

/// Self-Assessment Exercise 7-1 ///

Your Leadership Traits

Select the response that best describes the frequency of your actual behavior. Place the number 1 to 5 on the line before each statement.

Almost always Usually Frequently Occasionally Seldom

5 4 3 2 1

- _____ 1. I am trustworthy. If I say I will do something by a set time, I do it.
- _____ 2. I am loyal. I do not do or say things that hurt my friends, relatives, coworkers, boss, or others.
- _____ 3. I can take criticism. If people tell me negative things about myself, I give them serious thought and change when appropriate.
- _____ 4. I am honest. I do not lie, steal, cheat, or the like.
- _____ 5. I am fair. I treat people equally. I don't take advantage of others.
- _____ 6. I want to be successful. I do things to the best of my ability.
- _____ 7. I am a self-starter. I get things done without having to be told to do them.
- _____ 8. I am a problem solver. If things aren't going the way I want them to, I take corrective action to meet my objectives. I don't give up easily.
- _____ 9. I am self-reliant. I don't need the help of others.
- _____ 10. I am hardworking. I enjoy working and getting the job done.
- _____ 11. I enjoy working with people. I prefer to work with others rather than work alone.
- _____ 12. I can motivate others. I can get people to do things they may not really want to do.
- _____ 13. I am respected. People enjoy working with me.
- _____ 14. I am cooperative. I strive to help the team do well, rather than to be the star.
- _____ 15. I am a leader. I enjoy teaching, coaching, and instructing people.

To determine your score, transfer the numbers 1 to 5 that represent your responses below. The column headings represent the trait or quality listed in each statement. Total each column; then add those numbers to determine the grand total.

Integrity	Industriousness	Ability to Get Along with People	
_____ 1.	_____ 6.	_____ 11.	
_____ 2.	_____ 7.	_____ 12.	
_____ 3.	_____ 8.	_____ 13.	
_____ 4.	_____ 9.	_____ 14.	
_____ 5.	_____ 10.	_____ 15.	
_____ Total	_____ Total	_____ Total	_____ Grand Total

Your total for each column will range from 5 to 25; and your grand total will range from 15 to 75. In general, the higher your score, the better your chances of being a successful manager. If you are interested in being (or are) a manager, you can work on improving your integrity, industriousness, and ability to get along with others. As a start, review the list of traits. In which were you strongest? Weakest? Set objectives and develop plans to improve.

SITUATIONAL SUPERVISION

Now that we have explained the various leadership theories, based on those theories, we now present the practical "how to lead" with the appropriate style for the situation model. Recall that we can all be leaders (supervisors) of others (employees) even if we are not managers. So although the terms *supervisor* and *employee* are used, anyone can use the model in their personal and professional lives. Let's begin with Self-Assessment Exercise 7-2, which identifies your preferred supervisory style.

/// Self-Assessment Exercise 7-2 ///

Determining Your Preferred Supervisory Style

This exercise is designed to determine your preferred supervisory style. Below are 12 situations. Select the one alternative that most closely describes what you would do in each situation. Don't be concerned with trying to pick the right answer; select the alternative you would really use. Circle the letter *a*, *b*, *c*, or *d*. Ignore the C _____ and S _____ lines, which will be explained later in this chapter and used in class in Skill-Building Exercise 7-1.

- C _____ 1. Your rookie crew members seem to be developing well. Their need for direction and close supervision is diminishing. You would:
- Stop directing and overseeing performance unless there is a problem. S _____
 - Spend time getting to know them personally, but make sure they maintain performance levels. S _____
 - Make sure things keep going well; continue to direct and oversee closely. S _____
 - Begin to discuss new tasks of interest to them. S _____
- C _____ 2. You assigned Joe a task, specifying exactly how you wanted it done. Joe deliberately ignored your directions and did it his way. The job will not meet the customer's standards. This is not the first problem you've had with Joe. You decide to:
- Listen to Joe's side, but be sure the job gets done right away. S _____
 - Tell Joe to do it again the right way and closely supervise the job. S _____
 - Tell him the customer will not accept the job and let Joe handle it his way. S _____
 - Discuss the problem and what can be done about it. S _____
- C _____ 3. Your employees work well together. The department is a real team. It's the top performer in the organization. Because of traffic problems, the president OK'd staggered hours for departments. As a result, you can change your department's hours. Several of your workers have suggested changing. The action you take is to:
- Allow the group to decide the hours. S _____
 - Decide on new hours, explain why you chose them, and invite questions. S _____
 - Conduct a meeting to get the group members' ideas. Select new hours together, with your approval. S _____
 - Send around a memo stating the hours you want. S _____
- C _____ 4. You hired Bill, a new employee. He is not performing at the level expected after one month's training. Bill is trying, but he seems to be a slow learner. You decide to:
- Clearly explain what needs to be done and oversee his work. Discuss why the procedures are important; support and encourage him. S _____
 - Tell Bill that his training is over and it's time to pull his own weight. S _____
 - Review task procedures and supervise his work closely. S _____
 - Inform Bill that although his training is over, he can feel free to come to you if he has any problems. S _____
- C _____ 5. Helen has had an excellent performance record for the past five years. Recently you have noticed a drop in the quality and quantity of her work. She has a family problem. You would:
- Tell her to get back on track and closely supervise her. S _____
 - Discuss the problem with Helen. Help her realize her personal problem is affecting her work. Discuss ways to improve the situation. Be supportive and encourage her. S _____
 - Tell Helen you're aware of her productivity slip and that you're sure she'll work it out soon. S _____
 - Discuss the problem and solution with Helen and supervise her closely. S _____

/// Self-Assessment Exercise 7-2 /// (continued)

- C ____ 6. Your organization does not allow smoking in certain areas. You just walked by a restricted area and saw Joan smoking. She has been with the organization for 10 years and is a very productive worker. Joan has never been caught smoking before. The action you take is to:
- Ask her to put it out, then leave. S ____
 - Discuss why she is smoking and what she intends to do about it. S ____
 - Encourage Joan not to smoke in this area again, and check up on her in the future. S ____
 - Tell her to put it out, watch her do it, and tell her you will check on her in the future. S ____
- C ____ 7. Your department usually works well together with little direction. Recently a conflict between Sue and Tom has caused problems. As a result, you:
- Call Sue and Tom together and make them realize how this conflict is affecting the department. Discuss how to resolve it and how you will check to make sure the problem is solved. S ____
 - Let the group resolve the conflict. S ____
 - Have Sue and Tom sit down and discuss their conflict and how to resolve it. Support their efforts to implement a solution. S ____
 - Tell Sue and Tom how to resolve their conflict and closely supervise them. S ____
- C ____ 8. Jim usually does his share of the work with some encouragement and direction. However, he has migraine headaches occasionally and doesn't pull his weight when they occur. The others resent doing Jim's work. You decide to:
- Discuss his problem and help him come up with ideas for maintaining his work; be supportive. S ____
 - Tell Jim to do his share of the work and closely watch his output. S ____
 - Inform Jim that he is creating a hardship for the others and should resolve the problem by himself. S ____
 - Be supportive, but set minimum performance levels and ensure compliance. S ____
- C ____ 9. Bob, your most experienced and productive worker, came to you with a detailed idea that could increase your department's productivity at a very low cost. He can do his present job plus this new assignment. You think it's an excellent idea and you:
- Set some goals together. Encourage and support his efforts. S ____
 - Set up goals for Bob. Be sure he agrees with them and sees you as being supportive of his efforts. S ____
 - Tell Bob to keep you informed and to come to you if he needs any help. S ____
 - Have Bob check in with you frequently so that you can direct and supervise his activities. S ____
- C ____ 10. Your boss asked you for a special report. Fran, a very capable worker who usually needs no direction or support, has all the necessary skills to do the job. However, Fran is reluctant because she has never done a report. You:
- Tell Fran she has to do it. Give her direction and supervise her closely. S ____
 - Describe the project to Fran and let her do it her own way. S ____
 - Describe the benefits to Fran. Get her ideas on how to do it and check her progress. S ____
 - Discuss possible ways of doing the job. Be supportive; encourage Fran. S ____
- C ____ 11. Jean is the top producer in your department. However, her monthly reports are constantly late and contain errors. You are puzzled because she does everything else with no direction or support. You decide to:
- Go over past reports, explaining exactly what is expected of her. Schedule a meeting so that you can review the next report with her. S ____
 - Discuss the problem with Jean and ask her what can be done about it; be supportive. S ____
 - Explain the importance of the report. Ask her what the problem is. Tell her that you expect the next report to be on time and free of errors. S ____
 - Remind Jean to get the next report in on time and without errors. S ____
- C ____ 12. Your workers are very effective and like to participate in decision making. A consultant was hired to develop a new method for your department using the latest technology in the field. You:
- Explain the consultant's method and let the group decide how to implement it. S ____
 - Teach them the new method and closely supervise them. S ____
 - Explain the new method and why it is important. Teach them the method and make sure the procedure is followed. Answer questions. S ____
 - Explain the new method and get the group's input on ways to improve and implement it. S ____

(continued)

/// Self-Assessment Exercise 7-2 /// (continued)

To determine your supervisory style:

1. In the table below, circle the letter you selected for each situation. The column headings represent the supervisory style you selected.

Situation	S-A	S-C	S-P	S-L	
1.	<i>c</i>	<i>b</i>	<i>d</i>	<i>a</i>	S-A Autocratic
2.	<i>b</i>	<i>a</i>	<i>d</i>	<i>c</i>	S-C Consultative
3.	<i>d</i>	<i>b</i>	<i>c</i>	<i>a</i>	S-P Participative
4.	<i>c</i>	<i>a</i>	<i>d</i>	<i>b</i>	S-L Laissez-faire
5.	<i>a</i>	<i>d</i>	<i>b</i>	<i>c</i>	
6.	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	
7.	<i>d</i>	<i>a</i>	<i>c</i>	<i>b</i>	
8.	<i>b</i>	<i>d</i>	<i>a</i>	<i>c</i>	
9.	<i>d</i>	<i>b</i>	<i>a</i>	<i>c</i>	
10.	<i>a</i>	<i>c</i>	<i>d</i>	<i>b</i>	
11.	<i>a</i>	<i>c</i>	<i>b</i>	<i>d</i>	
12.	<i>b</i>	<i>c</i>	<i>d</i>	<i>a</i>	
Total					

2. Add the number of circled items per column. The highest number is your preferred supervisory style. Is this the style you tend to use most often?

The more evenly distributed the numbers are, the more flexible your style is. A score of 1 or 0 in any column may indicate a reluctance to use the style.

Note that there is no "right" leadership style. This part of the exercise is designed to enable you to better understand the style you tend to use or prefer to use.

/// Self-Assessment Exercise 7-3 ///

Your Trustworthiness

For each statement, select the frequency with which you use, or would use, the behavior at work. Be honest; that's part of trustworthiness.

Almost always Almost never

1 2 3 4 5

- _____ 1. I tell the truth; I tell it like it is.
- _____ 2. When I make a commitment to do something, I do it.
- _____ 3. I strive to be fair by creating a win-win situation for all parties.
- _____ 4. I do the task to the best of my ability.
- _____ 5. I volunteer to help others when I can, and I seek help when I need it.
- _____ 6. I am humble; I don't brag about my accomplishments.
- _____ 7. When I make a mistake, I admit it rather than try to cover it up or downplay it.
- _____ 8. I don't overcommit to the point of breaking commitments.
- _____ 9. I practice what I preach and walk the talk; I don't say one thing and do another.
- _____ 10. I treat coworkers—both friends and others—fairly.
- _____ 11. I stand by, protect, and save face for coworkers.
- _____ 12. When someone tells me something in confidence, I don't tell anyone else.
- _____ 13. I say only positive things, or nothing, about coworkers; I don't gossip.
- _____ 14. I am viewed by coworkers as being collaborative rather than competitive.
- _____ 15. I let coworkers know the real me—what I stand for and what I value. I share my feelings.
- _____ 16. When coworkers tell me something private about themselves, I offer acceptance and support and share something about myself.
- _____ 17. I deal effectively with diverse opinions, people, and types of conflict.

Place the numbers (1 to 5) you recorded for the situations on the lines below. Total each by column; then add the totals of the five columns and place the grand total on the continuum (17-85) below the totals.

Integrity	Competence	Consistency	Loyalty	Openness
_____ 1.	_____ 4.	_____ 8.	_____ 11.	_____ 15.
_____ 2.	_____ 5.	_____ 9.	_____ 12.	_____ 16.
_____ 3.	_____ 6.	_____ 10.	_____ 13.	_____ 17.
	_____ 7.		_____ 14.	
_____	_____	_____	_____	_____ Totals

Trustworthy 17 - - - 20 - - - 30 - - - 40 - - - 50 - - - 60 - - - 70 - - - 80 - - - 85 Untrustworthy

The lower your score, the more trustworthy you are. Note your strongest (lowest-score column) and weakest (highest-score column) dimensions of developing trust. You will learn how to develop trust in all five dimensions in the following section.

/// Self-Assessment Exercise 7-4 ///

Your Personality and Leadership and Trust

Recall that your personality is based on traits. So your personality does affect your leadership behavior and your use of contingency leadership styles. What was your preferred situational leadership style? Are you flexible? Can you change styles to meet the situation?

If you have a high *surgency* personality, you most likely have a higher task-oriented leadership style than people-oriented, so you may want to work on the people side. Watch your use of autocratic leadership behavior. Use participation (participative and laissez-faire styles) when appropriate. You may be competent and consistent, but because getting the job done is more important to you than developing human relations, you may need to work on integrity, loyalty, and openness to develop greater *trust*.

If you have a high *agreeableness* personality, you most likely have a high people-oriented leadership style, but you need to make sure the job gets done. You may be reluctant to use the autocratic leadership style when it is appropriate. You are most likely high on openness and are loyal on *trust* dimensions and you may have integrity, but you may need to work on competence and consistency, because getting the job done is less important to you than developing human relations.

How well you deal with your emotions is what *adjustment* is about. If you are not high on adjustment personality

traits, you may tend to be reluctant to be a leader. Low adjustment personalities are usually not open to disclosure, so you may have trouble being *trusted* for competence, consistency, and integrity.

If you are a high *conscientious* personality, you may push others to be conscientious too. Are you more task- or people-oriented? That orientation will affect your leadership style more than your conscientiousness. Conscientiousness tends to lead to competence and consistency *trust* dimensions. However, you may need to work on integrity, loyalty, and openness, based on your task or people orientation.

If you have a high *openness to experience*, you may use participative leadership styles to bring about change. You will use openness to develop *trust*, but you may need to work on other dimensions of trust.

Action plan: Based on your personality, what specific things will you do to improve your leadership style and develop trust?

/// Self-Assessment Exercise 8-1 ///

Your Motivators and Hygienes

Below are 12 job factors that contribute to job satisfaction. Rate each according to how important it is to you. Place the number 1 to 5 on the line before each factor.

Very important	Somewhat important			Not important
5	4	3	2	1

To determine if hygienes or motivators are important to you, on the lines below place the numbers (1 to 5) that represent your answers for the statements.

/// Self-Assessment Exercise 8-1 /// (continued)

Hygienes Score	Motivators Score
2. _____	1. _____
5. _____	3. _____
6. _____	4. _____
8. _____	7. _____
9. _____	10. _____
12. _____	11. _____
Total _____	Total _____

Add each column. Did you select hygienes or motivators as being more important to you? Now we'll find out their significance.

/// Self-Assessment Exercise 8-2 ///

Your Manifest Needs

Identify each of the following 15 statements according to how accurately it describes you. Place the number 1 to 5 on the line before each statement.

Like me	Somewhat like me			Not like me	
5	4	3	2	1	
_____					1. I enjoy working hard.
_____					2. I enjoy competition and winning.
_____					3. I want/have lots of friends.
_____					4. I enjoy a difficult challenge.
_____					5. I enjoy leading and being in charge.
_____					6. I want to be liked by others.
_____					7. I want to know how I am progressing as I complete tasks.
_____					8. I confront people who do things I disagree with.
_____					9. I enjoy frequent parties.
_____					10. I enjoy setting and achieving realistic goals.
_____					11. I enjoy influencing other people to get my way.
_____					12. I enjoy belonging to lots of groups or organizations.
_____					13. I enjoy the satisfaction of completing a difficult task.

/// Self-Assessment Exercise 8-2 /// (continued)

- _____ 14. In a leaderless situation I tend to take charge.
- _____ 15. I enjoy working with others more than working alone.

To determine your primary need, on the lines below, place the numbers (1 to 5) that represent your scores for the statements.

Achievement	Power	Affiliation
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
Total _____	Total _____	Total _____

Add the numbers in each column. Each column total should be between 5 and 25. The column with the highest score is your dominant or primary need.

/// Self-Assessment Exercise 8-3 ///

Your Personality and Motivation

If you have a high *surgency* personality, you most likely have a high need for power. You are probably realistic in your expectations, tend to know what you want and set reasonable objectives, and work to achieve your objectives. You may be concerned about being treated equitably but not too concerned if others are. You may like positive reinforcement for yourself, but you have no problem using punishment to get what you want. You like praise, but may not give much praise to others. You tend to like jobs in which you are in control of what you do and how you do it.

If you have a high *agreeableness* personality, you most likely have a high need for affiliation. Your expectations are most likely related more to relationships than to setting task objectives and working to achieve them. You may be concerned about your being treated equitably, and you tend to help others get equal treatment. You may like positive reinforcement for yourself, but you may need to be careful not to use extinction (do nothing and the problem will solve itself) if you are not being treated fairly—be assertive. You need acceptance and like praise, and you tend to give both to others. You tend to like jobs in which you work with others.

If you have a high *conscientious* personality, you most likely have a high need for achievement. You are most likely realistic in your expectations, tend to know what you want and set reasonable objectives, and work to achieve your objectives. You may be concerned about being treated equitably but not too concerned if others are. You like positive reinforcement of your accomplishments and tend to avoid punishment. You like praise, but may not give much praise to others. You tend

to like jobs in which you can measure your accomplishments and succeed.

The *adjustment* personality dimension is not a need in the manifest needs motivation theory. However, it clearly affects behavior in a positive or negative way. If you are low in adjustment, you most likely have unrealistic expectations, don't really know what you want, and don't set goals and work to achieve them. You are probably being treated fairly, but you perceive that you are not being treated equitably. You probably get more punishment than rewards. You may not like your job, but changing jobs may not make you happy or more adjusted. A new job will not change your personality; you need to change.

The *openness to experience* personality dimension is not a need in the manifest needs motivation theory. However, it clearly affects behavior in a positive or negative way. If you are open to experience, you are more of a risk taker and tend to set more challenging, realistic objectives than people who are closed to new experiences.

Action plan: Based on your personality, what specific things will you do to improve how you motivate yourself and others?

/// Self-Assessment Exercise 11-1 ///

Your Team Behavior

For each statement, identify how accurately it describes your behavior. Place the number (1 to 5) on the line before each statement.

Describes me					Does not describe me
5	4	3	2	1	
_____					1. I influence the team members to do a good job of meeting organizational objectives.
_____					2. I try to include the ideas and perspectives of all team members.
_____					3. I offer creative ways to solve problems that help my team get the job done well.
_____					4. I offer input in the decisions my team makes.
_____					5. When there are team conflicts, I help members resolve the differences.
_____					6. I make sure the team develops clear objectives.
_____					7. When completing a task, I consider how many members are needed to accomplish the task and include the best team members for the task.
_____					8. I use behavior that will help meet the organization's or team's objectives, and I encourage others to develop and enforce positive norms.
_____					9. I try to include every member of the team so that they all feel like full, active members of the team. I don't exclude others in any way.
_____					10. I'm comfortable with my place on the team; I can be a star or just one of the team's members. I try to help others be comfortable with their status.
_____					11. I do and say things that directly help the team get the job done.
_____					12. I do and say things that directly help the team develop and maintain good human relations.
_____					13. I don't do and say things that benefit me at the expense of the team.
_____					14. When I join a team that is just starting, such as a new committee, I help the team clarify and set objectives.
_____					15. If members are dissatisfied with the team, I try to help resolve the issues so that everyone is satisfied with the team.
_____					16. If a team member has a drop in commitment to the team, such as having personal problems or a bad day, I try to help that person get through the situation and keep his or her commitment to the team.
_____					17. When the team is doing a good job, I don't interfere with the team members' getting along or the team's performance.

Add your score and place the total here: Then on the continuum below, mark the point that represents your score.

Effective team behavior	85 --- 75 --- 65 --- 55 --- 45 --- 35 --- 25 --- 17	Ineffective team behavior
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You don't need to do all these things for the team to be effective as long as someone else on the team does them. An important part of team skills is knowing the behavior that is needed to have a successful team and providing the needed behavior to help the team continue to develop.

Questions 1 to 5 refer to team structure, 6 to 13 to team dynamics, and 14 to 17 to team development. As you read about each of the three components, you may want to turn back and review your answers.

/// Self-Assessment Exercise 11-2 ///

Determining Your Preferred Group Leadership Style

In the 12 situations below, select the response that represents what you would actually do as the group's leader. Ignore the D and S lines; they will be used as part of Skill-Building Exercise 11-2.

1. Your group works well together; members are cohesive, with positive norms. They maintain a fairly consistent level of production that is above the organizational average, as long as you continue to provide maintenance behavior. You have a new assignment for them. To accomplish it, you would: D _____
 - a. Explain what needs to be done and tell them how to do it. Oversee them while they perform the task. S _____
 - b. Tell the group how pleased you are with their past performance. Explain the new assignment, but let them decide how to accomplish it. Be available if they need help. S _____
 - c. Tell the group what needs to be done. Encourage them to give input on how to do the job. Oversee task performance. S _____
 - d. Explain to the group what needs to be done. S _____
2. You have been promoted to a new supervisory position. The group appears to have little talent to do the job, but members do seem to care about the quality of the work they do. The last supervisor was terminated because of the department's low productivity level. To increase productivity, you would: D _____
 - a. Let the group know you are aware of its low production level, but let them decide how to improve it. S _____
 - b. Spend most of your time overseeing group members as they perform their jobs. Train them as needed. S _____
 - c. Explain to the group that you would like to work together to improve productivity. Work together as a team. S _____
 - d. Tell the group some ways productivity can be improved. With their ideas, develop methods, and make sure they are implemented. S _____
3. Your department continues to be one of the top performers in the organization. It works well as a team. In the past, you generally let members take care of the work on their own. You decide to: D _____
 - a. Go around encouraging group members on a regular basis. S _____
 - b. Define members' roles, and spend more time overseeing performance. S _____
 - c. Continue things the way they are; let them alone. S _____
 - d. Hold a meeting. Recommend ways to improve and get members' ideas as well. After agreeing on changes, oversee the group to make sure it implements the new ideas and does improve. S _____
4. You have spent much of the past year training your employees. However, they do not need as much of your time to oversee production as they used to. Several group members no longer get along as well as they did in the past. You've played referee lately. You: D _____

/// Self-Assessment Exercise 11-2 /// (continued)

- a. Have a group meeting to discuss ways to increase performance. Let the group decide what changes to make. Be supportive. S _____
 - b. Continue things the way they are now. Supervise them closely and be the referee when needed. S _____
 - c. Let the members alone to work things out for themselves. S _____
 - d. Continue to supervise closely as needed, but spend more time playing maintenance roles; develop a team spirit. S _____
5. Your department has been doing such a great job that it has grown in numbers. You are surprised at how fast the new members were integrated. The team continues to come up with ways to improve performance on its own. As a result of the growth, your department will be moving to a new, larger location. You decide to: D _____
- a. Design the new layout and present it to the group to see if they can improve it. S _____
 - b. In essence, become a group member and allow the group to design the new layout. S _____
 - c. Design the new layout and put a copy on the bulletin board so employees know where to report for work after the move. S _____
 - d. Hold a meeting to get employee ideas on the layout of the new location. After the meeting, think about it and finalize the layout. S _____
6. You are appointed to head a task group. Because of the death of a relative, you had to miss the first meeting. At the second meeting, the group seems to have developed objectives and some ground rules. Members have volunteered for assignments that have to be accomplished. You: D _____
- a. Take over as a strong leader. Change some ground rules and assignments. S _____
 - b. Review what has been done so far, and keep things as is. However, take charge and provide clear direction from now on. S _____
 - c. Take over the leadership but allow the group to make the decisions. Be supportive and encourage them. S _____
 - d. Seeing that the group is doing so well, leave and do not attend any more meetings. S _____
7. Your group was working at, or just below, standard. However, there has been a conflict within the group. As a result, production is behind schedule. You: D _____
- a. Tell the group how to resolve the conflict. Then closely supervise to make sure your plan is followed and production increases. S _____
 - b. Let the group work it out. S _____
 - c. Hold a meeting to work as a team to come up with a solution. Encourage the group to work together. S _____
 - d. Hold a meeting to present a way to resolve the conflict. Sell the members on its merits, include their input, and follow up. S _____
8. The organization has allowed flextime. Two of your employees have asked if they could change work hours. You are concerned because all busy work hours need adequate coverage. The department is very cohesive, with positive norms. You decide to: D _____
- a. Tell them things are going well; keep things as they are now. S _____
 - b. Hold a department meeting to get everyone's input; then reschedule members' hours. S _____
 - c. Hold a department meeting to get everyone's input; then reschedule members' hours on a trial basis. Tell the group that if there is any drop in productivity, you will go back to the old schedule. S _____
 - d. Tell them to hold a department meeting. If the department agrees to have at least three people on the job during the busy hours, they can make changes, giving you a copy of the new schedule. S _____
9. You have arrived 10 minutes late for a department meeting. Your employees are discussing the latest assignment. This surprises you because, in the past, you had to provide clear direction and employees rarely would say anything. You: D _____
- a. Take control immediately and provide your usual direction. S _____
 - b. Say nothing and just sit back. S _____
 - c. Encourage the group to continue, but also provide direction. S _____
 - d. Thank the group for starting without you, and encourage them to continue. Support their efforts. S _____
10. Your department is consistently very productive. However, occasionally, the members fool around and someone has an accident. There has never been a serious injury. You hear a noise and go to see what it was. From a distance you can see Sue sitting on the floor, laughing, with a ball made from company material in her hand. You: D _____
- a. Say and do nothing. After all, she's OK, and the department is very productive; you don't want to make waves. S _____
 - b. Call the group together and ask for suggestions on how to keep accidents from recurring. Tell them you will be checking up on them to make sure the fooling around does not continue. S _____
 - c. Call the group together and discuss the situation. Encourage them to be more careful in the future. S _____
 - d. Tell the group that from now on, you will be checking up on them regularly. Bring Sue to your office and discipline her. S _____

(continued)

/// Self-Assessment Exercise 11-2 /// (continued)

11. You are at the first meeting of an ad hoc committee you are leading. Most of the members are second- and third-level managers from marketing and financial areas; you are a supervisor from production. You decide to start by: D _____
 - a. Working on developing relationships. Get everyone to feel as though they know each other before you talk about business. S _____
 - b. Going over the group's purpose and the authority it has. Provide clear directives. S _____
 - c. Asking the group to define its purpose. Because most of the members are higher-level managers, let them provide the leadership. S _____
 - d. Providing both direction and encouragement. Give directives and thank people for their cooperation. S _____

12. Your department has done a great job in the past. It is now getting a new computer, somewhat different from the old one. You have been trained to operate the computer, and you are expected to train your employees to operate it. To train them, you: D _____
 - a. Give the group instructions, work with them individually, providing direction and encouragement. S _____
 - b. Get the group together to decide how they want to be instructed. Be very supportive of their efforts to learn. S _____
 - c. Tell them it's a simple system. Give them a copy of the manual and have them study it on their own. S _____
 - d. Give the group instructions. Then go around and supervise their work closely, giving additional instructions as needed. S _____

To determine your preferred group leadership style, in the table below, circle the letter you selected in situations 1 through 12. The column headings indicate the style you selected.

	Autocratic (S-A)	Consultative (S-C)	Participative (S-P)	Laissez-faire (S-L)
1.	<i>a</i>	<i>c</i>	<i>b</i>	<i>d</i>
2.	<i>b</i>	<i>d</i>	<i>c</i>	<i>a</i>
3.	<i>b</i>	<i>d</i>	<i>a</i>	<i>c</i>
4.	<i>b</i>	<i>d</i>	<i>a</i>	<i>c</i>
5.	<i>c</i>	<i>a</i>	<i>d</i>	<i>b</i>
6.	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>
7.	<i>a</i>	<i>d</i>	<i>c</i>	<i>b</i>
8.	<i>a</i>	<i>c</i>	<i>b</i>	<i>d</i>
9.	<i>a</i>	<i>c</i>	<i>d</i>	<i>b</i>
10.	<i>d</i>	<i>b</i>	<i>a</i>	<i>c</i>
11.	<i>b</i>	<i>d</i>	<i>a</i>	<i>c</i>
12.	<u><i>d</i></u>	<u><i>a</i></u>	<u><i>b</i></u>	<u><i>c</i></u>
Total				

Add the number of circled items per column. The total for all four columns should equal 12. The column with the highest number represents your preferred group leadership style. There is no one best style in all situations.

The more evenly distributed the numbers are among the four styles, the more flexible you are at leading groups. A total of 0 or 1 in any column may indicate a reluctance to use that style. You could have problems in situations calling for that style.

Is your preferred group leadership style the same as your preferred situational supervision style (Chapter 7) and situational communication style (Chapter 5)?

Decision-Making Styles

There are various decision-making styles, including reflexive, consistent, and reflective. To determine your decision-making style, answer the questions in Self-Assessment Exercise 11-3.

/// Self-Assessment Exercise 11-3 ///

Decision-Making Styles

Select the answer (1 to 3) that best describes how you make decisions.

A. Overall I'm _____ to act.

1. quick 2. moderate 3. slow

B. I spend _____ amount of time making important decisions as/than I do making less important decisions.

1. about the same 2. a greater 3. a much greater

C. When making decisions, I _____ go with my first thought.

1. usually 2. occasionally 3. rarely

D. When making decisions, I'm _____ concerned about making errors.

1. rarely 2. occasionally 3. often

E. When making decisions, I _____ recheck my work.

1. rarely 2. occasionally 3. usually

F. When making decisions, I gather _____ information.

1. little 2. some 3. lots of

G. When making decisions, I consider _____ alternative actions.

1. few 2. some 3. lots of

H. When making a decision, I usually make it _____ before the deadline.

1. long 2. somewhat 3. just

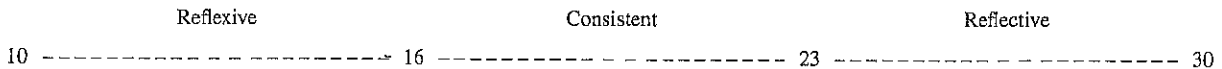
I. After making a decision, I _____ look for other alternatives, wishing I had waited.

1. rarely 2. occasionally 3. usually

J. I _____ regret having made a decision.

1. rarely 2. occasionally 3. often

To determine your style, add the numbers that represent your answers to the 10 questions. The total will be between 10 and 30. Place an X on the continuum at the point that represents your score.



A score of 10 to 16 indicates a reflexive style; 17 to 23 indicates a consistent style; and 24 to 30 indicates a reflective style. You have determined your preferred personal decision-making style. Groups also have a preferred decision-making style, based on how their members make decisions. Changing the *I* to *we*, you could answer the 10 questions to refer to a group rather than to yourself.

Personality Traits and Teams and Decision Making

Read the two statements below:

I enjoy being part of a team and working with others more than working alone.

Strongly agree 7 6 5 4 3 2 1 Strongly disagree

I enjoy achieving team goals more than individual accomplishments.

Strongly agree 7 6 5 4 3 2 1 Strongly disagree

The stronger you agree with these two statements, the higher the probability that you will be a good team player. (However, not agreeing strongly does not mean that you are not a good team player.) Below is some information on how the Big Five personality dimensions and their related motive needs can affect your teamwork.

If you have a high *urgency* personality, you probably have a high need for power. Whether you are the team leader or not, you have to be careful not to dominate the group. Seek others' input, and know when to lead and when to follow. Even when you have great ideas, be sensitive to others so they don't feel that you are bullying them, and stay calm as you influence them. Be aware of your motives to make sure you benefit the team. You have the potential to make a positive contribution to the team with your influencing leadership skills. If you have a low need for power, try to be assertive so that others don't take advantage of you, and speak up when you have good ideas.

With a high need for power, you may make quick, reflexive decisions. Your preferred leadership style may tend to be autocratic or consultative. You may need to allow more participation in decision making to be more effective. Participation will also slow down your decision making.

If you are high in *agreeableness* personality traits, with a high need for affiliation, you will tend to be a good team player. However, don't let the fear of hurting relationships

that can help the team improve, share them with the team; use your influencing skills. If you are reluctant to change, strive to be more open-minded and to try new things.

People who are open to new experiences are usually more creative than those who are not. If you are reluctant to try new things, make an effort to continually look for ways to improve and be more creative.

Action Plan: Based on your personality, what specific things will you do to improve your team and decision-making skills?

get in your way of influencing the team when you have good ideas. Don't be too quick to give in to others. It doesn't help the performance of the team when you have a better idea that is not implemented. You have the potential to be a valuable asset to the team as you contribute your skills of working well with others and making them feel important. If you have a low need for affiliation, be careful to be sensitive to others.

If you are high in *conscientiousness*, with a high need for achievement, you have to watch your natural tendency to be more of an individualist than a team player. It's good to have your own goals, but if the team and organization fail, so do you. Remember that there is usually more than one good way to do anything; your way is not always the best. Don't be too much of a perfectionist because you can cause problems with team members. Being conscientious, you have the potential to help the team do a good job and reach its full potential. If you have a low need for achievement, push yourself to be a valuable contributor to the group; pull your own weight.

With a high need for achievement, you may know what you want and may make quick, reflexive decisions. You may change leadership styles to help get what you want. Being conscientious, you may tend to follow the steps in the decision-making model more than the other personality types.

Being high on *adjustment*, in control of your emotions, helps the team. If you have a tendency to get emotional, make an effort to stay calm and help the team.

People low in adjustment tend to make quick, reflexive decisions and tend to push to get what they want using an autocratic style. Try not to make decisions when you are highly emotional, wait until you can think and act rationally.

If you are *open to new experiences*, you will try new things that may help the team improve. When you have ideas

Should you follow the steps in the decision-making model more often?
