

## THE INSTRUMENT

### LEADER EFFECTIVENESS AND ADAPTABILITY DESCRIPTION

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**DIRECTIONS:** Assume you are involved in each of the following twelve situations. Think of yourself as being in a leadership position when you are teaching someone or a group to perform a task. **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 behavior in the situation presented. Circle only **one choice**.

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



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5. **The performance of your employees has been dropping during the last few months. Employees have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles has helped in the past.**
  - A. Allow the employees to formulate their own direction.
  - B. Incorporate employee recommendations, but see that objectives are met.
  - C. Redefine goals and supervise carefully.
  - D. Allow employee involvement in setting goals, but do not push.
  
6. **You stepped into an efficiently run training situation. The previous leader ran a tight ship. You want to maintain a productive situation, but would like to begin humanizing the work environment.**
  - A. Do what you can to make the employees feel important and involved.
  - B. Emphasize the importance of deadlines and tasks.
  - C. Be careful not to intervene.
  - D. Get the employees involved in decision making, but see that objectives are met.
  
7. **You are considering major changes in your work structure. Members of your group have made suggestions about needed changes. The group has demonstrated flexibility in its day-to-day activities.**
  - A. Define the change and supervise carefully.
  - B. Acquire the group's approval on the change and allow members to organize the implementation.
  - C. Be willing to make changes as recommended, but maintain control of the implementation.
  - D. Avoid confrontation; leave things alone.
  
8. **Employee performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of an employee.**
  - A. Leave the employee alone.
  - B. Discuss the situation with the employee and then initiate necessary changes.
  - C. Take steps to direct your employee toward working in a well-defined manner.
  - D. Be careful of hurting leader-employee relations by being too directive.
  
9. **Your superior has appointed you to head a task force that is far overdue in making requested recommendations for change. The taskforce is not clear about its goals. Attendance at meetings has been poor. The meetings have turned into social gatherings. Potentially, the group has the talent necessary to help.**
  - A. Let the group work it out.
  - 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 employee, who is usually able to take responsibility, is not responding to your recent redefining of standards.**
- A. Allow employee involvement in redefining standards, but do not push.
  - B. Redefine standards and supervise carefully.
  - C. Avoid confrontation by not applying pressure.
  - D. Incorporate employee recommendations, but see that new standards are met.
11. **You have been promoted to a new leadership position. The previous leader was uninvolved in the affairs of the work group. The work group has adequately handled its tasks and direction. Group interrelations are good.**
- A. Take steps to direct the work group toward working in a well-defined manner.
  - B. Involve the work group in decision making and reinforce good contributions.
  - C. Discuss past performance with the work group and then examine the need for new practices.
  - D. Continue to leave the work group alone.
12. **Recent information indicates some internal difficulties among employees. 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 employees and examine the need for new practices.
  - B. Allow employees to work it out themselves.
  - C. Act quickly and firmly to correct and redirect.
  - D. Make yourself available for discussion, but be careful of hurting boss and or employee relations.

**PROCEED TO THE NEXT PAGE TO BEGIN DETERMINING YOUR LEADERSHIP STYLE  
AND RANGE**



## DETERMINING LEADERSHIP STYLE AND RANGE

**DIRECTIONS:** Circle the letter of the alternative action you chose for each situation and then total the number of times an action was used in each of the four sub-columns. The alternative action choices for each situation are not distributed alphabetically but according to the style quadrant a particular action represents.

SITUATION	ALTERNATIVE ACTIONS			
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
QUADRANT	(1)	(2)	(3)	(4)
QUADRANT SCORES				

**PROCEED TO THE NEXT PAGE TO CONTINUE YOUR SCORING**



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**BASIC LEADERSHIP BEHAVIOR STYLES**

**DIRECTIONS:** Transfer your quadrant totals associated with each of the four basic leadership styles on the previous page to the boxes below.

<p style="text-align: center;"><b>QUADRANT 3</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>High Supportive / Involvement and Low Directive / Control Behavior</b></p> <p style="text-align: center;"><b>SUPPORTIVE PARTICIPATING</b></p>	<p style="text-align: center;"><b>QUADRANT 2</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>High Directive / Control and High Supportive / Involvement Behavior</b></p> <p style="text-align: center;"><b>COACHING CONSULTING</b></p>
<p style="text-align: center;"><b>QUADRANT 4</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>Low Supportive / Involvement and Low Directive / Control Behaviors</b></p> <p style="text-align: center;"><b>DELEGATING</b></p>	<p style="text-align: center;"><b>QUADRANT 1</b></p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;"><b>High Directive / Control and Low Supportive / Involvement Behavior</b></p> <p style="text-align: center;"><b>DIRECTING</b></p>

Your dominant leadership style is defined as the quadrant in which the most responses fall. Your supporting style is the leadership style that you tend to use on occasion. The frequency of responses in quadrants other than that of your dominant style suggests the number and degree of supporting styles as you perceive them. At least two responses in a quadrant are necessary for a style to be considered a supporting style.

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



## DETERMINING STYLE ADAPTABILITY

**DIRECTIONS:** Circle the score given each alternative action choice and then calculate the total score as indicated.

SITUATIONS	ALTERNATIVE ACTIONS			
	A	B	C	D
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
<b>SUB-TOTAL</b>				
<b>TOTAL (add the four sub-totals together)</b>				

After determining your total score on style adaptability you can integrate it on to the Effectiveness Continuum below. Place an (X) along the ineffective (-1 to -24) or effective (+1 to +24) continuum that corresponds to your total score from above.



## THREE SKILLS OF A SITUATIONAL LEADER

- **FLEXIBILITY:** How does flexibility result in a safer work environment?



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- **DIAGNOSIS:** How do you go about diagnosing a situation?



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- **PARTNERING FOR PERFORMANCE:** What do you do to partner with your employees for safer performance?



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## SITUATIONAL LEADERSHIP: A DEFINITION

### LEADER BEHAVIORS:

#### 1. DIRECTIVE / CONTROL BEHAVIORS:

These are the behaviors a leader uses that deal directly with instructing a person on how the job should be done. Here a leader is focusing on giving direction and structure. It is the directive behaviors that are required when the employee has low technical skills.

#### 2. SUPPORTIVE / INVOLVEMENT BEHAVIOR:

These leader behaviors deal with providing an employee with personal encouragement, support, and recognition. Supportive behaviors are most appropriate when an employee lacks self-motivation, or needs his/her motivation level reinforced.

### LEADERSHIP STYLES:

#### 1. DIRECTING: (HIGH DIRECTIVE/CONTROL & LOW SUPPORTIVE/INVOLVEMENT)

This leadership (training) style is most effective with an employee who has a low competence level, but a high degree of commitment. All emphasis is placed on giving directions.

#### 2. COACHING / CONSULTING: (HIGH DIRECTIVE/CONTROL & HIGH SUPPORTIVE/INVOLVEMENT)

This approach is most effective when an employee has some degree of competence, yet his/her level of motivational commitment is low to moderate. The leader is seen as a coach. The leader continues to instruct the employee on how to do the job, but s/he persuades and clarifies.

#### 3. SUPPORTIVE / PARTICIPATIVE: (LOW DIRECTIVE/CONTROL & HIGH SUPPORTIVE/INVOLVEMENT)

This style is needed when an employee has plenty of task competence, but the degree of commitment is variable. In this case, the leader needs only to demonstrate supportive behaviors to maintain an employee's level of commitment.

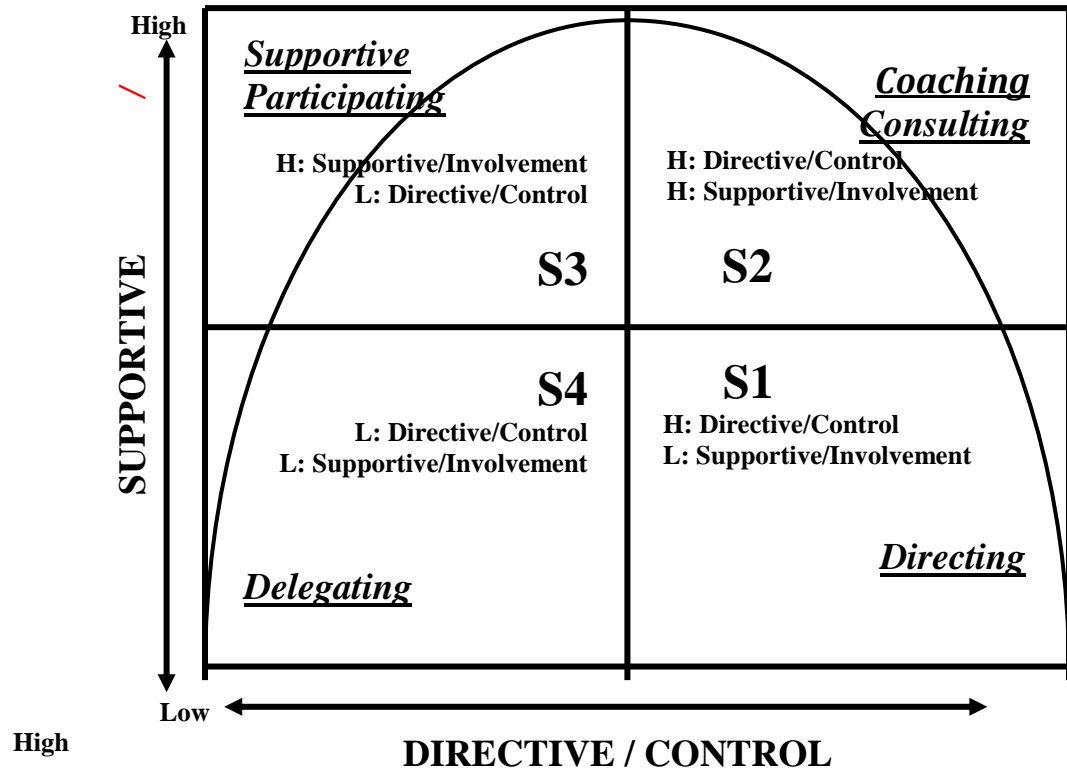
#### 4. DELEGATING: (LOW DIRECTIVE/CONTROL & LOW SUPPORTIVE/INVOLVEMENT)

This leadership (training) style is only effective when an employee is both competent and highly committed. Because the employee is of this caliber, the leader needs only to delegate.





## SITUATIONAL LEADERSHIP: THE LEADERSHIP MODEL



Readiness of Subordinate			
D 4	D 3	D 2	D 1
<i>Self-Reliant Achiever</i>	<i>Capable But Cautious Performer</i>	<i>Disillusioned Learner</i>	<i>Enthusiastic Beginner</i>
High Competence, High Commitment, Able, Willing, Motivated	Moderate to High Competence, Variable Commitment, Able, Insecure	Low-to-Some Competence, Low Commitment, Unable but Willing/Motivated	Low Competence, High Commitment, Unable, Unwilling, Insecure
Leader Behaviors			
S4	S3	S2	S1
Turn Over Responsibility for Decisions and Implementation	Share Ideas, Facilitate Decisions	Explain Decisions, Provide Opportunity for Clarification	Provide Instructions, Supervise Performance





**STYLE 1: DIRECTING**  
**LEADER BEHAVIOR:**  
***GUIDING, DIRECTING, ESTABLISHING***

***GIVING DIRECTIONS:***



*Use the space below for the “Giving Directions” activity*

**STYLE 2: COACHING/CONSULTING**  
**LEADER BEHAVIOR:**  
***EXPLAINING, CLARIFYING, PERSUADING***



■ **WHAT'S THE DIFFERENCE BETWEEN CONFRONTATION AND CRITICISM?**

Confrontation is a coaching process by which leaders correct performance problems, develop commitment to continual improvement, and maintain positive relationships with employees. It means facing the problems squarely and dealing with them. **Confrontation is not criticism.**



CONFRONTING VS. CRITICIZING	
CONFRONTING	CRITICIZING
<b>Problem</b>	<b>Person</b>
<b>Specific</b>	<b>General</b>
<b>Change</b>	<b>Blame</b>
<b>Relationship</b>	<b>Self</b>

■ **THE FOUR COACHING FUNCTIONS:**

<b>The Four Functions of Coaching and Their Desired Outcomes</b>			
<i>Confronting</i>	<i>Counseling</i>	<i>Mentoring</i>	<i>Tutoring</i>
<ul style="list-style-type: none"> <li>• Clarification of performance expectations</li> <li>• Identification of performance shortfalls</li> <li>• Acceptance of more difficult tasks</li> <li>• Strategies to improve performance</li> <li>• Commitment to continual improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate descriptions of problems and their causes</li> <li>• Technical and organizational insight</li> <li>• Venting of strong feelings</li> <li>• Commitment to self-sufficiency</li> <li>• Deeper personal insight about one's feelings and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Development of political savvy</li> <li>• Sensitivity to the organization's culture</li> <li>• Personal networking</li> <li>• Greater proactivity in managing one's career</li> <li>• Commitment to the organization's goals and values</li> <li>• Sensitivity to senior managers' likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Increased technical competence</li> <li>• Increased breadth of technical understanding</li> <li>• Movement to expert status</li> <li>• Increased learning pace</li> <li>• Commitment to continual learning</li> </ul>





**STYLE 3: SUPPORTIVE / PARTICIPATING:**

**LEADER BEHAVIOR:**

*ENCOURAGING, COLLABORATING,  
COMMITTING*

**■ WHAT AN ENCOURAGING TRUSTING CLIMATE LOOKS LIKE:**

CHARACTERISTICS	ACTIONS
Open	
Willing to Risk	
Cooperative	
Accepting and Warm	
Expert	
Accountable	
Supportive	
Respectful	
Genuine	
Mutual	
Open Minded About Problems	
Dependable	



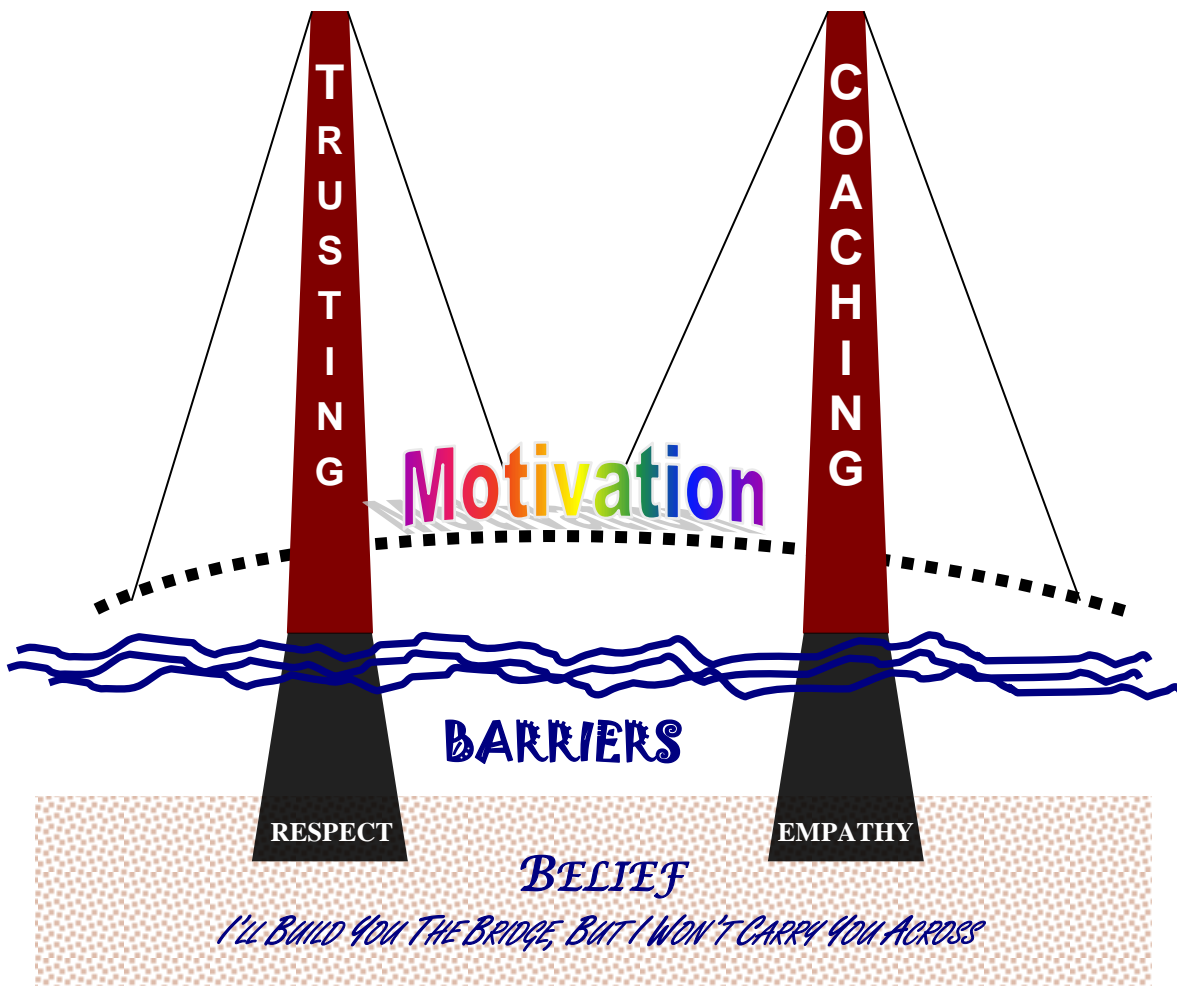


## QUADRANT 4: DELEGATING

Leader Behavior:  
*Observing, Monitoring, Committing*

- **OBSERVING: FOCUS ON BEHAVIORS NOT JUDGMENTS**
- **MONITORING: DOCUMENT OBSERVATIONS**
- **COMMITMENT:**

### THE BRIDGE OF MOTIVATION



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