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# LEADER-MANAGER ASSESSMENT QUESTIONNAIRE: OTHER

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Your Name: \_\_\_\_\_

The name of the person for whom you are completing this questionnaire:  
\_\_\_\_\_

The LEADER-MANAGER ASSESSMENT QUESTIONNAIRE: OTHER is designed to collect data on an individual's behaviours as a leader/manager. The other person will be provided feedback in the classroom. Your cooperation in completing this questionnaire is essential to making the learning experience valid and useful. He or she may wish to discuss your input when the learning is completed.

## **Instructions:**

On the next two pages you will find thirty statements. Please read each statement carefully then make an assessment of the degree to which the person you are assessing exhibits this behaviour compared to others whom you know. Record your response by circling one of the five numbers in the "scoring" column. Definitions for each of the five responses are provided at the top of the pages. Be realistic, open and honest. Answer as the person typically behaves.

Once you have made all of your assessments, please take the time to transfer your answers into the spaces provided on the final page (4).

## LEADER-MANAGER ASSESSMENT QUESTIONNAIRE: OTHER

To what extent does the person you are assessing exhibit the actions listed in the items below. Use the five point scale that follows:

**1: Hardly ever 2. Occasionally 3. Sometimes 4. Quite often 5. Very often**

*he or she.....*

**Scoring**

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | works hard to preserve, defend and maintain the way things are done around here against those who would disrupt or ignore them. | 1 | 2 | 3 | 4 | 5 |
| 2.. | plans, budgets and schedules our work well in advance.  | 1 | 2 | 3 | 4 | 5 |
| 3.  | ensures that each job in his/her area clearly fits with the overall goals.  | 1 | 2 | 3 | 4 | 5 |
| 4.  | provides clear directions to staff on what to do and how to do it.  | 1 | 2 | 3 | 4 | 5 |
| 5.  | monitors performance closely and provides regular feedback to keep everyone on track.   | 1 | 2 | 3 | 4 | 5 |
| 6.  | openly challenges old and outdated ways of doing things.  | 1 | 2 | 3 | 4 | 5 |
| 7.  | makes his/her values, beliefs and leadership philosophy clear to all.   | 1 | 2 | 3 | 4 | 5 |
| 8.  | meets with people outside of our area and enlists their input into new directions that could affect them and their work.        | 1 | 2 | 3 | 4 | 5 |
| 9.  | makes sure that staff have the knowledge, skills, tools and resources needed to reach the long term goals.                      | 1 | 2 | 3 | 4 | 5 |
| 10. | trusts others to do what is needed to reach the overall goals.  | 1 | 2 | 3 | 4 | 5 |
| 11. | analyses situations carefully to minimize or eliminate the risk of failure.   | 1 | 2 | 3 | 4 | 5 |
| 12. | focuses on short term priorities (weekly, monthly and quarterly).   | 1 | 2 | 3 | 4 | 5 |
| 13. | organizes tasks and people into specialized jobs in order to get the work done efficiently.                                     | 1 | 2 | 3 | 4 | 5 |
| 14. | ensures that each staff person knows the performance standards and how their performance will be measured                       | 1 | 2 | 3 | 4 | 5 |

**1: Hardly ever 2. Occasionally 3. Sometimes 4. Quite often 5. Very often**

*he or she....*

**Scoring**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 15. ensures that staff focus on the top priorities and avoid wasting energy on activities outside of the plan.   | 1 | 2 | 3 | 4 | 5 |
| 16. likes to have many options from which to choose before making a decision.                                    | 1 | 2 | 3 | 4 | 5 |
| 17. has a clear and compelling vision for his/her part of the organization for the next several years.           | 1 | 2 | 3 | 4 | 5 |
| 18. makes use of informal relationships and goes around the formal hierarchy in order to get some things done.   | 1 | 2 | 3 | 4 | 5 |
| 19. gives people as much freedom as they are prepared to take.   | 1 | 2 | 3 | 4 | 5 |
| 20. goes out of his/her way to acknowledge and celebrate the achievements of others.                             | 1 | 2 | 3 | 4 | 5 |
| 21. makes sound, objective decisions based on the facts.   | 1 | 2 | 3 | 4 | 5 |
| 22. sets clear, specific, measurable goals and helps others do the same.   | 1 | 2 | 3 | 4 | 5 |
| 23. supports and follows the formal organizational structure and is careful to work through the proper channels. | 1 | 2 | 3 | 4 | 5 |
| 24. supervises others closely to ensure individuals learn and follow established operating procedures.           | 1 | 2 | 3 | 4 | 5 |
| 25. works hard to prevent mistakes. If they do occur, he/she makes sure things quickly get back on track..       | 1 | 2 | 3 | 4 | 5 |
| 26. enjoys experimenting and taking risks even when failure is possible.   | 1 | 2 | 3 | 4 | 5 |
| 27. gets excited about his/her vision for the future and shows it.   | 1 | 2 | 3 | 4 | 5 |
| 28. encourages others to find ways to meet their personal goals within the organizational vision.                | 1 | 2 | 3 | 4 | 5 |
| 29. models the behaviour that he/she wants others to adopt.  | 1 | 2 | 3 | 4 | 5 |
| 30. encourages staff to try out their new ideas in the hopes that some will help achieve long term goals.        | 1 | 2 | 3 | 4 | 5 |

## PREPARATION FOR SCORING AND INTERPRETATION

After you have completed recording your assessment, please transfer your scores (1,2,3,4,or 5) for each item to the blanks below. This will help speed up the scoring and interpretation process in the classroom. Total the three numbers in each vertical column and enter the total in the blank provided.

<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>L.1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total

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Box 545 Winnipeg Beach, Man. Canada R0C 3G0. Phone/Fax (204) 992-2746  
e-Mail [al\\_holmes@mb.sympatico.ca](mailto:al_holmes@mb.sympatico.ca)