

1.2 Conceptualizing Leadership Questionnaire

Purpose

1. To identify how you view leadership.
2. To explore your perceptions of different aspects of leadership.

Directions

1. Consider for a moment your own impressions of the word leadership. Based on your experiences with leaders in your lifetime, what is leadership?
2. Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
2. Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
3. Leadership requires knowledge and know-how.	1	2	3	4	5
4. Leadership is about what people do rather than who they are.	1	2	3	4	5
5. Followers can influence the leadership process as much as leaders.	1	2	3	4	5
6. Leadership is about the process of influencing others.	1	2	3	4	5
7. Some people are born to be leaders.	1	2	3	4	5
8. Some people have the natural ability to be leaders.	1	2	3	4	5
9. The key to successful leadership is having the right skills.	1	2	3	4	5
10. Leadership is best described by what leaders do.	1	2	3	4	5
11. Leaders and followers share in the leadership process.	1	2	3	4	5
12. Leadership is a series of actions directed toward positive ends.	1	2	3	4	5
13. A person needs to have certain traits to be an effective leader.	1	2	3	4	5
14. Everyone has the capacity to be a leader.	1	2	3	4	5
15. Effective leaders are competent in their roles.	1	2	3	4	5
16. The essence of leadership is performing tasks and dealing with people.	1	2	3	4	5
17. Leadership is about the common purposes of leaders and followers.	1	2	3	4	5
18. Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	1	2	3	4	5
19. People become great leaders because of their traits.	1	2	3	4	5
20. People can develop the ability to lead.	1	2	3	4	5
21. Effective leaders have competence and knowledge.	1	2	3	4	5
22. Leadership is about how leaders work with people to accomplish goals.	1	2	3	4	5

23. Effective leadership is best explained by the leader-follower relationship.

1

2

3

4

5

24. Leaders influence and are influenced by followers.

1

2

3

4

5

Submit

Scoring

Sum scores on items 1, 7, 13, and 19 (trait emphasis).

Sum scores on items 2, 8, 14, and 20 (ability emphasis).

Sum scores on items 3, 9, 15, and 21 (skill emphasis).

Sum scores on items 4, 10, 16, and 22 (behavior emphasis).

Sum scores on items 5, 11, 17, and 23 (relationship emphasis).

Sum scores on items 6, 12, 18, and 24 (process emphasis).

Total Scores

Trait emphasis: 15

Ability emphasis: 13

Skill emphasis: 19

Behavior emphasis: 18

Relationship emphasis: 13

Process emphasis: 15

Scoring Interpretation

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is for trait emphasis, it suggests that you emphasize the role of the leader and the leader's special gifts in the leadership process. However, if your highest score is for relationship emphasis, it indicates that you think leadership is centered on the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

Suggestions for Improving Your Leadership

Trait Emphasis

The trait emphasis approach views leadership abilities as an inherent or innate set of qualities that strong leaders naturally possess. Those who believe in this approach agree that leaders have particular characteristics that set them apart from the average person. This is why early theories of trait leadership were also called the "great man theories." Early research suggested that people are born leaders, and leadership is not something that can be taught. Researchers have been studying the trait approach since the early 20th century, and it was one of the first theories developed that suggested innate characteristics are needed to be an effective leader. While trait theories have changed, shifted emphasis, and been reevaluated over the years, they are still used to analyze and assess the leaders of our world today. To expand your understanding of leadership as a trait:

- Consider your own leadership. Which of your own innate traits stand out to other people? How do these traits improve your effectiveness as a leader? How did you acquire these traits? Can you develop them further?
- Think of a leader in your life who had a significant impact on you and your development. What traits did this person exhibit? What was your reaction to these traits? Was it her or his traits alone that accounted for the impact this person had on you?
- Reflect on a specific supervisor or manager in your life. How would you describe this person's leadership? How much of this person's leadership is explained by his or her traits? Or, is this person's leadership explained more by how he or she acts toward you (i.e., a behavior emphasis) or by his or her competencies (i.e., a skills emphasis). Remember, your understanding of leadership is influenced by how you conceptualize it.

Ability Emphasis

Ability emphasis stresses that while some people may be natural-born leaders, leadership ability can also be learned with dedication and hard work. This perspective suggests that anyone can be a leader in the right situation if she or he has the desire and the determination to develop the necessary abilities to be effective. Consequently, this approach stresses the importance of studying and practicing the important abilities one needs to become the best leader possible. To expand your understanding of leadership as an ability:

- Think back to your high school days. Were certain people always the leaders? Why were they leaders? Did they have "natural" ability or were these abilities they practiced? Are these people still leaders today?
- Ask your parents or friends to tell you what they see as your leadership abilities. Take their responses seriously and then explore ways you could express these abilities more effectively in school or work settings.
- Identify two things you could do each day to practice your leadership. For example, if you struggle with public speaking, you could join Toastmasters or another organization designed to develop public speaking abilities.

Skill Emphasis

Skill emphasis implies that leadership skills can be acquired and developed through learning and practice. Three important types of leadership skills, which you will learn more about in a later chapter, are administrative skills, interpersonal skills, and conceptual skills. Administrative skills are what a leader needs to help carry out the goals of an organization. Interpersonal skills are the communication and people skills needed to work effectively with followers, peers, and superiors. Conceptual skills include problem solving, strategic planning, and creating vision. One

positive aspect of the skill emphasis is that it suggests a person can become a leader through practice, learning, and experience. It does not limit one's idea of who can be a leader, but alternatively embraces the idea that anyone has the potential to become a great leader by improving and learning the necessary skills. To expand your understanding of leadership as a skill:

- Consider the people around you who others do not consider to be leaders. What leadership skills do they have that often go unrecognized? Think about ways you could help others show their leadership skills. Remember, everyone has leadership skill.
- Name one skill you have developed in your life through practice. Did it take hard work and practice? Once you mastered that skill, how did you feel about yourself? Consider how you could apply that same kind of hard work to improving your leadership skills. Viewing leadership as a skill means you think leadership can be learned and it is something all of us can learn to do better.
- Reflect on the three general types of leadership skills: administrative, interpersonal, and conceptual. Which of these skills comes easiest for you and which is hardest? The next time you are working with others on a project, let them know what specific skills you bring to the group. Identify strategies for improving your weaker skills.

Behavior Emphasis

Behavior emphasis theories focus more on what leaders do, instead of who they are. This leadership approach stresses that a leader's traits and skills are not always as important as how they accomplish tasks and interact with people. It is important to understand that some leaders may have the tools necessary to lead; the way they practice their leadership will determine their effectiveness. An interesting quality of the behavior approach is that it is observable. One of the easiest ways to assess leaders is by watching how good are they at interacting with others, organizing tasks, and motivating others to finish the work expected of them. Behavior approach theories began receiving attention in the late 1930s, reaching their peak of importance in the early 1960s when two researchers, Blake and Moulton, studied task and relationship behaviors among managers in organizations. To expand your understanding of leadership as a behavior:

- Think of a time when you had a really good experience with a leader and you accomplished a lot. What was it about the leader that made things work out so well? How did the leader relate to followers? How did the leader get people to stay on task? Describe how the leader both got the job done and made work enjoyable.
- Imagine a leader who focuses on tasks all of the time. What would be the results of his or her leadership? If the leader accomplished a lot, would you describe him or her as an effective leader?
- Consider whether you are more "task" focused or "relationship" focused. Which of these two types of behaviors dominates your style when you are in a leadership role? How could you incorporate more of the behavior that comes less easily to you?

Relationship Emphasis

Relationship emphasis focuses on how a leader initiates, builds, and maintains relationships with followers. Leadership is often viewed as a process that starts at the top and moves down, but relationship-oriented leadership is a horizontal process where followers' needs, views, and opinions are just as important as the leader's. Authority and influence are not just reserved for the leader but rather shared among everyone involved. Leadership as relationship is a less common way to think about leadership than, for example, leadership as a trait or ability. When leadership is viewed as relationship, both the leader and follower are emphasized rather than just the leader. To expand your understanding of leadership as relationship:

- Step back and analyze your manager or supervisor at work. What kind of relationship does she or he have with you and each of the other employees? To be a better leader, with whom could your leader exchange more relationship-building behaviors?
- Imagine yourself as a coach for your little sister's soccer (or any other sport) team. List five things you could do to create strong relationships with each of the individual team members. Reflect on how you could make your relationship "special" with each one of the players.
- Think about your leadership as how you connect with your followers. Explore unique ways you could relate to them on a one-to-one basis. This could include, for example, giving them special attention, listening to them talk about their pet projects, or giving them praise for a job well done. In the end, you want to have unique relationships with all of your workers.

Process Emphasis

Put simply, process emphasizes that leadership is a phenomenon characterized by gradual changes that lead to a particular outcome. As a process, leadership includes the leader, followers, and influence as well as movement toward a common goal. A leader has the opportunity and the responsibility to influence followers. This is why it is so important that a leader focus on the common goals of the group, as opposed to just the leader's personal goals. When taking this approach, it is more likely a leader will act with good ethics and values, if the leader wants to have a positive impact on the group as a whole. The process of leadership emphasizes the interaction between the leader and the follower. When a leader sees that the way she or he leads has a direct impact on the group as a whole, it can benefit the leader, the followers, and the end product. To expand your understanding of leadership as process:

- Consider the leadership of the president of the United States. As a process, presidential leadership includes, in part, the president, the president's personality, the president's relationship to Congress and the people, the goals of the president, and the goals of the people. Presidential leadership encompasses a huge array of components. Leadership from this vantage point is complex and multidimensional, including far more than simply a few traits of the leader.
- Create a list of all the factors that come to play for a leader of a service-learning project. Which of these factors is most important to the success of the project? Does viewing leadership as a process put more or less responsibility on the leader?
- Identify a historical or current movement that is important to you (e.g., civil rights movement, feminism, environmental sustainability). Who were some prominent leaders in the movement and how did they influence others to create change?

Summary

How you think about leadership may be affected by your age and life experience, as well as the culture in which you were raised. The key take-away here is: How you think about leadership will strongly influence how you practice leadership. Do you see this connection in your own life?

Disclaimer

These questionnaires and summaries are intended to help you understand the process of leadership through practical application and self-assessment. They are not designed to be used as personality assessments or for personnel evaluation. They are only one snapshot of your responses on a given day. The scores you receive are subjective and could change if you completed the questionnaires at a different time or in a different place. No matter what, you should check your responses with reality. If they are consistent and valid with what your experiences are, that is good. If they do not match, you are free to disregard this feedback. Taken collectively, the overall goal of these questionnaires is to help you understand and develop your own leadership style and ability. Neither SAGE nor the Author assumes nor shall have any liability for injury and/or damage directly or indirectly arising out of or related to any of the material in this book. All opinions expressed by authors and quoted sources are their own and do not necessarily reflect the opinions of the publisher.

2.2 Leadership Traits Questionnaire

Purpose

1. To gain an understanding of how traits are used in leadership assessment.

2. To obtain an assessment of your own leadership traits.

Directions

1. Make five copies of this questionnaire. It should be completed by you and five people you know (e.g., roommates, coworkers, relatives, friends).
2. Using the following scale, have each individual indicate the degree to which he or she agrees or disagrees with each of the 14 statements below regarding your leadership traits. Do not forget to complete this exercise for yourself.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Articulate: Communicates effectively with others	1	2	3	4	5
2. Perceptive: Is discerning and insightful	1	2	3	4	5
3. Self-confident: Believes in oneself and one's ability	1	2	3	4	5
4. Self-assured: Is secure with self, free of doubts	1	2	3	4	5
5. Persistent: Stays fixed on the goals, despite interference	1	2	3	4	5
6. Determined: Takes a firm stand, acts with certainty	1	2	3	4	5
7. Trustworthy: Is authentic, inspires confidence	1	2	3	4	5
8. Dependable: Is consistent and reliable	1	2	3	4	5
9. Friendly: Shows kindness and warmth	1	2	3	4	5
10. Outgoing: Talks freely, gets along well with others	1	2	3	4	5
11. Conscientious: Is thorough, organized, and careful	1	2	3	4	5
12. Diligent: Is industrious, hardworking	1	2	3	4	5
13. Sensitive: Shows tolerance, is tactful and sympathetic	1	2	3	4	5
14. Empathic: Understands others, identifies with others	1	2	3	4	5

Submit

Scoring

1. Enter the responses for Raters 1, 2, 3, 4, and 5 in the appropriate columns on the scoring sheet on this page.
2. For each of the 14 items, compute the average for the five raters and place that number in the "average rating" column.
3. Place your own scores in the "self-rating" column.

	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Average rating	Self-rating
1. Articulate							4
2. Perceptive							3
3. Self-confident							4
4. Self-assured							4
5. Persistent							4
6. Determined							4
7. Trustworthy							5
8. Dependable							5
9. Friendly							4
10. Outgoing							4
11. Conscientious							4
12. Diligent							4
13. Sensitive							4
14. Empathic							4

[illegible]

9. Friendly						4
10. Outgoing						4
11. Conscientious						4
12. Diligent						4
13. Sensitive						3
14. Empathic						4

Scoring Interpretation

The scores you received on this questionnaire provide information about how you see yourself and how others see you as a leader. The chart allows you to see where your perceptions are the same as those of others and where they differ. There are no "perfect" scores for this questionnaire. The purpose of the instrument is to provide a way to assess your strengths and weaknesses and to evaluate areas where your perceptions are similar to or different from those of others. While it is confirming when others see you in the same way as you see yourself, it is also beneficial to know when they see you differently. This assessment can help you understand your assets as well as areas in which you may seek to improve.

Example 2.1 Leadership Traits Questionnaire Ratings

	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Average rating	Self-rating
1. Articulate	4	4	3	2	4	3.4	4
2. Perceptive	2	5	3	4	4	3.6	5
3. Self-confident	4	4	5	5	4	4.4	4
4. Self-assured	5	5	5	5	5	5	5
5. Persistent	4	4	3	3	3	3.4	3
6. Determined	4	4	4	4	4	4	4
7. Trustworthy	5	5	5	5	5	5	5
8. Dependable	4	5	4	5	4	4.4	4
9. Friendly	5	5	5	5	5	5	5
10. Outgoing	5	4	5	4	5	4.6	4
11. Conscientious	2	3	2	3	3	2.6	4
12. Diligent	3	3	3	3	3	3	4
13. Sensitive	4	4	5	5	5	4.6	3
14. Empathic	5	5	4	5	4	4.6	3

Summary and interpretation: The scorer's self-ratings are higher than the average ratings of others on articulate, perceptive, conscientious, and diligent. The scorer's self-ratings are lower than the average ratings of others on self-confident, persistent, dependable, outgoing, sensitive, and empathic. The scorer's self-ratings on self-assured, determined, trustworthy, and friendly are the same as the average ratings of others.

Suggestions for Improving Your Leadership

Trait researchers differ on whether traits are inborn or can be learned. Because innate traits are not easily changed, learning new traits is not an easy process. Nonetheless, there is value in identifying (a) your areas of strength and weakness and (b) where your leadership self-perceptions match or differ from the perceptions of others. A low or moderate score on a trait may indicate that you have had little opportunity to develop this part of your personality or that your current work or school setting does not require you to exercise this trait. It also may mean this trait is not highly valued in the culture in which you were raised. A high score suggests you are aware of this trait and use it often. How similar or dissimilar your self-ratings are from others' ratings may be affected by whom you chose to evaluate you, how long that person has known you, and the contexts in which he or she has observed your behavior. When others' perceptions of your traits are consistent with your own, it is confirming; when they are different from your own, it offers you a wonderful way to explore characteristics of yourself that were hidden or previously unknown to you, or that contradict an established view you have of yourself. The paragraphs below suggest some ways to build desired character traits.

Articulate/Perceptive

Articulate people communicate effectively with others. They can express themselves precisely and assertively. Others often look to them to help clarify issues or summarize a group's opinions. To become more articulate, consider the following suggestions:

- First, build on what you know. What topics interest you that you also have some expertise in? Practice talking to others about what you know and explain why it excites you. This will build confidence for speaking in other contexts.
- As a student, practice being the first to ask a question or offer a well-thought-out opinion during class discussion. Ask questions and voice your opinion in group settings outside the classroom, as well. The more practice you get, the more comfortable you will become articulating your thoughts.
- During group discussions, mentally summarize the comments of other speakers and then share your insight verbally at an appropriate time in the meeting or class.
- Practice being more specific in your speech. Instead of telling someone that he or she did a great job, tell the person exactly what was done well and why you appreciate it. Avoid filler words such as “um” and “like” as well as imprecise phrasing such as “sort of” and “kind of.”
- Increase your vocabulary (and ability to express yourself precisely and creatively) by learning a new word each day, using a dictionary, and reading more often.
- Practice finding common ground with others. Many effective communicators have learned to develop a variety of interpersonal carriers or common interests that can be used when talking with others to keep the conversations vibrant and stimulating for themselves and others.

Perceptive people are discerning and insightful. They are able to “read” the verbal and nonverbal cues of others to understand the full meaning of a message. They are able to sense a group’s climate and respond appropriately. To improve your perception, consider the following

[illegible]

Directions

- | Statements | Very Much Unlike Me | Unlike Me | Neutral | Like Me | Very Much Like Me |
|---|---------------------|-----------|---------|---------|-------------------|
| 1. I am an energetic participant when working with others. | 1 | 2 | 3 | 4 | 5 |
| 2. Brainstorming is one of my strengths. | 1 | 2 | 3 | 4 | 5 |
| 3. I am good at encouraging coworkers when they feel frustrated about their work. | 1 | 2 | 3 | 4 | 5 |
| 4. I want to know “why” we are doing what we are doing. | 1 | 2 | 3 | 4 | 5 |
| 5. I look for common ground in opposing opinions of others. | 1 | 2 | 3 | 4 | 5 |
| 6. I enjoy implementing the details of projects. | 1 | 2 | 3 | 4 | 5 |
| 7. I like to explore creative approaches to problems. | 1 | 2 | 3 | 4 | 5 |
| 8. I go out of my way to help others feel good about their accomplishments. | 1 | 2 | 3 | 4 | 5 |
| 9. Examining complex problems or issues is one of my strengths. | 1 | 2 | 3 | 4 | 5 |
| 10. I am a mediator in conflict situations. | 1 | 2 | 3 | 4 | 5 |
| 11. I stick with the task until the work is completed. | 1 | 2 | 3 | 4 | 5 |
| 12. I can initiate change, if it is needed, when working with others. | 1 | 2 | 3 | 4 | 5 |
| 13. I show concern for the personal well-being of others. | 1 | 2 | 3 | 4 | 5 |
| 14. I like to consider various options for doing things. | 1 | 2 | 3 | 4 | 5 |
| 15. I am effective communicating with people who are inflexible. | 1 | 2 | 3 | 4 | 5 |
| 16. I try to follow through with ideas so that the work gets done. | 1 | 2 | 3 | 4 | 5 |
| 17. I enjoy creating a vision for a work-related project. | 1 | 2 | 3 | 4 | 5 |
| 18. I am the “glue” that helps hold the group together. | 1 | 2 | 3 | 4 | 5 |
| 19. I like exploring the details of a problem before trying to solve it. | 1 | 2 | 3 | 4 | 5 |
| 20. I can draw the best out of people with diverse opinions. | 1 | 2 | 3 | 4 | 5 |
| 21. I like making to-do lists so that the work gets completed. | 1 | 2 | 3 | 4 | 5 |
| 22. I can “think outside of the box.” | 1 | 2 | 3 | 4 | 5 |
| 23. Encouraging others comes easily for me. | 1 | 2 | 3 | 4 | 5 |

[illegible]

24. I like thinking things through before engaging in work projects.	1	2	3	4	5
25. I am good at finding common ground when a conflict is present.	1	2	3	4	5
26. I enjoy scheduling and coordinating activities so the work is completed.	1	2	3	4	5
27. I am good at developing new ideas for others to consider.	1	2	3	4	5
28. I am good at encouraging others to participate on projects.	1	2	3	4	5
29. I like to explore problems from many different perspectives.	1	2	3	4	5
30. I am effective at helping coworkers reach consensus.	1	2	3	4	5

Scoring

1. Sum the responses on items 1, 6, 11, 16, 21, and 26 (implementer score).
2. Sum the responses on items 2, 7, 12, 17, 22, and 27 (innovator score).
3. Sum the responses on items 3, 8, 13, 18, 23, and 28 (encourager score).
4. Sum the responses on items 4, 9, 14, 19, 24, and 29 (analytic score).
5. Sum the responses on items 5, 10, 15, 20, 25, and 30 (mediator score).

Total Scores

1. Implementer: 23
2. Innovator: 26
3. Encourager: 17
4. Analytic: 21
5. Mediator: 14

Scoring Interpretation

The Leadership Strengths Questionnaire is designed to measure your strengths in the areas of implementation, innovation, encouragement, analysis, and mediation. By assessing the rank order of your scores, you can determine the areas in which you have the greatest strengths and the areas in which you are weaker. A high score in a certain area indicates where you are strong; a low score shows where you are weak. As discussed in this chapter, every person has multiple strengths. In addition to the strengths revealed by the Leadership Strengths Questionnaire, you may wish to complete other strengths assessments to obtain a more complete picture of all of your strengths.

1. If your score is 26–30, you are in the very high range.
2. If your score is 21–25, you are in the high range.
3. If your score is 16–20, you are in the moderate range.
4. If your score is 11–15, you are in the low range.
5. If your score is 6–10, you are in the very low range.

Suggestions for Improving Your Leadership

Implementer

High Implementer Score: 21–25

A high implementer score indicates that you excel at sticking to the task and remain committed to accomplishing goals. You enjoy beginning a project and leading a group of people to accomplish that project, not stopping until the project is complete and meets the agreed-on standards. Persistence is a quality that you both admire and practice. A high implementer score may also indicate you prefer to live in an orderly fashion. For example, you may create daily or weekly to-do lists and enjoy crossing off each task on the list. To further improve your high implementer leadership style, please consider the following suggestions:

- Lead an organization/club to accomplish a stretch goal (i.e., a goal that goes above and beyond an existing goal). Make a list of the steps necessary to reach this goal and begin taking the necessary actions to complete each step.
- Offer to develop a long-term strategic plan for an organization or club if one does not exist already.
- Make a deliberate point to focus on the details of your next project or activity. As the cliché states, the devil is in the details.
- Consider mentoring someone who struggles with implementation. Share tips and best practices that work for you. You may want to check in with this person periodically to make sure project details are being implemented correctly.
- When working in culturally diverse groups recognize that expressing this strength area might not be universally appreciated.

Innovator

[illegible]**INNOVATOR**

Very High Innovator Score: 26–30

A very high innovator score indicates that you excel at creating new ways to do things and providing creative ideas for your organization. Leaders who have the strength of innovation are great at leading brainstorming sessions, developing new ideas, and finding unique solutions to common processes or problems. Innovators create an atmosphere of creativity and intellectual stimulation that is an asset to any organization. Additionally, innovative leaders can effectively lead change in an organization by providing everyone with a purpose and plan. To further improve your ability to innovate, please consider engaging in the following actions:

- Focus on how an existing procedure can be improved as problem-solving can help stimulate creativity.
- Help another leader in your organization create a vision for an upcoming project. Visions are helpful for any project, regardless of the scope or duration.
- Listen intently to another member's idea and then ensure that idea is heard and discussed by the organization/club. Knowing that each individual's ideas will be heard fosters an atmosphere of creativity within an organization.
- Make your followers' work stimulating and challenging. Mundane or repetitive work can stifle creativity.
- Consider mentoring someone who struggles with innovation. Share tips and best practices that work for you. You may want to check in with this person periodically to see if he or she needs help brainstorming or mindmapping new ideas.
- When working in culturally diverse groups recognize that expressing this strength area might not be universally appreciated.

Encourager

Moderate Encourager Score: 16–20

A moderate encourager score signals that you have an adequate ability to act in a positive way and create synergy. However, you should consider working to improve your ability to encourage others. A positive attitude and encouraging leader behaviors will have a powerful influence on any organization, creating opportunities for growth and enrichment within the organization. Encouraging leaders provide a great role model for others to develop their leadership. To better prepare yourself to encourage others and create a more positive environment in your organization, please consider engaging in the following leader actions:

- Ensure you take the time to stop and celebrate accomplishments. Celebrations create strong bonds among members within a group.
- Send at least one thank-you note to a member of your organization each week thanking her or him for a positive contribution to your organization.
- Make time in meetings to acknowledge individual achievements. Positive reinforcement can be motivating and also creates synergy within organizations.
- Be attuned to organizational morale. If your followers seem stressed or unsatisfied, find out why and identify ways you can encourage them or make changes to improve morale. Happy people tend to be more productive people.

Analytic

High Analytic Score: 21–25

A high analytic score indicates that you have strengths for analyzing complex problems and will carefully consider your options before determining the correct course of action. You may also excel at focusing on details or underlying situational factors. Leaders who are attuned to nuances and details understand that a minor aspect of a situation or problem can present the greatest challenges or contribute to inefficiencies, lack of productivity, or poor decision-making. Analytic leaders excel at providing clarity and focus when ambiguity and confusion create uncertain situations for organizations. To further improve your analytic strength, please consider engaging in the following leader actions:

- Acknowledge that change is vital to organizations. Focus on creating an atmosphere within your organization that challenges the status quo.
- After determining the best solution for a problem or a complex situation, lead a brainstorming or mindmapping session to help identify future problems you can address now.
- Promote diversity. Surrounding yourself with people with different backgrounds and perspectives will help you develop a wide range of possible solutions to a problem.
- When working in culturally diverse groups recognize that expressing this strength area might not be universally appreciated.

Mediator

Low Mediator Score: 11–15

A low mediator score suggests you may struggle with resolving conflict and creating consensus within your organization. If you are from a non-Western culture, a low score may also suggest that your culture values a different strength area than this. An organization constantly in conflict will have trouble meeting its objectives. Unresolved conflict negatively affects the climate and overall health of an organization. A positive organizational environment is free of interpersonal tension among members, which fosters greater productivity and creativity. To improve your ability to achieve consensus and resolve conflict, please consider engaging in several of the following leader actions:

- Separate people from the problem when getting to the root of conflict.
- Always think win-win when engaged in conflict resolution or building consensus.
- Seek out a mentor who excels at mediation. Partner with her or him during the next difficult situation or conflict you face. Another perspective can provide you with valuable support and ideas for resolution.
- Focus on fully understanding a difficult situation or the conflict before offering ideas for resolution. Ask at least three questions before making any statements.

Summary

Engaging people's strengths to maximize their value to a group or organization is a great way for leaders to build credibility while best serving their group or organization. People who use their strengths and maximize their potential enjoy their work more, are more efficient and productive, tend to remain loyal to a leader and/or organization, and assist in creating a positive work climate. Everyone enjoys success and those who work to their fullest potential by using what they do best serve both themselves and others. Strengths-based leadership is becoming more popular as leaders realize the tremendous value of using one's best qualities and attributes for successful performance. Leaders who leverage the strengths of others create win-win climates within their organizations that increase productivity and advance that organization toward achieving its goals and vision.

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Purpose

- ### Directions

- | Statements | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-------------------|----------|---------|-------|----------------|
| 1. Employees need to be supervised closely, or they are not likely to do their work. | 1 | 2 | 3 | 4 | 5 |
| 2. Employees want to be a part of the decision-making process. | 1 | 2 | 3 | 4 | 5 |
| 3. In complex situations, leaders should let subordinates work problems out on their own. | 1 | 2 | 3 | 4 | 5 |
| 4. It is fair to say that most employees in the general population are lazy. | 1 | 2 | 3 | 4 | 5 |
| 5. Providing guidance without pressure is the key to being a good leader. | 1 | 2 | 3 | 4 | 5 |
| 6. Leadership requires staying out of the way of subordinates as they do their work. | 1 | 2 | 3 | 4 | 5 |
| 7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives. | 1 | 2 | 3 | 4 | 5 |
| 8. Most workers prefer supportive communication from their leaders. | 1 | 2 | 3 | 4 | 5 |
| 9. As a rule, leaders should allow subordinates to appraise their own work. | 1 | 2 | 3 | 4 | 5 |
| 10. Most employees feel insecure about their work and need direction. | 1 | 2 | 3 | 4 | 5 |
| 11. Leaders need to help subordinates accept responsibility for completing their work. | 1 | 2 | 3 | 4 | 5 |
| 12. Leaders should give subordinates complete freedom to solve problems on their own. | 1 | 2 | 3 | 4 | 5 |
| 13. The leader is the chief judge of the achievements of the members of the group. | 1 | 2 | 3 | 4 | 5 |
| 14. It is the leader's job to help subordinates find their "passion." | 1 | 2 | 3 | 4 | 5 |
| 15. In most situations, workers prefer little input from the leader. | 1 | 2 | 3 | 4 | 5 |
| 16. Effective leaders give orders and clarify procedures. | 1 | 2 | 3 | 4 | 5 |
| 17. People are basically competent and if given a task will do a good job. | 1 | 2 | 3 | 4 | 5 |
| 18. In general, it is best to leave subordinates alone. | 1 | 2 | 3 | 4 | 5 |

Scoring

1. Sum the responses on items 1, 4, 7, 10, 13, and 16 (authoritarian leadership).
2. Sum the responses on items 2, 5, 8, 11, 14, and 17 (democratic leadership).
3. Sum the responses on items 3, 6, 9, 12, 15, and 18 (laissez-faire leadership).

1. Authoritarian Leadership: 17
2. Democratic Leadership: 24
3. Laissez-Faire Leadership: 20

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your scores, you can determine which styles are most dominant and least dominant in your own style of leadership.

1. If your score is 26–30, you are in the very high range.
2. If your score is 21–25, you are in the high range.
3. If your score is 16–20, you are in the moderate range.
4. If your score is 11–15, you are in the low range.
5. If your score is 6–10, you are in the very low range.

Authoritarian Leadership

A moderate authoritarian score suggests that while you may incorporate some authoritarian tendencies into your leadership style, you tend to stray from the strict belief of "one boss, one voice." This score indicates that you have the ability to take control when necessary and direct followers on efficient ways to complete a task, but you also understand that valuing others' opinions is beneficial in gaining loyal, happy followers. Authoritarian leadership is related to McGregor's Theory X, which says that people inherently dislike work, they need to be directed and controlled, and that workers prefer security over responsibility. Some negative views of authoritarian leadership are that it fosters dependence, submissiveness, and a loss of individuality. This can hinder creativity, growth, and satisfaction among workers. However, on the positive side, an authoritarian leader tends to have high efficiency and productivity among workers. Authoritarian leaders excel in emergency situations, when decisions need to be made quickly and followed without question (e.g., medical emergencies, firefighting, or rescue missions). Other situations where an authoritarian leader shines are in combating challenging situations or managing a large group of people with a time-sensitive task. To strengthen your leadership abilities, consider the following suggestions:

- Write down 3–4 realistic situations that you see yourself leading in the future (you can also include times you've led in the past). Then, look at each situation and think: Would it be best to lead without others' input, or would it be more beneficial to seek their opinions and ideas? What criteria did you use to decide the best approach?
- Reflect on some leaders from your life. Can you identify what style of leadership they each displayed: authoritarian, democratic, or laissez faire? Which style do you respond best to as a follower? What style did your favorite leader use, or was it a blend of more than one? Which style did your least favorite leader use?
- Take a few minutes and contemplate what kind of leader you want to be in the future. Envision the perfect scenario where you can see yourself excelling as a leader. As you imagine what ideal leadership means to you, will completing a task be more important than having happy followers, or vice versa?

A high democratic leadership score indicates you perceive equality between the leader and the followers. You tend to create an environment where followers feel respected, important, and heard. You place importance on the opinions, ideas, and feelings of your subordinates before making leadership decisions. This style is similar to McGregor's Theory Y, which includes the assumptions that people like work, are self-motivated, and seek responsibility. You are a supportive leader who believes in the capabilities of your followers. Strong democratic leaders believe that encouraging subordinates to share ideas and creativity together creates a highly productive and positive environment. The democratic style is mainly associated with positive outcomes. This style fosters creativity, trust, and cohesiveness among followers. It also results in higher group member satisfaction, which in turn keeps workers motivated and productive. A negative aspect associated with this style is the amount of time and energy it takes a leader to create and sustain the environment. Also, productivity can sometimes be slower than that of an authoritarian leader, due to the time spent making sure workers are happy and that all ideas are heard and considered before making decisions. To strengthen your leadership abilities, consider the following:

- Consider a time sensitive leadership situation, such as a team project with a fast approaching deadline. What ways would you help the team members feel encouraged and valued, while staying within the time constraints of the project?
- Think of a leader from your life that influenced your leadership style. Compose a list of the top qualities that leader had. Now, which of those qualities do you see in yourself? Which qualities could you see yourself incorporating in your future leadership experiences?
- Can you see yourself in a situation when having a democratic leadership style may be hindering to the group? Describe this situation. What could you do to be a more effective leader in this situation?

Scoring moderate in laissez faire leadership suggests that you sometimes approach leadership with the belief that followers do not need any direction and/or guidance. While this is not your dominant leadership style, you have tendencies toward this "non-leadership" approach. Many people consider this style to be "non-leadership," since there is no leader influence on the productivity of subordinates. This style does not fit with Theory X or Theory Y, because the leader does not give any thought to the needs of his or her followers. Without any guidance or support from the leader, followers often feel unmotivated and frustrated. This will negatively affect employee morale and overall success. In some cases, when the followers are experts in their field and require freedom to set their own goals and expectations, this style may be effective. However,

[illegible]

laissez faire leadership is typically unproductive and unsuccessful. To be an effective leader, it is important to manage the needs of the follower and the task. Unfortunately, this style does not aid a positive leader/follower relationship, which in turn yields negative outcomes concerning productivity. To strengthen your leadership abilities, consider the following:

- Reflect: What makes you decide take a “hands off” approach to leadership? Are there times when this is necessary or preferred? If so, what are the examples?
- What are the reasons many people say laissez faire leadership is “non-leadership”? Do you agree with this label? Why or why not?
- Are there times when you make a conscious decision to lead with a laissez faire approach? If yes, why? If no, what causes you to use this leadership style automatically?

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5.2 Task and Relationship Questionnaire

Purpose

1. To identify how much you emphasize task and relationship behaviors in your life.
2. To explore how your task behavior is related to your relationship behavior.

Directions

For each item below, indicate on the scale the extent to which you engage in the described behavior. Move through the items quickly. Do not try to categorize yourself in one area or another.

Statements	Never	Rarely	Sometimes	Often	Always
1. Make a "to do" list of the things that need to be done.	1	2	3	4	5
2. Try to make the work fun for others.	1	2	3	4	5
3. Urge others to concentrate on the work at hand.	1	2	3	4	5
4. Show concern for the personal well-being of others.	1	2	3	4	5
5. Set timelines for when the job needs to be done.	1	2	3	4	5
6. Help group members get along.	1	2	3	4	5
7. Keep a checklist of what has been accomplished.	1	2	3	4	5
8. Listen to the special needs of each group member.	1	2	3	4	5
9. Stress to others the rules and requirements for the project.	1	2	3	4	5
10. Spend time exploring other people's ideas for the project.	1	2	3	4	5
11. Pay close attention to project deadlines.	1	2	3	4	5
12. Act friendly toward other group members.	1	2	3	4	5
13. Clarify each group member's job responsibilities.	1	2	3	4	5
14. Express support for other group members' ideas.	1	2	3	4	5
15. Emphasize performance standards for the group.	1	2	3	4	5
16. Talk with other group members about their personal concerns.	1	2	3	4	5
17. Keep other group members focused on goals.	1	2	3	4	5

18. Emphasize everyone's unique contributions to the group.	1	2	3	4	5
19. Follow rules and regulations closely.	1	2	3	4	5
20. Express positive feelings toward others in the group.	1	2	3	4	5

Submit

Scoring

1. Sum scores for the odd-numbered statements (task score).
2. Sum scores for the even-numbered statements (relationship score).

Total Scores

1. Task score: 34
2. Relationship score: 31

Scoring Interpretation

This questionnaire is designed to measure your task-oriented and relationship-oriented leadership behavior. By comparing your scores, you can determine which style is more dominant in your own style of leadership. If your task score is higher than your relationship score, you tend to give more attention to goal accomplishment and somewhat less attention to people-related matters. If your relationship score is higher than your task score, your primary concern tends to be dealing with people, and your secondary concern is directed more toward tasks. If your scores are very similar to each other, it suggests that your leadership is balanced and includes an equal amount of both behaviors.

1. If your score is 45–50, you are in the very high range.
2. If your score is 40–44, you are in the high range.
3. If your score is 35–39, you are in the moderately high range.
4. If your score is 30–34, you are in the moderately low range.
5. If your score is 25–29, you are in the low range.
6. If your score is 10–24, you are in the very low range.

Suggestions for Improving Your Leadership

Task-Oriented Leadership

Moderately Low Task Score: 30–34

A task score in the moderately low range indicates you are somewhat interested in doing things such as performing procedures, completing activities, and accomplishing goals. However, you could focus more of your time on getting the job done. Task leadership is about helping group members achieve their objectives. Although relationships are critical to the leadership process, leaders use task styles to define roles, clarify expectations, reduce confusion, and gain commitment toward achieving enhanced organizational effectiveness. A moderate task score indicates that you are proficient in these areas but improving your task style could further increase your credibility with those you lead and effectiveness on the job. To strengthen your task style, consider engaging in the following actions:

- Evaluate a process within your organization and look for ways to increase efficiency and strengthen accountability for those responsible for that process.
- Volunteer to lead or co-lead a team project. Develop a timeline, define roles, and clarify responsibilities for each team member.
- Assist others in developing their own SMART (specific, measurable, attainable, realistic, and time-bound) goals. Check in with them periodically to gauge their progress and help them concentrate on meeting their goals. SMART goals provide a means for personal accountability.
- Seek training opportunities at work to develop your competency in performing procedures and accomplishing goals.

Relationship-Oriented Leadership

Moderately Low Relationship Score: 30–34

A relationship score in the moderately low range indicates you are somewhat comfortable in your work relationships but you could give more attention and time to these relationships. Relationship leadership is about connecting with others, making subordinates feel comfortable with themselves, each other, and the organization itself. You appear to be moderately successful in this area. A higher relationship style score can increase a leader's ability to influence others and facilitate the leadership process. To strengthen your relationship style, consider engaging in the following actions:

- Ask someone who is relationship-oriented to be your mentor. Discuss with this mentor ways you can increase your ability to develop effective relationships. Observe how your mentor interacts and connects with others. What behaviors and attitudes does your mentor exhibit? What types of questions does he or she ask others?
- Send two handwritten notes each week thanking or encouraging a coworker, student, or friend.
- Organize a study group, book club, or other social function that brings people together. Use your common interests with these people to enhance your interpersonal skills and communication.

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	8 Establishing A Constructive Climate	>
159		
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
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159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
(17)		

Total Scores

1. Administrative skill: 24
2. Interpersonal skill: 22
3. Conceptual skill: 23

Scoring Interpretation

The Leadership Skills Questionnaire is designed to measure three broad types of leadership skills: administrative, interpersonal, and conceptual. By comparing your scores, you can determine where you have leadership strengths and where you have leadership weaknesses.

1. If your score is 26–30, you are in the very high range.
2. If your score is 21–25, you are in the high range.
3. If your score is 16–20, you are in the moderate range.
4. If your score is 11–15, you are in the low range.
5. If your score is 6–10, you are in the very low range.

Suggestions for Improving Your Leadership

Administrative Skills

High Administrative Skill Score: 21–25

A high administrative skill score indicates that you clearly understand and effectively use administrative skills. Having strong administrative skills can increase your credibility as a leader. Administrative skills include managing resources, managing people, and exhibiting technical competence. Leaders who have high levels of administrative skills can increase organizational productivity by creating effective and efficient processes to best manage resources, while influencing others to contribute to the organization at their fullest potential. To further develop your administrative strength, consider engaging in the following actions:

- After completing a project or event, organize a debriefing meeting to discuss what went well, what could have gone better, and what lessons were learned to keep in mind for the future. Acknowledge and celebrate the contributions of all participants.
- Develop a plan or review existing plans to increase the administrative expertise of your organization or club. The plan should focus on long-term goals and address existing concerns. Getting others involved in developing administrative skills will enhance your understanding of the administrative concerns and needs of your organization while building your administrative skills and credibility.
- Conduct "leadership by walking around." Walk around your area of responsibility within the organization and ask those familiar with the operation of equipment, processes, devices, etc. questions to increase your administrative knowledge regarding that aspect of the organization. This leader action will also increase opportunities to create and maintain effective relationships.

Interpersonal Skills

High Interpersonal Skill Score: 21-25

Your high interpersonal skill score indicates you are sensitive to others' feelings and problems. You are comfortable dealing with conflicts in the workplace. You should seek out leadership situations that allow you to capitalize on your interpersonal skills. To strengthen your interpersonal skills, consider engaging in the following actions:

- Send two handwritten notes each week thanking or encouraging a coworker, student, or friend.
- Seek out a mentor with whom you can meet periodically and who will provide honest, critical feedback regarding your ability to create and maintain relationships.
- With your supervisor's approval, find ways to organize informal discussion groups among workers on work-related issues such as work-life balance, creating a career path within the company, and so on. See the Xerox Corp. example in chapter 9 on how workers came together to offer support, information and mentoring for one another. Or, if you are a college student, organize a panel presentation by community leaders, alumni, and campus staff on how students can best find meaningful work after graduation.
- Seek out networking opportunities to meet people in related fields. Stay in contact with them periodically, asking questions and occasionally sharing relevant articles and information when appropriate.

Conceptual Skills

High Conceptual Skill Score: 21-25

Your high conceptual skill score indicates that thinking creatively and developing ideas and concepts is one of your strengths. You are effective at problem solving, strategic planning, and developing a vision for a group or organization. Leaders who can think innovatively and develop unique solutions and ideas increase their value to their organization and provide a conduit for increasing their credibility with those they want to influence and lead. To strengthen your conceptual skills, consider engaging in the following actions:

- Volunteer to participate in or lead a strategic planning session within your organization. If this is not possible, conduct your own planning session and then compare it to the existing plan.
- Redesign the structure of your organization or club without any resource constraints. What outcomes could you achieve if you could implement this structure?
- Create a new vision and mission/purpose statement for your organization. Share this with your colleagues and use it as a discussion point for critical thinking regarding how to improve the organization.

Summary

As you analyze your scores in administrative, interpersonal, and conceptual skills, reflect on your personal leadership strengths and weaknesses. Do these scores align with your strengths and weaknesses? Can you detect a trend or pattern with this assessment and other assessments you have taken? Based on your skill scores, are you leading at that level now and at what level do you want to effectively lead? How can you best leverage the combination of the three skill areas to improve your leadership effectiveness? Please reflect on these scores and consider discussing your leadership based on these skill scores with someone who knows your leadership and can provide honest, candid feedback. Leadership is an art that everyone can improve on if they have a sincere desire.

[illegible]

Suggestions for Improving Your Leadership

Visioning ability skill

Very High Visioning Ability Score: 41–50

Your very high visioning ability score indicates that developing a vision is one of your strengths. You are able to identify positive changes for your organization to improve the status quo. You enjoy thinking strategically about your group or organization. In addition to picturing a better future, leaders must also communicate their vision and take steps to make it a reality. Although some followers may be resistant to change, leaders need to highlight the values and benefits of the vision to move the group forward. To strengthen your visioning ability, consider engaging in the following actions:

- Identify a change you would like to see in your organization and draft a memo articulating what the change is, why it's important, and how it will benefit your organization. Remember to use positive and inclusive language to build support for your idea.
- Make a list of concrete things you could do or say that would inspire your group to improve its performance. Remember that modeling the vision and clarifying expectations will help encourage followers to reach their goals.
- Encourage your followers to develop their visioning abilities. When problems or obstacles arise, challenge your followers to generate ideas for improving the status quo and help them carry out the ideas.

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8.2 Organizational Climate Questionnaire

Purpose

1. To develop an understanding of how your leadership affects others.
2. To help you understand your strengths and weaknesses in establishing the climate for a group or an organization.

Directions

1. For each of the statements below, indicate the frequency with which you engage in the behavior listed.
2. Give your immediate impressions. There are no right or wrong answers.

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
1. I give clear assignments to group members.	1	2	3	4	5
2. I emphasize starting and ending group meetings on time.	1	2	3	4	5
3. I encourage group members to appreciate the value of the overall group.	1	2	3	4	5
4. I encourage group members to work to the best of their abilities.	1	2	3	4	5
5. I make the goals of the group clear to everyone.	1	2	3	4	5
6. I model group norms for group members.	1	2	3	4	5
7. I encourage group members to listen and to respect each other.	1	2	3	4	5
8. I make a point of recognizing people when they do a good job.	1	2	3	4	5
9. I emphasize the overall purpose of the group assignment to group members.	1	2	3	4	5
10. I demonstrate effective communication to group members.	1	2	3	4	5
11. I encourage group members to respect each other's differences.	1	2	3	4	5
12. I promote standards of excellence.	1	2	3	4	5
13. I help group members understand their purpose for being in the group.	1	2	3	4	5

[illegible]

14. I encourage group members to agree on the rules for the group.	1	2	3	4	5
15. I encourage group members to accept each other as unique individuals.	1	2	3	4	5
16. I give group members honest feedback about their work.	1	2	3	4	5
17. I help group members understand their roles in the group.	1	2	3	4	5
18. I expect group members to listen when another group member is talking.	1	2	3	4	5
19. I help group members build camaraderie with each other.	1	2	3	4	5
20. I show group members who are not performing well how to improve the quality of their work.	1	2	3	4	5

Submit

Scoring

1. Sum the responses on items 1, 5, 9, 13, and 17 (providing structure).
2. Sum the responses on items 2, 6, 10, 14, and 18 (clarifying norms).
3. Sum the responses on items 3, 7, 11, 15, and 19 (building cohesiveness).
4. Sum the responses on items 4, 8, 12, 16, and 20 (promoting standards of excellence).

Total Scores

1. Providing structure: 23
2. Clarifying norms: 22
3. Building cohesiveness: 21
4. Promoting standards of excellence: 24

Scoring Interpretation

This questionnaire is designed to measure four factors related to establishing a constructive climate: providing structure, clarifying norms, building cohesiveness, and promoting standards of excellence. By comparing your scores, you can determine your strengths and weaknesses in establishing a constructive climate as a leader.

1. If your score is 20–25, you are in the high range.
2. If your score is 15–19, you are in the high moderate range.
3. If your score is 10–14, you are in the low moderate range.
4. If your score is 5–9, you are in the low range.

Suggestions for Improving Your Leadership

Providing Structure

High Providing Structure Score: 20–25

Your high providing structure score indicates that you excel at instilling a sense of security, direction, and stability within your group. You create synergy by making the most of the strengths of each member within your group. Maximizing individual strengths and clearly defining how each member contributes to the group motivates people to do their very best. Clearly communicating group goals and continuously stressing how goal achievement will benefit everyone within the group creates a climate of excellence that promotes achievement. To strengthen your ability to provide structure, consider engaging in the following actions:

- Through your relationships with members of your group, create an incentive system that provides rewards for exceeding established goals. Note that different people are motivated by different things. Knowing your group members well will help you when establishing positive rewards.
- Assign competent group members more challenging tasks to better learn their individual strengths and skills. Review the responsibilities of each member within your group to ensure their strengths and talents are fully used in meeting the group's mission.
- Periodically remind your group of its mission. Understanding how group members' work fits in the big picture can help keep morale high and improve performance.

Clarifying Norms

High Clarifying Norms Score: 20–25

A high clarifying norms score suggests you excel at creating rules and guidelines for your group and that you desire members of your group to follow the established norms. Norms help groups function effectively by defining how group members treat each other and accomplish their goals. Groups lacking clear norms will not act or treat each other consistently and will accept a relative sense of what is right. Norms create the

159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
159	8 Establishing A Constructive Climate	>
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1. I am aware of my own biases and how they affect my thinking.	1	2	3	4	5
2. I can honestly assess my strengths and weaknesses in the area of diversity and try to improve myself.	1	2	3	4	5
3. I assume good intent and ask for clarification when I don't understand what was said or implied.	1	2	3	4	5
4. I challenge others when they make racial/ethnic/sexually offensive comments or jokes.	1	2	3	4	5
5. I speak up if I witness another person being humiliated or discriminated against.	1	2	3	4	5
6. I do not participate in jokes that are derogatory to any individual group.	1	2	3	4	5
7. I don't believe that my having a friend of color means that I'm culturally competent.	1	2	3	4	5
8. I understand why a lack of diversity in my social circle may be perceived as excluding others.	1	2	3	4	5
9. I realize that people of other cultures have a need to support one another and connect as a group.	1	2	3	4	5
10. I do not make assumptions about a person or individual group until I have verified the facts on my own.	1	2	3	4	5
11. I have multiple friends from a variety of ethnicities and abilities.	1	2	3	4	5
12. I connect easily with people who look different than me and am able to communicate easily with them.	1	2	3	4	5
13. I'm interested in the ideas and beliefs of people who don't think and believe as I do, and I respect their opinions even when I disagree.	1	2	3	4	5
14. I work to make sure people who are different from me are heard and accepted.	1	2	3	4	5
15. I recognize and avoid language that reinforces stereotypes.	1	2	3	4	5
16. I know others' stereotypes associated with my ethnicity.	1	2	3	4	5
17. I encourage people culturally different from myself to speak out on their issues and concerns and I validate their issues and concerns.	1	2	3	4	5
18. I avoid assuming that others will have the same reaction as me when discussing or viewing an issue.	1	2	3	4	5
19. I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.	1	2	3	4	5
20. I do not take physical characteristics into account when interacting with others or when making decisions about others' competence or ability.	1	2	3	4	5
21. I recognize that others stereotype me and I try to overcome their perceptions.	1	2	3	4	5
22. I include people culturally different from myself in team decision-making processes that impact them.	1	2	3	4	5
23. I actively seek opportunities to connect with people different than me and seek to build rapport with them.	1	2	3	4	5
24. I believe "color blindness" is counterproductive and devalues a person's culture or history.	1	2	3	4	5
25. I avoid generalizing behaviors or attitudes of one individual in a group	1	2	3	4	5

[illegible]

to others.

26. I actively convey that employees or students of different backgrounds are as skilled and competent as others.	1	2	3	4	5
27. I do not try to justify acts of discrimination to make the victim feel better. I validate his/her assessment of what occurred.	1	2	3	4	5
28. I try to learn about and appreciate the richness of other cultures and honor their holidays and events.	1	2	3	4	5
29. I believe there are policies and practices in place that negatively impact people outside the majority culture.	1	2	3	4	5
30. I understand the definition of internalized racism and how it impacts people of color.	1	2	3	4	5
31. I believe that race is a social construct, not a scientific fact.	1	2	3	4	5
32. I know and accept that people's experiences and background impact how they interact and trust me.	1	2	3	4	5

Scoring

Sum the numbers you circled on the questionnaire. This number is your cultural diversity awareness score.

Total Score

Cultural diversity awareness score: 139

Scoring Interpretation

This self-assessment is designed to measure your beliefs and behavior regarding cultural diversity and inclusion. A higher score on the assessment indicates that you are acutely aware of prejudice and bias, and that you are very aware of the impact of your behavior on others. Individuals who score high relate to others in ways that value diversity. A lower score on the assessment suggests that you are unaware of prejudice and bias, and that you are not fully aware of the impact of your biased behavior on others. Individuals who score low communicate with others in ways that do not value diversity.

1. If your score is 130-160, you are in the very high range.
2. If your score is 100-129, you are in the high range.
3. If your score is 70-99, you are in the moderate range.
4. If your score is 40-69, you are in the low range.
5. If your score is 0-39, you are in the very low range.

Suggestions for Improving Your Leadership

Cultural Diversity Awareness

Very High Score: 130-160

If your score is 130-160, you are in the very high range. To increase your ability to work effectively with people of different backgrounds and values, including those who disagree with your strong ideals, consider practicing the following:

- When you speak up against discrimination or disagree with prejudiced statements made by others, do so assertively but without demeaning the other party. Focus on the behavior you are criticizing, not the person doing it.
- Take time to learn about the recent backlash in the U.S. against diversity efforts. What are the roots of this resistance to diversity and inclusion? The rapidity of change? Fear of losing power? Discomfort about challenges to majority norms and values? Practice looking at diversity efforts from these points of view to get a better understanding of what motivates resisters. This may help you be more empathetic and persuasive as you advocate for change.
- Join efforts at school or work to make the organization more diverse and inclusive. This will develop your skills of collaboration and dialog, not just advocacy and activism.

Disclaimer

These questionnaires and summaries are intended to help you understand the process of leadership through practical application and self-assessment. They are not designed to be used as personality assessments or for personnel evaluation. They are only one snapshot of your responses on a given day. The scores you receive are subjective and could change if you completed the questionnaires at a different time or in a different place. No matter what, you should check your responses with reality. If they are consistent and valid with what your experiences are, that is good. If they do not match, you are free to disregard this feedback. Taken collectively, the overall goal of these questionnaires is to help you understand and develop your own leadership style and ability. Neither SAGE nor the Author assumes nor shall have any liability for injury and/or damage directly or indirectly arising out of or related to any of the material in this book. All opinions expressed by authors and quoted sources are their own and do not necessarily reflect the opinions of the publisher.

Purpose

1. To identify your attitudes toward out-group members.
2. To explore how you, as a leader, respond to members of the out-group.

Directions

1. Place yourself in the role of a leader when responding to this questionnaire.
2. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. If some group members do not fit in with the rest of the group, I usually try to include them.	1	2	3	4	5
2. I become irritated when some group members act stubborn (or obstinate) with the majority of the group.	1	2	3	4	5
3. Building a sense of group unity with people who think differently than I is essential to what I do as a leader.	1	2	3	4	5
4. I am bothered when some individuals in the group bring up unusual ideas that hinder or block the progress of the rest of the group.	1	2	3	4	5
5. If some group members cannot agree with the majority of the group, I usually give them special attention.	1	2	3	4	5
6. Sometimes I ignore individuals who show little interest in group meetings.	1	2	3	4	5
7. When making a group decision, I always try to include the interests of members who have different points of view.	1	2	3	4	5
8. Trying to reach consensus (complete agreement) with out-group members is often a waste of time.	1	2	3	4	5
9. I place a high priority on encouraging everyone in the group to listen to the minority point of view.	1	2	3	4	5
10. When differences exist between group members, I usually call for a vote to keep the group moving forward.	1	2	3	4	5
11. Listening to individuals with extreme (or radical) ideas is valuable to my leadership.	1	2	3	4	5
12. When a group member feels left out, it is usually his or her own fault.	1	2	3	4	5
13. I give special attention to out-group members (i.e., individuals who feel left out of the group).	1	2	3	4	5
14. I find certain group members frustrating when they bring up issues that conflict with what the rest of the group wants to do.	1	2	3	4	5

Scoring

1. Sum the even-numbered items, but reverse the score value of your responses (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).
2. Sum the responses of the odd-numbered items and the converted values of the even-numbered items. This total is your leadership out-group score.

Total Scores

Out-group score: 54

Scoring Interpretation

This questionnaire is designed to measure your response to out-group members

	Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217 [+]	10 Listening To Out-Group Members / Creating A Vision	> [-]
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>

	1	2	3	4	5
6. I usually avoid open discussion of my differences with the other.	1	2	3	4	5
7. I use my authority to make a decision in my favor.	1	2	3	4	5
8. I try to find a middle course to resolve an impasse.	1	2	3	4	5
9. I usually accommodate the other's wishes.	1	2	3	4	5
10. I try to integrate my ideas with the other's to come up with a decision jointly.	1	2	3	4	5
11. I try to stay away from disagreement with the other.	1	2	3	4	5
12. I use my expertise to make a decision that favors me.	1	2	3	4	5
13. I propose a middle ground for breaking deadlocks.	1	2	3	4	5
14. I give in to the other's wishes.	1	2	3	4	5
15. I try to work with the other to find solutions that satisfy both our expectations.	1	2	3	4	5
16. I try to keep my disagreement to myself in order to avoid hard feelings.	1	2	3	4	5
17. I generally pursue my side of an issue.	1	2	3	4	5
18. I negotiate with the other to reach a compromise.	1	2	3	4	5
19. I often go with the other's suggestions.	1	2	3	4	5
20. I exchange accurate information with the other so we can solve a problem together.	1	2	3	4	5
21. I try to avoid unpleasant exchanges with the other.	1	2	3	4	5
22. I sometimes use my power to win.	1	2	3	4	5
23. I use "give and take" so that a compromise can be made.	1	2	3	4	5
24. I try to satisfy the other's expectations.	1	2	3	4	5
25. I try to bring all our concerns out in the open so that the issues can be resolved.	1	2	3	4	5

Person B	Johnny
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Statements	Never	Seldom	Sometimes	Often	Always
1. I avoid being "put on the spot"; I keep conflicts to myself.	1	2	3	4	5
2. I use my influence to get my ideas accepted.	1	2	3	4	5
3. I usually try to "split the difference" in order to resolve an issue.	1	2	3	4	5
4. I generally try to satisfy the other's needs.	1	2	3	4	5
5. I try to investigate an issue to find a solution acceptable to both of us.	1	2	3	4	5

159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
159	8 Establishing A Constructive Climate	>
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183	9 Embracing Diversity And Inclusion	>
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159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	> ✓
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>

6. I usually avoid open discussion of my differences with the other.

1

2

3

4

5

7. I use my authority to make a decision in my favor.

1

2

3

4

5

8. I try to find a middle course to resolve an impasse.

1

2

3

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5

9. I usually accommodate the other's wishes.

1

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3

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10. I try to integrate my ideas with the other's to come up with a decision jointly.

1

2

3

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11. I try to stay away from disagreement with the other.

1

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12. I use my expertise to make a decision that favors me.

1

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5

13. I propose a middle ground for breaking deadlocks.

1

2

3

4

5

14. I give in to the other's wishes.

1

2

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5

15. I try to work with the other to find solutions that satisfy both our expectations.

1

2

3

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16. I try to keep my disagreement to myself in order to avoid hard feelings.

1

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3

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5

17. I generally pursue my side of an issue.

1

2

3

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18. I negotiate with the other to reach a compromise.

1

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19. I often go with the other's suggestions.

1

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20. I exchange accurate information with the other so we can solve a problem together.

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21. I try to avoid unpleasant exchanges with the other.

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1

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1

2

3

4

5

25. I try to bring all our concerns out in the open so that the issues can be resolved.

1

2

3

4

5

Submit

Source: Adapted from "Confirmatory Factor Analysis of the Styles of Handling Interpersonal Conflict: First-Order Factor Model and Its Invariance Across Groups," by M. A. Rahim and N. R. Magner, 1995, *Journal of Applied Psychology*, 80(1), 122–132. In W. Wilmot and J. Hocker (2011), *Interpersonal Conflict* (pp. 146–148). Published by the American Psychological Association.

Scoring

Add up your scores on the following questions.

Question	Adrienne	Johnny
1	3	4
6	4	3
11	4	3
16	4	4
21	4	4

[illegible]

Avoidance Totals	19 4	18 3
Collaboration Totals	19	14

Scoring Interpretation

This questionnaire is designed to identify your conflict style and examine how it varies in different contexts or relationships. By comparing your total scores for the different styles you can discover which conflict style you rely most heavily upon and which style you use least. Furthermore, by comparing your scores for Person A and Person B, you can determine how your style varies or stays the same in different relationships. Your scores on this questionnaire are indicative of how you responded to a particular conflict at a specific time and therefore might change if you selected a different conflict or a different conflict period. The Conflict Style Questionnaire is not a personality test that labels or categorizes you; rather, it attempts to give you a sense of your more dominant and less dominant conflict styles.

1. Scores from 21 to 25 are representative of a very strong style.
2. Scores from 15 to 20 are representative of a strong style.
3. Scores from 11 to 15 are representative of an average style.
4. Scores from 6 to 10 are representative of a weak style.
5. Scores from 0 to 5 are representative of a very weak style.

Suggestions for Improving Your Leadership

Avoidance

Strong Avoidance Score: 16-20

A strong avoidance score indicates that you are unassertive and passive in conflict situations. Leaders who do not address conflict as soon as possible often can make the situation worse as unresolved conflict often festers or escalates. Leaders who encourage collaborative engagement can provide opportunities for those involved in the conflict to gain a different perspective, which may help resolve conflict. To further improve your ability to handle conflict rather than avoid conflict, consider engaging in the following actions:

- If you are hesitant about becoming involved in resolving conflict, ask a mentor for advice or encouragement so you can feel more confidence in taking steps to resolve the conflict.
- Reflect on how conflict affects you emotionally. When dealing with conflict, work to control your emotions by focusing on the issues that are leading to the conflict. Leaders will often not act due to personal feelings or a strong sense of empathy.
- When confronted with a conflict, ask the people involved to meet with you as soon as possible. Do not let more than one day pass before meeting to explore various perspectives for resolving the conflict.

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- When confronted with a conflict, ask the people involved to meet with you as soon as possible. Do not let more than one day pass before meeting to explore various perspectives for resolving the conflict.

Competition

Strong Competition Score: 16-20

A strong competition score indicates you may intensely desire to persuade others to adopt your point of view. This mentality may prove at times to be harmful to relationships and your organization. A win at all costs approach may provide you with internal satisfaction, but it may make you less open to hearing others' thoughts or feelings. Competition can be good as it indicates your desire to engage conflict and not avoid the issue. However, your willingness to engage in conflict should center on resolving the issue to better everyone involved and not to achieve personal victory. Instead of focusing only on their own personal perspective, leaders must have open minds to allow other points of view. To develop your ability to consider other points of view and work with others to resolve conflict, consider engaging in the following actions:

- Pause before engaging in conflict resolution to recognize and reflect on your desire to win versus your desire to create a strong team that works together. Self-awareness is the first step to understanding other techniques for resolving conflict.
- Make it a point to consider at least three different perspectives from other people in the conflict before deciding on a course of action to resolve the conflict.
- Approach conflict resolution with a win-win attitude. A win-lose or lose-win mentality often leads to less desirable outcomes, damages relationships, and contributes to an unhealthy environment within a group or organization.

Average Competition Score: 11–15

A moderate competition score indicates that you like to win when engaged in conflict, but are not obsessed with winning at all costs. A competitive attitude can contribute to effective leadership as long as leaders control their competitiveness and do not allow competition to dictate the situation. Leaders should always approach conflict with a win-win attitude and consider many perspectives to find the best solution. Conflict resolution begins when everyone involved in the conflict feels that she or he has been heard and is being treated fairly. To improve your ability to use competition in conflict resolution, consider engaging in the following actions:

- Consider at least three possible courses of action when developing a strategy to address a conflict situation.
- Allow another person to take the lead in developing a solution for conflict resolution. This approach can create greater trust and loyalty among those involved in the conflict.

Before deciding on how to handle a conflict, ensure everyone involved has been heard and understood. If someone has not offered a solution,

- Before deciding on how to handle a conflict, ensure everyone involved has been heard and understood. If someone has not offered a solution, ask that person for his or her thoughts regarding the situation.

Compromise

Strong Compromise Score: 16–20

A strong compromise score reveals your ability to work with others to achieve an equitable solution to a conflict situation. It appears you have the ability to accommodate others and be assertive in resolving conflicts. However, be aware that some issues do not lend themselves to a “meeting in the middle” approach as sometimes uncompromising concerns arise. Although a compromise often solves a conflict, it can resolve it in a superficial way that does not fully address the underlying cause of the conflict. Effective conflict resolution addresses the causes of the conflict to bring closure to a difficult situation. To improve your ability to effectively use compromise to resolve conflict, consider engaging in the following actions:

- Focus on determining possible solutions that may not be reassuring to all persons involved in the conflict. This can be time-consuming but will ensure a better conflict solution. Reflect on your past use of compromise. Identify situations where a compromise truly was the best solution. Next, identify situations where a compromise may not have been the best solution and identify alternative solutions.
- Consider your tendency to be a people pleaser. People pleasers thrive on compromise but tend to avoid using direct methods for conflict resolution even when direct methods are needed.
- During the next conflict situation that involves you, instead of compromising, stay in the conflict until all parties’ interests are fully satisfied. This may be difficult but may produce the best outcome.

Average Compromise Score: 11–15

An average compromise score suggests you have an adequate ability to work with others to resolve conflict. However, be aware that some issues do not lend themselves to a “meeting in the middle” approach. Addressing conflict fully is essential to effective leadership. To better prepare yourself to confront and resolve conflicts, consider engaging in the following actions:

- Ask all those involved in the conflict to provide their input on various ways that conflict can be avoided. Involving everyone can provide insights and a sense of inclusion with the group or organization.
- Find an ally (also known as a lieutenant) who will support you in direct confrontation. Having a support person may provide you with the needed courage to directly confront people if the situation calls for a more direct style.
- Reflect on your past use of compromise. Identify situations where a compromise truly was the best solution. Next, identify situations where a compromise may not have been the best solution and identify alternative solutions.

Accommodation

Strong Accommodation Score: 16–20

A strong accommodation score indicates that you wish to preserve the peace in a relationship and are willing to put aside your own goals and perspective to ensure harmony. Deferring to another’s point of view can resolve conflict quickly and painlessly, but often at a price to the leader. In accommodating, a leader ends up suppressing his or her own interests in the conflict. Accommodation is useful when conflict occurs over trivial or less important issues, but it may not be the best approach for more serious types of conflict. Over-accommodating can set a dangerous precedent that may prove difficult for a leader to overcome in the future. Excessive accommodation is harmful because it results in the failure of leaders to creatively problem solve and hinders their ability to work through challenging circumstances. To better manage your accommodation conflict resolution style, consider engaging in the following actions:

- Before yielding to another’s point of view, express your own perspective using phrases such as “This is what I believe” or “This is what I think we should do.” Stating your own position will help you become more assertive during conflict resolution.
- Before accommodating another in conflict, consider using a compromising approach. Although you may ultimately accommodate in the conflict, using a compromising style will allow a discussion to take place. Discussing conflict often allows more perspectives to be heard and considered.
- Reflect on the conflict and clearly identify your own interests in the conflict before accommodating another person. Although this may be difficult for you, taking the time to reflect may reveal another more appropriate conflict style to employ.

Strong Accommodation Score: 16–20

A strong accommodation score indicates that you wish to preserve the peace in a relationship and are willing to put aside your own goals and perspective to ensure harmony. Deferring to another’s point of view can resolve conflict quickly and painlessly, but often at a price to the leader. In accommodating, a leader ends up suppressing his or her own interests in the conflict. Accommodation is useful when conflict occurs over trivial or less important issues, but it may not be the best approach for more serious types of conflict. Over-accommodating can set a dangerous precedent that may prove difficult for a leader to overcome in the future. Excessive accommodation is harmful because it results in the failure of leaders to creatively problem solve and hinders their ability to work through challenging circumstances. To better manage your accommodation conflict resolution style, consider engaging in the following actions:

- Before yielding to another’s point of view, express your own perspective using phrases such as “This is what I believe” or “This is what I think we should do.” Stating your own position will help you become more assertive during conflict resolution.
- Before accommodating another in conflict, consider using a compromising approach. Although you may ultimately accommodate in the conflict, using a compromising style will allow a discussion to take place. Discussing conflict often allows more perspectives to be heard and considered.
- Reflect on the conflict and clearly identify your own interests in the conflict before accommodating another person. Although this may be difficult for you, taking the time to reflect may reveal another more appropriate conflict style to employ.

Collaboration

Strong Collaboration Score: 16–20

A strong collaboration score reveals that you excel at creating win-win solutions when resolving conflict. Leaders who effectively use a collaborative style to resolve conflict communicate effectively and include others to resolve the conflict while maintaining relationships and ensuring a healthy environment within organizations. Collaboration does require more effort because it seeks out new perspectives to address the concerns of everyone involved. However, the extra effort can pay off in dividends by increasing leader and follower effectiveness. To improve your ability to collaborate to resolve conflict, consider engaging in the following actions:

- Encourage others to use collaboration when conflict arises. Help facilitate a discussion where all parties explore their differences, identify areas of agreement, and select solutions that are mutually satisfying.
- After resolving a conflict, celebrate the outcome (e.g., going out for coffee). Celebrating your success at conflict resolution will make future conflicts easier to address.
- Create a process within your group or organization that uses collaboration to solve future conflicts. An established, collaborative process can facilitate conflict resolution, especially for those leaders who do not use a collaborative style.

Average Collaboration Score: 11–15

183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members / Creating A Vision	>
159	8 Establishing A Constructive Climate	>
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An average collaboration score signals that you have an adequate ability to work with others to resolve conflict. Seeking a common understanding of the conflict and having everyone agree on a solution requires work for leaders and followers. However, leaders who put forth the extra effort to use collaboration are usually rewarded with increased credibility and more effective relationships. To improve your ability to collaborate and resolve conflict, consider engaging in the following actions:

- Remain committed to resolving the conflict until both parties are satisfied. Although involving all parties in the conflict resolution process can be time consuming, it often leads to superior outcomes.
- When conflict arises, facilitate a discussion where all parties explore their differences, identify areas of agreement, and select solutions that are mutually satisfying. Hold these discussions as soon as possible.
- After identifying causes of a conflict, ask two people not involved with the conflict for their thoughts on a solution to the conflict.
- After resolving a conflict, celebrate the outcome (e.g., going out for coffee). Celebrating your success at conflict resolution will make future conflicts easier to address.

Summary

The ability to manage conflict, which may often be ongoing, is a critical leader skill. Leaders who can determine the central causes of conflict and then engage others in developing collaborative solutions to resolve or manage the conflicts create greater loyalty and commitment from those involved in the conflict. Unresolved conflict can create an unhealthy environment within a group or organization that can lead to unproductivity and a sense of distrust or anger among members. Although difficult, leaders must overcome personal bias and have an open mind when engaging in conflict situations. Once identified, leaders should focus on creating win-win solutions using one or a combination of the conflict styles as defined by the Thomas-Kilmann model. Effective conflict resolution can often lead to stimulating opportunities for both the leaders and followers to work together in new ways that produce better relationships and foster a healthy organizational climate.

Disclaimer

These questionnaires and summaries are intended to help you understand the process of leadership through practical application and self-assessment. They are not designed to be used as personality assessments or for personnel evaluation. They are only one snapshot of your responses on a given day. The scores you receive are subjective and could change if you completed the questionnaires at a different time or in a different place. No matter what, you should check your responses with reality. If they are consistent and valid with what your experiences are, that is good. If they do not match, you are free to disregard this feedback. Taken collectively, the overall goal of these questionnaires is to help you understand and develop your own leadership style and ability. Neither SAGE nor the Author assumes nor shall have any liability for injury and/or damage directly or indirectly arising out of or related to any of the material in this book. All opinions expressed by authors and quoted sources are their own and do not necessarily reflect the opinions of the publisher.

12.2 Sample Items from the Ethical Leadership Style Questionnaire

Purpose

1. To develop an understanding of your ethical leadership style.
2. To understand how your preferred ethical leadership style relates to other ethical leadership styles.

Directions

1. Please read the following 10 hypothetical situations in which a leader is confronted with an ethical dilemma.
2. Place yourself in the role of the leader or manager in the situation.
3. For each situation select your most preferred response. Your most preferred response is the response that best describes why you would do what you would do in that particular situation. Choose only one response. There are no right or wrong answers.
4. Response alternatives explained:
 - **I would do what is right (A):**This option includes following the rules, meeting my responsibilities, fulfilling my obligations, and adhering to organization policy. Rules in this context may be explicit or implicit. This ethical response reflects Duty Ethics.
 - **I would do what benefits the most people (B):**This option includes doing what helps the most people overall and what creates the greatest total happiness. It also includes doing the greatest good for the greatest number. This ethical response reflects Utilitarian Ethics.
 - **I would do what a good person would do (C):**This option includes exhibiting excellence of character, acting with integrity, and being faithful to one's principles. This option includes employing virtues such as courage, honesty, and loyalty. This ethical response reflects Virtue Ethics.
 - **I would do what shows that I care about my close relationships (D):**This option includes building and maintaining caring relationships, nurturing relationships, and being responsive to the needs of others. It gives special consideration to those with whom I share a personal bond or commitment. This ethical response reflects Caring Ethics.
 - **I would do what benefits me the most (E):**This option includes achieving my goals, being successful in my assigned task, and advancing my career. It also includes doing things that are in my self-interest. This ethical response reflects Egoism Ethics.
 - **I would do what is fair (F):**This option includes acting with justice, being equitable to others, and treating others fairly. It also includes distributing benefits and burdens to everyone equally. This ethical response reflects Justice Ethics.

Situations	A	B	C	D	E	F
1. You are the leader of a manufacturing team and learn that your employees are falsifying product quality results to sell more products. If you report the matter, most of them will lose their jobs, you may lose yours, and your company will take a significant hit to its reputation. What would you do in this situation?	☒	☐	☐	☐	☐	☐
2. You have an employee who has been having performance problems, which is making it hard for your group to meet its work quota. This person was recommended to you as a solid performer. You now believe the person's former manager had problems with the employee and just wanted to get rid of the person. If you give the underperforming employee a good recommendation, leaving out the performance problems, you will have an opportunity to pass the employee off to another group. What would you do in this situation?	☐	☐	☐	☒	☐	☐
3. Your team is hard-pressed to complete a critical project. You hear about a job opening that would be much better for one of your key employees' career. If this individual leaves the team, it would put the	☐	☐	☐	☒	☐	☐

[illegible]

project in danger. What would you do in this situation?

4. An employee of yours has a child with a serious illness and is having trouble fulfilling obligations at work. You learn from your administrative assistant that this employee claimed 40 hours on a timesheet for a week when the employee actually only worked 30 hours. What would you do in this situation?

5. You are a manager and some of your employees can finish their quotas in much less than the allotted time to do so. If upper management becomes aware of this, they will want you to increase the quotas. Some of your employees are unable to meet their current quotas. What would you do in this situation?

6. You are an organization's chief financial officer and you are aware that the chief executive officer and other members of the senior leadership team want to provide exaggerated financial information to keep the company's stock price high. The entire senior management team holds significant stock positions. What would you do in this situation?

7. Two new employees have joined your accounting team right out of school. They are regularly found surfing the Internet or texting on their phones. Your accounting work regularly requires overtime at the end of the month to get the financial reports completed. These employees refuse to do any overtime, which shifts work to other team members. The other team members are getting resentful and upset. What would you do in this situation?

8. You are the director of a neighborhood food cooperative. A member—a single parent with four children—is caught shoplifting \$30 in groceries from the co-op. You suspect this person has been stealing for years. You consider pressing charges. What would you do in this situation?

9. You have been accused of discriminating against a particular gender in your hiring practices. A new position opens up and you could hire a candidate of the gender you've been accused of discriminating against over a candidate of another gender, even though the latter candidate has slightly better qualifications. Hiring the former candidate would let you address this accusation and improve your reputation in the company. What would you do in this situation?

10. You are a professor. One of your best students buys an essay online and turns it in for a grade. Later in the term, the student begins to feel guilty and confesses to you that the paper was purchased. It is the norm at the university to fail a student guilty of plagiarism. You must decide if you will flunk the student. What would you do in this situation?

Scoring

To score the questionnaire, sum the number of times you selected items A, B, C, D, E, or F. The sum of A responses represents your preference for Duty Ethics, the sum of B responses represents your preference for Utilitarian Ethics, the sum of C responses represents your preference for Virtue Ethics, the sum of D responses represents your preference for Caring Ethics, the sum of E responses represents your preference for Egoism Ethics, and the sum of F responses represents your preference for Justice Ethics. Place these sums in the Total Scores section that follows.

Total Scores

A. Duty Ethics: 5

B. Utilitarian Ethics: 1

C. Virtue Ethics: 1

D. Caring Ethics: 2

E. Egoism Ethics: 0

F. Justice Ethics: 1

Scoring Interpretation

1. The scores you received on this questionnaire provide information about your ethical leadership style; they represent your preferred way of addressing ethical dilemmas. Given a situation with an ethical dilemma, this questionnaire points to what ethical perspective is behind the choices you would make to resolve the dilemma. As you look at your Total Scores, your highest score represents your primary or dominant ethical leadership style; your second highest score is the next most important, and so on. If you scored 0 for a category, it means that you put lower priority on that particular ethical approach to guide your decision-making when facing ethical dilemmas.

- **If you scored higher on Duty Ethics:** it means you follow the rules and do what you think you are supposed to do when facing ethical dilemmas. You focus on fulfilling your responsibilities and doing what you think is the right thing to do.
- **If you scored higher on Utilitarian Ethics:** it means you try to do what is best for the most people overall when facing ethical dilemmas. You focus on what will create happiness for the largest number of individuals.
- **If you scored higher on Virtue Ethics:** it means that you pull from who you are (your character) when facing ethical dilemmas. You act out of integrity and you are faithful to your own principles of goodness.

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159	8 Establishing A Constructive Climate	>

intentional about spending time with old friends while taking the initiative to meet new people as well. Smile and be approachable. Offer your help often. Be sincere when saying you have an open-door policy. Stay connected with your professional network by forwarding timely articles and offering job leads and recommendations.

Core value: Fame

- Fame is external and widespread recognition for yourself or your attainments.
- When used for the common good, as Mother Theresa and the Dalai Lama show, fame can be an ethical core value. It can provide a platform for a leader to discuss important social issues and advocate for change.
- To integrate this core value with your actions, think about whose recognition matters the most to you. What is it about fame that appeals to you? What do you want to be famous for? Apart from the validation of others, what do you value about yourself? Practice sharing recognition with fellow students or co-workers. Consider ways to use social media to draw attention to an issue you care about.

Core value: Authenticity

- Authenticity is the inner alignment of your beliefs and actions. It is being genuine and not fake.
- Authentic leaders act consistently across various situations, guided by their internalized values.
- To integrate this core value with your actions, pay attention to times when you are tempted to take short-cuts on a task or project, or give in to peer pressure. How can you resist such pressure in the future? Seek out friends and mentors who can keep you grounded. Make time to work on your personal development (reading, lectures, spiritual nurturing, etc.). Work on improving one of your relationships at home, school or work.

Core value: Power

- Power is the ability to get things done. It involves influence and the ability to control the thinking or actions of others.
- Power is essential for leadership. It is neutral and can be used for constructive or destructive ends.
- To integrate this core value in an ethical way, consider why this value is important to you. When have you used power well? When have you made trade-offs that compromised your other values? If you are a goal-driven person, consider that how you accomplish your tasks is as important as actually accomplishing them. Do people feel empowered, affirmed, and respected in the process? Find ways to be proactive in using your power rather than reactive (correcting others' mistakes).

Core value: Influence

- Influence is the ability to affect the thinking or behavior of other people.
- Influence is an integral part of the leadership process. When used for the common good, influence can be an ethical core value.
- To integrate this core value with your actions, consider how you tend to influence others. When are you most effective? How do people respond? What can you do to avoid being pushy? Keep developing your expertise or skills and find ways to share it with others. How would you like to make a difference in the world? Start by taking small steps now (writing an article for the school newspaper, blogging, volunteering for a community service agency, attending lectures, reading and becoming better informed).

Core value: Justice

- Justice, in the non-legal sense, is the quality of being fair and truthful in your actions.
- Leaders who are just are aware of when people's rights are violated, hear all sides of an argument, and seek fair outcomes for all parties.
- To integrate this core value with your actions, practice listening to all sides of an issue. Don't dismiss points of view you disagree with too quickly. Take the perspective of other parties on an issue – what is their experience like?
- In groups you belong to, notice who is not "at the table." Whose perspectives and experiences (age, gender, ethnicity, etc.) aren't represented in the group and would add value? Invite members of underrepresented groups to your meetings to contribute their insights. What difference would you like to make in your community?

Core value: Integrity

- Integrity means being a whole person, undivided in your loyalties and values. It is similar to authenticity but more strongly involves sticking to your core values.
- Leaders with integrity know themselves well and are trusted by others to act consistently with their values.
- To integrate this core value with your actions, consider how well you know yourself and whether there are parts to your personality that you choose to ignore or hide. What are the pressures that keep you from living your best life? Where have you made trade-offs in your life that didn't support your deepest held convictions? Who has inspired you to be more or do more? What can you learn from their example?

Core value: Joy

- Like happiness, joy is the inner state of contentment and delight.
- Leaders who seek joy for themselves and others create positive organizational climates.
- To integrate this core value with your actions, be attentive to your emotional state throughout the day and the effect it has on others. Pay attention to all the wonderful free gifts available to you each day – fresh air, sunshine, music, people to spend time with, and so on. Express gratitude for the people who inspire you or help you by sending them notes or emails. Read inspiring books to sustain your positive outlook. Practice self-care (sleep, exercise nutrition). Discover new places to enjoy (parks, café's, neighborhoods, and so on).

Core value: Love

- There are many forms of love: romantic, familial, collegial, and so on. Love is deep affection and caring for another person.
- Leaders who genuinely love their followers are trusted and liked.
- To integrate this core value with your actions, recognize appropriate professional boundaries in expressing your care for co-workers or fellow-students. Give your peers or followers a voice on projects and listen to them attentively. Sincerely acknowledge the contributions they make. Relate to them as people first, not as employees. Show compassion when they have personal problems and find ways to offer support. Read about the experiences of immigrants or people from different social groups than yours to develop empathy.

Core value: Recognition

- Recognition involves public acknowledgment of one's person or accomplishments. It validates a person and draws attention to him or her.
- Recognition enables a leader to be noticed and responded to. When used for the common good, it can focus public attention on important social issues and encourage change.
- To integrate this core value in an ethical way, reflect on why public recognition is important to you. How does it motivate you to be a leader? What would you like to be recognized for? How can you avoid depending on such external motivation in the future? What motivates you internally to help others or be a leader? What are your strengths as a leader? Practice recognizing the contributions of others to projects and sharing credit.

Core value: Family

- The term family means different things to people. In general, it refers to a group of people who have a shared history, who may or may not be biologically related, but expect to continue their relationships in the future. People are born into families, but they can also create families for themselves by drawing others into their closest circle.

[illegible]

themselves by drawing others into their closest circle.

- Valuing family means desiring closeness and sharing with others, and offering emotional support in return.
- To integrate this core value with your leadership, reflect on what you value most about your family of origin. What aspects of family life do you want to replicate in your friendships and at work? How much time do you spend on developing your current friendships? Are there people you have a hard time including in your circle of friends? Refer to the recommendations in Chapter 10 for how to listen to out-group members. How might you like to serve your community in the future?

Core value: Truth

- Truth is information or knowledge that corresponds to reality and is factual and accurate.
- Truthfulness requires a leader to be sincere, well-informed, and transparent in communicating with others.
- To integrate this core value with your actions, practice consistent truth-telling in every small interaction (except when it might hurt others). When do you tend to be dishonest with yourself? When do you tend to be dishonest with others? Consider the person you want to become and speak in ways that show it. Think of the effect your honesty (or lack of it) may have on others, including children, friends, co-workers, and bosses.

Core value: Wisdom

- Wisdom is the accumulated insight of one's learning and life experience.
- Leaders who are wise offer followers more than information. They have come to understand themselves and others. From their experience, they recognize patterns of thinking and behavior and are able to weigh decisions within a broader context.
- To cultivate wisdom in your own life, be open-minded and willing to learn from others. Seek out new people and experiences to broaden your understanding of life. Read good books on topics that are new to you, including views you may not agree with. Learn from your mistakes and be humble about it. Seek out a wise mentor to meet with occasionally. Take time to think through positions on issues and make decisions, weighing all evidence.

Core value: Status

- Like recognition and fame, status is a person's position or rank in comparison to others.
- When used for the common good, status can be an ethical core value. It demonstrates public notice and respect for who you are or what you do.
- To integrate this core value with your leadership actions, reflect on why having social status is important to you. How does it motivate you to be a leader? What would you like to be recognized for? How would having high social status affect your important relationships with other people? What motivates you internally to help others or be a leader? In what ways could social status help you in a community service project?

Disclaimer

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13.2 Path-Goal Styles Questionnaire

Purpose

1. To identify your path-goal styles of leadership.
2. To examine how your use of each style relates to other styles of leadership.

Directions

1. For each of the statements below, circle the number that indicates the frequency with which you engage in the expressed behavior.
2. Give your immediate impressions. There are no right or wrong answers.

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
1. I give clear explanations of what is expected of others.	1	2	3	4	5
2. I show interest in subordinates' personal concerns.	1	2	3	4	5
3. I invite subordinates to participate in decision making.	1	2	3	4	5
4. I challenge subordinates to continuously improve their work performance.	1	2	3	4	5
5. I give subordinates explicit instructions for how to do their work.	1	2	3	4	5
6. I show concern for the personal well-being of my subordinates.	1	2	3	4	5
7. I solicit subordinates' suggestions before making a decision.	1	2	3	4	5
8. I encourage subordinates to consistently raise their own standards of performance.	1	2	3	4	5
9. I give clear directions to others for how to proceed on a project.	1	2	3	4	5

[illegible]

10. I listen to others and give them encouragement.	1	2	3	4	5
11. I am receptive to ideas and advice from others.	1	2	3	4	5
12. I expect subordinates to excel in all aspects of their work.	1	2	3	4	5

Submit

Scoring

1. Sum the responses on items 1, 5, and 9 (directive leadership).
2. Sum the responses on items 2, 6, and 10 (supportive leadership).
3. Sum the responses on items 3, 7, and 11 (participative leadership).
4. Sum the responses on items 4, 8, and 12 (achievement-oriented leadership).

Total Scores

1. Directive leadership: 11
2. Supportive leadership: 12
3. Participative leadership: 11
4. Achievement-oriented leadership: 14

Scoring Interpretation

This questionnaire is designed to measure four types of path-goal leadership: directive, supportive, participative, and achievement-oriented. By comparing your scores on each of the four styles, you can determine which style is your strongest and which is your weakest. For example, if your scores were directive leadership = 21, supportive leadership = 10, participative leadership = 19, and achievement-oriented leadership = 7, your strengths would be directive and participative leadership, and your weaknesses would be supportive and achievement-oriented leadership. While this questionnaire measures your dominant styles, it also indicates the styles you may want to strengthen or improve.

1. If your score is 13–15, you are in the high range.
2. If your score is 6–12, you are in the moderate range.
3. If your score is 3–5, you are in the low range.

Suggestions for Improving Your Leadership

Directive Leadership

Moderate Directive Leadership Score: 6–12

A moderate directive leadership score indicates that you are able to provide clarity and simplify complex tasks, but also could improve your directive leadership style even further. A moderate level of directive style could indicate that you hesitate or do not want to intervene in how others approach their work. Effective leaders take risks and try new approaches to improve situations. To strengthen your directive leadership style, consider engaging in the following actions:

- Create SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals when conducting your next planning session. A SMART goal provides focus and clarity needed to overcome obstacles.
- Focus on simplifying a task or process within an organization (e.g., breaking a complex task or process into smaller steps or pieces that are easier to manage).
- Think of three different tasks your team/group has to accomplish. Rank these tasks in terms of complexity and difficulty. Examining the tasks in this way will help you determine how directive you need to be in your leadership.

Supportive Leadership

Moderate Supportive Leadership Score: 6–12

Your supportive leadership score indicates you are able to encourage others but could strengthen this aspect of your leadership. You should continue to seek out others and listen to their personal concerns. Establishing more effective relationships can increase your ability to influence and lead others. To strengthen your supportive leadership style, consider engaging in the following actions:

- Volunteer to coach a sports team or tutor students as a way to focus on developing relationships with others and supporting them in meeting their goals.
- Send at least one handwritten note each week thanking or encouraging a coworker, student, or friend.
- Compliment two people each day on some aspect of their work, what they are doing, or the results they have achieved.
- Engage with those working as food attendants, custodians, or other positions that support your group or organization.

Participative Leadership

Moderate Participative Leadership Score: 6–12

A moderate participative leadership score indicates you are somewhat comfortable including others in the leadership process. By focusing more strongly on including others in key discussion and decisions, you can help instill in your followers a greater sense of loyalty and commitment toward the organization. Organizational loyalty and commitment enhances your organization's ability to achieve goals and complete tasks. To improve your participative leadership style, consider engaging in the following actions:

183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members	>
239	11 Managing Conflict	>
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members	>
159	8 Establishing A Constructive Climate	>
183	9 Embracing Diversity And Inclusion	>
217	10 Listening To Out-Group Members	>
239	11 Managing Conflict	>
273	12 Addressing Ethics In Leadership	>
301	13 Overcoming Obstacles	>
321	Glossary	
327	Index	
340	Leadership Instrument Report	

- When faced with making a decision that will affect your team, ask for input from three group members. Including followers in the decision-making process may increase their sense of ownership or loyalty toward your organization.
- Seek the advice of two mentors (who are not close friends) when making a personal decision.
- After leading a meeting, seek out the people who did not contribute during the meeting and ask for their input.

Achievement-Oriented Leadership

High Achievement-Oriented Leadership Score: 13–15

Your high achievement-oriented leadership score indicates that you often challenge others to perform to their fullest potential. Challenges can motivate others to perform to their fullest capability as most people do not want to fail. The key to providing effective challenges is to set realistic yet high standards that will stimulate superior performance. Although challenging others can produce maximum performance, a leader needs to understand that not everybody responds favorably to a challenge so leaders need to adjust their motivational techniques to fit each individual. To strengthen your achievement-oriented leadership style and your ability to challenge others, consider engaging in the following actions:

- In addition to already-established goals and standards, create “stretch” goals and standards. Most followers when fully included in decision-making processes, will aspire to achieve the “stretch” goals or standards.
- Create incentives for those who exceed established standards. The incentives should reflect what is most wanted by members of your group/team.
- Establish a “member of the month” award for the group member who exceeds established standards. Recognize the member in front of the group.
- Ask group members how much they want to be challenged in their work. Asking others about their interests in challenging goals is one way for you to adapt to their leadership preferences. Remember, it is okay to discuss with group members how they want to be lead and then to lead them accordingly.

Summary

As you analyze your directive, supportive, participative, and achievement-oriented leadership scores, reflect on the ways in the past in which you have overcome obstacles and created conditions for others to become more self-motivated. Creating the conditions around others to encourage self-motivation is important in helping others to overcome obstacles and achieve group goals. On a personal level, leaders must also challenge themselves to fully realize their potential and to set an example for those they aspire to lead. Motivation is a powerful leader resource. Leaders who understand how to help others become self-motivated adapt their leadership style to facilitate this process.

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