

# Leadership Effectiveness and Adaptability Description

Adapted for teens

Please note that all fields followed by an asterisk must be filled in.

**1a. Your group is not responding lately to your friendly conversations and obvious concern for their welfare. Their performance on tasks assigned to them is declining rapidly.**

- A. Stress on the use of set procedures and the necessity for task to be finished.
- B. Make yourself available for discussion but don't push your involvement.
- C. Talk with the group and then set goals.
- D. Intentionally do not intervene.

**2a. The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance on tasks assigned to them.**

- A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
- B. Take no definite action.
- C. Do what you can to make the group feel important and involved.
- D. Stress on the importance of deadlines and tasks.

**3a. Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.**

- A. Work together with this group to problem-solve.
- B. Let the group work it out.
- C. Act quickly and firmly to correct and redirect.
- D. Encourage group to work on problem and be supportive of their efforts.

**4a. You are considering a change. Your group has a fine record of completing tasks and events successfully. They respect the need for change.**

- A. Allow group involvement in developing the change, but don't be too directive.
- B. Announce changes and then implement with close supervision.
- C. Allow group to formulate its own direction.

D. Incorporate group recommendations, but you direct the change.

**5a. The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives of your group. Setting new roles, and responsibilities has helped in the past. They have continually needed reminding to have the tasks done on time.**

- A. Allow group to formulate its own direction.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Set new roles and responsibilities and supervise carefully.
- D. Allow group involvement in determining roles and responsibilities but don't be too directive.

**6a. You replaced the leader of an efficiently run group. The previous leader tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanising the environment in the group.**

- A. Do what you can to make the group feel important and involved.
- B. Stress on the importance of deadlines and tasks.
- C. Intentionally do not intervene.
- D. Get the group involved in decision making, but see the objectives of the group are met.

**7a. You are considering changing to a structure (a way of working – perhaps the communication process) that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.**

- A. Explain the change and supervise execution carefully.
- B. Participate with the group in developing the change but allow members to organise the task execution.
- C. Be willing to make changes as recommended, but maintain control of task execution.
- D. Avoid any possible fights; leave things alone.

**8a. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction of the group.**

- A. Leave the group alone.
- B. Discuss the situation with the group and then you begin necessary changes.
- C. Take steps to direct members of the group towards working in a well defined manner.
- D. Be supportive in discussing the situation with the group but not be too directive.

**9a. Your leader has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals.**

**Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially they have the talent.**

- A. Let the group work out its problems.
- B. Incorporate group recommendations, but see that objectives of the group are met.
- C. Set new goals and supervise execution carefully.
- D. Allow group involvement in setting goals, but don't push.

**10a. Your group, usually able to take responsibility, is not responding to your recent attempt at setting new standards of performance.**

- A. Allow group involvement in setting new standards of performance, but don't take control.
- B. Set new standards of performance and supervise carefully.
- C. Avoid any fights by not applying pressure; leave the situation alone.
- D. Incorporate group recommendations, but see that new standards are met.

**11a. You have been promoted to a new position. The previous leader was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction.**

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

**12a. Recent information indicates some internal difficulties among members of the group. The group has a remarkable record of successful task completion. Members have effectively maintained and achieved long range goals. They have worked in harmony for the past year. All are well qualified for the task.**

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