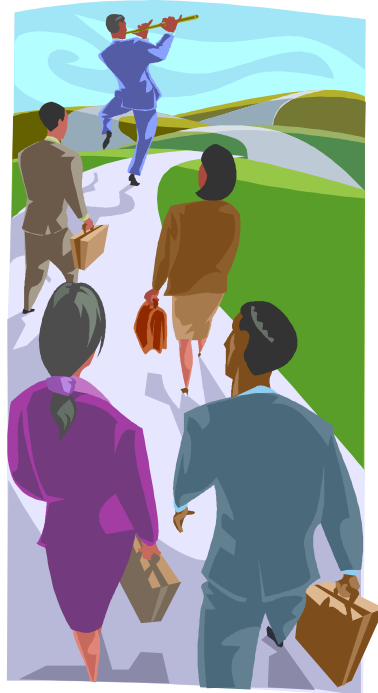


Situational Leadership 2

Perceptions of Leadership Style Self-Analysis Questionnaire



Instructions:

Read each numbered situation fully, and then read each of the options available, before selecting the one the most often than not would reflect your preferred response.

- 1.** You have asked for a new employee to write a report to buy new equipment for the branch. She needs to learn more about this equipment to make a sound decision about options and costs. She feels this assignment will stretch her already full schedule. You would...

 - A)** Tell her you want the report. Explain what you want in the report. Outline the steps she should take to become knowledgeable about the new equipment. Set weekly meetings with her to track progress.
 - B)** Ask her to produce the report. Discuss its importance. Ask her for a deadline for completion. Give her resources she thinks she needs. Periodically check with her to track progress.
 - C)** Tell her you want the report and discuss its importance. Explain what you want in the report. Outline steps she should take to learn more about the equipment. Listen to her concerns and use her ideas when possible. Plan weekly meetings to track her progress.
 - D)** Ask her to produce the report. Discuss its importance. Explore the barriers she feels must be removed and the strategies for removing them. Ask her to set a deadline for completion and periodically check with her to track progress.
- 2.** Your task force has been working hard to complete its division-wise report. A new member has joined the group. He must present cost figures at the end of next week, but knows nothing about the report requirements and format. He is excited about learning more about his role in the group. You would...

 - A)** Tell him exactly what is needed. Specify the format and requirements. Introduce him to other task-force members. Check with him frequently during the week to monitor progress and to specify any corrections.
 - B)** Ask him if there is anything you can do to help. Introduce him to other task-force members. Explore with him what he thinks he needs to get 'up to speed' with the report. Check with him frequently during the week to see how he is doing.
 - C)** Specify the report format and information needed and solicit his ideas. Introduce him to each task-force member. Check with him frequently during the week to see how the report is progressing and to help with modifications.
 - D)** Welcome him and introduce him to members of the task force who could help him. Check with him during the week to see how he is doing.

- 3.** You have recently noticed a performance problem with one of your people. He seems to show a 'don't care' attitude. Only your constant prodding has brought about task completion. You suspect he may not have enough expertise to complete the high-priority task you have given him. You would...

A) Specify the steps he needs to take and the outcomes you want. Clarify timelines and paperwork requirements. Frequently check to see if the task is progressing as it should.

B) Specify the steps he needs to take and the outcomes you want. Ask him for his ideas and incorporate them as appropriate. Ask him to share his feelings about this task assignment. Frequently check to see the task is progressing as it should.

C) Involve him in problem solving for this task. Offer your help and encourage him to use his ideas to complete the project. Ask him to share his feelings about the assignment. Frequently check to see that the task is progressing as it should.

D) Let him know how important this task is. Ask him to outline his plan for completion and to send you a copy. Frequently check to see if the task is progressing as it should.

- 4.** Your work group's composition has changed because of company restructuring. Performance levels have dropped. Deadlines are being missed and your boss is concerned. Group members want to improve their performance but need more knowledge and skills. You would...

A) Ask them to develop their own plan for improving performance. Be available to help them, if asked. Ask them what training they think they need to improve performance and give them the resources they need. Continue to track performance.

B) Discuss your plan to solve this problem. Ask for their input and include their ideas in your plan, if possible. Explain the rationale for your plan. Track performance to see how it is carried out.

C) Outline the specific steps you want them to follow to solve this problem. Be specific about the time needed and the skills you want them to learn. Continue to track performance.

D) Help them determine a plan and encourage them to be creative. Support their plan as you continue to track performance.

- 5.** Because of budget cuts, it is necessary to consolidate. You have asked a highly experienced department member to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she is able to perform the assignment, she seems indifferent to the task. You would...
- A)** Reassure her. Outline the steps she should take to handle this project. Ask for her ideas and incorporate them when possible, but make sure she follows your general approach. Frequently check to see how things are going.
 - B)** Reassure her. Ask her to handle the project as she sees fit. Let her know that you are available for help. Be patient, but frequently check to see what is being done.
 - C)** Reassure her. Ask her to determine the best way to approach the project. Help her develop options and encourage her to use her own ideas. Frequently check to see how she is doing.
 - D)** Reassure her. Outline an overall plan and specify the steps you want her to follow. Frequently check to see how the steps are being implemented.
- 6.** For the second time in a month, you are having a problem with one of your staff. His progress reports have been incomplete and late. In the past year, he has submitted accurately completed reports on time. This is the first time you have spoken to him about this problem. You would...
- A)** Tell him to improve the completeness and timeliness of his paperwork. Go over the areas that are incomplete. Make sure he knows what is expected and how to fill out each report section. Continue to track his performance.
 - B)** Ask him to turn in his paperwork on time and accurately, without pushing him. Continue to track his performance.
 - C)** Discuss time and completion standards with him. Listen to his concerns, but make sure he knows what is expected. Go over each report section and answer any questions he may have. Use his ideas, if possible. Continue to track his performance.
 - D)** Ask him why the paperwork is incomplete. Listen to his concerns and do what you can to help him understand the importance of timeliness and completeness. Continue to track his performance.

7. You have asked one of your senior members of staff to take on a new project. In the past, his performance has been outstanding. The project you have given him is important to the future of your work group. He is excited about the new assignment but doesn't know where to begin because he lacks project information. Your relationship with him is good. You would...

A) Explain why you think he has the skills to do the job. Ask him what problems he anticipates and help him explore alternative solutions. Frequently stay in touch to support him.

B) Specify how he should handle the project. Define the activities necessary to complete the job. Regularly check to see how things are going.

C) Ask him for a plan for completing the project in two weeks and to send you a copy for your approval. Give him enough time to get started, without pushing him. Frequently offer your support.

D) Outline how the project should be handled and solicit his ideas and suggestions. Incorporate his ideas when possible, but make sure your general outline is followed. Regularly check to see how things are going.

8. One of your staff members is feeling insecure about a job you have assigned to him. He is highly competent, and you know that he has the skills to successfully complete the task. The deadline for completion is near. You would...

A) Let him know of your concerns about the impending deadline. Help him explore alternative steps and encourage him to use his own ideas. Frequently check with him to lend your support.

B) Discuss with him your concerns about the impending deadline. Outline an action plan for him to follow and get his reactions to the plan. Modify the plan if possible but make sure he follows your general outline. Frequently check with him to see how things are going.

C) Specify the reasons for on-time completion of the assignment. Outline the steps you would like him to start following. Ask that the steps be followed. Frequently check to see how he is progressing.

D) Ask him if there are any problems but let him resolve the issue himself. Remind him of the impending deadline, without pushing him. Ask for an update in three days.

9. Your staff has asked you to consider a change in their work schedule. Their changes make good sense to you. Your staff is very aware of the need for change. Members are very competent and work well together. You would...

A) Help them explore alternative scheduling possibilities. Be available to facilitate their group discussion. Support the plan they develop. Check to see how they implement their plan.

B) Design the work schedule yourself. Explain the rationale behind your design. Listen to their reactions, ask for their ideas and use their recommendations when possible. Check to see how they carry out your schedule.

C) Allow the staff to set a work schedule on their own. Let them implement their plan after you approve it. Check with them at a later date to assess their progress.

D) Design the work schedule yourself. Explain how the schedule will work and answer any questions they may have. Check to see that your schedule is followed.

10. Due to an organisational change, you have been assigned six new people whose performance has been declining over the past three months. They do not seem to have the task knowledge and skills to do their new jobs, and their attitudes have worsened because of the change. In a group meeting, you would...

A) Make them aware of their three-month performance trend. Ask them to decide what to do about it and set a deadline for implementing their solution. Monitor their progress.

B) Make them aware of their three-month performance trend. Specify the action steps you want them to follow. Give constructive feedback on how to improve performance. Continue to monitor performance.

C) Make them aware of their three-month performance trend. Outline the steps you want them to follow, explain why and seek their feedback. Use their ideas when possible, but make sure they follow your general approach. Continue to monitor performance.

D) Make them aware of their three-month performance trend. Ask them why their performance is declining. Listen to their concerns and ideas. Help them create their own plan for improving performance. Track their performance.

- 11.** A member of your department has had a fine performance record over the last 22 months. He is excited by the challenges of the upcoming year. Budgets and unit goals have not changed much from last year. In a meeting with him to discuss goals and an action plan for next year, you would...
- A)** Ask him to submit an outline of his goals and an action plan for next year for your approval. Tell him you will call him if you have any questions.
 - B)** Prepare a list of goals and an action plan that you think he can accomplish next year. Send it to him and meet with him to see if he has any questions.
 - C)** Prepare a list of goals and an action plan that you think he can achieve next year. Meet with him to discuss his reactions and suggestions. Modify the plan as you listen to his ideas, but make sure you make the final decisions.
 - D)** Ask him to send you an outline of his goals and an action plan for next year. Review the goals and plan with him. Listen to his ideas and help him explore alternatives. Let him make the final decisions on his goals and plans.
- 12.** Your branch has had an excellent performance record over the past two years. However, they have recently experienced three major setbacks due to factors beyond their control. Their performance and morale have drastically dropped, and your boss is concerned. In a group meeting, you would...
- A)** Discuss the recent setbacks. Give them specific steps you want them to follow to improve their performance. Continue to track performance.
 - B)** Ask them how they feel about the recent setbacks. Listen to their concerns and encourage and help them explore their ideas for improving performance. Continue to track performance.
 - C)** Discuss the recent setbacks. Clarify the steps you want them to follow to improve performance. Listen to their ideas and incorporate them, if possible. Emphasise results. Encourage them to keep trying. Continue to track performance.
 - D)** Discuss the recent setbacks, without pressuring them. Ask them to set a deadline to improve performance and to support each other along the way. Continue to track performance.

- 13.** You were recently assigned a new employee who will perform an important job in your unit. Even though she is inexperienced, she is enthusiastic and feels she has the confidence to do the job. You would...
- A)** Allow her time to determine what the job requires and how to do it. Let her know why the job is important. Ask her to contact you if she needs help. Track her progress.
 - B)** Specify the results you want and when you want them. Clearly define the steps she should take to achieve results. Show her how to do the job. Track her progress.
 - C)** Discuss the results you want and when you want them. Clearly define the steps she can take to achieve results. Explain why these steps are necessary and get her ideas. Use her ideas if possible, but make sure your general plan is followed. Track her performance.
 - D)** Ask her how she plans to tackle this job. Help her explore the problems she anticipates by generating possible alternative solutions. Encourage her to carry out her plan. Be available to listen to her concerns. Track her performance.
- 14.** Your boss has asked you to increase your unit's output by 7%. You know this can be done, but it will require your active involvement. To free your time, you must reassign the task of developing a new cost-control system to one of your employees. The person you want has considerable experience with cost-control systems, but she is slightly unsure of doing this task on her own. You would...
- A)** Assign her the task and listen to her concerns. Explain why you think she has the skills to handle this assignment. Help her explore alternative approaches if she thinks it would be helpful. Encourage and support her by providing needed resources. Track her progress.
 - B)** Assign her the task and listen to her concerns. Discuss the steps she should follow to complete the task. Ask for her ideas and suggestions. After incorporating her ideas, if possible, make sure she follows your general approach. Track her progress.
 - C)** Assign her the task. Listen to her concerns but let her resolve the issue. Give her time to adjust and avoid asking for results straightaway. Track her progress.
 - D)** Assign her the task. Listen to her concerns and minimise her feelings of insecurity by telling her specifically how to handle this task. Outline the steps to be taken. Closely monitor her progress.

- 15.** Your boss has asked you to assign someone to serve on a company-wide task force. This task force will make recommendations for restructuring the company's compensation plan. You have chosen a highly productive employee, who knows her co-workers feel about the existing compensation plan. She has successfully led another unit task force. She wants the assignment. You would...
- A)** Give her the assignment but tell her how she should represent her co-workers' point of view. Specify that she gives you a progress report within two days of each task-force meeting.
 - B)** Ask her to accept the assignment. Help her develop the point of view she will take on the task force. Periodically check with her.
 - C)** Give her the assignment. Discuss what she should do to ensure the task force considers her co-workers' perspective. Ask for her ideas and make sure she follows your general approach. Ask her to report to you after every task-force meeting.
 - D)** Give her the assignment. Ask her to keep you informed as things progress. Periodically check with her.
- 16.** Due to illness in your family, you have been forced to miss two meetings of a committee under your direction. Upon attending the next meeting, you find that the committee is operating well and making progress toward completing its goals. All group members come prepared, participate and seem to be enthusiastic about their progress. You are unsure what your role should be. You would...
- A)** Thank the committee members for their work so far. Let the group continue to work as it has during the last two meetings.
 - B)** Thank the committee members for their work so far. Set the agenda for the next meeting. Begin to direct the group's activities.
 - C)** Thank the committee members for their work so far. Do what you can to make the members feel important and involved. Try to solicit alternative ideas and suggestions.
 - D)** Thank the committee members for their work so far. Set the agenda for the next meeting, but make sure to solicit their ideas and suggestions.

17. Your staff is very competent and works well on their own. Their enthusiasm is high because of a recent success. Their performance as a group is outstanding. Now, you must set unit goals for next year. In a group meeting, you would...

A) Praise them for last year's results. Involve the group in problem solving and goal setting for next year. Encourage them to be creative and help them explore alternatives. Track the implementation of their plan.

B) Praise them for last year's results. Challenge them by setting the goals for next year. Outline the action steps necessary to accomplish these goals. Track the implementation of your plan.

C) Praise them for last year's results. Ask them to set the goals for next year and define the action plan needed to accomplish these goals. Be available to contribute when asked. Track the implementation of their plan.

D) Praise them for last year's results. Set the goals for next year and outline the action steps necessary to accomplish these goals. Solicit their ideas and suggestions and incorporate them if possible. Track the implementation of your plan.

18. You and your boss know that your department needs a new set of work procedures to improve long-term performance. Department members are eager to make some changes but, because of their specialised functions, they lack the knowledge of the 'bigger picture'. You would...

A) Outline the new procedures. Organise and direct the implementation. Involve the group in a discussion of alternatives. Use their suggestions when possible but make them follow your general approach. Track their use of the new procedures.

B) Outline and demonstrate the new procedures. Closely direct the group in their initial use of the procedures. Track their use.

C) Involve the group in a discussion of what the new procedures should be. Encourage their initiative and creativity in developing the new procedures. Help them explore possible alternatives. Support their use of the procedures. Closely track results.

D) Ask the group to formulate and implement a set of new procedures. Answer any informational concerns but give them the responsibility for the task. Closely track the use of the new procedures.

- 19.** You were recently appointed head of your department. Since taking over, you have noticed a drop in performance. There have been many changes in technology, and your staff has not mastered the new skills and techniques. Worst of all, they do not seem to be motivated to learn these skills. In a group meeting you would...
- A)** Discuss the staff's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express your faith in their strategies. Emphasise their past efforts, but track performance as they carry out their strategies.
- B)** Outline the necessary corrective actions you want them to take. Discuss this outline and incorporate their ideas but see that they implement your corrective action plan. Track their performance.
- C)** Tell them about the drop in performance. Ask them to analyse the problem, and draft a set of action steps for your approval. Set a deadline for the plan. Track its implementation.
- D)** Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities and standards. Frequently check to see if their performance is improving.
- 20.** You have noticed that one of your inexperienced employees is not properly completing certain tasks. She has submitted inaccurate and incomplete reports. She is not enthusiastic about this task and often thinks paperwork is a waste of time. You would...
- A)** Let her know that she is submitting inaccurate and incomplete reports. Discuss the steps she should take and clarify why these steps are important. Ask for her suggestions, but make sure she follows your general outline.
- B)** Let her know that she is submitting inaccurate and incomplete reports. Ask her to set and meet her own paperwork deadlines. Give her more time to do the job properly. Monitor her performance.
- C)** Let her know that she is submitting inaccurate and incomplete reports. Ask her what she plans to do about it. Help her develop a plan for solving her problems. Monitor her progress.
- D)** Let her know that she is submitting inaccurate and incomplete reports. Specify the step she should take with the appropriate deadlines. Show her how to complete the reports. Monitor her performance.