

Worksheet T-P Leadership Self Assessment

The following items describe various aspects of leadership. Respond to each item according to the way you would act if you were the leader of your department. Circle whether you would behave in the described way *always* (A), *frequently* (F), *occasionally* (O), *seldom* (S), or *never* (N).

If I were the leader of my department,....

- | | | | | | |
|---|---|---|---|---|---|
| 1. I would most likely act as the spokesperson of the group. | A | F | O | S | N |
| 2. I would encourage overtime work. | A | F | O | S | N |
| 3. I would allow members complete freedom in their work. | A | F | O | S | N |
| 4. I would encourage the use of uniform procedures. | A | F | O | S | N |
| 5. I would permit members to use their own judgment in solving problems. | A | F | O | S | N |
| 6. I would stress being ahead of competing groups. | A | F | O | S | N |
| 7. I would speak as a representative of the group. | A | F | O | S | N |
| 8. I would needle members for greater effort. | A | F | O | S | N |
| 9. I would try out ideas in the group. | A | F | O | S | N |
| 10. I would let members do their work the way they think best. | A | F | O | S | N |
| 11. I would be working hard for a promotion. | A | F | O | S | N |
| 12. I would be able to tolerate postponement and uncertainty. | A | F | O | S | N |
| 13. I would speak for the group when visitors were present. | A | F | O | S | N |
| 14. I would keep the work moving at a rapid pace. | A | F | O | S | N |
| 15. I would turn members loose on a job and let them go at it. | A | F | O | S | N |
| 16. I would settle conflicts when they occur in the group. | A | F | O | S | N |
| 17. I would get swamped by details | A | F | O | S | N |
| 18. I would represent the group at outside meetings. | A | F | O | S | N |
| 19. I would be reluctant to allow members any freedom of action. | A | F | O | S | N |
| 20. I would decide what the work group should do and how it should be done. | A | F | O | S | N |
| 21. I would push for increased production. | A | F | O | S | N |
| 22. I would let members have authority over some aspects of their job. | A | F | O | S | N |
| 23. Things would usually turn out as I predict. | A | F | O | S | N |
| 24. I would allow the group a high degree of initiative. | A | F | O | S | N |
| 25. I would assign members to particular tasks. | A | F | O | S | N |
| 26. I would be willing to make changes. | A | F | O | S | N |
| 27. I would ask members to work harder. | A | F | O | S | N |
| 28. I would trust members to exercise good judgment | A | F | O | S | N |
| 29. I would schedule the work to be done. | A | F | O | S | N |
| 30. I would refuse to explain my actions. | A | F | O | S | N |
| 31. I would persuade others that my ideas are to their advantage. | A | F | O | S | N |
| 32. I would permit the group to set its own pace. | A | F | O | S | N |
| 33. I would urge the group to beat its previous record. | A | F | O | S | N |
| 34. I would act without consulting the group. | A | F | O | S | N |
| 35. I would ask that group members follow standard rules and regulations. | A | F | O | S | N |

Use the score sheet to tally your scores and mark them in the spaces below

T _____

P _____

Leadership Style Scoring Sheet

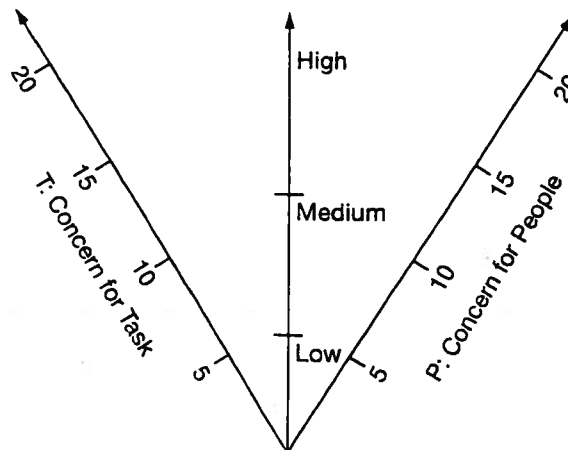
Follow these instructions to score your answers and determine your leadership style:

1. Circle items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Look at your responses to each of the circled items. Put a check (✓) if you marked S (seldom) or N (never) to that item.
3. Now look at the uncircled items and put a check (✓) in front of items to which you responded A (always) or F (frequently).
4. Circle the checks that are in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. Count the circled checks. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
6. Count the uncircled checks. This is your score for concern task. Record this number in the blank following the letter T.
7. Mark your score on the concern for task (T) dimension on the left arrow below. Next, mark your score on the concern for people (P) dimension. Draw a straight line that intersects the P and T scores. The point at which that line crosses the shared leadership arrow indicates your score on the dimension.

**Autocratic
Leadership**
High Productive

**Shared
Leadership**
High Morale and
Productivity

**Laissez-Faire
Leadership**
High Morale



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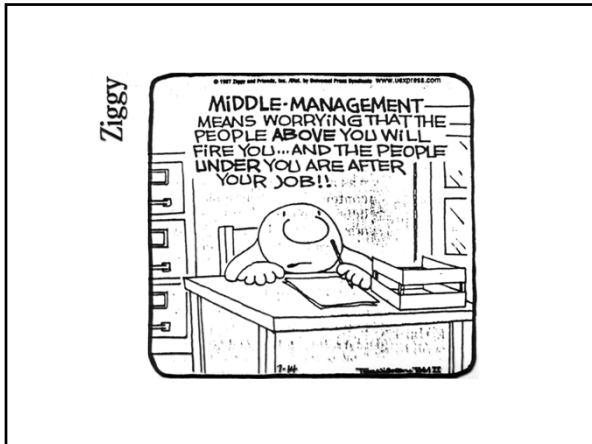
So True

A bad manager can take a good staff and destroy it, causing the best employees to flee and the remainder to lose all motivation.

Do you know this person?

Supervisory Role

- Leader
- Delegator
- Role Model
- Teacher
- Facilitator
- Coordinator
- Communicator
- Motivator
- Coach
- Disciplinarian
- Counselor
- Safety Expert
- Evaluator
- Trainer
- Buffer
- Planner
- Goal Setter
- Problem Solver



Broad View of Today's Supervisor

- Vital Link
- Boots on the ground
- The glue

Compared with Those of the 1970s, Today's Local Governments . . .

- Are more complex
- Employ more people with nongovernmental backgrounds
- Provide a broader scope of services
- Have more influence on citizens' daily lives
- Tend to be flatter organizations, with more emphasis on teams.

Today's Challenges

- Growing workload & shrinking resources
- Changing priorities & needs
- Diverse workforce
- High expectations from citizens with less tax dollars

Four Factors Changing the Character of Local Government

1. Demographic changes
2. Technological changes
3. Changes in legal accountability
4. Shifts in employees' expectations and attitudes

Demographic Changes

- Increasing cultural diversity
- Aging population

Managing a diverse workforce means being more flexible and adaptable, and keeping up with new trends.

Technological Changes

- Internet and e-mail
- Computer advances
- Cell phones
- Social Media

These and other technological advances have made possible telecommuting and other flexible work arrangements.

Clarity about expectations and accountability have become increasingly important.

This has been an atrocious, incredibly depressing, and mind-numbingly inane experience I would not wish on anyone," former clerk Kim Lehmkuhl wrote in her resignation letter. "I wish the City the best of luck in finding some schmuck eager to transcribe every last misogynistic joke, self-indulgent anecdote, and pathetic pandering attempt by Council, and every tinfoil hat conspiracy theory, racist aside, and NIMBY assbattery from the lovely Council meeting frequent flyers, without which, surely our democracy could not flourish. June, also best of luck with your imminent unfunded pensions scandal, that is going to be a rough one."

Supervisory Leadership

The Supervisor's Responsibilities As Team Leader

- Involving employees in decision making
- Delegating
- Identifying and resolving problems
- Making jobs more interesting and rewarding
- Integrating employees' personal goals into organizational goals
- Evaluating progress
- Determining when goals have been met

Supervisors Who Identify And Resolve Problems Early On

- Are approachable
- Budget the time to evaluate potential risks within the context of the work team's mission and goals, and the organization's expected outcomes
- Actively watch for small signs of trouble
- Look for trends or patterns that may indicate that a problem is developing.

Legal Accountability

- Council and Organization worry about lawsuits and their costs
- The threats by the public to sue
- Paperwork requirements from other entities
- Federal requirements OSHA, FLSA, FMLA, ADA

Changes to FLSA

- Spring 2016 salary base changes from \$455 wk (\$23,660 annually) to \$921 wk to \$47,892 (50K?) annually
- If employee does not meet the new salary base doesn't matter if employee has supervisory duties and/or makes administrative decisions
- You will need to pay OT, can be a huge increase in your budget

Legal Accountability

- State and federal mandates may also
- Increase the complexity of managing the workforce
- Reduce supervisors' flexibility
- Add to administrative burdens
- Diffuse responsibility for the implementation of public policy
- Expose local governments to greater risk of litigation.

To protect the organization from lawsuits, supervisors must be proactive. They must keep records, refer to departmental policies and procedures, and focus on objective outcomes and results.

Employees' Expectations and Attitudes

- Dedication of each generation towards work
- Employees expect supervisor to fix their personal problems
- Communication problems on both side

The Three Sources Of A Supervisor's Influence

1. Role: The more a supervisor has to rely on the power of role to influence people, the less real leadership may be exerted.
2. Reputation: A supervisor's image—what others say about the supervisor—can add to or detract from his or her ability to exert positive influence.
3. Behavior: Behavior is a better predictor of effective leadership than personal traits.

The Three Conditions For Influence

1. Trustworthiness: Most people are reluctant to allow those they don't trust to exert influence.
2. Expertise: We are more likely to be influenced by people who have a high level of expertise.
3. Attractiveness: People are more likely to be influenced by people who have values and beliefs that are similar to theirs.



The Team Leader

Differences between Leading & Managing

- Leading: focus on direction, moving employees in right direction, motivate & inspire employees; achieving long term outcomes
- Managing: focus on short term results. Planning, budgeting, organizing & staffing, control problems
- Managing keep things running vs Leadership looking to the future
- Developing leadership and management skills you become a leader and not just a boss

Now What! I'm a Supervisor

- Now the boss to folks who you worked along side up
- You have to make or explain decision; even ones you had no input in
- Learn to delegate
- Look at big picture and long term goals

Leaders are people who do the right things.

Managers are people who do things right.

Leadership

- Leadership is a two-way relationship that involves followers as well as leaders.
- Good leaders show concern for others *and* concern for tasks.
- Leaders are not born. Rather, leadership behavior can be taught.
- There is no single group of qualities that characterize all leaders; we can all grow and develop as leaders.

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Directive Behavior

- Sets goals and objectives
- Makes clear the role each person will play
- Plans and organizes work
- Communicates job priorities
- Set timeline
- Determines methods of evaluation
- Shows or tells how to do a task
- Checks to see if work is done properly and on time

Supportive Behavior

- Asks for suggestions or input
- Facilitates problem solving or task accomplishment
- Encourages staff they can accomplish task
- Communicates information about total organization's operation
- Discloses information about self
- Praises staff for task accomplishments

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Ask others what they believe to be your most effective and least effective leadership behaviors.

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Overheard Conversation

I like my boss, when I make a mistake, she points it out and we discuss how to correct it for the future. She doesn't yell at me, especially in front of others.

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Leadership Capabilities

1. Self-management: self-awareness, ability to balance conflicting demands, ability to learn, leadership values.
2. Social: ability to build and maintain relationships, effective communication, skill at helping others to develop.
3. Work-facilitation: creative thinking, ability to think and act strategically, ability to initiate and implement change, good management skills.

Leadership Practices

- Seek feedback early and often.
- Find worthy models and mentors.
- Become a student of leadership.
- Find the challenges that are right for you.
- Develop a plan to improve your leadership.

Why You Fail to Delegate

1. My subordinates lack experience.
2. It takes more time to explain it than to do the job myself.
3. A mistake could be costly.
4. There are some things I can't delegate to anyone.
5. My subordinates lack the knowledge necessary to make decisions.
6. I am concerned about lack of control over the subordinate's performance when I delegate something.
7. I like keeping busy and making my own decisions.

Degree of Authority Granted to a Subordinate Depends Upon:

1. Complexity or importance of the project.
2. Subordinate's expertise or experience.
3. Time constraints.
4. Your confidence and trust in the subordinate.

Tips For Effective Delegation

- Be clear about what you want done.
- Choose the right employee for the task.
- Give the employee time and space to complete the assignment.
- Maintain open communication and check on progress.
- Do not rescue the employee.
- Give employee the necessary authority to complete the task.

(continued)

TIPS FOR EFFECTIVE DELEGATION

(continued)

- Hold the employee accountable.
- Recognize the employee's accomplishments.
- Consider delegating new responsibilities beyond the specific work of your team.
 - Serving on a committee
 - Leading a cross-departmental work team
 - Teaching other employees a task
 - Researching and reporting on a new business practice
 - Attending a high-level meeting

Levels of Delegation Situational Leadership

1. Look into problem. Report all facts to me, I will decide what to do.
2. Look into problem. Let me know alternative actions with pros and cons on each and recommend one for my approval.
3. Look into problem. Let me know what you intend to do. Don't take any action until I approve.
4. Look into problem. Let me know what you intend to do, and do it, unless I say no.
5. Take action. Let me know what you did.
6. Take action. No further contact with me required.

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QUESTIONS FOR THE SUPERVISOR TO HELP MEASURE THE STRENGTH OF A WORKPLACE

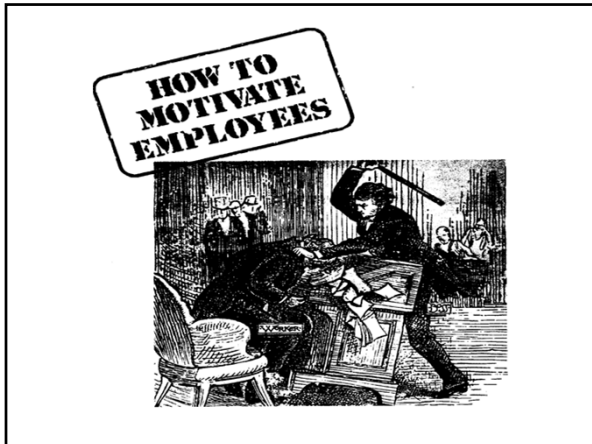
1. Do I know what is expected of me?
2. Do I have the opportunity to do what I do best every day?
3. In the last seven days, have I received recognition or praise for doing good work?
4. Does my supervisor, or someone else, care about me as a person?
5. Is there someone who encourages my development?
6. Do my opinions seem to count?
7. In the last six months, has someone talked to me about my progress?

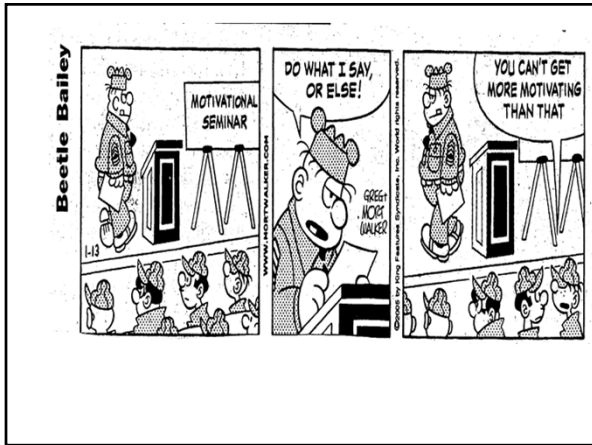
Making Jobs Interesting & Rewarding

- Opportunities to develop and grow
- Matching employee's skills and interests to the job
- Job variety that keeps employees interested in their work
- To work without supervision
- New technology
- A balanced work-life

Changes In Employees Expectations And Attitudes

- Many employees today
- Expect their jobs to fulfill needs for friendship, affirmation, and acceptance
- Seek a balance between work and home
- View their talents and skills as commodities to be marketed
- See their careers as cyclical, not linear
- Look for jobs that are interesting, meaningful, and enjoyable.





RESEARCH FINDINGS ON MOTIVATION

- Whatever people do, they do to satisfy a need.
- Raises, bonuses, and fringe benefits may not be the best way to encourage productivity.
- Employees' attitudes toward their jobs are largely the result of past experiences.
- Every employee is different; what motivates one member of a work group may not motivate another.

Douglas McGregor: Theory X

- Theory X supervisors believe that
- People dislike work and will avoid it if possible.
- People are unwilling to take responsibility and must be controlled.
- People are productive only if they are coerced, intimidated, and perhaps rewarded.
- Managers and supervisors know more about a job than their subordinates do.
- Most subordinates conform to rules, are unoriginal, and need direction.

Douglas McGregor: Theory Y

- Theory Y supervisors believe that
- Work is a natural activity and an opportunity for people to learn and develop.
- People are motivated by challenging work.
- Self-discipline is necessary.
- People are motivated by their need for acceptance, recognition, and a sense of achievement.
- People will accept and seek responsibility.
- People have the ability to solve organizational problems creatively.

Edgar Schein:
"Complex Person" Theory (Theory Z)

- People are complex, and their needs vary from day to day.
- Workers may be motivated simultaneously by short-term and long-term rewards.
- People bring their personal motives with them to work.
- Motivation is not the only factor that determines how much work is done and how well.
- No one supervisory strategy will work for all people at all times.

Abraham Maslow: Hierarchy Of Needs

1. Physiological: food, shelter, clothing, etc.
2. Security: physical safety, an orderly environment
3. Social: acceptance, a sense of belonging
4. Esteem: self-respect, the respect of others
5. Self-actualization: full development of one's abilities, a satisfying personal life

Frederick Herzberg

Hygiene factors

- Decent salary
- Good working conditions
- Fair supervision
- Good interpersonal relations

Motivators

- Interesting work
- Responsibility
- Recognition
- Advancement

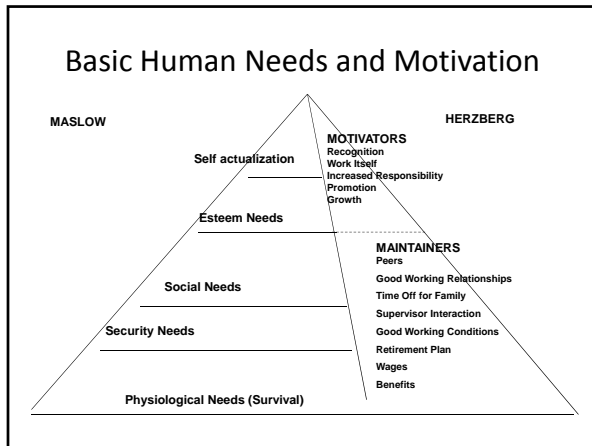
Adapters versus innovators

Adapters

- Thrive in a stable environment with established rules and expectations
- Motivated by desire to be precise, efficient, and consistent
- Relate best to Theory X supervisors

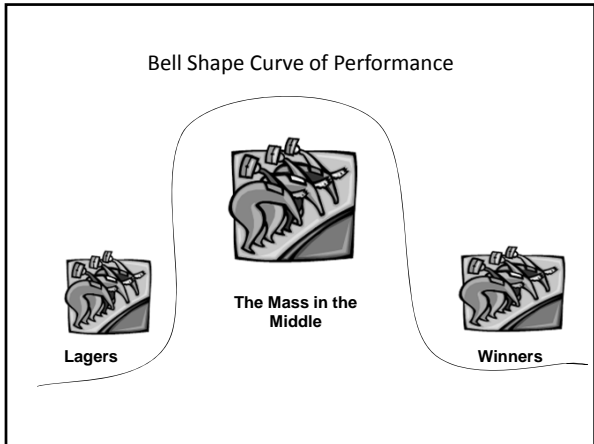
Innovators

- Thrive in a fluid environment that encourages problem solving
- Concerned with originality, finding new approaches to old problems
- Relate best to Theory Y supervisors



Job Related Factors	Supervisors	Workers	George Mason University	American Productivity & Quality Center
Good working conditions	4	9		
Feeling in on things	10	2	3	2
Tactful disciplining of others	7	10		
Full appreciation for work done	8	1	2	3
Management loyalty to workers	6	8		
Good wages	1	5	5	4
Promotion and growth in the organization	3	7		
Understanding of personal problems	9	3		
Job security	2	4	4	
Interesting work	5	6	1	1

- To Release Higher Levels Of Motivation In Employees, Supervisors Need To**
- Provide fair and accurate performance appraisal
 - Demonstrate concern for employees' job satisfaction
 - Recognize and acknowledge good work
 - Involve employees in decision making and goal setting
 - Create conditions that will help get the work done more efficiently and effectively
 - Regularly talk with and listen to employees.



- Strategies For Increasing Job Satisfaction And Motivation
-
- Job redesign
 - Assigning additional responsibility for planning work
 - Allowing employees to set their own work pace
 - Changing the types of tasks undertaken regularly
 - Job rotation
 - Having employees take on different jobs for a specific period (cross-training)
 - Providing something new for employees to learn

- Approaches For Developing Positive Behavior Among Employees
-
- Reward desired behavior promptly
 - Fit the person to the task
 - Use positive reinforcement
 - Be a teacher, mentor, and guide
 - Celebrate success

“It has been demonstrated throughout human history that most individuals can achieve more of their goals or achieve them faster, easier, more completely, or more efficiently through organizations.”

Herbert G. Hicks

Good Planning Can

- Help you stay on top of things
- Give you time to do those things you must do and want to do
- Help produce better results
- Reduce stress.

For Supervisors, Planning Means Determining

- What needs to be done
- The order of the tasks
- When the work must be completed
- What support will be needed to complete it
- Who will do the work
- What the expected quality of the results will be.

PLANNING ALSO MEANS

- Scheduling your time and the time of your employees
- Scheduling the use of equipment, materials, and any other resources needed to get the job done.

Elements Of An Effective Work Plan

- A clear statement of the specific work goals to be accomplished
- A step-by-step description of the tasks requiring completion
- A schedule that details the people and supplies that are needed to reach the goals
- A description of ways to measure progress and results

Five Steps For Planning Work

1. State goals
2. Streamline the work
3. List objectives, tasks, and activities
4. Schedule resources
5. Check on progress

Most supervisors spend only 20 percent of their time on the activities that produce 80 percent of the results. This means that 80 percent of their time is spent on work that has little payoff.

Improving Time Management

- Concentrate on doing those things that help your team reach goals.
- Identify your top priority and tackle that first.
- Break large projects into smaller parts.
- Keep a log for one week to see how you are using our time.

Quick Summary

To Build Good Working Relationships

- Respect and listen to employees
- Help set goals
- Involve employees in decisions
- Communicate frequently
- Delegate responsibility effectively
- Find the right balance between being “one of the gang” and being the person in charge
- Relate to everyone on the work team equally well
- Be fair, compassionate, and predictable.
