

SELF - ASSESSMENT PORTFOLIO

Find online versions of many assessments at www.wiley.com/college/schermerhorn.

ASSESSMENT 1

Managerial Assumptions

Instructions

Read the following statements. Write “Yes” if you agree with the statement, or “No” if you disagree with it. Force yourself to take a “yes” or “no” position for every statement.

1. Are good pay and a secure job enough to satisfy most workers?
2. Should a manager help and coach subordinates in their work?
3. Do most people like real responsibility in their jobs?
4. Are most people afraid to learn new things in their jobs?
5. Should managers let subordinates control the quality of their work?
6. Do most people dislike work?
7. Are most people creative?
8. Should a manager closely supervise and direct work of subordinates?
9. Do most people tend to resist change?
10. Do most people work only as hard as they have to?
11. Should workers be allowed to set their own job goals?
12. Are most people happiest off the job?
13. Do most workers really care about the organization they work for?
14. Should a manager help subordinates advance and grow in their jobs?

Scoring

Count the number of “yes” responses to items 1, 4, 6, 8, 9, 10, 12; write that number here as [X = ____]. Count the number of “yes” responses to items 2, 3, 5, 7, 11, 13, 14; write that score here [Y = ____].

Interpretation

This assessment gives insight into your orientation toward Douglas McGregor’s Theory X (your “X” score) and Theory Y (your “Y” score) assumptions. It’s an opportunity to consider the ways in which you are likely to behave toward other people at work. Think, in particular, about the types of self-fulfilling prophecies you are likely to create.

Source: John R. Schermerhorn, *Management*, 5th ed. (New York, John Wiley & Sons, Inc., 1996), p. 51. By permission.

ASSESSMENT 2**A Twenty-First-Century Manager****Instructions**

Rate yourself on the following personal characteristics.
Use this scale.

- S = Strong. I am very confident with this one.
G = Good. But I still have room to grow.
W = Weak. I really need work on this one.
? = Unsure. I just don't know.

1. *Resistance to stress*: The ability to get work done even under stressful conditions.
2. *Tolerance for uncertainty*: The ability to get work done even under ambiguous and uncertain conditions.
3. *Social objectivity*: The ability to act free of racial, ethnic, gender, and other prejudices or biases.
4. *Inner work standards*: The ability to personally set and work to high-performance standards.
5. *Stamina*: The ability to sustain long work hours.
6. *Adaptability*: The ability to be flexible and adapt to changes.
7. *Self-confidence*: The ability to be consistently decisive and display one's personal presence.
8. *Self-objectivity*: The ability to evaluate personal strengths and weaknesses and to understand one's motives and skills relative to a job.
9. *Introspection*: The ability to learn from experience, awareness, and self-study.

Source: See *Outcome Management Project*, Phase I and Phase II Reports (St. Louis: American Assembly of Collegiate Schools of Business, 1986 & 1987).

10. *Entrepreneurism*: The ability to address problems and take advantage of opportunities for constructive change.

Scoring

Give yourself 1 point for each S, and ½ point for each G. Do not give yourself points for W and ? responses. Total your points and enter the result here [PMF = ____].

Interpretation

This assessment offers a self-described *profile of your management foundations (PMF)*. Are you a perfect 10, or is your PMF score something less than that? There shouldn't be too many 10s around. Ask someone who knows you to assess you on this instrument. You may be surprised at the differences between your PMF score as self-described and your PMF score as described by someone else. Most of us, realistically speaking, must work hard to grow and develop continually in these and related management foundations. This list is a good starting point as you consider where and how to further pursue the development of your managerial skills and competencies. The items on the list are recommended by the American Assembly of Collegiate Schools of Business (AACSB) as skills and personal characteristics that should be nurtured in college and university students of business administration. Their success—and yours—as twenty-first-century managers may well rest on (1) an initial awareness of the importance of these basic management foundations and (2) a willingness to strive continually to strengthen them throughout your work career.

ASSESSMENT 3**Turbulence Tolerance Test****Instructions**

The following statements were made by a thirty-seven-year-old manager in a large, successful corporation. How would you like to have a job with these characteristics? Using the following scale, write your response to the left of each statement.

- 4 = I would enjoy this very much; it's completely acceptable.
 3 = This would be enjoyable and acceptable most of the time.
 2 = I'd have no reaction to this feature one way or another, or it would be about equally enjoyable and unpleasant.
 1 = This feature would be somewhat unpleasant for me.
 0 = This feature would be very unpleasant for me.

- ___ 1. I regularly spend 30 to 40 percent of my time in meetings.
- ___ 2. Eighteen months ago my job did not exist, and I have been essentially inventing it as I go along.
- ___ 3. The responsibilities I either assume or am assigned consistently exceed the authority I have for discharging them.
- ___ 4. At any given moment in my job, I have on average about a dozen phone calls to be returned.
- ___ 5. There seems to be very little relation between the quality of my job performance and my actual pay and fringe benefits.
- ___ 6. About two weeks a year of formal management training is needed in my job just to stay current.
- ___ 7. Because we have very effective equal employment opportunity (EEO) in my company and because it is thoroughly multinational, my job consistently brings me into close working contact at a professional level with people of many races, ethnic groups and nationalities, and of both sexes.
- ___ 8. There is no objective way to measure my effectiveness.
- ___ 9. I report to three different bosses for different aspects of my job, and each has an equal say in my performance appraisal.
- ___ 10. On average, about a third of my time is spent dealing with unexpected emergencies that force all scheduled work to be postponed.
- ___ 11. When I have to have a meeting of the people who report to me, it takes my secretary most of a day to find a time when we are all available; and even then I have yet to have a meeting where everyone is present for the entire meeting.
- ___ 12. The college degree I earned in preparation for this type of work is now obsolete, and I probably should go back for another degree.
- ___ 13. My job requires that I absorb 100 to 200 pages of technical materials per week.
- ___ 14. I am out of town overnight at least one night per week.
- ___ 15. My department is so interdependent with several other departments in the company that all distinctions about which departments are responsible for which tasks are quite arbitrary.

Source: Peter B. Vail, *Managing as a Performance Art: New Ideas for a World of Chaotic Change* (San Francisco: Jossey-Bass, 1989), pp. 8–9. Used by permission.

- ___ 16. In about a year I will probably get a promotion to a job in another division that has most of these same characteristics.
- ___ 17. During the period of my employment here, either the entire company or the division I worked in has been reorganized every year or so.
- ___ 18. While there are several possible promotions I can see ahead of me, I have no real career path in an objective sense.
- ___ 19. While there are several possible promotions I can see ahead of me, I think I have no realistic chance of getting to the top levels of the company.
- ___ 20. While I have many ideas about how to make things work better, I have no direct influence on either the business policies or the personnel policies that govern my division.
- ___ 21. My company has recently put in an "assessment center" where I and all other managers will be required to go through an extensive battery of psychological tests to assess our potential.
- ___ 22. My company is a defendant in an antitrust suit, and if the case comes to trial, I will probably have to testify about some decisions that were made a few years ago.
- ___ 23. Advanced computer and other electronic office technology is continually being introduced into my division, necessitating constant learning on my part.
- ___ 24. The computer terminal and screen I have in my office can be monitored in my bosses' offices without my knowledge.

Scoring

Total your responses and divide the sum by 24; enter the score here [TTT = ____].

Interpretation

This instrument gives an impression of your tolerance for managing in turbulent times—something likely to characterize the world of work well into the future. In general, the higher your TTT score, the more comfortable you seem to be with turbulence and change—a positive sign. For comparison purposes, the average scores for some 500 MBA students and young managers was 1.5–1.6. The test's author suggests the TTT scores may be interpreted much like a grade point average in which 4.0 is a perfect A. On this basis, a 1.5 is below a C! How did you do?

ASSESSMENT 4

Global Readiness Index

Instructions

Use the scale to rate yourself on each of the following items to establish a baseline measurement of your readiness to participate in the global work environment.

Rating Scale

- 1 = Very Poor
- 2 = Poor
- 3 = Acceptable
- 4 = Good
- 5 = Very Good

- ___ 1. I understand my own culture in terms of its expectations, values, and influence on communication and relationships.
- ___ 2. When someone presents me with a different point of view, I try to understand it rather than attack it.
- ___ 3. I am comfortable dealing with situations where the available information is incomplete and the outcomes unpredictable.
- ___ 4. I am open to new situations and am always looking for new information and learning opportunities.
- ___ 5. I have a good understanding of the attitudes and perceptions toward my culture as they are held by people from other cultures.

Source: Developed from "Is Your Company Really Global," *Business Week* (December 1, 1997).

- ___ 6. I am always gathering information about other countries and cultures and trying to learn from them.
- ___ 7. I am well informed regarding the major differences in government, political systems, and economic policies around the world.
- ___ 8. I work hard to increase my understanding of people from other cultures.
- ___ 9. I am able to adjust my communication style to work effectively with people from different cultures.
- ___ 10. I can recognize when cultural differences are influencing working relationships and adjust my attitudes and behavior accordingly.

global mind-set that is receptive to and respectful of cultural differences, *global knowledge* that includes the continuing quest to know and learn more about other nations and cultures, and *global work skills* that allow you to work effectively across cultures.

Scoring

The goal is to score as close to a perfect 5 as possible on each of the three dimensions of global readiness. Develop your scores as follows.

$$\text{Items (1 + 2 + 3 + 4) / 4} = \text{___ Global Mind-Set Score}$$

$$\text{Items (5 + 6 + 7) / 3} = \text{___ Global Knowledge Score}$$

$$\text{Items (8 + 9 + 10) / 3} = \text{___ Global Work Skills Score}$$

Interpretation

To be successful in the twenty-first-century work environment, you must be comfortable with the global economy and the cultural diversity that it holds. This requires a

ASSESSMENT 5

Personal Values

Instructions

For the following 16 items, rate how important each one is to you on a scale of 0 (not important) to 100 (very important). Write the numbers 0 to 100 on the line to the left of each item.

Not important				Somewhat important				Very important			
0	10	20	30	40	50	60	70	80	90	100	

- ___ 1. An enjoyable, satisfying job
- ___ 2. A high-paying job
- ___ 3. A good marriage
- ___ 4. Meeting new people; social events
- ___ 5. Involvement in community activities
- ___ 6. My religion
- ___ 7. Exercising, playing sports
- ___ 8. Intellectual development
- ___ 9. A career with challenging opportunities
- ___ 10. Nice cars, clothes, home, etc.
- ___ 11. Spending time with family
- ___ 12. Having several close friends
- ___ 13. Volunteer work for not-for-profit organizations, such as a cancer society

Source: Robert N. Lussier, *Human Relations in Organizations*, 2nd ed. (Homewood, IL: Richard D. Irwin, 1993). By permission.

- ____ 14. Meditation, quiet time to think, pray, etc.
 ____ 15. A healthy, balanced diet
 ____ 16. Educational reading, TV, self-improvement programs, etc.

Scoring

Transfer the numbers for each of the 16 items to the appropriate column below, then add the two numbers in each column.

	Professional	Financial	Family	Social
1. ____		2. ____	3. ____	4. ____
9. ____		10. ____	11. ____	12. ____
Totals	____	____	____	____
	Community	Spiritual	Physical	Intellectual
5. ____		6. ____	7. ____	8. ____
13. ____		14. ____	15. ____	16. ____
Totals	____	____	____	____

Interpretation

The higher the total in any area, the higher the value you place on that particular area. The closer the numbers are in all eight areas, the more well-rounded you are. Think about the time and effort you put forth in your top three values. Is it sufficient to allow you to achieve the level of success you want in each area? If not, what can you do to change? Is there any area in which you feel you should have a higher value total? If yes, which, and what can you do to change?

ASSESSMENT 6

Intolerance for Ambiguity

Instructions

To determine your level of tolerance (intolerance) for ambiguity, respond to the following items. PLEASE RATE EVERY ITEM; DO NOT LEAVE ANY ITEM BLANK. Rate each item on the following seven-point scale:

1	2	3	4	5	6	7
strongly disagree	moderately disagree	slightly disagree		slightly agree	moderately agree	strongly agree

Rating

- ____ 1. An expert who doesn't come up with a definite answer probably doesn't know too much.
 ____ 2. There is really no such thing as a problem that can't be solved.
 ____ 3. I would like to live in a foreign country for a while.
 ____ 4. People who fit their lives to a schedule probably miss the joy of living.
 ____ 5. A good job is one where what is to be done and how it is to be done are always clear.

Source: Based on S. Budner, "Intolerance of Ambiguity as a Personality Variable," *Journal of Personality*, 30:1 (1962), pp. 29-50.

- ___ 6. In the long run it is possible to get more done by tackling small, simple problems rather than large, complicated ones.
- ___ 7. It is more fun to tackle a complicated problem than it is to solve a simple one.
- ___ 8. Often the most interesting and stimulating people are those who don't mind being different and original.
- ___ 9. What we are used to is always preferable to what is unfamiliar.
- ___ 10. A person who leads an even, regular life in which few surprises or unexpected happenings arise really has a lot to be grateful for.
- ___ 11. People who insist upon a yes or no answer just don't know how complicated things really are.
- ___ 12. Many of our most important decisions are based on insufficient information.
- ___ 13. I like parties where I know most of the people more than ones where most of the people are complete strangers.
- ___ 14. The sooner we all acquire ideals, the better.
- ___ 15. Teachers or supervisors who hand out vague assignments give a chance for one to show initiative and originality.
- ___ 16. A good teacher is one who makes you wonder about your way of looking at things.
- ___ Total

Scoring

The scale was developed by S. Budner. Budner reports test-retest correlations of .85 with a variety of samples (mostly students and health care workers). Data, however, are more than 30 years old, so mean shifts may have occurred. Maximum ranges are 16–112, and score ranges were from 25 to 79, with a grand mean of approximately 49.

The test was designed to measure several different components of possible reactions to perceived threat in situations which are new, complex, or insoluble. Half of the items have been reversed.

To obtain a score, first *reverse* the scale score for the eight “reverse” items, 3, 4, 7, 8, 11, 12, 15, and 16 (i.e., a rating of 1 = 7, 2 = 6, 3 = 5, etc.), then add up the rating scores for all 16 items.

Interpretation

Empirically, low tolerance for ambiguity (high intolerance) has been positively correlated with:

- Conventionality of religious beliefs
- High attendance at religious services
- More intense religious beliefs
- More positive views of censorship
- Higher authoritarianism
- Lower Machiavellianism

The application of this concept to management in the 1990s is clear and relatively self-evident. The world of work and many organizations are full of ambiguity and change. Individuals with a *higher* tolerance for ambiguity are far more likely to be able to function effectively in organizations and contexts in which there is a high turbulence, a high rate of change, and less certainty about expectations, performance standards, what needs to be done, and so on. In contrast, individuals with a lower tolerance for ambiguity are far more likely to be unable to adapt or adjust quickly in turbulence, uncertainty, and change. These individuals are likely to become rigid, angry, stressed, and frustrated when there is a high level of uncertainty and ambiguity in the environment. High levels of tolerance for ambiguity, therefore, are associated with an ability to “roll with the punches” as organizations, environmental conditions, and demands change rapidly.

ASSESSMENT 7**Two-Factor Profile****Instructions**

On each of the following dimensions, distribute a total of 10 points between the two options. For example:

- | | | | | |
|---|-------|-------|-------|--|
| Summer weather | (7) | | (3) | Winter weather |
| 1. Very responsible job | () | | () | Job security |
| 2. Recognition for work accomplishments | () | | () | Good relations with co-workers |
| 3. Advancement opportunities at work | () | | () | A boss who knows his/her job well |
| 4. Opportunities to grow and learn on the job | () | | () | Good working conditions |
| 5. A job that I can do well | () | | () | Supportive rules, policies of employer |
| 6. A prestigious or high-status job | () | | () | A high base wage or salary |

Scoring

Summarize your total scores for all items in the *left-hand column* and write it here:

MF = ____.

Summarize your total scores for all items in the *right-hand column* and write it here:

HF = ____.

Interpretation

The "MF" score indicates the relative importance that you place on motivating or satisfier factors in Herzberg's two-factor theory. This shows how important job content is to you.

The "HF" score indicates the relative importance that you place on hygiene or dissatisfier factors in Herzberg's two-factor theory. This shows how important job context is to you.

ASSESSMENT 8**Are You Cosmopolitan?****Instructions**

Answer the questions using a scale of 1 to 5: 1 representing "strongly disagree"; 2, "somewhat disagree"; 3, "neutral"; 4, "somewhat agree"; and 5, "strongly agree."

- ____ 1. You believe it is the right of the professional to make his or her own decisions about what is to be done on the job.

Source: Developed from Joseph A. Raelin, *The Clash of Cultures, Managers and Professionals* (Harvard Business School Press, 1986).

- ___ 2. You believe a professional should stay in an individual staff role regardless of the income sacrifice.
- ___ 3. You have no interest in moving up to a top administrative post.
- ___ 4. You believe that professionals are better evaluated by professional colleagues than by management.
- ___ 5. Your friends tend to be members of your profession.
- ___ 6. You would rather be known or get credit for your work outside rather than inside the company.
- ___ 7. You would feel better making a contribution to society than to your organization.
- ___ 8. Managers have no right to place time and cost schedules on professional contributors.

Scoring and Interpretation

A "cosmopolitan" identifies with the career profession, and a "local" identifies with the employing organization. Total your scores. A score of 30–40 suggests a cosmopolitan work orientation, 10–20 a "local" orientation, and 20–30 a mixed orientation.

ASSESSMENT 9

Group Effectiveness

Instructions

For this assessment, select a specific group you work with or have worked with; it can be a college or work group. For each of the eight statements, select how often each statement describes the group's behavior. Place the number 1, 2, 3, or 4 on the line next to each of the 8 numbers.

Usually	Frequently	Occasionally	Seldom
1	2	3	4

- ___ 1. The members are loyal to one another and to the group leader.
- ___ 2. The members and leader have a high degree of confidence and trust in each other.
- ___ 3. Group values and goals express relevant values and needs of members.
- ___ 4. Activities of the group occur in a supportive atmosphere.
- ___ 5. The group is eager to help members develop to their full potential.
- ___ 6. The group knows the value of constructive conformity and knows when to use it and for what purpose.
- ___ 7. The members communicate all information relevant to the group's activity fully and frankly.
- ___ 8. The members feel secure in making decisions that seem appropriate to them.

Scoring

___ Total. Add up the eight numbers and place an X on the continuum below that represents the score.

Effective group 8 ... 16 ... 24 ... 32 Ineffective group

Interpretation

The lower the score, the more effective the group. What can you do to help the group become more effective? What can the group do to become more effective?

ASSESSMENT 10**Least Preferred Co-worker Scale****Instructions**

Think of all the different people with whom you have ever worked—in jobs, in social clubs, in student projects, or whatever. Next, think of the *one person* with whom you could work *least* well—that is, the person with whom you had the most difficulty getting a job done. This is the one person—a peer, boss, or subordinate—with whom you would least want to work. Describe this person by circling numbers at the appropriate points on each of the following pairs of bipolar adjectives. Work rapidly. There are no right or wrong answers.

Pleasant	8 7 6 5 4 3 2 1	Unpleasant
Friendly	8 7 6 5 4 3 2 1	Unfriendly
Rejecting	1 2 3 4 5 6 7 8	Accepting
Tense	1 2 3 4 5 6 7 8	Relaxed
Distant	1 2 3 4 5 6 7 8	Close
Cold	1 2 3 4 5 6 7 8	Warm
Supportive	8 7 6 5 4 3 2 1	Hostile
Boring	1 2 3 4 5 6 7 8	Interesting
Quarrelsome	1 2 3 4 5 6 7 8	Harmonious
Gloomy	1 2 3 4 5 6 7 8	Cheerful
Open	8 7 6 5 4 3 2 1	Guarded
Backbiting	1 2 3 4 5 6 7 8	Loyal
Untrustworthy	1 2 3 4 5 6 7 8	Trustworthy
Considerate	8 7 6 5 4 3 2 1	Inconsiderate
Nasty	1 2 3 4 5 6 7 8	Nice
Agreeable	8 7 6 5 4 3 2 1	Disagreeable
Insincere	1 2 3 4 5 6 7 8	Sincere
Kind	8 7 6 5 4 3 2 1	Unkind

Scoring

This is called the “least preferred co-worker (LPC) scale.” Compute your LPC score by totaling all the numbers you circled; enter that score here [LPC = ____].

Interpretation

The LPC scale is used by Fred Fiedler to identify a person’s dominant leadership style. Fiedler believes that this style is a relatively fixed part of one’s personality and is therefore difficult to change. This leads Fiedler to his contingency views, which suggest that the key to leadership success is finding (or creating) good “matches” between style and situation. If your score is 73 or above, Fiedler considers you a “relationship-motivated” leader; if your score is 64 and below, he considers you a “task-motivated” leader. If your score is between 65 and 72, Fiedler leaves it up to you to determine which leadership style is most like yours.

Source: Fred E. Fiedler and Martin M. Chemers, *Improving Leadership Effectiveness: The Leader Match Concept*, 2nd ed. (New York: John Wiley & Sons, Inc., 1984). Used by permission.

ASSESSMENT 11**Leadership Style****Instructions**

The following statements describe leadership acts. Indicate the way you would most likely act if you were leader of a workgroup, by circling whether you would most likely behave in this way:

always (A); frequently (F); occasionally (O); seldom (S); or never (N)

- | | |
|-----------|---|
| A F O S N | 1. Act as group spokesperson. |
| A F O S N | 2. Encourage overtime work. |
| A F O S N | 3. Allow members complete freedom in their work. |
| A F O S N | 4. Encourage the use of uniform procedures. |
| A F O S N | 5. Permit members to solve their own problems. |
| A F O S N | 6. Stress being ahead of competing groups. |
| A F O S N | 7. Speak as a representative of the group. |
| A F O S N | 8. Push members for greater effort. |
| A F O S N | 9. Try out ideas in the group. |
| A F O S N | 10. Let the members work the way they think best. |
| A F O S N | 11. Work hard for a personal promotion. |
| A F O S N | 12. Tolerate postponement and uncertainty. |
| A F O S N | 13. Speak for the group when visitors are present. |
| A F O S N | 14. Keep the work moving at a rapid pace. |
| A F O S N | 15. Turn members loose on a job. |
| A F O S N | 16. Settle conflicts in the group. |
| A F O S N | 17. Focus on work details. |
| A F O S N | 18. Represent the group at outside meetings. |
| A F O S N | 19. Avoid giving the members too much freedom. |
| A F O S N | 20. Decide what should be done and how it should be done. |
| A F O S N | 21. Push for increased production. |
| A F O S N | 22. Give some members authority to act. |
| A F O S N | 23. Expect things to turn out as predicted. |
| A F O S N | 24. Allow the group to take initiative. |
| A F O S N | 25. Assign group members to particular tasks. |
| A F O S N | 26. Be willing to make changes. |
| A F O S N | 27. Ask members to work harder. |
| A F O S N | 28. Trust members to exercise good judgment. |
| A F O S N | 29. Schedule the work to be done. |
| A F O S N | 30. Refuse to explain my actions. |
| A F O S N | 31. Persuade others that my ideas are best. |
| A F O S N | 32. Permit the group to set its own pace. |
| A F O S N | 33. Urge the group to beat its previous record. |
| A F O S N | 34. Act without consulting the group. |
| A F O S N | 35. Ask members to follow standard rules. |
- T _____ P _____

Scoring

- Circle items 8, 12, 17, 18, 19, 30, 34, and 35.
- Write the number 1 in front of a *circled item number* if you responded S (seldom) or N (never) to that item.

3. Write a number 1 in front of *item numbers not circled* if you responded A (always) or F (frequently).
4. Circle the number 1's which you have written in front of items 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. *Count the circled number 1's.* This is your score for leadership *concern for people*. Record the score in the blank following the letter P at the end of the questionnaire.
6. *Count the uncircled number 1's.* This is your score for leadership *concern for task*. Record this number in the blank following the letter T.

ASSESSMENT 12

"TT" Leadership Style

Instructions

For each of the following 10 pairs of statements, divide 5 points between the two elements of each pair according to your beliefs, perceptions of yourself, or which of the two statements characterizes you better. The 5 points may be divided between the a and b statements in any one of the following ways: 5 for a, 0 for b; 4 for a, 1 for b; 3 for a, 2 for b; 1 for a, 4 for b; 0 for a, 5 for b, but not equally (2.5) between the two. Weigh your choices between the two according to the one that characterizes you or your beliefs better.

1. (a) As leader I have a primary mission of maintaining stability.
(b) As leader I have a primary mission of change.
2. (a) As leader I must cause events.
(b) As leader I must facilitate events.
3. (a) I am concerned that my followers are rewarded equitably for their work.
(b) I am concerned about what my followers want in life.
4. (a) My preference is to think long range: what might be.
(b) My preference is to think short range: what is realistic.
5. (a) As a leader I spend considerable energy in managing separate but related goals.
(b) As a leader I spend considerable energy in arousing hopes, expectations, and aspirations among my followers.

6. (a) Although not in a formal classroom sense, I believe that a significant part of my leadership is that of teacher.
(b) I believe that a significant part of my leadership is that of facilitator.
7. (a) As leader I must engage with followers at an equal level of morality.
(b) As leader I must represent a higher morality.
8. (a) I enjoy stimulating followers to want to do more.
(b) I enjoy rewarding followers for a job well done.
9. (a) Leadership should be practical.
(b) Leadership should be inspirational.
10. (a) What power I have to influence others comes primarily from my ability to get people to identify with me and my ideas.
(b) What power I have to influence others comes primarily from my status and position.

Scoring

Circle your points for items 1b, 2a, 3b, 4a, 5b, 6a, 7b, 8a, 9b, 10a and add up the total points you allocated to these items; enter the score here [T = ____]. Next, add up the total points given to the uncircled items 1a, 2b, 3a, 4b, 5a, 6b, 7a, 8b, 9a, 10b; enter the score here [T = ____].

Interpretation

This instrument gives an impression of your tendencies toward "transformational" leadership (your T score) and "transactional" leadership (your T score). Today, a lot of attention is being given to the transformational aspects of leadership: those personal qualities that inspire a sense of vision and desire for extraordinary accomplishment in followers. The most successful leaders of the future will most likely be strong in both T's.

Source: Questionnaire by W. Warner Burke, Ph.D. Used by permission.

ASSESSMENT 13**Empowering Others****Instructions**

Think of times when you have been in charge of a group—this could be a full-time or part-time work situation, a student workgroup, or whatever. Complete the following questionnaire by recording how you feel about each statement according to this scale.

- | |
|-----------------------|
| 1 = Strongly disagree |
| 2 = Disagree |
| 3 = Neutral |
| 4 = Agree |
| 5 = Strongly agree |

When in charge of a group I find:

- ___ 1. Most of the time other people are too inexperienced to do things, so I prefer to do them myself.
- ___ 2. It often takes more time to explain things to others than just to do them myself.
- ___ 3. Mistakes made by others are costly, so I don't assign much work to them.

Source: Questionnaire adapted from L. Steinmetz and R. Todd, *First Line Management*, 4th ed. (Homewood, IL: BPI/Irwin, 1986), pp. 64–67. Used by permission.

- ___ 4. Some things simply should not be delegated to others.
- ___ 5. I often get quicker action by doing a job myself.
- ___ 6. Many people are good only at very specific tasks, and thus can't be assigned additional responsibilities.
- ___ 7. Many people are too busy to take on additional work.
- ___ 8. Most people just aren't ready to handle additional responsibilities.
- ___ 9. In my position, I should be entitled to make my own decisions.

Scoring

Total your responses; enter the score here [___].

Interpretation

This instrument gives an impression of your *willingness to delegate*. Possible scores range from 9 to 45. The higher your score, the more willing you appear to be to delegate to others. Willingness to delegate is an important managerial characteristic. It is essential if you—as a manager—are to “empower” others and give them opportunities to assume responsibility and exercise self-control in their work. With the growing importance of empowerment in the new workplace, your willingness to delegate is well worth thinking about seriously.

ASSESSMENT 14**Machiavellianism****Instructions**

For each of the following statements, circle the number that most closely resembles your attitude.

Statement	Disagree		Neutral	Agree	
	A Lot	A Little		A Little	A Lot
1. The best way to handle people is to tell them what they want to hear.	1	2	3	4	5
2. When you ask someone to do something for you, it is best to give the real reason for wanting it rather than reasons that might carry more weight.	1	2	3	4	5
3. Anyone who completely trusts someone else is asking for trouble.	1	2	3	4	5
4. It is hard to get ahead without cutting corners here and there.	1	2	3	4	5
5. It is safest to assume that all people have a vicious streak, and it will come out when they are given a chance.	1	2	3	4	5
6. One should take action only when it is morally right.	1	2	3	4	5
7. Most people are basically good and kind.	1	2	3	4	5
8. There is no excuse for lying to someone else.	1	2	3	4	5
9. Most people forget more easily the death of their father than the loss of their property.	1	2	3	4	5
10. Generally speaking, people won't work hard unless forced to do so.	1	2	3	4	5

Scoring and Interpretation

This assessment is designed to compute your Machiavellianism (Mach) score. Mach is a personality characteristic that taps people's power orientation. The high-Mach personality is pragmatic, maintains emotional distance from others, and believes that ends can justify means. To obtain your Mach score, add up the numbers you checked for questions 1, 3, 4, 5, 9, and 10. For the other four questions, reverse the numbers you have checked, so that 5 becomes 1; 4 is 2; and 1 is 5. Then total both sets of numbers to find your score. A random sample of adults found the national average to be 25. Students in business and management typically score higher.

The results of research using the Mach test have found that (1) men are generally more Machiavellian than women; (2) older adults tend to have lower Mach scores than younger adults; (3) there is no significant difference between high Machs and low Machs on measures of intelligence or ability; (4) Machiavellianism is not significantly related to demographic characteristics such as educational level or marital status; and (5) high Machs tend to be in professions that emphasize the control and manipulation of people—for example, managers, lawyers, psychiatrists, and behavioral scientists.

Source: From R. Christie and F. L. Geis, *Studies in Machiavellianism* (New York: Academic Press, 1970). By permission.

ASSESSMENT 15**Personal Power Profile**

Contributed by Marcus Maier, Chapman University

Instructions

Following is a list of statements that may be used in describing behaviors that supervisors (leaders) in work organizations can direct toward their subordinates (followers). First, carefully read each descriptive statement, thinking in terms of *how you prefer to influence others*. Mark the number that most closely represents how you feel. Use the following numbers for your answers.

- 5 = Strongly agree
 4 = Agree
 3 = Neither agree nor disagree
 2 = Disagree
 1 = Strongly disagree

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<i>To influence others, I would prefer to:</i>					
1. Increase their pay level	1	2	3	4	5
2. Make them feel valued	1	2	3	4	5
3. Give undesirable job assignments	1	2	3	4	5
4. Make them feel like I approve of them	1	2	3	4	5
5. Make them feel that they have commitments to meet	1	2	3	4	5
6. Make them feel personally accepted	1	2	3	4	5
7. Make them feel important	1	2	3	4	5
8. Give them good technical suggestions	1	2	3	4	5
9. Make the work difficult for them	1	2	3	4	5
10. Share my experience and/or training	1	2	3	4	5
11. Make things unpleasant here	1	2	3	4	5
12. Make being at work distasteful	1	2	3	4	5
13. Influence their getting a pay increase	1	2	3	4	5
14. Make them feel like they should satisfy their job requirements	1	2	3	4	5
15. Provide them with sound job-related advice	1	2	3	4	5
16. Provide them with special benefits	1	2	3	4	5
17. Influence their getting a promotion	1	2	3	4	5
18. Give them the feeling that they have responsibilities to fulfill	1	2	3	4	5
19. Provide them with needed technical knowledge	1	2	3	4	5
20. Make them recognize that they have tasks to accomplish	1	2	3	4	5

Source: Modified version of T. R. Hinkin and C. A. Schriesheim, "Development and Application of New Scales to Measure the French and Raven (1959) Bases of Social Power," *Journal of Applied Psychology*, Vol. 74 (1989), pp. 561-567.

Scoring

Using the following grid, insert your scores from the 20 questions and proceed as follows:
Reward power—sum your response to items 1, 13, 16, and 17 and divide by 4. *Coercive power*—sum your response to items 3, 9, 11, and 12 and divide by 4. *Legitimate power*—sum your response to questions 5, 14, 18, and 20 and divide by 4. *Referent power*—sum your response to questions 2, 4, 6, and 7 and divide by 4. *Expert power*—sum your response to questions 8, 10, 15, and 19 and divide by 4.

Reward	Coercive	Legitimate	Referent	Expert
1 _____	3 _____	5 _____	2 _____	8 _____
13 _____	9 _____	14 _____	4 _____	10 _____
16 _____	11 _____	18 _____	6 _____	15 _____
17 _____	12 _____	20 _____	7 _____	19 _____
Total _____	_____	_____	_____	_____
Divide by 4 _____	_____	_____	_____	_____

Interpretation

A high score (4 and greater) on any of the five dimensions of power implies that you prefer to influence others by employing that particular form of power. A low score (2 or less) implies that you prefer not to employ this particular form of power to influence others. This represents your power profile. Your overall power position is not reflected by the simple sum of the power derived from each of the five sources. Instead, some combinations of power are synergistic in nature—they are greater than the simple sum of their parts. For example, referent power tends to magnify the impact of other power sources because these other influence attempts are coming from a "respected" person. Reward power often increases the impact of referent power, because people generally tend to like those who give them things that they desire. Some power combinations tend to produce the opposite of synergistic effects, such that the total is less than the sum of the parts. Power dilution frequently accompanies the use of (or threatened use of) coercive power.

ASSESSMENT 16

Intuitive Ability

Instructions

Complete this survey as quickly as you can. Be honest with yourself. For each question, select the response that most appeals to you.

- When working on a project, do you prefer to:
 - Be told what the problem is but be left free to decide how to solve it?
 - Get very clear instructions about how to go about solving the problem before you start?
- When working on a project, do you prefer to work with colleagues who are:
 - Realistic?
 - Imaginative?
- Do you most admire people who are:
 - Creative?
 - Careful?
- Do the friends you choose tend to be:
 - Serious and hard working?
 - Exciting and often emotional?
- When you ask a colleague for advice on a problem you have, do you:
 - Seldom or never get upset if he or she questions your basic assumptions?
 - Often get upset if he or she questions your basic assumptions?
- When you start your day, do you:
 - Seldom make or follow a specific plan?
 - Usually first make a plan to follow?

Source: AIM Survey (El Paso, TX: ENFP Enterprises, 1989).
 Copyright © 1989 by Weston H. Agor. Used by permission.

7. When working with numbers do you find that you:
 - (a) Seldom or never make factual errors?
 - (b) Often make factual errors?
8. Do you find that you:
 - (a) Seldom daydream during the day and really don't enjoy doing so when you do it?
 - (b) Frequently daydream during the day and enjoy doing so?
9. When working on a problem, do you:
 - (a) Prefer to follow the instructions or rules when they are given to you?
 - (b) Often enjoy circumventing the instructions or rules when they are given to you?
10. When you are trying to put something together, do you prefer to have:
 - (a) Step-by-step written instructions on how to assemble the item?
 - (b) A picture of how the item is supposed to look once assembled?
11. Do you find that the person who irritates you *the most* is the one who appears to be:
 - (a) Disorganized?
 - (b) Organized?
12. When an expected crisis comes up that you have to deal with, do you:
 - (a) Feel anxious about the situation?
 - (b) Feel excited by the challenge of the situation?

Scoring

Total the number of "a" responses circled for questions 1, 3, 5, 6, 11; enter the score here [A = ____]. Total the number of "b" responses for questions 2, 4, 7, 8, 9, 10, 12; enter the score here [B = ____]. Add your "a" and "b" scores and enter the sum here [A + B = ____]. This is your *intuitive score*. The highest possible intuitive score is 12; the lowest is 0.

Interpretation

In his book *Intuition in Organizations* (Newbury Park, CA: Sage, 1989), pp. 10–11, Weston H. Agor states, "Traditional analytical techniques . . . are not as useful as they once were for guiding major decisions. . . . If you hope to be better prepared for tomorrow, then it only seems logical to pay some attention to the use and development of intuitive skills for decision making." Agor developed the prior survey to help people assess their tendencies to use intuition in decision making. Your score offers a general impression of your strength in this area. It may also suggest a need to further develop your skill and comfort with more intuitive decision approaches.

ASSESSMENT 17

Decision-Making Biases

Instructions

How good are you at avoiding potential decision-making biases? Test yourself by answering the following questions:

1. Which is riskier:
 - (a) driving a car on a 400-mile trip?
 - (b) flying on a 400-mile commercial airline flight?
2. Are there more words in the English language:
 - (a) that begin with "r"?
 - (b) that have "r" as the third letter?
3. Mark is finishing his MBA at a prestigious university. He is very interested in the arts and at one time considered a career as a musician. Is Mark more likely to take a job:
 - (a) in the management of the arts?
 - (b) with a management consulting firm?
4. You are about to hire a new central-region sales director for the fifth time this year. You predict that the next director should work out reasonably well since the last four were "lemons" and the odds favor hiring at least one good sales director in five tries. Is this thinking
 - (a) correct?
 - (b) incorrect?
5. A newly hired engineer for a computer firm in the Boston metropolitan area has four years' experience and good all-around qualifications. When asked to estimate the starting salary for this employee, a chemist with very little knowledge about the profession or industry guessed an annual salary of \$35,000. What is your estimate?
\$ ____ per year

Scoring

Your instructor will provide answers and explanations for the assessment questions.

Source: Incidents from Max H. Bazerman, *Judgment in Managerial Decision Making*, 3rd ed. (New York: John Wiley & Sons, Inc., 1994), pp. 13–14. Used by permission.

Interpretation

Each of the preceding questions examines your tendency to use a different judgmental heuristic. In his book *Judgment in Managerial Decision Making*, 3rd ed. (New York: John Wiley & Sons, 1994), pp. 6–7, Max Bazerman calls these heuristics “simplifying strategies, or rules of thumb” used in making decisions. He states, “In general, heuristics are helpful, but their use can sometimes lead to severe errors. . . . If we can make managers aware of the potential adverse impacts of using heuristics, they can then decide when and where to use

them.” This assessment offers an initial insight into your use of such heuristics. An informed decision maker understands the heuristics, is able to recognize when they appear, and eliminates any that may inappropriately bias decision making.

Test yourself further. Before hearing from your instructor, go back and write next to each item the name of the judgmental heuristic that you think applies.

Then write down a situation that you have experienced and in which some decision-making bias may have occurred. Be prepared to share and discuss this incident with the class.

ASSESSMENT 18

Conflict Management Strategies

Instructions

Think of how you behave in conflict situations in which your wishes differ from those of others. In the space to the left, rate each of the following statements on a scale of “1/not at all” to “5/very much.”

When I have a conflict at work, school, or in my personal life, I do the following:

- ___ 1. I give in to the wishes of the other party.
- ___ 2. I try to realize a middle-of-the-road solution.
- ___ 3. I push my own point of view.
- ___ 4. I examine issues until I find a solution that really satisfies me and the other party.
- ___ 5. I avoid a confrontation about our differences.
- ___ 6. I concur with the other party.
- ___ 7. I emphasize that we have to find a compromise solution.
- ___ 8. I search for gains.
- ___ 9. I stand for my own and the other's goals.
- ___ 10. I avoid differences of opinion as much as possible.
- ___ 11. I try to accommodate the other party.
- ___ 12. I insist we both give in a little.
- ___ 13. I fight for a good outcome for myself.
- ___ 14. I examine ideas from both sides to find a mutually optimal solution.
- ___ 15. I try to make differences seem less severe.
- ___ 16. I adapt to the other party's goals and interests.
- ___ 17. I strive whenever possible towards a fifty-fifty compromise.
- ___ 18. I do everything to win.
- ___ 19. I work out a solution that serves my own as well as others' interests as much as possible.
- ___ 20. I try to avoid a confrontation with the other person.

Scoring

Total your scores for items as follows.

Yielding tendency: $1 + 6 + 11 + 16 = \underline{\hspace{2cm}}$

Source: This instrument is described in Carsten K. W. De Drew, Arne Evers, Bianca Beersma, Esther S. Kluwer, and Aukje Nauta, “A Theory-Based Measure of Conflict Management Strategies in the Workplace,” *Journal of Organizational Behavior* 22 (2001), pp. 645–668. Used by permission.

Compromising tendency: $2 + 7 + 12 + 17 = \underline{\hspace{2cm}}$.

Forcing tendency: $3 + 8 + 13 + 18 = \underline{\hspace{2cm}}$.

Problem-solving tendency: $4 + 9 + 14 + 19 = \underline{\hspace{2cm}}$.

Avoiding tendency: $5 + 10 + 15 + 20 = \underline{\hspace{2cm}}$.

Interpretation

Each of the scores approximates one of the conflict management styles discussed in the chapter. Although each style is part of management, only collaboration or problem solving leads to true conflict resolution. You should consider any patterns that may be evident in your scores and think about how to best handle the conflict situations in which you become involved.

ASSESSMENT 19

Your Personality Type

Instructions

How true is each statement for you?

	Not True at All		Not True or Untrue		Very True
1. I hate giving up before I'm absolutely sure that I'm licked.	1	2	3	4	5
2. Sometimes I feel that I should not be working so hard, but something drives me on.	1	2	3	4	5
3. I thrive on challenging situations. The more challenges I have, the better.	1	2	3	4	5
4. In comparison to most people I know, I'm very involved in my work.	1	2	3	4	5
5. It seems as if I need 30 hours a day to finish all the things I'm faced with.	1	2	3	4	5
6. In general, I approach my work more seriously than most people I know.	1	2	3	4	5
7. I guess there are some people who can be nonchalant about their work, but I'm not one of them.	1	2	3	4	5
8. My achievements are considered to be significantly higher than those of most people I know.	1	2	3	4	5
9. I've often been asked to be an officer of some group or groups.	1	2	3	4	5

Scoring

Add all your scores to create a total score = $\underline{\hspace{2cm}}$.

Interpretation

Type A personalities (hurried and competitive) tend to score 36 and above. Type B personalities (relaxed) tend to score 22 and below. Scores of 23–35 indicate a balance or mix of Type A and Type B.

Source: From *Job Demands and Worker Health* (HEW Publication No. [NIOSH] 75-160) (Washington, DC: US Department of Health, Education and Welfare, 1975), pp. 253–254.

ASSESSMENT 20**Time Management Profile****Instructions**

Complete the following questionnaire by indicating "Y" (yes) or "N" (no) for each item. Be frank and allow your responses to create an accurate picture of how you tend to respond to these kinds of situations.

- ___ 1. When confronted with several items of similar urgency and importance, I tend to do the easiest one first.
- ___ 2. I do the most important things during that part of the day when I know I perform best.
- ___ 3. Most of the time I don't do things someone else can do; I delegate this type of work to others.
- ___ 4. Even though meetings without a clear and useful purpose upset me, I put up with them.
- ___ 5. I skim documents before reading them and don't complete any that offer a low return on my time investment.
- ___ 6. I don't worry much if I don't accomplish at least one significant task each day.
- ___ 7. I save the most trivial tasks for that time of day when my creative energy is lowest.
- ___ 8. My workspace is neat and organized.

Source: Suggested by a discussion in Robert E. Quinn, Sue R. Faerman, Michael P. Thompson, and Michael R. McGrath, *Becoming a Master Manager: A Contemporary Framework* (New York: John Wiley & Sons, Inc., 1990), pp. 75-76.

- ___ 9. My office door is always "open"; I never work in complete privacy.
- ___ 10. I schedule my time completely from start to finish every workday.
- ___ 11. I don't like "to do" lists, preferring to respond to daily events as they occur.
- ___ 12. I "block" a certain amount of time each day or week that is dedicated to high-priority activities.

Scoring

Count the number of "Y" responses to items 2, 3, 5, 7, 8, 12. [Enter that score here ____.] Count the number of "N" responses to items 1, 4, 6, 9, 10, 11. [Enter that score here ____.] Add together the two scores.

Interpretation

The higher the total score, the closer your behavior matches recommended time management guidelines. Reread those items where your response did not match the desired one. Why don't they match? Do you have reasons why your behavior in this instance should be different from the recommended time management guideline? Think about what you can do (and how easily it can be done) to adjust your behavior to be more consistent with these guidelines.

For further reading, see Alan Lakein, *How to Control Your Time and Your Life* (New York: David McKay), and William Oncken, *Managing Management Time* (Englewood Cliffs, NJ: Prentice Hall, 1984).

ASSESSMENT 21**Organizational Design Preference****Instructions**

To the left of each item, write the number from the following scale that shows the extent to which the statement accurately describes your views.

- 5 = strongly agree
- 4 = agree somewhat
- 3 = undecided
- 2 = disagree somewhat
- 1 = strongly disagree

I prefer to work in an organization where:

- 1. Goals are defined by those in higher levels.
- 2. Work methods and procedures are specified.
- 3. Top management makes important decisions.
- 4. My loyalty counts as much as my ability to do the job.

Source: John F. Veiga and John N. Yanouzas, *The Dynamics of Organization Theory: Gaining a Macro Perspective* (St. Paul, MN: West, 1979), pp. 158-160. Used by permission.

5. Clear lines of authority and responsibility are established.
6. Top management is decisive and firm.
7. My career is pretty well planned out for me.
8. I can specialize.
9. My length of service is almost as important as my level of performance.
10. Management is able to provide the information I need to do my job well.
11. A chain of command is well established.
12. Rules and procedures are adhered to equally by everyone.
13. People accept authority of a leader's position.
14. People are loyal to their boss.
15. People do as they have been instructed.
16. People clear things with their boss before going over his or her head.

Scoring

Total your scores for all questions. Enter the score here [].

Interpretation

This assessment measures your preference for working in an organization designed along "organic" or "mechanistic" lines. The higher your score (above 64), the more comfortable you are with a mechanistic design; the lower your score (below 48), the more comfortable you are with an organic design. Scores between 48 and 64 can go either way. This organizational design preference represents an important issue in the new workplace. Indications are that today's organizations are taking on more and more organic characteristics. Presumably, those of us who work in them will need to be comfortable with such designs.

ASSESSMENT 22

Which Culture Fits You?

Instructions

Check one of the following organization "cultures" in which you feel most comfortable working.

1. A culture that values talent, entrepreneurial activity, and performance over commitment; one that offers large financial rewards and individual recognition.
2. A culture that stresses loyalty, working for the good of the group, and getting to know the right people; one that believes in "generalists" and step-by-step career progress.
3. A culture that offers little job security; one that operates with a survival mentality, stresses that every individual can make a difference, and focuses attention on "turnaround" opportunities.
4. A culture that values long-term relationships; one that emphasizes systematic career development, regular

training, and advancement based on gaining of functional expertise.

Scoring

These labels identify the four different cultures: 1 = "the baseball team," 2 = "the club," 3 = "the fortress," and 4 = "the academy."

Interpretation

To some extent, your future career success may depend on working for an organization in which there is a good fit between you and the prevailing corporate culture. This assessment can help you learn how to recognize various cultures, evaluate how well they can serve your needs, and recognize how they may change with time. A risk taker, for example, may be out of place in a "club" but fit right in with a "baseball team." Someone who wants to seek opportunities wherever they may occur may be out of place in an "academy" but fit right in with a "fortress."

Source: Developed from Carol Hymowitz, "Which Corporate Culture Fits You?" *Wall Street Journal* (July 17, 1989), p. B1.

*Learning comes from experience.
Interacting with others enriches
our understanding.*

