

Questionnaire: Leadership Choices Determining Your Leadership Style

Instructions: On the following pages you will encounter 20 situations that you might face in helping your team members make decisions and develop their skills. In each situation, you will have a choice of alternative actions. There are no right or wrong answers among the alternatives. As you review the alternatives, consider what you would actually do if faced with a similar situation. Don't try to provide the “best” answer since that will tell you little about how you actually manage a group. When you are done, stop work. Your facilitator will show you how to score the questionnaire.

1. Cynthia, an outstanding performer, is having trouble keeping her team focused during meetings. She is enthusiastic about leading the team, but worried about her ability to keep on track. You have confidence in her and feel she is making steady progress. You would:
 - A. Suggest she keep trying until she becomes more skilled.
 - B. Provide support by attending her meetings and listening to her concerns.
 - C. Work with her on techniques for handling discussions.
 - D. Teach her meeting leadership techniques and have her practice them frequently.

2. One of your team members is having difficulty communicating with others during team meetings. Although he is good communicator in most situations, he won't speak up during meetings and sometimes comes to you privately to share his ideas. You would:
 - A. Tell him to share them with the team.
 - B. Tell him to write these ideas down before the meeting. Check his progress frequently.
 - C. Explore reasons for his difficulty and help him practice new behaviors.
 - D. Explain why it is important for him to share his ideas and encourage him to do so.

3. You are in charge of several critical projects that will have long-lasting impact on your organization. Each project is staffed with excellent performers and capably led. From the feedback you are getting, the projects seem to be progressing well. You would:
 - A. Continue to attend the meetings sharing your ideas and suggestions as needed.
 - B. Allow meetings to continue without your involvement.
 - C. Work closely with the meeting leaders to ensure they maintain good performance.
 - D. Ask the meeting leaders to meet with you often and help them improve their skills.

4. Your team is tackling a tough assignment. It is in a technical area in which they have some familiarity, but requires a lot of analysis. They have performed successfully in the past, but aren't making the kind of progress that you had hoped for. You would:
 - A. Encourage the team to keep up the good work and develop solutions on their own.
 - B. Do the analysis yourself mid give the team the information they need.
 - C. Explain the importance of meeting deadlines and monitor the team during meetings.
 - D. Find out why the team is having problems and give them needed support.

5. You have a new team member whom you respect, but who has little experience in some technical aspects of your work. On several occasions, she has expressed concern over lack of experience and made apologies. You would:
 - A. Encourage her and ask her to continue her best efforts.
 - B. Review specific job requirements with her and make sure she understands her role.
 - C. Determine her weakness and jointly develop a remedial program with her.
 - D. Let her to learn the job on her own without interference.

6. An outstanding technician from another department has just been promoted and is now one of your peers. He is excited about his new job but has told you that he is uncertain about how to confront performance problems. As result, his ability to remain a team leader has come into question. In an effort to help him, you would
 - A. Take a hands-off approach until he has a better feel for the job.
 - B. Encourage his efforts and let him know that you have trust and confidence in him.
 - C. Work closely with him until he develops more skill and confidence.
 - D. Tell him to learn the policy for performance problems and test his knowledge.

7. One of your team members is studying for an important examination. Since she is in a program in your area of expertise, the material is familiar to you. She is working hard and has done well in the past. You would:
 - A. Explain that you are available to help and seek opportunities to support her efforts.
 - B. Stay out of her way as she is perfectly capable of handling the situation on her
 - C. Review her preparation for the exam mid have her practice to develop her skills.
 - D. Question her to test her and work with her on any areas of weakness.

8. You are familiar with problem solving and have assisted teams that are having difficulty with it- One team has shown itself to be a capable problem solver in the past but has shied away from using problem solving techniques as favor of other methods. To help them, you would:
 - A. Develop a curriculum on problem solving and put the team through training.
 - B. Spend time with the team and diagnose their basic problems and offer remedial help.
 - C. Reassure the team and encourage them to continue using the techniques.
 - D. Allow the team to find its own way but don't relax your performance standards.

9. One of your team leaders has trouble with presentations. Although he is technically competent in many areas and has made successful presentations in the past, he tries to avoid situations that require him to speak in public. In helping him overcome this problem, you would:
 - A. Explain the importance of making presentations and tell him to work on his skills.
 - B. Provide opportunities for practice but don't interfere directly.
 - C. Practice with him and provide tips and encouragement as his performance improves.
 - D. Provide him with a study plan and work closely with him.

10. You have noticed that one of your teams stays focused when you sit in on their meetings. But when you miss a few meetings, their progress deteriorates. To help thorn become independent, you would:
 - A. Explain that you won't attend the meeting but will hold them accountable for results.
 - B. Train them in proper meeting management skills and evaluate them regularly.
 - C. Continue to attend meetings without participating until they feel more confident.
 - D. Attend their meetings and give them feedback on their skills and abilities.

11. You have just completed a train-the-trainer course and have certified l2 trainers. They have each met minimum standards and are considered ready to lead their teams in various training areas. Although the l2 were selected for their good overall performance and organizational savvy, several of them seem reluctant to get started with their new training responsibilities. You would:
- A. Explain that no delays will be allowed and schedule them for their first sessions.
 - B. Review program content with the trainers and supervise each step of preparation.
 - C. Be available to each trainer but encourage him or her to get started on their own.
 - D. Evaluate each trainer and provide support depending upon his or her skill level.
12. You have been asked to work with a team that is experimenting with self-direction. They are currently without a direct supervisor and are comfortable in their new roles. Until now, the team has been successful in taking on new duties but is concerned about handling budgeting and performance appraisal. You would:
- A. Assure them they are capable of setting their own direction in these areas and give them the go-ahead
 - B. Listen to their concerns and give them positive feedback on their abilities.
 - C. Supply the written policies for budgeting and appraisal and follow them closely.
 - D. Work with them and provide detailed guidelines and support in their efforts.
13. You have been put in charge of a new team responsible for reviewing costs and times for various processes. There is a great deal of concern that this new unit will meet resistance in their recommendations. In helping them, you would;
- A. Listen to their plans and provide needed support.
 - B. Let them do their thing until something comes up that requires your intervention.
 - C. Accompany them on their visits and take a lead in negotiations.
 - D. Work with them on several possible scenarios to evaluate their skills in handling resistance.
14. Your team is responsible for maintaining important computer databases. Lately, you have been working with users who are better informed about your procedures and equipment than in the past. In speaking with clients, you've discovered that many want more freedom in accessing the databases. In dealing with them, you would:
- A. Continue to offer support if asked but otherwise let them work independently.
 - B. Allow them to work independently on your databases without any supervision.
 - C. Stay close and monitor their activities closely whenever they are using your databases.
 - D. Assess their skills and knowledge before letting them use your databases.
15. You have been asked by management to handle an ongoing project team whose leader unexpectedly left. The team seemed organized and had an action plan but they were suffering from the missed deadlines. In trying to work with this team, you would:
- A. Make sure team members are aware of their responsibilities and the goals of the unit.
 - B. Allow the team to proceed without interference.
 - C. Check to ensure the team is really on track and work with them in areas of weakness.
 - D. Be available to attend their meetings and look for opportunities to provide support.

16. You have been asked to provide assistance to a team that is struggling to change the way benefits and compensation are administered. They have mixed feelings about the need for change and have been resistant in the past. Although they are aware that the new system is likely to be superior, they are insecure about their roles and responsibilities. In helping them adjust to their new duties, you would:
- A. Allow them to work through the problems while holding them accountable for deadlines and goals.
 - B. Support and encourage them but don't get involved in their day-to-day work efforts.
 - C. Supervise their activities closely while enforcing goals and deadlines.
 - D. Encourage them but work closely with them through every step of the process.
17. As an experienced team leader, you have been asked by a non-profit hospital to provide input on their new teams program. This is a first time effort for them, and they have high expectations. Upon questioning the management team, you discover that they know little about teams and have no idea what their roles are or what actions they should take. In helping them get started, you would:
- A. Congratulate them on their decision but take a hands-off approach.
 - B. Educate them on team dynamics and ensure that they have a good understanding before moving on.
 - C. Seek suggestions and ideas on teams and build a consensus on how to get started.
 - D. Listen to their ideas but provide direction and work closely to establish initial plans.
18. Mary, a senior employee, has proposed a detailed plan to help save money in the cafeteria. She has worked out the details of the plan with the cafeteria staff and claims that the new plan will save the cafeteria over 15 percent the first year. In the past Mary has been cautious and has a reputation for achieving her goals. As her team leader you would:
- A. Jointly set goals and let her proceed on her own.
 - B. Review the details of the plan and work closely with her on each step.
 - C. Provide encouragement but don't interfere in Mary's direction.
 - D. Review the details of the plan, making sure she is firmly in control before allowing her to work independently.
19. You have been asked to lead a cross-functional team to help shorten turnaround time in data processing. As you review your team's experience, you realize that most represent user groups, not data-processing experts. In addition, this team has never worked together. To pull them together, you would:
- A. Encourage them in their new job and ask for ideas on how to get started.
 - B. Spend time training and assessing them in their new duties before letting them work with clients.
 - C. Listen to their ideas but monitor them closely to build a set of goals, objectives, and timetables.
 - D. Let them try their ideas without direct supervision.
20. You have just been hired to lead operations in a well-organized, medium-sized business. The quality assurance group, a direct report to you, has a good reputation- it is run by a woman with both technical and administrative experience. At your first meeting she presented you with a detailed summary of the department's plans and results. Your feedback from others about the department has been positive. In managing this group, you would:
- A. Allow them to take the load in organizing their own projects and day-to-day work.
 - B. Work closely with them to ensure continued good performance.
 - C. Participate in their functions but continue to provide encouragement and support.
 - D. Provide encouragement but work with them to clarify their goals and assess past and current performance.