

5/11/17

### ADAPTIVE LEADERSHIP QUESTIONNAIRE

**Instructions:** This questionnaire contains items that assess different dimensions of adaptive leadership and will be completed by you and others who know you (coworkers, friends, members of a group you belong to).

1. Make five copies of this questionnaire.
2. Fill out the assessment about yourself; where you see the phrase "this leader," replace it with "I" or "me."
3. Have each of five individuals indicate the degree to which they agree with each of the 30 statements below regarding your leadership by circling the number from the scale that they believe most accurately characterizes their response to the statement. There are no right or wrong responses.

Key: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

- |   |                      |
|---|----------------------|
| 1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.  | 1 2 3 4 <del>5</del> |
| 2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem. | 1 2 <del>3</del> 4 5 |
| 3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.      | 1 2 <del>3</del> 4 5 |
| 4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.  | 1 2 <del>3</del> 4 5 |
| 5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.                               | 1 2 3 4 <del>5</del> |
| 6. During times of difficult change, this leader welcomes the thoughts of group members with low status.                                  | 1 2 3 <del>4</del> 5 |
| 7. In difficult situations, this leader sometimes loses sight of the "big picture."   | 1 2 <del>3</del> 4 5 |
| 8. When people are struggling with a value conflict, this leader uses his or her expertise to tell them what to do.                       | 1 2 3 <del>4</del> 5 |
| 9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.                          | 1 2 3 4 <del>5</del> |
| 10. During organizational change, this leader challenges people to concentrate on the "hot" topics.                                       | 1 2 3 4 <del>5</del> |
| 11. When employees look to this leader for answers, he/she encourages them to think for themselves.                                       | 1 2 3 <del>4</del> 5 |
| 12. Listening to group members with radical ideas is valuable to this leader.   | 1 2 3 4 <del>5</del> |

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13. When this leader disagrees with someone, he/she has difficulty listening to what the other person is really saying. 1 2 ~~3~~ 4 5
14. When others are struggling with intense conflicts, this leader steps in to resolve their differences for them. 1 2 3 4 ~~5~~
15. This leader has the emotional capacity to comfort others as they work through intense issues. 1 2 3 4 ~~5~~
16. When people try to avoid controversial organizational issues, this leader brings these conflicts into the open. 1 2 ~~3~~ 4 5
17. This leader encourages his/her employees to take initiative in defining and solving problems. 1 2 3 4 ~~5~~
18. This leader is open to people who bring up unusual ideas that seem to hinder the progress of the group. 1 2 3 4 ~~5~~
19. In challenging situations, this leader likes to observe the parties involved and assess what's really going on. 1 2 3 4 ~~5~~
20. This leader encourages people to discuss the "elephant in the room." 1 2 3 4 ~~5~~
21. People recognize that this leader has confidence to tackle challenging problems. 1 2 3 4 ~~5~~
22. This leader thinks it is reasonable to let people avoid confronting difficult issues. 1 2 ~~3~~ 4 5
23. When people look to this leader to solve problems, he/she enjoys providing solutions. 1 2 3 4 ~~5~~
24. This leader has an open ear for people who don't seem to fit in with the rest of the group. 1 2 3 4 ~~5~~
25. In a difficult situation, this leader will step out of the dispute to gain perspective on it. 1 2 ~~3~~ 4 5
26. This leader thrives on helping people find new ways of coping with organizational problems. 1 2 3 4 ~~5~~
27. People see this leader as someone who holds steady in the storm. 1 2 3 4 5
28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome. 1 2 ~~3~~ 4 5
29. When people are uncertain about what to do, this leader empowers them to decide for themselves. 1 2 3 4 5
30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members. 1 2 3 4 5

### Scoring

**Get on the Balcony**—This score represents the degree to which you are able to step back and see the complexities and interrelated dimensions of a situation.

To arrive at this score:

Sum items 1, 19, and 25 and the reversed (R) score values for 7 and 13 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 1 \_\_\_ 7(R) \_\_\_ 13(R) \_\_\_ 19 \_\_\_ 25 \_\_\_ Total

**Identify the Adaptive Challenge**—This score represents the degree to which you recognize adaptive challenges and do not respond to these challenges with technical leadership.

To arrive at this score:

Sum items 20 and 16 and the reversed (R) score values for 2, 8 and 14 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 2(R) \_\_\_ 8(R) \_\_\_ 14(R) \_\_\_ 20 \_\_\_ 26 \_\_\_ Total

**Regulate Distress**—This score represents the degree to which you provide a safe environment in which others can tackle difficult problems and to which you are seen as confident and calm in conflict situations.

To arrive at this score:

Sum items 3, 9, 15, 21, and 27.

\_\_\_ 3 \_\_\_ 9 \_\_\_ 15 \_\_\_ 21 \_\_\_ 27 \_\_\_ Total

**Maintain Disciplined Attention**—This score represents the degree to which you get others to face challenging issues and not let them avoid difficult problems.

To arrive at this score:

Sum items 4, 10, and 26 and the reversed (R) score values for 22 and 28 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 4 \_\_\_ 10 \_\_\_ 16 \_\_\_ 22(R) \_\_\_ 28(R) \_\_\_ Total

**Give the Work Back to People**—This score is the degree to which you empower others to think for themselves and solve their own problems.

To arrive at this score:

Sum items 11, 17, and 29 and the reversed (R) score values for 5 and 23 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 5(R) \_\_\_ 11 \_\_\_ 17 \_\_\_ 23(R) \_\_\_ 29 \_\_\_ Total

**Protect Leadership Voices From Below**—This score represents the degree to which you are open and accepting of unusual or radical contributions from low-status group members.

To arrive at this score:

Sum items 6, 12, 18, and 24 and the reversed (R) score value for 30 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 6 \_\_\_ 12 \_\_\_ 18 \_\_\_ 24 \_\_\_ 30(R) \_\_\_ Total

## Scoring Chart

To complete the scoring chart, enter the raters' scores and your own scores in the appropriate column on the scoring sheet below. Find the average score from your five raters, and then calculate the difference between the average and your self-rating.

	Rater 1	Rater 2	Rater 3	Rater 4	Rater 5	Average Rating	Self-Rating	Difference
Get on the Balcony								
Identify the Adaptive Challenge								
Regulate Distress								
Maintain Disciplined Attention								
Give the Work Back to the People								
Protect Leadership Voices From Below								

## Scoring Interpretation

- **High range:** A score between 21 and 25 means you are strongly inclined to exhibit this adaptive leadership behavior.
- **Moderately high range:** A score between 16 and 20 means you moderately exhibit this adaptive leadership behavior.
- **Moderate low range:** A score between 11 and 15 means you at times exhibit this adaptive leadership behavior.
- **Low range:** A score between 5 and 10 means you are seldom inclined to exhibit this adaptive leadership behavior.

This questionnaire measures adaptive leadership by assessing six components of the process: *get on the balcony*, *identify the adaptive challenge*, *regulate distress*, *maintain disciplined attention*, *give the work back to people*, and *protect leadership voices from below*. By comparing your scores on each of these components, you can determine which are your stronger and which are your weaker components. The scoring 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. 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 those dimensions of your adaptive leadership that are strong and dimensions of your adaptive leadership you may seek to improve.

## ADAPTIVE LEADERSHIP QUESTIONNAIRE

**Instructions:** This questionnaire contains items that assess different dimensions of adaptive leadership and will be completed by you and others who know you (coworkers, friends, members of a group you belong to).

1. Make five copies of this questionnaire.
2. Fill out the assessment about yourself; where you see the phrase “this leader,” replace it with “I” or “me.”
3. Have each of five individuals indicate the degree to which they agree with each of the 30 statements below regarding your leadership by circling the number from the scale that they believe most accurately characterizes their response to the statement. There are no right or wrong responses.

Key: 1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

- |   |                  |
|---|------------------|
| 1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.  | 1 2 3 4 <u>5</u> |
| 2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem. | 1 2 3 <u>4</u> 5 |
| 3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.      | 1 2 <u>3</u> 4 5 |
| 4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.  | 1 2 3 <u>4</u> 5 |
| 5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.                               | 1 2 3 4 <u>5</u> |
| 6. During times of difficult change, this leader welcomes the thoughts of group members with low status.                                  | 1 2 3 <u>4</u> 5 |
| 7. In difficult situations, this leader sometimes loses sight of the “big picture.”   | 1 2 <u>3</u> 4 5 |
| 8. When people are struggling with a value conflict, this leader uses his or her expertise to tell them what to do.                       | 1 2 3 <u>4</u> 5 |
| 9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.                          | 1 2 3 4 <u>5</u> |
| 10. During organizational change, this leader challenges people to concentrate on the “hot” topics.                                       | 1 2 3 <u>4</u> 5 |
| 11. When employees look to this leader for answers, he/she encourages them to think for themselves.                                       | 1 2 <u>3</u> 4 5 |
| 12. Listening to group members with radical ideas is valuable to this leader.   | 1 2 3 <u>4</u> 5 |

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|---|----------------------|
| 13. When this leader disagrees with someone, he/she has difficulty listening to what the other person is really saying. | 1 2 3 <del>4</del> 5 |
| 14. When others are struggling with intense conflicts, this leader steps in to resolve their differences for them.      | 1 2 3 4 <del>5</del> |
| 15. This leader has the emotional capacity to comfort others as they work through intense issues.                       | 1 2 3 <del>4</del> 5 |
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| 17. This leader encourages his/her employees to take initiative in defining and solving problems.                       | 1 2 3 <del>4</del> 5 |
| 18. This leader is open to people who bring up unusual ideas that seem to hinder the progress of the group.             | 1 2 3 4 <del>5</del> |
| 19. In challenging situations, this leader likes to observe the parties involved and assess what's really going on.     | 1 2 3 <del>4</del> 5 |
| 20. This leader encourages people to discuss the "elephant in the room."  | 1 2 <del>3</del> 4 5 |
| 21. People recognize that this leader has confidence to tackle challenging problems.                                    | 1 2 3 <del>4</del> 5 |
| 22. This leader thinks it is reasonable to let people avoid confronting difficult issues.                               | 1 2 3 4 <del>5</del> |
| 23. When people look to this leader to solve problems, he/she enjoys providing solutions.                               | 1 2 3 <del>4</del> 5 |
| 24. This leader has an open ear for people who don't seem to fit in with the rest of the group.                         | 1 2 <del>3</del> 4 5 |
| 25. In a difficult situation, this leader will step out of the dispute to gain perspective on it.                       | 1 2 3 <del>4</del> 5 |
| 26. This leader thrives on helping people find new ways of coping with organizational problems.                         | 1 2 3 4 <del>5</del> |
| 27. People see this leader as someone who holds steady in the storm.  | 1 2 3 <del>4</del> 5 |
| 28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome.              | 1 2 <del>3</del> 4 5 |
| 29. When people are uncertain about what to do, this leader empowers them to decide for themselves.                     | 1 2 3 <del>4</del> 5 |
| 30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members.          | 1 2 3 4 <del>5</del> |

### Scoring

**Get on the Balcony**—This score represents the degree to which you are able to step back and see the complexities and interrelated dimensions of a situation.

To arrive at this score:

Sum items 1, 19, and 25 and the reversed (R) score values for 7 and 13 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 1 \_\_\_ 7(R) \_\_\_ 13(R) \_\_\_ 19 \_\_\_ 25 \_\_\_ Total

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To arrive at this score:

Sum items 20 and 16 and the reversed (R) score values for 2, 8 and 14 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

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**Regulate Distress**—This score represents the degree to which you provide a safe environment in which others can tackle difficult problems and to which you are seen as confident and calm in conflict situations.

To arrive at this score:

Sum items 3, 9, 15, 21, and 27.

\_\_\_ 3 \_\_\_ 9 \_\_\_ 15 \_\_\_ 21 \_\_\_ 27 \_\_\_ Total

**Maintain Disciplined Attention**—This score represents the degree to which you get others to face challenging issues and not let them avoid difficult problems.

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Sum items 4, 10, and 26 and the reversed (R) score values for 22 and 28 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

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|---|----------------------|
| 1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.  | 1 2 3 4 <del>5</del> |
| 2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem. | 1 2 3 4 <del>5</del> |
| 3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.      | 1 2 <del>3</del> 4 5 |
| 4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.  | 1 2 <del>3</del> 4 5 |
| 5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.                               | 1 2 3 <del>4</del> 5 |
| 6. During times of difficult change, this leader welcomes the thoughts of group members with low status.                                  | 1 2 3 <del>4</del> 5 |
| 7. In difficult situations, this leader sometimes loses sight of the “big picture.”   | 1 2 <del>3</del> 4 5 |
| 8. When people are struggling with a value conflict, this leader uses his or her expertise to tell them what to do.                       | 1 2 3 4 <del>5</del> |
| 9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.                          | 1 2 3 4 <del>5</del> |
| 10. During organizational change, this leader challenges people to concentrate on the “hot” topics.                                       | 1 2 3 <del>4</del> 5 |
| 11. When employees look to this leader for answers, he/she encourages them to think for themselves.                                       | 1 2 3 4 <del>5</del> |
| 12. Listening to group members with radical ideas is valuable to this leader.   | 1 2 3 4 <del>5</del> |

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| 13. When this leader disagrees with someone, he/she has difficulty listening to what the other person is really saying. | 1 2 3 4 5 |
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| 21. People recognize that this leader has confidence to tackle challenging problems.                                    | 1 2 3 4 5 |
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| 24. This leader has an open ear for people who don't seem to fit in with the rest of the group.                         | 1 2 3 4 5 |
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| 28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome.              | 1 2 3 4 5 |
| 29. When people are uncertain about what to do, this leader empowers them to decide for themselves.                     | 1 2 3 4 5 |
| 30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members.          | 1 2 3 4 5 |

### Scoring

**Get on the Balcony**—This score represents the degree to which you are able to step back and see the complexities and interrelated dimensions of a situation.

To arrive at this score:

Sum items 1, 19, and 25 and the reversed (R) score values for 7 and 13 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 1 \_\_\_ 7(R) \_\_\_ 13(R) \_\_\_ 19 \_\_\_ 25 \_\_\_ Total

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Sum items 20 and 16 and the reversed (R) score values for 2, 8 and 14 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

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To arrive at this score:

Sum items 3, 9, 15, 21, and 27.

\_\_\_ 3 \_\_\_ 9 \_\_\_ 15 \_\_\_ 21 \_\_\_ 27 \_\_\_ Total

**Maintain Disciplined Attention**—This score represents the degree to which you get others to face challenging issues and not let them avoid difficult problems.

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Sum items 4, 10, and 26 and the reversed (R) score values for 22 and 28 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

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**Give the Work Back to People**—This score is the degree to which you empower others to think for themselves and solve their own problems.

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Sum items 11, 17, and 29 and the reversed (R) score values for 5 and 23 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

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\_\_\_ 2(R) \_\_\_ 8(R) \_\_\_ 14(R) \_\_\_ 20 \_\_\_ 26 \_\_\_ Total

**Regulate Distress**—This score represents the degree to which you provide a safe environment in which others can tackle difficult problems and to which you are seen as confident and calm in conflict situations.

To arrive at this score:

Sum items 3, 9, 15, 21, and 27.

\_\_\_ 3 \_\_\_ 9 \_\_\_ 15 \_\_\_ 21 \_\_\_ 27 \_\_\_ Total

**Maintain Disciplined Attention**—This score represents the degree to which you get others to face challenging issues and not let them avoid difficult problems.

To arrive at this score:

Sum items 4, 10, and 26 and the reversed (R) score values for 22 and 28 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 4 \_\_\_ 10 \_\_\_ 16 \_\_\_ 22(R) \_\_\_ 28(R) \_\_\_ Total

**Give the Work Back to People**—This score is the degree to which you empower others to think for themselves and solve their own problems.

To arrive at this score:

Sum items 11, 17, and 29 and the reversed (R) score values for 5 and 23 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 5(R) \_\_\_ 11 \_\_\_ 17 \_\_\_ 23(R) \_\_\_ 29 \_\_\_ Total

**Protect Leadership Voices From Below**—This score represents the degree to which you are open and accepting of unusual or radical contributions from low-status group members.

To arrive at this score:

Sum items 6, 12, 18, and 24 and the reversed (R) score value for 30 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 6 \_\_\_ 12 \_\_\_ 18 \_\_\_ 24 \_\_\_ 30(R) \_\_\_ Total

## ADAPTIVE LEADERSHIP QUESTIONNAIRE

**Instructions:** This questionnaire contains items that assess different dimensions of adaptive leadership and will be completed by you and others who know you (coworkers, friends, members of a group you belong to).

1. Make five copies of this questionnaire.
2. Fill out the assessment about yourself; where you see the phrase "this leader," replace it with "I" or "me."
3. Have each of five individuals indicate the degree to which they agree with each of the 30 statements below regarding your leadership by circling the number from the scale that they believe most accurately characterizes their response to the statement. There are no right or wrong responses.

Key: 1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

- |   |             |
|---|-------------|
| 1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.  | 1 2 3 4 5 / |
| 2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem. | 1 2 3 4 5 / |
| 3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.      | 1 2 3 4 5 / |
| 4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.  | 1 2 3 4 5 / |
| 5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.                               | 1 2 3 4 5 / |
| 6. During times of difficult change, this leader welcomes the thoughts of group members with low status.                                  | 1 2 3 4 5 / |
| 7. In difficult situations, this leader sometimes loses sight of the "big picture."   | 1 2 3 4 5 / |
| 8. When people are struggling with a value conflict, this leader uses his or her expertise to tell them what to do.                       | 1 2 3 4 5 / |
| 9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.                          | 1 2 3 4 5 / |
| 10. During organizational change, this leader challenges people to concentrate on the "hot" topics.                                       | 1 2 3 4 5 / |
| 11. When employees look to this leader for answers, he/she encourages them to think for themselves.                                       | 1 2 3 4 5 / |
| 12. Listening to group members with radical ideas is valuable to this leader.   | 1 2 3 4 5 / |

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|---|----------------------|
| 13. When this leader disagrees with someone, he/she has difficulty listening to what the other person is really saying. | 1 2 <del>3</del> 4 5 |
| 14. When others are struggling with intense conflicts, this leader steps in to resolve their differences for them.      | 1 2 <del>3</del> 4 5 |
| 15. This leader has the emotional capacity to comfort others as they work through intense issues.                       | 1 2 <del>3</del> 4 5 |
| 16. When people try to avoid controversial organizational issues, this leader brings these conflicts into the open.     | 1 2 <del>3</del> 4 5 |
| 17. This leader encourages his/her employees to take initiative in defining and solving problems.                       | 1 2 3 4 <del>5</del> |
| 18. This leader is open to people who bring up unusual ideas that seem to hinder the progress of the group.             | 1 2 3 4 <del>5</del> |
| 19. In challenging situations, this leader likes to observe the parties involved and assess what's really going on.     | 1 2 <del>3</del> 4 5 |
| 20. This leader encourages people to discuss the "elephant in the room."  | 1 2 3 4 <del>5</del> |
| 21. People recognize that this leader has confidence to tackle challenging problems.                                    | 1 2 3 4 <del>5</del> |
| 22. This leader thinks it is reasonable to let people avoid confronting difficult issues.                               | 1 2 <del>3</del> 4 5 |
| 23. When people look to this leader to solve problems, he/she enjoys providing solutions.                               | 1 2 <del>3</del> 4 5 |
| 24. This leader has an open ear for people who don't seem to fit in with the rest of the group.                         | 1 2 3 4 <del>5</del> |
| 25. In a difficult situation, this leader will step out of the dispute to gain perspective on it.                       | 1 2 3 4 <del>5</del> |
| 26. This leader thrives on helping people find new ways of coping with organizational problems.                         | 1 2 3 4 <del>5</del> |
| 27. People see this leader as someone who holds steady in the storm.  | 1 2 <del>3</del> 4 5 |
| 28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome.              | 1 2 <del>3</del> 4 5 |
| 29. When people are uncertain about what to do, this leader empowers them to decide for themselves.                     | 1 2 3 4 <del>5</del> |
| 30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members.          | 1 2 <del>3</del> 4 5 |

### Scoring

**Get on the Balcony**—This score represents the degree to which you are able to step back and see the complexities and interrelated dimensions of a situation.

To arrive at this score:

Sum items 1, 19, and 25 and the reversed (R) score values for 7 and 13 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 1 \_\_\_ 7(R) \_\_\_ 13(R) \_\_\_ 19 \_\_\_ 25 \_\_\_ Total

**Identify the Adaptive Challenge**—This score represents the degree to which you recognize adaptive challenges and do not respond to these challenges with technical leadership.

To arrive at this score:

Sum items 20 and 16 and the reversed (R) score values for 2, 8 and 14 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 2(R) \_\_\_ 8(R) \_\_\_ 14(R) \_\_\_ 20 \_\_\_ 26 \_\_\_ Total

**Regulate Distress**—This score represents the degree to which you provide a safe environment in which others can tackle difficult problems and to which you are seen as confident and calm in conflict situations.

To arrive at this score:

Sum items 3, 9, 15, 21, and 27.

\_\_\_ 3 \_\_\_ 9 \_\_\_ 15 \_\_\_ 21 \_\_\_ 27 \_\_\_ Total

**Maintain Disciplined Attention**—This score represents the degree to which you get others to face challenging issues and not let them avoid difficult problems.

To arrive at this score:

Sum items 4, 10, and 26 and the reversed (R) score values for 22 and 28 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 4 \_\_\_ 10 \_\_\_ 16 \_\_\_ 22(R) \_\_\_ 28(R) \_\_\_ Total

**Give the Work Back to People**—This score is the degree to which you empower others to think for themselves and solve their own problems.

To arrive at this score:

Sum items 11, 17, and 29 and the reversed (R) score values for 5 and 23 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 5(R) \_\_\_ 11 \_\_\_ 17 \_\_\_ 23(R) \_\_\_ 29 \_\_\_ Total

**Protect Leadership Voices From Below**—This score represents the degree to which you are open and accepting of unusual or radical contributions from low-status group members.

To arrive at this score:

Sum items 6, 12, 18, and 24 and the reversed (R) score value for 30 (i.e., change 1 to 5, 2 to 4, 4 to 2, and 5 to 1, with 3 remaining unchanged).

\_\_\_ 6 \_\_\_ 12 \_\_\_ 18 \_\_\_ 24 \_\_\_ 30(R) \_\_\_ Total

## ADAPTIVE LEADERSHIP QUESTIONNAIRE

*Instructions:* This questionnaire contains items that assess different dimensions of adaptive leadership and will be completed by you and others who know you (coworkers, friends, members of a group you belong to).

1. Make five copies of this questionnaire.
2. Fill out the assessment about yourself; where you see the phrase “this leader,” replace it with “I” or “me.”
3. Have each of five individuals indicate the degree to which they agree with each of the 30 statements below regarding your leadership by circling the number from the scale that they believe most accurately characterizes their response to the statement. There are no right or wrong responses.

Key: 1 = Strongly disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly agree

- |   |                      |
|---|----------------------|
| 1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.  | 1 2 3 4 <del>5</del> |
| 2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem. | 1 2 3 <del>4</del> 5 |
| 3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.      | 1 2 <del>3</del> 4 5 |
| 4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.  | 1 2 <del>3</del> 4 5 |
| 5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.                               | 1 2 3 <del>4</del> 5 |
| 6. During times of difficult change, this leader welcomes the thoughts of group members with low status.                                  | 1 2 3 4 <del>5</del> |
| 7. In difficult situations, this leader sometimes loses sight of the “big picture.”   | 1 <del>2</del> 3 4 5 |
| 8. When people are struggling with a value conflict, this leader uses his or her expertise to tell them what to do.                       | 1 2 3 <del>4</del> 5 |
| 9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.                          | 1 2 3 <del>4</del> 5 |
| 10. During organizational change, this leader challenges people to concentrate on the “hot” topics.                                       | 1 2 <del>3</del> 4 5 |
| 11. When employees look to this leader for answers, he/she encourages them to think for themselves.                                       | 1 2 3 <del>4</del> 5 |
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|---|----------------------|
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| 20. This leader encourages people to discuss the "elephant in the room."  | 1 2 3 <del>4</del> 5 |
| 21. People recognize that this leader has confidence to tackle challenging problems.                                    | 1 2 <del>3</del> 4 5 |
| 22. This leader thinks it is reasonable to let people avoid confronting difficult issues.                               | 1 2 <del>3</del> 4 5 |
| 23. When people look to this leader to solve problems, he/she enjoys providing solutions.                               | 1 2 <del>3</del> 4 5 |
| 24. This leader has an open ear for people who don't seem to fit in with the rest of the group.                         | 1 2 3 <del>4</del> 5 |
| 25. In a difficult situation, this leader will step out of the dispute to gain perspective on it.                       | 1 2 3 <del>4</del> 5 |
| 26. This leader thrives on helping people find new ways of coping with organizational problems.                         | 1 2 3 4 <del>5</del> |
| 27. People see this leader as someone who holds steady in the storm.  | 1 2 3 4 <del>5</del> |
| 28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome.              | 1 2 <del>3</del> 4 5 |
| 29. When people are uncertain about what to do, this leader empowers them to decide for themselves.                     | 1 2 3 4 <del>5</del> |
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### Scoring

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### The Leadership Archetype Questionnaire (Abridged Version)

To assist you in understanding the process of what your own dominant leadership behaviors might be, this questionnaire provides 360°, or multi-rater, feedback about your leadership. The Leadership Archetype Questionnaire (LAQ), Abridged Version, comprises 8 items that assess 8 archetypes: the strategist, the change catalyst, the transactor, the builder, the innovator, the processor, the coach, and the communicator. The results you obtain on this questionnaire will provide you with information on what your own leadership archetype may be.

Note: Another recommendation is to get other members of your team to complete the questionnaire for themselves so that you can map out your team constellation to see how balanced your team is, or if there are areas that are lacking.

**Instructions:** This questionnaire contains items that assess different dimensions of your leadership and will be completed by you and others who know you (coworkers, friends, members of a group you belong to).

1. Make five copies of this questionnaire.
2. Self-assessment: Fill out the assessment about yourself.
3. For the 360° feedback, have each individual answer the same questions about you. It is insightful to see how other people perceive you; their perceptions also influence the way they deal and interact with you.

Study the following statements and mark the ones that you think are true for you. Select more than one if appropriate.

1. I have great strategic sense.
2. I take on the role of deal maker, always prepared to make propositions about new business deals.
3. I am highly experienced at turning around difficult situations.
4. I suggest entrepreneurial ways of developing the business.
5. I come up with a number of new product or process innovations.
6. I promote and monitor structures, systems, and tasks.
7. I am very interested in devising creative ways to develop people.
8. I take on the role of communicator in my organizations.

## Scoring Interpretation

Each statement corresponds to one of the following leadership archetypes:

1. **The Strategist**—Leadership as a game of chess
2. **The Change Catalyst**—Leadership as a turnaround activity
3. **The Transactor**—Leadership as deal making
4. **The Builder**—Leadership as entrepreneurial activity
5. **The Innovator**—Leadership as creative idea generation
6. **The Processor**—Leadership as an exercise in efficiency
7. **The Coach**—Leadership as people development
8. **The Communicator**—Leadership as stage management

### 1. *The Strategist*

Strategists are good at dealing with developments in the organization's environment. They provide vision, strategic direction, and outside-the-box thinking to create new organizational forms and generate future growth. They can see the big picture, anticipate future developments, and respond quickly to change. Although strategists have a talent for aligning vision with strategy, they are not always good at taking the next step—aligning strategy with values and behavior. They prefer to ignore “soft” issues and avoid conflict, focusing instead on facts, figures, and abstract scenarios. To compensate for this deficiency, strategists often join forces with coaches. Strategists are often not good communicators. Their followers may not always fully understand what they are trying to do or what message they are trying to get across. Because they are preoccupied with the big picture, strategists may ignore some of the “micro” issues that warrant attention to keep organizational processes on track. In these instances, processors and communicators can be very helpful to them.

### 2. *The Change Catalyst*

Change catalysts function best in the integration of organizational cultures after a merger or acquisition or when spearheading reengineering or turnaround projects. They are also excellent at managing rapidly growing organizational units and recognizing opportunities for organizational transformation. Change catalysts are implementation driven and very good at selecting talent to get the task done. Unlike strategists, they have the talent to align vision, strategy, and behavior. They are both outcome and process oriented. The flip side is that change catalysts can quickly become bored in

stable situations and are not suited to participating in small, incremental change efforts. Many operate on a short-term timeline, and need to see immediate results. If no challenging assignment is available, these leaders may try to create one (sometimes for the wrong reasons). Although many change catalysts have a talent for people management, there will be times when their sense of urgency may override their sensitivity to people and make them poor communicators. Change catalysts also tend to have a starkly black-and-white view of what is right or wrong. Thus, they are not always politically sensitive enough to handle complex organizational problems. What they see as innocent actions can have disastrous consequences. Some of these problems can be avoided, however, if they team up with coaches.

### ***3. The Transactor***

Transactors like making acquisitions or other deals. Extremely dynamic and enthusiastic, they thrive on new challenges and negotiations. They like novelty, adventure, and exploration, and have high risk tolerance.

Proactive in welcoming change and instinctive networkers, transactors know how to lobby inside and outside the organization to get their point of view across. They are outcome oriented but not as effective at processes. Like change catalysts, transactors can become very restless if they do not have enough stimulation. As a result, they can be seduced by the excitement of mergers and takeovers. Once they get going, there is no holding them back, and they can take other people on a very risky journey. After they pull off a deal, however, transactors lose interest in taking the project to the next phase. Their impatience with structures, processes, and systems means that they are poor at organization building. Their sometimes mercurial temperaments can also create very stressful situations. Being good deal makers and negotiators, they are frequently hard to read—an asset in negotiation, which can confuse collaborators. They need others, such as strategists, processors, and coaches, to compensate for their limitations.

### ***4. The Builder***

Builders enjoy starting and building their own organizations or setting up “skunkworks” and other entrepreneurial ventures inside a large organization. They have a powerful need for independence and to be in control. They also have the talent to make their dreams come true: They possess an enormous amount of energy, drive, dynamism, and enterprise. Builders are creative, decisive, focused, single-minded, and persevering, and have a great capacity to deal with setbacks. They also have a high, but calculated, propensity to take

risks, and they are quick to adapt when they see opportunities. They know how to get other people to produce results. Builders have to be at the center of things, however. They tend to have little regard for authority and great difficulties with delegation. Although a builder's leadership can be inspirational, poor communication and a culture of domination and control can contribute to dysfunctional decision making. Builders need others, such as processors and coaches, to be their sparring partners.

### **5. The Innovator**

Extremely curious, innovators want to learn more about anything and everything that grabs their attention. Their passion for learning new things and their insatiable search for knowledge can be a source of inspiration to others. Innovators are the most reluctant of all the leadership archetypes to do things in a particular way simply because that is how things have always been done. Because of this innovative mind-set, they can bring fresh, new approaches to their organizations. More politically astute innovators can be good at managing innovative projects, if not hampered by routine. Starting in childhood, innovators tend to be introverts, stimulated by thoughts and ideas rather than people and things. Adept at logic and reason, they typically lack the usual social graces and may not always express their feelings appropriately. They are poor social sensors, unskilled at decoding body language, sensing others' feelings, or recognizing hidden agendas, thus making a rather "nerdy" impression. Moreover, innovators' driven way of working means that they have trouble conforming to organizational norms and may be treated as outsiders. In going their own way, they may lose sight of the financial realities and limitations, thus endangering the viability of the organization.

### **6. The Processor**

Processors like to create order out of disorder and are adept at helping organizations make an effective transition from an entrepreneurial to a more professionally managed stage. Talented at setting boundaries and at creating the structures and systems necessary to support the organization's objectives, they have a systemic, practical outlook and dislike unstructured situations. They are good at time management, very conscientious, reliable, and efficient, able to keep a cool head in stressful situations. As team players, they have a very positive attitude toward authority and are committed corporate citizens. Because they tend to be adaptable and collaborative, processors complement most other leadership styles and thus play an important role in any executive role constellation. Sometimes, however, a processor's need for order, systems,

and rules can shade into stubbornness and inflexibility, so these leaders can be slow to respond to new opportunities or even hinder them. They tend to lack imagination, flexibility, and spontaneity. Their inflexibility can create people-management problems. Not only will it be helpful for processors to be paired up with coaches, but strategists or innovators can also help to bring in an element of out-of-the-box thinking.

### ***7. The Coach***

Coaches are very good at instituting culture change projects to address organizational alienation and loss of trust. They are exceptional people developers who possess empathy, are extremely good listeners, and have high emotional intelligence. With their positive, constructive outlook on life, they inspire confidence and trust. Great communicators and motivators, coaches are excellent at handling difficult interpersonal and group situations and at giving constructive feedback. They create high-performance teams and high-performance cultures. They are great believers in participatory management and know how to delegate. The downside is that their sensitivity to others' feelings can make them overly careful when giving feedback: They may find it hard to be tough when needed, and they may shy away from dealing with difficult underperformance and personal issues. In crisis situations, some coaches may be slow to act or may procrastinate about important issues, a danger when speed is a competitive advantage. Given the organizational context, teaming coaches with executives who possess other archetypes can be highly effective.

### ***8. The Communicator***

With their ability to express a vision strongly and powerfully, communicators can inspire people at all levels. They are good at projecting optimism in times of adversity or crisis and are strongly influential with the various constituencies in the organization. Possessing impressive theatrical skills and great presence, communicators are very effective in building alliances and enlisting the support of other people. However, a communicator's preference for looking at the big picture, rather than dealing with details, means that these leaders need others, such as strategists and processors, to make their dreams become reality. Communicators can also appear to operate on the surface: When it's time to deliver, very little happens, and everything they have been saying can seem like empty rhetoric. Expert in looking out for number one, they are not averse to obtaining excessive perks and other benefits for themselves. They sometimes latch on to others for support and even take credit for other people's achievements, a self-serving style that can contribute to

organizational disintegration. In their drive to acquire the symbols of power, they will tolerate warfare between internal fiefdoms in the organization. As in the case of coaches, when balanced with other archetypes, communicators can play an essential role in many role constellations.

When interpreting the Leadership Archetype Questionnaire results, keep this in mind:

- The results are based on your own (and your observers') perceptions at a single point in time. Though the responses certainly reflect long-standing behavioral characteristics, situational factors can have considerable influence.
- Most of us—and most effective leaders—can be slotted into more than one archetype. Archetype identifications change as our life changes. Assessing where and what we are is not a static, one-off, operation.
- Furthermore, it is a rare leader who can fulfill all the roles seamlessly. Successful organizations are characterized by a distributive, collective, complementary form of leadership.
- Finally, people are much more complex than the scores shown on the LAQ (or any other instrument). What the LAQ attempts to do is capture some of that complexity and illuminate basic elements of your behavior. The results are jumping-off points for self-examination and discussion.

For more information on the development and validation of the Leadership Archetype Questionnaire, please refer to Kets de Vries et al. (2010). Development and application of the Leadership Archetype Questionnaire. *International Journal of Human Resource Management*, 21(15), 2846–2861.