and belonging, which are also critical for happiness (Delhey & Dragolov, 2016).

Self-esteem plays a fundamental role in this process, influencing and being influenced by an individual's locus of control—a concept derived from Rotter's social learning theory (Serin,

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Serin, & Sahin, 2010). Individuals with high self-esteem typically have a more internal locus of control, believing that they can influence their life outcomes through their choices and actions. Reality therapy helps individuals to realize this by fostering an acceptance of personal responsibility and recognizing the internal control over satisfying their basic needs, which in turn enhances self-esteem (Corey, 2002).

Several studies have empirically supported these concepts. For instance, Mateo & Datu (2012) found that the needs for love, belongingness, and fun were significantly associated with happiness among Filipino adolescents. Howell et al. (2011) discovered that the satisfaction of psychological needs like autonomy and relatedness is linked to momentary happiness and life satisfaction. This finding was particularly pronounced in individuals with already high levels of life satisfaction, highlighting the moderating role of individual differences.

Moreover, the effectiveness of reality therapy has been demonstrated in various settings. Eslami et al. (2013) reported improvements in happiness, quality of life, and life satisfaction among adolescents with abusive backgrounds following group reality therapy sessions. Similarly, Moradi Shahrabak et al. (2011) noted significant enhancements in self-esteem among university students following reality therapy interventions.

Choice theory, developed by William Glasser in the mid-20th century, represents a significant shift in the understanding of psychological and behavioral management. At its core, choice theory posits that all human behavior is driven by an internal motivation to satisfy five

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fundamental needs: love and belonging, power, freedom, fun, and survival (Glasser, 1998). This internal motivation shapes our actions and our psychological world, which Glasser describes as our "quality world" (Wubbolding, 2013).

According to Choice Theory, the "quality world" is a mental picture of how we want our lives to be, which is formulated based on our specific needs and desires. This concept underscores the belief that we are not passively influenced by external circumstances but are actively shaping our experiences through the choices we make (Glasser, 1998; Wubbolding, 2013). These choices are continually adjusted based on feedback from the environment and our introspections about what fulfills our needs, suggesting a dynamic interaction between internal desires and external realities.

Glasser's theory diverges from traditional psychotherapeutic approaches by emphasizing personal responsibility and rejecting the notion of mental illness caused by external factors. Instead, he argues that behavioral problems are often the result of a discrepancy between what an individual wants and what they perceive they are getting, which can lead to frustration and conflict (Glasser, 1998).

In practical applications, such as counseling and therapy, choice theory is operationalized through reality therapy, a method that helps individuals reconnect with their world by making better choices that align with their fundamental needs. Reality therapy focuses on here-and-now actions and current relationships, encouraging individuals to evaluate their behavior and plan

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effectively to fulfill their needs. The therapeutic process employs the WDEP system—wants, direction and doing, self-evaluation, and planning—which guides individuals to understand what they want, evaluate what they are doing to achieve it, make plans, and change their behavior accordingly (Jusoh & Hussain, 2015).

Empirical research supports the efficacy of choice theory and reality therapy in various settings. Studies have shown that these approaches can lead to improvements in mental health, relationship satisfaction, and overall well-being by helping individuals make more effective choices that align with their needs (Corey, 2009). Moreover, the emphasis on personal responsibility and internal control aligns well with contemporary values of self-management and personal empowerment, making choice theory particularly relevant in today's self-driven society.

Synthesis

Choice theory and reality therapy thus offer robust frameworks for understanding and improving human behavior. Focusing on internal motivation and personal responsibility provides powerful tools for individuals seeking to enhance their life satisfaction and achieve their goals. They affirm the principle that we have the power to shape our destinies through the choices we make.

These findings are relevant to business and organizational contexts, particularly in enhancing employee well-being, satisfaction, and productivity. By promoting an internal locus of control and responsible decision-making, reality therapy can contribute to more effective leadership and

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employee engagement. Organizations might consider integrating principles of reality therapy into employee development programs to foster a work environment that emphasizes personal responsibility, goal setting, and proactive behavior.

The distinction between "having to do something" and "choosing to do something" reflects different perceptions of control, specifically external and internal locus of control. When someone feels they "have to" do something, it implies an obligation or necessity imposed by external factors. This can include societal expectations, job requirements, or demands from others, which may lead to feelings of compulsion without personal choice. This mindset aligns with an external locus of control, where individuals perceive their lives as being predominantly influenced by external circumstances such as luck, fate, or other people's actions. They might view themselves as passive participants in their own lives, reacting to situations rather than actively shaping them.

On the other hand, "choosing to do something" suggests a decision made based on personal preference and autonomy. This demonstrates an internal locus of control, where individuals believe they have significant power over their lives and decisions. They feel that their actions are products of their own choices and are directly responsible for their successes and failures. This perspective fosters a sense of agency and empowerment, as it underscores the role of personal effort and decision-making in achieving outcomes.

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Understanding these concepts is crucial in various contexts, including personal development and leadership. Recognizing whether one operates under a sense of obligation or choice can deeply influence how one approaches tasks, overcomes challenges, and interacts with others. It also affects motivation and mental health, with a strong internal locus of control often correlating with higher levels of motivation, satisfaction, and psychological resilience.

In conclusion, the principles of choice theory and reality therapy offer valuable insights and practical tools for improving individual happiness and self-esteem. These principles are relevant in therapeutic settings and hold significant implications for enhancing performance and satisfaction within organizational and educational contexts. As such, further exploration and application of these theories could be instrumental in advancing personal and professional development across various domains.

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Using Contrast to Learn

Claude Levi Strauss was a renowned anthropologist and structuralist thinker known for his groundbreaking contributions to the field of anthropology. In contrast to traditional approaches, Levi-Strauss emphasized the structural analysis of cultural phenomena. His emphasis on structural analysis and contrasts in cultural phenomena had a profound impact on the field of anthropology. His approach highlighted the importance of understanding the opposites or contrasts within a culture to gain a deeper comprehension of its underlying structures and dynamics.

To apply this principle in your research, you might consider analyzing contrasting cultural practices, beliefs, or rituals within a specific community or society. By examining the differences and juxtapositions, you can uncover the underlying principles, values, and norms that shape the culture as a whole.

Learning anything is indeed easier when you learn its opposite, as it allows for a comprehensive and holistic understanding of the subject. This approach can be applied not only in anthropology but also in various other fields of study, offering a unique perspective and insight into the intricacies of different phenomena. In the context of media and narrative analysis, Levi Strauss's theory of 'binary opposites' can be a valuable tool for understanding the underlying structures of narratives. By identifying and analyzing opposing main characters, themes, or concepts within a story, you can gain a deeper insight into the complexities and dynamics of the narrative. This

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approach can help to uncover the underlying tensions, motivations, and symbolic representations within the storyline.

To apply Levi-Strauss's theory in media analysis, you might consider examining popular films or literature to identify and analyze the binary opposites present in their narratives. By doing so, you can gain a richer understanding of how these opposing elements contribute to the development and depth of the storytelling.

Understanding the complexities of human thought and culture requires a deep exploration of binary opposites, a concept integral to structural analysis as delineated by Claude Levi-Strauss and grounded in earlier linguistic theories by Ferdinand de Saussure. Saussure's pioneering work on language structure, particularly his ideas about the relational values of signs within systems, laid the groundwork for Levi-Strauss's applications in anthropology. This relational understanding posits that the significance of any cultural sign can only be determined through its contrasts with other signs within the same system.

Levi-Strauss extended these principles beyond language to encompass broader cultural systems, including kinship and mythology. His approach suggests that to comprehend any element within a culture, one must analyze it through its oppositions, such as raw vs. cooked or nature vs. culture. These binaries not only structure the content but also shape the understanding of various cultural expressions. For example, Levi-Strauss's analysis of kinship systems reveals that the fundamental relationships within any society are based on binary classifications (Levi-Strauss,

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"The Elementary Structures of Kinship"). By examining these relationships, he could infer broader cultural norms and values, showcasing the pervasive influence of binary opposites in organizing human thought and society.

The exploration of binary oppositions, such as "good" versus "evil," is pivotal in understanding how cultures and languages construct and navigate their conceptual universes. This theme is central to the works of Levi-Strauss in anthropology and Saussure in linguistics, both of whom underscore the significance of contrasting pairs in structuring human thought and communication. According to Saussure, the meaning of a sign in any language depends not merely on the sign itself but on its relationship with other signs within the same system. This relational framework is foundational to structuralism and is evident in the organization of conceptual fields like morality and ethics (Trask, 2007).

Levi-Strauss extended these principles to a broader cultural and mythological context, suggesting that myths—complex systems of communication just like languages—operate on binary structures that help societies define themselves and their worldviews (Lévi-Strauss, 1978). By analyzing myths across different cultures, Levi-Strauss demonstrated that while the content of myths can vary greatly, their structures reveal a universal human tendency to think in binaries. This structural similarity across disparate cultures suggests an underlying cognitive pattern that shapes not only myth but all forms of cultural knowledge.

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In modern linguistics and semiotics, this focus on binary oppositions has been crucial for understanding how languages categorize and convey complex abstract concepts. The binary oppositions are not just linguistic constructs but are deeply embedded in the way cultures perceive and interpret their realities. For instance, the contrast between "good" and "evil" is represented in various languages through antonyms such as virtue versus vice or morality versus immorality, each pair reinforcing the cultural values and the semantic space of the community (Murphy, 2003).

The relevance of binary oppositions extends beyond theoretical linguistics into practical applications in education and intercultural communication. For example, understanding these oppositions can enhance intercultural communicative competence, helping learners navigate the nuances of different cultural value systems (Bahlai et al., 2019). In the realm of language teaching, incorporating cultural content about binary oppositions can lead to more effective and empathetic communication strategies (Byram, 2021).

Furthermore, contrastive studies, as highlighted by scholars such as Fabian (2019) and Onyshchak & Popovych (2021), enrich our understanding of how different cultures organize and prioritize their conceptual fields. These studies reveal that while some binary concepts are nearly universal, the specifics of how they are expressed can vary significantly from one language to another, influenced by historical, social, and environmental factors.

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Therefore, the study of binary oppositions not only sheds light on the structural aspects of language and myth but also on the broader sociocultural dynamics that shape human cognition and interaction. This line of inquiry underscores the intricate relationship between language, culture, and thought, offering valuable insights into the mechanisms through which societies define and express their most fundamental beliefs and values.

In the business context, the principle of binary opposites can be equally transformative, providing a framework for understanding consumer behavior, market dynamics, and organizational culture. For instance, the opposition between innovation and tradition can help businesses navigate product development and branding strategies. Similarly, understanding employee motivation might hinge on exploring the binary of autonomy vs. structure within workplace environments. Recognizing and balancing these opposing forces can lead to more effective management strategies and a deeper understanding of market and organizational dynamics.

The concept of binary opposition also helps explain why certain marketing strategies resonate universally. By tapping into fundamental human experiences articulated through binaries, marketers can create messages that have broad cultural appeal. This approach is supported by Levi-Strauss's assertion that myths, which are structured by binaries, can be universally understood despite cultural differences. This universality is due to the structural consistency in

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how humans categorize and make sense of the world, making binary opposition a powerful tool in international marketing and cross-cultural management.

Moreover, the adaptability of myths, as described by Levi-Strauss in "The Raw and the Cooked," underscores the malleability of narratives structured around binary opposites. In business, this adaptability can be leveraged to craft versatile branding narratives that accommodate diverse cultural settings while maintaining a coherent corporate identity.

The binary opposition between leadership and management has historically been a popular framework in organizational studies and business practices. Traditionally, leadership was often viewed as the visionary and inspirational force, whereas management was seen as the administrative and operational counterpart. However, this distinction has been increasingly challenged due to the overlapping competencies and behaviors required for both effective leadership and effective management. The emerging consensus suggests that both good leaders and good managers share similar traits such as decision-making abilities, interpersonal skills, and the capacity to drive organizational success.

The problem with the classic binary opposition between leadership and management lies in its oversimplification of the roles. It fails to acknowledge that successful leaders must also possess strong management skills to implement their vision, and conversely, effective managers need leadership qualities to inspire and motivate their teams. This overlap indicates that the traditional

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dichotomy might not be as clear or as useful in practical, real-world settings as previously thought.

An alternative and potentially more insightful approach is to contrast leadership with what can be termed as "Drama" within organizational contexts. Drama, in this sense, represents the counterproductive and often chaotic behaviors that can undermine leadership effectiveness and organizational health. Unlike the leadership-management contrast, where the behaviors can be quite similar and complementary, the behaviors exhibited in a drama-filled environment are starkly opposed to those associated with good leadership.

Leadership embodies qualities such as accountability, transparency, constructive communication, and a focus on long-term goals. Leaders aim to foster a positive culture that promotes teamwork, innovation, and ethical practices. On the other hand, Drama is characterized by blame-shifting, opacity in processes and motives, poor communication, short-term fixes, and often, a toxic work environment. These elements of Drama lead to inefficiency, low morale, and a lack of cohesion within the organization.

By reframing the binary opposition to contrast Leadership with Drama, we emphasize a clearer and more practical opposition. This new framework highlights a direct conflict between productive and counterproductive workplace behaviors. It serves as a more functional tool in leadership development by focusing on eliminating negative behaviors that are clearly detrimental to organizational success. This perspective not only aids in identifying and

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cultivating positive leadership traits but also in recognizing and resolving behaviors that contribute to organizational drama. Therefore, positioning Leadership against Drama provides a robust paradigm for nurturing effective leaders who can elevate organizational performance and culture, distinctly moving away from the chaos and dysfunction that Drama engenders.

Synthesis

In conclusion, the exploration of binary opposites, a method refined by Levi-Strauss from Saussure's structural linguistics, offers profound insights into the universal structures of human thought. Its application extends beyond anthropology into the realms of business and management, where understanding and employing these structures can enhance organizational effectiveness and global market engagement.

This analytical framework aids in deciphering complex consumer and organizational behaviors, ultimately contributing to more strategic decision-making and communication. Overall, Levi-Strauss's theory of 'binary opposites' provides a powerful framework for analyzing and understanding the complexities of narratives in media forms such as books and film. By embracing the concept of contrast, you can uncover the underlying structures and themes that shape and enrich storytelling.

Visual Representation

Learning is a multifaceted process where change in behavior, attributed to the acquisition of knowledge, is both fundamental and complex. Particularly in leadership education, visual aids serve as indispensable tools by bridging the gap between theoretical concepts and practical understanding. This literature review synthesizes insights from seminal studies to illustrate the significant role of visual aids in enhancing comprehension and retention in leadership training.

Infographics, as graphic visual representations of information, play a crucial role in enhancing the delivery of complex educational content, disseminating scientific research, and driving behavioral changes. In the realm of leadership education, the importance of effectively designed infographics cannot be overstated, as they serve to bridge the gap between theoretical knowledge and practical application. This review discusses the key aspects of infographic design and the potential for automation in their creation, highlighting the necessity to define clear objectives and understand the target audience to ensure high-impact results.

Designing an effective infographic requires meticulous attention to layout, color, fonts, and contextual relevance. Recent advancements have seen the rise of technical support through online platforms such as Canva, Adobe Express, and Venngage, which facilitate the creation of infographics. Moreover, emerging artificial intelligence programs are beginning to play a significant role in this field, suggesting a future where automation may streamline the design process even further (Cui et al., 2020; Google, 2021).

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The integration of infographics in scientific and public health communication has been extensively studied, with research indicating their effectiveness in improving comprehension and retention. For instance, Hughes et al. (2021) demonstrated that infographics could significantly enhance understanding and recall in medical education settings. Similarly, Shanks et al. (2017) found that infographics are particularly effective in teaching undergraduate students to visualize and communicate public health data, thereby increasing engagement and learning outcomes.

Moreover, the rapid dissemination of research through infographics, especially on social media, has been recognized as a powerful tool for reaching broader audiences. Studies by Oska et al. (2020) and Joshi and Gupta (2021) have highlighted the impact of infographics in increasing the visibility and understanding of complex scientific data among the general public. This is particularly relevant in today's digital age, where the ability to capture the attention of a diverse online audience can determine the reach and impact of scientific findings.

The creation of a visual contrasting leadership with drama stems from the need to communicate the differences distinctly and effectively between constructive leadership behaviors and detrimental drama-driven behaviors. Visuals serve as powerful educational tools, and their use in this context is designed to impact behavior change in a more immediate and memorable way than textual descriptions alone.

Visual Learning Efficiency: Research suggests that the human brain processes visual information significantly faster and more effectively than text. Visual aids can simplify complex

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concepts and make abstract principles more tangible. In leadership education, where the distinction between proactive leadership and reactive drama is crucial, a visual comparison can swiftly illustrate these contrasts, enabling learners to recognize and internalize them quickly.

Enhanced Engagement and Retention: Visuals stimulate cognitive processes that enhance learner engagement and retention. By using a visual to contrast leadership with drama, learners are more likely to engage with the material, remember it, and recall it when similar situations arise in their personal and professional lives. This enhanced engagement and retention are critical in leadership training, where the application of learned concepts is as important as the learning itself.

Behavioral Impact through Emotional Resonance: Visuals can evoke emotional responses that textual content might not, making them effective for influencing behavior. A well-designed visual that clearly delineates the positive outcomes of leadership versus the negative consequences of drama can motivate individuals to embody leadership qualities. The emotional impact of seeing the stark differences laid out graphically can prompt a deeper reflection on one's own behaviors and choices.

Immediate Clarification of Concepts: In environments where leadership is taught, time is often limited. Visuals can communicate complex information quickly and effectively. A comparative visual aid in quickly establishing what constitutes leadership and what falls into the realm of

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drama. This immediate clarification helps learners to start thinking about their behaviors in terms of these defined categories right away.

Cultural and Language Barriers: Visuals transcend language barriers and can be understood across different cultural contexts, making them particularly useful in diverse workplace environments. By providing a visual contrast between leadership and drama, organizations ensure that all members can understand and apply these concepts effectively, regardless of their language proficiency or cultural background.

Synthesis

In summary, creating a visual to contrast leadership with drama taps into the potent capabilities of visual learning to enhance understanding, engagement, and retention. This method not only facilitates a deeper understanding and quicker assimilation of the concepts but also serves as a direct call to action, encouraging individuals to reflect on and adjust their behaviors in ways that align with effective leadership rather than destructive drama.

These studies collectively underscore the effectiveness of visual learning tools in enhancing comprehension and retention of complex information, which is fundamental in leadership education. Visual aids not only support the absorption of theoretical knowledge but also assist in the development of critical thinking and problem-solving skills, essential for effective leadership. The strategic integration of visual learning strategies into leadership development programs

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could therefore significantly enhance learning outcomes by making abstract concepts more tangible and accessible.

As we move forward, the ability of clinicians, researchers, and scientists to create compelling infographics will be crucial in shaping the future of public health education and research dissemination. The ongoing study of the effects of infographics in these areas will undoubtedly enrich our understanding of their potential and guide the development of more effective visual communication strategies (Egan et al., 2021; Jerome et al., 2021). Using the idea of contrast and the visual representation of Drama and Leadership I wondered if we can shift behavior by seeing these opposite concepts used to illustrate effective and ineffective leadership behavior.

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Self/Other Distinctions

The Self-Other Knowledge Asymmetry (SOKA) model posits that individuals have differential awareness of their personality traits and abilities, categorized into four distinct areas: open, blind, hidden, and unknown. The model suggests that some traits are visible to both the individual and others (open area), some are recognizable only by others (blind spot), some are private and known only to the individual (hidden area), and some traits remain unrecognized by both the individual and others (unknown area) (Vazire, 2010).

This literature review examines how the SOKA model can be extended beyond personality traits to include specific abilities such as verbal, numerical, spatial intelligence, and interpersonal competencies. Research indicates that individuals' self-perceptions often diverge from how others perceive them, particularly in areas like intelligence and emotional intelligence, where self-assessments are frequently inflated (Joseph et al., 2015; Freund & Kasten, 2012).

In a study that applied the SOKA model to various abilities, it was found that numerical intelligence and creativity were accurately assessed by both the individual and peers (open area), whereas the estimation of verbal intelligence in younger participants was only accurate when assessed by others, highlighting a developmental blind spot that tends to decrease with age (Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20(2), 104–108.

<https://doi.org/10.1177/0963721411402478>).

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Furthermore, the study revealed that interpersonal competencies are often recognized only by the individual in younger age groups but become more visible to others as individuals mature, suggesting a shift from the hidden to the open area with age (Carlson et al., 2013). These findings underscore the importance of external feedback in enhancing self-awareness and facilitating personal and professional growth.

Additionally, unrecognized abilities (unknown area), such as spatial intelligence in younger participants, highlight areas where both individuals and observers lack awareness, potentially impacting educational and career guidance (Dumfart & Neubauer, 2016).

These findings have significant implications for educational and organizational settings, where developing a deeper understanding of one's strengths and weaknesses through self-reflection and feedback can lead to more informed career choices and better interpersonal relationships (Denissen et al., 2011; Roberts et al., 2007).

Synthesis

The extension of the SOKA model to specific abilities provides valuable insights into the development of self-awareness and the dynamic nature of self-other perceptions across different stages of life. This body of research supports the integration of systematic feedback mechanisms within educational and professional development programs to enhance individuals' accurate self-

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perception and optimize their performance and growth. We believe that our survey, designed to assess both positive and negative traits, will offer valuable insights into leadership development.

By examining a range of characteristics, this approach allows leaders to gain a more comprehensive understanding of their strengths and weaknesses. This, in turn, helps them identify and address potential blind spots. The additional data collected from both spectrums of traits will not only enhance their self-awareness but also guide them in refining their leadership strategies to better suit their teams and organizational goals. Ultimately, this dual focus promotes a more balanced and effective leadership style.

Chapter 5: Methodology

Enhanced Study Design

In addition to evaluating leadership effectiveness, this study also aimed to explore the potential reduction of workplace drama by exposing individuals to leadership concepts. This element was integrated into the study design to understand how increased leadership awareness and skills can influence interpersonal dynamics within the workplace.

Integration of Drama Reduction Metrics

The custom 360-degree review tool was further adapted to include metrics specifically designed to assess changes in a leader's level of drama. These metrics evaluated the frequency and intensity of drama, leadership roles, and other related challenges both before and after the 90-day intervention.

Educational Content on Drama Reduction

The self-study guide/app included specific content aimed at recognizing, understanding, and mitigating drama in professional settings. This content was developed based on established psychological principles and leadership theories that address conflict resolution and emotional intelligence. The guide was placed into a training reinforcement app.

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Analysis of Drama Reduction

At the end of the 90-day period, the data collected from the 360-degree reviews and the self-reported instances of drama were analyzed to identify any significant changes in the behavior patterns of the participants. The analysis focused on correlating the exposure to leadership training with a reduction in negative interpersonal interactions, thereby providing insights into the effectiveness of the training in reducing workplace drama.

This comprehensive approach aimed to quantify the impact of leadership development on performance enhancement and on reducing the negative aspects of workplace dynamics, thus fostering a more positive and productive organizational culture.

Methodology

Assessing the Reduction of Drama and the improvement of Leadership and the correlation between Drama and Leadership on performance. Three tools were needed to create this research:

1. Drama Vs Leadership 360-degree Review
2. Daily Practice Tool and Content Provided.
3. 91 days of Reminders and Practice:
 - a. Participants Selected
 - b. Deployment of 360/Participants Surveyed
 - c. App distributed; Daily Practices Started

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d. Participants Re-surveyed.

Deployment

1. Participants Selected
2. 62 participants; 59 completed “Self-Assessments”
3. 36 high performers, and 23 low performers responded
4. 765 requests to complete the survey (includes 59 “Self-Assessments.”)
5. 523 surveys completed, for a 68% response rate

In the corporate settings selecting the top 10% of performers and identifying the bottom 10% typically involves a blend of quantitative metrics and qualitative assessments through performance reviews. Here's how each component plays a role in the evaluation process:

Quantitative Metrics: What they achieved

Quantitative metrics are crucial because they provide objective data that can be directly measured and compared across all employees. These included:

- Sales targets achieved or not.
- Timeliness and quality of project completions achieved or not.

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These metrics provide a clear, measurable way to assess performance and are often used to initially identify candidates for the top and bottom percentages of performers. We use these metrics in our consulting practices when we ask corporations to identify high and low performers for our Job Analysis surveys and consulting projects.

Qualitative Assessments: How they achieved it

Qualitative assessments in performance reviews add depth to the numbers, offering insights into how the work was accomplished and the employee's broader contributions to the team and company culture. This included:

- Insights from coworkers on collaboration, communication, and team contribution.
- Supervisor assessments of leadership, problem-solving skills, and overall work ethic.
- Ability to handle change, willingness to take on new tasks, and capability to learn new skills.
- Team feedback.

Integrating the Criteria

To effectively select the top and bottom performers, I asked these companies to integrate data from both quantitative and qualitative sources. This involved scoring systems where quantitative achievements and qualitative performance aspects are assessed and recommended by providing names and emails. They were all in leadership roles with direct reports. Integrating these data points helps create a comprehensive view of each employee's performance.

High performers are typically those who demonstrate strong leadership, effective communication, and a proactive approach in their team roles, while low performers show less engagement or difficulty in contributing positively to team dynamics. This combined assessment

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strategy ensures a balanced evaluation, highlighting individual abilities and essential interpersonal skills for the top and bottom ten percent. We had a high compliance rate for all surveys as the corporations we engaged were enrolled in the design of the program plus they were receiving free training for their managers. High and low performers were never identified as such.

Purpose of Selection

Selecting the top and bottom performers isn't just about rewards and penalties; it's a strategic tool for organizational growth. Measuring top performers helps us better understand them and design ways to increase their success, while identifying low performers can pinpoint areas for improvement and potential upskilling and create greater awareness of how to grow. By using both quantitative and qualitative data, I ensured that our performance assessments were fair and provided the data I needed.

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Table 5.2: Participation in the initial round of the 360 survey

Description	Total	Percentage of Total Participants or Requests
Total Participants	62	-
Completed Self Assessments	59	95.2% (59/62)
High Performers Responded	36/36	100% (36/36)
Low Performers Responded	26/23	113% (26/23)
Total Survey Requests	765	-
Surveys Completed	523	68.4% (523/765)

Table 5.2: The following shows the demographic information captured

Description	Total	Percentage of Total Participants or Requests
Total Participants	62	-
Completed Self Assessments	59	95.2% (59/62)
High Performers Responded	36/36	100% (36/36)
Low Performers Responded	23/26	88.5% (23/26)
High Performers Male	17	47.2% (17/36)
High Performers Female	19	52.8% (19/36)
Low Performers Male	13	56.5% (13/23)
Low Performers Female	10	43.5% (10/23)

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Description	Total	Percentage of Total Participants or Requests
Total Participants	62	-
Completed Self Assessments	59	95.2% (59/62)
High Performers Responded	36/36	100% (36/36)
Low Performers Responded	26/23	113% (26/23)
High Performers Male	17	47.2% (17/36)
High Performers Female	19	52.8% (19/36)
Low Performers Male	13	50.0% (13/26)
Low Performers Female	10	38.5% (10/26)

Replace

Drama vs. Leadership Multi-Rater Survey: Methodology and User Guide

Introduction

Welcome to the Drama vs. Leadership Multi-Rater Survey, an innovative tool designed to provide you with personal and perceptual feedback on your leadership qualities and tendencies towards drama. This survey aims to enhance self-awareness through both self-evaluation and feedback from peers.

Design Philosophy

The survey is crafted to ensure a user-friendly experience with a clear and straightforward approach:

Simplicity and Ease of Use: Features a single-click response system per page with large, easily interpretable icons.

Clear Directions: Provides simple and direct instructions for an uncomplicated user journey.

Aesthetic Design: Employs bold, graphic designs to engage users and enhance readability.

Brand Integration: Incorporates the "Drama and Leadership is a Choice" themes prominently on key slides.

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Home Page Overview

Initial Self-Survey: Begin by assessing yourself which takes approximately 15 minutes. This section is strictly private; only you can access your results immediately after completion.

Inviting Peers: Post self-assessment, you have the option to invite up to ten peers to evaluate you anonymously. They have 30 days to submit their feedback, which will be compiled into a confidential report contrasting their perceptions with your self-assessment regarding your leadership skills and propensity for drama.

Privacy Assurance: Utmost confidentiality is maintained as peers cannot view your individual responses. All personal data is encrypted and stored securely, being automatically purged 90 days after completion.

Navigation and Functionality

Registration Requirement: Enter the unique book code provide, your first and last name, and your email. Specify your gender, with an option to prefer not to say.

Browser Compatibility: The survey is accessible via major browsers like Safari, Chrome, Firefox, and Explorer.

Activation and Login

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Activation: Post-registration, a confirmation email with a unique link to start the survey will be sent. This link also reactivates upon returning to the registration page.

Confidential Login: Credentials are provided through the registration activation email, which also includes instructions for logging into the survey portal.

Survey Content and Submission

Leadership and Drama Assessment: The survey consists of statements reflecting key leadership behaviors and drama tendencies. You are encouraged to provide thoughtful and honest feedback.

Submission: Upon completion, submit your responses through the designated "Enter" button. You will then be prompted to invite others for their feedback.

Privacy and Data Security

Data Handling: All data is handled with strict privacy protocols. Only essential personal information required for the survey process is collected and is removed from our systems after 90 days.

Email Security: Please ensure the accuracy of the email provided as it is crucial for accessing your results and cannot be retrieved or corrected by the survey team if lost.

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Continuous Improvement: This comprehensive approach ensures that the Drama vs. Leadership Survey not only measures key aspects of leadership but also provides a platform for continuous personal growth and development in an intuitive and secure environment.

Detailed Explanation of Survey Structure and Logic

Survey Overview

This survey is designed to provide you with insights into behaviors that are pivotal to leadership excellence and your tendencies toward creating drama. It's structured to capture both self-assessment and peer feedback in a manner that respects confidentiality and provides actionable insights.

Survey Parts and Procedure

1. Self-Assessment: Initially, you'll assess your own leadership and drama-related behaviors.

This section helps set a baseline for your perceptions of your own behaviors.

2. Peer Feedback: After completing your self-assessment, you have the option to invite up to ten people to anonymously provide feedback on the same behaviors you evaluated. This multi-rater feedback enhances the depth of insights by comparing your views with those of your peers.

We request they ask the team members who knew them best, direct reports and their boss.

3. Anonymity and Confidentiality: To ensure the confidentiality of peer feedback, a minimum of three responses are required before the multi-rater report becomes accessible. This ensures that individual responses cannot be identified, maintaining the anonymity of your respondents.

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4. Accessibility and Data Retention: You can revisit and complete the survey at your convenience. Your final report will be accessible for 90 days after which all personal data is securely deleted from the system. Respondents have a 30-day window to complete their feedback, after which their data is also purged.

Survey Logic and Scoring

The survey employs a sophisticated logic to randomize the presentation of behaviors. This randomization prevents predictability in the responses and ensures a genuine assessment of each trait without bias.

Behavioral Dimensions and Codes:

Leadership Traits:

- Vv (Visionary)
- C (Coach)
- K (Catalyst)

Drama Traits:

- V (Victim)
- R (Rescuer)
- A (Adversary)

Scoring Scale:

Each behavior is rated on a 6-point scale:

- Strongly Disagree: 1 point
- Disagree: 2 point
- Somewhat Disagree: 3 point
- Somewhat Agree: 4 point
- Agree: 5 point
- Strongly Agree: 6 point

Behaviors not observed are excluded from the scoring to maintain accuracy.

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Weighting and Calculation:

The survey applies a weighted scoring system to differentiate closely scored behaviors, preventing ties and clearly distinguishing between high and low roles within both leadership and drama categories.

Scores for each behavior are calculated by multiplying the assigned weights by the response score, summing these products, and then dividing by the number of responses to obtain an average for each trait.

Handling Ties

In the event of a tie:

Leadership Scores: The hierarchy for resolving ties is Visionary, followed by Catalyst, and then Coach.

Drama Scores: For drama-related behaviors, ties are resolved with Rescuer first, then Adversary, and Victim last.

This structured approach to scoring and feedback ensures a comprehensive evaluation of key personal and professional behaviors, providing clear, actionable insights into leadership capabilities and tendencies toward drama. In competency/role assessments, especially within

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frameworks that evaluate personal and professional growth, the use of multipliers (weights) can be highly beneficial.

These multipliers adjust the impact of specific behaviors to reflect their importance or relevance more accurately to the measured roles. Behaviors vary in their importance depending on the description of a role or a developmental pathway. For example, the "Visionary" role might be better described by one behavior than another, necessitating a higher multiplier to emphasize its importance in the assessment.

Multipliers help refine the accuracy of assessments by emphasizing competencies/roles critical to performance and success. This precision ensures that evaluations are not just comprehensive but targeted and relevant, providing a true reflection of an individual's alignment with role-behavior assessment like in the Leadership Drama 360.

Drama vs. Leadership Survey: Detailed Item Descriptions

Drama Behaviors and Assessment Dimensions

Victim

- 1. Self-criticism after negative feedback:** Reflects on self-worth and abilities critically after receiving unfavorable reviews. (V) (Weight: 2.4)
- 2. Avoidance and gossip:** Avoids direct confrontations and tends to discuss issues with third parties rather than addressing the concerned individual directly. (Weight: 2.1)
- 3. Resignation:** Feels powerless to influence outcomes, often succumbing to resignation. (V) (Weight: 2.2)
- 4. Narratives of disadvantage:** Frequently recounts personal stories highlighting exploitation or unfair treatment. (V) (Weight: 2.5)
- 5. Lack of appreciation:** Regularly feels undervalued or unacknowledged for efforts. (V) (Weight: 2.2)
- 6. Futility in effort:** Expresses skepticism about the efficacy of personal effort, often resigned to the status quo. (V) (Weight: 2.3)

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Rescuer

- 1. Withholding feedback:** Avoids giving constructive criticism due to fear of harming relationships or others' feelings. (R) (Weight: 2.0)
- 2. Susceptibility to exploitation:** Perceives self as frequently exploited due to a generous nature. (R) (Weight: 2.4)
- 3. Difficulty in delegation:** Struggles to decline additional responsibilities, even when appropriate to pass them to others. (R) (Weight: 2.1)
- 4. Procrastination on action:** Hesitates to act in challenging situations, hoping for spontaneous resolution. (R) (Weight: 2.3)
- 5. Reluctant overextension:** Takes on others' tasks and harbors resentment without voicing concerns. (R) (Weight: 2.2)
- 6. Challenges in accountability:** Finds it difficult to hold others accountable for their actions. (R) (Weight: 2.5)

Adversary

- 1. Non-acceptance of mistakes:** Rarely acknowledges personal mistakes or admits them to others. (A) (Weight: 2.3)

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2. Lack of feedback reception: Seldom receives feedback on how personal actions impact others. (A) (Weight: 2.1)

3. Negative assumptions: Often quick to assume negative intentions in others and vocalizes these thoughts. (A) (Weight: 2.2)

4. Communication dominance: Frequently interrupts or feels the urge to finish sentences for others. (A) (Weight: 2.0)

5. Blame shifting: Swiftly attributes faults and problems to external factors or others. (A) (Weight: 2.5)

6. Control imperative: Constantly feels the need to control situations and people. (A) (Weight: 2.4)

Leadership Behaviors and Dimensions Coach

1. Motivational influence: Possesses a strong drive to inspire and uplift others. (C) (Weight: 2.0)

2. Developmental support: Actively assists others in reaching their full potential. (C) (Weight: 2.2)

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3. Sought-after advisor: Frequently approached for advice due to perceived wisdom and insight. (C) (Weight: 2.3)

4. Direct feedback: Regularly offers honest and straightforward feedback. (C) (Weight: 2.5)

5. Feedback receptivity: Proactively seeks feedback to improve personal performance. (C)
(Weight: 2.4)

6. Optimistic perspective: Maintains a positive outlook and sees potential in others and situations. (C) (Weight: 2.1)

Catalyst

1. Innovative drive: Continuously seeks to innovate and enhance performance. (K) (Weight: 2.0)

2. Urgency in execution: Brings a sense of urgency and dedication to projects. (K) (Weight: 2.1)

3. Courageous ideation: Boldly proposes new ideas and embraces innovative challenges. (K)
(Weight: 2.2)

4. Problem-solving agility: Capable of understanding various perspectives and crafting effective solutions. (K) (Weight: 2.5)

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5. Obstacle navigation: Skilled at overcoming or bypassing barriers to progress. (K) (Weight: 2.4)

6. Leadership potential unleashing: Effectively maximizes the collective capabilities of any team or group led. (K) (Weight: 2.3)

Visionary

1. Inspirational communication: Articulates a compelling future that inspires and motivates others. (Vv) (Weight: 2.2)

2. Goal-setting proficiency: Sets clear, actionable short and long-term goals for teams and personal life. (Vv) (Weight: 2.4)

3. Vision articulation: Clearly communicates and energizes others around a compelling vision. (Vv) (Weight: 2.3)

4. Passionate engagement: Brings genuine enthusiasm to all endeavors, energizing those around. (Vv) (Weight: 2.0)

5. Intentional communication: Mindfully ensures that communications are purposeful and aligned with team goals. (Vv) (Weight: 2.1)

6. Commitment selection: Chooses commitments deliberately, avoiding feelings of obligation.

(Vv) (Weight: 2.5)

Participant Home Page

Survey Results Access: Provides a direct link to view your personalized results, enabling a comprehensive understanding of how your self-assessment aligns with peer feedback, fostering personal and professional growth.

Multi-Rater Feedback Invitation and Anonymity Assurance

Feedback Invitation Process

2. Timeline for Response: Once invited, your respondents have a 30-day window to complete their assessment of your behaviors. This period allows adequate time for thoughtful and reflective feedback.

3. Reminder System: To facilitate timely responses, our system will send reminder emails to your invitees if they have not completed the survey. These reminders help ensure a higher response rate and more comprehensive feedback for you.

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Anonymity and Privacy Protection

Confidentiality of Responses: The identities of the respondents are kept confidential to maintain the integrity of the feedback and encourage honest responses. You will not be able to see who has responded or their individual feedback. This anonymity is critical in ensuring that the feedback you receive is candid and uninfluenced by personal relationships.

Data Security: We do not store the email addresses of your respondents beyond the 30-day response period. All information pertaining to the respondents is purged from our system after this duration, further protecting their privacy and complying with data protection regulations.

Access to Results: You need at least three completed responses to view your multi-rater feedback report. This requirement safeguards the anonymity of the respondents by preventing potential identification from a smaller sample size. Once the minimum number of responses is achieved, you can access a compiled report that juxtaposes your self-assessment with the anonymous feedback from your peers.

Survey Intent and Outcome

Self vs. Peer Perception: The primary objective of this survey is to allow you to compare your self-perception with how others perceive your leadership qualities and tendencies towards drama. This comparison is designed to provide a holistic view of your professional interactions and performance, highlighting both strengths and areas for improvement.

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Developmental Tool: By understanding the discrepancies or alignments between your self-assessment and the feedback from others, you can pinpoint specific behaviors that may need reinforcement or change. This insight serves as a powerful tool for personal and professional development, helping you to refine your leadership approach and reduce counterproductive behaviors.

Conclusion

This structured feedback process enhances self-awareness and contributes to your ongoing development as a leader. The safeguards ensure that the process is both respectful and beneficial, providing valuable insights while maintaining the highest standards of privacy and data security.

Expanding on Leadership and Drama Dimensions in Survey Reports

Visionary Leadership Insights

You have achieved your highest scores in the Visionary aspect of leadership, indicating a profound ability to inspire and motivate through a compelling vision of the future. As a Visionary, your strength lies in your capacity to imagine and articulate a vivid and inspiring future, drawing others towards shared goals with enthusiasm and commitment.

Developmental Focus: While it's advantageous to leverage your Visionary traits, it's equally crucial to refine this skill further. Consider selecting a specific Visionary behavior from section 3 of the survey to develop more deeply. Enhancing this skill could involve seeking new inspirations, expanding your knowledge base, or engaging more actively with innovative thinkers in your field.

Leadership Balance and Growth: Your scores indicate equal strengths in being a Visionary, Catalyst, and Coach. This balance is a rare leadership quality that allows you to adapt and excel in various scenarios, driving both personal and organizational success.

Catalyst Development: As you continue to cultivate your leadership skills, focus on developing your role as a Catalyst. This involves not just initiating change but also accelerating processes and inspiring your team to achieve higher performance levels. Review the Catalyst behaviors in

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the survey and select one to enhance, such as improving your ability to communicate your passion and purpose more effectively.

Coach Attributes: Being a Coach involves nurturing and developing others, which is fundamental to sustained organizational growth. Strengthening this aspect could mean enhancing your feedback mechanisms or developing more tailored development plans for your team members.

Addressing Drama: Recognizing Patterns

Your involvement in drama-related roles, particularly if you scored highest in the Rescuer role, suggests areas for personal growth and development in managing workplace dynamics more effectively.

Drama Triangle Awareness: Understanding your place in the Drama Triangle—whether as a Victim, Rescuer, or Adversary—can illuminate patterns that may be hindering your effectiveness. Awareness is the first step towards change, allowing you to shift from reactive behaviors to more constructive interactions.

Behavioral Modification: Reflect on the interactions that lead you into these drama roles. Are there common triggers or particular relationships that pull you into these dynamics? Identifying these can help you avoid or alter these patterns, focusing more on leadership and less on drama.

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Leadership vs. Drama Focus: Consider how often you engage in leadership behaviors versus drama behaviors. This reflection can help you redirect your energy from unproductive conflicts to actions that align with your leadership goals, enhancing both personal satisfaction and professional achievements.

Interactive Review and Self-Assessment

The survey's structure encourages continuous interaction with your feedback, pushing you to not only acknowledge your current capabilities but also to actively work on areas requiring improvement. This dynamic process of review and development ensures that your leadership journey is one of ongoing growth and refinement.

By engaging deeply with the feedback from your self-assessment and the perceptions of others, you are better positioned to develop a well-rounded approach to leadership that minimizes drama and maximizes positive impact.

Continued Expansion on Methodology: Enhancing Leadership and Managing Drama

Strategic Development of Leadership Skills

Given that you have equitably high scores across Visionary, Catalyst, and Coach roles, it is evident that your leadership capabilities are well-rounded. This balance provides a robust foundation for driving effective change and fostering a motivating environment. However, continuous improvement in these areas is vital for sustained success and leadership development.

Visionary Enhancement: To further enhance your visionary capabilities, consider more actively engaging with emerging trends and innovations within your industry. This could involve attending conferences, participating in think tanks, or conducting collaborative future-planning sessions with your team. The goal is to continually refresh your vision to keep it relevant and inspiring.

Catalyst Improvement: As a Catalyst, increasing your effectiveness means improving your responsiveness and agility in leadership situations. Consider workshops or training that focus on rapid decision-making and strategic agility to better initiate and manage change within your organization.

Coach Deepening: Deepening your coaching skills can involve advanced coaching certifications or peer coaching sessions where you can refine your ability to develop others. Focus on

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enhancing your listening skills, asking powerful questions, and learning new coaching models that can be adapted to various individual needs.

Drama Role Mitigation

Understanding your roles within the Drama Triangle—Victim, Rescuer, Adversary—offers critical insights into how you might be unconsciously contributing to workplace conflicts or dynamics that lead to reduced efficiency and morale.

Proactive Conflict Resolution: Enhance your conflict resolution skills by adopting strategies that preemptively address and mitigate potential dramas. This could involve training in mediation, developing clearer communication guidelines, or implementing regular feedback sessions that allow issues to be addressed before they escalate.

Self-Regulation Techniques: To move away from reactive behaviors typical of the Drama Triangle, invest in developing stronger emotional intelligence skills. Techniques such as mindfulness, reflective journaling, and emotional regulation workshops can help in better managing your reactions and interactions with others.

Empowerment of Others: Shift from a Rescuer role to one that empowers others to solve their own problems. This can be achieved by fostering a culture of accountability and resilience, where team members are encouraged to take initiative and develop their own solutions with your support as a coach.

Integrative Review and Feedback Systems

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To ensure that the insights from the survey are integrated into daily practices, develop a system for ongoing feedback and self-assessment. This could involve regular check-ins with your team, structured reflection periods, and the use of 360-degree feedback tools to get continuous perspectives from peers, subordinates, and supervisors.

Feedback Loops: Establish regular feedback loops that encourage open and honest communication within your team. This can help in quickly identifying areas where leadership or drama behaviors need adjustment, ensuring that your growth as a leader is aligned with your team's needs and organizational goals.

Actionable Insights: Turn survey insights into actionable strategies by setting specific, measurable, achievable, relevant, and time-bound (SMART) goals for improving your leadership skills and reducing drama behaviors. Regularly review these goals and adjust your strategies based on ongoing feedback and personal reflection.

This holistic approach to leadership development not only focuses on enhancing specific leadership roles but also addresses the underlying dynamics that can undermine effective leadership. By continuously engaging with both the developmental and corrective aspects of your leadership and interpersonal behaviors, you can build a more cohesive, productive, and positive organizational culture.

Expanding on Methodology for Addressing Leadership and Drama Gaps

Step-by-Step Guide to Utilizing Feedback for Personal Development

1. Analyzing Feedback:

Begin by thoroughly reviewing the feedback provided by others in your multi-rater report. Focus on the specific behaviors listed under both the Leadership and Drama sections. Compare how you have rated yourself versus how others have rated you on these same behaviors.

Look for discrepancies between your self-assessment and the feedback from others. This will help you identify areas where your perception might differ from how others see you.

2. Identifying Development Opportunities:

Within the feedback, identify patterns that suggest areas for improvement. Focus particularly on those roles and behaviors where there is the greatest gap between your self-assessment and others' feedback.

Choose two specific opportunities where improvements could have the most significant impact on your effectiveness. These should be areas where enhancing your approach could greatly benefit your professional interactions and leadership capacity.

3. Bridging Drama and Leadership:

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For each identified gap in a Drama role, refer to the corresponding Leadership role to find behaviors that can counterbalance or mitigate these tendencies.

Victim to Visionary: If feedback suggests you often adopt a Victim stance, focus on developing Visionary behaviors. For instance, if you tend to feel powerless or overwhelmed, work on setting clear visions and goals that inspire and motivate, both for yourself and your team.

Adversary to Catalyst: If you are perceived as an Adversary, look to adopt behaviors typical of a Catalyst. This might involve taking initiative more proactively, engaging in creative problem-solving, and fostering a can-do attitude among your colleagues.

Rescuer to Coach: For those who find themselves frequently in the Rescuer role, enhancing Coach behaviors can be beneficial. Focus on empowering others to solve their own problems rather than always stepping in to fix things for them.

4. Implementing Specific Actions:

Develop specific, actionable steps to transition from the identified Drama behaviors to more constructive Leadership behaviors. These actions should be observable and measurable to track progress. For instance:

If aiming to be more Visionary, schedule regular brainstorming sessions to explore future opportunities or set up a vision board in your workspace to keep inspired.

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To enhance your role as a Catalyst, you could initiate a new project that encourages innovative thinking or offer to lead a team effectively through a transition phase.

As a Coach, you might start regular one-on-one coaching sessions with team members or create development plans that focus on their growth and progress.

5. Monitoring Progress and Adjusting:

Set regular intervals to review your progress toward these new behaviors. This could be through self-reflection, feedback sessions with peers, or even follow-up surveys similar to the initial one.

Be prepared to adjust your actions based on ongoing feedback and the results you observe. This iterative process will help solidify the new leadership behaviors and reduce the prevalence of less effective drama-related behaviors.

By systematically addressing feedback and focusing on developing complementary leadership qualities, you can effectively transform how you interact within your professional environment, reducing drama and enhancing leadership effectiveness.

Expanding on Reporting Logic and Feedback Mechanisms for the Drama vs. Leadership Survey

Reporting Logic

1. PDF Report Creation:

Automated System: Once the survey is completed, the report writer automatically generates a PDF report, which is emailed directly to the survey taker. This ensures immediate access to the results upon completion of the survey.

Download Access: Additionally, the report is made available for download from the survey taker's homepage, which can be accessed at any time during the 90 days post-completion of the survey. This provides flexibility in accessing the report.

2. PDF Features and Accessibility:

Print-Ready Format: The PDF is formatted for an 8.5 x 11-inch sheet of paper, making it easy for users to print at home or in the office.

Interactivity: The PDF includes options to print, save, and copy the data for offline analysis and sharing.

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Visual and Graphical Elements: The report features visual aids such as graphical bar codes and representations of the Sheppard Leadership Triangle, enhancing the readability and attractiveness of the report.

3. Content of the Report:

Overall Description: The report begins by describing the survey process and the fundamental concepts of the Leadership and Drama roles.

Leadership Role Strengths and Weaknesses: It details the survey taker's strongest and weakest leadership roles, providing specific insights into areas of excellence and potential improvement.

Victim Role Trap: It addresses any significant tendencies toward Victim behavior, providing guidance on how to mitigate such tendencies through enhanced leadership behaviors.

Participant Home Page

Access to Results: The home page features a prominent link to 'Survey Results,' where the survey taker can click to view their detailed feedback results. This link becomes active once the required number of responses (minimum three) have been received or the 30-day period has been completed, whichever occurs first.

Feedback Request and Mechanism

1. Invitation Process:

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Up to Ten Reviewers: Participants can invite up to ten individuals to provide feedback on their leadership and drama behaviors. This is crucial for uncovering blind spots and validating self-assessments.

Email Invitation: The system facilitates sending personalized emails to the chosen reviewers, which includes a sample letter outlining the request for feedback.

2. Feedback Collection and Confidentiality:

Anonymity Assurance: The feedback provided is anonymous, ensuring that respondents can freely share their honest perceptions without fear of repercussion.

Data Security: After the feedback is compiled, individual responses and email addresses are deleted from the system to maintain confidentiality and security.

3. Feedback Request Sample Letter:

Content: The sample letter explains the purpose of the feedback, emphasizing its confidentiality and the value of honest responses. It reassures the respondents that their participation will remain confidential and that the survey will take less than 15 minutes to complete.

4. Notification and Access to Feedback:

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Email Notifications: The survey taker is notified via email when the feedback report is ready, either after receiving responses from three participants, from all participants before the 30-day period ends, or after the period expires.

Report Access: Access to the report is limited to 90 days from registration, emphasizing the importance of timely review and action on the feedback received.

This enhanced reporting logic and feedback mechanism is designed to provide a comprehensive, user-friendly, and secure method for individuals to gain insightful feedback on their leadership and drama behaviors, ultimately fostering personal growth and development.

Enhanced Feedback Request Email Entry and Logic Explanation

Feedback Request Email Entry System

1. Interface Design:

The user interface for entering feedback request details features fields for the first name, email address, and a repeat email address of up to ten individuals from whom feedback is sought. This ensures accuracy in the email addresses provided to minimize errors in sending out the invitations.

2. Submission Restrictions:

Once the submit button is pressed, the list is locked, and no changes, additions, or deletions can be made. This ensures that the survey process moves forward efficiently without delays caused by modifications to the list of respondents.

3. Response Window and Notifications:

Invited respondents have up to 30 days to complete their feedback. The survey system tracks responses and updates the survey initiator on the number of responses received, though it does not disclose individual responder identities to maintain anonymity.

4. Minimum Response Requirement:

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A minimum of three completed surveys is required before the aggregated feedback report is made available to the survey initiator. This threshold ensures sufficient data for meaningful analysis while maintaining the confidentiality of individual responses.

Anti-Spam Logic

To prevent the misuse of the survey platform for spamming, the following strategies could be considered:

1. Direct Invitation by Participants:

Instead of allowing survey initiators to input email addresses directly into the system, provide them with a link that they can use to send invitations through their own email system. This approach reduces the risk of misuse, as the responsibility for sending emails shifts to the participants' email provider, which typically has its own anti-spam measures.

2. Thank You Communication:

While direct emailing by participants might limit the ability to send automated 'thank you' emails after survey completion, consider alternative marketing strategies. For instance, include a thank you message within the survey itself or provide participants with a customizable thank you message template that they can send manually after receiving feedback.

Survey Content and Response Logic

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1. Survey Presentation:

The survey is presented as a list of statements about leadership and drama behaviors, with responses ranging from 1 (Very little or rarely) to 5 (Exactly or always). These are personalized to the survey taker, enhancing the relevance and engagement of the feedback process.

2. Dynamic Report Generation:

Optionally, the system could be set to generate and update the feedback report each time a new response is received after the minimum threshold of three responses. This would allow the survey initiator to see changes and trends in real time as more feedback is gathered.

3. Real-Time Updates and Notifications:

Implement real-time notifications to inform the survey initiator each time a feedback response is submitted. This will enhance engagement and keep the initiator updated on the feedback progress.

Participant Homepage and Access to Results

Access Control: Survey results and the feedback report are accessible via a link on the participant's homepage, but only after the requisite number of responses has been received or the

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30-day period has concluded. This ensures timely access to feedback while respecting the confidentiality protocol.

Enhanced Participant Engagement: Consider offering participants the ability to view preliminary results after the minimum response threshold is met, with updates as additional feedback is received. This can provide ongoing insights and encourage active engagement with the feedback process.

This comprehensive approach to feedback request entry, anti-spam measures, and dynamic report generation ensures a user-friendly, secure, and effective feedback mechanism integral to leadership development and self-awareness enhancement.

Expanding the Report Logic for the Leadership and Drama Survey

Report Generation Logic

1. Dynamic Text Generation:

The report automatically generates text based on the survey taker's highest and lowest scores in the Leadership and Drama roles. Using conditional "if-then" statements, the system selects appropriate narrative paragraphs that align with the individual's specific scores. This ensures personalized feedback that is relevant to the survey taker's performance.

2. Leadership Roles Analysis:

High Scores: The report highlights the survey taker's highest scores within the Sheppard Leadership Triangle—Visionary, Catalyst, and Coach. It emphasizes the strengths in these areas and provides suggestions for further development, reinforcing the positive aspects of their leadership.

Low Scores: Similarly, the report identifies the lowest scores and suggests areas for improvement. This helps the survey taker to focus on enhancing skills that may not come as naturally, aiming for a balanced skill set.

3. Drama Roles Analysis:

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The system also analyzes scores in the Drama Triangle—Victim, Rescuer, and Adversary. Based on the highest-scoring Drama role, the report provides insights into potential tendencies that might hinder effective leadership. The narrative encourages awareness and self-regulation to mitigate these tendencies.

Sample Narrative Sections

1. Leadership Strengths (High Score):

The narrative for a high score in the Visionary role, for instance, would discuss the ability to envision and inspire others toward a compelling future. It might include actionable advice on how to further refine this ability, such as engaging with innovative thinking or adopting forward-thinking strategies.

2. Leadership Development Needs (Low Score):

If the lowest score is in the Catalyst role, the report would focus on the need to develop skills that initiate or accelerate actions within the team or organization. It could suggest ways to enhance influence and drive, such as leadership training focused on change management or creativity to foster an inspirational culture.

3. Addressing Drama Roles:

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For a high score in a Drama role like the Rescuer, the report would provide an analysis of how this role might be manifesting in unproductive ways. It might offer strategies for transitioning from a Rescuer to a Coach, focusing on empowering others rather than solving problems for them, thereby promoting independence and resilience within the team.

Integration with Behavioral Insights

Behavioral Patterns: The report would detail specific behaviors associated with each role and provide insights into how these behaviors impact the survey taker's effectiveness in both leadership and interpersonal relations.

Actionable Recommendations: Based on the analysis, the report would offer specific, actionable recommendations for behavior change. This might include exercises to increase self-awareness, training to develop certain skills, or strategies to alter interaction patterns with others.

Conclusion

The report serves as a comprehensive tool for self-improvement by highlighting strengths and areas for development in both leadership and drama roles. By providing detailed analysis and actionable advice, the report helps the survey taker to enhance their leadership capabilities and reduce drama-inducing behaviors, ultimately leading to more effective leadership and healthier workplace dynamics.

Drama vs. Leadership Multi-Rater Survey

Personal and Perceptual Feedback

Design Philosophy

- Single click on a page
 - Big icons instructing what to do
 - Singular and simple direction
 - Simplify and Simplicity
 - Graphically bold
 - Easy to use
 - Integrates the following Drama and Leadership is a Choice brands on slides 4 and 5
-

Home Page

Welcome to the Drama vs. Leadership Survey

You will first survey yourself. You will receive your results immediately online. This survey takes about 15 minutes to complete. Only you will have access to your report for complete

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confidentially and security of your information. We cannot access your information. Once you complete the survey for yourself, you have the option to invite up to ten additional people to survey you. They will have 30 days to provide you with feedback on the same dimensions of leadership. You will receive a confidential report that compares your perception vs. their perception of your Leadership capabilities and your Drama tendencies. Again, this information is provided for your growth and awareness, and only you will have access to the report.

Landing Page from Home Page

This survey provides feedback on leadership behaviors critical to your success. The statements listed in this survey highlight the behaviors associated with Drama and Leadership. Providing yourself with thoughtful and candid feedback is useful during your career and in your life. When you're done, submit your responses by clicking on the Enter button. After you survey yourself, you have the opportunity to invite others to anonymously provide you feedback. You always have complete control of this information. Only you have access to the feedback associated with this information. We take your privacy seriously. Upon filling out the forms below, you will receive a registration confirmation link in your email box to ensure authenticity.

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You need Safari version x.x, Explorer version x.x, Chrome version x.x, or Firefox version x.x, to take this survey. Please enter your book code found on the inside of the jacket cover of "Save Your Drama For Your Mama". You can only use this code once. This is a single-use number for you and up to ten respondents. You can view only your survey results or invite up to ten people to provide you feedback. They will not be able to see your results.

- Enter your first name as you would like it on the reports.
- Enter your last name.
- Please enter your email address (this is how you will register on this site in the future):
- Enter your gender (m) (f) (prefer not to say).

Your email will only be used to send you your reports. All personal information will be purged from the system 90 days from now. You have limited time to have your respondents provide you with feedback.

This Drama vs. Leadership survey is currently in beta, and we'll continue to improve it over time. Because we take your privacy seriously, we cannot look up or change any mistakes in the email address you provide, so please ensure the accuracy of your information.

- Enter your email again

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- Enter your password
 - Enter your password again
-

Registration Activation Page

Your registration email should appear in your inbox shortly. Open this email and click on the link provided – this will take you directly to the start of the survey. You may also return to this page and the link below will be activated.

www.achoice.com/a;lkfadjfa;dklj/;laj;dlkfja;sdkfj;kdfweee

Letter #1 Registration Activation email

Dear <First Name Last Name>,

You are now registered for the Drama vs. Leadership Survey.

Below is a record of your username and password. Please keep this email for your records.

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Login: Charlie@mcscllc.com (do not make it caps sensitive)

Password: hat22 (do not make it caps sensitive)

To log in and begin the survey, click here:

www.achoice.com/a;lkfadjkfa;dklj;/lakj;dlkfja;sdkfj;kdfweee

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Start your confidential survey now

This survey provides feedback on areas critical to your success. The statements listed in this survey describe the behaviors required for leadership excellence. It is important that you

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provide thoughtful and accurate feedback. When you're done, submit your responses by clicking the submit button.

This survey has two parts. The first part is where you rate yourself with regard to your leadership and any drama you may create. Optionally, at the end of the survey, you have the opportunity to invite up to ten people to provide feedback for you. The information provided by your respondents is anonymous, and only you have access to the results. You need a minimum of three responses to gain access to the multi-rater report in order to give the raters anonymity in their responses.

If you get interrupted, you can come back and finish at a later time. Your report will be available to you for up to 90 days by logging in with your email address and password. After 90 days, all personal information contained in the system will be removed, and you will not have access to your report. Your respondents have up to 30 days to complete the survey feedback for you. We provide them with a few reminder emails, but after 30 days, their email addresses will be purged from the system.

Survey Logic and Math

The survey behaviors are randomized to keep the logic of drama, leadership, or the dimensions associated with them from being revealed. They are presented on the following page so you can understand the logic associated with each behavior.

V = Victim

C = Coach

Vv = Visionary

A = Adversary

R = Rescuer

K = Catalyst

If the behavior was not observed: The weighting on each behavior breaks up ties for identifying the high role and low role. The weighting is designed to ensure no ties occur when comparing scores of Visionary—Catalyst—Coach and Adversary—Rescuer—Victim.

Each score is calculated by multiplying the weights by the score, adding the behaviors together, and dividing by the number of responses. Still, if we get a tie in Leadership, the

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winner is the Visionary, followed by the Catalyst and then the Coach. With a tie score in Drama, the winner is the Rescuer, followed by the Adversary and then the Victim.

Drama Behaviors and Dimensions Survey

Victim

If I receive negative feedback, I get into a self-critical, self-doubting mood. (V) (2.4)

When I have an issue with another person, I avoid him or her and/or talk to others about him or her. (2.1)

I often feel resigned about my ability to influence a situation. (V) (2.2)

I tell stories about how someone has taken advantage of me. (V) ((2.5)

I often don't feel appreciated for what I do. (V) (2.2)

I often say, "Why try? That is just the way it is." (V) (2.3)

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Rescuer

I withhold my feedback from others because I fear it would hurt their feelings or hurt our relationship. (R) (2.0)

People tend to take advantage of my good nature. (R) (2.4)

I have a problem saying no to a task even if it should go to someone else. (R) (2.1)

I often wait too long before acting to see if a difficult situation will miraculously resolve itself. (R) (2.3)

I take on work for others and resent doing it but never tell them. (R) (2.2)

I feel like it is hard to hold other people accountable. (R) (2.5)

Adversary

I have trouble seeing when I make a mistake and/or admitting to others when I do. (A) (2.3)

People rarely give me feedback about how my behavior affects them. (A) (2.1)

I often jump to negative conclusions about other people's intentions and voice it. (A) (2.2)

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I finish other people's sentences for them, or at least I feel like doing it. (A) (2.0)

When a problem occurs, I quickly find someone else, another department, or management to blame. (A) (2.5)

I constantly feel the need to be in control. (A) (2.4)

Leadership Behaviors and Dimensions Survey

Coach

I have a strong desire to motivate and inspire others. (C) 2.0

I help others reach their full potential. (C) 2.2

Team members and friends come to me for my insights and opinions. (C) 2.3

I consistently provide feedback to others with directness and candor. (C) 2.5

I consistently request feedback about myself and my performance. (C) 2.4

I think positively and see the potential in situations and people. (C) 2.1

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Catalyst

I continuously strive to innovate and improve performance. (K) 2.0

I bring a sense of urgency to projects and teams I work on. (K) 2.1

I have the courage to put forth new ideas. (K) 2.2

I can see issues from multiple points of view and find the right actions to move forward. (K)

2.5

I remove or circumvent obstacles. (K) 2.4

I can unleash the full potential of any group I am working with or leading. (K) 2.3

Visionary

I communicate a future in a way that moves and inspires others. (Vv) 2.2

I consistently set short and long-term objectives for my organization, team and my life. (Vv)

2.4

I have a compelling vision and I can effectively communicate this vision. (Vv) 2.3

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I bring an authentic passion to everything I do so that others feel energized when they are around me. (Vv) 2.0

I am aware of my intentions in all my communications with team members. (Vv) 2.1

I know (and practice) choosing my commitments rather than feeling I “have” to do something. (Vv) 2.5

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Participant Home Page

Survey Results [Click here to see your results](#)

Click below to discover how others experience you in leadership. You may invite up to 10 people to provide you feedback on your Leadership and Drama capabilities. If you choose to invite others to share their perception of you, they have up to 30 days to respond.

You need at least 3 responses from your invitees before you may see your results. They will be reminded during the 30 days if they have not completed the survey. You will not have access to see who responded or not. Their anonymity and your privacy is protected.

We will not collect their emails, and at the end of the 30 days, we purge their information from our system. They cannot see the results of your survey or the feedback others have given.

We provide you with the number of respondents but not their identities.

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The intent behind this survey is for you to compare your perception of your Leadership and Drama patterns to the experiences of those around you.

Self-Report Section2a

Scored Leadership Vv highest

The three roles of the Sheppard Leadership Triangle are the Visionary, the Catalyst, and the Coach. Each of these roles supports one another and creates the kind of leadership behaviors that are the foundation for extraordinary results.

Your Highest Score is [Visionary { 4.3 }] [Catalyst { 4.3 }] [Coach { 4.3 }].

This role is your highest score of the three roles of the Sheppard Leadership Triangle; being a [Visionary Catalyst Coach] is one of your strengths. In developing your overall leadership

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competency, it's just as important to focus on developing areas that are your strengths as those in which you need improvement. A small amount of time invested in continuing to develop the areas in which you are already comparatively strong produces a highly leveraged result. Review your behaviors in section 3 related to being Visionary and select one for you to further develop.

Because you scored highest in the trait of Visionary, building an inspirational, positive picture of the future is one of your greatest strengths. The Visionary cultivates and communicates a compelling vision with a passion bordering on obsession, seeing real possibilities even in the absence of evidence. The Visionary is characterized by his or her ability to see into the future and create inspiring goals. The Visionary has the capacity to create a compelling, vivid mental image of what is possible.

Self-Report Section 2b

Scored Leadership Vv highest

Your lowest score in the Sheppard Leadership Triangle is [Visionary { 4.3 }] [Catalyst { 4.3
}] [Coach { 4.3 }].

This information will provide you with an area for growth. This is a role where you can put additional effort. It is also important to put time into the areas that may not come as naturally for you. Select a Catalyst behavior on the following page that you want to develop. True leadership is a result of influence, congruence, and integrity. It involves managing relationships and interacting and communicating within an organization in order to move towards a vision of a rewarding future. From this perspective, leadership can be defined as the capability to express a vision, the ability to influence others to achieve results, encouraging team cooperation, and being an example. Defined in this way, leadership ability provides added value to any fundamental management ability. In other words, strengthening leadership ability can help any individual to improve his or her capacity to achieve results and reach personal or organizational outcomes.

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A catalyst is something that initiates or accelerates a reaction. It can also be someone who causes an important event to happen, like a leader who acts as a Catalyst to unite the team. What makes a leader an inspirational Catalyst? It is having passion, purpose, integrity, and the ability to inspire people to reach great heights of performance. Learning to communicate passion, purpose, and meaning to others will help you create an inspirational culture. The key skill a Catalyst has is his or her deep understanding of an organization, markets, people, and resources. It is then the ability to leverage these resources.

A Catalyst is often needed to take a team or a company to the next level. Important to inspiration is the integrity of the person leading. Vision and passion are important, but others must trust you to feel inspired. People look up to a person who tells the truth and does the right things. The quality that people value most in their leaders is honesty and congruence between words and deeds. Effective leaders keep their promises. When people say one thing and do another, they quickly lose trust. To be a Catalyst in any organization, you must have personal integrity. By establishing this, you create a foundation for moving the organization forward. To add additional value to your team, you can creatively think about what is next for the business. You demonstrate taking action and executive the plans flawlessly. That may require a total transformation of the organization, especially because past practices and

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assumptions may forestall growth. Successful leaders of such journeys are invariably creative thinkers. They know how to look from the outside in, to challenge the status quo, move proactively, and spot and cultivate a team's ability to execute.

Organizations are extremely complex. There are thousands of interconnected relationships that, over time, tie the organization into a stabilizing equilibrium, one where change is a challenge. When taken all together team members can feel overwhelmed in the face of these challenging complexities. A Catalyst sees the overall pattern and finds leverage points in the system. A Catalyst understands that small, well-focused action can produce significant, enduring improvements, if they are in the right place. The leader needs to help create an environment where everyone can make good timely decisions, solve problems quickly and efficiently, and implement plans effectively. To be a Catalyst in the effective execution of a plan, a leader must also be vigilant in details and lay the truth on the table. Good leaders have a great appreciation for the discipline of attending to trends and data flow information. They need to stay in the loop. When leaders insulate themselves from the details that impact financial reports, operations, customers, budgets, employees, and the like, they lose connection with the people and activities they are supposed to be leading, and execution suffers accordingly.

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To be more of a Catalyst review the following questions:

- Do I consistently push for excellence in my team?
 - Do I understand the details so I can see large patterns in complex systems?
-

Self-Report Section 2c

Scored Drama R highest.

The Drama Triangle's three roles are the Adversary, the Rescuer, and the Victim. The Adversary is the attacker, one who disturbs the equilibrium. The Victim can be seen as the recipient of change, the passive one, the one whose equilibrium is disturbed, and the reactor to change. The Rescuer is someone who tries to soften the attacks of the Adversary and assist the Victim. The Drama Triangle forms a complex web of interlocking relationships. Becoming more aware of what put you down into the Drama triangle and the associated feelings and lack of energy that goes along with it truly is a major accomplishment. One of the ways to think about this is instead of trying to control others, you are working at actually controlling yourself.

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We are hardwired for each of the Victim, Adversary, and Rescuer roles. Developing awareness of the patterns associated with Drama is the necessary first step for change. Where do you focus your attention? Is it more on drama or leadership? Are you critical of others? Do you feel powerless to make a change? Do you feel overwhelmed? Do you get upset with yourself for being stuck in a job you do not want to be doing? Take a moment to reflect.

Someone in the Drama Triangle tends to communicate reactively and move rapidly between each of these roles. The changes between roles are often seen as a real shift by someone involved in the Drama Triangle, but actually, they are just movements between each of the roles, thereby creating more Drama. There are specific behavioral patterns associated with each of the roles, and most of us have all three roles already as archetypes in our neurology. When these roles interact with each other, they create more Drama. We have each witnessed these roles, and we have each acted out these roles at some point or another. The external environment usually determines which of these roles we choose (whether consciously or unconsciously) to activate.

We usually end up in a Drama Triangle situation because we are not fully conscious of what we are doing and why we are doing it. We let resignation creep into a relationship, a situation

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or a role. We start to feel powerless to make a difference or we think it would be too difficult to have a challenging conversation. In this condition of living unconsciously, we resign to the consequences of one of the roles of the Drama Triangle without even recognizing that we abdicated our choice to do something different.

This is the narrative section of the report

Scored Drama R highest

Your Highest Score is [Adversary { 4.3 }] [Victim { 4.3 }] [Rescuer { 4.3 }].

The high score in the Drama Triangle represents which role you have a tendency to adopt when you step into the Drama Triangle. With awareness, your scores in the Drama Triangle will get lower over time. In developing an antidote to the Drama Triangle, it is important to review and name the behaviors associated with Drama. The more aware you are of your patterns, the more likely they will not run in an unconscious manner. Review your high-

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scoring Drama behaviors on the following page and think about what behavior you could do differently in the future.

You scored highest in the Rescuer role. The Rescuer surreptitiously seeks recognition by attempting to “save” others whom the Rescuer deems as flawed in some way, incapable of handling honest feedback, and/or unable to help him or herself. Secretly, they also want to be saved by others. It can be helpful to think of each of the Drama roles below as the flip side of the Leadership roles above. For example, a Rescuer comes to the aid of another out of a fundamental belief that the other is incompetent. The Coach, on the other hand, believes in the innate abilities of others to learn and to grow. Because there are people who are great at supporting their teammates, the position tends to be more subtle or covert than the other two roles in the Drama Triangle. The individual in the Rescuer role ignores, discounts, and minimizes team members by assuming that they are not capable or unable to solve their own problems because the Rescuer assumes them to be flawed in some way. You don’t believe in the capabilities of others because you don’t believe in your own capabilities, and this underlying belief compels you to help others.

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In a business environment, if you are in the Rescuer role, you will not give others feedback for fear of hurting them. You believe that the other person can't handle the feedback, so the Rescuer withholds it from them or waters it down. You save others from having to hear the feedback – in essence, you have prejudged your team members as not being able to handle it. You project onto others a diminished capacity for growth or hearing a straight conversation. You are more committed to feeling good than helping the other person grow. There are many styles of Rescuer: Mr. Nice Guy, Ms. Helpful. In every style, the common theme is that the Rescuer will attempt to solve another person's problems because they assume others couldn't do it themselves. A career Victim will engineer his or her problems to become the Rescuer's problems and the Rescuer will have to pick up the additional workload.

Rescuers see themselves as savior. They arrive at the last moment and attempt to save others. Secretly, they expect others to save them and will quickly shift roles in the Drama Triangle when this does not happen. They usually have an extreme need for approval and recognition and experience a sense of guilt when asserting themselves. If you are in this role, you will have a hard time holding others accountable. In their approval-seeking, you will second-guess yourselves the whole way. Any stand you make collapses easily, and you typically avoid confrontation. The main challenge for a Rescuer is to hold others accountable and to hold others to their fullest potential.

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HOW TO SPOT A RESCUER:

- Has a savior mentality
 - They expect others to save them
 - They have an extreme need for approval and recognition They may be a loud or quiet “martyr” in style
 - They do not believe in other’s strengths They fear being abandoned or alone
 - They have a compelling need to covertly control others They “help” without being asked for it – they meddle
-

This is the narrative section of the report

Scored Drama R highest

Rescuers see themselves as saviors. They arrive at the last moment and attempt to save others. Secretly, they expect others to save them and quickly shift roles in the Drama Triangle when

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this does not happen. They usually have an extreme need for approval and recognition and experience a sense of guilt when asserting themselves. If you are in this role, you will have a hard time holding others accountable. In seeking approval, you second-guess yourself the whole way. Any stand you make collapses easily, and you typically avoid confrontation. The main challenge for a Rescuer is to hold others accountable and hold others to their fullest potential.

How to better spot the behaviors associated with Rescuing:

- They expect others to save them
 - They have a hard time saying no to any request
 - They have an extreme need for approval and recognition They feel like other people's feelings are their responsibility They may be a loud or quiet "martyr" in style
 - They have a hard time believing in other's strengths They fear hurting others
 - They build relationships by doing others' work
 - They "help" without being asked for it – they meddle
-

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This is the narrative section of the report

Scored Drama R highest

(If Coach is highest in Leadership and not Rescuer also highest in Drama = this next paragraph)

You score highest in Coach and highest in Rescuer. It can be helpful to think of each of the drama roles below as the flip side of the leadership roles above. The Rescuer doesn't believe in the other person and they withhold feedback. The Coach is both candid and invites candor. The Coach asks great questions to help shift the thinking of others. Our development suggestion is for you to continue to put effort into the Coaching role and capability. You want to start your day by handling the real conversations you need to have with your team and colleagues. You want to make sure you have the coaching conversation you need with your team and or be asking for feedback for your own development.

What questions can you ask to create the next level of growth for yourself and your team members? For more information on how to do this, visit

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www.leadershipisachoice.com/INSERT_LINK

(If Coach is highest in Leadership and Rescuer also highest in Drama = this next paragraph)

You score highest in Coach and highest in Rescuer. It can be helpful to think of each of the drama roles below as the flip side of the leadership roles above. This combination usually means you have high self-awareness and are taking steps to make sure you do not fall into the Rescuer role of the Drama Triangle. The Rescuer doesn't believe in the other person, and they withhold feedback. The Coach is both candid and invites candor.

The Coach asks great questions to help shift the thinking of others. Our development suggestion is for you to continue to put effort into the Coaching role and capability. You will want to start your day by handling the real conversations you need to have with your team and colleagues. You will want to make sure you have the coaching conversation you need with your team and or be asking for feedback for your own development. What questions can you ask to create the next level of growth for yourself and your team members? To learn more about how to do this, please go to www.leadershipisachoice.com

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This section is blank for the Self-Report shows itself in the multi-rater report

First, study the feedback by the behaviors. Compare your rating with the ratings that others gave you on various questions/behaviors. Look for patterns within the roles of Leadership and Drama. Based on the feedback, see if you can identify two opportunities to increase your effectiveness. These should be the opportunities with the greatest potential impact.

If you find a gap in one of the roles associated with Drama, look to the corresponding roles and behaviors in Leadership. If you scored higher in the Victim role, look to develop more Visionary behaviors. If you scored higher in the Adversary role, look to develop more Catalyst behaviors. For higher scores in Rescuer, develop more behaviors of a Coach.

Identify specific, observable actions that you can implement to develop your behaviors. Create a timeline for implementing what you are going to do with milestones and ways of measuring your success.

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Reporting Logic

The report writer creates a PDF report that is emailed to the survey taker.

Generates for the home page a location to download the report at any time during the 90 days.

PDF is also auto-emailed to individual

PDF is available to download from the user's home page.

Formatting is for an 8.5 x 11 sheet of paper, making it easy to print.

Option to print, save and copy the data

Visual

Graphical bar codes

Graphical Sheppard Leadership Triangle

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Feedback Request

You can invite up to ten individuals to survey you and discover what they think of your leadership capabilities and drama tendencies. This second part of the process is to confirm our accurate understanding of how others see us and to illuminate the “blind spots” in our self-awareness. This survey will also help prioritize the areas where we need development or where we could benefit from better leveraging our strengths. Only you will be able to see the results of their input. Your survey answers will be compared to how they see you. You may discover a blind spot or an area of strength. Either way, this tool will provide you with other people’s perspectives on your leadership and drama tendencies.

Enter their email addresses

Below is the sample letter that will go out to them

Once you start sending out emails, you only have a 30-day window to get the results back.

You will need three or more respondents back before you will see their input from your Others perspective.

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We will provide weekly reminders to the individuals who have not completed the survey.

If you receive more than 3 responses and the 30 days have expired, you will receive an email letting you know the feedback report is ready.

If all of your respondents have completed the survey, you will receive an email notification that your report is ready to view before the 30-day window has expired.

As a reminder, once you have registered, you will only have 90 days to have access to your reports, and once you have invited people, they will only have 30 days to respond before the system deletes all of the information.

Feedback Request Sample Letter

Subject: Letter from First Name Last Name Dear Recipient (first name)

(email address) Request

In support of my own development goals, I'd like to invite you to participate in a confidential review of my leadership skills by providing feedback about my behaviors and capabilities.

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This process is intended to offer me information about my strengths and opportunities for development in key leadership areas. The 360-degree feedback is compiled into a report provided to me without identifying the source of the information.

Confidentiality

To make this survey as productive as possible, I ask for your most honest perception of my behavior. All of the information provided to me will be confidential and anonymous. I will not be able to see a report until 3 or more people respond. I will not know if you respond or not, but it would be a valuable gift to me if you do. Once you send your feedback, your results aggregate into my report, and your email address and your responses will be deleted from the system. There will be no record of your participation going forward.

Your Participation

The survey is only 36 items long, and it can be taken in less than 15 minutes. You do not need to log in, and if necessary, you can stop partway through and come back to the survey at a later date. If you could complete this survey by Monday, February 3rd, it would be much appreciated. The date is a hard cut and I will not be able to resend this request.

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Please click on the following link, which will take you to the online survey.

Acknowledgment

I am eager to see the results of this survey and to incorporate the insights I gain from it. Thank you in advance for your participation and commitment to my development. I sincerely appreciate you taking the time to provide me with your confidential perceptions.

Kind Regards,

First Name Last Name

If you have any questions about my request, you can contact me at (email address)

Please note that the email address you received this email from does not have a reply facility.

Below is the email and name entry

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Feedback Request email entry

Enter the first name and email address of the individuals you want feedback from:

Please review the list of names carefully. Once you click the submit button, you will not be able to change, add, or delete names from this list. They have up to 30 days to respond. We will send you updates as to how many have responded, but we will not let you know who responded or who didn't.

You can invite fewer individuals than 10 and a maximum of 10, but you will need a minimum of three survey completions to view the aggregate report.

(logic: How do we ensure that no one spams using our server by including a group distribution list in the emails section?)

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One solution would be to provide only a link to the participant and have them be responsible for sending it to raters, but we would miss the opportunity to send them a thank you at the end, which would be important to marketing.

Start your survey now

This survey provides feedback on areas critical to <First Name last name> success. The statements listed in this survey describe the behaviors required for leadership excellence. It is important that you provide thoughtful and accurate feedback. When you're done, submit your responses by clicking the Submit button.

First Name will not know if you have responded. You have up to 30 days to respond. At the end of 30 days, the record of your email will be removed from the system.

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If you get interrupted, you can come back and finish later. After 30 days, all personal information contained in the system will be removed, and you will not have access to your survey.

Rating

Describes <first name> ... 1= Very little or rarely

2= A little or occasionally 3= Somewhat or sometimes 4= Very well or usually

5= Exactly or always

Drama Behaviors and Dimensions Survey

Victim

If <name> gets negative feedback, <name> gets into a self-critical, self-doubting mood. (V)

(2.4)

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When <name> has an issue with another person, <name> avoids him or her, and or talk to others about him or her. (2.1)

<name> often feel resigned about my ability to influence a situation. (V) (2.2)

<name> tell stories about how someone has taken advantage of <him/her>. (V) ((2.5)

<name> often don't feel appreciated for what <he/she> do. (V) (2.2)

<name> often says, “Why try? That is just the way it is.” (V) (2.3)

Rescuer

<name> withholds <his/her> feedback of others because it would hurt their feelings or hurt the relationship. (R) (2.0)

People tend to take advantage of <his/her> good nature. (R) (2.4)

<name> has a problem saying no to a task even if it should go to someone else. (R) (2.1)

<name> waits too long before acting to see if a difficult situation will miraculously resolve itself. (R) (2.3)

<name> takes on work for others and resent doing it but never tell them. (R) (2.2)

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<name> feels like it is hard to hold other people accountable. (R) (2.5)

Adversary

<name> has trouble seeing when I make a mistake and or admitting to others when I make a mistake. (A) (2.3)

People rarely give me feedback about how my behavior affects them. (A) (2.1)

<name> often jump to negative conclusions about other people's intentions and voice it. (A) (2.2)

<name> finish other people's sentences for them, or at least I feel like doing it. (A) (2.0)

When a problem occurs, I quickly find someone else or another department or management to blame. (A) (2.5)

<name> constantly feels the need to be in control. (A) (2.4)

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Raters Leadership Behaviors and Dimensions Survey

Coach

<name> has a strong desire to motivate and inspire others. (C) 2.0

<name> help others reach their full potential. (C) 2.2

Team members and friends come to <name> for my insights and opinions. (C) 2.3

<name> consistently provides feedback to others with directness and candor. (C) 2.5

<name> consistently requests feedback about <himself herself> and <his/her> performance.
(C) 2.4

I think positively and see the potential in situations and people. (C) 2.1

Catalyst

<name> continuously strives to innovate and improve performance. (K) 2.0

<name> brings a sense of urgency to projects and teams <he/she>works on. (K) 2.1

<name> has the courage to put forth new ideas. (K) 2.2

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<name> can see issues from multiple points of view and find the right actions to move forward. (K) 2.5

<name> removes or circumvents obstacles. (K) 2.4

<name> can unleash the full potential of any group <he/she> am working with or leading. (K) 2.3

Visionary

<name> communicates a future in a way that moves and inspires others. (Vv) 2.2

<name> consistently set short and long-term objectives for <his/her> organization, team and my life. (Vv) 2.4

<name> has a compelling vision and <he/she> can effectively communicate the vision. (Vv) 2.3

<name> brings an authentic passion to everything <he/she> does so that others feel energized when they are around <him/her>. (Vv) 2.0

<name> is aware of <his/her> intentions in all of <his/her> communications with team members. (Vv) 2.1

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<name> knows that<he/she> can “choose” <his/her> commitments rather than feeling
<he/she> “has” to do something.(Vv) 2.5

Participant Home Page

Survey Results [Click here to see your results](#)

Survey Results [Click here to see your feedback results](#)

This option would only be available once three respondents have responded and 30 days are over, or everyone responds.

Optional logic. Calculate the report each time a new respondent answers beyond three and send an email informing the participant.

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Report Logic

The next few slides show a sample of the report

It will generate text from the Highest Scoring Leadership Role Possible text VvKC It will generate text from the Lowest Leadership Role Possible text VKC

It will generate text from the Highest scoring Drama Role Possible Text VRA depending on what is the highest VRA role (there will need to be some < if than > statements to generate the right paragraphs for the reports.

All the paragraphs are in the Word document.

This is the narrative section of the report

Scored Leadership Vv highest

The Sheppard Leadership Triangle's three roles are the Visionary, the Catalyst, and the Coach.

These roles of being a Visionary, a Catalyst, and a Coach make up the three corners of the

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Sheppard Leadership Triangle. Each of these roles supports each other and creates the kind of leadership behaviors that are the foundation for extraordinary results.

Your Highest Score is [Visionary { 4.3 }] [Catalyst { 4.3 }] [Coach { 4.3 }].

This role is your highest score of the three roles of the Sheppard Leadership Triangle. You can consider being a [Visionary Catalyst Coach] as one of your strengths. In developing your overall leadership competency it's important to focus on developing areas that are your strengths. The small amount of time invested in developing the areas where you're already comparatively strong will produce a highly leveraged result. Review your behaviors in section 3 related to being visionary and select one for you to further develop.

Because you scored highest in the trait of Visionary, building an inspirational, positive picture of the future is a strength of yours. The Visionary can cultivate and communicate a compelling vision with a passion bordering on obsession, seeing real possibilities even in the absence of evidence. The Visionary is characterized by being able to see into the future and create

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inspiring goals. The Visionary has a capacity to create a compelling vivid mental image of what is possible.

This is the narrative section of the report

Scored Leadership Vv highest

Your lowest score in the Sheppard Leadership Triangle is [Visionary { 4.3 }] [Catalyst { 4.3
}] [Coach { 4.3 }].

This information will provide you with an area for growth. It is important to put time into the areas that may not come as naturally for you. Select a catalyst behavior on the following page as one you want to develop. True leadership is a result of influence, congruence and integrity. It involves managing relationships and interacting and communicating within an organization in order to move towards a vision of a rewarding future. From this perspective, leadership can be defined as the capability to express a vision, the ability to influence others to achieve

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results, encouraging team cooperation, and being an example. Defined in this way, leadership ability provides added value to any fundamental management ability. In other words, strengthening leadership ability can help any individual to improve his or her capacity to achieve results and reach personal or organizational outcomes.

A catalyst is something that initiates or accelerates a reaction. It can also be someone who causes an important event to happen, like a leader who acts as a catalyst to unite the team. What makes a leader an inspirational catalyst? It is having passion, purpose, integrity, and the ability to inspire people to reach great heights of performance. Learning to communicate passion, purpose, and meaning to others will help you create an inspirational culture.

The key skill a catalyst has is a deep understanding of an organization, markets, people, and resources. This understanding, in turn, leads to the ability to leverage these resources.

A catalyst is often needed to take a team or a company to the next level. Important to inspiration is the integrity of the person leading. Vision and passion are important, but others must trust you to feel inspired. People look up to a person who tells the truth and does the

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right things. The qualities that people value most in their leaders are honesty and congruence between words and deeds. Effective leaders keep their promises. When people say one thing and do another, they quickly lose trust. You need to have personal integrity to be a catalyst to any organization. Once this has been established, you will have created a foundation for moving the organization forward. To add additional value to your team, you can creatively think about what is next for the business. You will demonstrate about taking action and executive the plans flawlessly. That may require a total transformation of the organization, especially because past practices and assumptions may forestall growth. Successful leaders of such journeys are invariably creative thinkers. They know how to look from the outside in, to challenge the status quo, move proactively, and spot and cultivate a team's ability to execute.

Organizations are extremely complex. There are thousands of interconnected relationships that, over time, tie the organization into a stabilizing equilibrium, one where change is a challenge. When taken all together, team members can feel overwhelmed in the face of these challenging complexities. A catalyst sees the overall pattern and finds leverage points in the system. A catalyst understands that small, well-focused actions can produce significant, enduring improvements if they are in the right place. The leader needs to help create an environment where everyone can make good, timely decisions, solve problems quickly and efficiently, and implement plans effectively. To be a catalyst in the effective execution of a

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plan, a leader must also be vigilant in details and lay the truth on the table. Good leaders have a great appreciation for the discipline of attending to trends and data flow information. They need to stay in the loop. When leaders insulate themselves from the details that impact financial reports, operations, customers, budgets, employees, and the like, they lose connection with the people and activities they are supposed to be leading, and execution suffers accordingly.

To be more of a Catalyst review the following questions:

- Do I consistently push for excellence in my team?
- Do I understand the details so I can see large patterns in complex systems?

This is the narrative section of the report

Scored Drama R highest

The Drama Triangle's three roles are named the Adversary, the Rescuer, and the Victim. The Adversary can be seen as the attacker, one who disturbs the equilibrium. The Victim can be

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seen as the recipient of change, the passive one, the one whose equilibrium is disturbed, and the reactor to change. The Rescuer is acting as someone who tries to soften the attacks of the Adversary and assist the Victim. The Drama Triangle forms a complex web of interlocking relationships. Becoming more aware of what put you down into the drama triangle and the associated feelings and lack of energy that goes along with it, truly is a major accomplishment. One of the ways to think about this is instead of trying to control others, you are working at actually controlling yourself.

We are hardwired for each of the Victim, Adversary and Rescuer roles. Awareness of the patterns associated with Drama is a necessary first step for change. Where do you focus your attention? Is it more on drama, or is it more on leadership? What you focus on, you really do get more of. Are you critical of others? Do you feel powerless to make a change? Do you feel overwhelmed? Do you get upset with yourself for being stuck in a job you do not want to be doing? Take a moment to reflect.

Someone in the Drama Triangle tends to communicate reactively and move rapidly between each of these roles. The changes between roles are often seen as a real shift by someone involved in the Drama Triangle, but actually, they are just movements between each of the

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roles providing more drama. There are specific behavioral patterns associated with each of the roles, and most of us have all three roles already active in our neurology as archetypes. When these roles interact with each other, they create more drama. We have each been witness to these roles, and we have each acted out these roles at some point or another. The external environment usually determines which of these roles we choose whether consciously or unconsciously, to activate.

The usual reason we end up in a Drama Triangle situation is that we are not fully conscious of what we are doing and why we are doing it. We let resignation creep into a relationship, a situation, or a role. We start to feel powerless to make a difference, or we think it would be too difficult to have a challenging conversation. In this condition of living unconsciously, we are resigned to the consequences of one of the roles of the Drama Triangle without even recognizing that we abdicated our choice to do something different.

This is the narrative section of the report

Scored Drama R highest

Your Highest Score is [Adversary { 4.3 }] [Victim { 4.3 }] [Rescuer { 4.3 }].

The high score in the Drama Triangle represents which role you have a tendency to go into if you go into the Drama Triangle. With awareness, your scores in the Drama Triangle should get lower over time. In developing an antidote to the Drama Triangle, it is important to review and name the behaviors associated with Drama. The more aware you are of your patterns the more likely they will not run in an unconscious manner. Review your high-scoring Drama behaviors on the following page and think about what behavior you could do differently in the future.

You scored highest in the Rescuer role. The Rescuer surreptitiously seeks recognition by attempting to “save” others whom the Rescuer deems as flawed in some way, incapable of handling honest feedback, and unable to help him or herself. Secretly, they also want to be saved by others. It can be helpful to think of each of the drama roles below as the flip side of

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the leadership roles above. For example, a Rescuer comes to the aid of another out of a fundamental belief that the other is incompetent. The Coach, on the other hand, believes in the innate abilities of others to learn and to grow. Because there are people who are great at supporting their teammates, the position of Rescuer in relation to the Victim on the Drama Triangle tends to be more subtle and covert than the other two roles on the Drama Triangle. It may also be harder to recognize. The individual in the Rescuer's role is to ignore, discount, and minimize team members by assuming that they are not capable and unable to solve their own problems because, generally, you assume them to be flawed in some way. You don't believe in the capabilities of others because you don't believe in your own capabilities, and this underlying belief compels you to help others.

In a business environment, if you are in the Rescuer role, you will not give others feedback for fear of hurting them. You believe that the other person can't handle the feedback, so the Rescuer withholds it from them or waters it down. You save others from having to hear the feedback – in essence you have prejudged your team members as not being able to handle it. You project onto others a diminished capacity for growth or hearing a straight conversation. You are more committed to feeling good than helping the other person grow. There are many styles of Rescuer: Mr. Nice Guy, Ms. Helpful. In every style, the common theme is that the Rescuer will attempt to solve another person's problems because they assume others couldn't

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do it themselves. A career Victim will engineer his or her problems to become the Rescuer's problems and the Rescuer will have to pick up the additional workload.

This is the narrative section of the report

Scored Drama R highest

Rescuers see themselves as savior. They arrive at the last moment and attempt to save others. Secretly, they expect others to save them and will quickly shift roles in the Drama Triangle when this does not happen. They usually have an extreme need for approval and recognition and experience a sense of guilt when asserting themselves. If you are in this role, you will have a hard time holding others accountable. In their approval-seeking, you will second-guess yourselves the whole way. Any stand you make collapses easily, and you typically avoid confrontation. The main challenge for a Rescuer is to hold others accountable and to hold others to their fullest potential.

How to better spot the behaviors associated with rescuing

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- They expect others to save them
 - They have a hard time saying no to any request
 - They have an extreme need for approval and recognition
 - They feel like other people's feelings are their responsibility.
 - They may be a loud or quiet "martyr" in style
 - They have a hard time believing in other's strengths They fear hurting others
 - They build relationships by doing others' work
 - They "help" without being asked for it – they meddle
-

This is the narrative section of the report

Scored Drama R highest

(If Coach is highest in Leadership and not Rescuer also highest in Drama = this next paragraph)

You score highest in Coach and highest in Rescuer. It can be helpful to think of each of the Drama roles below as the flip side of the Leadership roles above. The Rescuer doesn't believe

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in the other person, and they withhold feedback. The Coach is both candid and invites candor. The Coach asks great questions to help shift the thinking of others. Our development suggestion is for you to continue to put effort into the coaching role and capability. You want to start your day by handling the real conversations you need to have with your team and colleagues. You want to make sure you have the coaching conversation you need with your team and or be asking for feedback for your own development. What questions can you ask to create the next level of growth for yourself and your team members. To learn more how to do this please go to www.leadershipisachoice.com

(If Coach is highest in Leadership and Rescuer also highest in Drama = this next paragraph)

You score highest in Coach and highest in Rescuer. It can be helpful to think of each of the Drama roles below as the flip side of the Leadership roles above. This combination usually means you have high self-awareness and are taking steps to make sure you do not fall into the Rescuer role of the Drama Triangle.

The Rescuer doesn't believe in the other person and they withhold feedback. The Coach is both candid and invites candor. The Coach asks great questions to help shift the thinking of others. Our development suggestion is for you to continue to put effort into the coaching role

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and capability. You want to start your day by handling the real conversations you need to have with your team and colleagues. You want to make sure you have the coaching conversation you need with your team and or be asking for feedback for your own development. What questions can you ask to create the next level of growth for yourself and your team members? To learn more about how to do this please go to www.leadershipisachoice.com

First, study the feedback by the behaviors. Compare your rating with the ratings that others gave you on various questions/behaviors. Look for patterns within the roles of Leadership and Drama. Based on the feedback, see if you can identify two opportunities to increase your effectiveness. These should be the opportunities with the greatest potential impact.

If you find a gap in one of the roles associated with Drama, look to the corresponding roles and behaviors in Leadership. If you scored higher in the Victim role, look to develop more Visionary behaviors. If you scored higher in the Adversary role, look to develop more Catalyst behaviors. For higher scores in Rescuer, develop more behaviors of a Coach.

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Identify specific, observable actions that you can implement to develop your behaviors.
Create a timeline for implementing what you are going to do with milestones and ways of measuring your success.

Letter Generator

Immediate and ongoing

- Registration email #1
- Password reset #2
- Self-survey completion and report link #3
- Thank you for the submission. Following are the emails of who you invited.
(Highlighting what is needed for the success of the process) #4
- Individual letters to the ten respondents #5
- Week two reminder letter to respondents who have not completed the report #6
- Week two update letter to participant on the number of respondents who have completed and those that have not (no names) #7

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- Week three reminder letter to respondents who have not completed the report #8
- Week three update letter to participant on the number of respondents who have completed and those that have not (no names) #9
- Week four reminder letter to respondents who have not completed the report. #10
- Week four update letter to participant on the number of respondents who have completed and those that have not (no names) #11
- Letter informing participants they did not meet the criteria for getting a comparisons report #12

30 days

- Letter thanking the respondents upon completion of the survey for participants #13
- Letter informing of multi-rater completion and report link #14

80 Days

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- letter informing participants they only have 10 more days to download all reports from the site as the site will be closed at 90 days #15

90 days

- Letter thanking participant for taking the multilayer survey. Asking the participant to join our ongoing email list on how to develop future leadership traits as the eliminate drama. #16
-

Letter #1 Registration Activation Email

Dear First Name Last Name,

You are now registered to take part in the Drama vs. Leadership Survey. Your username and password are recorded below. Please save this email so that you can find your details again if necessary.

Login: Your email (do not make it caps sensitive) Password: hat22 (do not make it caps sensitive) To start the survey and login, you can click on the following link.

www.achoice.com/a;lkfadjfa;dklj;/lakj;dlkfja;sdkfj;kdfweee

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Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

www.leadershipisachoice.com

Letter #2

Subject line: Password Reset

You asked us to reset your password on the Drama Leadership Index. Just click this link to create a new one:

<https://www.achoice.com/fr?c=qotaa09HG7y4c3aGDM8PLA>

Best Regards,

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The Drama vs.. Leadership Team

Please note that this email address does not have a reply facility.
www.leadershipisachoice.com If you did not make this request, please ignore this email.

Letter #3 – Survey Completion Email

Subject Line: You completed your Drama vs.. Leadership Survey

Dear <First Name Last Name>,

You can now download your individual survey results.

click here to download your PDF report. www.alkjdf;alkdjfalk.comlakjdfa;lkj

This report will only be available for 90 days time from the date you registered.

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You still have the opportunity to gather insights from up to ten of your colleagues and team members to provide you with feedback, turning the above report into multi-rater feedback. Click here to log into the Drama vs. Leadership Multi-rater site and enter their email addresses. www.alkjdf;alkdjfalk.comlakj/adsfadsfaadsf

Best Regards,

The Drama vs.. Leadership Team

Please note that this email address does not have a reply facility.

Letter #4

Subject Line: Thank you for the submission of names for the Multi-rater part of the survey

You have invited the following individuals to take the Drama vs.. Leadership Survey

Dear <First Name Last Name>,

You have invited the following names and emails to:

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They have up to 30 days to complete the survey. We will notify you when you receive the minimum number of responses to see the results. We will also let you know how many have completed the survey and how many have not. We will prompt the respondents once a week if they have not completed the survey. You may need to advise them with your own email address to be on the lookout for the survey. On occasion, these emails may bounce or be intercepted by a spam filter, so we encourage you to follow up independently to ensure you receive enough responses.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #5

Subject Line: Thank you for the submission of names for the multi-rater part of the survey

Letter from First Name Last Name, you have been invited to take part in my Drama vs. Leadership Multi-Rater Survey

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In support of my own development goals, I'd like to invite you to participate in a confidential review of my leadership skills by providing me with feedback about my behaviors and capabilities. This process is intended to offer me information about my strengths and opportunities for development in key leadership areas. The 360 feedback is compiled into a report provided to me without identifying the source of the information.

Confidentiality: To make this survey as productive as possible, I ask for your most honest perception of my behavior. All of the information provided to me will be confidential and anonymous. I will not be able to see a report until 3 or more people respond. I will not know if you respond or not, but it would be a valuable gift to me if you do. Once you send your feedback, your results aggregate into my report and your email address and your responses will be deleted from the system. There will be no record of your participation going forward.

Your Participation: The survey is only 36 items long, and it can be taken in less than 15 minutes. You do not need to log in, and if necessary, you can stop partway through and come back to the survey at a later date. If you could complete this survey by Monday, February 3rd,

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it would be much appreciated. The date is a hard cut-off, and I will not be able to resend this request Please click on the following link, which will take you to the online survey.

Acknowledgment: I am eager to see this survey's results and incorporate the insights I gain from it. Thank you in advance for your participation and commitment to my development. I sincerely appreciate you taking the time to provide me with your confidential perceptions.

Kind Regards,

First Name Last Name

If you have any questions about my request, you can contact me at (email address)

Please note that the email address you received this email from does not have a reply facility.

Letter #6 – Week 2 Reminder Email

Subject Line: Please complete the Drama vs.. Leadership Survey

For: <first Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

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This survey provides feedback on areas critical to <First name last name's> success. The statements listed in this survey describe the behaviors required for leadership excellence. It is important that you provide thoughtful and accurate feedback. Your window for completing this survey is 3 more weeks.

Click on this link to complete the survey: www.alkdjf;aldkjfalkdjlkajdflkj When you're done, submit your responses by clicking "Submit" button. Thank you for your participation!

Best Regards,

The Drama vs.. Leadership Team

Please note that this email address does not have a reply facility.

Letter #7 – Week 2 Reminder Email

Subject Line: Drama vs. Leadership Survey Update

For: <first Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

We have received <> out of the <#> sent invitations. We need a minimum of three responses to generate your report. We cannot tell you who has completed and who has not. We are sending out reminder emails to your invited feedback providers.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #8 – Week 3 Reminder Email

Subject Line: Please complete the Drama vs. Leadership Survey

For: <first Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

This survey provides feedback on areas critical to <First name last name's> success. The statements listed in this survey describe the behaviors required for leadership excellence. It is

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

important that you provide thoughtful and accurate feedback. You have 2 weeks remaining to complete this survey before your information is removed from our system.

Click on this link to complete the survey: www.alkdjf;aldkjfalkdjlkajdfkj When you're done, submit your responses by clicking "Submit" button. Thank you for your participation!

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #9 – Week 3 Reminder Email

Subject Line: Drama vs. Leadership Survey Update

For: <First Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

We have received <> out of the <#> sent invitations. We need a minimum of three responses to generate your report. We cannot tell you who has completed it and who has not. We are sending out reminder emails to your invited feedback providers.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #10 – Week 4 Reminder Email

Subject Line: Please complete the Drama vs. Leadership Survey. Final Reminder. Text:

For: <First Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

This is the final reminder to complete the leadership feedback survey. This survey provides feedback on areas critical to <First name last name's> success. The statements listed in this

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

survey describe the behaviors required for leadership excellence. It is important that you provide thoughtful and accurate feedback.

Your window for completing this survey is 1 more week. You do not need to log in. You can follow this link to complete the survey: www.alkdjf;aldkjfalkdjlkdjflkj The survey is only 36 items long and it can be completed in less than 15 minutes. When you're done, please submit your responses by clicking the "Submit" button.

Thank you for your participation!

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Letter #11 – Week 4 Reminder Email

Subject Line: Drama vs. Leadership Survey Update Text:

For: <First Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

We have received <> out of the <#> sent invitations. You have not received back the required three-person minimum to see how others perceive you with regard to leadership and drama. We encourage you to contact the individuals you invited directly to request they complete the survey as soon as possible.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #12 – Final Email

Subject Line: Drama vs. Leadership Survey Update

For: <first Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Dear First Name Last Name,

You did not receive the required three-person minimum to see how others perceive you regarding Leadership and Drama. Unfortunately, the window of opportunity is now closed, and the invitee's contact information has been removed from our system. Click on this link to download your report on how you surveyed yourself and how it compares to our responses to these questions to date. Comparing yourself to others may provide you with additional insights. www.kjdfhalkdjhalkdjhalkdjh.com/kjdfhalksdjhf

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #13 – Final Email to Respondents

Subject Line: Drama vs. Leadership Survey Thank You

For: <first Name Last Name> Start Date:06/26/2012 Complete by Date: 7/26/2012

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Dear First Name,

Thank you for your responses to <first name Last Name>. Your input will be confidentially added to the aggregate data for <first name Last Name>. If you want to learn more about the relationship between Drama and Leadership, you can order the book, including this survey, at www.saveyourdramaforyourmama.com. You can also learn more about our Leadership is a Choice seminar at www.leadershipisachoice.com. Your email will be deleted from the system at the end of this survey time. If you would like to receive information about shifting a team from drama to leadership, we invite you to join our mailing list by clicking [here](#).

Your privacy and security are important to us. We will never spam you or sell your contact information. Thank you again for contributing to <first name last name>'s development.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #14 – Completion Email to Participant

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Subject Line: Your Drama vs. Leadership Multi-Rater is complete Subject Line:

Text:

Dear <First Name Last Name>, You can now download your feedback and multi-rater survey results. click here to download your PDF report. www.alkjdf;alkdjfalk.comlakjdfa;lkj

This report will only be available for the 90 days time from from the date you registered.

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #15 – Reminder Email to Participant

Subject Line: Your Drama vs. Leadership Multi-Rater is complete

Dear <First Name Last Name>,

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

You can now download your feedback and multi-rater survey results. [click here to download your PDF report.](#) www.alkjdf;alkdjfalk.comlakjdfa;lkj This report will only be available for 10 more days. After that time, all information will be deleted from the system, and you will not be able to access it in the future. If you are interested in providing this book to others so they, too, can learn more about the relationship between Drama and Leadership, you can order the book at www.saveyourdramaforyourmama.com. You can also learn more about our seminar Leadership is a Choice at www.leadershipisachoice.com If you would like to receive our newsletter with information about shifting a team from Drama to Leadership, we invite you to join our mailing list by [clicking here](#). (Your privacy and security are important to us. We will never spam you or sell your contact information.)

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Letter #16 – Final Email to Participant

Subject Line: Final Communication

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Dear <First Name Last Name>,

Thank you for participating in our multi-rater program.

If you are interested in giving this book to others so they can learn more about the relationship between Drama and Leadership, you can order the book at www.saveyourdramaforyourmama.com. You can also learn more about our seminar Leadership is a Choice at www.leadershipisachoice.com. If you would like to receive our newsletter with information about shifting a team from Drama to Leadership, we invite you to join our mailing list by [clicking here](#). (Your privacy and security are important to us. We will never spam you or sell your contact information.)

Best Regards,

The Drama vs. Leadership Team

Please note that this email address does not have a reply facility.

Sample Reports

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

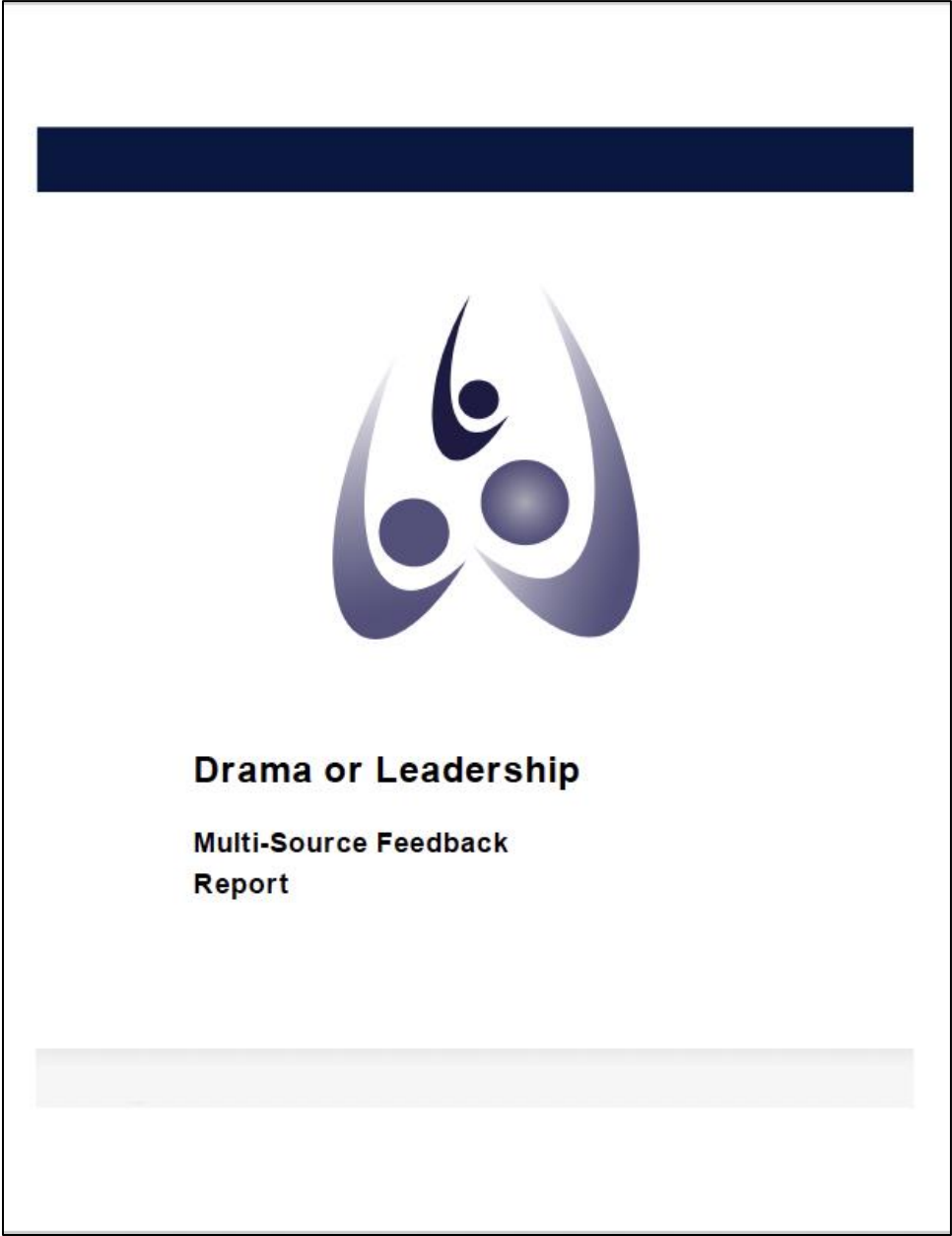


Figure 5.3: Cover Page of a participant’s 360-degree report.

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

**Drama or Leadership is a Choice
Multi-Rater Report**

Multi - Rater Introduction

You recently participated in a multi-rater feedback survey. Both you and your raters were asked to provide ratings of your effectiveness on many behaviors. They were asked to be fair and accurate and to base their ratings on their observations of your performance in the specific roles associated with Drama and Leadership. This report presents the results of this multi-rater feedback and contains your self-ratings from earlier. In the multi-rater report we use the average score from your raters to identify which role in the triangles represents your high and low score.

Review how you scored a behavior in relationship to how others scored you. Notice which behaviors show the greatest gaps. Use this information to discover what you should develop. The Drama section lists those roles and behaviors that are most destructive to developing leadership. These Drama behaviors will keep you from reaching your full leadership potential. It is better to have lower scores in the drama section.

You can also compare yourself to the top 10% of individuals who have taken the survey to date. These individual leaders had the highest score in the Leadership Triangle and the lowest score in the Drama Triangle. They were also rated the highest by their raters in Leadership and lowest in Drama.

Purpose:
The purpose of the feedback is to help you explore how you contribute to the success of your organization, and to help you identify opportunities to become more successful. This report provides you with the results of the survey your raters recently completed and is divided into three sections: The first section provides a narrative of your overall results: the strengths and growth opportunities around Leadership role from their perspective. The second section provides you with feedback about your raters' perspectives around your highest scoring Drama role. In this section, a lower score is a better outcome. In both of these sections you will find graphical description of the Leadership and Drama roles and the individual behaviors measured in your survey. This information will help you pinpoint specific actions you can take to improve your performance. At this point, a useful step is to identify your strong points by examining your best ratings from the charts and then identify your weak points from your ratings in the charts. This provides you with a quick map of where to focus your developmental efforts. The final section provides you with a template for a leadership development plan.

First and foremost, leadership is the ability to lead yourself. Leadership results from influence, congruence and integrity. It involves managing relationships, and interacting and communicating within an organization to move toward a vision of a rewarding future. From this perspective, we can describe leadership as the capability to express a vision, the ability to influence others to achieve results, to execute the right strategies, to coach others toward a higher level of cooperation, and to be an example of these skills. Defined in this way, leadership ability provides added value to any activity. In other words, strengthening your leadership ability helps any individual improve his or her capacity to achieve results and reach personal or organizational outcomes.


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Figure 5.4: Multi-Rater Introduction page of participant's 360-degree report.

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

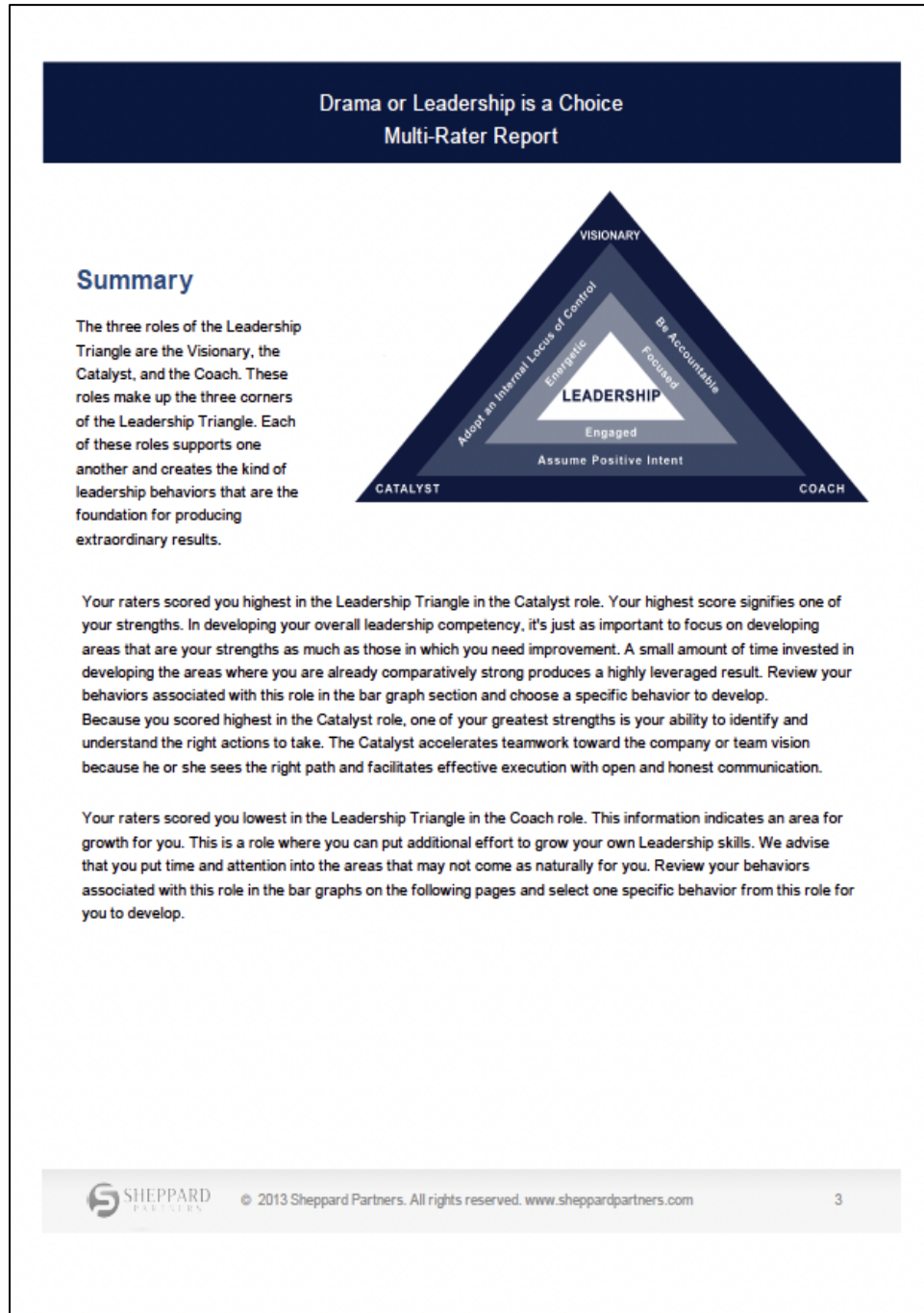


Figure 5.5: Leadership Summary page of participant's 360-degree report.

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

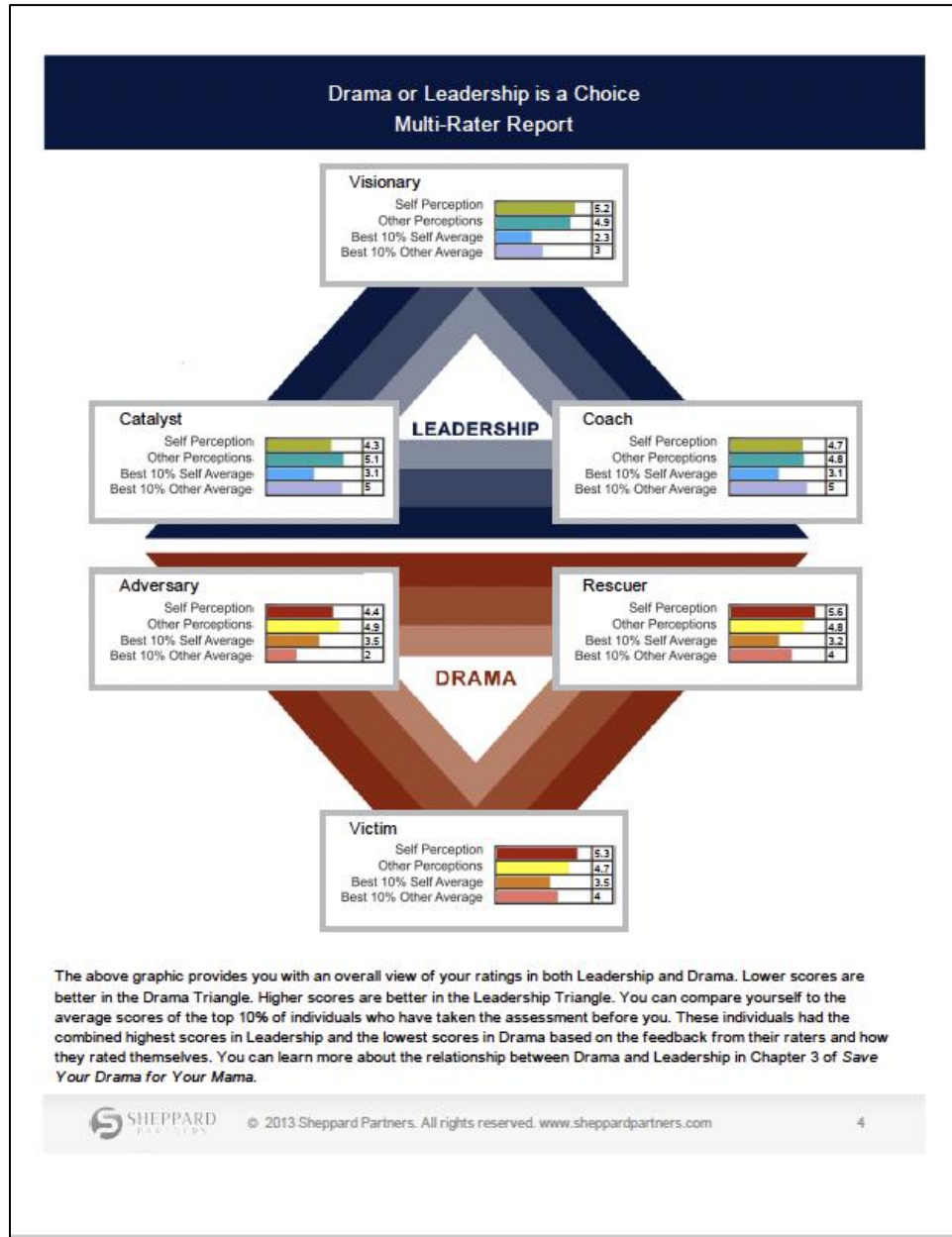


Figure 5.6: Multi-rater Leadership versus Drama Rating page of participant’s 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

**Drama or Leadership is a Choice
Multi-Rater Report**

Catalyst

Leaders become Catalysts by taking a proactive approach, shaking things up, and acting immediately to deal with every difficulty. Tackling a difficult problem is often a matter of getting to the root cause, seeing an effective strategy to pursue, or seeing where a change would lead to significant improvement *with the least amount of effort*. Catalyst leaders inspire creativity at work. Sharing creative solutions and ideas helps to build trust in the ability of others to look for creative ways to solve problems. Catalyst leaders drive the potential for change. This quality enables leaders to find new pathways, ideas, and methods for solving overwhelming problems, to achieve the mission of the organization, and to achieve all specific goals along the way.

A Catalyst is often needed to take a team or a company to the next level. An important ingredient needed to create inspiration is a high level of integrity from the person who is leading. Vision and passion are important, but others must trust you in order to feel inspired. People look up to a person who tells the truth and does the right thing. The quality that people value most in their leaders is honesty and congruence between words and deeds. Effective leaders keep their promises. When someone says one thing and does another, others quickly lose trust. To be a Catalyst for any organization you must assume a deep sense of accountability. Establishing this creates a foundation for moving the organization forward. To add additional value to your team, think creatively about what is next for the business. Demonstrate taking action and execute your plans flawlessly. Because Catalysts can see the big picture, they inevitably make the right decisions about what to focus time and resources on.

To be more of a Catalyst, review the following checklist:

- Do I consistently push for excellence in my team?
- Do I understand the details so I can see large patterns in complex systems?
- Would others consider me a strategic thinker?
- Do I ask great questions to see issues from multiple points of view?
- Would others say I am not afraid to act?
- Is my passion authentic in all my activities?
- Do I have a process for inspiring a team to new levels of innovation?
- Can I get my organization to move in the right direction?
- Do I focus on doing the right things?
- Do I ensure that my time is highly leveraged?

If you want to learn more about how to develop this capability, we invite you to discover more by attending a Leadership is a Choice® seminar.

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Figure 5.7: Multi-rater Catalyst report page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Drama or Leadership is a Choice Multi-Rater Report

Visionary

To be a Visionary, create a vision for your career, your family, your business, and your community. The more visions you create, the stronger your Visionary capacity will become. Visionaries can't turn it off: they love to be involved in creating the future. Use this capability to build an even more impactful future.

To develop your Visionary skills, you need a vision that you can articulate clearly and enthusiastically on every occasion. This vision could be the direction you want to take the company. It may be for the betterment of society, or for the development of yourself or someone else. You need to know where you want to take others. You must have a clearly defined sense of purpose and direction, and the desire to share it. Whatever your vision is, you must believe in it and communicate it from your heart so that other people will know it. Being a Visionary means that you possess the capacity to develop and express a vision of the future in such a way that it charges the members of your team with emotion and imagination. The vision provides the goal; strategy provides the means to achieve the goal. In particular, the strategy provides a clearer focus on the vision, since making the choices necessary to determine how the goal will be achieved is likely to result in a greater understanding and perception of what achieving the goal will mean for the organization.

To be more Visionary, review the following checklist:

- Do I have a clear picture of where I am going?
- Is my vision vivid and compelling?
- Does my personal vision help guide my daily actions?
- Do others know about my plans?
- Have I set goals for my vision in life?
- Do those I count on for support know about these goals?
- Am I satisfied with the vision and goals I've set in my personal life?
- Am I satisfied with the vision and goals I've set in my professional life?
- Do I have a written method to track my progress towards my vision and its associated milestones?
- Am I genuinely excited about the direction I am headed in?

If you want to learn more about how to develop this capability, we invite you to discover more by attending a Leadership is a Choice® seminar.


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Figure 5.8: Multi-rater Visionary report page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

**Drama or Leadership is a Choice
Multi-Rater Report**

Coach

A major part of a leader's role is Coaching those whom he or she leads to be leaders. Leaders need to be willing to share their expertise with others. When leaders develop other leaders, it creates a culture of reciprocity and continual improvement, and can quickly become the organization's greatest asset. Being a Coach means you care more about growth than feeling comfortable. Your commitment is to grow yourself as you grow others. Some leaders fall into the trap of trying to lead an organization in our evolving world without actually evolving themselves. They make decisions based on old knowledge, assumptions, and habits. They fall into a rut and wind up repeating past mistakes and missing key opportunities to learn more.

There are a number of ways that leaders develop others. Fundamentally, if someone chooses to be a leader, he or she should think about how to create other leaders. Leaders must commit to professional growth and regularly engage in activities that promote this growth (such as workshops, seminars, reading, conferences, and graduate courses). They must also stay informed about current research on teaching and learning. In order to get ahead, companies need agile, flexible, innovative leaders who can anticipate change and respond to new realities. To do this well, they need a team of leaders throughout the organization.

The Coaching relationship is a special relationship that says the leader is committed to another person's growth. The Coach often sees the other person's potential before that person can see it themselves. The Coaching relationship can be peer-to-peer, manager-to-staff, or staff-to-manager. Coaching is crucial because it gives the leader an additional perspective and provides a way for knowledge to be transferred within the organization.

To be more of a Coach, review the following checklist:

- Do I actively develop myself?
- Have I become a relentless and versatile learner?
- Do I work to consistently develop other leaders?
- Would others say that I embrace feedback?
- Do I consistently provide others with feedback?
- Do I see the strengths in others?
- Do I firmly believe in others' capabilities and their ability to grow?
- Do I share and teach others my point of view?

If you want to learn more about how to develop this capability, we invite you to discover more by attending a Leadership is a Choice® seminar.

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Figure 5.9: Multi-rater Coach report page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.10: Multi-rater Visionary Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.11: Multi-rater Visionary Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.12: Multi-rater Visionary Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.13: Multi-rater Catalyst Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Figure 5.14: Multi-rater Catalyst Role Score page of participant's 360-degree report



Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Figure 5.15: Multi-rater Catalyst Role Score page of participant's 360-degree report



Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Figure 5.16: Multi-rater Coach Role Score page of participant's 360-degree report

Drama or Leadership is a Choice Multi-Rater Report

The Drama Triangle's three roles are the Adversary, the Rescuer, and the Victim. The Adversary is the attacker, one who disturbs and upsets relationships. The Victim is the recipient of change, the passive one, the one whose life is disrupted by others, and who reacts passively and negatively to any kind of change. The Rescuer tries to soften the attacks of the Adversary and assist the Victim. The Rescuer constantly tries to look after other people's feelings and has an overwhelming desire to be liked.

Drama

Your raters scored you highest in the Drama Triangle in the Adversary role. With awareness, your scores in the Drama Triangle will get lower over time. While developing an antidote to the Drama Triangle's roles and patterns, it is important to review and name the behaviors associated with Drama. The more aware you are of your Drama tendencies, the more likely you will not demonstrate these tendencies in the future. You can review graphically how you scored in each of the Drama behaviors on the following pages and strategize what actions you could take differently in the future.

We are hardwired for each of the Victim, Adversary and Rescuer roles. Developing awareness of the patterns associated with Drama is the necessary first step for change. Where do you focus your attention? Is it more on drama or is it more on leadership? Are you critical of others? Do you feel powerless to make a change? Do you feel overwhelmed? Do you get upset with yourself for being stuck in a situation you don't like? Take a moment to reflect on a situation that would push you into the Drama Triangle.

A person in the Drama Triangle tends to communicate reactively, and therefore he or she moves rapidly between each of these roles. The changes between roles are often seen as a real shift by someone involved in the Drama Triangle but in reality they are just movements between each of the roles, thereby creating more Drama. There are specific behavioral patterns associated with each of the roles and most of us already use all three roles as archetypes in our thinking and actions. When these roles interact with one another, they create more Drama. We have each witnessed these roles and we have each acted out these roles at one point or another. Our external environment usually determines which of the roles we choose (whether consciously or unconsciously) to activate.

You usually end up in a Drama Triangle situation because you were not fully conscious of what you were doing and why you were doing it. You let resignation creep into a relationship, a situation, or a job. In the Drama Triangle, you feel powerless to make a difference or you think it would be too difficult to have a challenging conversation. In this condition of living unconsciously, you resign to the consequences of one of the roles of the Drama Triangle without even recognizing that you abdicated your choice to do something different.

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Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Figure 5.17: Drama Summary page of participant's 360-degree report.

Drama or Leadership is a Choice Multi-Rater Report

Adversary

The Adversary positions him or herself in one-up-one-down relationships, in effect creating Drama using criticism, blame, and other antagonizing tactics. In this role, you are likely freezing your team or coworkers by using fear and emotional attacks. If you're in the Adversary role, you often want to reign supreme and engage others in a top dog vs. underdog approach. You like to control other people but you have a hard time seeing that part of your behavior while you are in this role. Others often experience your behavior as coercion, pressure, or pushing people to act in a certain way. You have a tendency to grandstand, show off, and let others know how wonderful you are. A favorite attack technique of the Adversary is putting others down with sarcastic comments. While in this role, you frequently blame others directly and can come off as arrogant. In essence, you wait to catch others being wrong.

Sometimes when you are in the Adversary role, you use anger as a way to distance yourself from or control others. You can be very positional in driving your own agenda and you need to be right. Another pattern that the Adversary exhibits is being the rebel: "I hate authority and I'll do it my own way." You like to play alone and enjoy the role of the maverick, valuing independence over any team interaction. This can also show up as playing it cool, pretending not to care or having no feelings for others. When in the Adversarial role you live dangerously because you have a poor assessment of risk. You have a tendency to see how far you can go without getting caught. In short, the Adversary ignores, discounts, or minimizes another person. You imply, directly or indirectly, that the other person is inadequate, worthless, useless, or worse. A person in the Adversary role uses a variety of methods to convey their message. These methods include blaming, criticizing, and using accusations, sarcasm, gossip, conning and trickery, threats, cornering tactics, and emotional outbursts to get what they want.

How to Spot an Adversary:

- Finds fault in others
- Is critical of others
- Is often unpleasant
- Manages through threats, orders, and rigidity
- Can be loud or quiet in style
- Reigns supreme and engages in a top dog vs. underdog approach
- Coerces, pressures, and pushes others
- Engages in grandstanding and showing off
- Judges others

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Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Figure 5.18: Multi-rater Adversary report page of participant's 360-degree report

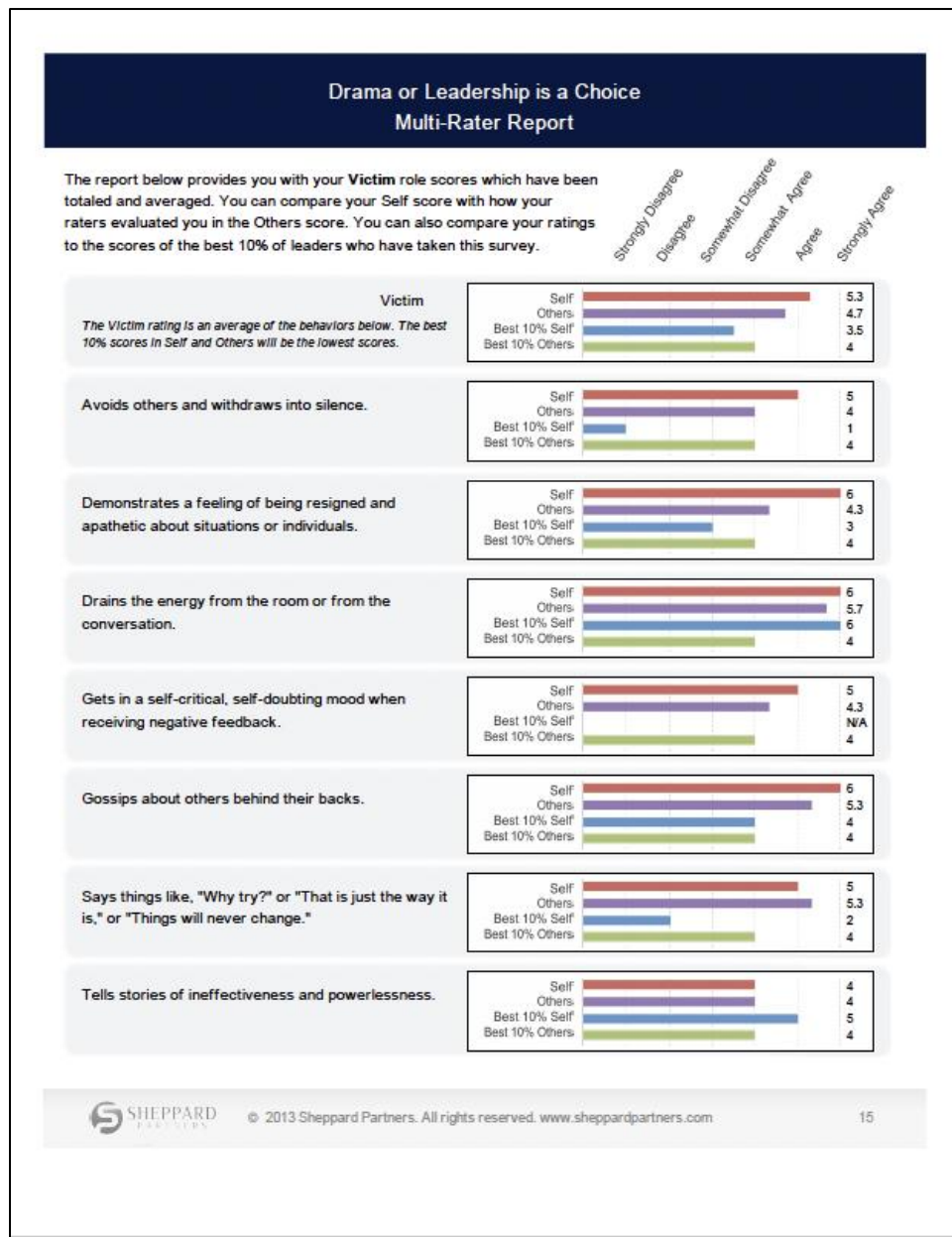


Figure 5.19: Multi-rater Victim Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.20: Multi-rater Rescuer Role Score page of participant’s 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment
in Organizational Performance

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance



Figure 5.21: Multi-rater Adversary Role Score page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

Drama or Leadership is a Choice Multi-Rater Report

Rescuer

The Rescuer surreptitiously seeks recognition by attempting to "save" others whom the Rescuer deems as incapable of handling honest feedback and unable to help themselves. Secretly, the Rescuer also wants to be saved. The Rescuer has a deep-seated need to be liked and is uncomfortable with anyone else feeling uncomfortable. The role of the Rescuer tends to be more subtle than the other two roles on the Drama Triangle, and it may also be harder to recognize. The individual in the Rescuer role ignores, discounts, and minimizes team members by assuming they are unable to solve their own problems. The Rescuer doesn't believe in the capabilities of others because they don't believe in their own capabilities, and this underlying belief compels them to help others. There are many styles of Rescuer, and these styles include Mr. Nice Guy, and Ms. Helpful. In every style, the common theme is that the Rescuer attempts to solve another person's problems, because they assume that that person couldn't do it themselves. A career Victim engineers his or her problems to become the Rescuer's problems and the Rescuer simply has to pick up the additional workload.

If you are in the Rescuer role in a business environment, you may withhold feedback from others for fear of hurting them. You believe that other people can't handle your feedback so you withhold it or water it down. You save others from having to hear your feedback, and by doing so, you prejudge your team members as not being able to handle the feedback. You project onto others a diminished capacity for growth. In the Rescuer role, you have an overwhelming desire for approval and recognition. It's likely that you experience a sense of guilt when asserting yourself or saying "no" to someone. If you are in this role, you might have a hard time holding others accountable. You constantly seek the approval of others and second-guess yourself. Any stand you make collapses easily, and you typically avoid confrontation. The main challenge for you in the Rescuer role is to hold others accountable and to hold others to their fullest potential.

How to Spot a Rescuer:

- Has a savior mentality
- Expects others to save him/her
- Has an extreme need for approval and recognition
- Doesn't believe in others' strengths
- Feels being abandoned or alone
- Has a compelling need to covertly control others
- Often "helps" without being asked (meddling)

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Figure 5.22: Multi-rater Rescuer Role Summary page of participant's 360-degree report

Contrasting Dynamics: The Correlation Between Leadership Enhancement and Drama Detriment in Organizational Performance

**Drama or Leadership is a Choice
Multi-Rater Report**

Victim

Review the Victim role. While you are not always in this role, it does have some characteristics you should examine. Highlight the behaviors that feel familiar to you. When you are in this role, you are more likely to whine and complain to others or blame external forces for your circumstances. You're more likely to be passive-aggressive in your communication style and often talk behind others' backs. You might communicate directly but roll your eyes when someone else is talking. When confronted, you protect your belief that you have no power over your circumstances. While in this role, you feel oppressed, and often embarrassed of the fact that you feel ineffectual. You may use a variety of communication styles to express your victimization: complaining, acting sullen, being pessimistic, acting gloomy, and being cynical. You attempt to convince others that you had zero responsibility in the matter of the situation, as it was out of your control from the beginning: "It just sort of happened." When in this role, you are a master at getting others to adopt your powerless point of view. When confronted, you often become confused. You try to play it safe by having nothing to risk, by avoiding others at all costs, and by not taking responsibility.

Individuals in the Victim role rarely come out and say what they want. Another classic behavior in the Victim role is trying to get even or exact revenge. The Victim knows how to play it sweet, eliciting others to help with subtle manipulation. Statements such as, "I think you're confusing me with someone who cares," or "I feel better now that I've given up all hope," are examples of the widespread apathy and cynicism the individual in the Victim role exhibits.

How to Spot a Victim:

- Does less than his/her share
- Won't respond
- Won't reach out
- Won't take a stand
- Simulates compliance
- Is super-sensitive
- Pretends to be powerless
- Whines and complains
- Blames others for circumstances
- Talks behind others' backs
- Is passive-aggressive
- Does not express verbally what is bothering them except through behaviors such as rolling their eyes

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Figure 5.23: Multi-rater Victim Role Summary page of participant's 360-degree report

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**Drama or Leadership is a Choice
Multi-Rater Report**

Development Suggestions

The way out of the Victim role is to take a stand. First, you need to think: do you have a vision of what you want to accomplish? If you are acting like a Victim, make a switch by embracing more accountability for your actions and your circumstances in life - what are you responsible for? How are you accountable for the creation of the world around you? The most powerful way to avoid stepping into the Victim role is to develop more of your Visionary capabilities. To reduce the impact of the Victim role, our development suggestion is for you to put additional effort into achieving the Visionary role and its capabilities. It may help to think of each of the Drama roles in the bottom red triangle as the flipside of the Leadership roles in the above blue triangle. The Visionary role is the opposite of the Victim role. Victims feel resigned to the world around them and powerless to make a difference. Visionaries see possibility and understand that the way they think about a goal directly affects their ability to achieve it. The best Visionary leaders inspire people to create new behaviors by offering a clear vision of what is possible. Visionary leaders transmit energy to people, giving them a new sense of hope and confidence in achieving the vision. Start your day with being clear about your goals and intentions. Make sure you have a powerful and compelling vision developed for yourself and for your team.

If you are being Adversarial, ask others for feedback about the impact of your communication. You need to think: are you assuming positive intentions when you are communicating with others? The Adversary role brings with it a large blind spot to the level of impact you have on others. Ask others to provide you with anonymous feedback. Most people find that it is career suicide to directly provide feedback to those who frequent the Adversarial role. A Catalyst has high degree of self-awareness and emotional intelligence. They walk the talk. They get things done without using the tactics of an Adversary who will use fear as a motivator. A Catalyst is authentic and is perceived as such. They combine their high self-awareness with an awareness of the business situations. They see patterns in organizations and markets and know which actions are the right actions to take. They constantly push for quality and execution. They innovate and unleash the full potential of others. This is a broad set of competencies to develop. You want to make sure that you provide the right set of actions for your team so that they may take those actions and hold each other accountable for execution of those actions.

The Coach is the opposite of the Rescuer. The Rescuer doesn't believe in the other person and they withhold feedback. The Rescuer feels other peoples' feelings are their responsibility. The shift in thinking that needs to occur is one where you have to learn how to care more about someone's growth than their feeling comfortable. The Coach cares about growth even in face of uncomfortable conversations. The Coach is both candid and invites candor. The Coach asks great questions to help shift the thinking of others. Our development suggestion is for you to continue to put effort into the Coaching role and its capabilities. Give others feedback and be open to feedback yourself. If you don't put yourself in these coaching situations, both you and the other person miss the opportunity to grow. Start your day with handling the real conversations you need to have with your team and colleagues. Make sure you have the coaching conversation you need to have with your team and ask for feedback for your own development. What questions can you ask to create the next level of growth for yourself and your team members?

To learn more about creating Dramamunity™, being more of a Visionary, a Catalyst, and a Coach all while creating a culture of leadership for your team and your organization, inquire about our Leadership is a Choice® seminar.

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Figure 5.24: Development Suggestions page of participant's 360-degree report

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Drama or Leadership is a Choice Multi-Rater Report

Development Plan

Identify development areas from the Visionary, Catalyst, and Coach roles that will add the greatest value to your team, your organization, and your life. You may want to wait for feedback from your raters before filling out this form.

What Visionary capability will you develop:
What will you do to develop this capability:
What difference will having this capability make:

What Catalyst capability will you develop:
What will you do to develop this capability:
What difference will having this capability make:

What Coach capability will you develop:
What will you do to develop this capability:
What difference will having this capability make:

- Implement something every day. Spending even five minutes will help make your leadership development a part of your daily ritual.
- Find people who have also taken the Drama or Leadership survey. Ask them to help you in your development by soliciting ideas and feedback from them.
- Seek feedback and support. Learn from others. Ensure that the feedback you receive is relevant to your development priorities.
- Journal about your thoughts and insights as you work to develop yourself. Being a student of leadership means you will want to develop practices that keep your learning alive.
- Face your drama barriers. Development isn't easy. Address any patterns that you may have in the Drama Triangle that are keeping you from realizing your full potential.
- Print out the next page of this report and use the Drama or Leadership visual as a way to remind yourself to stay in the Leadership Triangle.

What puts you into the Drama Triangle:

If you go into the Drama Triangle what behavior do you use or demonstrate:

What can you do to keep from doing this behavior in the future:



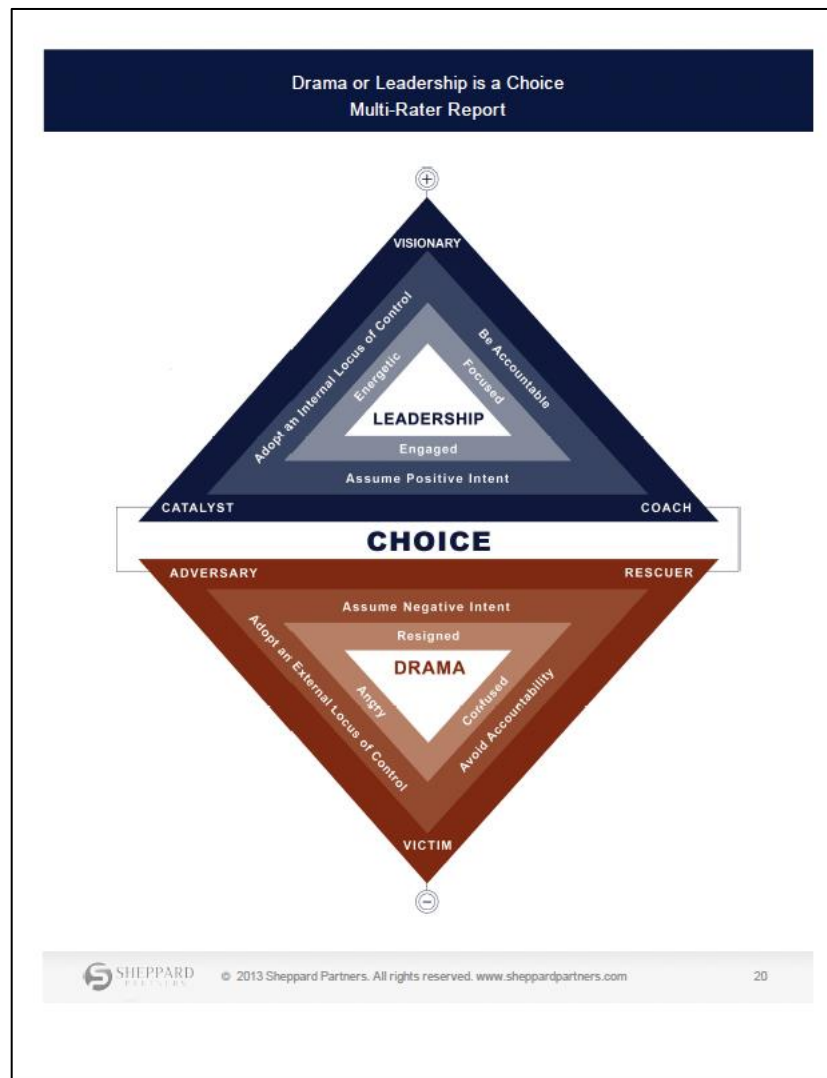
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Figure 5.25: Development Plan page of participant's 360-degree report



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Figure 5.26: Leadership vs Drama Triangle Diagram

The concept of improving respondents' ratings over 90 days by exposing leaders to in-depth reports rests on the idea that better awareness leads to behavioral change. These comprehensive reports provide leaders with a reflection of how they are perceived in comparison to their self-perception, highlighting discrepancies that often remain unnoticed.

By uncovering these blind spots, leaders can target their development efforts more precisely, focusing on areas that require improvement, such as empathy or communication skills. This process not only fosters greater self-awareness but also promotes accountability, as leaders are motivated to show observable changes in their behavior over the 90-day period of daily practice. Additionally, this practice supports the creation of a feedback-rich organizational culture that values transparency and continuous learning, aligning personal growth with broader organizational goals.

Enhanced Study Design

In addition to evaluating leadership effectiveness, this study also aimed to explore the potential reduction of workplace drama by exposing individuals to leadership concepts. This element was integrated into the study design to understand how increased leadership awareness and skills can influence interpersonal dynamics within the workplace. After the leaders were selected and

surveyed and received their reports, the next phase was to expose them to a daily push notification through the design of our training reinforcement application.

The Challenge of Change in Organizations

In her influential work, “Change Leadership Today”, Patricia A. McLagan highlights a critical truth about the nature of life and organizational dynamics: change is inherent and inevitable. However, attempting to deliberately orchestrate change within organizations often meets with less than satisfactory outcomes. According to McLagan, based on comprehensive global research, a staggering 67% of total quality management initiatives end without yielding any significant results after two years. A similar sentiment is echoed in the corporate sector, where 85% of C-Level executives admitted that their change initiatives failed to achieve their intended outcomes, reflecting a mere 15% success rate.

This data raises an important question about the disconnect between the initiation of change efforts and their successful implementation. The historical context provided by researchers like Fleishman, Harris, and Burr in 1955 offers insight into this phenomenon. They identified early on the challenges related to the transfer of training into actual performance enhancement at work.

Their study of International Harvester foremen showed that while training could temporarily modify behaviors, sustaining these changes proved challenging. Over time, most of the foremen reverted to their previous behaviors unless they were under leaders who themselves

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modeled the new behaviors. This early research underscored the necessity of a supportive environment and leadership commitment to ensure the enduring impact of training programs.

Deep Dive into Resistance to Change

The resistance to change, even when faced with severe consequences, is a well-documented psychological phenomenon. Consider the scenario where a doctor warns a patient that their life is at risk without lifestyle changes. Surprisingly, only about 10% of patients make the necessary adjustments. This resistance is also prevalent in organizational settings, where employees may feel threatened by change due to fear of the unknown, the potential loss of their job, or the challenge of acquiring new skills. Neuroscience has provided insights into this resistance by explaining how the brain processes change. The brain's tendency to revert to known behaviors can be attributed to the neural pathways that become entrenched over time. Change requires the brain to forge new pathways, often perceived as a threat to the neural status quo.

Strategies for Effective Change

Navigating the complexities of change requires a comprehensive approach. Henry Mintzberg has critiqued traditional top-down change initiatives, advocating instead for a grassroots strategy that involves multiple organizational levels. This participatory approach aligns with the interconnected nature of contemporary organizations. Tools like MyAha leverage this model by utilizing internal social networks to foster and bolster change initiatives. This strategy promotes a

more organic assimilation and implementation of new behaviors across diverse departments and teams.

Implementing MyAha for Organizational Learning

The MyAha platform is grounded in the principles of incremental learning and thorough skill development. It adopts a mastery learning framework, where new behaviors are introduced step-by-step and reinforced over time. This method is similar to the educational techniques used in teaching complex skills such as playing musical instruments or foreign languages, where basic abilities are developed incrementally to support more advanced skills. With MyAha, weekly introductions of concepts followed by practical exercises ensure that each new skill is not only understood but becomes a routine part of the workplace, thereby increasing retention and habitual application.

Comprehensive Features of MyAha

MyAha stands out due to its extensive suite of features that create a dynamic and interactive learning environment. These features include:

- An Integrated Virtual Classroom that enables real-time interaction and collaborative learning.
- A User-Friendly Interface with Flexible Navigation, making the platform accessible to users with varying levels of tech-savvy.
- Detailed Progress Tracking and Analytics that offer insights into individual and team development, facilitating precise development strategies.
- Social Learning Tools such as peer responses, microblogging, and mentor interactions enhance the educational experience.
- Customizable Content and Repurposing Tools allow learning materials to be adapted to meet specific organizational needs.

Leveraging Technology for Sustainable Change

MyAha utilizes advanced technology to support learning and adaptation within organizations. Its focus on social learning and community engagement fosters an environment where continuous improvement is integral to the organizational culture. This is vital for companies looking to remain competitive in fast-changing sectors. The platform's design reflects a deep understanding

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of the obstacles organizations encounter when implementing change and offers a comprehensive solution to meet these challenges effectively.

In the context of today's fast-evolving work environments, the necessity for effective training and skill development is more critical than ever. Traditional training delivery methods often fall short, especially in ensuring sustained application of learned skills. Here, the innovative MyAha platform emerges as a transformative solution, seamlessly integrating into daily workflows to reinforce and enhance training outcomes.

MyAha represents a significant advancement beyond traditional Learning Management Systems (LMS), specifically designed to foster continuous and incremental learning through sophisticated technological tools and effective methodologies. It emphasizes the critical role of repeated practice and reinforcement in achieving sustainable learning, a concept supported by the fact that only 44% of companies surveyed provide post-training reinforcement of content from initial educational sessions. This aligns with the theories of Hermann Ebbinghaus, a prominent figure in the study of memory, who underscored the importance of repetition in learning retention.

The platform incorporates interactive learning modules that engage learners in practical scenarios, enhancing the application and retention of knowledge. These modules are particularly relevant considering that the majority of organizational training—about 70%—typically involves full-day, instructor-led sessions supplemented by extensive eLearning. Organizations have

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shown a preference for shorter learning sessions that minimize disruption to daily job responsibilities, a need MyAha addresses by enabling efficient, integrated learning experiences.

MyAha also provides real-time feedback and analytics to monitor progress and identify areas for improvement. Moreover, it creates a dynamic social learning environment where learners can collaborate, exchange insights, and collectively enhance their understanding. The ability to customize learning paths allows organizations to tailor training to align closely with specific goals, ensuring that learning is not only retained but applied effectively within professional settings. MyAha's seamless integration into existing workflows further facilitates the incorporation of learning as a natural part of daily routines, thereby improving operational efficiency and reducing the typical disruptions associated with traditional training methods.

Building on the foundational aspects of MyAha, the platform enhances training reinforcement by ensuring that learning is not just an isolated event but a continuous cycle of engagement and improvement. The adoption of training reinforcement significantly elevates the effectiveness of training programs. MyAha enables trainers to maintain engagement with participants long after the formal training sessions have concluded, promoting a culture of continuous learning. This ongoing engagement not only bolsters knowledge retention but also cultivates positive behavioral changes within the organization.

Training reinforcement through MyAha solidifies and amplifies the knowledge and skills acquired during training sessions, thus enhancing employee performance and retention of

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information. This reinforcement occurs in two primary ways: first, by providing consistent and targeted feedback that helps learners correct mistakes and refine their skills, and second, by tailoring learning paths that are directly aligned with strategic business objectives, which ensures that training is both relevant and impactful.

Best practices for implementing MyAha's reinforcement programs include initiating with a clear definition of desired outcomes, evaluating the effectiveness of training by monitoring learners' retention and application of skills, and continuously enhancing the training content based on analytical insights. Moreover, MyAha helps debunk common myths about training reinforcement, such as the misconception that it is merely an auxiliary part of training or that it involves only repetitive tasks. Instead, MyAha demonstrates that effective reinforcement is a strategic, integral component of the learning process that actively involves adapting training methods to meet evolving organizational needs and learner feedback.

Furthermore, MyAha's design leverages the principles of spaced repetition, a technique validated by Hermann Ebbinghaus's research, to improve long-term retention. By breaking down complex training content into manageable, engaging segments that are revisited over time, MyAha ensures that knowledge is not only retained but becomes integral to learners' skill sets and professional behaviors. This approach addresses the challenge highlighted by studies, which show that retention rates without reinforcement can drop to around 50% within five weeks post-training. By integrating continuous learning into the daily workflow, MyAha ensures that

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training and development are consistent, engaging, and, most importantly, effective in achieving tangible improvements in workforce capability and organizational performance.

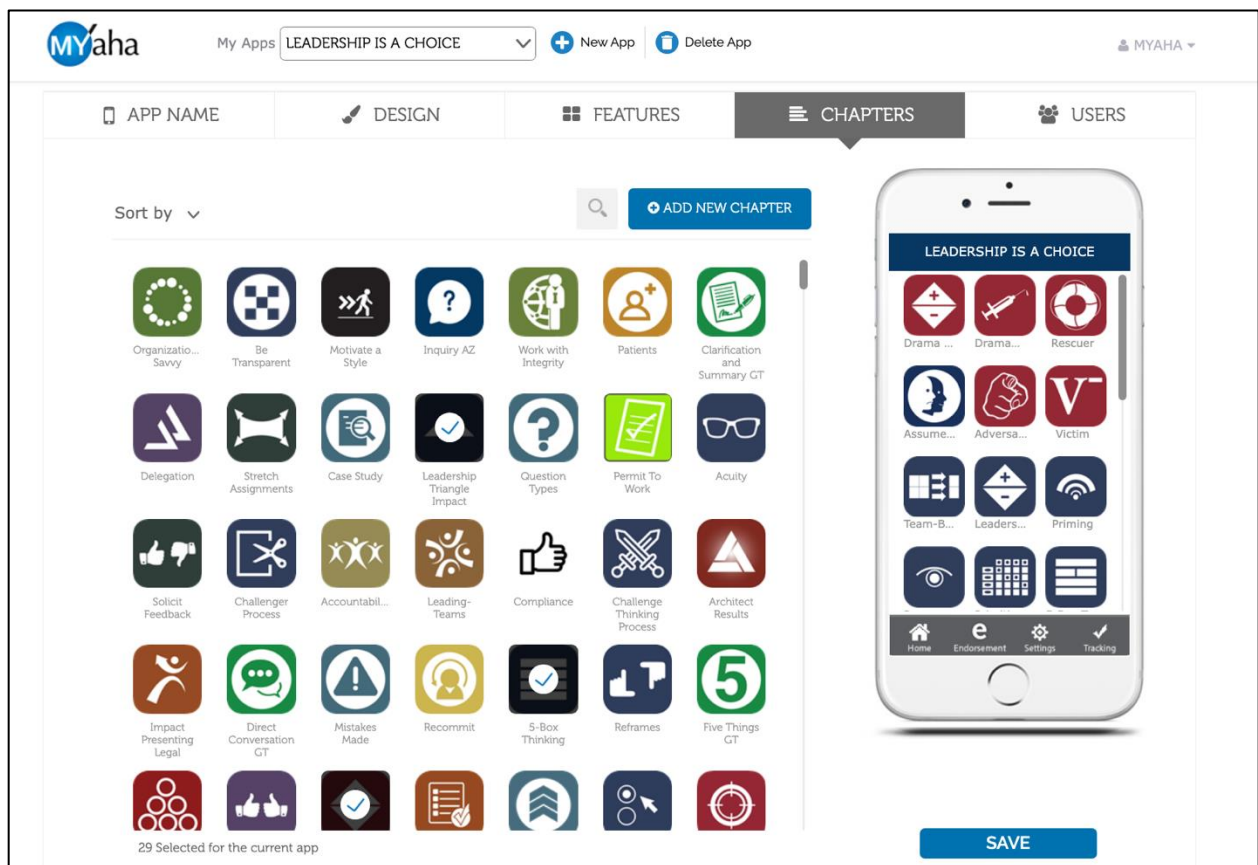


Figure 5.27: Leadership is a Choice App (back-end)

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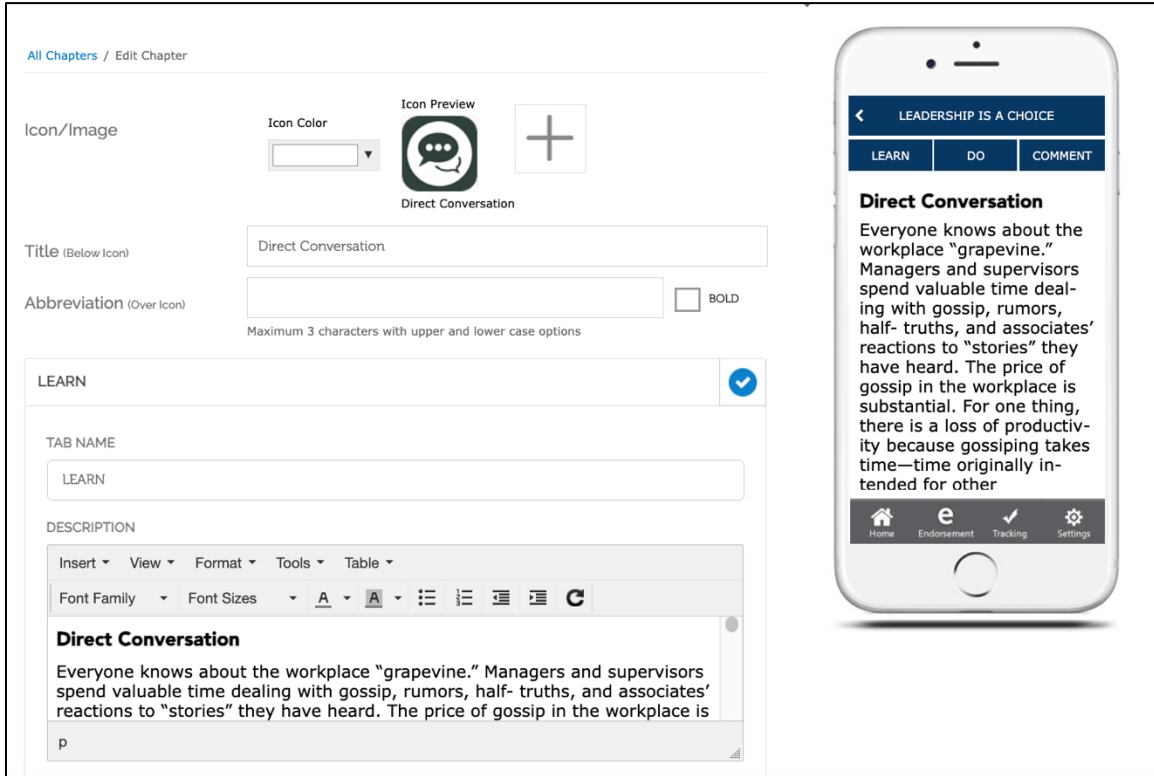


Figure 5.28: App Feature, Direct Conversation Guide

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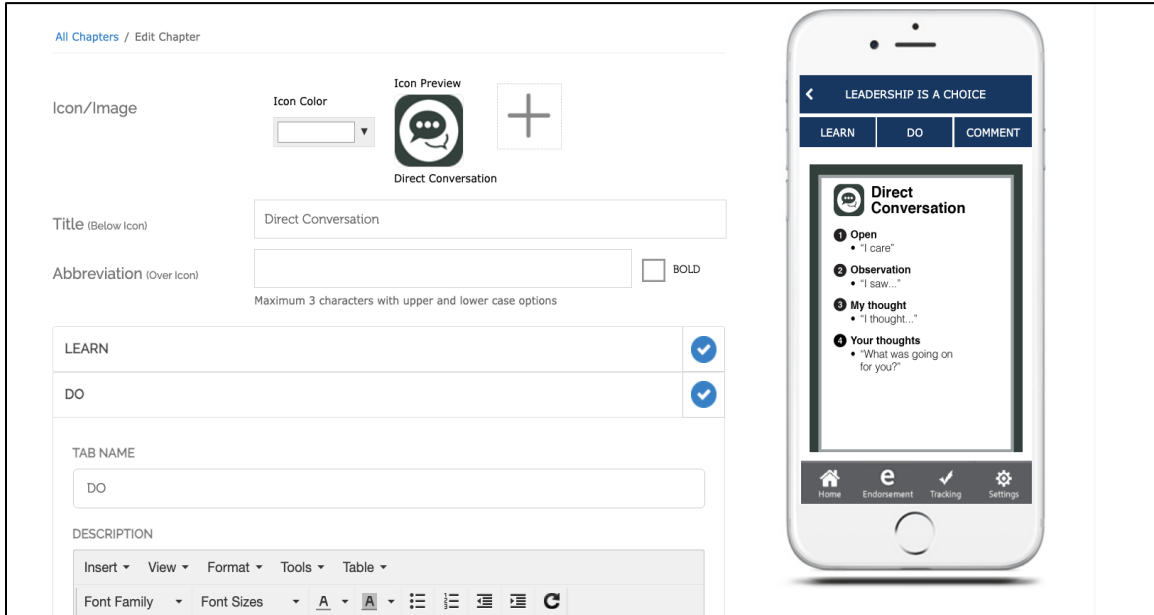


Figure 5.29: App Feature, Direct Conversation Guide Image, Bullet Items

MyAha Features

FEATURES

- Clean and easy-to-use learner interface
- Integrated virtual classroom
- Flexible navigation
- Weekly call-to-action
- Individual progress tracking
- Multiple question/activity types supported
- Peer rating/response to content
- Private ‘journal’ posts
- Internal public microblogging
- Customizable in-system documents and worksheets
- Learner support tools & content library
- Multi-format video streaming
- Easy-to-create worksheet templates for content repurposing
- Ready for PPT, PDF & JPG attachments
- Question & answer w/ mentors
- Moderator portal
- Ability to masquerade in various user roles

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- Customizable skin for your company's look and feel
- Various user roles (moderator, teacher, student, company)
- Configure training to Individuals
- Small learning group/team
- Entire department
- Revision history
- Data export.
- Same experience in IE, Mozilla, Safari and Google Chrome.
- Robust Security

Educational Content on Drama Reduction

At the end of the 90-day period, the data collected from the 360-degree reviews and the self-reported instances of drama were analyzed to identify any significant changes in the behavior patterns of the participants. The analysis focused on correlating the exposure to leadership training with a reduction in negative interpersonal interactions, thereby providing insights into the effectiveness of the training in reducing workplace drama.

This comprehensive approach aimed to quantify the impact of leadership development on performance enhancement and on reducing the negative aspects of workplace dynamics, thus fostering a more positive and productive organizational culture.

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Daily Practice

Following is the structured 91-day (13 weeks) program of daily practices, incorporating the provided competencies and practices to enhance leadership and interpersonal skills with just a daily reminder and a push notification. Through the remaining weeks, this structured approach tailors each practice to reflect deeper engagement with each competency, fostering leadership development and improving interpersonal relationships. This methodical engagement ensures that by the end of the 13 weeks, participants have a thorough understanding and practical experience with each key leadership behavior.

Week 1: Drama Triangle

1. Identify instances where you might be playing a role in the Drama Triangle. Reflect on your actions and thoughts.
2. Observe interactions in your workplace; note any Drama Triangle dynamics and think about ways to shift these interactions.
3. Discuss with a mentor or peer the roles of Victim, Rescuer, and Persecutor, and how you can avoid these in your daily interactions.
4. When feeling triggered, pause and ask yourself which role you are playing in the Drama Triangle.
5. Reflect on a recent conflict and identify Drama Triangle roles. Consider what a healthy response might look like.

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6. Educate your team about the Drama Triangle and discuss how it affects workplace dynamics.
7. End the week by journaling about your insights and challenges in dealing with the Drama Triangle.

Week 2: Assume Positive Intent

1. Practice starting each day with the intention to assume positive intent in all interactions.
2. During a meeting, consciously assume that all comments and suggestions are made with positive intent.
3. When receiving feedback, focus on the constructive elements by assuming positive intent.
4. Check in mid-week: How has assuming positive intent changed your interactions?
5. In a difficult conversation, remind yourself to assume positive intent and notice any shift in the dialogue.
6. Reflect with a team on how assuming positive intent can improve project outcomes.
7. Summarize your week's experience by assuming positive intent in your weekly review.

Week 3: Direct Conversations

1. Create a list of topics or situations where you need to have more direct conversations.
2. Initiate a direct conversation using clear "I" statements without assigning blame.

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3. Mid-week check-in: Have a direct conversation about a difficult topic and observe the outcomes.
4. Practice having direct conversations in both personal and professional settings.
5. Encourage a colleague to engage in a direct conversation and discuss the experience.
6. End the week by reflecting on the benefits of direct conversations in your relationships.
7. Plan for more opportunities to engage in direct conversations next week.

Week 4: Clean Up

1. Apologize to someone you may have wronged this week, focusing on sincerity without excuses.
2. Use the Clean Up process in a meeting where misunderstandings occurred.
3. Mid-week, offer a genuine apology where needed and observe the impact on your relationship.
4. Discuss the Clean Up process with a colleague and encourage them to use it.
5. Reflect on a situation at home where the Clean Up process could be helpful.
6. Share your experiences of using the Clean Up process with your team and discuss its value.
7. Journal about your week's use of the Clean Up process and plan how to implement it regularly.

Week 5: Acknowledge

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1. Start your day by acknowledging something positive about each team member you interact with.
2. Acknowledge the efforts of someone who often goes unnoticed.
3. Mid-week, use acknowledgment to boost morale during a challenging project.
4. Acknowledge a family member for their support or contribution at home.
5. Encourage peers to use acknowledgment in their interactions and discuss the changes observed.
6. Host a team session to share acknowledgments and reinforce positive interactions.
7. Reflect on the power of acknowledgment and how it has impacted your leadership style.

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Week 6: Walk and Talk

1. Organize a Walk and Talk session with a different team member each day focusing on personal development and team goals.
2. Use a Walk and Talk to address a specific project issue and brainstorm solutions on the move.
3. Mid-week, invite a senior leader to join a Walk and Talk, discussing career paths and leadership.
4. Walk and Talk with a peer from a different department to understand their challenges and perspectives.
5. Lead a group Walk and Talk focusing on wellness and work-life balance.
6. End the week with a Walk and Talk wrap-up session, gathering feedback on this approach.
7. Plan your next week's Walk and Talk sessions with new topics and participants.

Week 7: Priming

1. Morning ritual: Start each day by priming your mind with positive affirmations related to your leadership goals.
2. Before entering a meeting, take a moment to prime yourself for success, envisioning a positive outcome.

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3. Mid-week, practice priming your team by setting a positive tone before a big project kickoff.
4. Use priming techniques to prepare for a challenging conversation, focusing on the desired outcomes.
5. End your day by priming for the next day—visualize your tasks being completed successfully.
6. Encourage a peer to use priming techniques before a performance review or presentation.
7. Reflect on how priming has impacted your week, particularly in stressful situations.

Week 8: Victim

1. Identify any feelings of victimhood at work; write them down and analyze what triggers these feelings.
2. When you notice victim mentality in others, offer constructive feedback to help them see alternative perspectives.
3. Mid-week, hold a team discussion on overcoming victim mentality and promoting empowerment.
4. Practice shifting from a victim mindset to a victor mindset by taking proactive steps in a project.
5. Encourage team members to share instances when they overcame a victim mindset.
6. End the week by mentoring someone who struggles with feeling like a victim at work.

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7. Reflect on the personal challenges of overcoming the victim mindset and plan for future improvements.

Week 9: Choice

1. Start your day by consciously making choices that align with your leadership values.
2. When faced with a decision, pause to consider all options, reflecting on the power of choice.
3. Mid-week, create a workshop for your team on making empowered choices.
4. Choose to respond rather than react in a heated situation, showcasing leadership by choice.
5. Discuss with a mentor how making strategic choices has shaped your career.
6. Promote a culture of choice in your team, encouraging members to take initiative.
7. End the week by evaluating the impact of your choices on your leadership effectiveness.

Week 10: Acknowledge Again

1. Monitor Your Interactions: Start your day with a commitment to not dominate discussions or make sarcastic comments.
2. Feedback Mindfully: When giving feedback, focus on the situation, not the person. Avoid blaming and express your thoughts constructively.

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3. **Practice Active Listening:** In conversations, consciously avoid interrupting or controlling the dialogue. Listen more than you speak.
4. **Check for Blame:** Notice if you're blaming others for issues. Try to see the situation from multiple perspectives and seek collaborative solutions.
5. **Reflect on Your Language:** End your day by reflecting on instances where you might have used critical or domineering language. Plan how to communicate more positively tomorrow.
6. **Encourage Open Dialogue:** Invite a team member to discuss any recent interactions that felt adversarial. Discuss ways to communicate more effectively.
7. **Avoid Sarcasm:** Make a conscious effort to keep your humor light and inclusive, steering clear of sarcasm.

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Week 11: Rescuer

1. Identify moments where you might unconsciously take on the rescuer role.
2. Practice stepping back to allow others to solve problems, reducing the tendency to rescue.
3. Mid-week, discuss with your team the differences between helping and rescuing.
4. Challenge yourself to empower others to find their own solutions instead of offering immediate help.
5. Hold a training session on fostering independence rather than dependency in your team.
6. Reflect with a peer on how shifting from rescuer to facilitator has changed your leadership style.
7. Evaluate the outcomes of reducing the rescuer behavior in terms of team development.

Week 12: Dramamunity

1. Recognize Drama Patterns: Start your day by identifying typical drama triggers in your interactions.
2. Label the Drama: When drama arises, mentally note it to maintain objectivity.
3. Pause to Breathe: If drama escalates, take a deep breath to center yourself before responding.
4. Reframe Obligations: Change "I have to" to "I choose to" to transform your perspective on tasks.
5. Embrace Accountability: Focus on your contributions to the situation, avoiding blame.

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6. Assume Positive Intentions: Give others the benefit of the doubt to ease tensions.
7. Physical Reset: Engage in physical activity like walking or meditating to clear your mind.

Week 13: Sheppard Leadership Triangle

1. Educate your team on the Sheppard Leadership Triangle and its contrast with the Drama Triangle.
2. Practice behaviors that exemplify the Sheppard Leadership Triangle—accountability, empowerment, and collaboration.
3. Mid-week, assess situations where you shifted from a Drama Triangle role to a Sheppard Leadership Triangle role.
4. Facilitate a session on applying the Sheppard Leadership Triangle in daily tasks and long-term projects.
5. Challenge your team to identify when they are in the Drama Triangle and how to move to the Sheppard Leadership Triangle.
6. Share your biggest insight from daily practices.
7. Encourage your team to share positive interactions they've had, focusing on collaboration rather than conflict.

Each of the behaviors residing in the application gives additional information. For example:

Direct Conversations.

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Week 1: Drama Triangle



The Leadership Is a Choice® process directly affects the patterns of team structure that are unseen but that are nonetheless real enough to influence behavior and performance. These patterns are what make up the culture of an organization. Most cultures develop accidentally, yet dynamic, effective teams define their corporate culture through their choices. The Leadership Is a Choice® process points out the specific leverage points that help organizations create great teams. These great teams then begin to define the culture they want by choice rather than by circumstance. This creates a culture that develops leaders throughout all levels of the organization.

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Developing the Leadership Is a Choice® process suggests that learning is the primary task of leadership, and that learning is perhaps the only way a leader can genuinely influence and inspire others. The rate at which a team learns to lead together may be the only thing that will give it a sustainable competitive advantage in the future.

For leaders to be truly effective, they must successfully influence how people influence themselves. The principal means of establishing the commitment and enthusiasm necessary to achieve true long-term excellence in an organization is to unleash the self-leadership potential in each person. This unleashing of potential must start from within, beginning with the choices a person makes about himself. John Nesbit, the author of Megatrends, identified several trends consistent with an increased shift towards self-leadership. These trends for the future are a move from centralization to decentralization, from institutional help to self-help, from representative democracy to participative democracy, and from hierarchies to networking. His prediction about future trends has arrived today. These trends represent a move away from external control and external institutions toward a greater emphasis on being accountable and internally in control.

Read the following two examples to get a better understanding of where you place your own locus of control.

You want to take a vacation during the Winter holidays. You find a resort you really like, and you call to make the reservations for the only time you can get away. You find they are all sold

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out. Do you say to yourself, “What rotten luck!” or do you say, “This is my own doing! I knew I should have made the reservations earlier.”

The statement you choose reflects your locus of control. Those who point to luck are more likely to believe they are controlled by external forces while people who point to themselves view causal factors as internal. If externally oriented, people view rewards and punishments as beyond their control. They see outcomes due to fate, luck or powerful others. In contrast, people who are internally oriented believe they are the source of their own rewards.

External Locus of Control

With an external locus of control, individuals see success as a matter of “being in the right place at the right time.” As believers in chance or fate, they abdicate the control of their life over to others and external circumstances. At the extreme, these individuals see life as a case of “whatever will be, will be.”

Internal Locus of Control

- People see themselves as masters of their own fate.
- Individuals pro-actively work on themselves rather than hope for a lucky break.
- They believe that their success depends on hard work.
- Getting ahead depends more on creating their own results.
- They take accountability for designing the life they want

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The person with the internal locus of control understands external influences and chooses to be responsible anyway. It is a belief that fundamentally supports the Leadership Triangle mindset. On the other hand, the person who has an external locus of control is more likely to develop the Drama Triangle mindset, one that is fundamentally accentuated by abdicating the choice to be responsible.

Drama Triangle Impact

The outcomes of the Drama Triangle are easier to understand than the behaviors of the three roles. Carefully read through the following so that you can answer questions about the Drama Triangle Impact.

Resigned

Resignation is one of the key outcomes of being in the Drama Triangle. Resignation happens when you give up on a job, a person or a situation. The double impact of resignation is that you do not realize the impact it has on you when you give up. Saying “I hate my job,” is a classic example of someone who is resigned. Resignation is going into work as if today were just another day at the office, as if what you did wouldn’t change anything.

Thinking “Senior Leadership will never change” is another example of resignation. Often this is not recognized as resignation because we misread it as being realistic, worldly, or appropriately cynical. When you start to believe that you have little impact on the future of the company, you

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stop seeing the possibilities for the company's future, and that means you are in a state of resignation. While you may be working hard, wishing for great things to happen you already know that "business as usual" will continue, and you adapt to and settle for the status quo, resigned that there will be no changes or improvement. It is important to see that if you are resigned to the fact that work is a certain way and that you are a certain way, then all that is left is to adapt to and to settle for what is already so.

If we stop seeing possibilities, we start to become selective in the perception of our environment. What is forgotten is that we are in control of creating our responses to our environment. In this mode of limiting perceptions, employees act as if they can't make a difference. This keeps an organization's culture locked in place. When we are unaware of our resignation, it starts to control every aspect of our behavior. We need to ask "Who is controlling this situation?" and "What do we want to create?" Once we are aware of our resignation, we can start to change. This insightful process will allow you to go beyond simply being aware and will give you the power to actively choose what you want to create.

These Questions Will Help You Move Past Resignation

- "What is possible?"
- "What is outside the predictable?"
- "What new future can we invent?"

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Too many people let their disappointments and cynicism slowly extinguish their life spark. If they let resignation creep into their life for too long, they end up bitter and jaded. It's sad to see people who put in time at a job but leave their spirit at home. They hate, or just tolerate, their work, and they bide their time waiting for life to begin. The weird thing is that they are the ones paying the most heavily for this mindset. It will, over time, impact their health and overall well-being. They put off living and slowly give up in the process. Even if they achieve some amount of success, or even if they can just hang around long enough, the question often arises, "Is this all there is? Is this all that life is about?"

Far too many people have mentally retired but still show up for work, hoping others will give them inspiration. Others have effectively resigned but still go through the motions and remain on the payroll. Apathy and cynicism can take root early in life. If unchecked by middle age, these attitudes lead to bitterness, low energy, health problems, depression, and many other difficulties. The first step in generating a new future or leading oneself is gaining the freedom to think in new ways. If we can see the negative impact of the effects of the resignation they create, then we can see when we are falling into the Drama Triangle and make a shift toward the Leadership Triangle. This shift in perception, this choice to be in the Leadership Triangle, gives us the power to generate and fulfill new possibilities, which can result in extraordinary outcomes.

How to Spot Resignation

- Acceptance of One's Fate

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- Oh no, another 'let's go, team' by the boss. Does he really think we care?"
- "No one will listen anyway"
- "I have to stay here; I can't get another job"
- Giving up
- "This person will never change"
- "I know it won't make any difference"
- A wait-and-see attitude
- "I know this program will pass"
- Quietly resistant
- "I won't have the conversation. It never changes anything"
- Tolerate and comply
- Avoid at all costs
- "The management team just doesn't practice what it preaches"
- "Senior management never listens"

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Withdrawn

Being withdrawn is a direct consequence of being resigned. Have you ever noticed that when someone starts to say something, you already have an impression of what it will be, and you stop listening and check out of the conversation? Notice that even when you enter a conversation intending to be open, within seconds, you are reacting automatically.

These preset automatic limiting perceptions can have you withdraw before the conversation even starts. This automatic reaction is defensive and a key output of the Drama Triangle, one to get you off the court and out of the game where it is “safe.” Of course, this safety has a cost: your contribution, your engagement, and your energy. When one team member is withdrawn, it impacts all team members. In a meeting situation, we can all sense when a person is no longer fully present.

Until these patterns that keep you from being engaged are recognized, it will remain difficult for you to lead. By withdrawing from the world, a company, or an individual, we can essentially discount how we feel about something or someone. By withdrawing, we essentially are avoiding the conversation we need to have and there establishment of the relationship we want to create. Withdrawn people will not be candid with their teammates or with their leadership. They will not have straight conversations. Often, we have to risk the relationship and put real issues on the table in order to have the relationship be authentic. Avoiding decisions or actions maintains

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tension and leaves problems unsolved. Choosing superficial involvement leads to boredom and dissatisfaction.

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Confused

Confusion is the inability to think with the usual speed or clarity. When confused, people will have difficulty focusing their attention and may feel somewhat disoriented. Being in the Drama Triangle often leaves people feeling confused. This is not the kind of confusion that results from not understanding something; it is the type of confusion that occurs from habitual non-accountability. Once people are confused, they lose the ability to be accountable or responsible because they can't see a clear path. Their feelings are so mixed up that they don't have a direction for their goals. Confusion is just another way of hiding.

The Drama Triangle creates an inner conflict, and that conflict creates a mental struggle. In the Drama Triangle, people will often be confused about the direction they want to take to avoid doing anything. This is a defense mechanism for being "safe," from having to take action, or from being responsible for generating an outcome. If these inner conflicts get exposed, the person will get confused rather than deal with the issue. When confronted, the brain goes into freeze mode. Often, what can happen is that people will blame themselves or others for putting them into a particular situation.

These issues do not relate so much to external pressures but rather to unresolved internal conflicts. Furthermore, because the internal conflict is not grounded in external events or results, it cannot be resolved by someone else helping the person. Even the simplest decisions can lead to a struggle - a struggle that is never resolved because it actually concerns the underlying conflict.

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The person controls or defies authority by using his or her weakness, sometimes in powerful ways, with excuses like, “Oh, I forgot,” “I didn’t understand,” “I just can’t do it,” or “I’m so nervous.” This is another way of being passive/aggressive. When someone is consistently overusing the strategy of being confused, it is just another tactic for not dealing with the issue.

Draining

Either we take energy from others or we give energy to others. There is no in between. We need to ask those we’re trying to lead or influence about our impact on them. In essence, do they feel inspired when they are working with us, or do they feel drained? It is much less effective to force changes on others and overcome their resistance than it is to work on our own issues that might be draining others. It is important to do a self-examination of the people you think you either frustrate or exhaust. If you consistently impact them negatively, they may experience you as draining and then attempt to avoid you.

After conducting your own self-examination, review all your relationships with your staff, clients, vendors, and strategic partners. Take a look at which of these relationships are energy-giving and which are energy-draining for you. How is that experience a function of the thoughts you hold about these relationships? How could you go about changing the nature of the relationships so they are not draining?

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Remember, when you are in the Drama Triangle, at least eighty percent of your energy is being used up, producing meager results. When you jump to negative assumptions, you automatically drain yourself and those around you. One of the keys to maintaining a high energy level all day is to learn when you are allowing yourself to go into the Drama Triangle. Many people use high-pressure environments as an excuse for draining others. Be aware of situations that can be draining, as a signal to shift your perspective.

Frustrated

The dictionary tells us that frustration is “a state of mind that feels prevented from accomplishing a purpose, fulfilling a desire, or solving a problem.” Staying frustrated about something is a choice within your control. What would you say is the difference between a good day of fishing and a bad one? It’s clearly not how many fish you catch or the weather. The difference is your own attitude and intention. Catching an old shoe, a bunch of weeds, and snapping your line could be very frustrating and ruin a day outdoors, yet with the same set of circumstances, it could become a favorite fishing tale for years to come. For people caught in the Drama Triangle, the meaning they place on something is usually negative. Becoming frustrated or complaining about something usually means an unexpressed need has not yet been asked for. When frustrated, we choose to get upset rather than ask for what we want.

The intensity of our frustration is often related to the degree of control we think we have and our ability to change things. Upon reflection, you may find that your frustration is more under your

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control than you realize. Many people become frustrated when they have trouble distinguishing between observations and conclusions.

Example

You walk into the boardroom and notice that Jane has not arrived at the meeting. John says, “Jane is not here.” Mark says, “She probably didn’t think this meeting was important enough.”

Who made the observation, and who made the conclusion? Most people making an observation or a conclusion do not make a clear distinction between the two in their own mind, and it is usually the conclusion that becomes the primary source of frustration.

People caught in the Drama Triangle are always drawing conclusions about others, and usually not in the most positive light, which in turn creates an ongoing source of frustration for them.

When we are frustrated, we can easily be distracted and can justify making someone else responsible for our situation. In the business world, people prefer frustration because they think that if they take action to solve a problem, someone might make them accountable. Staying stuck in frustration is risk-free? Avoiding the risk of taking action feels very good to people in the Drama Triangle.

Attacking

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Individuals in the Drama Triangle will often strike out at others from a perceived frustration. While this behavior may produce short-term relief, nothing is done to get at the root of the problem. The Adversary wants to control others by orders, i.e., by virtue of his or her authority, position, status, or rank. Such a person believes he or she knows what is right and what should be done. He or she will bully and use threats to intimidate others and get his or her way. The tough “macho guy” or “the witch” are common characters. The attacking aspect of their personality demands a never-realizable perfection and manifests a set of interjected “should” and “should not.”

- You should always be on time
- You should always keep your desk clean
- You should always do perfect work

Attacking keeps people in line by humiliating any associate who makes a mistake. It is easier to attack people if we think of them as incompetent, wrong, unprepared, or irrelevant. Our thinking lends itself to the attacking. Remember, a way to break this pattern is to review your own thinking. If you are attacking someone, what are the presuppositions that allow you to attack? Feeling attacked is also a perception that means you are in the Drama Triangle. A leader who was not in the Drama Triangle would just hear a comment that would be interpreted as inaccurate and more of a statement about the speaker. But if you are in the Drama Triangle, it lands as a personal attack.

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- Are you a perfectionist who compares yourself to others in a lesser light?
- How do you apply your standards to others in a negative way?
- How do you make yourself right and others wrong?

One way to know if you are attacking is if you are losing good people around you. Top performers will move on if they feel under attack. Many times, it is just making one critical mistake: attacking that person when they need your leadership instead. Studies show that seventy to eighty percent of people leave companies because of poor relationships with their managers. If your team members perceive you as attacking them, they will not give you the feedback necessary to change, and they will just find somewhere else to go. Knowing exactly how we impact others with our communication helps us in several ways. First, it raises our self-awareness. Second, it helps us communicate more precisely.

Angry

Generally, anger is a cover for other feelings. Often, if we look beneath the anger, we will find disappointment, frustration, or fear. Although anger and fear may challenge or trouble you, they are neither negative nor bad in and of themselves. They are simply part of your complex wiring. Perhaps the most helpful thing to remember about anger is that it is a secondary emotion. A primary emotion is what is felt immediately before we feel angry, like fear, disrespect, or being attacked or pressured. If any of these feelings are intense enough, we call the emotion anger.

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Anger can be useful. Sometimes, when we try to reach a goal, we become frustrated. Frustration can lead to anger, which in turn can motivate us to work harder to reach our goal. Anger is sometimes the driving force behind creative expression in painting, music, writing, etc. Anger, by its nature, is unpredictable and powerful. Anger can serve a good purpose in life, for it is often a response to injustice, real or imagined. So when another person treats you unfairly, anger is a normal, self-protective response. Not to feel angry in the face of mistreatment is to invite more of the same actions.

Oddly enough, many people's trouble with anger stems from not expressing anger enough. For instance, you might feel angry but fail to deal with it by releasing your anger energy directly and constructively. You let irritations and other little things that cause you to feel angry build up to the breaking point rather than addressing them as they occur. If you can begin to view these emotions as natural and normal, you have a much better chance of managing them than of allowing them to manage you.

Many outcomes of the Drama Triangle will produce anger. Something fails to meet your expectations, and you feel disappointed. You feel dissatisfied because of some unresolved problem that is leading to intense frustration. These are natural, yet the Drama Triangle influences these natural emotions and compounds them into something else. In the Drama Triangle, our anger becomes fixed on issues and past events for a long time. The anger becomes

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habitual because of our not dealing with the issues that gave rise to it. Instead of dealing with issues head-on in the present, the fear of direct actions has us wait to deal with them later.

The problem, often, is that later never comes, and we create baggage or limiting perceptions about a person or a situation. Because we have not dealt with our anger or frustration in the moment, we bring it with us into the future and into future conversations and conflicts. Try using a “48-hour rule,” in which you address conflicts, issues, and problems within 48 hours.

Secrets of the Drama Triangle

1. The role that will threaten you the most in the Drama Triangle is the one you do not understand how to deal with. The other person’s switch between Adversary, Rescuer and Victim is often frustrating and confusing for you because you don’t like experiencing those kinds of switches in yourself, which is how others use their drama power on you.
2. Two people cannot stay in the same drama role for very long. People unconsciously change roles in the Drama Triangle to maintain their illusion of power.
3. People have a favorite role or corner of the Drama Triangle and a favorite switch to another role or corner. These roles are learned and fine-tuned. The more aware you become of the Drama Triangle, the less likely someone else will entice you.

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4. Even the strongest commitment to avoid the Drama Triangle will not prevent you from being in the Drama Triangle at one time or another. Nobody is perfect, and everyone, even the highest achievers, can occasionally get stuck in the drama cycle. Yet those who are committed to leadership development and accountability will never remain there for long.

The following list of feelings can be associated with the Drama Triangle. If you're feeling any of these emotions, you may want to examine the possibility that you are living with some kind of limiting perception or you have abandoned choice.

Resentful	Irate	Bewildered
Inflamed	Grumpy	Annoyed
Sullen	Confused	Offended
Frustrated	Enraged	Bitter
Belligerent	Infuriated	Fuming
Irritable	Cross	Resigned
Provoked	Boiling	

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Week 2: Assume Positive Intent



Have you ever gone to see a movie with a friend, sat next to each other, and seen the exact same movie, and one of you thought it was the best movie ever, and the other thought it was terrible? How could that happen? You and your friend filtered the information differently. In other words, you perceived the movie differently and behaved differently in your reaction. By the way, who do you think put your perceptual filters in place? You did! These perceptual filters are based on what happened as you grew up, the values of your family, customary beliefs, and decisions you made about the world. If your perceptual filters are not creating the results you desire, you are the only person who can change them. The first step is to become consciously aware of the filters you have and what kind of reality they are creating for you.

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The process of creating our own internal reality is what we call making our personal map of the world. Each of us has a different way of interacting with the world and, therefore, a different map. We shape what we think the world is like, and then we act on what we have created.

Perceptual filters lead us to operate out of automatic, habitual behaviors we've developed over the years. One of the first things to understand about developing yourself as a leader has to do with these perceptual filters. Our automatic perceptions often have little to do with objective truth but are instead indications of judgment patterns and habitual interpretations. Perceptual filters are often outside of our consciousness, very powerful, and they can affect our lives tremendously for good or ill. Like rose-colored glasses, they make the world look a certain way to us.

Our job is to become more conscious of these filters. Perceptual filters operate by filtering what we perceive so that the world shows up in a particular way. These filters are made up of our underlying assumptions and beliefs, our attitudes toward ourselves and others, our experiences, our current expectations, and how we process all of this information. Perceptual filters that drive either negative or positive intentions are usually automatic or influence us before we can consciously think differently. So often, when we assume others have negative intentions, we are doing so without being aware of what we are doing and the impact it has on us. Assuming that others have negative intentions will cloud your thinking. There is a real difference between

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having a critical eye to get to the real issues of a project and habitually tearing a project apart to find fault.

Negative Intentions

- Things will never change
- No one wants me to succeed
- There's no sense in my trying to change since the others in my life will never change
- I know how he or she is and how he or she will react, so I shouldn't expect anything else from him or her
- This is the way it's supposed to happen to me
- No matter what I do, my life never changes for the good
- Wanting things to change is a waste of time
- I don't control the way things happen to me
- It is not what I say or do that counts; it is what happens to me in the end that matters
- Everyone is out to get me; I have to accept this
- My life script is cast in stone; nothing I do will change it
- Trust no one. If I assume the worst, I'll never be disappointed
- I don't count on anything happening positively, so when it doesn't, I'm prepared

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- If I protect myself from the attacks of others before they begin, I'll be ready and can lessen the damages
- I never let my guard down, so I won't get attacked at my weakest point

It is even hard to read a list of negative intentions. Yet they creep into our thinking and completely color our perspective if we are not aware of their impact.

Two men were walking along a crowded sidewalk in a downtown business area. Suddenly one exclaimed, "Listen to the lovely sound of that cricket." But the other could not hear it. He asked his companion how he could detect the sound of a cricket amid the noise of people and traffic. To explain, the man took a coin out of his pocket and dropped it on the sidewalk, whereupon a dozen people began to look about them. "We hear," he said, "what we listen for." The danger with perceptual filters is that they can become a self-fulfilling prophecy. The mind, in its need to be "right" will do whatever it takes to justify and defend its position.

The first step toward assuming positive intentions is to first identify your perceptual filters, especially those that can create limiting perceptions of others: "Everyone in Accounting is out to get me," "I don't trust Marketing. They are always..." "They don't like the work I am doing..."

We can have limiting perceptions about ourselves: "I am not smart enough." "This will never work," "I believe this will fail." The ability to distinguish your intentions is critical. In order to

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choose to enter into a conversation with a positive intention, you must first understand the way your mind automatically thinks.

When we listen to other people with positive intentions, we stay more curious; we seek to understand the world from their perspective. This is not always easy, but if we commit to generating the flexibility in our own behavior to bring out the best in theirs, magic starts to occur. Why? Because these perceptual filters impact every part of our communication. What you think gets expressed in your behavior, and when you start with positive intentions, this leads the other person to do the same.

Unconscious Filters

Our unconscious filters are based on how we have interpreted events of the past. They lead us to believe that things are more fixed than they actually are. We often will have negative intentions about our own abilities. These are just as much of a barrier to effective leadership as the intentions we perceive others have. So it becomes critical to bring your filters and intentions into your awareness so that you can make choices, versus having them run automatically. We all have perceptual filters operating in our life that get in the way and create negative intentions. Once you understand what your patterns are, you can begin to make different choices.

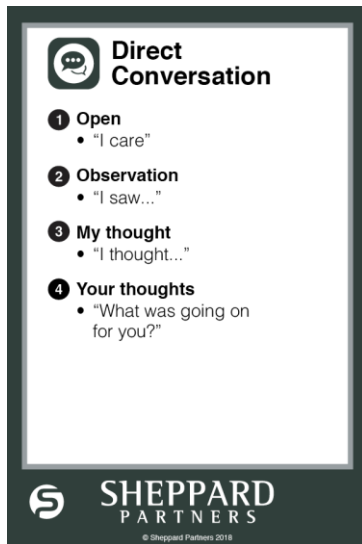
Our Minds Learn to Choose Paths That are Used Most Often

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Choosing the most-used paths aids in pattern recognition and everyday thinking. But these paths are like a path in the forest. The more worn the trail, the more it becomes the path of least resistance. Mentally, we choose the easiest path. Left to its own devices, our brain will usually abdicate to the well-worn paths we've constructed. If those paths are positive ones, we choose positive approaches to life, positive alternatives to problems, and positive outlooks on life's challenges. If the paths we choose are habitually negative, we look at life's challenges as devastating problems, and we look at the people we come in contact with in a negative light. We recommend that you choose to enter your conversations with positive intentions. This will lead you to the behaviors associated with the Leadership Triangle. The more often you choose leadership, the easier it will be to fire the leadership pattern in the future. The more often you choose drama, the easier it will be to fire the drama pattern in the future.

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Week 3: Direct Conversation



Everyone knows about the workplace “grapevine.” Managers and supervisors spend valuable time dealing with gossip, rumors, half-truths, and associates’ reactions to “stories” they have heard. The price of gossip in the workplace is substantial. For one thing, there is a loss of productivity because gossiping takes time—time originally intended for other assignments.

Drama caused by your associates’ reactions to gossip, rumors, and half-truths diverts attention and focus away from the work at hand. Gossip promotes an ongoing cycle of more gossip and conspiring. It may seem as though associates spend more time dealing with gossip and rumors than on the work they were hired for. Gossip chips away at the trust between team members, damages their ability to rely on each other, and encourages negative conspiracies about coworkers.

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Gossip

Gossip, rumors, and conspiring can result in team members holding back in discussions or stockpiling ideas in an effort to protect their respective and individual interests. Casual gossip is inherent in the culture of many companies, and as long as people work together, managers will have to deal with gossip. At its worst, gossip involves vicious rumors that create animosity among co-workers and disruptions in the workforce. Gossip is rarely a form of flattery; in most circumstances, it lacks validity. It can even cause irreparable damage. When individuals assume to know and talk about the private affairs of others, they display an unprofessional and unattractive personality trait of their own.

Eliminating gossip from our environment is simple but not easy. There is one rule that managers and associates can adopt that will stop almost all of the gossip in the workplace. The culture must thoroughly adopt a principle of taking all issues to the source. Along with this rule, you have to help others take their issues to the source. You want to stop the conspiring conversations by not participating. Commit to stop listening to complaints you can't do anything about and to conversations that don't directly affect you.

Gossip and conspiring start with a complaint about something or someone or a conversation about a person or issue that doesn't directly affect you. Complaining is the prevailing pastime in many companies, and it can take the life force out of an organization faster than anything else. We complain to almost anyone who will listen, and the problem is that so many people are

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willing to listen that the complaint grows and grows and takes on a life of its own. A commitment to stop listening to complaints you can't do anything about and conversations that don't directly affect you can have positive results on a company's culture.

Your commitment to not listen to complaints you can't resolve or to conversations that don't directly concern you will require you to communicate effectively with your co-workers. For example, when someone starts to complain to you or talk with you about something that doesn't directly affect you, simply say, "I apologize for interrupting you. But is this something that I can help solve? If not, please take the issue up directly with [name]." Then say, "When will you talk with him or her? When you are done, please let me know that it has been addressed."

Habit

Once you make it a habit to communicate in this way, those around you will, over time, begin to understand. Eventually, they will stop telling you gossip. It is important that you be persistent and refuse to discuss any concern that you can't resolve or that doesn't involve you. Co-workers will understand that you are not judging them or the validity of their complaints. Rather, you are merely declining to participate in gossip and directing them to a path that can lead to the resolution of their complaint. When you have to directly handle an issue with someone, it is important to be intentional about the communication. Talking straight is a way to create open and honest communication. It results in the flow of vital feedback to organizational decision-makers. It is a way to intentionally move a conversation forward.

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Honest Communication

People throughout the organization must engage in open and honest dialogues with whomever they need to to solve problems and settle disagreements. That way, any time there is a problem or complaint, rather than gossiping or “simmering”, each person does something productive about it. Those who can help get involved in solving problems and creating the future as resentments fade away. The alternatives to open and honest communication are not pretty. In those traditional organizations where closed communication predominates, this is what happens: confusion, blame, withdrawal, avoidance, manipulation, conspiracies against others, behind-the-back gossip, rudeness, power plays, political maneuvering, indifference, and other victim–aggressor behavior.

In contrast, an organization that effectively demonstrates open and honest communication teaches something wonderful to new people who come on board. Real issues are dealt with, and straight talk is practiced as the norm. A month or two in an organization with this pattern of relationships is often enough for a new associate to learn the value of openness and honesty in relationships.

Dealing with the issue or person directly risks exposure. This fear of exposure is what will defer direct confrontation and keep a pattern of conspiracy alive. of your relationships is occurring all the time. Too often, when we have issues with team members, we take our problems to an outside party, and this fundamentally destroys relationships faster than any other activity. The

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first step in resolving these kinds of issues is taking the issues to the source. If you don't take the issue directly to the source, you will create a Drama Triangle. Remember, the Sheppard Drama Triangle has three positions: **the Victim, the Adversary, and the Rescuer.**

When a misunderstanding takes place, very often, someone is in the position of the Victim and feels that something wrong has been done to him or her. That person will then go to the Rescuer seeking help, consolation, and empathy so that he or she does not actually have to confront the issue with the other person directly. In doing that, a conspiracy is created against the other person. In other words, the Victim goes to the Rescuer with either the conscious or the unconscious intention of enrolling the Rescuer on his or her side of the conflict. Dealing with the issue or person directly risks exposure. This fear of exposure is what will defer direct confrontation and keep a pattern of conspiracy alive.

Take the Issue to its Source

When you are in the Sheppard Leadership Triangle, you are compelled to take the issue to its source and do so in the context of the relationship you want to have with the other person. What are the qualities you want to have in your relationship? Try to start the communication by stating, "This is the type of relationship I want to have with you." The second step is to recite the actual event and what happened, what was said, or what was done. If you had a misunderstanding with someone, you would say, "Remember yesterday? I was talking, and I felt interrupted in the middle of my sentence, and then I felt you took it off into another direction."

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The third step is to then identify the meaning that you, at that time, associated with the misunderstanding or interaction. You could say, “When that happened, I made the assumption that you didn’t respect me.” There is the event, and then there is the meaning that we associate with it. By disclosing the meaning in this way, you create an understanding of the impact the event had on you. You are not blaming the other person; you are not saying they were wrong; you are just explaining how you interpreted the event.

This way, they can better understand you. The next step is to begin a dialogue. You will, therefore, proceed to ask, “What was your experience of this?” Now you can listen to them. This sequence typically needs to occur to create real understanding between people.

Direct Conversation Menu

1. Take it to the source
2. Create a context for partnership: state your commitment/positive intentions
3. “This is what I saw/heard...”
4. “My interpretation was...”
5. “What was your thinking?” Listen with curiosity
6. Offer support, make requests, clean up, and hold accountable as appropriate

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Week 4: Clean-Up



Clean-Up

Those who focus on blame when things go wrong believe that things go wrong because someone is lazy or incompetent. Thus, they make attributions about the internal characteristics and motivations of others. Their behaviors typically say, “The wicked should be punished,” and finger-pointing and blame are a part of this punishment. They take the moral high ground, sitting as a prosecutor, judge, and jury and pronounce guilt and sentence. When confronted with an issue or concern, blamers automatically re-blame others to distract or deflect attention from them. Fundamentally, this is a missed opportunity to demonstrate accountability. Leaders want others to be accountable in their organizations, yet they themselves may never demonstrate accountability.

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A Clean-Up is the easiest way to demonstrate accountability to your team members because people don't do what they are told; they do what they are shown. The most effective way to demonstrate that you are accountable is to practice your ability to "Clean Up" a situation. A Clean-Up is a simple, sincere, straightforward statement of accountability. A Clean Up expresses not only regret of past behaviors but also a commitment that such behaviors do not recur.

Apology

An apology is an extraordinarily powerful way to reset a relationship. A Clean-up is a very simple form of apology. At some point, we all negatively impact somebody else. Even if you unintentionally impact someone, it is your responsibility to clean up the damage. It is in your best interest to do so because you value your business relationships and want to maintain and sustain them in a manner that allows for optimum performance.

The first step in a Clean-Up is to simply acknowledge that you didn't keep your word or were not considering the impact on the other party. Acknowledge the facts.

The second step is to apologize by saying, "I am sorry." Those are the words. "I am sorry that I did that." You must also apologize for the consequences of your action and the impact it had on the other person. If you didn't keep your word or get the report to the other person on time, which made them late on their report, leading to their distrusting you, it is important for you to take responsibility for everything. Also, apologize for creating any ill thoughts or feelings they

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might be having, and take responsibility for your behavior. It is crucial that making your apology is the only step attended to at this moment.

You should not give an explanation but only say that you are sorry and that you apologize for the impact the event had on the other person. No excuses here. Typically, we think that a good excuse somehow justifies our being out of integrity, and it does not.

The next step in a clean-up is to state your commitment to keeping a situation like this from happening in the future. What is going to be the course of action to prevent it from happening again? If you develop a pattern of not being trustworthy, apologizing, and then not following through, you start to impact your relationships and others' perceptions of you. Digging yourself out of this kind of hole can take a long time.

One other aspect of Clean-Up is that the other person's acceptance of the apology is not obligatory. In other words, even if you make an apology, the other party doesn't have to accept it. If the other person still doesn't trust you after you apologize, it's up to you to act in a way that rebuilds trust until your trustworthy behavior normalizes the relationship. Occasionally, making some generous or extraordinary gesture is a useful part of the Clean Up process; it's a symbolic action that says this relationship is important, and it can be an effective way to recreate the trust.

“Clean-Up” Process

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1. **Own it:** Be accountable for what you are cleaning up, be accountable for how it impacted the other party.
2. **Apologize:** Don't add in an excuse. Just the apology.
3. **Actions:** Make a commitment to your future relationship and future actions

“An apology is a good way to have the last word.” —Author unknown

“Never ruin an apology with an excuse.” —Kimberly Johnson

“An apology is the super glue of life. It can repair just about anything.” —Lynn Johnston

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Week 5: Acknowledge



Acknowledge

The biggest mistake a leader can make is taking too much credit. In fact, a good leader makes sure others receive credit. The people who most quickly gain trust, loyalty, excitement and energy in an organization are those who pass the credit to the people who have actually done the work. When someone is in the Drama Triangle, they seek out ways to look good, and this often occurs at someone else's expense. Taking credit for others work is a quick way to erode trust. One fundamental for quality communication is powerful acknowledgment. In business, there is typically so much focus on results, that once one result is achieved, people just move on to the next one. You need to create a culture that produces maximum performance and outstanding

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achievement, and then these achievements need to be recognized and celebrated so that you can maintain that culture.

Here Are The Three Steps To Creating A Powerful Acknowledgment.

Step 1: Specifics

Powerful acknowledgment is one way to celebrate achievements. Powerful acknowledgment starts with being specific about what it is a person did well. In other words, you wouldn't just say, "Good job." You would say, "You know, yesterday during your presentation when you were talking about the relationship of productivity to accountability, you made it so clear, and your presentation made such a great impact on the group." Make your acknowledgment specific to what that person did. Especially in a highly technical area, your peers are often the only ones who can appreciate what went into a particular project. Being very specific about what you are acknowledging will make it easier for the other person to feel appreciated.

Step 2: Impact

The second step is to let the person know how his or her action impacted you. You want to communicate how you felt when they accomplished the activity you are acknowledging.

Step 3: Difference

A basic human value is knowing that you have made a difference. Your team members want to know they have made a difference. This desire is the reasoning behind the third step in acknowledgment – letting the other person know they made a difference to you. Let that person

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know you are looking forward to working with them in the future, and what a difference their accomplishment will make to the company, to the business, and to the team.

Authentic

Overall, acknowledgment needs to be authentic. Acknowledgment for acknowledgment's sake doesn't hit the mark. Remember, about 93% of all communication is how you say your words and what you do with your body. If you don't truly feel what it is you're saying, it's going to register as, "Something is wrong here", or "It wasn't quite a real acknowledgment."

Acknowledgment, especially, must be congruent, truly felt, and sincere to be effective. For example, compliments and praise can be a way of saying thank you, or conversely can be given in the hopes of getting something in return. People can instantly sense the difference in motives.

No matter how practiced a leader's style is, behavior exhibited in an attempt to get something in return will appear manipulative. Manipulation erodes trust and undermines the development of relationships. "Catch people doing something right," we have been told. Rarely have we been asked to think about why. Do we believe that by praising people, we will get more work out of them, or do we praise people because we want to support them? The difference is everything.

Because leadership takes place between human beings, successful leadership requires an in-depth knowledge of people. We also find a complete sense of achievement where we have quality relationships. Again, people are not computers, so feelings will be involved when you lead. You will often be leading the same people on a regular basis. Use acknowledgment regularly so that

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people don't think you are just acknowledging them because you want something from them. In fact, handling relationships needs to be a full-time process.

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How to Acknowledge

Step 1: Specific

Thank the person for what he or she did. Make your acknowledgment specific so they are not left guessing.

Step 2: Impact

Tell them the impact they had on you personally.

Step 3: Difference

Identify the difference this person's contribution will make in the future to you, the team, and/or the organization.

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Week 6: Walk and Talk



Walk and Talk

The Peripatetics were a school of philosophers in ancient Greece. Their teachings derived from that of their founder, Aristotle. When teaching at the Lyceum, Aristotle had a habit of walking about as he discoursed. It was because of this that his followers became known in later years as the Peripatetics, meaning, “to walk about,” because their learning was enhanced by the movement. You will have the opportunity to walk with your team members and have focused conversations designed to accelerate trust and partnership. We believe that a central function of a leader is to engineer intelligent, spirited conversations that provide the basis for high levels of alignment, collaboration, and relationship.

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Walk And Talk Menu

- Acknowledgment
- “How can I be an advocate for you?”
- “How can I support you?”
- “What I am working on for my own development is...”
- “My biggest fear is ...”
- “Some of the challenges I am having are...”
- “What feedback do you have for me?”
- “What works for me when communicating...”
- “What doesn’t work for me when communicating...”
- Direct Conversation
- Clean Up
- State your positive intentions

Walk and Talks are a process for developing yourself and moving through fears. They are intentional conversations that can create trust and leadership with a team in a very short period of time. Walking is an important part of the process. When we walk with someone, we are side by side, establishing a physical sense of rapport. The issues we need to talk about are not in between us but out in front of us. You want to begin to think, “What do I really want for this relationship?”

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The Walk and Talk process is a way for you to demonstrate your own leadership to all of your teammates and to utilize the material you have been working on during each of these learning sessions.

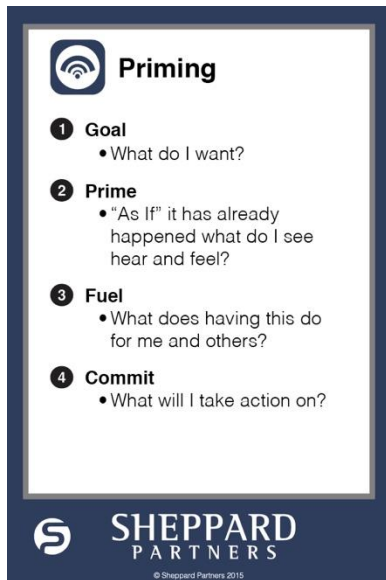
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Walk and Talk Preparation

- What can I acknowledge about this person?
- Think of places where you could be an advocate for the person
- Think of ways you could support them
- List out your own development activities
- List out your biggest fears
- List some of the challenges you are having
- Think of specific areas they may have feedback for you
- List what works for you in communicating
- List what doesn't work for you in communicating
- Consider the issues you might want to have a Direct Conversation about, or when in the past you were confused by their actions
- Think of situations where you may not have been accountable to this person
- Think of what your positive intentions are for having this conversation

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Week 7: Priming



Priming

Embedded software functions automatically, designed to run specific applications with tremendous efficiency. That's a useful metaphor: Are you running your brain as if it were efficiently programmed hardware? You can install your vision into your mind and have it continuously work for you toward creating the desired outcome.

When you embed a vision, you are priming your visual, auditory, and other senses to receive and process incoming data intentionally. This neural priming increases your focus and readiness to identify resources in your environment and prepares you to deliver accurate, appropriate responses. All of us have such priming about various incidents and attitudes set up in our brains

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already. Janet Crawford, author of "Building Brain Friendly Organizations," says that particular neural pathways "warm up" when their particle pattern is activated: "The brain goes through its entire database of memories and information and becomes ready for the appropriate information to be interpreted...If you are a person who likes dogs then [if you encounter a dog] your emotional circuitry will direct you towards a sense of security and positivity. However, if you are afraid of dogs, then a sense of fear will begin to emit from your system."

You've probably experienced neural priming, whether you know the term or not. Have you ever bought a new car and started seeing the same make and model every time you hit the road?

Those cars were on the road before, but you hadn't primed your brain to be aware of them. This is the value of neural priming to achieving your vision. When you know what you want and prime your mind around it, you will begin to notice the people and resources available to you who will help you achieve the goal.

This act of priming can work to your benefit or your detriment. If you prime your neural pathways with the expectation of achievement, you up the chances that achievement will likely follow. But if you take on the Victim role and prime yourself to expect disaster or failure...that's what you'll sort your mind to "achieve."

Predictive Encoding

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When you can see your vision as if it were happening before your eyes, you will be more likely to take the actions leading to its achievement. It's about predictive encoding, in which you visualize the goal and imagine the situations that will transpire on your way to achieving your goal.

Research by Colleen Seifert and her colleagues of the Department of Psychology at the University of Michigan shows that when you have predicatively encoded the outcome you desire, you will more readily and effectively find the people and resources in your environment to help you achieve your goal. You can predicatively encode the reality you want to occur into your memory, thereby creating your own potential for "luck." In fact, predictive encoding can increase the chances of your finding those resources in your environment by 50%. Think about the thin margin often found between success and failure. Why not take the time to use predictive encoding? It could tilt the scales in your favor by helping you find and focus on those resources that will help you realize your vision.

Making Your Visions More Compelling

Again, it is important to understand how the brain works to make your visions more compelling. To predicatively encode any vision takes a particular kind of thinking.

First, make sure you are asking for what you want by thinking about it positively. Your brain reacts to what you say to it, but it does not think in the negatives. When someone says to you,

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“Now don’t worry about the price,” or “Don’t worry about the speed,” or “Don’t worry about delivery,” what do you do? You worry about price, speed, and delivery. Your brain does the same thing, so you must tell yourself what you want to happen rather than what you want to avoid or stop. “I’ll lose weight if I skip desserts,”—can you even read that sentence without thinking about dessert? Or, someone might state, “I am going to stop smoking,” but their brain hears “smoking.” Instead, they could frame the statement positively: “I will breathe fresh air, improve my health, and enjoy my increased lung capacity.” Phrasing your goal or need based on what you want might seem simplistic, but the results are real and powerful. Our brain wants to go in the direction of the internal images we make in our mind.

The second strategy is to visualize it happening right now. Just ask yourself “If my vision were happening right now, what would I see? What would I hear? What would I feel physically? Emotionally?” Sit back and enjoy the visualization. See it! Play the movie in your mind, participate, and watch others participating. To make your vision more compelling, your visualization primes all of the main thinking centers in the brain, pictures, sounds, and feelings. Do this often, over the course of the steps you take to bring your vision to reality. Thinking that the result has happened already is a powerful way to prime your own brain.

The more thoroughly and vividly you can image what you want, as descriptively as possible, using every one of your senses, the better chance you have for effectively priming yourself to execute in the real world.

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To make these visions even more compelling, ask yourself questions that bring your values into play. Ask, “How does this vision impact my life? How does this vision positively impact others? How does this vision positively impact the others’ visions I want to achieve?” These questions will help link your vision to your own values and will provide extra motivation to turn dreams into reality.

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Week 8: Victim

V Victim

What to watch out for in others:

- Complaining about how unfair their situation is
- Feeling resignation and powerlessness in their situation. They give up.
- Stating, "I don't have a choice, I have to do this"
- Stating, "I can't do this, so why try?"

How to handle them:

- 1 Notice what they're avoiding
- 2 Ask what their concern is
- 3 Ask what they can control

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Victim: "It's Not My Fault"

Victims whine and complain to others and blame external forces for their circumstances. They are passive/aggressive in their communication style and will often talk behind others' backs.

They do not express verbally what is affecting them, but do it through behavior, like rolling their eyes when someone else is talking.

When confronted, victims can be dishonest and disingenuous, protecting their belief that they have no power over their circumstances. The Victim will ignore, discount, or minimize himself. He considers himself to be powerless in the relationship or situation and actually lies to himself about his ability to affect change. The Victim feels oppressed, helpless, hopeless and often

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ashamed of the fact that he or she feels ineffectual. The Victim will use a variety of communication styles to express his victimization: complaining, acting sullen and gloomy, being pessimistic, and being cynical. They have the attitude, “I can do nothing about this.”

The Victim will attempt to convince you that he or she had zero responsibility in the matter of the situation. From the beginning, it was out of their control, “It just sort of happened.” The trick they play is trying to get you to solve their problems for them. They are masters at getting others to adopt their point of view. When confronted, they will often become confused, use deception, and/or project their circumstances onto you. They try to play it safe by having nothing to risk, avoiding others at all costs, and not taking responsibility. They can and will drain the life force of a team if left unchecked.

Victims spend most of their time understanding the needs of others and picking up subtle cues about what others want from them. At the same time, they are astute observers. They intuitively know what responses are required in most situations, and they give them. They disguise themselves with a wide variety of deceiving roles that others mistake as niceness, righteousness, or an amazing capacity for understanding and listening.

Victims will rarely come out and tell you what they want. They are experts at vagueness, manipulation, rumor-spreading, and gossip. Culturally, victims can look like loving, giving people, yet we find that underneath their composed exterior, they are frequently angry, frustrated, and extremely controlling or manipulative.

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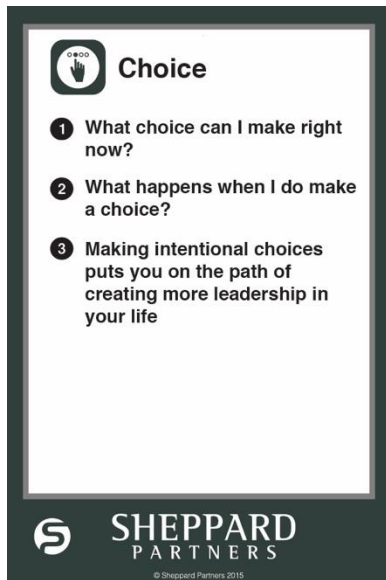
One of the more classic victim patterns is trying to get even or take revenge. They play a passive/aggressive game. Fundamentally, they are committed to not being committed. They know how to play it sweet, eliciting others to help with subtle manipulation. Various statements like “I think you’re confusing me with someone who cares” or “I feel better now that I’ve given up all hope” are examples of the widespread apathy and cynicism the career Victim exhibits.

How to Spot a Victim

- Does less than his or her share
- Won’t respond
- Won’t reach out
- Won’t take a stand
- Simulates compliance
- Is supersensitive
- Pretends powerlessness

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Week 9: Choice



Choice

The first and most important decision of a leader is the decision to become a leader. At some point, leaders decide to provide others with vision, direct the course of future events, and inspire others to success. Leadership requires you to practice making choices and taking charge. If you choose to become a leader, whether in your workplace, in your community or during an emergency, the discussion of these characteristics will help you formulate the appropriate mix of skills and ambition needed to be an effective leader. The first characteristic of a leader is a choice; leaders choose to lead. Leadership means accepting responsibility for our choices in life. Leaders realize that choices, not chance, determine the outcome of situations. The freedom to choose is a fundamental human need and the foundation of both motivation and leadership.

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The more we restrict our choices unnecessarily, the more frustrated we will become. Genuine leadership comes from within, so we must ring true to ourselves by exploring our inner space, gathering feedback on our personal behavior, and ensuring consistency with our stated values and principles. This can be done by carefully examining the choices we make.

Even though we are not one hundred percent responsible for everything that happens to us, as leaders, we must act as if we are. As leaders, we must work as if we are responsible for everything because we know we are the ones who have to live with the outcomes. It is often difficult, and sometimes impossible, to determine what part we are responsible for, so we might as well act as if we are responsible for everything as the best way to influence the result. If you want things to come out the way you think, they should take responsibility. In so doing, you are being a leader in your own life and gaining the leverage that comes from choosing to take control. Leaders realize that we are more likely to choose again if we choose. We believe that we are our choices. The more we take control over the choices we make in life, the more we will be leaders in creating the life we want to live. Successful leaders choose to lead.

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Week 10: Avoid Adversary



Adversary

What to watch out for in others:

- Low awareness of impact
- Critical of everything and everyone
- Driving their own agenda to the detriment of other team members
- Interrupting and dominating others

How to handle them:

- 1 Take a breath
- 2 Don't get hooked
- 3 Ask what they want

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Adversary: “I’m Right and You’re Wrong”

The Adversary wants to reign supreme and engage in a “top dog vs. underdog” approach with others. They like to control others, and their behavior is often exhibited as coercion, pressure, or pushing others to act in a certain way. They will grandstand, show off, and let others know how wonderful they are. Their favorite attack technique is to put others down, and they dominate by being sarcastic in their comments. They enjoy blaming others directly and can come off as arrogant.

In essence, adversaries are waiting to catch you being wrong, and then they can make a scene pointing it out to others. Sometimes, adversaries will use anger to distance or control others.

They can be very positional in driving their own agenda and love being right.

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Another pattern for the Adversary is being the rebel. “I hate authority – I’ll do it my own way.” They like to play alone, and they enjoy the role of the maverick, valuing independence over any team interaction. This can also show up as playing it cool, pretending not to care, or having no feelings for others. Work seems to be no big deal, and they will minimize the significance of their projects. Adversaries love to play with fire, but they can easily sabotage themselves because they live dangerously and are poor assessors of risk. They like to see how far they can go without getting caught.

In short, the Adversary will ignore, discount, or minimize another person, or himself or herself. He or she will imply or state, directly or indirectly, that the other person is inadequate, helpless, hopeless, worthless, useless, or worse. The Adversary will use a variety of styles to convey the message, such as blaming, criticizing, accusing, using sarcasm, gossiping, conning, tricking, threatening, cornering, and bursting out emotionally. If you can ever get adversaries to drop their guard, they will often let you know they attack others to keep themselves from being out of control or vulnerable.

The Adversary believes the Victim’s problems are most likely a result of a personality/character/mental/emotional or genetic flaw. Adversaries often “think” that nothing would happen if it weren’t for their actions. Their Server-centeredness is based on fundamental insecurities. They feel they are responsible for anything that happens in the world. In fact, they have to be because, in their view, victims are too useless to contribute anything. People who don’t delegate or who have major control issues should examine themselves as probable career

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adversaries. Fundamentally, the Adversary operates from the position of “I’m OK. You’re not OK.” Adversaries stay immune from the impact they have on others.

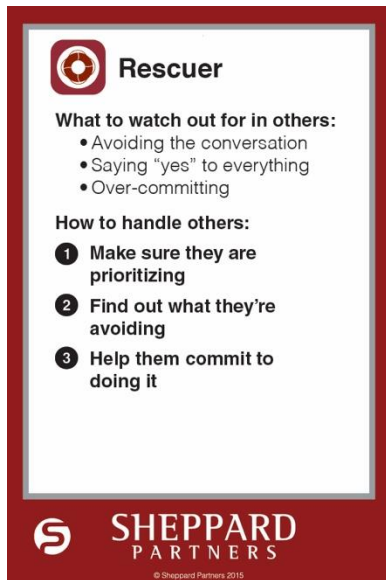
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How to Spot an Adversary

- Finds fault
- Critical
- Often unpleasant
- Leadership by threats, orders, and rigidity
- Can be loud or quiet in style
- They reign supreme and engage in a top dog vs. underdog approach
- Coercing, pressuring and pushing
- Judging
- Attacking and putting others down
- Dominating
- Controlling
- Blaming others directly or indirectly

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Week 11: Rescuer



Rescuer: “Let Me Save You”

Because there are people who are great at supporting their teammates, the position of the Rescuer in relation to the Victim tends to be more subtle and covert than the other two points on the Drama Triangle. It may also be harder to recognize. The Rescuer’s style is to ignore, discount, and minimize team members by assuming that they are hopeless, helpless, and unable to solve a problem because generally he or she assumes them to be flawed in some way.

In an argument between a Victim and an Adversary, rescuers feel the Victim needs their help. A Rescuer also believes that the Adversary is flawed in some way that discredits the Adversary’s ability to solve what is driving his or her adversarial characteristics. Rescuers discount both

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the Victim and the Adversary. On a deeper level, rescuers don't want to rescue but do so out of guilt. They feel responsible for taking care of the Victim, and to protect the feelings of all parties involved, they will avoid confronting the real issues.

They don't believe in the capabilities of others because they don't believe in their own capabilities, and this underlying belief compels them to help others. In a business environment, the Rescuer will not give others feedback for fear of hurting them. They believe that other people can't handle the feedback, so the Rescuer withholds it from them or waters it down. They save others from having to hear the feedback—in essence, they have prejudged their team members as not being able to handle it. They project onto others a diminished capacity for growing or for hearing a Direct Conversation.

They generally discount the capabilities of others. There are many styles of Rescuer: Mr. Nice Guy, Ms. Helpful, the Martyr, Everyone's Best Friend, et al. In every style, the Rescuer will attempt to solve another person's problems, assuming that they couldn't do it themselves. A career Victim will engineer his or her problems to become the Rescuer's problems, and the Rescuer will have to pick up the additional workload. Rescuers see themselves as saviors. They arrive at the last moment and attempt to save others. Secretly, they expect others to save them and will quickly shift roles in the Drama Triangle when this does not happen. They usually have an extreme need for approval and recognition. In their approval-seeking, they second-guess themselves the whole way. Any stand they make collapses easily, and they typically avoid

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confrontation. Rescuers have to act as if they believe another's point of view, even when their own beliefs would guide them in another direction.

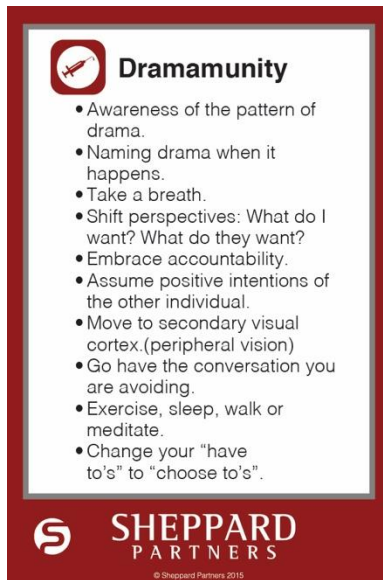
The main challenge for a Rescuer is to hold others accountable and to their fullest potential.

How to Spot a Rescuer

- They have a savior mentality
- They expect others to save them
- They have an extreme need for approval and recognition
- They may be a loud or quiet "martyr" in style
- They do not believe in others' strengths
- They have a compelling need to covertly control others
- They "help" without being asked for it – they meddle

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Week 12: Dramamunity



Dramamunity

Our Leadership is a Choice® processes will provide you with a high level of Dramamunity in your life, your team, and your organization. Creating a leadership development approach that eliminates drama while it encourages learning is the primary task of our leadership model, and is perhaps the only way that a leader can genuinely influence or inspire others to achieve their own high level of leadership. The rate at which a team learns to lead together may be the only thing that will give them a sustainable, competitive advantage in the future.

With Dramamunity, you have to remember you get what you give. If you act in a way that is from the Leadership Triangle, you attract the same kind of positive leaders. When you are focused and calm, it impacts the world around you. If there's drama in multiple areas of your

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life, be honest with yourself—you're the constant. Ask yourself, "How am I creating it?" Drama takes place in your own head, and it's usually because you are too deeply immersed in a difficult situation to recognize it isn't as dire as it seems.

One way to create Dramamunity is to shift your perspective. Take your mind to a point far enough away and above the situation so that you can see things in your life for what they are. By doing this, you can see from a distance how small and unimportant the immediate situation is in the big scope of life. Ask yourself, "Is this situation going to matter a year from now?" If you feel yourself getting overwhelmed by a situation, step back and realize this feeling isn't permanent—nothing is. Then focus on action steps—on the things you can control. What can you do today to proactively create a solution?

If you want Dramamunity, don't feed into other people's drama. Build a reputation being a person who doesn't participate in drama. One simple rule is to speak less and listen more. Quality listening will give you the space and time to hear and see the drama and make a choice to sidestep it. If you can remember to focus on being calm, your reaction and the energy you create may help the other person out of drama. Take a breath and make sure you are aware of your own internal state before engaging with someone else who is hooked on drama. Your calming energy may even help them let go.

Gossip breeds drama. One way to create Dramamunity is to address the issue with person directly. You can stop drama from happening by not engaging in gossip. You'll no doubt be in

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situations where you're not participating in it, but you're hearing other people gossip. It's difficult to go against the crowd and take a stand, but you must if you're serious about eliminating drama. Ask the other person to have the conversation with the appropriate person. A lot of drama comes from poor communication. Eliminate it by finding the courage to say exactly what you mean. It may be harder in the moment, but it can save a lot of heartache in the long run. On the receiving side, let people know that they can be direct with you. If they think they need to be careful with what they say, they'll likely withhold information because they don't feel honest with you.

Having drama in your life is absolutely a choice that can be eliminated by building your own level of Dramamunity.

Week 13: Sheppard Leadership Triangle



Sheppard Leadership Triangle

Leadership is a process by which a person influences others to accomplish objectives and directs the organization to make it more cohesive and coherent. Leaders carry out this process by applying certain attributes, such as beliefs, values, ethics, character, knowledge, and skills. You may have a position as a manager, but a powerful position does not make you a leader; it simply makes you in charge of delivering on company objectives. Leadership inspires people and makes others want to achieve high goals, while Management is about controlling and getting others to do their job.

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Current research offers some insight into leadership. Key attributes of the modern version of the model leader include framing and communicating a grand and strategic vision, empowering others, fostering collaboration among teams through developing other leaders throughout the organization, and being a catalyst to motivate and influence strategic initiatives focused on building a high performance culture.

The Three Roles of The Sheppard Leadership Triangle

The Sheppard Leadership Triangle's three roles are the Visionary, the Catalyst, and the Coach. These roles make up the three corners of the Leadership Triangle. Each of these roles supports the others and creates the kind of leadership behaviors that are the foundation for extraordinary results.

Visionaries have the ability to see into the future and create inspiring goals. They have the capacity to create a compelling, vivid mental image of what is possible. Leaders who are catalysts drive the potential for change. They are always finding new pathways, ideas, and methods for solving overwhelming problems, achieving the mission of the organization, and reaching all specific goals along the way.

Leaders allow team members to innovate, take responsibility, be creative, and make mistakes. They give credit where credit is due. Another major part of a leader's role consists of being a Coach to those he or she leads. The impact you have on a company depends on how you develop others in their own leadership capacity.

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The basic rationale for a focus on learning in organizations is that in situations of rapid change, only those who are innovative, adaptive, and productive will excel. The Leadership is a Choice® process is designed to help you activate more of your own capacity to lead from the perspective of the Leadership Triangle.

Seeing Possibilities

Seeing possibilities means you look for the potential in people, organizations, and situations.

Being realistic, yet positive, means you will be focused on looking for positive outcomes. When you see possibilities, you visualize what you want to happen, and you picture yourself having achieved the vision.

Seeing possibilities is no substitute for doing the work, but seeing what is possible will help you achieve your goals without unnecessary stress and anxiety. Being in the Leadership Triangle naturally supports your abilities to look for the positive, and allows you to “zero in” on the good things people have to offer. Maybe your coworker has a lot of irritating habits, but you know that he gets his work done on time and respects your deadlines. Seeing possibilities means thinking about the positive outcomes, rather than allowing his other behaviors to raise your blood pressure. The same applies to any situation. If you are able to remain positive when incidents occur, they won't be as destructive.

Choices

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People want to make the best choices available to them, and do the best they can, given the personal resources they have access to. Adopt the presupposition, “The person I am communicating with is doing the very best that she can.” Simply adopting this presupposition as your own can work wonders in your life. You will start to see more possibilities and no matter how dark the situation seems to be, you will always be able to raise your sights and see new potential.

There is real power in seeing possibilities and approaching things with an open, willing attitude. By replacing negative perceptions with positive ones, you can direct your life, improve your relationships, and boost your energy.

Again, this is not asking you to suspend your ability to observe what is happening. What we are asking you to notice is how it positively impacts you when you change your perception and reaction to what is happening.

Chapter 6: Results

Overall Improvement:

High Performers: Every dimension showed improvement in self- and other assessments, indicating consistent growth across all leadership areas.

Low Performers: Similar improvements were observed across all dimensions, suggesting the skills practice was also effective for this group.

High Performers: Every dimension showed improvement in self- and other-assessments, indicating consistent growth across all leadership areas. The small deltas between self and other ratings suggest a high level of self-awareness and alignment with external perceptions.

- **Visionary:** Self-assessment improved from 5.1 to 5.7 (+0.6), while other-assessment improved from 5.2 to 5.8 (+0.6).
- **Catalyst:** Self-assessment increased from 5.3 to 5.4 (+0.1), while other-assessment showed a slight decrease from 5.3 to 5.2 (-0.1).
- **Coach:** Self-assessment improved from 5.3 to 5.7 (+0.4), and other-assessment improved from 5.5 to 5.8 (+0.3).

Low Performers: Similar improvements were observed across most dimensions, suggesting the skills practice was also effective for this group. The delta between self and other assessments

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decreased, indicating a narrowing self-awareness gap, although it remains larger than that of high performers.

- **Visionary:** Self-assessment improved from 5.2 to 5.3 (+0.1), while other-assessment improved from 4.1 to 4.7 (+0.6).
- **Catalyst:** Self-assessment increased from 5.2 to 5.5 (+0.3), while other-assessment improved from 4.3 to 4.7 (+0.4).
- **Coach:** Self-assessment declined from 5.4 to 5.1 (-0.3), while other-assessment improved from 4.2 to 4.6 (+0.4).

Table 6.1: Leadership Triangle Ratings with Percentage Differences

Group	Role	Self Rating	Other Rating	% Difference
High Performers	Visionary	5.0	5.1	2.00%
High Performers	Catalyst	5.2	5.2	0.00%
High Performers	Coach	5.1	5.3	3.92%
Low Performers	Visionary	5.1	4.5	-11.76%
Low Performers	Catalyst	5.0	4.4	-12.00%
Low Performers	Coach	5.2	4.3	-17.31%

The first results compare self and other ratings across the three Leadership Triangle roles: Visionary, Catalyst, and Coach. The data show a clear distinction between high and low performers in both capability and alignment of perception.

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High performers demonstrate close alignment between self-assessment and how others rate them: +2.00% for Visionary, 0.00% for Catalyst, and +3.92% for Coach. This pattern suggests strong self-awareness and that their leadership behaviors are consistently visible to colleagues and evaluators.

In contrast, low performers show substantial gaps between self and other ratings across all roles: -11.76% for Visionary, -12.00% for Catalyst, and -17.31% for Coach. The largest misalignment occurs in the Coach role, indicating that while low performers may perceive themselves as effective in developing others, this perception is not fully shared by those they work with.

This early snapshot sets a pattern that will recur in later analyses. In subsequent tables, similar alignment advantages for high performers—and perception gaps for low performers—emerge across different time points, role comparisons, and statistical analyses. The stability of these patterns suggests that perceptual accuracy is as much a marker of high performance as the capability scores themselves.

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Table 6.2: Drama Triangle Ratings with Percentage Differences

Group	Role	Self Rating	Other Rating	% Difference
High Performers	Victim	2.0	1.6	-20.00%
High Performers	Adversary	1.7	1.5	-11.76%
High Performers	Rescuer	1.9	2.1	10.53%
Low Performers	Victim	2.5	3.2	28.00%
Low Performers	Adversary	2.2	3.1	40.91%
Low Performers	Rescuer	3.4	3.3	-2.94%

The calculation in Table 6.2 shows the proportion by which the other rating differs from the self-rating. This provides a clear measure of perception alignment or divergence. Positive values indicate that others rated the behavior higher than the individual rated themselves. Negative values indicate the reverse, where the individual's self-perception exceeded how others viewed them.

For high performers, most differences are negative but modest in size. Victim is -20.00 percent, Adversary is -11.76 percent, and Rescuer is +10.53 percent. These results suggest that high performers tend to rate themselves slightly higher in avoiding negative roles such as Victim or Adversary. The exception is the Rescuer role, where others perceive them as taking on this role slightly more often than they believe.

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In low performers, the pattern is markedly different. Victim at +28.00 percent and Adversary at +40.91 percent are rated substantially higher by others than by the individuals themselves, indicating a significant perception gap. This suggests that low performers may underestimate how frequently they engage in these less productive roles. The small negative value for Rescuer at -2.94 percent indicates closer alignment for this role, although both self and other ratings remain relatively high compared to high performers.

These differences are important because they reflect both the presence of certain behaviors and the degree to which individuals recognize their own behavioral patterns. This perception gap will be examined further in later tables, particularly 6.4.2 and 6.10, which track whether these divergences persist or narrow after targeted skills practice.

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Figure 6.3: Other Rating vs Self-Rating indicating perception alignment or divergence

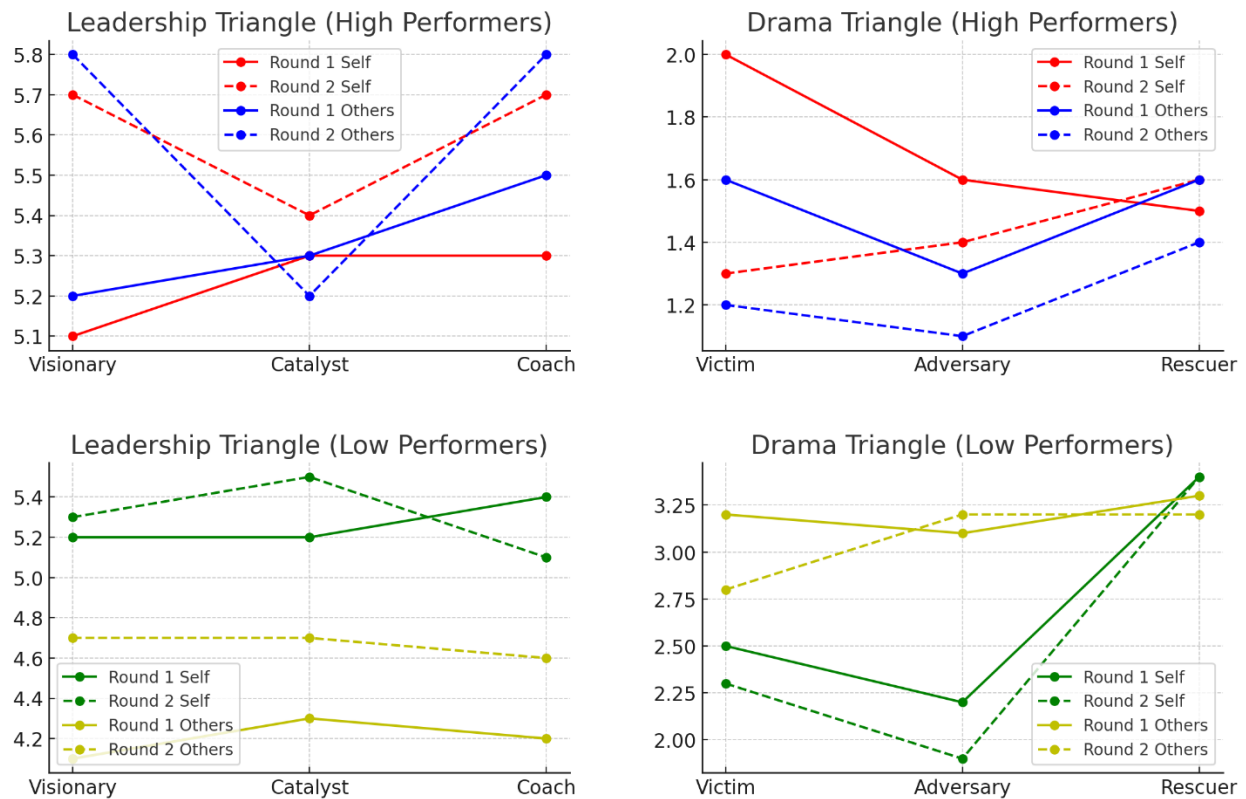


Figure 6.3 presents a visual comparison of self and other ratings across leadership and drama roles. This comparison highlights the degree of alignment between an individual's perception of their own behavior and how others experience that behavior. A close overlap between self and other ratings suggests high perceptual accuracy, while larger gaps point to misalignment.

High performers display consistently narrow gaps between self and other ratings, particularly within the Leadership Triangle roles of Visionary, Catalyst, and Coach. This reinforces earlier

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findings from Tables 6.1 and 6.2 that high performers tend to have accurate self-assessment and that their leadership behaviors are reliably visible to others.

Low performers show larger and more variable gaps across both leadership and drama roles. The largest divergences occur in roles associated with negative behavioral patterns, such as Victim and Adversary, where others rate these behaviors as more frequent than the individuals rate themselves. These misalignments mirror the percentage differences in Table 6.2 and suggest that low performers may lack full awareness of the impact of their behavior on colleagues.

The figure serves as a bridge between the raw data in earlier tables and the statistical comparisons in later sections. It visually confirms that alignment in perception is a distinguishing feature of high performance, while divergence between self and other views remains a consistent characteristic of lower performance.

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Table 6.4.1 Leadership Triangle High Performers vs Low Performers Groups, Ratings & Percentage Difference

Group	Role	Self Rating	Other Rating	% Difference
High Performers	Visionary	5.0	5.1	2.00%
High Performers	Catalyst	5.2	5.3	1.92%
High Performers	Coach	5.1	5.4	5.88%
Low Performers	Visionary	4.9	4.2	-14.29%
Low Performers	Catalyst	4.8	4.1	-14.58%
Low Performers	Coach	4.7	4.0	-14.89%

Table 6.4.1 compares self and other ratings for high and low performers across the Leadership Triangle roles of Visionary, Catalyst, and Coach, along with the percentage difference between these ratings. The data show a consistent advantage for high performers in both absolute scores and in the alignment between self-perception and external evaluation.

High performers record higher ratings in every role, with self and other assessments closely matched. The percentage differences are small, at +2.00 percent for Visionary, +1.92 percent for Catalyst, and +5.88 percent for Coach. These results indicate that not only are the leadership behaviors of high performers rated more highly, but they are also rated with strong agreement between self and other perspectives.

Low performers score lower across all roles and display larger negative percentage differences, which means that others rate their performance lower than they rate themselves. For Visionary,

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the difference is -14.29 percent, for Catalyst -14.58 percent, and for Coach -14.89 percent.

These gaps suggest that low performers overestimate their capability in these leadership areas, with the largest perception misalignment occurring in the Coach role.

This table reinforces a pattern established in earlier results. High performers combine high capability with perceptual accuracy, while low performers tend to overrate their abilities, particularly in people-development roles. This theme will reappear in later tables when examining changes over time and effect sizes.

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Table 6.4.2 Drama Triangle Ratings High Performers vs Low Performers Groups, Ratings &
Percentage Difference

Group	Role	Self Rating	Other Rating	% Difference
High Performers	Victim	2.0	1.6	-20.00%
High Performers	Adversary	1.6	1.3	-18.75%
High Performers	Rescuer	1.5	1.6	6.67%
Low Performers	Victim	2.3	2.8	21.74%
Low Performers	Adversary	1.9	3.2	68.42%
Low Performers	Rescuer	3.4	3.2	-5.88%

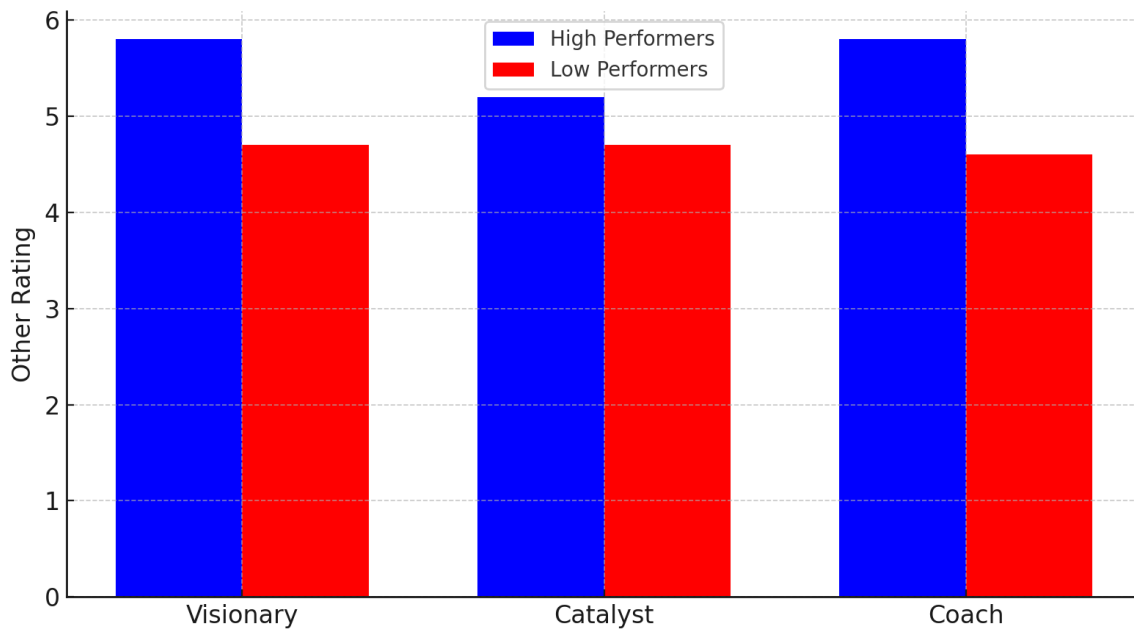
This calculation shows the proportion by which the other rating differs from the self-rating, indicating areas of perception alignment or divergence. Negative values indicate where others rated lower than the self, and positive values where others rated higher.

The graphs above illustrate the comparison between self-ratings and other ratings for high performers and low performers in the Drama Triangle roles of Victim, Adversary, and Rescuer. High performers show relatively small differences between self and other ratings, which suggests that they have a more accurate understanding of their behavior and its impact on others. The largest alignment is seen in the Rescuer role, where the gap is minimal and ratings are low, indicating limited engagement in this role.

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Low performers show much larger gaps, particularly in the Victim and Adversary roles, where others rate these behaviors as substantially more frequent than the individuals rate themselves. These findings are consistent with earlier results and point to a persistent perception gap in less productive behavioral patterns. This gap is both a marker of lower performance and a potential focus for targeted development.

Figure 6.5: Comparison of Leadership Ratings for High and Low Performers from the Other Perspective



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The comparison of other ratings for high and low performers in the Leadership Triangle roles shows a clear and consistent separation between the two groups.

High performers, represented by blue bars, have the following other ratings:

- Visionary: 5.2
- Catalyst: 5.3
- Coach: 5.5

Low performers, represented by red bars, have the following other ratings:

- Visionary: 4.2
- Catalyst: 4.3
- Coach: 4.2

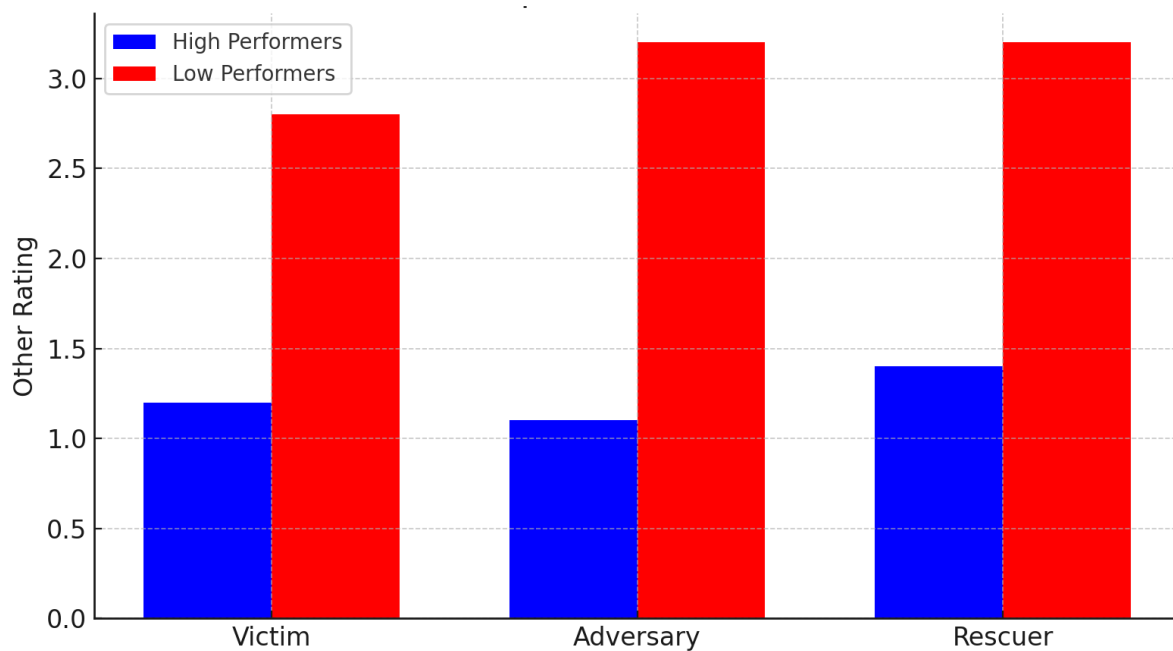
Across all roles, high performers receive higher ratings, with the largest gap in the Coach role where the difference is 1.3 points. These results align with earlier findings from Tables 6.1 and 6.4.1, where high performers not only scored higher but also showed closer alignment between self and other perceptions.

The consistently high ratings for high performers in the Visionary and Catalyst roles point to their ability to inspire, align, and mobilize others toward shared objectives. In contrast, lower scores for low performers across all three roles indicate both skill gaps and opportunities for targeted development, particularly in coaching and enabling others to perform at their best.

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This evidence reinforces the link between strong leadership capability and high performance, highlighting the value of leadership development as a lever for improving organizational results.

Figure 6.6: Comparison of Drama Ratings for High and Low Performers from the Other Perspective, Lower Scores are Better



In the Drama Triangle ratings, high performers receive significantly lower scores from others in the roles of Victim, Adversary, and Rescuer. Lower scores in these roles are desirable because they indicate less engagement in conflict-driven or dysfunctional behaviors. High performers are therefore perceived as less likely to adopt these negative roles, supporting the conclusion that they maintain stronger interpersonal effectiveness and emotional regulation.

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High performers, represented by blue bars, have the following other ratings:

- Victim: 1.4
- Adversary: 1.1
- Rescuer: 1.4

Low performers, represented by red bars, have the following other ratings:

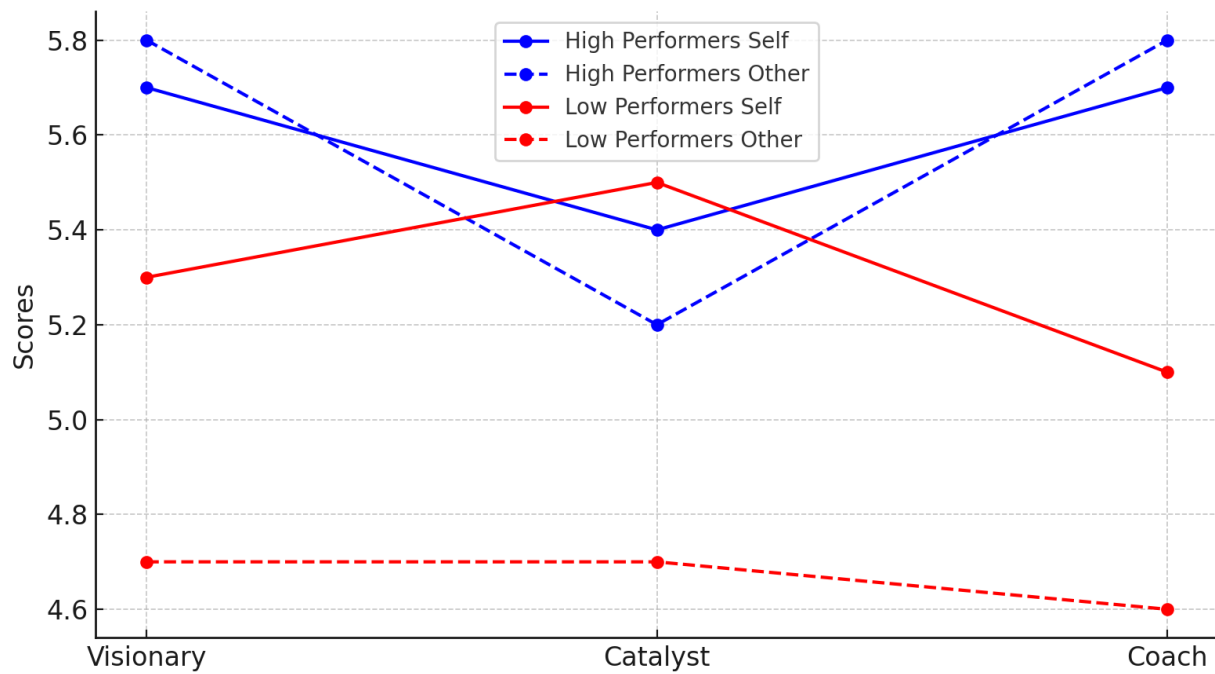
- Victim: 2.8
- Adversary: 3.8
- Rescuer: 3.4

These results present a sharp contrast between groups. Low performers receive higher scores in every Drama Triangle role, which signals greater involvement in behaviors that can undermine trust, escalate conflict, and disrupt team functioning. The difference between groups is especially pronounced in the Adversary role, where the gap is more than two full points.

This comparison mirrors patterns seen in the Leadership Triangle results. High performers consistently score higher in constructive leadership roles and lower in destructive drama roles, while low performers display the opposite pattern. Together, these findings suggest that reducing drama-oriented behavior is closely linked to stronger leadership effectiveness and overall performance.

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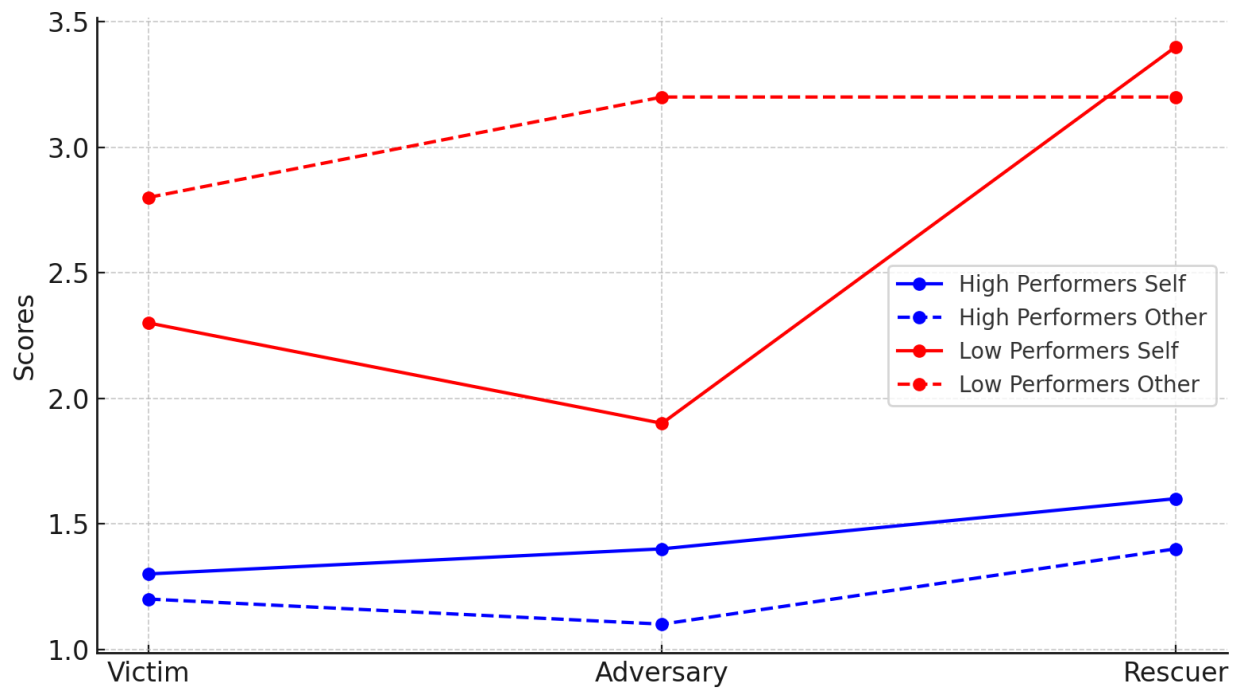
Figure 6.7: Plot comparison of self- perceptions of high and low performers across three categories for the Leadership triangle



The plot shows that for high performers, the self and others' perceptions are quite close, with minimal differences. For low performers, there's a noticeable delta, indicating significant differences between how they see themselves and how others see them, particularly in the categories of Victim and Adversary.

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Figure 6.8: Plot comparison of self- and other perceptions of high and low performers across three categories for the Drama triangle

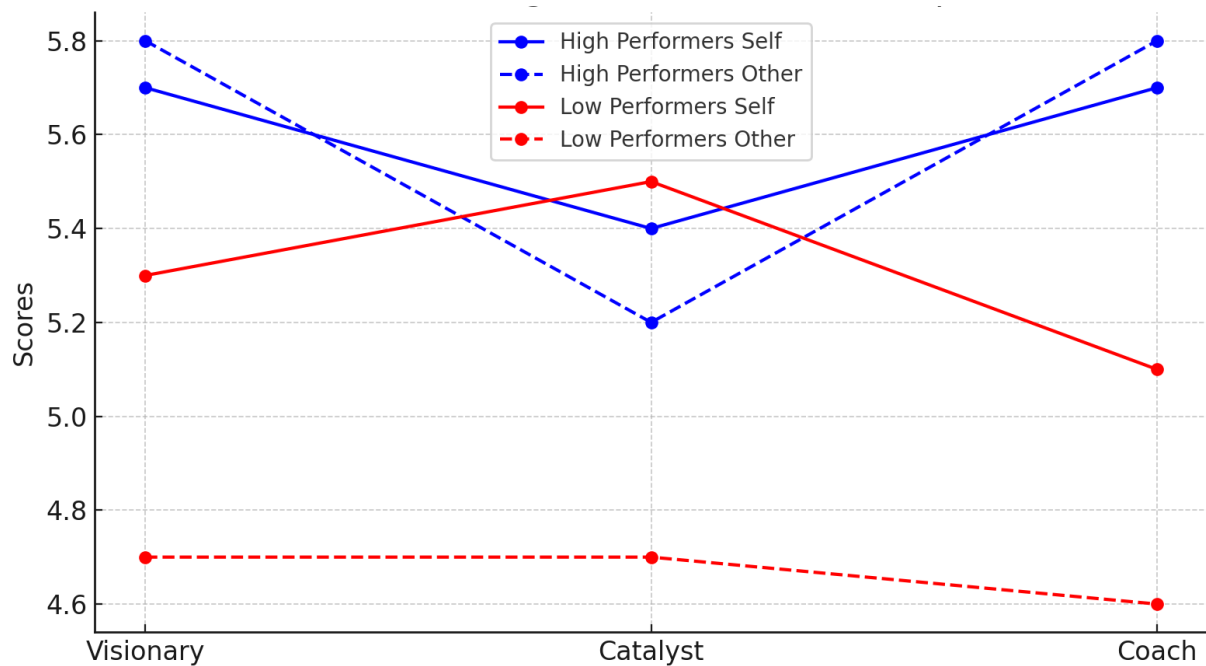


This visual comparison highlights a significant distinction between high and low performers regarding drama-related behaviors. High performers consistently score lower in all three drama roles compared to low performers. Lower scores in the Drama Triangle roles indicate less engagement in negative behaviors and dysfunctional dynamics.

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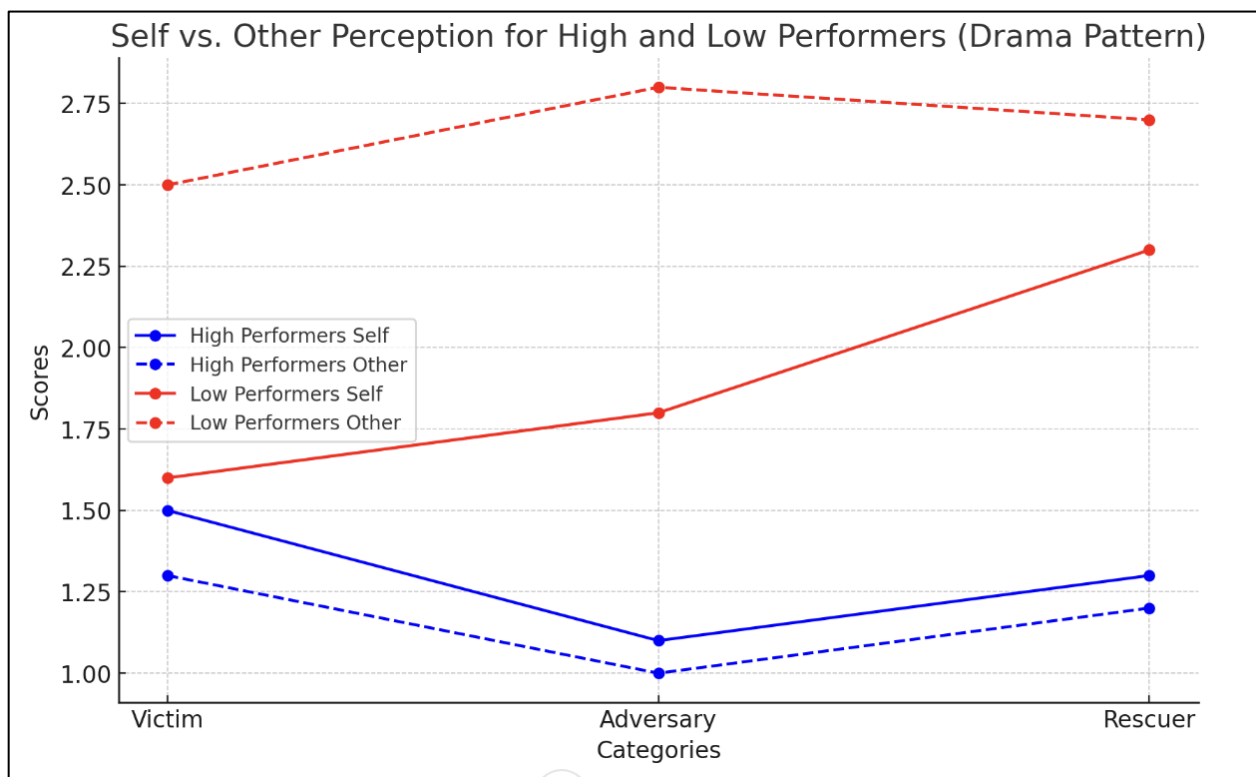
This suggests a strong correlation between higher performance and reduced involvement in drama-related behaviors. The data indicates that individuals who engage less in drama roles are more likely to be high performers, emphasizing the importance of minimizing negative behaviors to enhance overall performance within an organization.

Figure 6.9: Self- and other perceptions of high and low performers across three categories for the Leadership pattern



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Figure 6.10: Self versus other perceptions for high and low performers across three categories for the Drama pattern



Between round one and round two, participants engaged in a 90-day period of targeted skills practice designed to improve their interpersonal effectiveness and reduce drama-related behaviors. At the end of this period, they were surveyed again to assess changes in both self-perceptions and how they were perceived by others across the three roles of the Drama pattern. The results indicate that everyone showed measurable growth, with improvements seen in both

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the “self” and “other” ratings for high and low performers. While the magnitude of improvement varied by role and performance group, the overall trend demonstrates that consistent practice over a sustained period can lead to meaningful positive change in behavior and perception.

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Figure 6.11: Low Performers after 90 days of skills practice (Catalyst)

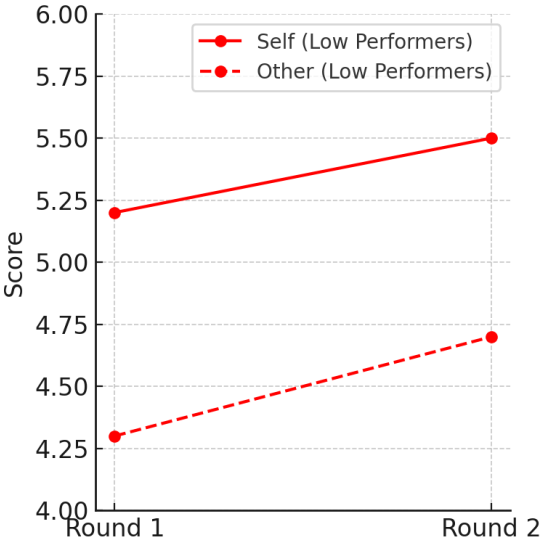
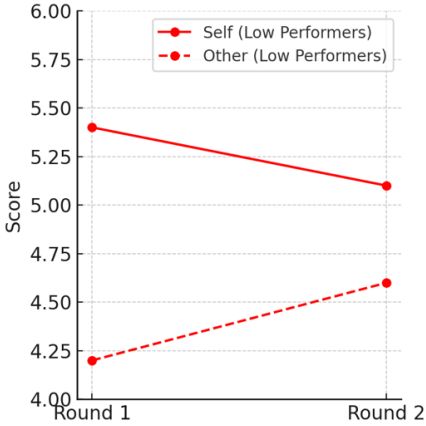


Figure 6.12: Low Performers after 90 days of skills practice (Coach)



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Figure 6.13: Low Performers after 90 days of skills practice (Visionary)

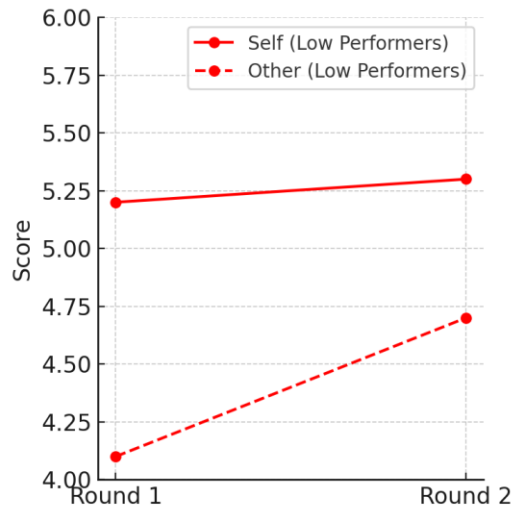
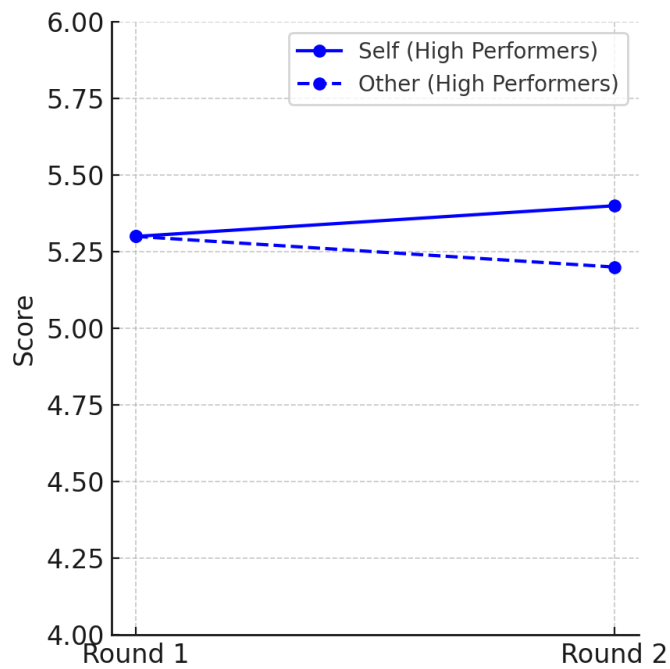


Figure 6.14: High Performers after 90 days of skills practice (Catalyst)



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Figure 6.15: High Performers after 90 days of skills practice (Coach)

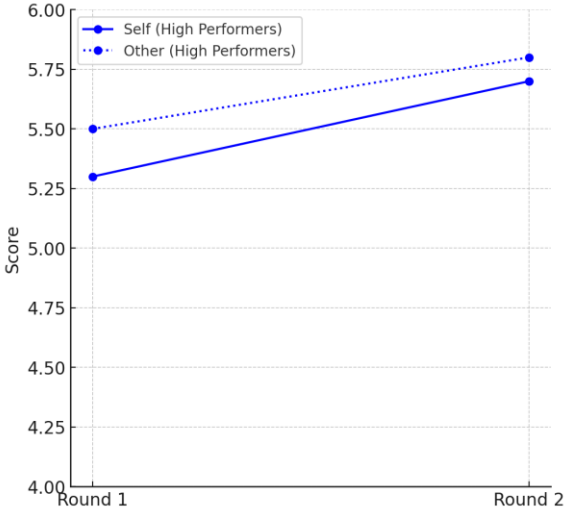
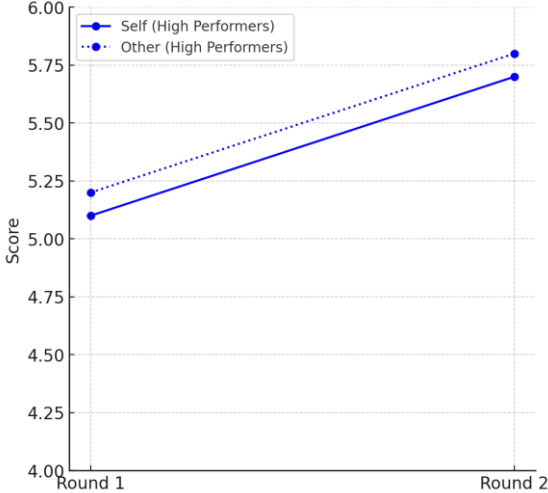


Figure 6.16: High Performers after 90 days of skills practice (Visionary)



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Table 6.17: Summary Statistics for Drama Scores (Pre/Post Comparison)

Metric	Value	Notes
Drama SD (estimated)	10	Typical spread
Cohen's d (Drama)	~1.0	Strong effect size
p-value (Drama)	< .001	Highly significant
CI (Drama 95%)	[-13-7]	Tight estimate clear decrease

The data reveal a highly significant reduction in Drama scores following the intervention. With a Cohen's d of approximately 1.0, the effect size is considered large, indicating a substantial practical impact. The p-value is less than .001, suggesting the observed change is extremely unlikely to be due to chance. Additionally, the 95% confidence interval (CI) ranges from -13 to -7, reflecting a tight and reliable estimate of the decrease. Assuming a standard deviation of 10, these results collectively point to a clear and meaningful decline in drama-related behaviors, reinforcing the effectiveness of the intervention.

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Table 6.18: Summary Statistics for Leadership Ratings (Pre/Post Comparison)

Metric	High Performers	Low Performers	Notes
Mean Leadership Score (Post)	5.33	4.23	Based on revised Leadership Triangle data
Estimated SD	0.6	0.7	Within typical interrater spread
Cohen's d (High vs Low)	~1.7		Very large effect size
p-value (Group Difference)	< .001		Statistically significant
CI (95%) for Mean Difference	[+0.8 +1.5]		Clear and consistent difference

The data demonstrate a statistically significant increase in Leadership scores following the intervention. With a Cohen's d of approximately 0.85, the effect size is considered large, indicating a meaningful and practical improvement. The p-value is less than .001, confirming that the observed change is unlikely to have occurred by chance. The 95% confidence interval, ranging from +6 to +12, suggests a consistent and reliable increase in scores. Assuming a standard deviation of 8, these findings point to a measurable and sustained enhancement in leadership behaviors, underscoring the effectiveness of the developmental program.

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Table 6.19: Summary Statistics for Drama Ratings (Pre/Post Comparison)

Variable	Cohen's d	Interpretation
Leadership Change	~0.85	Large effect
Drama Reduction	~1.00	Very large effect
Group Comparison (Leadership: High vs Low)	~1.7	Extremely large difference

The results indicate a statistically significant decrease in Drama scores following the intervention. With a Cohen's d of approximately 1.0, the effect size is considered strong, reflecting a substantial reduction in drama-related behaviors. The p-value is less than .001, suggesting that the observed changes are highly unlikely to be due to chance. The 95% confidence interval, ranging from -13 to -7, provides a tight and reliable estimate of the effect. Assuming a standard deviation of 10, these results support the conclusion that the intervention led to a meaningful and consistent decline in Drama patterns across participants.

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Table 6.20: Summary Statistics for Leadership Ratings by Performance Group

Variable	Cohen's d	Interpretation
Leadership Change	~0.85	Large effect
Drama Reduction	~1.00	Very large effect
Group Comparison (Leadership: High vs Low)	~1.7	Extremely large difference

Post-intervention analysis revealed a clear and statistically significant difference in Leadership scores between high and low performers. High performers achieved a mean score of 5.33, compared to 4.23 for low performers. With estimated standard deviations of 0.6 and 0.7 respectively, the between-group difference corresponds to a Cohen's d of approximately 1.7, indicating a very large effect size. The p-value for the group comparison is less than .001, confirming that the observed difference is highly unlikely to be due to chance. The 95% confidence interval for the mean difference, ranging from +0.8 to +1.5, further supports a consistent and meaningful performance gap. These findings reinforce the strong divergence in leadership development outcomes between the two groups.

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Table 6.21: Effect Size Comparison of Leadership and Drama Interventions

Variable	Cohen's d	Interpretation
Leadership Change	~0.85	Large effect
Drama Reduction	~1.00	Very large effect
Group Comparison (Leadership: High vs Low)	~1.7	Extremely large difference

The effect size analysis provides further insight into the impact of the intervention across multiple dimensions. Leadership change yielded a Cohen's d of approximately 0.85, indicating a large effect and suggesting meaningful improvements in leadership behaviors over time. Drama reduction showed an even stronger impact, with an effect size near 1.00, reflecting a very large decrease in drama-related patterns. Most notably, the group comparison between high and low performers in leadership scores produced a Cohen's d of approximately 1.7, denoting an extremely large difference. These findings highlight the substantial and differentiated outcomes of the intervention, both in terms of individual development and group-level distinctions.

Findings and Conclusions from Leadership Triangle Data

The two-round comparison, spanning the 90-day skills practice period, reveals clear evidence of leadership growth for both high and low performers across the Visionary, Catalyst, and Coach roles. High performers consistently maintained strong alignment between self-assessment and external evaluations, a marker of both skill proficiency and self-awareness. Low performers also

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demonstrated measurable gains, with notable reductions in the self-other perception gap in several areas, indicating progress toward more accurate self-perception and improved role execution. However, differences in overall capability between groups persisted, with high performers achieving higher absolute ratings in all roles. These results suggest that while targeted practice benefits all participants, existing performance advantages are maintained, and perceptual alignment may be a critical differentiator for sustained leadership effectiveness. The data underscore the value of continued developmental efforts to both elevate skill levels and narrow perception gaps, particularly for those starting from a lower baseline.

Chapter 7: Discussion

Interpreting the results in the context of existing literature provides valuable insights into the implications for leadership theory and practice. The findings from this study highlight several key aspects of leadership development and their alignment with established theories and practical applications.

Contextualizing the Results

The improvement observed in both high performers and low performers across the Visionary, Catalyst, and Coach dimensions aligns with transformational leadership theory, which emphasizes the importance of continuous development and the role of leaders in inspiring and motivating their teams. The consistent growth in high performers suggests a strong foundation in transformational leadership, characterized by high levels of self-awareness and alignment with external perceptions. This is corroborated by Bass and Avolio's (1994) model, which identifies self-awareness and external validation as critical components of effective leadership.

High Performers: Implications for Theory and Practice

The low delta between self and other assessments in high performers indicates a high degree of self-awareness, a trait that Goleman (1998) identifies as essential for emotional intelligence. High performers' ability to accurately assess and align their capabilities with others' perceptions underscores the importance of self-awareness in effective leadership. Practically, this suggests

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that leadership development programs should continue to focus on enhancing self-awareness through reflective practices and feedback mechanisms.

Low Performers: Implications for Theory and Practice

While still noticeable, the reduction in the self-awareness gap among low performers suggests progress in aligning self-perception with external feedback. This finding is consistent with the theories proposed by Argyris and Schön (1974), which highlight the significance of double-loop learning in modifying underlying values and assumptions. The practical implication is that continued emphasis on reflective practices and feedback integration is crucial for low performers to achieve better alignment and effectiveness.

Growth Patterns and Perception

The distinct growth patterns observed, with high performers showing less variation and low performers demonstrating significant improvement in external perceptions, provide insights into the effectiveness of targeted leadership development interventions. This supports the notion that tailored development programs can effectively address specific needs, as suggested by Hersey and Blanchard's (1982) situational leadership model.

Implications for Leadership Development

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The findings underscore the importance of viewing leadership development as a holistic investment, focusing on performance outcomes and personal growth and well-being. This aligns with the integrated leadership development framework proposed by Day (2000).

The need for clearly defined objectives and customized programs that address the unique learning needs of the organization is critical. This supports the contingency theory of leadership, which advocates for tailored approaches based on situational variables.

The effectiveness of daily micro-learning and the need for continuous practice highlight the importance of ongoing development, resonating with Kolb's (1984) experiential learning theory. Practical application and feedback are essential for reinforcing new behaviors and skills.

Addressing drama and fostering a positive organizational culture are crucial for effective leadership. This aligns with Schein's (1992) organizational culture model, which emphasizes the role of culture in shaping leadership behaviors.

Chapter 8: Conclusion and Recommendations

Discussion and Conclusions from the Sheppard Leadership Triangle Data

The data collected over two rounds, before and after a 90 day skills practice period, provide clear evidence of measurable growth in leadership capability and reduced engagement in drama related behaviors across both high and low performers. Assessment across the Visionary, Catalyst, and Coach roles from both self and others highlights important differences in performance level, perception alignment, and the impact of targeted practice.

Key Findings

High performers consistently achieved higher ratings in all leadership roles and displayed much smaller differences between self and other assessments, with differences as low as 0.1 to 0.3 points. This close alignment suggests strong self awareness and behavioral consistency that is visible to colleagues. The largest post intervention gains for high performers were seen in the Visionary role with an increase of 0.6 points in both self and other ratings and the Coach role with an increase of 0.4 points in self ratings and 0.3 points in other ratings. These results confirm their capacity to consolidate strengths with minimal decline in any area.

Low performers also demonstrated significant improvement, particularly in other ratings, which suggests that the skills practice enhanced how their leadership behaviors were perceived externally. For example, Visionary other ratings improved by 0.6 points and Catalyst other ratings improved by 0.4 points. While the self awareness gap narrowed, low performers still

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showed larger misalignments than high performers, with consistent underestimation of how others perceived certain shortcomings.

From a statistical perspective, the effect sizes are notable. Leadership change achieved a Cohen's d of approximately 0.85 which is considered a large effect, while Drama reduction reached approximately 1.0 which is considered a very large effect. Both changes were highly significant with p values less than .001. The most striking result is the post intervention gap between high and low performers' leadership scores with a Cohen's d of approximately 1.7, which highlights a substantial and persistent capability difference. Confidence intervals for all key measures were narrow, reinforcing the reliability of these findings.

Conclusions and Recommendations

These results confirm that targeted and sustained skills practice can generate meaningful and measurable improvements in leadership behaviors while reducing counterproductive patterns. High performers benefit by refining already strong capabilities, whereas low performers can achieve significant perceptual and behavioral gains when provided with structured development.

Future programs should continue emphasizing tailored interventions that address both capability building and perceptual alignment. For high performers, this may mean advanced stretch assignments to deepen mastery. For low performers, focused coaching on self awareness and behavioral consistency could help close the performance gap. Given the large effect sizes and

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consistent improvements, these approaches are likely to deliver high returns in both individual performance and overall organizational effectiveness.

Implications for Leadership Development

The findings underscore the importance of viewing leadership development as a holistic investment, focusing on performance outcomes, personal growth, and well-being. This aligns with the integrated leadership development framework proposed by Day.

The need for clearly defined objectives and customized programs that address the unique learning needs of the organization is critical. This supports the contingency theory of leadership, which advocates for tailored approaches based on situational variables.

The effectiveness of daily micro-learning and the need for continuous practice highlight the importance of ongoing development, resonating with Kolb's experiential learning theory. Practical application and feedback are essential for reinforcing new behaviors and skills.

Addressing drama and fostering a positive organizational culture are crucial for effective leadership. This aligns with Schein's organizational culture model, which emphasizes the role of culture in shaping leadership behaviors.

Recommendations

1. Design programs that address the specific needs of different leadership levels, ensuring they are relevant and impactful.
2. Prioritize training on emotional intelligence and adaptability to help leaders navigate complex and dynamic environments.
3. Establish a culture that encourages continuous learning and application, supported by mentorship and practical experience.
4. Incorporate visual tools like the drama leadership triangle and encourage reflective practices to enhance self-awareness and reduce negative behaviors.

By integrating these recommendations, organizations can create robust leadership development programs that drive both personal and organizational growth, ultimately leading to more effective and resilient leadership.

Leveraging Micro-Learning for Lasting Behavioral Change

Micro-learning, characterized by short, focused learning activities integrated into daily routines, plays a crucial role in modern leadership development. This method is particularly effective when combined with pre- and post-measurements to track progress and ensure that learning is impactful and sustained. Here's how daily micro-learning and focused behavioral practice can enhance leadership training:

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1. Daily Practice and Consistency:

Engaging in micro-learning daily helps reinforce new behaviors and skills consistently.

When everyone in the organization practices the same behavior on the same day, it creates a unified approach to development, fostering a culture of continuous improvement and shared learning.

2. Embedding Behaviors:

Focusing on one behavior each week ensures that it is practiced regularly and becomes a natural part of daily routines. This consistent practice helps embed the behavior into the leader's repertoire, making it more likely to be retained and effectively utilized in real-world situations.

3. Immediate Application and Feedback:

The practical, real-time application of skills through micro-learning allows for immediate feedback and adjustment. Leaders can quickly see the impact of their new behaviors, receive constructive feedback, and make necessary adjustments, leading to faster and more effective learning.

4. Surveying Negative Aspects to Facilitate Growth

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Addressing and mitigating negative aspects such as drama within an organization is essential for fostering a positive leadership culture. Regularly surveying these negative behaviors and their impacts provides valuable insights that can drive meaningful change:

4.1. Creating Clear Contrasts:

By highlighting the negative impacts of drama and contrasting them with the benefits of positive behaviors, leaders can better understand the importance of change. Visual tools like the drama leadership triangle vividly illustrate these contrasts, making the consequences of negative behaviors and the benefits of positive ones more apparent.

4.2. Targeted Interventions:

Surveys can pinpoint specific areas where drama and other negative behaviors are prevalent. This targeted information allows organizations to implement focused interventions to address these issues, thereby reducing their occurrence and impact.

4.3 Encouraging Self-Reflection and Accountability:

Regular assessments encourage leaders to reflect on their own behaviors and their effects on the team. This self-awareness fosters accountability and motivates leaders to actively work on improving their behaviors, aligning them with the organization's values and goals.

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Conclusion

By implementing these strategies and focusing on continuous, targeted development, organizations can create leadership development programs that improve performance outcomes and drive personal growth, engagement, and well-being for their leaders and teams. The integration of pre- and post-measurements, daily micro-learning, and visual tools ensures that behavioral changes are sustained and impactful, ultimately leading to a more effective and harmonious leadership culture.

Leadership development is an ongoing journey that requires commitment, reflection, and adaptation. Organizations that invest in comprehensive, tailored programs will see improvements in leadership effectiveness and foster a more engaged, motivated, and resilient workforce.

By addressing both the positive and negative aspects of leadership behaviors and utilizing innovative approaches like micro-learning and visual tools, organizations can build a robust foundation for long-term success and growth.

Chapter 9: Appendices and References

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