

## Skills Inventory

*Instructions:* Read each item carefully and decide whether the item describes you as a person. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Not true    2 = Seldom true    3 = Occasionally true    4 = Somewhat true    5 = Very true

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I enjoy getting into the details of how things work.                     | 1 | 2 | 3 | 4 | 5 |
| 2. As a rule, adapting ideas to people's needs is easy for me.              | 1 | 2 | 3 | 4 | 5 |
| 3. I enjoy working with abstract ideas.                                     | 1 | 2 | 3 | 4 | 5 |
| 4. Technical things fascinate me.   | 1 | 2 | 3 | 4 | 5 |
| 5. Being able to understand others is the most important part of my work.   | 1 | 2 | 3 | 4 | 5 |
| 6. Seeing the big picture comes easy for me.                                | 1 | 2 | 3 | 4 | 5 |
| 7. One of my skills is being good at making things work.                    | 1 | 2 | 3 | 4 | 5 |
| 8. My main concern is to have a supportive communication climate.           | 1 | 2 | 3 | 4 | 5 |
| 9. I am intrigued by complex organizational problems.                       | 1 | 2 | 3 | 4 | 5 |
| 10. Following directions and filling out forms comes easily for me.         | 1 | 2 | 3 | 4 | 5 |
| 11. Understanding the social fabric of the organization is important to me. | 1 | 2 | 3 | 4 | 5 |
| 12. I would enjoy working out strategies for my organization's growth.      | 1 | 2 | 3 | 4 | 5 |
| 13. I am good at completing the things I've been assigned to do.            | 1 | 2 | 3 | 4 | 5 |
| 14. Getting all parties to work together is a challenge I enjoy.            | 1 | 2 | 3 | 4 | 5 |
| 15. Creating a mission statement is rewarding work.                         | 1 | 2 | 3 | 4 | 5 |
| 16. I understand how to do the basic things required of me.                 | 1 | 2 | 3 | 4 | 5 |
| 17. I am concerned with how my decisions affect the lives of others.        | 1 | 2 | 3 | 4 | 5 |
| 18. Thinking about organizational values and philosophy appeals to me.      | 1 | 2 | 3 | 4 | 5 |

## Scoring

The skills inventory is designed to measure three broad types of leadership skills: technical, human, and conceptual. Score the questionnaire by doing

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the following. First, sum the responses on items 1, 4, 7, 10, 13, and 16. This is your technical skill score. Second, sum the responses on items 2, 5, 8, 11, 14, and 17. This is your human skill score. Third, sum the responses on items 3, 6, 9, 12, 15, and 18. This is your conceptual skill score.

Total scores: Technical skill 23 Human skill 23 Conceptual skill 21

### Scoring Interpretation

23–30 High Range

14–22 Moderate Range

6–13 Low Range

The scores you received on the skills inventory provide information about your leadership skills in three areas. By comparing the differences between your scores, you can determine where you have leadership strengths and where you have leadership weaknesses. Your scores also point toward the level of management for which you might be most suited.

### Leadership Behavior Questionnaire

**Instructions:** Read each item carefully and think about how often you (or the person you are evaluating) engage in the described behavior. Indicate your response to each item by circling one of the five numbers to the right of each item.

Key: 1 = Never 2 = Seldom 3 = Occasionally 4 = Often 5 = Always

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Tells group members what they are supposed to do.      | 1 | 2 | 3 | 4 | 5 |
| 2. Acts friendly with members of the group.               | 1 | 2 | 3 | 4 | 5 |
| 3. Sets standards of performance for group members.       | 1 | 2 | 3 | 4 | 5 |
| 4. Helps others in the group feel comfortable.            | 1 | 2 | 3 | 4 | 5 |
| 5. Makes suggestions about how to solve problems.         | 1 | 2 | 3 | 4 | 5 |
| 6. Responds favorably to suggestions made by others.      | 1 | 2 | 3 | 4 | 5 |
| 7. Makes his or her perspective clear to others.          | 1 | 2 | 3 | 4 | 5 |
| 8. Treats others fairly.                                  | 1 | 2 | 3 | 4 | 5 |
| 9. Develops a plan of action for the group.               | 1 | 2 | 3 | 4 | 5 |
| 10. Behaves in a predictable manner toward group members. | 1 | 2 | 3 | 4 | 5 |
| 11. Defines role responsibilities for each group member.  | 1 | 2 | 3 | 4 | 5 |
| 12. Communicates actively with group members.             | 1 | 2 | 3 | 4 | 5 |
| 13. Clarifies his or her own role within the group.       | 1 | 2 | 3 | 4 | 5 |
| 14. Shows concern for the well-being of others.           | 1 | 2 | 3 | 4 | 5 |
| 15. Provides a plan for how the work is to be done.       | 1 | 2 | 3 | 4 | 5 |
| 16. Shows flexibility in making decisions.                | 1 | 2 | 3 | 4 | 5 |
| 17. Provides criteria for what is expected of the group.  | 1 | 2 | 3 | 4 | 5 |
| 18. Discloses thoughts and feelings to group members.     | 1 | 2 | 3 | 4 | 5 |
| 19. Encourages group members to do high-quality work.     | 1 | 2 | 3 | 4 | 5 |
| 20. Helps group members get along with each other.        | 1 | 2 | 3 | 4 | 5 |

### Scoring

The Leadership Behavior Questionnaire is designed to measure two major types of leadership behaviors: task and relationship. Score the questionnaire by doing the following: First, sum the responses on the odd-numbered items. This is your task score. Second, sum the responses on the even-numbered items. This is your relationship score.

Total scores: Task 20 Relationship 10

### Scoring Interpretation

45–50	Very high range
40–44	High range
35–39	Moderately high range
30–34	Moderately low range
25–29	Low range
10–24	Very low range

The score you receive for task refers to the degree to which you help others by defining their roles and letting them know what is expected of them. This factor describes your tendencies to be task directed toward others when you are in a leadership position. The score you receive for relationship is a measure of the degree to which you try to make subordinates feel comfortable with themselves, each other, and the group itself. It represents a measure of how people oriented you are.

Your results on the Leadership Behavior Questionnaire give you data about your task orientation and people orientation. What do your scores suggest about your leadership style? Are you more likely to lead with an emphasis on task or with an emphasis on relationship? As you interpret your responses to the Leadership Behavior Questionnaire, ask yourself if there are ways you could change your behavior to shift the emphasis you give to tasks and relationships. To gain more information about your style, you may want to have four or five of your coworkers fill out the questionnaire based on their perceptions of you as a leader. This will give you additional data to compare and contrast to your own scores about yourself.