

INTRODUCTION

The concept of *leading up* offers a compelling perspective that has not received a great deal of attention in the leadership and management literature. (For example, see Meyerson, 2001; and Useem, 2001). However, anyone who has survived the climb up the ladder of an organization to a position of major decision-making has had to exercise a great deal of expertise in the process of leading his or her supervisor, particularly as it pertains to the use of different sets of behaviors. This is true even within various power-base relationships, organizational structures, cultural settings, etc. If an individual is sensitive to the signals other people send, verbally and nonverbally, this is often done with little thought. Therefore, many individuals often miss opportunities for influencing or *leading up* because they are unaware of the behavioral paradigms that can be used on these occasions. There are some sources that offer guidelines or suggestions for "leading up." However, very few offer behavioral styles as cues for working with supervisors. (See: Beatty, 1998, p. 116; Cava, 1990, pp. 107–124; Cohen and Bradford, 1991, pp. 251–279; Neustadt and May, 1986, pp. 157–180; and Smith, 1986, pp. 79–81.)

For instance, take the case of an individual who has been asked to deliver a major report to the president of his firm – a person three levels above his immediate supervisor. The individual, being an analyzer, explained in great detail how he chose the objectives, designed the study, gathered the data, and on and on – in other words, how he personally managed the process. Then, finally, he came to the point and presented his results and recommendations. Well, that was the last he ever heard of that report, and he wondered why. But just think about it. The president was a director. According to the model presented in this article, directors like to get to the point right away. They want to know the results, and they worry about the details later or assign this responsibility to others. In other words, directors want to know not how you managed the process, but what are the basic primary results of the study. Leading up successfully, that is influencing one's supervisors, can be an important asset to one's career progress as is shown in the case situation noted below.

Perhaps it is important to briefly note some distinctions between management and leadership. There is, of course, a profound difference between management and leadership – up or down in an organization – and without doubt both are important. To manage means to bring about, to accomplish, to have responsibility for, to conduct. To lead means to influence, to guide in direction, course, action or opinion. The distinction is crucial. The difference may be summarized as activities of communication and coordination among people, which facilitate effectiveness as a leader, versus activities of controlling resources, and mastering procedures and routines, which facilitate efficiency as a manager (Darling, 1999, p. 316).

A CASE SITUATION

Six months into her new position as vice president for sales for Investserv.Com, Ltd., Maryann Yost (a pseudonym) realized that something was not right. The problem was not the position itself – Yost enjoyed sales planning, recruitment and training of sales personnel, development of special sales promotions, and her many other responsibilities. In fact, as a very successful salesperson with another similar firm for several years, she had often dreamed of some day serving in a chief sales management position. She particularly enjoyed her new opportunities to directly affect the growth and development of the organization. In fact, the position of vice president for sales was fine. The problem was her president, Roger Barnes (a pseudonym), with whom she could not seem to communicate and interact effectively.

About six months after she had assumed her position, Yost met with Barnes to discuss a new national sales promotion plan. The plan was carefully detailed: customers, product (investment) assortments, sales incentives, and promotional support were all covered. She and her sales personnel were anxious to launch the plan as soon as possible, because its implementation promised to be both difficult and time consuming. Throughout Yost's presentation, Barnes listened very intently with little emotion and seemed to understand each detail of the plan. The president then commented that he would read through the plan carefully and get back in contact with Yost soon. That was two months ago. On one occasion when Yost pointed this out, Barnes appeared somewhat disturbed and said he would respond as soon as he had time to read and approve the plan.

The purpose of this article is to introduce the concept of behavioral style as a tool whereby subordinates within an organization, such as Maryann Yost, can more effectively lead up and thereby interact more successfully with their managers. The concept of behavioral style, adapted from the principle of social style (see Bolton and Bolton, 1984, and Merrill and Reid, 1981), provides a useful paradigm for helping individuals in an organization understand themselves and others, and thereby facilitate achievement of goals and objectives.

An understanding of behavioral style thereby provides a basis for visualizing personal strengths and weaknesses of individuals, and procedures for dealing more effectively with "leading up" situations in organizational relationships. Models for interpersonal flexing – referred to here as Style Flex – are also introduced as techniques through which individuals can adjust their behaviors. This adjustment enables subordinates to more effectively understand and interact with their managers, thereby contributing to successful planning and achievement in organizational settings.

Some social scientists might refer to the incident between Yost and Barnes as a communication problem or difference in personality. Others might view it as a lack of sensitivity or

understanding on the part of one or both individuals. Perhaps it can best be viewed as a possible difference in behavioral style. When such differences occur, they can often cause frustration and resentment in organizations, even leading to an individual's possible resignation or untimely departure. In a study of characteristics that make executives successful, McCall and Lombardo (1983, p. 28) identified the inability to adapt to individuals with different styles as a major contributor to failure in management interactions and decision-making. (Also see Useem, 2001, pp. 279–294.)

The ability to attain personal, group or organizational goals should not be restricted to downward influence in organizations. Although the supervisor and the subordinate may use different methods of influence, each can help or hinder the other's attempts to fulfill important goals (Meyerson, 2001, pp. 172–174). The upward influence of subordinates is often essential to organizational effectiveness (Schilit and Locke, 1982, pp. 139–140; and Walker, 1987, p. 309). In the case of two managers in an organization, one reporting to the other, the subordinate manager's ability to exercise influence upward may be an important determinant of the overall leadership effectiveness of both administrators (Nurmi and Darling, 1997, p. 176). Since the subordinate manager is at a relative power disadvantage, strategic decisions and responses associated with the exercise of influence upward in the organization can take on increased significance (Useem, 2001, pp. 7–9; and Mowday, 1978, p. 131).

CONCEPT OF BEHAVIORAL STYLE

Behavioral style reflects a pervasive and enduring set of interpersonal behaviors. Rather than focusing on the innermost workings of one's personality or on one's values or beliefs, behavioral style focuses on how one acts – that is, on what one says and does. Does a person ask questions or issue commands? Decide issues quickly or analyze the facts in detail before making decisions? Confront difficult situations directly or avoid them? Allow policies to govern or adapt policies to fit changing conditions?

People have been fascinated with one another's behavioral differences over the ages. Beginning with the early astrologers, theorists have attempted to identify these behavioral styles. In ancient Greece, for example, the physician, Hippocrates, identified four temperaments – Sanguine, Phlegmatic, Melancholic, and Choleric; and in 1921, famed psychologist, Carl Jung, who was the first individual known to scientifically study personal styles, described them as Intuitive, Thinker, Feeler, and Sensor (Keirse and Bates, 1984, pp. 27–30).

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Since then, psychologists have produced many different models of behavioral differences, some with numerous possible personality blends. Sometimes the various styles have been given abstract behavioral science names, and others have been named after birds, animals or

even colors (Birkman, 1995, pp. 37–41). However, a common model that has been used throughout the centuries has focused on the grouping of human interactive behavior into four somewhat distinct categories.

Blending the thoughts of several scholars, these behavioral styles may be referred to as: Analyzer, Director, Socializer and Relater. No one of these behavioral styles is necessarily better or worse than any other, and one's personal behavioral style has been in existence from early childhood – a function of both heredity and early environment. Research by the authors indicates that all four styles are generally found in the populations of industrialized countries, although not necessarily evenly. Each person has a dominant behavioral style that is reflected in how that individual works, interacts and communicates with others. This behavioral style is readily observed in other people, and is often difficult, or perhaps even impossible, to correctly identify in oneself. Therefore, observation of an individual is the key to understanding a person's behavioral style, and the best way to identify one's own behavioral style is to receive feedback from others.

MAJOR INTERACTIVE DIMENSIONS

Researchers largely agree that two dimensions of interactive behavior – assertiveness and responsiveness – determine one's behavioral style (Merrill and Reid, 1981, p. 44). Assertiveness is the degree to which behaviors are seen by others as being forceful or directive. Responsiveness is the degree to which behaviors are seen as emotionally expressive or emotionally controlled (see Figure 1). More responsive people tend to react noticeably to their own emotions and to those of others, while less responsive people are more guarded in expressing their feelings. See Figure 2 for examples of assertive and responsive dimensions of interactive behavior.

The determination of behavioral style is based almost exclusively on observable data from human interactions. Mehrabian (1971, pp. 30–32) emphasized that types of behaviors of individuals can be grouped together in clusters. For example, a highly assertive individual exhibits not just one assertive behavior, but a pattern of interrelated behaviors. A highly responsive person does likewise with an interrelated group of responsive behaviors. Thus, the foundation for behavioral style rests on the clusters of behaviors that people exhibit in interactive situations.

FOUR BASIC BEHAVIORAL STYLES

The basic interactive dimensions of assertiveness and responsiveness form the two axes of the behavioral style model. Each quadrant of this model represents one of the four behavioral styles

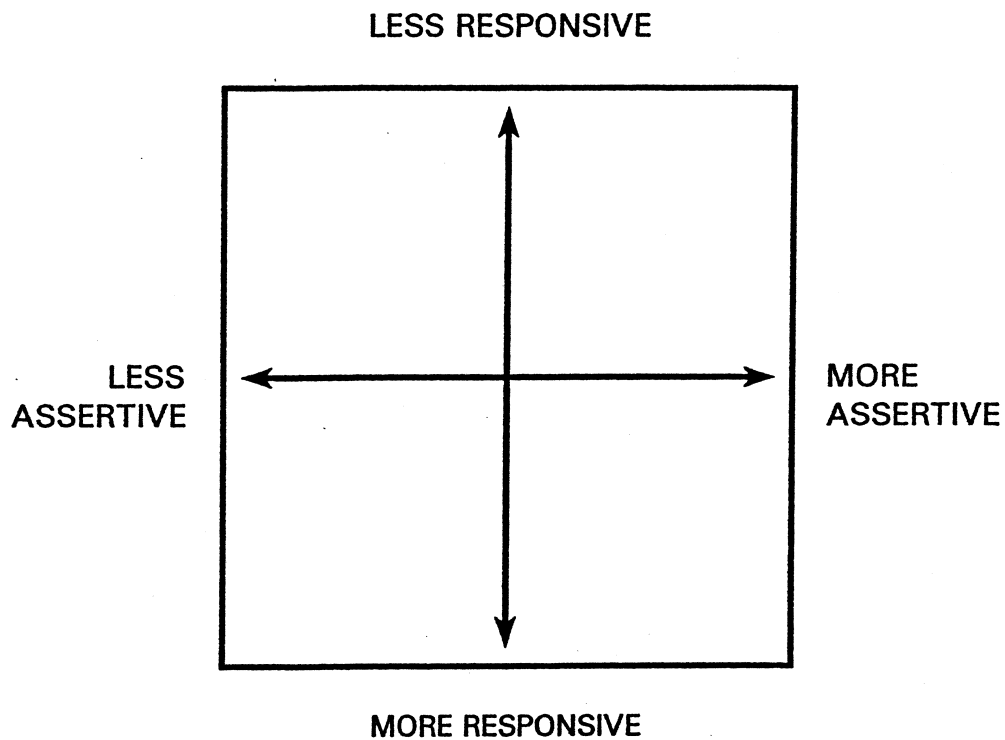


FIGURE 1. Major interactive dimensions. (Source: Adapted from Merrill and Reid, 1981, p. 53.)

– Analyzer, Director, Socializer or Relater (see Figure 3). Note that the analysis presented here focuses primarily on the four major quadrants of the behavioral style model. A more detailed analysis requires subdividing each of these quadrants into more precise subsets or subquadrants (see Bolton and Bolton, 1984, pp. 135–137).

Although no single behavioral style works better than any other, the authors' research on organizational leadership has led to the conclusion that flexibility – the ability to get along with people whose styles differ from one's own – frequently distinguishes success or lack of success in interactive leadership situations (Meyerson, 2001, pp. 37–38). This is true whether one is leading down or leading up in an organization. Consider Yost's situation. She may need to adjust her behavioral style one way or another to effectively work with Barnes; however, in working with her subordinates, she may need to adjust her style quite differently. (Major definitive research on style classifications was done by Merrill and Reid, 1981. Also see Bolton and Bolton, 1984.)

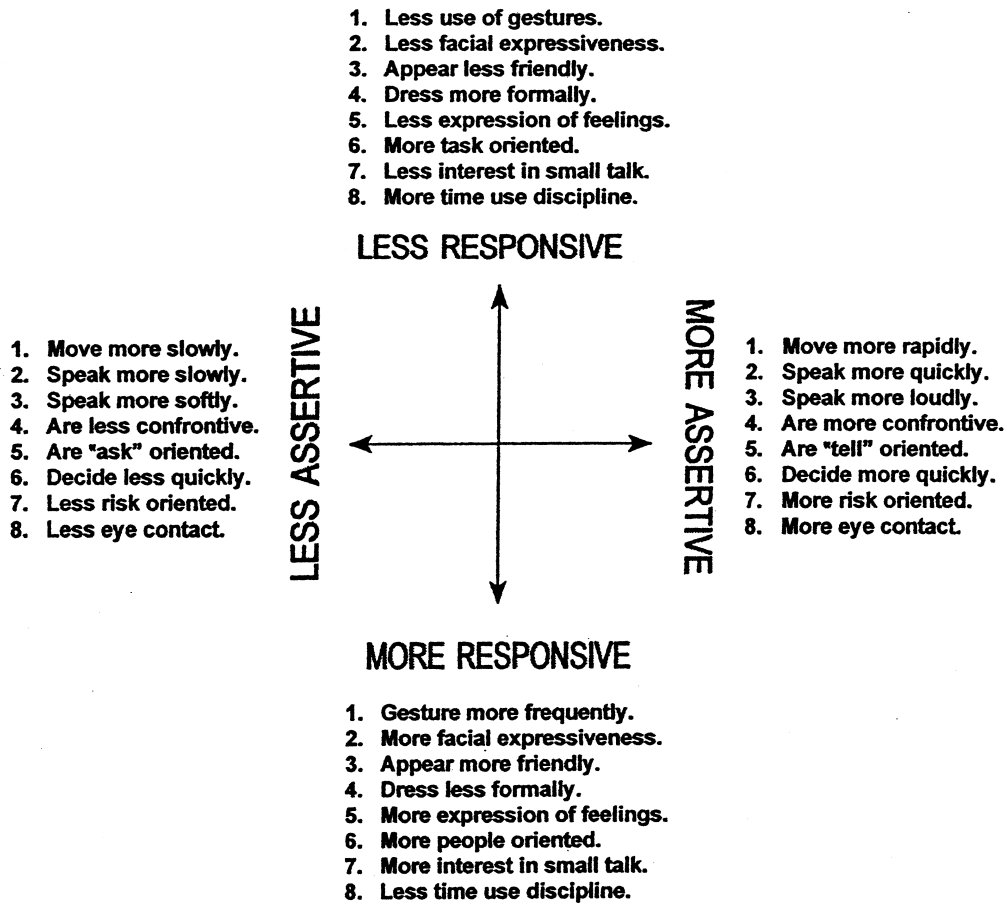


FIGURE 2. Examples of interactive dimensions. (Source: Adapted from Bolton and Bolton, 1984, pp. 18 and 21.)

The Analyzer behavioral style combines a low level of assertiveness and a low level of responsiveness. Analyzers tend to take precise, deliberate and systematic approaches to their work, and usually gather and evaluate much data before they act. Also, Analyzers are generally industrious, objective and well-organized. Analyzers are self-controlled and generally cautious people who prefer analysis over emotion. They also prefer clarity and order, often are viewed as being a bit formal, and tend to resist compromise in problem situations. Analyzer type people often find their career tracks in such fields as engineering, accounting and law.

In their behavioral style, Directors blend a low level of emotional responsiveness with a relatively high degree of assertiveness. Such individuals tend to be task-oriented, know where

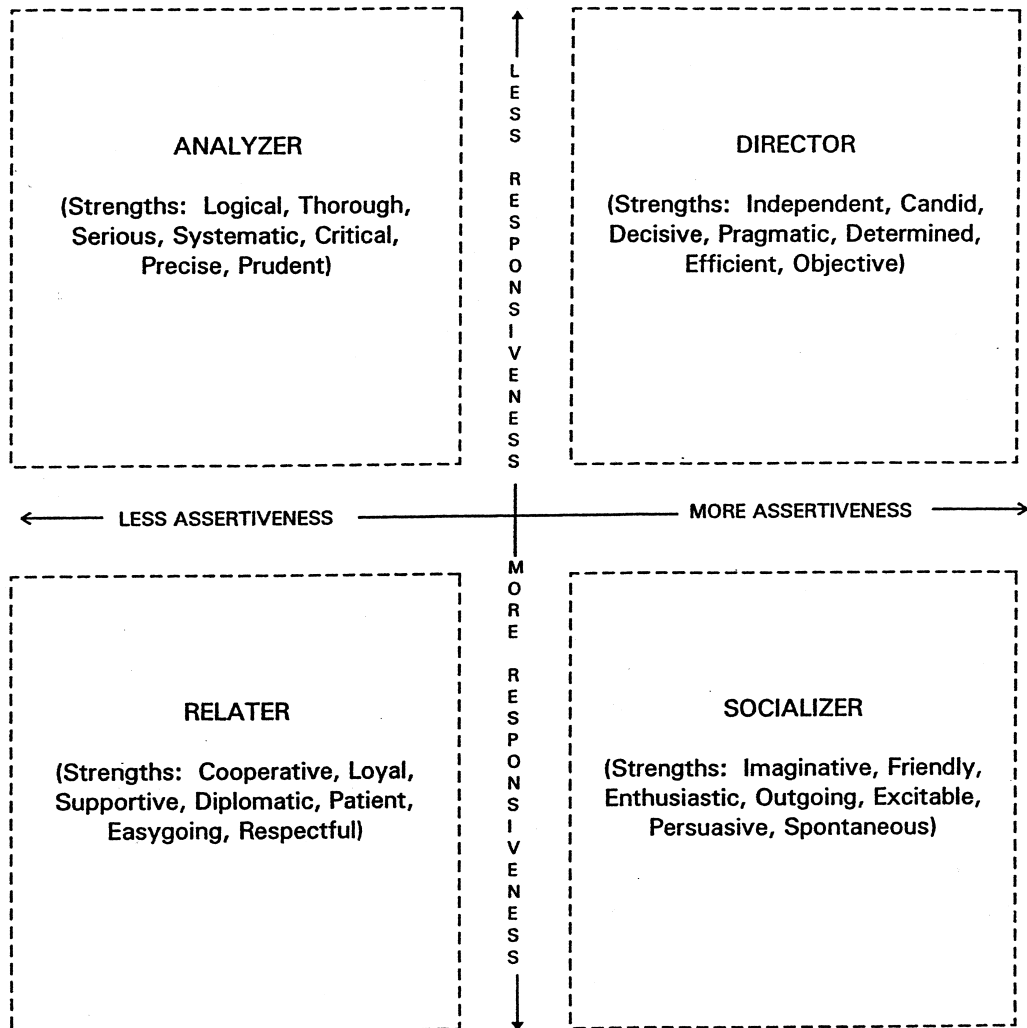


FIGURE 3. Interactive dimensions and strengths of basic behavioral styles. (Source: Adapted from Bolton and Bolton, 1984, p. 24.)

they are going and what they want, express themselves succinctly, and get to the point quickly. Directors are often pragmatic, decisive, results-oriented, objective and competitive. They are usually independent, willing to take risks, and are valued for their ability to get things done. These types of individuals often find their way into positions of authority and central decision-making in organizations. Directors are firm and forceful people, confident and competitive, decisive and generally determined risk-takers in interactive organizational situations.

While their impatience sometimes generates concern by others, and, in some cases, relatively high degrees of conflict, the Directors leave little doubt about who is in charge of an issue under consideration.

The Socializer behavioral style integrates high levels of both emotional responsiveness and assertiveness. Socializers tend to look at the big picture, often take fresh, novel and creative approaches to problems, and are willing to take risks in order to seize opportunities, particularly in interactive situations. A Socializer's ability to charm, persuade, excite and inspire people with visions of the future can be a strong motivating force. Individuals with this behavioral style are often attracted to careers in advertising, sales, entertainment and the arts. Socializers tend to decide and act quickly in leadership situations. These individuals are outgoing, optimistic and enthusiastic people who like to be at the center of things. Socializers are creative and innovative individuals who have lots of ideas and love to discuss them at length.

The Relater behavioral style combines higher-than-average responsiveness with a comparatively low level of assertiveness. Individuals reflecting this style tend to be sympathetic to the needs of others and are quite sensitive to what lies below someone's surface behavior. Relaters quite often are attracted to positions in such areas as human resources, counseling, nursing and classroom teaching. Of the various behavioral styles, Relaters are most likely to use empathy and understanding in interpersonal problem-solving situations. In addition, the Relater's trust in others often brings out the best in their colleagues. Relaters are genial team players who like stability in interpersonal relationships more than risk and who care greatly about relationships with others. They are likeable, often somewhat timid and slow to change, and generally resist direct confrontational involvement.

STYLES WITHIN ORGANIZATIONS

Effective leadership teams are made up of and value all four types of individuals, and the most productive leadership team in a firm will usually have a balance of individuals who reflect each behavioral style. According to management consultant Peter Drucker (1973, p. 616), leadership tasks require at least four different kinds of human beings: the thought person (Analyzer), the action person (Director), the front person (Socializer), and the people person (Relater). Drucker also suggests that finding the strengths of all four types in one person is virtually impossible. Thus, a willingness to recognize and develop individuals with each style can enable a total leadership team to reflect the assets of all four styles in their collective decision-making.

In the above case illustration, Roger Barnes, Yost's president, reflects an Analyzer behavioral style, encompassing low levels of assertiveness and responsiveness. Such individuals con-

tain their emotions and tend to reach conclusions slowly. They gather facts, ask questions and study data. Very often, Analyzers process information without providing visible feedback – not even a nod or a frown. They also tend to be cautious about extending friendship and showing personal warmth. Analyzers are sometimes thought of as detail persons, as individuals who are more interested in “getting it right” than in meeting deadlines, more concerned with consistency than with excitement and, because of this, often contribute to misunderstandings and stress in interpersonal settings.

On the other hand, such individuals as Maryann Yost, who reflect a Socializer style, typically are willing to take risks and seize opportunities, as well as make decisions and act quickly on leadership issues. Because Socializers are outgoing, optimistic and enthusiastic, due to their high levels of both assertiveness and responsiveness, they may often generate excessive levels of interactive stress within organizations. In this particular situation, Yost needs to recognize that her behavioral style is in the opposite quadrant from that of Barnes (see Figure 3), and therefore quite different with regard to strengths and weaknesses.

Once Yost has identified Barnes’ behavioral style, she may be able to modify her own behavior to fit better with him – possibly without changing her basic style – helping to improve the president’s performance and contribution to goal achievement, and thereby lead the interactive situation more effectively. This phenomenon can be referred to as Style Flex. Barnes will likely notice that things are going more smoothly and that there is less friction between Yost and himself, but he may not be aware of what Yost is doing. He may even believe that Yost has become better at her job, not just better at getting along and communicating effectively with him.

The responsibility for effective leadership in an organization lies with all members of the team. An awareness and sensitivity to behavioral style, both one’s own style as well as the styles of others, can help to facilitate achievement of the organization’s goals by the entire team. The functional dynamics of a team are greatly affected by the styles of its members (Kofodimos, 1991, p. 2), and thereby impact directly on effective leadership.

Social scientists have developed new terms for the ability to get along better with other people, particularly in organizational situations. These terms are “social intelligence” and “emotional intelligence.” It has recently been concluded that one’s social intelligence or emotional intelligence may be just as important as intelligence quotient (IQ) for being successful in today’s business environment. In some cases, these different concepts of intelligence may be more important than IQ.

According to Alessandra (1996, p. 21), in a recent study done at Bell Labs, a high-tech think tank, groups (teams) of electrical engineers were surveyed. These individuals were asked to name the most valued and productive engineers on the teams. Surprisingly, those who were

named were not necessarily the people with the highest IQs, the highest academic credentials, or the best scores on achievement tests. The major leaders on those teams were the people whose social intelligence put them at the heart of the communication networks that would spring up during times of change and innovation. Goleman (1998, p. 7) discusses the importance of emotional intelligence in leading others. He defines emotional intelligence as managing one's own feelings to enable others to work together more effectively. (Also see Meyerson, 2001, pp. 165–171.) An imperative to effectiveness in leading up in a management leadership team and an organization, is the ability to manage one's personal feelings in a manner that facilitates achievement of the organization's goals and objectives while, at the same time, interpersonal conflict is minimized among those individuals involved in the appropriate decision-making.

STRENGTHS AND WEAKNESSES OF STYLES

The strengths of each behavioral style are summarized in Figure 3. In addition to strengths, however, each behavioral style also has characteristic weaknesses (Bolton and Bolton, 1984, pp. 27–28), primarily because a given behavioral style tends to be less developed in the areas in which other styles are more developed. Normally, an individual lacks the strengths of the style diagonally across the grid from his or her own style (see Figure 3). For example, contagious enthusiasm, a strength of the Socializer, is rarely an asset of an Analyzer. Cooperativeness is one of the Relater's greatest strengths, but one of the Director's weak points. Likewise, the decisiveness of a Director may be lacking in a Relater, just as the thoroughness of the Analyzer is seldom as well-developed in a Socializer.

Some of the weaknesses of a particular behavioral style, as noted in Figure 4, result from an overextension of the style's strengths. In fact, McCall and Lombardo (1983, p. 26) note that a major cause of failure occurs when a manager's strength is allowed to become a weakness. The overextension of one's strength may therefore lead to leadership ineffectiveness. Thus, an Analyzer's quest for quality may become a liability when additional time is devoted to low-priority items while more important matters are left unattended. Likewise, the Director's push for short-term results can be inappropriate when it forfeits greater long-range advantages, just as the Socializer's imaginative dreams can divert attention from basic repetitive tasks that must be done daily. A Relater's supportiveness can thereby be a weakness when a course of action that could have a negative impact is not challenged.

Wise managers capitalize on their strengths and develop strategies for minimizing possible damage from their weaknesses (Drucker, 1999, pp. 66–67). One way to minimize or offset their weaknesses is to ensure that a leadership group is composed of individuals whose domi-

Style	Strengths	(Can Become)	Weaknesses
Relater	Supportive Easygoing	→ →	Conforming Permissive
Analyzer	Precise Systematic	→ →	Exacting Inflexible
Director	Determined Objective	→ →	Dominating Insensitive
Socializer	Enthusiastic Imaginative	→ →	Undisciplined Unrealistic

FIGURE 4. Weaknesses of behavioral styles. (Source: Adapted from Bolton and Bolton, 1984, p. 28.)

nant behavioral styles represent the entire behavioral style grid. There must also be a willingness on the part of all members of a leadership group to work together for the benefit of the organization as a total entity and interactive system. An understanding of the behavioral style paradigm on the part of all those involved assists greatly with this interaction and facilitates a greater appreciation of the diversity within a leadership group among all of those involved.

COMMUNICATION ORIENTATION OF EACH STYLE

The behavioral style of each of the two individuals in the case situation is reflected in the manner in which Yost and her president communicate (verbally and non-verbally). Elsea (1987, p. 38) has noted that there are four basic communication orientations that correspond to the four behavioral styles: Process-Oriented (Analyzer), Action-Oriented (Director), Idea-Oriented (Socializer), and People-Oriented (Relater).

Each of these orientations has a set of messages that tends to dominate interpersonal communications (see Figure 5). Understanding one's own behavioral style and communication ori-

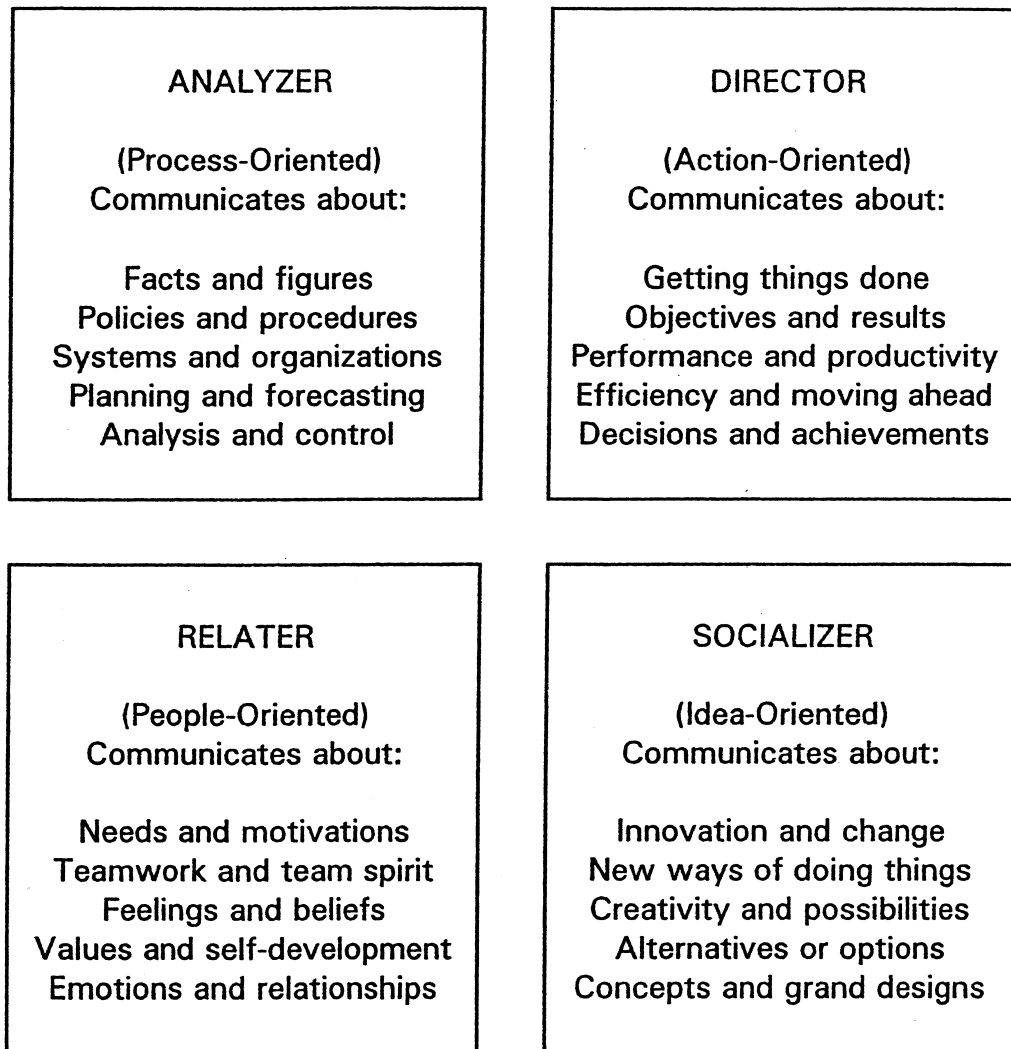


FIGURE 5. Basic behavioral styles and communication orientation. (Source: Adapted from Elsea, 1987, p. 40.)

entation, and those of other individuals, can provide a basis for more effectively dealing with leading up issues that might arise. As an opportunity and idea-oriented Socializer, Yost has a tendency to want to decide and act quickly on leadership issues. On the other hand, Barnes, as a control and process-oriented Analyzer, is primarily concerned with organized procedures and systematic decision-making.

According to Elsea (1987, pp. 38–40), process-oriented Analyzers prefer logical, systematic conversations, not spontaneous off-the-cuff reactions. They are patient, have relatively long attention spans, and are usually good listeners. Analyzers are the conservatives of an organization, communicate accordingly, and are usually uncomfortable with innovation and change, thereby often contributing to the stress-generating aspects of these situations within an organization. Action-oriented Directors usually have short attention spans, tend to interrupt the conversations of others, and try to avoid small talk. They would rather meet in an ad-hoc fashion than sit through formal meetings. Directors are usually the doers of an organization and are generally uncomfortable with those who are not actively involved with concrete achievements.

Idea-oriented Socializers are imaginative, full of new ideas, and sometimes difficult to understand. They like to challenge people around them, which may account for why their interpersonal communication skills are often not as polished as other styles. Socializers are the creative influence, often the renegades, within an organization; hence, they often make other people uncomfortable and thereby contribute to interactive stress. As Yost once commented to a colleague: "I don't have ulcers – I'm just a carrier." People-oriented Relaters are typically interested in the personal lives of others and are sensitive to their moods and concerns. They would rather meet and interact in social settings. Their offices are often gathering places with room to sit, coffee or tea to drink, and plants and pictures of family to look at. They are often considered the conscience of an organization and are uncomfortable with leadership solutions that fail to take into account human elements.

PRIMARY BACKUP STYLES

High levels of stress within the dynamics of an organization bring into focus backup behavioral styles of individuals. A person's primary backup style is a predictable yet unconscious shift to more extreme, rigid and non-negotiable behaviors. Backup behaviors are usually counterproductive for the individuals using them and are very trying on interpersonal relationships. Therefore, backup behaviors serve as major contributors to interpersonal conflict in leadership teams and in organizational dynamics. Bolton and Bolton (1984, pp. 42–43) note some key ideas with regard to backup behaviors of individuals within an organization.

Backup behaviors offer a way of focusing on personal needs and relieving tensions. At the same time, backup behaviors tend to increase the stress levels of other individuals. These behaviors are not the only ways to relieve stress, but they require little initial effort and often provide quick relief. When an individual operates in a backup style, a shift to a more extreme form of behavior has occurred. Seldom can a person avoid moving into his/her backup style in response to high levels of stress; but once in that backup style, actions can be taken to recog-

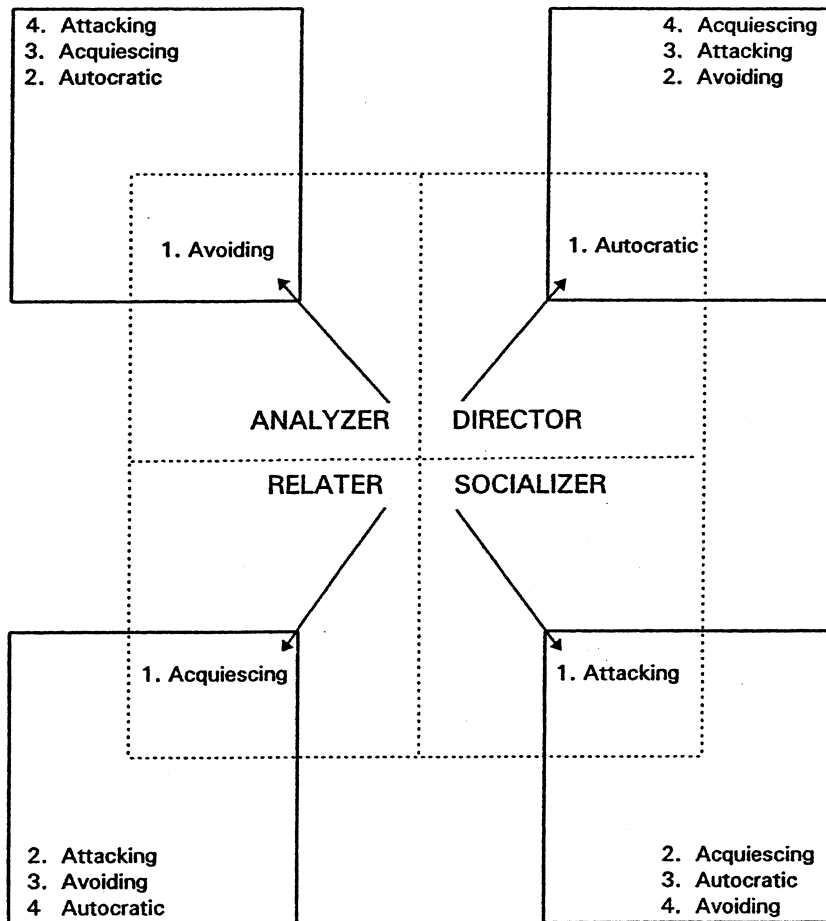


FIGURE 6. Primary and sequential backup behavioral styles. (Source: Adapted from Bolton and Bolton, 1984, p. 47.)

nize what has happened and the appropriate corrective actions that should be taken. As shown in Figure 6, individuals under stress tend to move further out on the assertiveness and responsiveness scales. Behaviors characteristic of their dominant style become exaggerated, transforming their strengths into weaknesses. The avoidance backup style of Yost's president, for example, reflected the stress generated in the interaction regarding the idea of a new national sales promotion plan at Investserv.Com, Ltd. Yost must exercise a great deal of caution that she does not respond to her president's backup style by shifting into her attack backup style, thereby creating a non-productive cycle of stress and countervailing stress.

The rigid backup behavioral styles are often a response more to pressures inside the person than to the interpersonal situation. Operating in a primary backup mode, a person takes a non-negotiable stance toward the interaction. Regardless of other people's needs, the demands of the situation, or other factors, the individual tends to interact in a single characteristic way and no other. Thus, backup behaviors are usually inappropriate to personal interaction and effective leadership within an organization. The shift to primary backup style usually occurs without conscious choice, thought or premeditation. Further, backup behaviors are predictable; that is, persons of the same behavioral style tend to employ the same backup behaviors.

Backup behaviors are usually counterproductive and create communication blockages. Extreme, rigid or non-negotiable behaviors undermine motivation and tend to raise other people's stress and levels of misunderstanding, thereby undercutting their productivity. The result may be even more stress for the person exhibiting the backup behavior. Usually, after an individual has moved into his/her primary backup style, tensions within the individual are reduced, or actions are taken by that person to directly address the tensions, and that person typically returns to a normal range of behavioral style. However, if tension continues to build in a given situation, the individual may move into a second backup style, and perhaps even a third and fourth backup style, as noted in Figure 6.

IMPORTANCE OF STYLE FLEX

The use of Style Flex is a very important tool for effectiveness in leading up within an organization. The concept of behavioral style and a consideration of its elements are useful in helping to understand one's self and the interactive behaviors of others. However, it is not enough just to understand one's behavior or the behavior of others in the organization; one must also seek to adapt the skills of Style Flex that can enable the parties to function in a comfort zone congruent with the situation. Style Flex provides a way of interacting and communicating within the comfort zone of one's supervisor without losing one's integrity or naturalness of expression.

In short, Style Flex is a key to influencing more effectively in an organization. In the case illustration, for example, there were a number of alternative actions (Style Flex possibilities) available to Yost that she can use in order to facilitate successful interaction and communication with her president. These include accenting common behaviors, flexing from her own style, increasing or decreasing assertiveness as appropriate, increasing or decreasing responsiveness as appropriate, or flexing to the specific behavioral style of the president. All of these different flexing techniques have validity when used appropriately. Identifying and using those behaviors that Yost and Barnes may have in common are among the most important dimen-

<p>If an Analyzer, DECIDE</p> <p>A slow, systematic fact-gathering process and cautious decision-making can create stress in others. When flexing, make a real effort to decide. Don't let fact-gathering and review of alternatives be a hindrance to the progress of others. Once a decision has been made, act on it.</p>	<p>If a Director, LISTEN</p> <p>A fast-paced, active goal-oriented approach can cause stress in others. When flexing, make a real effort to listen to others. Try to clearly understand their ideas and suggestions. Equally important, listen until the nature and strength of their feelings are understood and clearly perceived.</p>
<p>If a Relater, STRETCH</p> <p>A slower-paced, people-oriented, cooperative, low risk approach can create stress in others. When flexing, be sure to stretch. Demonstrate self-direction. Set and strive to achieve attainable stretch goals. Don't dodge issues. Communicate important points of view.</p>	<p>If a Socializer, RESTRAIN</p> <p>A general tendency toward quick, impulsive decisions and actions can cause stress in others. A high energy level and verbal fluency may intimidate others. When flexing, be sure to restrain impulsiveness. Also, restrain talkativeness when others start to speak. Don't try to talk over them.</p>

FIGURE 7. Flexing from a particular behavioral style. (Source: Adapted from Bolton and Bolton, 1984, p. 71–73.)

sions of successful Style Flex. Using those actions will enable Yost to continue to be natural and will help her to keep her own stress level relatively low. Such behaviors should constitute the major portion of Style Flex interactions (Bolton and Bolton, pp. 70–71).

It is sometimes helpful to think of Style Flex not simply as flexing toward another person's style, but as flexing away from one's own style (see Figure 7). Each style tends to have at least one major weakness, and an awareness of this weakness may enable an individual to adjust away from his or her dominant behavioral style (Bolton and Bolton, 1984, pp. 71–73). For example, Analyzers should make appropriate decisions and act with reasonable haste; Directors, concentrate on listening carefully to others; Socializers, restrain their impulsiveness and

desire to be talkative; and Relaters, stretch and reach toward challenging goals and demonstrate their commitment to self-determination and a results orientation.

An increase or decrease in assertiveness may be an appropriate Style Flex so as to facilitate successful interaction. For example, when an Analyzer or Relater temporarily flexes his or her style toward the comfort zone of a Director or a Socializer, assertiveness should be increased. Likewise, when a Director or a Socializer temporarily flexes his or her style toward the comfort zone of an Analyzer or a Relater, assertiveness should be decreased accordingly.

An increase or decrease in responsiveness may also be an appropriate manner in which to flex one's style. For example, when an Analyzer or Director temporarily flexes his or her style toward the comfort zone of a Relater or Socializer, responsiveness should be increased. Likewise, when a Relater or a Socializer temporarily flexes his or her style toward the comfort zone of an Analyzer or Director, responsiveness should be decreased. Essentially, Style Flex involves adding or subtracting a few key behaviors to increase or decrease assertiveness or responsiveness (Bolton and Bolton, p. 76). Table 1 lists preferences of each style as well as guidelines for flexing toward the style of another person.

At best, Style Flex involves sensing the supervisor's preferred ways of relating and communicating, modifying one's behavior to achieve congruence with some of those preferred ways, monitoring the interaction, and then responding to the feedback one receives from the other individual. Style Flex must be based on respect, fairness and honesty in leadership situations (Bolton and Bolton, p. 77). One's ability to flex behavioral style at crucial times will contribute to effective and compatible relations with one's supervisor, as well as lead to increased productivity and satisfaction among the individuals involved. In short, Yost made a genuine effort to restrain her inclination to actively force action on the part of Barnes, thereby implementing a flexing mode in the direction of her president's behavioral style. She also took additional actions to assist Barnes in carefully analyzing the new sales promotion plan, a strategy that eventually facilitated his approval and decision to implement the plan. She arranged some special meetings to discuss the financial implications of the plan and the objectives to be achieved by implementing the plan. That promotion plan subsequently proved quite successful for Investserv.Com, Ltd. and enabled the firm to improve market share.

CONCLUSIONS AND IMPLICATIONS

The behavioral style model can be a very important reference point in the process of improving effectiveness in leading up in an organization. To incorporate behavioral style in leading up, the idea is neither to change one's basic behavioral style nor to imitate the other person. The best and perhaps most productive interpersonal relationships and communications occur

TABLE 1. Flexing to different behavioral styles. (Source: Adapted from Bolton and Bolton, 1984, pp. 78–79.)

Flexing to Analyzers	Flexing to Directors
<p>Be on time. Be moderately paced; lean back somewhat; avoid loud voice. It is better to be more rather than less formal in clothing, speech and manners. Get to business quickly; be prepared, systematic, factual, logical and exact. List the pros and cons of proposal and alternatives. Show why approach is best and has relatively little risk. Don't exaggerate the advantages. When possible, allow to proceed deliberately, even slowly. When too indecisive, encourage a decision. Follow up in writing. See that milestone dates are in action plan; and set up progress reports.</p>	<p>Be on time. Be energetic and fast paced; have erect posture and direct eye contact. Get to business quickly. Use time efficiently. Be specific, clear and brief. Don't over explain, ramble or be disorganized. From the beginning to the end, focus on results. Select the key facts, and use them when making case. Present facts logically and quickly. Provide a limited number of options. Stay on topic; keep the pace up; and honor time limits. If at all appropriate, ask directly for a decision. Depart quickly but graciously.</p>
Flexing to Relaters	Flexing to Socializers
<p>Be relaxed and moderately paced; have a comfortable posture; speak softly and avoid harshness in voice. Invite conversation; draw out opinions. Listen reflectively; don't judge ideas, counter them with logic or manipulate. Communicate patiently; encourage expression of doubts, fears or misgivings. Facilitate decision-making without excessive pressure. Mutually agree on goals; negotiate action plans with completion dates; offer cooperative support where desirable; be sure to follow through on responsibilities. Offer assurance that decisions will have minimum risk. Maintain ongoing contact.</p>	<p>Be energetic and fast paced; and have direct eye contact. Allow time for socializing. Talk about experiences, opinions and people. To a degree, reflect fun-loving behavior. Socializers like arguments—to a point. Avoid becoming too dogmatic. Discover dreams and intuitions. In support of ideas, use testimonials from people seen as prominent. Keep a balance between flowing with the socializer and getting back on track. Focus first on the "big picture." Follow up with action plans and details. Ensure that action plans are made and followed, and that details are taken care of.</p>

when two styles become complementary, with each individual's strengths compensating for the weaknesses of the other.

In the case of Investserv.Com, Ltd., such complementarity resolved the interactional problem that existed between Maryann Yost and her president, Roger Barnes. As Yost learned to understand and to be more responsive to the behavioral style of her president, she began to use Barnes' strengths to help make their interpersonal interactions and communications more effective with fewer misunderstandings.

Yost also shared the concepts of behavioral style with others in her sales organization as well as the president. An appreciation for the behavioral strengths of others, and an understanding of their corresponding behavioral weaknesses became a reality. An ability to assist others in dealing more effectively with organizational change, and providing useful models for interpersonal flexing, also helped to greatly reduce misunderstandings and tension.

As Yost, Barnes and others became acquainted with the new understandings and paradigms of behavioral style, and began to use them to facilitate more effective interpersonal interactions, they were all able to make more meaningful contributions to successful leadership in the organization. In so doing, each of them became more valuable members of the organization. When behavioral style is understood as a key to goal achievement in an organization, the synergistic result of increased leadership effectiveness can become a reality.

Leadership and management researchers and practitioners will no doubt find the concepts and models of behavioral style to be valuable tools for the further research on, and understanding of, the process of leading up in organizational settings. Interpersonal misunderstandings arise due to a variety of factors, but in many cases these exist in organizations due, at least in part, to the variations in behavioral style among individuals. In various consultative situations regarding organizational leadership, the authors have found the tools of behavioral style to be extremely valuable in helping individuals understand themselves and others, and thereby improve the effectiveness of their leadership practices, both up and down in the organization. In helping various organizations build more effective leadership teams, the authors have relied extensively on the concepts and paradigms of behavioral style. This has also been true in various cross-cultural organizational settings of multinational firms functioning in different countries.

In addition, the strengths and weaknesses of the various behavioral styles provide bases for further research on effective leadership involving individuals with different styles. The success encountered by various flexing techniques also provides opportunities for further research. The authors welcome suggestions and responses from other leadership and management researchers and practitioners regarding their efforts in addressing the various issues in leadership interactions (up and down organizational structures), as well as the procedures and models

they have found to effectively deal with interpersonal issues in different types of organizations. The techniques used by leadership teams in addressing the various issues associated with crisis and conflict management are also affected by behavioral style. In addition, we strongly recommend the use of behavioral style as a means for addressing interpersonal problem situations in various organizational settings that cross cultural boundaries, an area that the authors have found to be of great interest and value in facilitating international organizational growth and development. The authors welcome the comments and suggestions of other scholars and practitioners who have an interest in pursuing further the ideas on *leading up* contained within this article. ■

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