

## LEAD\*

**Directions:** Assume you are involved in each of the following twelve situations. Read each item carefully and think about what you would do in each circumstance. Then CIRCLE the letter of the alternative that you think would most closely describe your behaviour in the situation presented. Circle only one choice. For each situation, interpret key concepts in terms of the environment or situation in which you most often think of yourself as assuming a leadership role viz as a manager in your organisation.

1. Your subordinates have not been responding to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.
  - A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
  - B. Make yourself available for discussion but do not push.
  - C. Talk with subordinates and then set goals.
  - D. Be careful not to intervene.
2. The observable performance of your group is increasing. You have been making sure that all members are aware of their responsibilities and expected standards of performance.
  - A. Engage in friendly interaction but continue to make sure that all members are aware of responsibilities and expected standards of performance.
  - B. Take no definite action.
  - C. Do what you can to make the group feel important and involved.
  - D. Emphasize the importance of deadlines and tasks.
3. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.
  - A. Involve the group and together engage in problem solving.
  - B. Let the group work it out.
  - C. Act quickly and firmly to correct and redirect.
  - D. Encourage the group to work on the problem and be supportive of their efforts.
4. You are considering a major change. Your subordinates have a fine record of accomplishment. They respect the need for change.
  - A. Allow group involvement in developing the change, but do not push.
  - B. Announce changes and then implement them with close supervision.
  - C. Allow the group to formulate its own direction.
  - D. Incorporate group recommendations but direct the change.

---

\* Developed by Paul Hersey and KH Blanchard.

5. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. They have continually needed reminding to complete their tasks on time.
  - A. Allow the group to formulate its own direction.
  - B. Incorporate group recommendations but see that objectives are met.
  - C. Redefine goals and responsibilities and supervise carefully.
  - D. Allow group involvement in setting goals, but do not push.
6. You stepped into an efficiently run organisation which the previous administrator tightly controlled. You want to maintain a productive situation but would like to begin humanizing the environment.
  - A. Do what you can to make the group feel important and involved.
  - B. Emphasize the importance of deadlines and tasks.
  - C. Be careful not to intervene.
  - D. Get the group involved in decision making, but see that objectives are met.
7. You are considering major changes in your organisational structure. Members of the group have made suggestions about needed change. The group has demonstrated flexibility in day-to-day operations.
  - A. Define the change and supervise carefully.
  - B. Participate with the group in developing the change and allow members to organize the implementation.
  - C. Be willing to make changes as recommended but maintain control of implementation.
  - D. Avoid confrontation: Leave things alone.
8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.
  - A. Leave the group alone.
  - B. Discuss the situation with the group and then initiate necessary changes.
  - C. Take steps to direct your subordinates towards working in a well defined manner.
  - D. Be supportive in discussing the situation with the group but not too directive.

9. Your superior has appointed you to head a task force that is far overdue in making request for recommendations for change. The group is not clear about its goals. Attendance at sessions has been poor. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.
- A. Let the group work out its problem.
  - B. Incorporate group recommendations but see that objectives are met.
  - C. Redefine goals and supervise carefully.
  - D. Allow group involvement in setting goals but do not push.
10. Your subordinates, usually able to take responsibility, are not responding to your recent redefining of standards.
- A. Allow group involvement in redefining standards, but do not push.
  - B. Redefine standards and supervise carefully.
  - C. Avoid confrontation by not applying pressure, leave situation alone.
  - D. Incorporate group recommendations but see that new standards are met.
11. You have been promoted to a new position. The previous supervisor was involved in the affairs of the group. The group has adequately handled its tasks and direction. Group inter-relations are good.
- A. Take steps to direct subordinates towards working in a well-defined manner.
  - B. Involve subordinates in decision making and reinforce good contributions.
  - C. Discuss past performance with the group and then examine the need for new practices.
  - D. Continue to leave the group alone.
12. Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long range goals and have worked in harmony for the past year. All are well qualified for the task.
- A. Try out your solution with subordinates and examine the need for new practices.
  - B. Allow group members to work it out themselves.
  - C. Act quickly and firmly to correct and redirect.
  - D. Participate in problem discussion while providing support for subordinates.



**Determining Self-Perception of Leadership  
Style and Style Range**

		(Style Range) Alternative Actions			
		(1)	(2)	(3)	(4)
S I T U A T I O N S	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
Subcolumns		(1)	(2)	(3)	(4)

## Determining Style Adaptability

## Alternative Action

		A	B	C	D
S I T U A T I O N S	1	+2	-1	+1	-2
	2	+2	-2	+1	-1
	3	+1	-1	-2	+2
	4	+1	-2	+2	-1
	5	-2	+1	+2	-1
	6	-1	+1	-2	+2
	7	-2	+2	-1	+1
	8	+2	-1	-2	+1
	9	-2	+1	+2	-1
	10	+1	-2	-1	+2
	11	-2	+2	-1	+1
	12	-1	+2	-2	+1
Sub-total					