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Leadership Trait Questionnaire (LTQ)

Instructions: The purpose of this questionnaire is to measure personal characteristics of leadership. The questionnaire should be completed by the leader and five people who are familiar with the leader.

Make five copies of this questionnaire. This questionnaire should be completed by you and five people you know (e.g., roommates, coworkers, relatives, friends). 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. Do not forget to complete one for yourself.

_____ (leader's name) is

Key: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = 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 himself/herself and his/her 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 and 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 controlled | 1 2 3 ④ 5 |
| 12. Diligent: Is persistent, 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 |

Scoring

1. Enter the responses for Raters 1, 2, 3, 4, and 5 in the appropriate columns as shown in Example 2.1. The example provides hypothetical ratings to help explain how the questionnaire can be used.
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.

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

Scoring Interpretation

The scores you received on the LTQ 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.

The example ratings show how the leader self-rated higher than the observers did on the characteristic *articulate*. On the second characteristic, *perceptive*, the leader self-rated substantially higher than others. On the *self-confident* characteristic, the leader self-rated quite close to others' ratings but lower. There are no best ratings on this questionnaire. The purpose of the instrument is to give you a way to assess your strengths and weaknesses and to evaluate areas where your perceptions are congruent with those of others and where there are discrepancies.

QUESTIONNAIRE #2 LTQ

	RATER 1	RATER 2	RATER 3	RATER 4	RATER 5	AVG RAT	SELF RATE
ARTICULATE	5	5	4	5	4	4.6	5
PERCEPTIVE	5	4	4	4	4	4.2	4
SELF CONFIDENT	5	5	5	5	5	5	5
SELF ASSURED	5	4	4	5	5	4.6	5
PERSISTENT	4	4	2	5	4	3.8	5
DETERMINED	5	5	5	5	5	5	5
TRUSTWORTHY	5	4	5	5	4	4.6	5
DEPENDABLE	5	5	5	5	3	4.6	5
FRIENDLY	2	3	2	5	3	3	2
OUTGOING	2	3	4	5	4	3.6	3
CONSCIENTIOUS	4	5	5	4	4	4.4	4
DILIGENT	5	5	5	5	5	5	5
SENSITIVE	3	3	4	4	5	3.8	2
EMPATHIC	4	4	4	5	4	4.2	3

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 ____ Human skill ____ Conceptual skill ____

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.

27 TECH SKILL SCORE

22 HUMANS

25 CONCEPTUAL

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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 43 Relationship 34

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.

Path-Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path-goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often
6 = Usually 7 = Always

1. I let followers know what is expected of them. 1 2 3 4 5 6 7
2. I maintain a friendly working relationship with followers. 1 2 3 4 5 6 7
3. I consult with followers when facing a problem. 1 2 3 4 5 6 7
4. I listen receptively to followers' ideas and suggestions. 1 2 3 4 5 6 7
5. I inform followers about what needs to be done and how it needs to be done. 1 2 3 4 5 6 7
6. I let followers know that I expect them to perform at their highest level. 1 2 3 4 5 6 7
7. I act without consulting my followers. 1 2 3 4 5 6 7
8. I do little things to make it pleasant to be a member of the group. 1 2 3 4 5 6 7
9. I ask followers to follow standard rules and regulations. 1 2 3 4 5 6 7
10. I set goals for followers' performance that are quite challenging. 1 2 3 4 5 6 7
11. I say things that hurt followers' personal feelings. 1 2 3 4 5 6 7
12. I ask for suggestions from followers concerning how to carry out assignments. 1 2 3 4 5 6 7
13. I encourage continual improvement in followers' performance. 1 2 3 4 5 6 7
14. I explain the level of performance that is expected of followers. 1 2 3 4 5 6 7
15. I help followers overcome problems that stop them from carrying out their tasks. 1 2 3 4 5 6 7
16. I show that I have doubts about followers' ability to meet most objectives. 1 2 3 4 5 6 7
17. I ask followers for suggestions on what assignments should be made. 1 2 3 4 5 6 7
18. I give vague explanations of what is expected of followers on the job. 1 2 3 4 5 6 7
19. I consistently set challenging goals for followers to attain. 1 2 3 4 5 6 7
20. I behave in a manner that is thoughtful of followers' personal needs. 1 2 3 4 5 6 7

Scoring

1. Reverse the scores for Items 7, 11, 16, and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18. **31**
3. Supportive style: Sum of scores on Items 2, 8, 11, 15, and 20. **21**
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17. **20**
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19. **31**

Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you received on the Path–Goal Leadership Questionnaire provide information about which styles of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

SOURCES: Adapted from *A Path–Goal Theory Investigation of Superior–Subordinate Relationships*, by J. Indvik, unpublished doctoral dissertation, University of Wisconsin–Madison, 1985; and Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982). Used by permission.

Sample Items From the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short

These questions provide examples of the items that are used to evaluate leadership style. The MLQ is provided in both Self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership. By thinking about the leadership styles as exemplified below, you can get a sense of your own belief about your leadership.

Key: 0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

Transformational Leadership Styles

Idealized Influence (Attributes)	I go beyond self-interest for the good of the group.	0 1 2 3 4
Idealized Influence (Behaviors)	I consider the moral and ethical consequences of decisions.	0 1 2 3 4
Inspirational Motivation	I talk optimistically about the future.	0 1 2 3 4
Intellectual Stimulation	I reexamine critical assumptions to question whether they are appropriate.	0 1 2 3 4
Individualized Consideration	I help others to develop their strengths.	0 1 2 3 4

Transactional Leadership Styles

Contingent Reward	I make clear what one can expect to receive when performance goals are achieved.	0 1 2 3 4
Management by Exception: Active	I keep track of all mistakes.	0 1 2 3 4

Passive/Avoidant Leadership Styles

Management by Exception: Passive	I wait for things to go wrong before taking action.	0 1 2 3 4
Laissez-Faire	I avoid making decisions.	0 1 2 3 4

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Authentic Leadership Self-Assessment Questionnaire

Instructions: This questionnaire contains items about different dimensions of authentic leadership. There are no right or wrong responses, so please answer honestly. Use the following scale when responding to each statement by writing the number from the scale below that you feel most accurately characterizes your response to the statement.

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

- | | |
|---|------------------|
| 1. I can list my three greatest weaknesses. | 1 2 3 4 <u>5</u> |
| 2. My actions reflect my core values. | 1 2 3 4 <u>5</u> |
| 3. I seek others' opinions before making up my own mind. | 1 <u>2</u> 3 4 5 |
| 4. I openly share my feelings with others. | 1 <u>2</u> 3 4 5 |
| 5. I can list my three greatest strengths. | 1 2 3 <u>4</u> 5 |
| 6. I do not allow group pressure to control me. | 1 2 3 <u>4</u> 5 |
| 7. I listen closely to the ideas of those who disagree with me. | 1 2 3 4 <u>5</u> |
| 8. I let others know who I truly am as a person. | 1 2 <u>3</u> 4 5 |
| 9. I seek feedback as a way of understanding who I really am as a person. | 1 2 <u>3</u> 4 5 |
| 10. Other people know where I stand on controversial issues. | 1 2 3 <u>4</u> 5 |
| 11. I do not emphasize my own point of view at the expense of others. | 1 <u>2</u> 3 4 5 |
| 12. I rarely present a "false" front to others. | 1 <u>2</u> 3 4 5 |
| 13. I accept the feelings I have about myself. | 1 2 3 <u>4</u> 5 |
| 14. My morals guide what I do as a leader. | 1 2 <u>3</u> 4 5 |
| 15. I listen very carefully to the ideas of others before making decisions. | 1 2 <u>3</u> 4 5 |
| 16. I admit my mistakes to others. | 1 2 3 4 <u>5</u> |

Scoring

1. Sum the responses on items 1, 5, 9, and 13 (self-awareness). 14
2. Sum the responses on items 2, 6, 10, and 14 (internalized moral perspective). 17
3. Sum the responses on items 3, 7, 11, and 15 (balanced processing). 13
4. Sum the responses on items 4, 8, 12, and 16 (relational transparency). 12

Total Scores

Self-Awareness: _____

Internalized Moral Perspective: _____

Balanced Processing: _____

Relational Transparency: _____

Scoring Interpretation

This self-assessment questionnaire is designed to measure your authentic leadership by assessing four components of the process: self-awareness, internalized moral perspective, balanced processing, and relational transparency. By comparing your scores on each of these components, you can determine which are your stronger and which are your weaker components in each category. You can interpret your authentic leadership scores using the following guideline: high = 16–20 and low = 15 and below. Scores in the upper range indicate stronger authentic leadership, whereas scores in the lower range indicate weaker authentic leadership.

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Servant Leadership Questionnaire

Instructions: Select two people who know you in a leadership capacity such as a coworker, fellow group member, or follower. Make two copies of this questionnaire and give a copy to each individual you have chosen. Using the following 7-point scale, ask them to indicate the extent to which they agree or disagree with the following statements as they pertain to your leadership. In these statements, "He/She" is referring to you in a leadership capacity.

Key: 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat
4 = Undecided 5 = Agree Somewhat 6 = Agree 7 = Strongly agree

1. Others would seek help from him/her if they had a personal problem. 1 2 3 4 5 6 7
2. He/She emphasizes the importance of giving back to the community. 1 2 3 4 5 6 7
3. He/She can tell if something work related is going wrong. 1 2 3 4 5 6 7
4. He/She gives others the responsibility to make important decisions about their own jobs. 1 2 3 4 5 6 7
5. He/She makes others' career development a priority. 1 2 3 4 5 6 7
6. He/She cares more about others' success than his/her own. 1 2 3 4 5 6 7
7. He/She holds high ethical standards. 1 2 3 4 5 6 7
8. He/She cares about others' personal well-being. 1 2 3 4 5 6 7
9. He/She is always interested in helping people in the community. 1 2 3 4 5 6 7
10. He/She is able to think through complex problems. 1 2 3 4 5 6 7
11. He/She encourages others to handle important work decisions on their own. 1 2 3 4 5 6 7
12. He/She is interested in making sure others reach their career goals. 1 2 3 4 5 6 7
13. He/She puts others' best interests above his/her own. 1 2 3 4 5 6 7
14. He/She is always honest. 1 2 3 4 5 6 7
15. He/She takes time to talk to others on a personal level. 1 2 3 4 5 6 7
16. He/She is involved in community activities. 1 2 3 4 5 6 7
17. He/She has a thorough understanding of the organization and its goals. 1 2 3 4 5 6 7
18. He/She gives others the freedom to handle difficult situations in the way they feel is best. 1 2 3 4 5 6 7

- | | |
|--|----------------------|
| 19. He/She provides others with work experiences that enable them to develop new skills. | 1 2 3 4 <u>6</u> 7 |
| 20. He/She sacrifices his/her own interests to meet others' needs. | 1 2 3 4 <u>5</u> 6 7 |
| 21. He/She would not compromise ethical principles in order to meet success. | 1 2 3 4 5 6 <u>7</u> |
| 22. He/She can recognize when others are feeling down without asking them. | 1 2 <u>3</u> 4 5 6 7 |
| 23. He/She encourages others to volunteer in the community. | 1 2 3 4 <u>5</u> 6 7 |
| 24. He/She can solve work problems with new or creative ideas. | 1 2 3 4 5 <u>6</u> 7 |
| 25. If others need to make important decisions at work, they do not need to consult him/her. | 1 2 3 4 <u>5</u> 6 7 |
| 26. He/She wants to know about others' career goals. | 1 2 3 4 5 <u>6</u> 7 |
| 27. He/She does what he/she can to make others' jobs easier. | 1 2 3 4 5 <u>6</u> 7 |
| 28. He/She values honesty more than profits. | 1 2 3 4 <u>5</u> 6 7 |

SOURCE: Reprinted (adapted version) from "Servant Leadership: Development of a Multidimensional Measure and Multi-Level Assessment," by R. C. Liden, S. J. Wayne, H. Zhao, and D. Henderson, 2008, *The Leadership Quarterly*, 19, 161–177. Copyright © Reprinted with permission from Elsevier Science.

Scoring

Using the questionnaires on which others assessed your leadership, take the separate scores for each item, add them together, and divide that sum by two. This will give you the average score for that item. For example, if Person A assessed you at 4 for Item 2, and Person B marked you as a 6, your score for Item 2 would be 5.

Once you have averaged each item's scores, use the following steps to complete the scoring of the questionnaire:

1. Add up the scores on 1, 8, 15, and 22. This is your score for emotional healing. 18
2. Add up the scores for 2, 9, 16, and 23. This is your score for creating value for the community. 20
3. Add up the scores for 3, 10, 17, and 24. This is your score for conceptual skills. 23
4. Add up the scores for 4, 11, 18, and 25. This is your score for empowering. 14

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5. Add up the scores for 5, 12, 19, and 26. This is your score for helping followers grow and succeed. **23**
6. Add up the scores for 6, 13, 20, and 27. This is your score for putting followers first. **21**
7. Add up the scores for 7, 14, 21, and 28. This is your score for behaving ethically. **25**

Scoring Interpretation

- ***High range:*** A score between 23 and 28 means you strongly exhibit this servant leadership behavior.
- ***Moderate range:*** A score between 14 and 22 means you tend to exhibit this behavior in an average way.
- ***Low range:*** A score between 8 and 13 means you exhibit this leadership below the average or expected degree.
- ***Extremely low range:*** A score between 0 and 7 means you are not inclined to exhibit this leadership behavior at all.

The scores you received on the Servant Leadership Questionnaire indicate the degree to which you exhibit the seven behaviors characteristic of a servant leader. You can use the results to assess areas in which you have strong servant leadership behaviors and areas in which you may strive to improve.

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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 |

- | | |
|---|------------------|
| 13. When this leader disagrees with someone, he/she has difficulty listening to what the other person is really saying. | 1 2 <u>3</u> 4 5 |
| 14. When others are struggling with intense conflicts, this leader steps in to resolve their differences for them. | 1 <u>2</u> 3 4 5 |
| 15. This leader has the emotional capacity to comfort others as they work through intense issues. | 1 2 <u>3</u> 4 5 |
| 16. When people try to avoid controversial organizational issues, this leader brings these conflicts into the open. | 1 2 3 <u>4</u> 5 |
| 17. This leader encourages his/her employees to take initiative in defining and solving problems. | 1 2 3 <u>4</u> 5 |
| 18. This leader is open to people who bring up unusual ideas that seem to hinder the progress of the group. | 1 2 <u>3</u> 4 5 |
| 19. In challenging situations, this leader likes to observe the parties involved and assess what's really going on. | 1 2 3 <u>4</u> 5 |
| 20. This leader encourages people to discuss the "elephant in the room." | 1 2 3 <u>4</u> 5 |
| 21. People recognize that this leader has confidence to tackle challenging problems. | 1 2 3 4 <u>5</u> |
| 22. This leader thinks it is reasonable to let people avoid confronting difficult issues. | 1 <u>2</u> 3 4 5 |
| 23. When people look to this leader to solve problems, he/she enjoys providing solutions. | 1 2 3 4 <u>5</u> |
| 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 <u>5</u> |
| 25. In a difficult situation, this leader will step out of the dispute to gain perspective on it. | 1 2 3 <u>4</u> 5 |
| 26. This leader thrives on helping people find new ways of coping with organizational problems. | 1 2 3 <u>4</u> 5 |
| 27. People see this leader as someone who holds steady in the storm. | 1 2 3 <u>4</u> 5 |
| 28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome. | 1 <u>2</u> 3 4 5 |
| 29. When people are uncertain about what to do, this leader empowers them to decide for themselves. | 1 <u>2</u> 3 4 5 |
| 30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members. | 1 2 3 <u>4</u> 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).

4 1 4 7(R) 3 13(R) 4 19 4 25 19 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 2(R) 2 8(R) 4 14(R) 5 20 4 26 17 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.

4 3 5 9 3 15 5 21 4 27 21 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).

5 4 4 10 4 16 4 22(R) 4 28(R) 21 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).

2 5(R) 4 11 5 17 1 23(R) 2 29 14 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).

4 6 4 12 3 18 5 24 2 30(R) 18 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	20	22	22	18	18	20	19	+1
Identify the Adaptive Challenge	13	15	13 13	15	15	14.2	17	-2.8
Regulate Distress	23	21	21	20	21	21.2	21	+0.2
Maintain Disciplined Attention	24	17	23	24	23	22.2	21	+1.2
Give the Work Back to the People	12	14	10	14	17	13.8	14	-0.2
Protect Leadership Voices From Below	15	17	8	14	14	14	18	-4

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.

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.