

Results Management: A Core Leadership Dimension

**Charles D. Kerns
Pepperdine University
and
Corperformance, Inc.**

Managerial leaders are experiencing increasing pressure and accountability for managing results. Achieving desired results is a core dimension of leadership. Leaders can use a practice oriented approach to help guide their efforts to produce desired outcomes for which they are held accountable. After reviewing some relevant literature, a framework for managing results is offered, which includes auditing results for quality. The application value, implications and challenges offered by this approach are presented.

INTRODUCTION

Over the past 100 years, the field of leadership has been the focus of extensive study.¹ Emerging from this work are a variety of definitions and associated dimensions to help conceptualize the meaning of leadership. While there is great diversity of perspectives in defining leadership, the achievement of results/desired outcomes is a common component (Yukl, 2012; Mumford & Barrett, 2013; Hendricks & Payne, 2007). The current article focuses on managing and achieving desired results as a core dimension of leadership. More specifically within an organizational context, results are viewed from the perspective of the practitioner. A practice-oriented framework to help a managerial leader manage results in an organizational setting is offered.

The research and academic conceptualization of leadership has not addressed the individual leader's approach to the delivery of results to any great extent. The formulation of many different theories of leadership, as well as the empirical investigation of topics such as leader attributes and their impact on various facets of effectiveness, have taken prominence over systemically investigating frameworks to help managerial leaders manage results in applied settings (Anderson, Krajewski, Goffin & Jackson, 2008; Buchko & Buchko, 2010; Van Velsor, Taylor & Leslie, 1993). The current article reflects an integration of applied research and over thirty years of field investigation and consulting with organizational leaders concerning results management.

The Linkage Research Model (LRM) developed by Jack Wiley and his associates (Wiley & Campbell, 2006; Wiley & Brooks, 2000) has significantly influenced the author's work relating to helping managerial leaders manage results, providing an effective and practical way to measure results. Specifically, the LRM offers a methodology to evaluate leadership effectiveness at impacting employee, customer and traditional business results. In a leadership coaching context, this methodology can help provide systematic feedback on a leader's efforts to deliver key results.²

In discussing results, it is important to distinguish between behavior, performance and results. Organizational *behavior* is observable activity that may or may not contribute to achieving desirable results. *Performance* is a set of observable actions that are intended to impact desired results. *Results* are the outcomes of performance oriented actions. In an organizational context, performance is intended to drive results while behavior may occur outside of systematic efforts to explicitly manage performance to achieve desired results. The achievement of results is advanced by managing performance especially when key outcomes are seen as important and are driven by effectively focused managerial leadership action. (Kerns, 2002).

To address the alarmingly high incidence of managerial leadership ineffectiveness and/or incompetence, practitioners need relevant and applicable frameworks and tools for increased positive impact (Kaiser, Le Breton & Hogan, 2015; Aasland, Skogstad, Notelaers, Nielsen & Einarsen, 2010; Kaiser & Craig, 2014; Hogan, Hogan & Kaiser, 2010). In fact, given the enormous impact leaders can have on their followers and their organizations, it may be argued that competent performance of managerial leaders is an ethical imperative. The dimension of leadership relating to managing and achieving desired results is of particular interest to those seeking to positively impact the practice of managerial leadership. This article offers a practice oriented framework to help managerial leaders manage their efforts to achieve desired results. The framework is embedded within a comprehensive system of managerial leadership which has been studied and practiced by the author and colleagues for more than three decades with the intent of helping students and clients achieve desired outcomes. The current article will focus on the dimension of results management within this broader system.³

MANAGING RESULTS AND LEADERSHIP EFFECTIVENESS

The assertion that leaders and leadership have significant impacts on organizations is supported by convincing evidence (Pendleton & Furnham, 2012). Experts have spent considerable time investigating what constitutes an effective leader. Studies of effective leadership and ways to enhance a leader's impact abound in the academic literature (Northhouse, 2013; Kaiser, McGinnis & Overfield, 2012; Paglis, 2010; Reichwald, Siebert & Moslein, 2005).

Various methods have been offered to assess effectiveness within various contexts. Mumford and Barrett (2013), for example, examine seven approaches utilized in assessing leaders' effectiveness. One approach, performance outcomes, holds that enhanced performance is an outcome of effective leadership. In this approach, a leader's competent exercise of influence leads to the attainment of desired goals. A leader's execution of key actions enhances his or her performance and that of their followers, which in turn influences the achievement of desired results. This focus on performance as a key element in achieving results is also supported by other perspectives on leader effectiveness (Pendleton & Furnham, 2012; Van Iddekinge, Ferris & Heffner, 2009). The idea of connecting leadership effectiveness to performance and achievement of results has practical utility for generating practice oriented frameworks and tools to help managerial leaders manage results and performance outcomes.

Unfortunately, little research on leadership effectiveness focuses on leader performance and organizationally relevant outcome metrics. We see investigations of how psychological processes such as personality facets impact leadership effectiveness but little analysis of how to effectively manage and deliver business oriented results (Van Knippenberg, 2011; Ng, Ang & Chan, 2008; Rupp, 2011; Hoffman, Woehr, Maldagen-Youngjohn & Lyons, 2011).

The author argues that to enhance the relevance, application value and practical utility of leadership effectiveness in organizational settings, more focused attention needs to be given to providing leaders with frameworks and tools to help them manage and produce business oriented outcomes. This can be advanced by linking the topics of leadership effectiveness with the field of performance management. Generally, *performance management* is considered to be the ongoing process of identifying, assessing and developing the performance of individuals, groups and stakeholders while aligning results across an organization (Aguinis, 2013; Mueller-Hansen & Pulakas, 2015). Benefits attributable to the

implementation of performance management systems have been indexed in the extant literature (Aguinis, 2013; Franco-Santos, Lucianetti & Bourne, 2012) and include:

- Enhanced performance motivation
- Increased managerial leader knowledge about followers
- Clarity of job expectations and performance expectations
- Clearer organizational goals
- Better discernment between poor and high performers
- Enhanced supervisory communication regarding employee performance
- Additional protection from lawsuits
- Enhanced commitment and intentions to remain with the organization
- Strengthened employee engagement
- Enhanced employee competence

Over the past thirty years, the author's experience in working with managerial leaders as well as executive MBA students supports these benefits. However, the typical performance management program is offered using a broad systematic organization-wide approach and does not specifically provide the individual managerial leader with a framework to guide his/her management of desired results (Jaaskelainen & Roitto, 2015; Cocca & Alberti, 2010; de Waal, 2007; Yadav, 2014). The author and his colleagues have developed and applied an approach to help organizational leaders in managing results to achieve desired outcomes. This approach is advanced by a practice oriented framework that helps individual managerial leaders operationalize the management of results for which they are held accountable. It also addresses recent calls for performance management systems to focus more on providing responsive feedback, clearer expectations and more learning and problem solving as part of the process (Mueller-Hanson & Pulakas, 2015; Buckingham & Goodall, 2015; Mone, 2009; Black & Marshall-Lee, 2011).

Based on a review of the literature and decades of study and practice, the author strongly endorses the notion that the deliberate and systematic management of results is a core managerial leadership dimension. This endorsement is also aligned with the thinking of Peter Drucker more than a half century ago when he offered that managing results requires a purposeful and systematic approach (Drucker, 1964).

PRACTICE ORIENTED FRAMEWORK

Substantial opportunities exist for practitioners, researchers and teachers to utilize knowledge about performance management, managing results and leadership effectiveness. The framework offered here applies this knowledge by building upon observations and experience in working with a broad range of managerial leaders across varying organizational contexts. Based on fieldwork, applied research and consulting along with relevant literature reviews, the author has made the following observations about results management applied to organizational leaders:⁴

1. Managerial leaders are more motivated when goals/key result areas are clear and stretching (Locke & Latham, 2002).
2. A leader's performance is impacted by how well his/her work preferences match a specific performance profile and his/her level of commitment to the nature of the work (Myer & Allen, 1991).
3. Interpersonal influence skills are important in helping managerial leaders link and engage with resources (Kerns & Ko, 2014). Leaders are important performance role models for employee engagement (Kerns, 2014).
4. Active learning, teachable moments and timely feedback emerge from successes as well as setbacks. Real time engagement around performance improvement is more effective than having infrequently scheduled formal performance reviews (Mueller-Hanson & Pulakas, 2015).

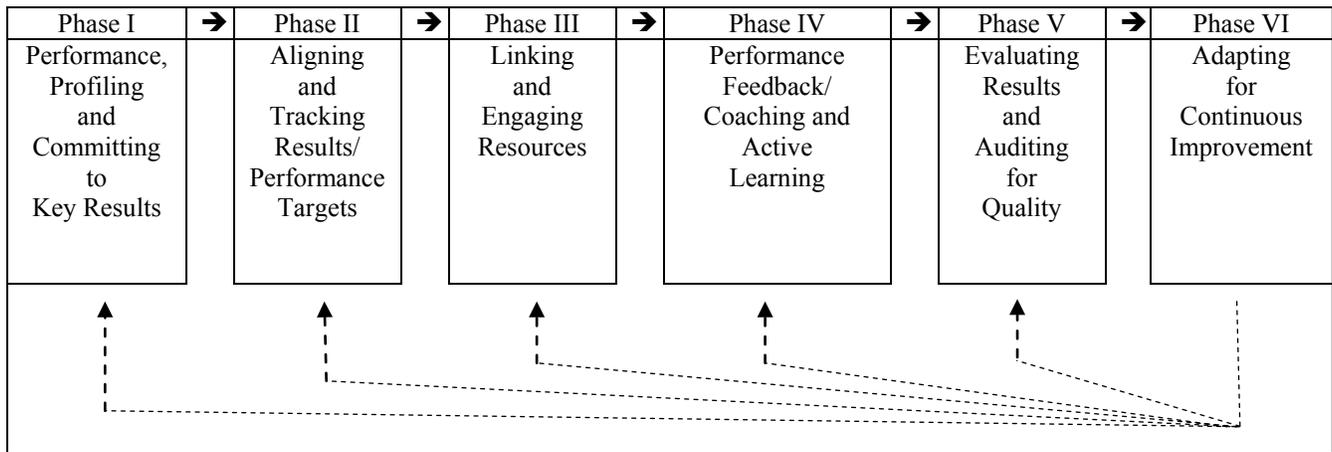
5. A hyper-focus on just achieving “a number” can decrease long-term performance and well-being. The purpose and meaning behind “the numbers” are important (Kerns, 2013).
6. All results are not created equally and managerial leaders who audit key results against a set of quality criteria likely enhance organizational accountability and ethical behavior (Kerns, 2005; Wood & Winston, 2005; Rutkowski & Steelman, 2005; Hall, Bowen, Ferris, Royle & Fitzgibbons, 2007).
7. A leader’s relationship compatibility with his/her boss and his/her fit with the performance orientation of the organizational culture and other key spheres of influence impacts results management efforts (Kerns, 2015a).
8. Behaviorally flexible managerial leaders seem to be able to make more timely adjustments and adaptations to performance feedback than do less flexible leaders. Behavioral flexibility and a preference for active learning help leaders make course corrections more easily in their efforts to achieve desired results. This observation is aligned with the research on leader flexibility, learning and performance (De Meuse, Dai & Hallenbeck, 2010; De Rue, Ashford & Myers, 2012; Patel, Messersmith & Lepak, 2013). Leader individual differences seem to interact with the dynamic process of managing results (Judge & Long, 2012).
9. Achieving desired results is enhanced by managing performance, especially when intended outcomes are seen as important and are driven by focused managerial leadership action (Kerns, 2002).

Based on the above observations and study of the topic of results management and leadership, a practice oriented framework has emerged. In developing leader performance enhancing frameworks and tools, the author and his colleagues utilize the following set of criteria (Kerns, 2014). The framework and tools need to:

- Add value to an organization
- Have face validity for practitioners
- Be relevant to practitioners’ daily work
- Be evidence based in practice and/or research
- Be practical to implement in an organizational operating environment
- Be coachable/teachable.

With the above criteria in mind, the author has developed a results management framework for individual leaders to apply to enhance their effectiveness. This framework has been applied in many settings including work organizations, executive education classrooms, and applied research projects. The model is practitioner friendly and conceptually tied to relevant literature (including the work previously noted) relating to the study of linkage research, performance management and leadership effectiveness. The framework is depicted in Figure 1 and includes six phases: performance profiling and committing, aligning and tracking, linking and engaging resources, performance feedback/coaching and active learning, evaluating results and auditing quality, and adapting for continuous improvement. Each of these six phases in the results management framework are briefly reviewed below.

**FIGURE 1
PRACTICE-ORIENTED RESULTS MANAGEMENT FRAMEWORK**



© Copyright (2013) Charles D. Kerns, Ph.D.

Phase I: Performance Profiling and Committing

Profiling the essential performance expectations of a managerial leader’s position and having the leader commit to key result areas is the initial step of the process, setting into motion the overall approach to managing results in a systematic way. Specify four to six key results for which the leader will be held accountable, and outline the key actions to drive the results that are important and that can be influenced by the leader. This process is typically done in collaboration with the managerial leader’s supervisor or in the case of a CEO with his/her Board of Directors (Kerns, 2001). In specifying these individual key results, the leader will also consider career goals and aspirations and recognize how his/her individual effectiveness impacts the larger enterprise. Taken together, three areas of effectiveness are considered during this phase: individual effectiveness (performance profile), career considerations and impacts, and overall organizational results.

In conversation with his/her supervisor or supervising body, the accountable leader commits to effectively executing the performance profile, including striving to achieve the key results. Fairness, timeframes and resources are typically discussed, along with the meaningfulness of the key result areas for the leader and the organization.

Phase II: Aligning and Tracking

Recognizing and managing interdependencies within and between work groups is a key area of accountability for managerial leaders. In practice, managerial leaders need to reinforce these interdependencies and align resources, especially people, to help optimize results. The next step in the framework is aligning and tracking key results/performance targets across the organization to ensure that the key results are connected to and aligned with the leader's key reports, superior(s) and peers. In a fully aligned organization, all individuals, especially leaders, recognize and understand how their key results are interconnected and supportive of one another. The effective leader will implement a practical approach to tracking performance against the specified key results on a regular basis. Tracking needs to be systematic, accurate and relatively easy to access and review with key stakeholders.

Phase III: Linking and Engaging Resources

To strengthen the alignment process started in Phase II, the results-oriented managerial leader identifies and engages with needed resources to help achieve the desired results (Gabriel & Bennet, 2015; Harter, Schmidt & Haynes, 2002). Kerns (2014) has reported on specific managerial leadership practices

that foster and manage engagement to advance the achievement of desired key results. Five key action areas of general applicability to foster and manage engagement include:

1. Modeling key engagement behaviors such as vigor and positive energy.
2. Showing concern and interest for employee development, learning and well-being.
3. Managing/balancing work and job demands while recognizing and optimizing personal and job related resources.
4. Encouraging linking skills with important and relevant challenges to help achieve key results.
5. Reinforcing alignments between individuals, groups and the organization's relevant and important key results.

The quality of people linkages within an organization is important. Managerial leaders and their personnel need to strive to have internal people linkages that are helpful, responsive and respectful (Kerns, 2000).

Phase IV: Feedback/Coaching and Active Learning

Performance feedback or coaching and active learning characterize this phase. These processes can be self-directed or facilitated by others. Recognizing performance improvements, savoring successes, confronting poor results achievement, and learning from setbacks are key to managing results. The attainment of desired key results is advanced when managerial leaders effectively strengthen key actions with appropriate consequences within a culture that encourages active learning. This learning can be proactive to advance innovation or retrospective to help individuals, groups and the organization learn from missteps. The process of active learning is encouraged by the managerial leader who fosters and effectively manages engagement as noted in Phase III.

Phase V: Evaluating Results and Auditing Quality

Regularly evaluating results against action plans and milestones/performance targets is essential in managing results. Managerial leaders need to routinely interact with others to recognize success (as noted in Phase IV) but also to identify and make course corrections. These course corrections need to be proactive to ensure the achievement of desired results.

The author introduced the idea that “all results may not be created equal” and that managerial leaders should audit their results to ensure quality (Kerns, 2005). Experience, applied research and field observations have yielded six key areas which are important indicators of quality for specific key result areas: results need to be (1) values driven, (2) based on ethical behavior, (3) important to the mission, (4) oriented toward active learning, (5) measurable and (6) enhancing wellbeing.

These dimensions of quality are intended to generate thought and discussion among managerial leaders and key stakeholders regarding the results they strive to achieve and realize. Additional dimensions of quality may be relevant to any particular organization or industry (Evans, Ford, Masterson & Hertz, 2012).

Phase VI: Adapting for Continuous Improvement

Upon review and reflection of Phases I – V, the results management conscious leader makes adaptations as needed and appropriate to enhance the probability of achieving desired results. In practice, adapting occurs throughout the execution of this six phased framework. By linking, engaging and actively learning with his/her people throughout the process of results management, the effective managerial leader squarely addresses the challenge of managing results. Through this six phase approach the managerial leader is able to more reliably determine how “I am/we are doing” in performing and striving to achieve desired results.

Conceptually sound yet practical frameworks and tools can help practitioners manage desired results. A systematic and proven practice oriented framework and management approach such as that provided above can help leadership practitioners reach their individual goals, career aspirations and positively impact the organizations they serve.

APPLICATION VALUE AND IMPLICATIONS

Work relating to managing results has application value and implications for practitioners, researchers and teachers. All three groups are contributors to helping emerging and/or practicing leaders grow and develop. Practitioners can especially benefit from having practical frameworks and tools to help them better manage and deliver results. A discussion of the application value and implications of the current work across practice, research and teaching domains follows.

Practice Domain

The results management framework described above can serve as a practical guidepost for productive conversations relating to how to best approach the process of managing for results. A variety of useful processes have emerged for leaders to apply in their work to manage results.

Performance Profiling and Commitment to Key Results

The application of this phase of the framework typically helps leaders and key stakeholders gain clarity, commitment and motivation toward achieving mutually agreed upon key results. This initial phase also sets the tone for enhanced collaboration in the other five phases. An especially helpful process for assessing key stakeholder commitment is to have them rate their commitment levels to each key result under consideration. The extensive work done around the construct of commitment in leadership and organizational studies is instructive (Klein, 2014). When considering goal commitment, having performance targets that are both realistic and challenging enhances commitment to achieving the outcome (Locke & Latham, 2002). Engaging during this phase in discussion about the meaningfulness of targeted key results has proven to be impactful and motivational for managerial leaders (Kerns, 2013).

Alignment, Linking and Engagement

Organizational alignment, especially the alignment of key results areas, is critical to the success of an enterprise (Labovitz & Rosansky, 2012; Kaplan & Norton, 2006; Schiemann, 2009). In practice, linking and engagement work together. Getting individuals, groups and an overall organization to link and connect around key result areas, and then fostering the engagement of resources, is critical to effective achievement of desired results. Typically, managerial leaders using this approach stress the importance of recognizing, understanding and linking with others who are interdependently connected to achieving targeted key results. Specially, when executing Phases II and III in the framework, managerial leaders need to communicate and keep track of how well individuals and work groups link with each other as “internal customers” to achieve desired results. As part of this process, key people linkages are measured for helpfulness, responsiveness and respectfulness.⁵

Recognizing performance improvement and achieving results go hand in hand with learning. It is important that a managerial leader get feedback on his/her progress toward achieving desired results. Within the context of this practice-oriented framework, managerial leaders typically huddle/interact with their boss or supervisor regularly to assess where they are and what they can do to proactively move toward achieving results. A managerial leader needs to learn from mistakes to gain experience and perspective while also increasing his/her confidence by seeing what is working. This process of feedback and learning can be facilitated by an internal or external coach or one’s direct supervisor/boss. After some initial training, some managerial leaders may be able to engage in self-coaching.

Evaluating, Auditing and Adapting

Phase IV of performance feedback/coaching and active learning, in practice, folds into Phase V wherein results are evaluated and audited for quality which typically provides opportunities to make adaptations for continuous improvement (Phase VI). Phase V and VI taken together, find the managerial leader asking “how am I/are we doing?” in achieving the key results identified and committed to in Phase I. These two final phases help hold the individual leader accountable for achieving desired outcomes.

During these two final phases individual leaders look at and reflect upon available data and information relating to the following areas:

1. Individual effectiveness as a leader in executing his/her performance profile.
2. Effectiveness as a leader in facilitating the achievement of group/team results.
3. Quality of results achieved.
4. The impact of the outcomes on relevant and important career/professional considerations.

It is especially useful to have the executive rate himself/herself in each of these four areas using a Likert-type scale and then support each rating with both quantitative and qualitative data and information. This self-assessment is shared with the leader's supervisor and selected other key stakeholders for discussion, comment and action planning. A rather unique feature to this process is having the executive complete a results quality audit wherein he/she rates each key result against a set of quality of results criteria.⁶

Applying the framework offered here has been helpful in holding managerial leaders accountable for results and having them assess the quality of the results they achieved. The framework has also proven to be useful in leader development. This framework helps a managerial leader more systematically develop and apply some of the softer leadership competencies such as high-impact interpersonal communication and conflict management to help positively impact the achievement of key business metrics.

Research Domain

The focus of this article is on helping practicing managerial leaders gain additional perspective and understanding regarding managing results. However, several areas could benefit from additional research. It would be of interest to further investigate the relationship between different results domains. Following Luthans, Hodgetts and Rosenkrantz (1988) seminal work, managerial leader effectiveness and success needs to be reviewed and studied across different result domains. For example, an individual may be effective in his/her leadership position but not be successful in getting promoted. Further research is needed to explore the factors that help an individual leader be effective at driving the results for which he/she is held accountable and those conditions that also help positively impact the results of the larger organization. In addition, it seems important to better understand how individual and organizational effectiveness connect to a leader getting ahead in an organization and in his/her career. (Laud & Johnson, 2012).

Individual differences may likely play a role in the efficacy of a leader in managing results (Judge & Long, 2012). For example, the work preferences needed for focusing on specific performance targets, linking/engaging with others and recognizing people for performance likely impact the delivery of desired results and vary among individual leaders. Motivations to lead, as a special individual difference dimension, also seems to be an area ripe for additional research (Kerns, 2015b). It would be especially helpful to know how a leader's motivations to lead impact his/her ability to achieve agreed upon results. For example, is a leader who is motivated predominantly by self-interest more or less likely to achieve individual effectiveness in his/her position? Would he/she be more or less inclined to experience career success? Conversely, it would be useful to learn more about how a leader's tendencies to be more motivated by higher purpose impacts his/her effectiveness across various key result domains.

Empirically investigating additional criteria from which to judge the quality of results would be beneficial. Having more consensus on these criteria would likely help leaders and their organizations more clearly focus on the most relevant and important factors at play in their operating environment. It would also be of interest empirically to know whether there are any recurring patterns across key variables like industry, organizational size and cultures. It would seem that this additional research could also shed useful light on the interaction and relationship among selected criteria. For example, better understanding which values may compete or be compatible with achieving results ethically would be helpful. This could help further extend the work of Cameron, Quinn, DeGraff and Thakor (2006) relating to competing values in the arena of managerial leadership effectiveness and results management.

Further investigating the role of interpersonal influence competencies in helping a leader implement the results management framework would contribute to the field of leadership development. Delineating which competencies are most important across the six phases of the framework would be instructive. It is likely that conflict management, high-impact communicating and decisive problem solving are competencies that impact a leader's efficacy in executing this framework. These interpersonal competencies along with others need to be further investigated and considered as important managerial leadership practices to help the individual leader implement the results management framework.

Finally, further exploring the relationship of happier-high performance with the assessment of results quality is suggested (Kerns & Ko, 2010; Kerns, 2008). It seems likely that the satisfaction and well-being of managerial leaders and workforces may be related to how they perceive the quality of the results achieved. For example, achieving mutually agreed upon results without there being evidence of learning, ethical behavior and/or boosts in well-being may ring hollow and foretell of impending performance problems. Appropriately constructed and administered audits of results quality may help facilitate leaders and their organizations as well as applied researchers to engaged around the topic of happier-high performance and its relationship to perceived results quality.

Teaching Domain

The teaching of managerial leadership could be advanced by having practical frameworks and tools to offer emerging as well as experienced leaders seeking to enhance their effectiveness. The author has brought some of the applications used in organizational settings into the MBA classroom when facilitating the learning of frameworks and tools associated with managing and delivering results.

The application of the results management framework offered in this article has been advanced by using experiential exercises in the business classroom setting. These applied activities help learners better understand and utilize this framework for managing results. This learning process often includes having adult learners enrolled in MBA leadership classes identify the four to five key results they are accountable for in their current positions. In keeping with Phases I through III in the results management framework, they are asked to rate how clear they are about performance expectations and what is their commitment level to the specific key results for which they are being held accountable to achieve.

Learner responses to questions regarding key result clarity and commitment levels typically spark valuable discussion about the importance of a leader knowing his/her own performance expectations and how committed he/she is to the key results that are expected. During these exchanges it becomes apparent to participants how important clarity and commitment to a set of key results/performance targets is for the individual leader. Leaders wanting to effectively manage results need to be clear and committed to a set of desired outcomes. This process helps the learner consider key alignments and linkages to critical resources, especially people, that are needed for goal achievement. These considerations underscore the importance of proactively linking and engaging with appropriate resources. It is during this process that learners see the systematic connection that the framework offers between a leader's individual results, stakeholders, and key resources. Interdependencies and the need for the leader to pay attention to team and organizational effectiveness are highlighted during this process.

Having learners explore ways to reward performance is also frequently covered in the classroom. Leaders can benefit from identifying what forms of recognition they prefer as well as gain practical experience in ways to index what others reporting to them prefer to have or do as a result of making performance improvements and achieving desired results. The process of developing and utilizing a self and other "positive reinforcement menu" is typically a key part of teaching this framework.⁷

In addition, practice in asking probing questions of others in the workplace to assess the learning that takes place with goal striving and achievement is explored as part of learning how to apply the results management framework. A very useful exercise for helping students to become more skilled at unearthing key take away learnings from one's efforts to achieve results is the process of probing or asking effective open-ended questions. One of the most powerful questions for opening up conversation about what an individual has learned on his/her performance journey is "tell me how you did that?" Typically, students in small groups generate their top five "learning" spotlight open-ended questions and share them with the

class as a whole. After each small group has shared their top five, a list is provided by the teacher which reflects what some experts believe to be "just right" questions that have been found to be effective in opening up conversations (Marquardt, 2014; Browne & Keeley, 2011). With the small group input and expert opinion in hand, each individual is challenged to create and apply a list of five to ten just right open-ended questions that help facilitate a leader in conversing with his/her people about what they have learned in the pursuit and achievement of desired results.

Another unique perspective and process to offer learners to help them understand and apply the framework is to have them develop a quality of results assessment tool. The author introduces the idea to students that, "all results are not created equal," by providing them with applied research findings that support this contention. Learners are then asked in small groups to critique a list of quality of results criteria offered by the teacher, e.g., achieved by ethical behavior, involved active learning and is measurable. They are then asked to develop a short list of criteria they would use to measure the quality of the results for a set of outcomes that they have been held accountable to achieve. They are further encouraged to convert their criteria to a Likert-type rating scale and to use this scale when reviewing the results they have achieved. This process frequently engages students in key topics connected to results achievement, especially relating to the impact of virtuous vs. unethical behavior on the assessment of results quality. For many students, the consideration of the quality of results achieved is a new and intriguing perspective for them to take to the workplace.

Another impactful way to connect students with the framework is to have effective managerial leaders review the model with learners and indicate how they apply it to manage the achievement of desired results. The lessons learned while striving to achieve desired results that are shared by the successful executive have proven to be impactful teaching moments that spark student learning. Beyond the teaching of this specific framework, the author has found that offering students positive performance role models as a managerial leadership learning tool is a powerful facilitator of learning (Bandura, 1986).

SOME CHALLENGES

Putting the results management framework into practice presents a variety of challenges. Managerial leaders need a practical and results-oriented methodology to measure how well they are managing and achieving desired results. While there is a paucity of methodologically sound practice oriented models to choose from, the author invites emerging and experienced managerial leaders to consider using the Linkage Research Model (LRM) to help them measure their effectiveness (Wiley, 2010; Brooks, Wiley & Hause, 2006). This approach systematically helps a leader and his/her organization focus on outcome measures/results that matter. The areas that are sequentially linked include managerial leader key results → employee results → customer results → business results. Kerns (2002) provides a practical description and application of this approach. Managerial leaders are challenged to find and adopt practice oriented models that help them assess their effectiveness at managing and achieving results.

Closely associated with the previously noted challenge, is the need for practicing managerial leaders, developers of leaders and applied researchers to shift the focus on process measures of leadership to more outcome/results-oriented measures of effectiveness. While softer process oriented micro-measures that relate to how a leader is performing remain important, there is a need for parties interested in managerial leadership effectiveness to focus more on business related outcomes that include those typically measured in approaches like the LRM. Over the past one hundred years of leadership study, especially within the academy, there has been a preference for examining managerial leadership processes and attributes without systematically connecting these processes to outcome metrics relating to the business enterprise and industry.

Traditionally when it comes to performance management and related topics the emphasis has been on the organizational system without targeted attention being given to the individual leader. This article endeavors to shed more focused light on the accountabilities of the individual managerial leader for managing results. The framework offered here and the author's experience along with his associates indicate that managerial leaders wanting to be more effective need to systematically take more personal

responsibility for the achievement of desired results. The results management framework was designed and is being used to help managerial leaders achieve desired results starting with themselves. While effective managerial leaders need to link and engage others to achieve results they also need to be positive role models for how to systematically and professionally go about managing and achieving desired results. These efforts may also contribute to helping organizations reform their formal performance management systems in ways that are currently being suggested in the literature (Mueller-Hanson & Pulakos, 2015; Buckingham & Goodall, 2015; Black & Marshall-Lee, 2011).

Managerial leaders are additionally challenged to identify and develop strong effective interpersonal influence competencies in order to successfully operationalize the results management framework. While there are analytics involved in the process, especially in setting and tracking performance targets, interpersonal skills are integral to successfully implementing this framework. Field experience has shown high-impact communication, conflict management and engagement skills to be of particular value. Indeed, business outcome metrics are supported and driven by what are often considered softer interpersonal influence skills.

Closely associated with the interpersonal competence challenge is the need for managerial leaders to show behavioral flexibility when implementing the results management framework. Because of the changing context in which key results and goals are often set, the leader needs to be flexible in setting realistic yet stretching performance targets. They also need to display flexibility when linking and engaging with diverse stakeholders which includes recognizing individual differences relating to people's preferences for recognition and learning. The more behaviorally flexible a managerial leader can be in executing this framework across changing contexts, the more likely he/she will be in achieving desired results.

A final challenge for managerial leaders applying this framework is for them to recognize and fully understand the value in auditing results for quality. This is a relatively unique process offered within this framework that can greatly help a leader and his/her team debrief and consider the quality of the results they achieved. In the author's experience, when first introduced to the process, managerial leaders may not be inclined to take the time to audit their results for quality. However, after engaging in a discussion around the quality of results achieved with key stakeholders, value-added benefits typically emerge. The benefits frequently include discussions and proactive action planning around such topics as enhancing developmental learning opportunities, ethical dilemmas and organizational well-being.

Focusing on the challenges of assessing outcomes, putting process considerations in perspective, considering interpersonal competencies as well as behavioral flexibility while endeavoring to audit for quality will enhance our understanding and management of results as a core leadership dimension. As more attention is focused on the managerial leader's role in managing results, additional challenges for practitioners, applied researchers, and teachers will surface. This core dimension of leadership is a key area of study which may likely contribute to enhancing leadership's management of results across diverse organizational settings.

SUMMARY STATEMENT

The development and application of frameworks and tools to help managerial leaders more effectively understand and manage results will be beneficial to advancing the practice and study of leadership. With a systematic approach that builds upon practice oriented frameworks and tools, additional resources can be developed and applied to help leaders better manage and deliver results in workplace settings. As this work moves forward there will be a need for assessment methodologies, additional practice oriented frameworks and the identification of best practices to help managerial leaders optimally answer the question concerning "how am I/are we doing?". These and related efforts will likely advance our knowledge and understanding of the dynamics associated with managing results in real work settings. As we progress, support for leader accountability for results may be advanced with additional attention being given to the quality of results including ethical consideration.

ENDNOTES

1. A debate comparing and contrasting management and leadership has occurred over more than thirty years. In this article the terms managerial leadership, leader, management and leadership are used synonymously. For additional comment on the management-leadership debate refer to, Kerns, C.D. & Ko, K. (2014). Managerial leadership competencies: A practice-oriented action role framework. *International Leadership Journal*, 6(1), 82-99.
2. The Linkage Research Model introduced by Jack Wiley, Ph.D., has received extensive empirical examination across a variety of settings. The detailed review of this methodology to assess managerial leadership along with a presentation of the supportive research literature is beyond the scope of this article. The interested reader is referred to, Wiley, J.W., & Campbell, B.H. (2006). Using linkage research to drive high performance. In A. Kraut (Ed.), *Getting action from organizational surveys: New concepts, technologies and applications* (pp. 150-180). San Francisco, CA: Jossey-Bass. Also, for a more extensive treatment of LRM refer to, Wiley, J.W. (2010). *Strategic employee surveys: Evidence-based guideline for driving organizational success*. San Francisco, CA: Jossey-Bass.
3. This system of managerial leadership strives to provide practitioners, applied researchers and teachers with an integrated approach to viewing and understanding leadership. The system brings together several streams of leadership study and research that have been offered over the past 100 years. A core dimension in this model relates to a leader's understanding and management of results. As part of this dimension a better understanding and perspective on managing results can help advance the practice, study and teaching of leadership which is the focus on the current article. It is beyond the scope of the current presentation to review and discuss the other system dimensions.
4. This methodology is in keeping with Locke and Cooper's (2000) assertion that qualitative data obtained from a variety of available sources, including interviews with structured questioning, field observations, and other less quantitative methods of inquiry can legitimize an approach that is based on the integration of real-world facts.
5. Extensive theoretical formulation and empirical investigation has identified several key elements that characterize customer service expectations. While an extensive review of this work is beyond the scope of the current article, a practitioner friendly presentation of the essentials of "internal customer" service along with an assessment approach can be found in, Kerns, C.D. (2000). Serving each other on the inside: Proven methods for improving internal customer service. *Graziadio Business Review*, 5(1).
6. While it is beyond the scope of the current article to detail the application of the quality of results audit process and related assessment criteria, readers interested in more explanation and examples refer to, Kerns, C.D. (2005). Are all results created equal? Auditing organizational outcomes for quality. *Total Quality Management*, 16(7), 827-840.
7. While it is beyond the scope of this article to review the mechanics and context of building a "positive reinforcement menu" readers are referred to, Nelson, B. (1994). *1001 ways to reward employees: Low-cost ideas and proven strategies*. New York: New York, Workman Publishing., for research based ways to recognize and reward performance improvement.

REFERENCES

- Aasland, M.S., Skogstad, A., Notelaers, G., Nielsen, M.B., & Einarsen, S. (2010). The prevalence of destructive leadership behavior. *British Journal of Management*, 21, 438-452.
- Aguinis, H. (2013). *Performance Management* (3rd Ed.). Upper Saddle River, NJ: Pearson.
- Anderson, D.W., Krajewski, H.T., Goffin, R.D., & Jackson, D.N. (2008) A leadership self-efficacy taxonomy and its relation to effective leadership. *Leadership Quarterly*, 19, 595-608.
- Bandura, A. (1986). *Social foundations of thought and action: A Social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Black, O. & Marshall-Lee, D. (2011). Dynamic performance management: How to deliver more with less, forever. *Industrial and Commercial Training*, 43(5), 275-282.
- Brooks, S.M., Wiley, J.W., & Hause, E.L. (2006). Using employee and customer perspectives to improve organizational performance. In L. Fogli (Ed.), *Customer service delivery research and best practices* (pp. 52-82). San Francisco, CA Jossey-Bass.

- Browne, M.N., & Keeley, S.M. (2011). *Ask the right questions: A guide to critical thinking (10th Ed.)*. Upper Saddle River, NJ: Pearson.
- Buchko, A.A., & Buchko, K.J. (2010). Do managers walk the talk? Using behavioral observation scales (BOS) and 360-degree ratings to assess organizational values. *Journal of Business & Leadership, Research, Practice and Teaching*, 6, 48-61.
- Buckingham, M., & Goodall, A. (2015). Reinventing performance management: How one company is rethinking peer feedback and annual review, and trying to design a system to find improvement. *Harvard Business Review*, April, 40-50.
- Cameron, K.S., Quinn, R.E., DeGraff, J., & Thakor, A. (2006). *Competing values leadership: Creating value in organizations*. Northampton, MA: Edward Elgar.
- Cocca, P. & Alberti, M. (2010). A framework to assess performance measurement systems in SMEs. *International Journal of Productivity and Performance Management*, 59(2), 186-200.
- De Meuse, K.P., Dai, G., & Hallenbeck, G.S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, 62, 119-130.
- De Rue, D.S., Ashford, S.J., & Myers, C.G. (2012). Learning agility: In search of conceptual clarity and theoretical grounding. *Industrial Organizational Psychology*, 5, 258-279.
- de Waal, A.A. (2007). Successful performance management? Apply the strategic performance management development cycle! *Measuring Business Excellence*, 11(2), 4-11.
- Drucker, P.F. (1964). *Managing for results*. New York, NY: Routledge.
- Evans, J.R., Ford, M.W., Masterson, S.S., & Hertz, H.S. (2012). Beyond performance excellence: Research insights from baldrige recipient feedback, *Total Quality Management*, 23(5), 489-506.
- Franco-Santos, M., Lucianetti, L., & Bourne, M. (2012). Contemporary performance management systems: A review of their consequences and a framework for research. *Management Accounting Research*, 23(2), 79-119.
- Gabriel, A.S., & Bennett, A.A. (2015). Getting engaged: Top tips for an engaged workforce. *SIOP White Paper Series*, 4-8.
- Hall, A.T., Bowen, M.G., Ferris, G.R., Royle, M.T., & Fitzgibbons, D.E. (2007). The accountability lens: A new way to view management issues. *Business Horizons*, 50, 405-413.
- Harter, J.K., Schmidt, F.L., & Hayes, T.L. (2002). Business-unit-level relationships between employee satisfaction, employee engagement, and business outcomes; A meta-analysis. *Journal of Applied Psychology*, 87, 268-279.
- Hendricks, J.W. & Payne, S.C. (2007). Beyond the big five: Leader goal orientation as a predictor of leadership effectiveness. *Human Performance*, 20(4), 317-343.
- Hoffman, B.J., Woehr, D.J., Maldagen-Youngjohn, R., & Lyons, B.D. (2011). Great man or great myth? A quantitative review of the relationship between individual differences and leader effectiveness. *Journal of Occupational and Organizational Psychology* 84, 347-381.
- Hogan, J., Hogan, R., & Kaiser, R.B. (2010). Management derailment. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology, Vol.3* (pp. 555-575). Washington, DC: American Psychological Association.
- Jaaskelainen, A. & Roitto, J.M. (2015). Designing a model for profiling organizational performance management. *International Journal of Productivity and Performance Management*, 64(1), 5-27.
- Judge, T.A., & Long, D.M. (2012). Individual differences in leadership. In D.V. Day & J. Antonakis (Eds.), *The nature of leadership* (2nd ed., pp. 179-217). Thousand Oaks, CA: Sage.
- Kaiser, R.B., & Craig, S.B. (2014). Destructive leadership in and of organizations. In D.V. Day (Ed.), *The oxford handbook of leadership and organizations* (pp. 260-284). New York, NY: Oxford University Press.
- Kaiser, R.B., Le Breton, J.M., & Hogan, J. (2015). The dark side of personality and extreme leader behavior. *Applied Psychology: An International Review*, 64(1), 55-92.
- Kaiser, R.B., McGinnis, J.L., & Overfield, D.V. (2012). The how and the what of leadership. *Consulting Psychology Journal: Practice and Research*, 64(2), 119-135.

- Kaplan, R.S., & Norton, D.P. (2006). *Alignment: Using the balanced scorecard to create corporate synergies*. Boston, MA: Harvard Business School Press.
- Kerns, C.D. (2000). Serving each other on the inside: Proven method for improving internal customer service. *Graziadio Business Review*, 3(2). Retrieved from: <http://gbr.pepperdine.edu/2010/08/serving-each-other-on-the-inside/>
- Kerns, C.D. (2001). The power of performance profiling: Eight good reasons to concentrate on results. *Graziadio Business Review*, 4(1): Retrieved from <http://gbr.pepperdine.edu/011/performance.html>.
- Kerns, C.D. (2002). Managerial leadership at twelve o'clock: Link management practice to business results. *Graziadio Business Review*, 5(3). Retrieved from: <http://gbr.pepperdine.edu/2010/08/managerial-leadership-at-twelve-oclock/>
- Kerns, C.D. (2005). Are all results created equal? Auditing organizational outcomes for quality. *Total Quality Management*, 16(7), 827-840.
- Kerns, C.D. (2008). Putting performance and happiness together in the workplace. *Graziadio Business Review*, 11(1). Retrieved from: <http://gbr.pepperdine.edu/2010/08/putting-performance-and-happiness-together-in-the-workplace/>
- Kerns, C.D. (2013). Clarity of purpose and meaningfulness at work: Key leadership practice. *International Leadership Journal*, 5(1), 27-44.
- Kerns, C.D. (2014). Fostering and managing engagement: A framework for managerial leaders. *Journal of Leadership, Accountability, and Ethics*, 11(1), 34-49.
- Kerns, C.D. (2015a). Situational context: A core leadership dimension. *Journal of Leadership, Accountability, and Ethics*, 12(1), 11-24.
- Kerns, C.D. (2015b). Motivations to Lead: A core leadership dimension. *Journal of Organizational Psychology*, 15(1), 9-23.
- Kerns, C.D., & Ko, K. (2010). Exploring happiness and performance at work. *Journal of Organizational Leadership and Business*, 1(5), 68-81.
- Kerns, C.D., & Ko, K. (2014). Managerial leadership competencies: A practice-oriented action role framework. *International Leadership Journal*, 6(1), 82-99.
- Klein, H.J. (2014). Distinguishing commitment bonds from other attachments in a target-free manner. In J.K. Ford, J.R. Hollenbeck & A.M. Ryan (Eds.), *The nature of work: Advances in psychological theory, methods, and practice* (pp. 117-146). Washington, DC: American Psychological Association.
- Labowitz, G., & Rosansky, V. (2012). *Rapid realignment: How to quickly integrate people, processes and strategy for unbeatable performance*. New York, NY: McGraw-Hill.
- Laud, R.L. & Johnson, M. (2012). Upward mobility: A typology of tactics and strategies for career advancement. *Career Development International*, 17(3), 231-254.
- Locke, E.A., & Cooper, C.L. (2000). Conclusion: The challenge of linking theory to practice. In C.L. Cooper & E.A. Locke (Eds.), *Industrial and organizational psychology: Linking theory with practice* (pp. 335-241). Malden, MA: Blackwell.
- Locke, E.A., & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57, 705-717.
- Luthans, F., Hodgetts, R.M., & Rosenkrantz, S.A. (1988). *Real managers*. Cambridge, MA: Ballinger Publishing.
- Marquardt, M.J. (2014). *Leading with questions: How leaders find the right solutions by knowing what to ask*. San Francisco, CA: Jossey-Bass.
- Mone, E.M. (2009). CEO performance management. In J.W. Smither & M. London (Eds.), *Performance management: Putting research into action* (pp. 233-269). San Francisco, CA: Jossey-Bass.
- Mueller-Hanson, R.A., & Pulakos, E.A. (2015). Putting the "performance" back in performance management. *SHRM-SIOP Science of HR White Paper Series*, 1-25.
- Mumford, M.D., & Barrett, J.D. (2013). Leader effectiveness: Who really is the leader? In M.G. Rumsey (Ed.), *The oxford handbook of leadership* (pp 423-438). New York, NY: Oxford University Press.

- Myer, J.P., & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management Review*, 11, 237-256.
- Northouse, P.G. (2013). *Leadership: Theory and Practice*. (6th Ed.). Thousand Oaks, CA: Sage Publications.
- Ng, K-Y, Ang, S., & Chan, K-Y (2008). Personality and leader effectiveness: A moderated mediation model of leadership self-efficacy, job demands, and job autonomy, *Journal of Applied Psychology*, 93(4), 733-743.
- Paglis, L.L. (2010). Leadership self-efficacy: Research findings and practical applications. *Journal of Management Development*, 29(9), 771-782.
- Patel, P.C., Messersmith, J.G., & Lepak, D.P. (2013). Walking the tightrope: An assessment of the relationship between high-performance work systems and organizational ambidexterity. *Academy of Management Journal*, 56(5), 1420-1442.
- Pendleton, D., & Furnham, A. (2012). *Leadership: All you need to know*. New York, NY: Palgrave Macmillan.
- Reichwald, R., Siebert, J. & Moslein, K. (2005). Leadership excellence: Learning from exploratory study on leadership systems in large multinationals. *Journal of European Industrial Training*, 29(3), 184-198.
- Rupp, D.E. (2011). An employee-centered model of organizational justice and social responsibility. *Organizational Psychology Review*, 1, 72-94.
- Rutkowski, K.A. & Steelman, L.A. (2005). Testing a path model for antecedents of accountability. *Journal of Management Development*, 24(5), 473-486.
- Schiemann, W.A. (2009). Aligning performance management with organizational strategy, values, and goals. In J.W. Smither & M. London (Eds.), *Performance management: Putting research into action* (pp. 45-87). San Francisco, CA: Jossey-Bass.
- Van Iddekinge, C.H., Ferris, G.R., & Heffner, T.S. (2009). Test of a multistage model of distal and proximal antecedents of leader performance. *Personnel Psychology*, 62, 463-495.
- Van Knippenberg, D. (2011). Embodying who we are: Leader group prototypicality and leadership effectiveness. *Leadership Quarterly*, 22, 1078-1091.
- Van Velsor, E., Taylor, S., & Leslie, J.B. (1993). An examination of the relationship among self-perception accuracy, self-awareness, gender and leader effectiveness. *Human Resource Management*, 32(2-3), 249-263.
- Wiley, J.W. (2010). *Strategic employee surveys: Evidence-based guidelines for driving organizational success*. San Francisco, CA: Jossey-Bass.
- Wiley, J.W., & Brooks, S.M. (2000). The high performance organizational climate: How workers describe top-performing units. In N.N. Ashkanasy, C.P.M. Wilderom, M.F. Peterson (Eds.), *Organizational Culture & Climate* (pp. 177-191). Thousand Oaks, CA: Sage.
- Wiley, J.W., & Campbell, B.H. (2006). Using linkage research to drive high performance, In A. Kraut (Ed.), *Getting action from organizational surveys: New concepts, technologies and applications* (pp. 150-180). San Francisco, CA: Jossey-Bass.
- Wood, J.A. & Winston, B.E. (2005). Toward a new understanding of leader accountability: Defining a critical construct. *Journal of Leadership and Organizational Studies*, 11(3), 84-94.
- Yadav, N. (2014). Flexibility aspects in performance management system: An illustration of flexible strategy game-card. *Global Journal of Flexible Systems Management*, 15(3), 181-189.
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspective*, 26(4), 66-85.