

Leadership and
Management in
Occupational
Therapy
OTR 685

Workbook for
Module 7 & 8

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Path–Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path–goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often
6 = Usually 7 = Always

- | | |
|---|---------------|
| 1. I let subordinates know what is expected of them. | 1 2 3 4 5 6 7 |
| 2. I maintain a friendly working relationship with subordinates. | 1 2 3 4 5 6 7 |
| 3. I consult with subordinates when facing a problem. | 1 2 3 4 5 6 7 |
| 4. I listen receptively to subordinates' ideas and suggestions. | 1 2 3 4 5 6 7 |
| 5. I inform subordinates about what needs to be done and how it needs to be done. | 1 2 3 4 5 6 7 |
| 6. I let subordinates know that I expect them to perform at their highest level. | 1 2 3 4 5 6 7 |
| 7. I act without consulting my subordinates. | 1 2 3 4 5 6 7 |
| 8. I do little things to make it pleasant to be a member of the group. | 1 2 3 4 5 6 7 |
| 9. I ask subordinates to follow standard rules and regulations. | 1 2 3 4 5 6 7 |
| 10. I set goals for subordinates' performance that are quite challenging. | 1 2 3 4 5 6 7 |
| 11. I say things that hurt subordinates' personal feelings. | 1 2 3 4 5 6 7 |
| 12. I ask for suggestions from subordinates concerning how to carry out assignments. | 1 2 3 4 5 6 7 |
| 13. I encourage continual improvement in subordinates' performance. | 1 2 3 4 5 6 7 |
| 14. I explain the level of performance that is expected of subordinates. | 1 2 3 4 5 6 7 |
| 15. I help subordinates overcome problems that stop them from carrying out their tasks. | 1 2 3 4 5 6 7 |
| 16. I show that I have doubts about subordinates' ability to meet most objectives. | 1 2 3 4 5 6 7 |
| 17. I ask subordinates for suggestions on what assignments should be made. | 1 2 3 4 5 6 7 |

- | | |
|---|---------------|
| 18. I give vague explanations of what is expected of subordinates on the job. | 1 2 3 4 5 6 7 |
| 19. I consistently set challenging goals for subordinates to attain. | 1 2 3 4 5 6 7 |
| 20. I behave in a manner that is thoughtful of subordinates' personal needs. | 1 2 3 4 5 6 7 |

Scoring

1. Reverse the scores for Items 7, 11, 16, and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18.
3. Supportive style: Sum of scores on Items 2, 8, 11, 15, and 20.
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17.
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19.

Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you received on the path-goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

SOURCES: Adapted from *A Path-Goal Theory Investigation of Superior Subordinate Relationships*, by J. Indvik, unpublished doctoral dissertation, University of Wisconsin-Madison, 1985; and Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982). Used by permission.

LMX 7 Questionnaire

Instructions: This questionnaire contains items that ask you to describe your relationship with either your leader or one of your subordinates. For each of the items, indicate the degree to which you think the item is true for you by circling one of the responses that appear below the item.

1. Do you know where you stand with your leader (follower) ... [and] do you usually know how satisfied your leader (follower) is with what you do?

Rarely	Occasionally	Sometimes	Fairly often	Very often
1	2	3	4	5

2. How well does your leader (follower) understand your job problems and needs?

Not a bit	A little	A fair amount	Quite a bit	A great deal
1	2	3	4	5

3. How well does your leader (follower) recognize your potential?

Not at all	A little	Moderately	Mostly	Fully
1	2	3	4	5

4. Regardless of how much formal authority your leader (follower) has built into his or her position, what are the chances that your leader (follower) would use his or her power to help you solve problems in your work?

None	Small	Moderate	High	Very high
1	2	3	4	5

5. Again, regardless of the amount of formal authority your leader (follower) has, what are the chances that he or she would "bail you out" at his or her expense?

None	Small	Moderate	High	Very high
1	2	3	4	5

6. I have enough confidence in my leader (follower) that I would defend and justify his or her decision if he or she were not present to do so.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

7. How would you characterize your working relationship with your leader (follower)?

Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
1	2	3	4	5

By completing the LMX 7, you can gain a fuller understanding of how LMX theory works. The score you obtain on the questionnaire reflects the quality of your leader–member relationships, and indicates the degree to which your relationships are characteristic of partnerships, as described in the LMX model.

You can complete the questionnaire both as a leader and as a subordinate. In the leader role, you would complete the questionnaire multiple times, assessing the quality of the relationships you have with each of your subordinates. In the subordinate role, you would complete the questionnaire based on the leaders to whom you report.

Scoring Interpretation

Although the LMX 7 is most commonly used by researchers to explore theoretical questions, you can also use it to analyze your own leadership style. You can interpret your LMX 7 scores using the following guidelines: very high = 30–35, high = 25–29, moderate = 20–24, low = 15–19, and very low = 7–14. Scores in the upper ranges indicate stronger, higher-quality leader–member exchanges (e.g., in-group members), whereas scores in the lower ranges indicate exchanges of lesser quality (e.g., out-group members).

SOURCE: Reprinted from “Relationship-Based Approach to Leadership: Development of Leader–Member Exchange (LMX) Theory of Leadership Over 25 Years: Applying a Multi-Level, Multi-Domain Perspective,” by G. B. Graen and M. Uhl-Bien, 1995, *Leadership Quarterly*, 6(2), 219–247. Copyright © 1995. Reprinted with permission from Elsevier Science.

Sample Items From the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short

These questions provide examples of the items that are used to evaluate leadership style. The MLQ is provided in both Self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership. By thinking about the leadership styles as exemplified below, you can get a sense of your own belief about your leadership.

Key: 0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

Transformational Leadership Styles

Idealized Influence (Attributes)	I go beyond self-interest for the good of the group.	0 1 2 3 4
Idealized Influence (Behaviors)	I consider the moral and ethical consequences of decisions.	0 1 2 3 4
Inspirational Motivation	I talk optimistically about the future.	0 1 2 3 4
Intellectual Stimulation	I reexamine critical assumptions to question whether they are appropriate.	0 1 2 3 4
Individualized Consideration	I help others to develop their strengths.	0 1 2 3 4

Transactional Leadership Styles

Contingent Reward	I make clear what one can expect to receive when performance goals are achieved.	0 1 2 3 4
Management by Exception: Active	I keep track of all mistakes.	0 1 2 3 4

Passive/Avoidant Leadership Styles

Management by Exception: Passive	I wait for things to go wrong before taking action.	0 1 2 3 4
Laissez-Faire	I avoid making decisions.	0 1 2 3 4

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Servant Leadership Questionnaire

Instructions: Select two people who know you in a leadership capacity such as a coworker, fellow group member, or subordinate. Make two copies of this questionnaire and give a copy to each individual you have chosen. Using the following 7-point scale, ask them to indicate the extent to which they agree or disagree with the following statements as they pertain to your leadership. In these statements, "He/She" is referring to you in a leadership capacity.

Key: 1 = Strongly disagree 2 = Disagree 3 = Disagree somewhat
4 = Undecided 5 = Agree Somewhat 6 = Agree 7 = Strongly agree

1. Others would seek help from him/her if they had a personal problem. 1 2 3 4 5 6 7
2. He/She emphasizes the importance of giving back to the community. 1 2 3 4 5 6 7
3. He/She can tell if something work related is going wrong. 1 2 3 4 5 6 7
4. He/She gives others the responsibility to make important decisions about their own jobs. 1 2 3 4 5 6 7
5. He/She makes others' career development a priority. 1 2 3 4 5 6 7
6. He/She cares more about others' success than his/her own. 1 2 3 4 5 6 7
7. He/She holds high ethical standards. 1 2 3 4 5 6 7
8. He/She cares about others' personal well-being. 1 2 3 4 5 6 7
9. He/She is always interested in helping people in the community. 1 2 3 4 5 6 7
10. He/She is able to think through complex problems. 1 2 3 4 5 6 7
11. He/She encourages others to handle important work decisions on their own. 1 2 3 4 5 6 7
12. He/She is interested in making sure others reach their career goals. 1 2 3 4 5 6 7
13. He/She puts others' best interests above his/her own. 1 2 3 4 5 6 7
14. He/She is always honest. 1 2 3 4 5 6 7
15. He/She takes time to talk to others on a personal level. 1 2 3 4 5 6 7
16. He/She is involved in community activities. 1 2 3 4 5 6 7
17. He/She has a thorough understanding of the organization and its goals. 1 2 3 4 5 6 7

18. He/She gives others the freedom to handle difficult situations in the way they feel is best.	1 2 3 4 5 6 7
19. He/She provides others with work experiences that enable them to develop new skills.	1 2 3 4 5 6 7
20. He/She sacrifices his/her own interests to meet others' needs.	1 2 3 4 5 6 7
21. He/She would not compromise ethical principles in order to meet success.	1 2 3 4 5 6 7
22. He/She can recognize when others are feeling down without asking them.	1 2 3 4 5 6 7
23. He/She encourages others to volunteer in the community.	1 2 3 4 5 6 7
24. He/She can solve work problems with new or creative ideas.	1 2 3 4 5 6 7
25. If others need to make important decisions at work, they do not need to consult him/her.	1 2 3 4 5 6 7
26. He/She wants to know about others' career goals.	1 2 3 4 5 6 7
27. He/She does what he/she can to make others' jobs easier.	1 2 3 4 5 6 7
28. He/She values honesty more than profits.	1 2 3 4 5 6 7

SOURCE: Reprinted (adapted version) from "Servant Leadership: Development of a Multidimensional Measure and Multi-Level Assessment," by R. C. Liden, S. J. Wayne, H. Zhao, and D. Henderson, 2008, *The Leadership Quarterly*, 19, 161–177. Copyright © Reprinted with permission from Elsevier Science.

Scoring

Using the questionnaires on which others assessed your leadership, take the separate scores for each item, add them together, and divide that sum by two. This will give you the average score for that item. For example, if Person A assessed you at 4 for Item 2, and Person B marked you as a 6, your score for Item 2 would be 5.

Once you have averaged each item's scores, use the following steps to complete the scoring of the questionnaire:

1. Add up the scores on 1, 8, 15, and 22. This is your score for emotional healing.
2. Add up the scores for 2, 9, 16, and 23. This is your score for creating value for the community.
3. Add up the scores for 3, 10, 17, and 24. This is your score for conceptual skills.
4. Add up the scores for 4, 11, 18, and 25. This is your score for empowering.
5. Add up the scores for 5, 12, 19, and 26. This is your score for helping subordinates grow and succeed.
6. Add up the scores for 6, 13, 20, and 27. This is your score for putting subordinates first.
7. Add up the scores for 7, 14, 21, and 28. This is your score for behaving ethically.

Scoring Interpretation

- *High range:* A score between 23 and 28 means you strongly exhibit this servant leadership behavior.
- *Moderate range:* A score between 14 and 22 means you tend to exhibit this behavior in an average way.
- *Low range:* A score between 8 and 13 means you exhibit this leadership below the average or expected degree.
- *Extremely low range:* A score between 0 and 7 means you are not inclined to exhibit this leadership behavior at all.

The scores you received on the Servant Leadership Questionnaire indicate the degree to which you exhibit the seven behaviors characteristic of a servant leader. You can use the results to assess areas in which you have strong servant leadership behaviors and areas in which you may strive to improve.

Authentic Leadership Self-Assessment Questionnaire

Instructions: This questionnaire contains items about different dimensions of authentic leadership. There are no right or wrong responses, so please answer honestly. Use the following scale when responding to each statement by writing the number from the scale below that you feel most accurately characterizes your response to the statement.

Key: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree

- | | |
|---|-----------|
| 1. I can list my three greatest weaknesses. | 1 2 3 4 5 |
| 2. My actions reflect my core values. | 1 2 3 4 5 |
| 3. I seek others' opinions before making up my own mind. | 1 2 3 4 5 |
| 4. I openly share my feelings with others. | 1 2 3 4 5 |
| 5. I can list my three greatest strengths. | 1 2 3 4 5 |
| 6. I do <i>not</i> allow group pressure to control me. | 1 2 3 4 5 |
| 7. I listen closely to the ideas of those who disagree with me. | 1 2 3 4 5 |
| 8. I let others know who I truly am as a person. | 1 2 3 4 5 |
| 9. I seek feedback as a way of understanding who I really am as a person. | 1 2 3 4 5 |
| 10. Other people know where I stand on controversial issues. | 1 2 3 4 5 |
| 11. I do not emphasize my own point of view at the expense of others. | 1 2 3 4 5 |
| 12. I rarely present a "false" front to others. | 1 2 3 4 5 |
| 13. I accept the feelings I have about myself. | 1 2 3 4 5 |
| 14. My morals guide what I do as a leader. | 1 2 3 4 5 |
| 15. I listen very carefully to the ideas of others before making decisions. | 1 2 3 4 5 |
| 16. I admit my mistakes to others. | 1 2 3 4 5 |

Scoring

1. Sum the responses on items 1, 5, 9, and 13 (self-awareness).
2. Sum the responses on items 2, 6, 10, and 14 (internalized moral perspective).
3. Sum the responses on items 3, 7, 11, and 15 (balanced processing).
4. Sum the responses on items 4, 8, 12, and 16 (relational transparency).

Total Scores

Self-Awareness: _____

Internalized Moral Perspective: _____

Balanced Processing: _____

Relational Transparency: _____

Scoring Interpretation

This self-assessment questionnaire is designed to measure your authentic leadership by assessing four components of the process: self-awareness, internalized moral perspective, balanced processing, and relational transparency. By comparing your scores on each of these components, you can determine which are your stronger and which are your weaker components in each category. You can interpret your authentic leadership scores using the following guideline: high = 16–20 and low = 15 and below. Scores in the upper range indicate stronger authentic leadership, whereas scores in the lower range indicate weaker authentic leadership.

Scoring Interpretation

In addition to such targeted questions on each of the criteria of excellence, the complete surveys also ask open-ended questions to allow team members to comment on issues that might not be specifically covered in the directed questions, such as strengths and weaknesses of the team and its leadership, necessary changes, problematic norms, or issues that need to be addressed. The complete version of the survey is given to team members and the team leader, and all are involved in the diagnosis and the resulting action planning. Such a method is clearly consistent with the empowerment movement in organizational teams and helps address the enormous complexity involved in making teams effective.

Psychodynamic Approach Survey

Instructions: For each of the following eight sentences, rate the degree to which you believe it describes you on a scale of 1 to 6, as described in the key. The sentences are paired in such a way that your ratings for each pair should add up to 7 (e.g., if you rate one sentence with a 3, then the other sentence in the pair should be rated a 4). For example, you might rate the first two sentences like this:

I am sociable, outgoing, gregarious, a people person, and talkative. 1 2 3 4 5 6

I am reflective, deep, internally focused, an idea person, and quiet. 1 2 3 4 5 6

So the total of the two ratings is $6 + 1 = 7$.

When you have completed the questionnaire and scoring procedures for yourself, ask someone you know to rate herself or himself. This step is important because the questionnaire is intended to allow you to compare your personality type to that of another person.

Key: 6 = Always true 5 = Often true 4 = Usually true 3 = Sometimes true 2 = Rarely true 1 = Never true

- | | |
|--|-------------|
| 1. I am sociable, outgoing, gregarious, a people person, and talkative. | 1 2 3 4 5 6 |
| 2. I am reflective, deep, internally focused, an idea person, and quiet. (Total ratings for items 1 + 2 = 7) | 1 2 3 4 5 6 |
| 3. I am practical, realistic, and factual, and I like details. | 1 2 3 4 5 6 |
| 4. I am conceptual, theoretical, future oriented, and a generalist. (Total ratings for items 3 + 4 = 7) | 1 2 3 4 5 6 |
| 5. I am firm, just, clear, and detached in decision making. | 1 2 3 4 5 6 |
| 6. I am humane, harmonious, and subjective, and I like multiple inputs. (Total ratings for items 5 + 6 = 7) | 1 2 3 4 5 6 |
| 7. I am structured, scheduled, planned, and in control. | 1 2 3 4 5 6 |
| 8. I am adaptable, flexible, spontaneous, and open. (Total ratings for items 7 + 8 = 7) | 1 2 3 4 5 6 |

Scoring

Circle your ratings for each sentence on the following chart.

Sentence 1: Extravert (E) 1 2 3 4 5 6

Sentence 2: Introvert (I) 1 2 3 4 5 6

Sentence 3: Sensor (S)	1 2 3 4 5 6
Sentence 4: Intuitor (N)	1 2 3 4 5 6
Sentence 5: Thinker (T)	1 2 3 4 5 6
Sentence 6: Feeler (F)	1 2 3 4 5 6
Sentence 7: Judger (J)	1 2 3 4 5 6
Sentence 8: Perceiver (P)	1 2 3 4 5 6

Scoring Interpretation

Your psychological type consists of four out of the eight paired preferences: E or I, S or N, T or F, and J or P. First look at whether your rating for E is higher than for I. If it is higher, then that is part of your type. Based on the scores in the chart above, pick one of the two letters in the following pairs:

Sentences 1 and 2:	E	I
Sentences 3 and 4:	S	N
Sentences 5 and 6:	T	F
Sentences 7 and 8:	J	P

In some of the pairs your ratings probably will be very different. For example, your rating for S might be 6, which makes your score for N 1. That is a strong indication that you prefer the sensor function. In other cases your ratings might be much closer together. For example, you may have given the thinker sentence a rating of 4 and the feeler sentence a rating of 3. That is not a strong preference, so your type could include either T or F. That is fairly common, even in the MBTI (e.g., such a person might be both ENTJ and ENFJ, indicating that the thinker and feeler ratings were close to each other).

The psychological type method is interesting when you apply it to yourself, but is much more useful in comparing your own type with that of another person. Therefore, you should ask someone you know or work with to rate himself or herself on the questionnaire. After you have scored this person's ratings, you can compare his or her type with yours. Although this method is useful, the best way to get an assessment of your personality type is to take the MBTI test under the direction of a counselor or someone else who is qualified to give and interpret the test.