

Situational Leadership Styles Questionnaire

Directions

- Assume you are involved in each of the following twelve situations. Each scenario presents four alternative actions you might initiate.
- Read each item carefully.
- Think about what you would do in each circumstance.
- Tick the action you think most closely describes the behaviour you would use in the situation presented.
- Tick ONE choice for each of the twelve situations. Don't skip any.
- Move through the scenarios quickly and stick with the first choice you make for each one. Your first choice tends to be the most accurate one.

Remember: Choose what you think you **would** do, not what you think you **should** do. The goal is to evaluate what behaviours you actually use – not to get right answers. If there is no option that fully describes what you would do in the situation, choose the item that most closely resembles what you would do.

Scenarios

- 1. Your team have not been responding to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly. You would:**

A	Emphasise the use of the standard procedures and the necessity for task accomplishment.	
B	Make yourself available for discussion but do not push your involvement.	
C	Talk to them and then set goal objectives.	
D	Intentionally do not intervene.	

2. The observable performance of your team is increasing. You have been making sure that all members are aware of their responsibilities and the standards expected. You would:

A	Engage in friendly exchange but continue to make sure that all members are aware of their responsibilities and standards of performance.	
B	Take no definite action.	
C	Do what you can to make the team to feel important and involved.	
D	Emphasise the importance of deadlines and tasks.	

3. Members of your team are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relationships have been good. You would:

A	Involve the team and together engage in problem solving.	
B	Let the team work it out.	
C	Act quickly and firmly to correct and redirect.	
D	Encourage the group to work on the problem and be supportive.	

4. You are considering a major change. Your team have a fine record of accomplishment. They respect the need for change. You would:

A	Allow team involvement in developing the change but not be too directive.	
B	Announce changes and then implement them with close supervision.	
C	Allow the team to formulate its own direction.	
D	Incorporate team recommendations but direct the change yourself.	

5. The performance of your team has been dropping during the past few months and have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles and responsibilities have helped in the past. You would:

A	Allow the team to formulate its own direction.	
B	Incorporate team recommendations but see that objectives are met.	
C	Redefine roles and responsibilities.	
D	Allow team involvement in determining roles and responsibilities but not be too directive.	

6. You have stepped into an efficient run situation. The previous manager ran a tight ship. You want to maintain a productive situation but would like to begin humanising the environment. You would:

A	Do what you can to make the team feel important and involved.	
B	Emphasise the importance of deadlines and tasks.	
C	Intentionally not intervene.	
D	Get them involved in decision making but see that objectives are met.	

7. You are considering major changes in your organisational structure. Members of the team have made suggestions about needing change. The team has been productive and demonstrated flexibility in its day-to-day operations. You would:

A	Define the change and supervise carefully.	
B	Participate within the team in developing change but allow members to organise implementation.	
C	Be willing to make changes as recommended but maintain control of implementation.	
D	Avoid confrontation, leave things alone.	

8. Team performance and interpersonal relationships are good. You feel somewhat insecure about the lack of direction of the team. You would:

A	Leave the team alone.	
B	Discuss the situation with the team and then initiate necessary changes.	
C	Take steps to direct your team towards working in a well-defined manner.	
D	Be supportive in discussing the situation with the team but not too directive.	

9. You have been appointed to head up a task force that is far overdue in making requested recommendations for change. The group is not clear about its goals. Attendance at sessions has been poor and the meetings have turned into social gatherings. Potentially the group has the talent necessary to help. You would:

A	Let the group work out its problems.	
B	Incorporate group recommendations but see the objectives are met.	
C	Redefine goals and supervise carefully.	
D	Allow group involvement in setting goals but not push your team.	

10. Your team, who are usually able to take responsibility, are not responding to your recent redefining of standards. You would:

A	Allow team involvement in redefining standards but not let them take control.	
B	Redefine standards and supervise carefully.	
C	Avoid confrontation by not applying pressure, leave the situation alone.	
D	Incorporate team recommendations but see that new standards are met.	

11. You have been promoted to a new position. The previous manager was uninvolved in the affairs of the team and the team has adequately handled its tasks and direction. Team inter-relationships are good. You would:

A	Take steps to direct team towards working in a well-defined manner.	
B	Involve team in decision making and reinforcing good contributions.	
C	Discuss past performance with the team and then examine the need for new practices.	
D	Continue to leave the team alone.	

12. Recent information indicates some internal difficulties among team members. The team have a remarkable record of accomplishment, members have effectively maintained long range goals and have worked in harmony for the past year. You are qualified for the task. You would:

A	Try out your solution with them and examine the need for new practices.	
B	Allow team members to work it out themselves.	
C	Act quickly and firmly to correct and redirect.	
D	Participate in discussion of the problem whilst providing support for the team members.	

Directions for Scoring

Tick the letter you have chosen for each scenario in the table below.

Scenario	Style 1		Style 2		Style 3		Style 4	
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	
TOTAL								

Style 3 - Facilitating Total =	Style 2 - Selling/Consulting Total =
Style 4 - Delegating Total =	Style 1 - TELLING Total =

Definitions of Leadership Styles

Based on your own experience as a leader (and as a follower), consider that the most inconsistent thing a leader can do is to treat everybody the same. A leader's approach should be based on the nuances of each situation they encounter.

Style 1: Telling (Leader Driven)

Follower: Low motivation and ability **Leader:** High task focus, low relationship focus
When the follower cannot do the job and is unwilling or afraid to try, then the leader takes a highly directive role, telling them what to do but without a great deal of concern for the relationship. The leader may also provide a working structure, both for the job and in terms of how the person is controlled. The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked, and the follower may lack self-confidence as a result. If the leader is focused more on the relationship, the follower may become confused about what must be done and what is optional. The leader maintains a clear 'do this' position to ensure all required actions are clear. This style is a short-term approach aligning with followers with limited experience or skill performing a task and are insecure or unmotivated to try.

Style 2: Selling /Coaching (Leader Driven)

Follower: Some competence, High motivation **Leader:** High task and relationship focus
When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability in this, then 'telling' them what to do may de-motivate them or lead to resistance. The leader needs to 'sell' another way of working, explaining, and clarifying decisions. The leader spends time listening and advising and, where appropriate, helping the follower to gain necessary skills through coaching methods. The leader still makes decisions regarding *what* the follower needs to be doing, *how* they should be doing it and *when* it needs to be completed but adds opportunity for discussion of *why* the task is important. The leader recognises the enthusiasm, interest, and commitment of the follower for learning.

Style 3: Supporting/Facilitating (Follower Driven)

Follower: High competence, Low commitment

Leader: Low task focus, high relationship focus

When the follower can do the job but is refusing to do it or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing, addressing this, and persuading them to cooperate. The follower knows what to do but lacks motivation. The key to supportive leadership building confidence and motivating people. The leader spends time listening, praising, and making the follower feel good when they show the necessary commitment.

Style 4: Delegating (Follower Driven)

Follower: High competence and commitment **Leader:** Low task and relationship focus
When the follower can do the job and is motivated to do it, then the leader can leave them to it, largely trusting them to get on with the job with little supervision. Followers at this level have more control and less need for support or frequent praise, although as with anyone, recognition is always welcome.