

7.2 LEADERSHIP VISION QUESTIONNAIRE

Purpose

1. To assess your ability to create a vision for a group or an organization
2. To help you understand how visions are formed

Directions

1. Think for a moment of a work, school, social, religious, musical, or athletic organization of which you are a member. Now, think what you would do if you were the leader and you had to create a vision for the group or organization. Keep this vision in mind as you complete the exercise.
2. Using the following scale, circle the number that indicates the degree to which you agree or disagree with each statement.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I have a mental picture of what would make our group better.	1	2	3	4	5
2. I can imagine several changes that would improve our group.	1	2	3	4	5
3. I have a vision for what would make our organization stronger.	1	2	3	4	5
4. I know how we could change the status quo to make things better.	1	2	3	4	5
5. It is clear to me what steps we need to take to improve our organization.	1	2	3	4	5
6. I have a clear picture of what needs to be done in our organization to achieve a higher standard of excellence.	1	2	3	4	5
7. I have a clear picture in my mind of what this organization should look like in the future.	1	2	3	4	5
8. It is clear to me what core values, if emphasized, would improve our organization.	1	2	3	4	5
9. I can identify challenging goals that should be emphasized in my group.	1	2	3	4	5
10. I can imagine several things that would inspire my group to perform better.	1	2	3	4	5



7.2 LEADERSHIP VISION QUESTIONNAIRE

(Continued)

Scoring

Sum the numbers you circled on the questionnaire (visioning ability skill).

Total Scores

Visioning ability skill: _____

Scoring Interpretation

The Leadership Vision Questionnaire is designed to measure your ability to create a vision as a leader.

If your score is 41–50, you are in the very high range.

If your score is 31–40, you are in the high range.

If your score is 21–30, you are in the moderate range.

If your score is 10–20, you are in the low range.

Improve Your Leadership Skills

If you have the interactive eBook version of this text, log in to access the interactive leadership assessment. After completing this chapter's questionnaire, you will receive individualized feedback and practical suggestions for further strengthening your leadership based on your responses in this questionnaire.

7.3 OBSERVATIONAL EXERCISE

Leadership Vision

Purpose

1. To understand the way visions are constructed by leaders in ongoing groups and organizations
2. To identify strategies that leaders employ to articulate and implement their visions

Directions

1. For this exercise, select two people in leadership positions to interview. They can be leaders in formal or informal positions at work, at school, or in society. The only criterion is that the leader influences others toward a goal.
2. Conduct a 30-minute interview with each leader, by phone or in person. Ask the leaders to describe the visions they have for their organizations. In addition, ask, "How do you *articulate* and *implement* your visions?"

Leader #1 (name) _____

Vision content

Vision articulation

Vision implementation

Leader #2 (name) _____

Vision content

Vision articulation

Vision implementation

Questions

1. What differences and similarities did you observe between the two leaders' visions?
2. Did the leaders advocate specific values? If yes, what values?
3. Did the leaders use any unique symbols to promote their visions? If yes, what symbols?
4. In what ways did the leaders' behaviors model their visions to others?



7.4 REFLECTION AND ACTION WORKSHEET

Leadership Vision

Reflection

1. Stephen Covey (1991) contended that effective leaders "begin with the end in mind." These leaders have a deep understanding of their own goals and mission in life. How would you describe your own values and purpose in life? In what way is your leadership influenced by these values?
2. Creating a vision usually involves trying to change others by persuading them to accept different values and different ways of doing things. Are you comfortable influencing people in this way? Discuss.
3. As we discussed in this chapter, effective visions can be articulated with strong symbols. How do you view yourself as being able to do this? Are you effective at generating language and symbols that can enhance a vision and help make it successful?

Action

1. Based on your score on the Leadership Vision Questionnaire, how do you assess your ability to create a vision for a group? Identify specific ways you could improve your abilities to create and carry out visions with others.
2. Good leaders *act out the vision*. Describe what ideals and values you act out or could act out as a leader.
3. Take a few moments to think about and describe a group or an organization to which you belong presently or belonged in the past. Write a brief statement describing the vision you would utilize if you were the leader of this group or organization.



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
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

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Visit edge.sagepub.com/northouseIntro4e for a downloadable version of this questionnaire.

8.2 ORGANIZATIONAL CLIMATE QUESTIONNAIRE

(Continued)

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
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

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

Providing structure: _____

Clarifying norms: _____

Building cohesiveness: _____

Promoting standards of excellence: _____

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.

If your score is 20–25, you are in the high range.

If your score is 15–19, you are in the high moderate range.

If your score is 10–14, you are in the low moderate range.

If your score is 5–9, you are in the low range.

Improve Your Leadership Skills

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8.3 OBSERVATIONAL EXERCISE

Establishing a Constructive Climate

Purpose

1. To develop an understanding of how leaders establish a constructive climate for a group or an organization
2. To identify how specific factors contribute to effective group performance

Directions

1. For this exercise, you will observe a leader running a meeting, a practice, a class, or some other group-related activity.
2. Attend a full session of the group and record your observations below.

Name of the leader: _____

Name of the group: _____

Observations about the structure (organization) of the group:

Observations about the group's norms:

Observations about the cohesiveness of the group:

Observations about the group's standards of excellence:

Questions

1. In what ways did the leader make the goals of the group clear to group members?
2. How did the leader utilize the unique talents of different group members?
3. What were some of the positive and negative norms of this group? How did the leader reinforce these norms?
4. How would you evaluate, on a scale from 1 (*low*) to 5 (*high*), the cohesiveness of this group? In what ways did the leader promote or fail to promote the esprit de corps in the group?
5. A key factor in promoting standards of excellence is rewarding results. How did the leader reward group members for achieving results?



8.4 REFLECTION AND ACTION WORKSHEET

Establishing a Constructive Climate

Reflection

1. Based on the scores you received on the Organizational Climate Questionnaire, what are your strengths and weaknesses regarding establishing a constructive climate for a group or an organization? Discuss.
 - Strengths:
 - Weaknesses:
2. How did you react to the example in this chapter (pp. 167–168) of the service-learning group that developed cohesiveness? In what way do you think cohesiveness plays an important role in groups? Have you ever experienced cohesiveness in a group yourself? Discuss.
3. In this chapter, group rules and norms are stressed as being very important to effective teams. Do you agree with this? Explain your answer. Briefly comment on your own desire and ability to adapt to the rules of a group.
4. An important aspect of establishing a constructive climate is giving recognition to others. Is rewarding or praising others something that would come easily for you as a leader? Discuss.

Action

1. Imagine that you have been chosen to lead a group project for your class and are preparing for the first meeting. Based on what you have read in this chapter, identify five important actions you could take to help establish a constructive climate for the group.
2. This chapter argues that establishing a constructive climate demands that the leader be a role model for how group members should act. What three values are important to you in a group? How would you demonstrate these values to group members?
3. High-performing teams have strong standards of excellence. Discuss your level of comfort with encouraging others to “keep the quality up.” What leadership behaviors could you strengthen to encourage others to work to the best of their ability?

