6

Survey of Managerial Style

Managers constantly identify desirable behavior, both in themselves and in others with whom they work. Much of this behavior takes on a characteristic pattern. Knowing something about these different patterns may help us to become more productive professionals. This instrument measures an aspect of managerial style. Please complete all items, and then score and interpret them according to the instructions that follow.

If you are taking this as a student, reflect on your last job as you answer these questions. Note that people will often rate questions like those included in this instrument in terms of how they think they should answer them or in terms of the way that they would like to be. This is not what is wanted here. Please answer the items in terms of how much you agree with a statement as it applies to what you ac-tually do. Give careful thought to your answers and remember that your results are only valuable to the extent that they reflect what you do, not what you think you should do.

You will probably note that some of the items on the survey seem similar. Do not let this bother you—it is a necessary outcome of statistical technique. Please rate each item independently without regard to your responses on previous items. There are no right or wrong answers.

Section I: Management Style Items

Directions: For the 30 items below, read each item and decide how much you agree that the item describes you.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. Managing company progress toward a vision represents a major portion of what I do in my job.	( )	( )	( )	( )	( )	( )
2. I am methodical in the way that I carry out my job responsibilities.	( )	( )	( )	( )	( )	( )
3. Most of my work-related activity involves thinking about the future of my organization.	( )	( )	( )	( )	( )	( )
4. I am a real "take charge" type of person.	( )	( )	( )	( )	( )	( )
5. Garnering commitment in people toward meeting some organizational goal represents a major portion of what I do in my job.	( )	( )	( )	( )	( )	( )

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	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
6. I am very decisive. When I must make a decision, I stick to it.	( )	( )	( )	( )	( )	( )
7. Whenever I must present information to a group, I typically speak without notes or outlines.	( )	( )	( )	( )	( )	( )
8. I focus my professional energies on envisioning the future of the organization.	( )	( )	( )	( )	( )	( )
9. Whenever I must present information to a group, I write out the speech, then read it to the group.	( )	( )	( )	( )	( )	( )
10. I am self confident.	( )	( )	( )	( )	( )	( )
11. I focus my professional energies on getting people in my organization to build their commitments to our organization and its goals.	( )	( )	( )	( )	( )	( )
12. I learn best by diving in and seeing if something works or doesn't work.	( )	( )	( )	( )	( )	( )
13. Most of my work-related activity is in carrying out day-to-day management responsibilities.	( )	( )	( )	( )	( )	( )
14. I spend most of my professional time considering views of what my organization can become.	( )	( )	( )	( )	( )	( )
15. Most of my work-related activity is in pulling people together to attain an organizational goal.	( )	( )	( )	( )	( )	( )
16. I think that the most important aspect of my job is preparing for future needs of the organization.	( )	( )	( )	( )	( )	( )
17. I manage my professional time efficiently.	( )	( )	( )	( )	( )	( )
18. I think that the most important aspect of my job is persuading people to accept my vision for our organization.	( )	( )	( )	( )	( )	( )
19. I make an effort to participate in group activities.	( )	( )	( )	( )	( )	( )
20. I focus my professional energies on managing and monitoring my organization's progress toward a goal.	( )	( )	( )	( )	( )	( )
21. Thinking about what my organization might look like in the future represents a major portion of what I do in my job.	( )	( )	( )	( )	( )	( )
22. I am a predictable person. I think that people know what to expect of me.	( )	( )	( )	( )	( )	( )
23. At work I try to foster close personal relationships with my coworkers.	( )	( )	( )	( )	( )	( )
24. I spend most of my professional time managing my company's progress toward a vision.	( )	( )	( )	( )	( )	( )
25. Solving problems in unstructured situations is an important part of what I do.	( )	( )	( )	( )	( )	( )
26. I would rather do something myself than delegate responsibility to someone else.	( )	( )	( )	( )	( )	( )
27. I learn on my own first, then apply what I have learned.	( )	( )	( )	( )	( )	( )
28. I spend most of my professional time convincing others in my organization to carry out a plan.	( )	( )	( )	( )	( )	( )
29. Whenever I must present information to a group, I speak while using an outline as a reference.	( )	( )	( )	( )	( )	( )
30. I think that the most important aspect of my job is looking at how my company is performing and determining what it is that it needs to do to stick to the company plan.	( )	( )	( )	( )	(·)	( )

Scoring and Interpreting Your Data

The Theory

This questionnaire was designed to measure aspects of your leadership style and preferences. Measuring leadership is not easy. Social scientists have been arguing for decades, even centuries, about the answer to the question, "What makes a good leader?" Out of this debate have emerged numerous theories about what makes a good leader. But these theories are often contradictory and confusing. We believe, in spite of the controversy about what the concept of leadership comprises, that a practical, immediate model of leadership would help focus the developmental efforts of managers on things that they can begin doing now.

Given our reading of leadership studies and our observation of leaders in the world, we have concluded and suggest that leadership includes three fundamental clusters of skills and abilities: creating vision, garnering commitment to that vision, and monitoring and managing progress toward the realization of that vision.

Vision. Powerful leaders have a clear vision of where they want their organization to go. Vision is the view a person holds about what the organization will look like and what it will be doing in the future. Obviously, some people have greater vision than others, and some have vision that extends further into the future than others. And some have vision that doesn't work or come to fruition. All managers can, and, we believe, ought to, have a vision of their organization, what they think it can become, where they think it is going, how it should be operating, and what the experience of working within it should be.

Vision is an essential part of leadership. Having vision requires creativity; one must be able to think and see beyond the present time frame and beyond the usual options. The ability to see ahead, to see nontraditional alternatives, is a creative part of leadership. So is the ability to frame the context of a business problem in broader terms that question current assumptions. The ability to incorporate these often unusual thoughts into a cohesive vision of the future of the company defines the first set of leadership skills.

COMMITMENT: The ability to garner the commitment of others to one's vision is a key cluster of leadership skills. A leader may have a vision of what an organization can become, but unless others receive and become committed to that vision it is unlikely to be realized. Leaders can create visions, but commitment, on the other hand, is offered by followers. It is this commitment of a group of followers that allows leaders to build their visions into organizational realities. A key task of the leader, then, is to garner commitment from those people who are critical to his or her success.

Leaders may foster commitment in a variety of ways: public communications, one-on-one interactions, involving others in the decision-making process, and modeling commitment to an idea, to name a few. However the successful leader goes about it, he or she is able to develop and maintain strong commitments from others to his or her vision for the organization.

MONITORING AND MANAGING PROGRESS TOWARD THE VISION: The third cluster of skills that we see in leadership is the ability to monitor and manage progress of the organization toward the vision. For us, this is the bulk of "management" education today: ascertaining what are the right measures to monitor and the techniques and tools for getting those indicators to yield the right results. This aspect of leadership focuses on the details of the business. That we place monitoring and management as a subset of leadership does not denigrate it. Rather it points out that while managers can indeed be leaders, in our view they need to augment their skills with the visionary and commitment-building skills outlined above. To us, management is a component of leadership. Ensuring that deadlines are met, objectives are achieved, and budgets are appropriately used are valuable and necessary—but not sufficient—leadership skills.

Leadership and the Survey of Managerial Style (SMS)

Although some writers have drawn a provocative and dichotomous distinction between leadership and management, we believe that they are closely related and that a consideration of the fluid relationship between them is more productive. Hence, we assert that leadership is not so much a question of whether someone is either a manager or a leader, but rather how much emphasis one places on the

component skills of leadership—of which management is one. Knowing something about how one tends to emphasize creating vision, garnering commitment, and monitoring and managing progress toward the vision can help one in several ways. We'll outline some of those, but first, let's score the data you have generated.

Parts I and II of the SMS are designed to gather general information about you and to measure your self-perception of your work behavior with regard to each of the three clusters mentioned above. From these data, you can begin to construct a picture of your leadership profile, that is, how much you emphasize leadership overall and how much you emphasize the three different clusters of leadership as outlined previously. With these data, you can begin to consider how strong your desire to be a leader is and how your behavior is distributed across the three dimensions of leadership.

Scoring Your Data

Step 1. On the Section II Scoring Form that follows, you will see that values are associated with each point on the scale used in Section II of the survey: Strongly Agree - 6, Agree - 5, Slightly Agree - 4, Slightly Disagree - 3, Disagree - 2, and Strongly Disagree - 1. For each section of the scoring form, indicate the score for each of the items listed. For example, if you checked "slightly agree" for item 3 and "agree" for item 8, your scores for these items would be 4 and 5, respectively. Please note that in Section II scoring not all items are scored. The extra items in Section II of the survey are included to control measurement error and are not included in the individual scoring procedure.

Step 2. Sum the scores in each column to derive scores for vision, commitment, and management.

Step 3. Sum the scores for vision, commitment, and management to derive your total score.

Step 4. Compute proportional values for vision, commitment and management by dividing the scale score by the total score.

Step 5. Next, complete the SMS Profile on page 00. The concentric circles on the next page represent varying strengths of leadership; the larger the circle, the greater the leadership. The letters associated with each circle correspond to the total score obtained in Section II of the survey. Find the circle that corresponds to your total score in Section II and trace the circle with a heavy marking pen.

Step 6. In the score profile, there are 48 segments that can be divided up according to your personal scores. To determine the number of segments that correspond to each of your Section II scale scores, multiply 48 by each of the proportional values in Section II and round the result to the nearest whole number. For example, if your vision proportional score in Section II were .30, you would multiply 48 by .30 (which equals 14.4) and round the result to the nearest whole number (14 in this case). After you have determined the number of segments that correspond to your scale scores, count off the number of segments on the pie for each scale. (Note: You can start at any point on the pie.) For each scale indicate the beginning and ending point with a heavy marking pen. Finally, for each of these areas, draw lines to the center dot and label the pieces of the pie with their corresponding V, C, or M: V for vision, C for commitment, M for management.

Note: When you have finished scoring your data, you should have a pie chart with three divisions. The size of the pie reflects your overall strength as a leader. The size of each of the three wedges, one each for creating vision, garnering commitment, and monitoring and managing progress toward the vision, indicates the relative strength of each leadership area. When you have completed the profile, proceed to the interpretation section.

Section II Scoring Form

Instrument Scale Values

Strongly Agree	- 6	Slightly Disagree	- 3
Agree	- 5	Disagree	- 2
Slightly Agree	- 4	Strongly Disagree	- 1

Source	Score	Source	Score	Source	Score
Item 3	_____	Item 5	_____	Item 1	_____
Item 8	_____	Item 11	_____	Item 13	_____
Item 14	_____	Item 15	_____	Item 20	_____
Item 16	_____	Item 18	_____	Item 24	_____
Item 21	_____	Item 28	_____	Item 30	_____
Total		Total		Total	
Vision	_____	Commitment	_____	Management	_____

Maximum Scale Score - 30   Minimum Scale Score - 5

Total Score Section II

(Vision + Commitment + Management) - _____

Proportional Values for Section II

(Vision   ÷   Total Score)   - _____
(Commitment ÷   Total Score)   - _____
(Management ÷   Total Score)   - _____

Interpreting Your Profile

The first thing to note is that it is not necessarily good or bad to desire to be a leader. Leadership roles place demands on individuals just as all positions in life do; some people enjoy that set of demands, while others do not. Regardless of how superficially attractive the recognition and apparent influence of leaders may be, unless one's personal skills and interests fit the demands of a particular leadership position, one is not likely to be happy or successful in that position. Thus, the size of your leadership pie is not a value judgment about you or your worth in your organization or in society. Rather, it is a description of your preferences and as such can be used by you to make more sound decisions about you and your work.

**Survey of Managerial Style**
Profile
# A = 15-29 B = 30-44 C = 45-59 D = 60 - 74 E = 75-90
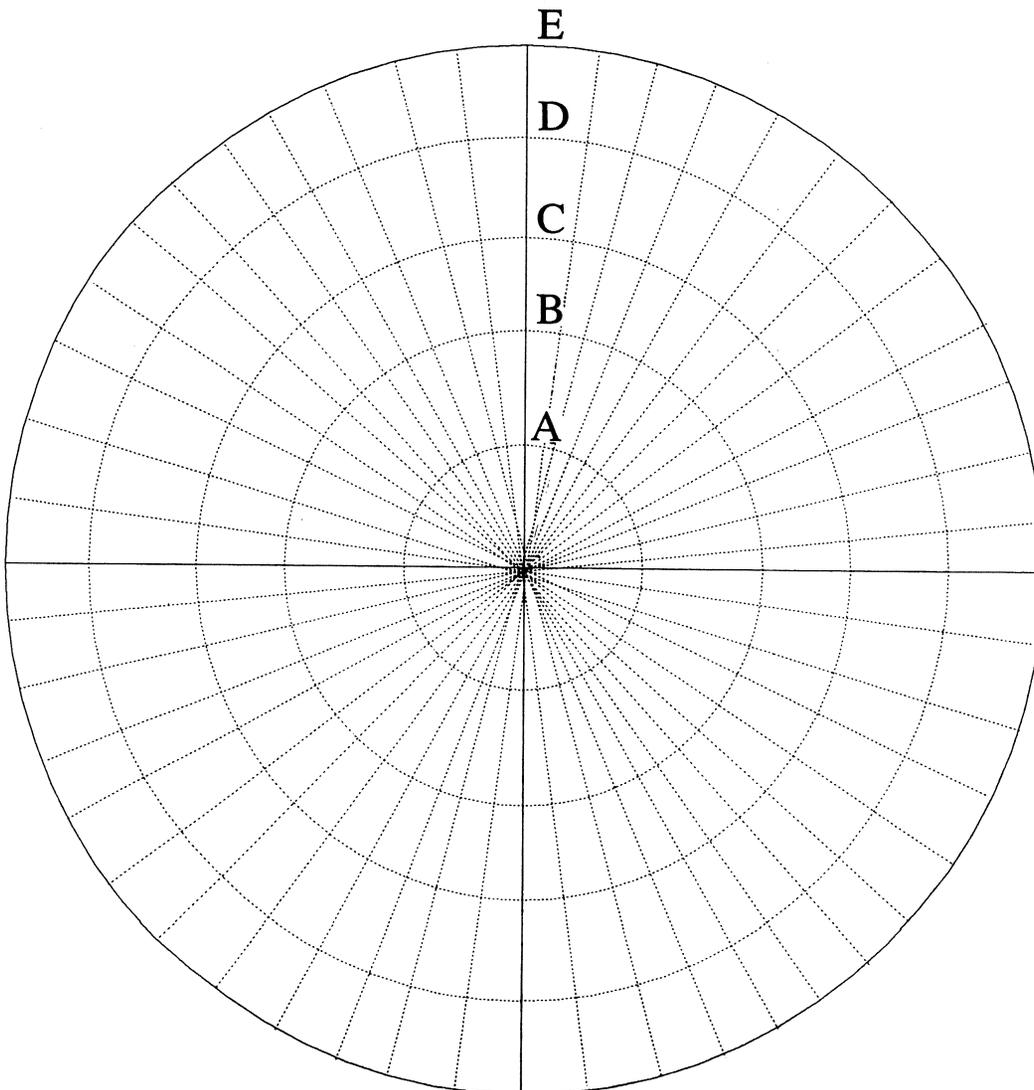
The same can be said of the relative strength of the three basic areas of leadership as proposed in this document. Knowing something about your relative position in the areas of vision, commitment, and management can certainly help you to elaborate your leadership skills and may serve to guide you as you make career and educational decisions. We encourage you not to treat these three clusters of leadership skills as fixed and equally desirable. It is quite possible that one can be fairly evenly balanced among these skills. Alternatively, one might obtain a moderate score in one area and higher scores on the others.

We expect that scores in these leadership areas can change depending on context and the demands of your job. Patterns of response such as these remain to be researched. For now, the important thing to note is that we are talking about general leadership functions and that strength or weakness in one area is not necessarily desirable or undesirable.

Interpretive Alternatives

Write your interpretation of what each of the alternative profiles below might mean to the individuals or corporations that have them.
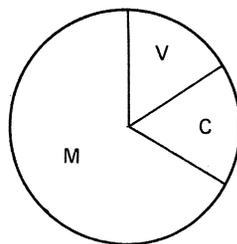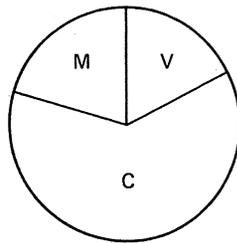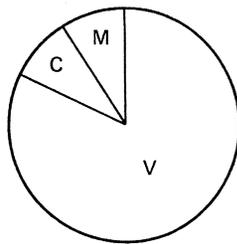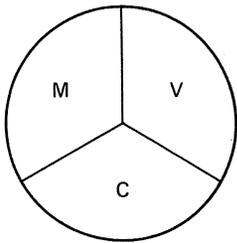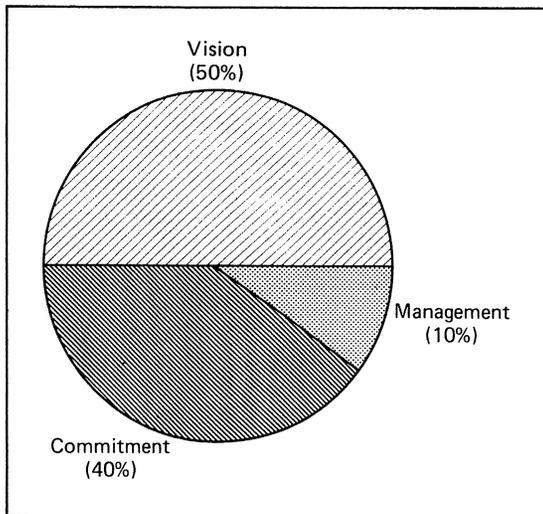
Assignment

Consider Steve Taylor's and Carrie Baugh's Survey of Leadership Style. What inferences do you make about them from these data?

Steven Taylor's Survey of Leadership Style

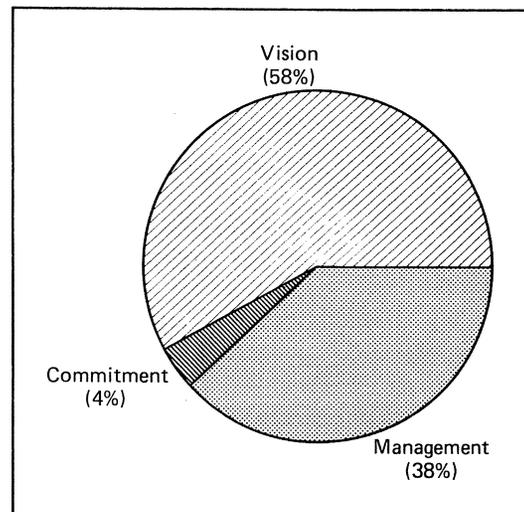These are Steven's scores and score graph on this instrument.

Vision: 24   Commitment: 19   Management: 5
Total: 48

Carrie Baugh's Survey of Leadership Style

Carrie's scores on this instrument were

Vision – 28   Commitment – 2   Management – 18
Total – 48

SELECTED BIBLIOGRAPHY ON LEADERSHIP

You may be interested in the following additional resources on the topic of leadership.

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