



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

“What emergent leadership skills, do you consider, may be effective for the leaders of your chosen organization in analysing and assessing strategies for making decisions amid uncertainty caused by ongoing economic uncertainty?”

BMSW6101 Emergent Leadership Skills for the Workplace

Student name	Loraine Kristel Tabila
Student ID	1917097
Lecturer name	Md Kalam

Executive summary

This academic report consists of two parts. The first part is an individual report in which the author applies academic management and leadership models, methods, and theories in the workplace. The second part is a reflective essay in which the author outlines the module learning and acquisition skills.

The chosen organisation is Mandarin Oriental Hotel Group, a workplace relationship between coworkers is especially important in the 24/7 hospitality industry, where there is a close interaction between staff members and customers, to meet the needs of many different customers, collaboration as well as coordination are essential, one important factor influencing the quality of service is how well the leadership and staff member are connected.

As it refers (Amanchukwu, et al., 2015), a leader involves taking ownership and accountability making use of available resources and creating an integrated environment in which individuals motivate teams to accomplish shared goals.

A leadership style is the most significant factor in influencing employee motivation, leadership styles have an impact on staff member in the company, they also have an impact on how employee behave in terms of attitude and motivation, which in turn affects how well the organisation performs.

Contents

Executive summary.....	2
Task 1. Individual report	4
1. Introduction	4
2. Background Mandarin Oriental	5
3. Evaluation of leadership theories.....	5
3.1 Behavioural theory of leadership	5
3.2 Transactional theory of leadership	6
3.3 Transformational leadership theory.....	6
4. Evaluation of leadership style	7
4.1 Laissez – faire	7
4.2 Democratic	8
4.3 Autocratic	8
5. Consideration of leadership skills in the task description	8
6. Conclusion and recommendations	12
Task 2. Reflective essay.....	12
7. Identify my leadership style.	12
8. References.....	14
9. Appendix	17
Appendix 1. Conceptualizing Leadership Questionnaire.....	17
Appendix 2. Leadership Style Questionnaire	18
Appendix 3. Task and Relationship Questionnaire	19
Appendix 4. Leadership Skill Questionnaire	20
Appendix 5. Ethical Leadership Style Questionnaire.....	21
Appendix 6. The MCQ test on your life vision and planning	23
Appendix 7. How good are your Leadership Skills	27

Task 1. Individual report

The first task of the individual report is to introduce leadership by emphasising what makes strong leader.

The report will cover the nature of leadership, identifying leadership qualities, recognising leadership techniques and dealing with ethics in leadership.

1. Introduction

The purpose of this academic report is to present a critical and comparative analysis of different leadership style.

Although there are many other leadership theories, this academic report will only focus on a couple of the most widely recognised. The theories underpin are the behavioural leadership theory, transactional and transformational. The three different types of leadership style discussed in the academic report are laissez- faire, democratic, and autocratic. The last part of the report it will go through several leadership styles that work better in the selected organisation.

The chosen organisation is Mandarin Oriental Hotel Group, a workplace relationship between coworkers is especially important in the 24/7 hospitality industry, where there is a close interaction between staff members and customers, to meet the needs of many different customers, collaboration as well as coordination are essential, one important factor influencing the quality of service is how well the leadership and staff member are connected.

(Huertas - Valdivia, et al., 2019), hospitality industries are defined as being extremely hierarchical and dominated by traditional leadership styles, the majority of hotels adhere to the traditional framework of centralised decision making under rigid pyramidal organisational charts.

As it refers (Amanchukwu, et al., 2015), a leader involves taking ownership and accountability making use of available resources and creating an integrated environment in which individuals motivate teams to accomplish shared goals.

As it mentioned (Fiaz, et al., 2017), the employee motivation is a strategy for accomplishing uncommon objectives, whereby staff members go above and beyond to the objectives of the company. A good leadership style is applied to the staff, and their performance, motivation, and productivity grow.

2. Background Mandarin Oriental

The Mandarin Oriental Hotel Group is a worldwide brand that runs thirty-six hotels and nine apartments in twenty-four countries. Their luxurious accommodations are a reflection of an oriental heritage, cultural traditions, and unique design. The hotel group are working on several projects as part of Jardine Matheson (Limited, 2023).

Mandarin Oriental, a luxury accommodation brand, had embraced the innovation to enhance its competitive advantage. The company has launched Fans of MO, a digital platform that allows guests to share personal photos and notes about their experience. The platform allows the hotel group to better understand their consumers and tailor personalised experiences. The importance of Mandarin Oriental in identifying and implementing innovation opportunities to consistently exceed their customer expectations (Roll, 2020).

3. Evaluation of leadership theories

Models of leadership theories focus on abilities and activities for developing skills in various settings, aiming to clarify what makes a good leader stand out in both, practically and theatrically.

As it mentioned (Kumar, 2018), leadership theory began with traits predicting leader behaviour and approach, but research has since shown that traits do not always predict effectiveness, instead, researchers focus on leader behaviour, style and development. The type of leadership, context, culture and organizational complexities significantly impact leadership effectiveness, as time passes, leadership theories have been modified and refined.

3.1 Behavioural theory of leadership

Behavioural theory of leadership believes great leaders are made, not born, and can be learned through training and observation. They show that groups under autocratic and democratic leadership perform differently. Autocratic groups work well with the leader present, while democratic groups perform similarly but with more positive feelings and continued efforts even when the leader is absent (Amanchukwu, et al., 2015).

Theories of leadership behaviour distinguish the actions that set good leaders aside from those who are not. The behaviour approach to leadership research was first introduced by

Lewin, Lippitt and White as it mentioned (Zeeraak, 2023), early in the research on the leadership theory it was used two factors model, with Ohio State and University of Michigan studies, they identify two styles, that is initiating structure and consideration, and initiating structure involving leaders defining roles and group member for goal.

3.2 Transactional theory of leadership

Transactional theory of leadership research evolved in the late 1970s and early 1980 away from approaches that focused on the unique viewpoints of the leader, leadership context, and follower and towards methods that highlighted the interactions between leaders and followers is the focus of transactional leadership (Kumar, 2018). By adhering to management by exception, transactional leader demonstrates positive and corrective behaviours like unpredictable rewards and corrective components. This approach includes constant monitoring and prompt corrective action. Transactional leaders demand specific work behaviours from their followers, and they provide both non-monetary and monetary rewards for meeting these expectations. This leadership theory is characterised by power and influence, is more applicable in corporate management often comparing to autocratic leadership, where more power is exercised over followers.

3.3 Transformational leadership theory

Transformational leadership is a strategy where leaders inspire followers to align with organizational goals and interest, leading to exceptional performance and crucial changes for effective (Buil, et al., 2019). (Torres, et al., 2023), transformational leadership involves in coaching and intellectual stimulation to increase responsibility and performance, motivating followers to face challenges and become more committed. Hospitality research focuses on individual employee outcomes, lacking on level analysis.

As it mentioned (Kumar, 2018), it aids in fulfilling and renewing the commitments made by followers. In order to improve the group or organisation, the leader inspires, motivates, and transforms followers to perform while going above and beyond their own self-interest, this approach is defined as a procedure whereby individual interact with one another in way that elevates their moral and motivational standards, they foster intellectual growth, team confidence, and team spirit and passion by inspiring and motivating employee to work towards organisational objectives.

4. Evaluation of leadership style

One of the main factors influencing an organizations success or failure is it leadership style, which is the way a leader behaves to inspire and guide their followers.

By (Torres, et al., 2023), leadership is essential for the organisational success, reputation, innovation, productivity and customer loyalty in the hotel and tourism industry. The skills, traits and behaviours of the managers and staff member have a significant impact on how effectively they deliver their services to the guest, however leadership style and other contextual factors influence how successful they are in their role.

The tree main leadership style discussed in this academic report will be laissez- faire, democratic and autocratic. Autocratic leaders have full organizational power without sharing it, while democratic leaders share and delegate decision- making authority, Laissez – faire leaders give employees more authority, the influence of leadership style varies based on a leader power over subordinates (Al - Ababneh, 2013).

A leadership style is the most significant factor in influencing employee motivation, leadership styles have an impact on staff member in the company, they also have an impact on how employee behave in terms of attitude and motivation, which in turn affects how well the organisation performs.

4.1 Laissez – faire

In laissez- faire leaders often practice delegating, allowing group members to make decisions without interference, they avoid responsibility, lack of feedback, and delay decision – making. This style does not affect follower behaviours, work progress, and organizational citizenship behaviour (Kumar, 2018). (Amanchukwu, et al., 2015), the laissez- faire leadership primary benefit is that it can boost productivity and job satisfaction by giving team member a great deal of autonomy, it can be negative if the team members lack expertise, and if they do not require the necessary skills to do their task efficiently, this kind of leadership can also happen when supervisors have insufficient authority over their employees.

4.2 Democratic

Democratic leadership involves decentralized decision-making, involving followers in planning and execution. It promotes group effectiveness and encourages ideas for task accomplishment. However, it can be slow and requires significant effort. Bureaucratic leaders are committed to policies and processes, neglecting aspects like motivating and developing people (Kumar, 2018).

4.3 Autocratic

Autocratic leaders are strong-willed, domineering, and aggressive, often disregarding different opinions. They often lead to low job satisfaction and a lack of motivation beyond coercion. Their task-oriented nature prevents them from stimulating feelings of helping others, leading to a lack of shared vision (Kumar, 2018). (Amanchukwu, et al., 2015), the autocratic leadership is a transactional leadership style where leaders have complete power over staff, limiting suggestions. Is it efficient for leaders corporate as it makes quick decision.

Autocratic leaders often create a culture, influencing managers further down the hierarchy. This is more likely when lower-level manager identify with their superior and cultural norms make such behaviours acceptable. However, strong hierarchies can be challenging to transition, and autocratic leadership is often presented as an alternative (Harms, et al., 2018), the literature suggests that autocratic or authoritarian leadership can negatively impact followers performance and satisfaction, potentially due to mechanisms such as not soliciting advice.

5. Consideration of leadership skills in the task description

As in mentioned in (see Background Mandarin Oriental), the hotel group is part of Jardine Matheson they

The Hotel Group were pleased to announce that James Riley has been succeeded as a Group Chief Executive of Mandarin Oriental International Limited by Laurent Kleitman. Kleitman has a history of creating legendary brands, leading growth strategies, and introducing brands into new markets. His aim is expanding the company portfolio of the lavish hotels, resorts, and residences through the world while emphasizing customer centric innovation (Limited, 2023).

Customer centric innovation it focusses on the consumer through methods for customer research and development that help companies constantly enhancing their understanding of the demands and identities (Selden & MacMillan, 2006).

As it mentioned in the Introduction, hotel industry is typically described as being highly hierarchical and with traditional management strategies, as they follow a rigid pyramidal organisational chart (Huertas - Valdivia, et al., 2019), and adaptive leadership behaviour are becoming increasingly necessary as organisations transitions from traditional hierarchical control to flexible, participative approaches, the new approaches are required to inspire the workplace of the twenty – first century and increase their emotional capital.

Since every customer and every service experience is unique, hospitality industry staff members should be able to exercise some level of independence and judgement in providing services and recovering them as required to fulfil different needs, desires and expectations (Huertas - Valdivia, et al., 2019).

By (Torres, et al., 2023), in hospitality management, faces challenges in navigating the industry low level systematic operation, repetitive task and rigidity. To achieve operational goals, managers adapt transactional leadership, focusing on stable traditional work processes, rewarding performance standards, offering limited employee participation and using punishment mechanism for failing to obey the rules from the company. However, *Torres (2023)* affirms that the competitive industry with technological advancements can be achieved by meeting guest needs through transformational leadership, which involves coaching, intellectual stimulation, and motivation to overcome obstacles. *Torres (2023)* has found that hospitality research has become more interested in the servant leadership style, which is defined by commitment, empathy, and more principles. The leadership team should inspire staff members to embrace the serving-other mindset by setting an example and offering tools for better customer service. Additionally, he added that the servant leadership style is recommended in the hospitality sector as the leaders send their followers a clear message of the importance of certain servant behaviour.

(Kumar, 2018), mentioned that Robert K. Greenleaf develop the concept of servant leadership in the servant as leader, in which was published in 1970.

(Huertas - Valdivia, et al., 2019), defined a servant leader to enhances followers needs, self-concept, belief and values by promoting high moral standards, integrity, kindness, dedication, ethical power and encouragement of participant behaviour for job efficacy. As the servant leaders are strongly emphasise teamwork and the moral use of influence enhance employee, servant leader gathers feedback from employees while making crucial managerial

choices. Because of this, followers believe they share a significant portion of the responsibility for the company success.

When the servant leader give their staff member autonomy, empowerment, and growth opportunities, their level of self-determination and self-efficiency, as result, followers become more confident in their abilities and self-confidence, furthermore, research shows servant leadership style as an extremely efficient due of is employee centred approach (Huertas - Valdivia, et al., 2019). The perception of servant leaders increases enthusiasm and expecting success, leading to increased enthusiasm and emotional attachment to their work (Liden, et al., 2015).

By (Liden, et al., 2015), the advantages of servant leadership make it a desirable style of a leadership in response to societal demands for higher levels of ethical behaviour in organisations, as well as the increasing need for employee engagement, usually creating value for inside as well as outside in the organisation, servant leadership fosters a positive attitude in those who follow. Servant leaders put the needs of their followers before their own, outing their own interests. This kind of leader pays close attention to the wants and goals of those under them and plays a significant part in maintaining justice while putting other needs first.

The primary difference between servant leadership and transformational leadership, is based on their respective areas of emphasis. Although servant leaders concentrate on followers, transformational leaders are considered to be focused on the organisation and the objectives (Kumar, 2018) .

The hospitality industry is still characterised by a robust hierarchical chain. Compared to other businesses, staff members in the hospitality and tourist sector face more challenges due to several unique characteristics, these are highly competitive service industries with high customer expectations, so staff members must be innovative and dedicated to improving the standard service (Hoang, et al., 2021).

Due to that reason, the main effects of inadequate management and leadership, that have been examined in the literature are those that occur to staff member, according to (Fischer, et al., 2021), these results have an effect on behaviour, motivation, well-being and staff retention. (Goh & Okumus, 2020), mentioned that the relationship between work satisfaction, organisational commitment, and turnover has been the focus of research on the effects of different leadership style, this was not unexpected considering that one of the most challenging unaddressed problems in the hospitality industry is employee retention.

The relationship based, collaborative philosophy of leadership is the leader-member exchange (LMX) theory. The nature of the exchange relationship that develops between leaders and their followers is said to be the source of leadership. According to (Erdogan & Bauer, 2015), high quality interactions are defined by mutual respect and trust, the quality of the relationship has an impact on employee effectiveness and well-being at workplace.

Different types of leadership style impact employees differently, management styles that improve fundamental needs like competence and autonomy are part of servant leadership and empowerment approaches, thus, it believed that those leadership style will lead to a deeper sense of psychological empowerment and staff engagement.

Empowering leadership style, encourage individual inspiration in the workplace by assigning duties and authority to relevant organization levels. This leadership style, particularly in hospitality and tourism management, is believed to affect creativity and innovation, enhancing firm performance and driving successful tourism and hospitality firm (Hoang, et al., 2021).

(Huertas - Valdivia, et al., 2019), leaders should provide autonomy, encourage participation, express confidence in staff performance and help employee understand their work importance to enhance psychological empowerment and engagement among hospitality staff, empowering their judgment and discretion in service delivery boosts their capabilities and dedication.

By applying empowering leadership behaviour in hospitality increases psychological empowerment and job engagement by providing increased responsibility, access to information, power, and rewards for autonomous action, it reduces bureaucratic constraints.

Now, the hotel group have a program where the employee can progress, is it called leadership development. (Kumar, 2018), leadership development is crucial for organizations to enhance human capabilities and gain a competitive advantage, it involves regular job responsibilities, developing leadership and managerial skills, and executing new projects. Development programs improve individual and organizational performance, motivating employees. As it mentioned Kumar (2020) leadership development should not be confused with leadership education, as it involves person career throughout their lifetime.

6. Conclusion and recommendations

Businesses that achieve and surpass their goals, have a high employee retention rate, highly engaged staff, and foster a positive work environment are considered successful. When it comes to leadership, it takes qualities that specify how to increase employee engagement, motivate, and interact with other so that they are working towards the company goals rather than just their own. Leaders must abstain from actions that have fostered mistrust since it is difficult to regain trust once it has been lost.

(Kumar, 2018), effective leaders inspire, motivate, and guide actions to achieve group or organisational goals, by demonstrating empathy, big picture thinking, and flexibility in various leadership styles, on the other hand, an incompetent leader delays achievement in the organisational goals rather than advancing. (Amanchukwu, et al., 2015).

As doctor (Al - Ababneh, 2013) mentioned, in the hospitality industry provides stress, intervention and control, an autocratic leadership is necessary in certain situations.

Task 2. Reflective essay

In the section two of the academic report, I will be discussing and reflecting my learning journey from the module BMSW6101 Emergent Leadership Skills in the workplace.

To reflect my journey, I will be using the ERA cycle model of reflection, in which consist in three primary elements of reflective practice, experience, reflection and action (Sewell, 2017).

As Sewell mentioned, experience is what happened to us, reflection is the process with we analysed it, and action is what we do as result of reflection.

7. Identify my leadership style.

On the first week of the classes, we learnt the differences between manager and leadership. Everyone did give their own perspective of their understanding but mostly we did not manage to differentiate the relationship between, manager and leadership.

According to (N, N,d), the achievement of task under the guidance of human assistance is known as a leadership. A leader is someone who effectively leads his team members to accomplish specific goals. Anyone who can effectively lead in a range of situations on a daily, annual and situational basis is an exceptional leader.

Manager and leader, both sides acknowledge the importance of accomplishing the organization objectives and goals. As leaders establish development and operation, managers establish order and consistency, leaders can effectively realise their vision and objectives because managers are in charge of organising the different component within the company, however without effective management and leadership is not possible to aim the goals as there is no clear vision (Van Diggele, et al., 2020)

The behavioural approach identifies leadership as a combination of task and relationship behaviours, focusing on goal accomplishment and fostering comfort among followers, it aims to explain how leaders influence followers towards achieving goals (Northouse, 2016).

Based on (see **Appendix 1. Conceptualizing Leadership Questionnaire**), which helped me to express how I perceived different types of leadership, trait obtained the lowest score, and after that, behaviour, relationship and process received the same score when it comes to aspects of leadership. And in the highest score I got two with the same score that is skill and ability. (Amanchukwu, et al., 2015), the contemporary theories of leadership can be categorized into three perspectives: leadership as a process, leadership as a combination of traits, or leadership as certain behaviours or skills.

In the (see **Appendix 3. Task and Relationship Questionnaire**), I got higher result in relationship rather than task, (Kumar, 2018), the concept of a leader task and relationship behaviour is fundamental to their leadership style, and how well they apply their styles to the given circumstances determines how effective they are. (Zeeraak, 2023), the task behaviour involves in planning activities, clarifying objectives, and monitoring performance while relations behaviour involves providing support, recognition skills development, decision making consultation, and empowering member to take initiative.

As it shows (see **Appendix 5. Ethical Leadership Style Questionnaire**) I got a higher score in justice ethics, that means I focus on treating others fairly when facing an ethical dilemma, I try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned. As mentioned, (Brown, et al., 2005), Ethical leadership involves demonstrating appropriate conduct through personal actions and interpersonal relationships, promoting it to followers through communication, reinforcement, and decision-making, it involves altruistic motivation, honesty, consideration, and fair treatment of employees. (Kumar, 2018) is when resolving disagreements among stakeholder, ethical leader work to foster social justice, mutual respect, and trust among their followers. They do not promote mistrust or show partiality towards anyone. The core of moral leadership is values and honesty.

8. References

- Al - Ababneh, D. M., 2013. Leadership Style of Manager in Five- Stars Hotels and its Relationship with Employee's Job Satisfaction. *International Journal of Management & Business Studies*, 3(2), pp. 93 - 98.
- Amanchukwu, R. N., Stanley, G. J. & Nwachukwu, O. P., 2015. A Review of Leadership Theories, Principles and Styles an their Relevance to Educational Management. *Management*, 5(1), pp. 6-14.
- Brown, M. E., Trevino, L. K. & Harrison, D. A., 2005. Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), pp. 117-134.
- Buil, I., Martinez, E. & Matute, J., 2019. Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management*, Volume 77, pp. 64-75.
- Erdogan, B. & Bauer, T. N., 2015. Leader - Member Exchange Theory. *International Encyclopedia of the Social & Bhevioral Sciences (Second Edition)*, pp. 641 - 647.
- Fiaz, M., Su, Q., Ikam, A. & Saqib, A., 2017. Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas*, 51(4), pp. 143 - 156.
- Fischer, T., Tian, A. W., Lee, A. & Hughes, D. J., 2021. Abusive supervision: A systematic review and fundamental rethink. *The Leadership Quarterly*, 32(6), pp. 1- 19.
- Goh, E. & Okumus, F., 2020. Avoiding the hospitality workforce bubble: Strategies to attract and retain generation Z talent in the hospitality workforce. *Tourism Management Perspectives*, Volume 33, pp. 1 - 7.
- Harms, P. et al., 2018. Autocratic leaders and authoritarian followers revisited: A review and agenda for the future. *The Leadership Quarterly*, 29(1), pp. 105 - 122.
- Hoang, G., Wilson - Evered, E., Lockstone - Binney, L. & Luu, T. T., 2021. Empowering leadership in the hospitality and tourism management: a systematic literature review. *International Journal of Contemporary Hospitality Management*, 33(12), pp. 1- 34.
- Huertas - Valdivia, I., Gallego - Burin, A. R. & Llorens - Montes, F., 2019. Effects of different leadership styles on hospitality workers. *Tourism Management*, Volume 71, pp. 402 - 420.

Kumar, S. R., 2018. Literature review on Leadership, Leadership Theories, Style and Leadership Development. *International Journal of Research in Business Management* , 6(6), pp. 13-24.

Liden, R. C. et al., 2015. Servant leadership: Validation of a short form of the SL-28. *The Leadership Quarterly*, Volume 26, pp. 254 - 269.

Limited, M. O. H. G., 2023. *Mandarin Oriental Announces Leadership Transition With Laurent Kleitman to Succeed JAMES RILEY as Group Chief Executive*. Bermuda, Mandarin Oriental Hotel Group International Limited Incorporated.

N, d., N.d. *Harvard Business Review*. [Online]
Available at: <https://hbr.org/2004/01/understanding-leadership#:~:text=Leadership%20is%20the%20accomplishment%20of,a%20wide%20variety%20of%20circumstances>.
[Accessed 1 April 2024].

Northouse, P. G., 2016. Behavioral Approach. In: P. G. Northouse, ed. *Leadership Theory and Practice Seventh Edition*. London: Sage, pp. 71- 92.

Roll, M., 2020. *Martin Roll Business & Brand Leadership*. [Online]
Available at: <https://martinroll.com/resources/articles/asia/mandarin-oriental-a-leading-asian-hospitality-brand/>
[Accessed 1 April 2024].

Selden, L. & MacMillan, I., 2006. *Harvard Business Review*. [Online]
Available at: <https://hbr.org/2006/04/manage-customer-centric-innovation-systematically>
[Accessed 20 April 2024].

Sewell, C., 2017. *Reflective Practice Workplace*. [Online]
Available at: <https://api.repository.cam.ac.uk/server/api/core/bitstreams/03d66ab9-bc7f-467c-9bca-fafa9d505086/content>
[Accessed 1 April 2024].

Torres, T. G., Sanchez, J. J. N., Valdivia, I. H. & Perez, C. P., 2023. Understanding leadership styles and effects in hospitality: A co-word analysis. *Tourism and Hospitality Research Sage Journals*, 0(0), pp. N.d.

Van Diggele, C., Burgess, A., Roberts, C. & Mellis, C., 2020. Leadership in healthcare education. *BMC Medical Education*, Volume 20, pp. 1 - 6.

Zeerak, D. A., 2023. Behavioral & Contingency Theories of Leadership. *Leadership series : Part 4*, pp. 1 - 5.

9. Appendix

Appendix 1. Conceptualizing Leadership Questionnaire

APPLICATION

Conceptualizing Leadership Questionnaire

Purpose

- To identify how you view leadership.
- To explore your perceptions of different aspects of leadership.

Directions

- Consider for a moment your own impressions of the word *leadership*. Based on your experiences with leaders in your lifetime, what is leadership?
- Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. When I think of leadership, I think of a person with special personality traits.	1	2	3	4	5
2. Much like playing the piano or tennis, leadership is a learned ability.	1	2	3	4	5
3. Leadership requires knowledge and know-how.	1	2	3	4	5
4. Leadership is about what people do rather than who they are.	1	2	3	4	5
5. Followers can influence the leadership process as much as leaders.	1	2	3	4	5
6. Leadership is about the process of influencing others.	1	2	3	4	5
7. Some people are born to be leaders.	1	2	3	4	5
8. Some people have the natural ability to be leaders.	1	2	3	4	5

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. The key to successful leadership is having the right skills.	1	2	3	4	5
10. Leadership is best described by what leaders do.	1	2	3	4	5
11. Leaders and followers share in the leadership process.	1	2	3	4	5
12. Leadership is a series of actions directed toward positive ends.	1	2	3	4	5
13. A person needs to have certain traits to be an effective leader.	1	2	3	4	5
14. Everyone has the capacity to be a leader.	1	2	3	4	5
15. Effective leaders are competent in their roles.	1	2	3	4	5
16. The essence of leadership is performing tasks and dealing with people.	1	2	3	4	5
17. Leadership is about the common purposes of leaders and followers.	1	2	3	4	5
18. Leadership does not rely on the leader alone but is a process involving the leader, followers, and the situation.	1	2	3	4	5
19. People become great leaders because of their traits.	1	2	3	4	5
20. People can develop the ability to lead.	1	2	3	4	5
21. Effective leaders have competence and knowledge.	1	2	3	4	5

APPLICATION

APPLICATION

(Continued)

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22. Leadership is about how leaders work with people to accomplish goals.	1	2	3	4	5
23. Effective leadership is best explained by the leader-follower relationship.	1	2	3	4	5
24. Leaders influence and are influenced by followers.	1	2	3	4	5

Scoring

- Sum scores on items 1, 7, 13, and 19 (trait emphasis)
- Sum scores on items 2, 8, 14, and 20 (ability emphasis)
- Sum scores on items 3, 9, 15, and 21 (skill emphasis)
- Sum scores on items 4, 10, 16, and 22 (behavior emphasis)
- Sum scores on items 5, 11, 17, and 23 (relationship emphasis)
- Sum scores on items 6, 12, 18, and 24 (process emphasis)

Total Scores

- Trait emphasis: 16
- Ability emphasis: 19
- Skill emphasis: 19
- Behavior emphasis: 17
- Relationship emphasis: 17
- Process emphasis: 17

Scoring Interpretation

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is for *trait emphasis*, it suggests that you emphasize the role of the leader and the leader's special gifts in the leadership process. However, if your highest score is for *relationship emphasis*, it indicates that you think leadership is centered on the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

Appendix 2. Leadership Style Questionnaire

Leadership Styles Questionnaire

Purpose

1. To identify your style of leadership
2. To examine how your leadership style relates to other styles of leadership

Directions

1. For each of the following statements, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Employees need to be supervised closely, or they are not likely to do their work.	1	2	3	4	5
2. Employees want to be a part of the decision-making process.	1	2	3	4	5
3. In complex situations, leaders should let followers work problems out on their own.	1	2	3	4	5
4. It is fair to say that most employees in the general population are lazy.	1	2	3	4	5
5. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5
6. Leadership requires staying out of the way of followers as they do their work.	1	2	3	4	5
7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5

APPLICATION

APPLICATION

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
8. Most workers prefer supportive communication from their leaders.	1	2	3	4	5
9. As a rule, leaders should allow followers to appraise their own work.	1	2	3	4	5
10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
11. Leaders need to help followers accept responsibility for completing their work.	1	2	3	4	5
12. Leaders should give followers complete freedom to solve problems on their own.	1	2	3	4	5
13. The leader is the chief judge of the achievements of the members of the group.	1	2	3	4	5
14. It is the leader's job to help followers find their "passion."	1	2	3	4	5
15. In most situations, workers prefer little input from the leader.	1	2	3	4	5
16. Effective leaders give orders and clarify procedures.	1	2	3	4	5
17. People are basically competent and if given a task will do a good job.	1	2	3	4	5
18. In general, it is best to leave followers alone.	1	2	3	4	5

Scoring

1. Sum the responses on items 1, 4, 7, 10, 13, and 16 (authoritarian leadership).
2. Sum the responses on items 2, 5, 8, 11, 14, and 17 (democratic leadership).
3. Sum the responses on items 3, 6, 9, 12, 15, and 18 (laissez-faire leadership).

Total Scores

Authoritarian Leadership 22

Democratic Leadership 24

Laissez-Faire Leadership 17

Scoring Interpretation

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your scores, you can determine which styles are most dominant and least dominant in your own style of leadership.

If your score is 26–30, you are in the very high range.

If your score is 21–25, you are in the high range.

If your score is 16–20, you are in the moderate range.

If your score is 11–15, you are in the low range.

If your score is 6–10, you are in the very low range.

APPLICATION

Appendix 3. Task and Relationship Questionnaire

APPLICATION

Task and Relationship Questionnaire

Purpose

- To identify how much you emphasize task and relationship behaviors in your life
- To explore how your task behavior is related to your relationship behavior

Directions

For each of the following items, indicate on the scale the extent to which you engage in the described behavior. Move through the items quickly. Do not try to categorize yourself in one area or another.

Statements	Never	Rarely	Sometimes	Often	Always
1. Make a to-do list of the things that need to be done.	1	2	3	4	5
2. Try to make the work fun for others.	1	2	3	4	5
3. Urge others to concentrate on the work at hand.	1	2	3	4	5
4. Show concern for the personal well-being of others.	1	2	3	4	5
5. Set timelines for when the job needs to be done.	1	2	3	4	5
6. Help group members get along.	1	2	3	4	5
7. Keep a checklist of what has been accomplished.	1	2	3	4	5

Statements	Never	Rarely	Sometimes	Often	Always
8. Listen to the special needs of each group member.	1	2	3	4	5
9. Stress to others the rules and requirements for the project.	1	2	3	4	5
10. Spend time exploring other people's ideas for the project.	1	2	3	4	5
11. Pay close attention to project deadlines.	1	2	3	4	5
12. Act friendly toward other group members.	1	2	3	4	5
13. Clarify each group member's job responsibilities.	1	2	3	4	5
14. Express support for other group members' ideas.	1	2	3	4	5
15. Emphasize performance standards for the group.	1	2	3	4	5
16. Talk with other group members about their personal concerns.	1	2	3	4	5
17. Keep other group members focused on goals.	1	2	3	4	5

(Continued)

APPLICATION

APPLICATION

(Continued)

Statements	Never	Rarely	Sometimes	Often	Always
18. Emphasize everyone's unique contributions to the group.	1	2	3	4	5
19. Follow rules and regulations closely.	1	2	3	4	5
20. Express positive feelings toward others in the group.	1	2	3	4	5

Scoring

- Sum scores for the odd-numbered statements (task score).
- Sum scores for the even-numbered statements (relationship score).

Total Scores

Task score: 32

Relationship score: 46

Scoring Interpretation

This questionnaire is designed to measure your task-oriented and relationship-oriented leadership behavior. By comparing your scores, you can determine which style is more dominant in your own style of leadership. If your task score is higher than your relationship score, you tend to give more attention to goal accomplishment and somewhat less attention to people-related matters. If your relationship score is higher than your task score, your primary concern tends to be dealing with people, and your secondary concern is directed more toward tasks. If your scores are very similar to each other, it suggests that your leadership is balanced and includes an equal amount of both behaviors.

If your score is 40–50, you are in the high range.

If your score is 31–39, you are in the moderately high range.

If your score is 21–30, you are in the low range.

If your score is 10–20, you are in the very low range.

Appendix 4. Leadership Skill Questionnaire

APPLICATION

Leadership Skills Questionnaire

Purpose

- To identify your leadership skills
- To provide a profile of your leadership skills showing your strengths and weaknesses

Directions

- Place yourself in the role of a leader when responding to this questionnaire.
- For each of the following statements, circle the number that indicates the degree to which you feel the statement is true.

Statements	Not true	Seldom true	Occasionally true	Somewhat true	Very true
1. I am effective with the detailed aspects of my work.	1	2	3	4	5
2. I usually know ahead of time how people will respond to a new idea or proposal.	1	2	3	4	5
3. I am effective at problem solving.	1	2	3	4	5
4. Filling out forms and working with details come easily for me.	1	2	3	4	5
5. Understanding the social fabric of the organization is important to me.	1	2	3	4	5
6. When problems arise, I immediately address them.	1	2	3	4	5

APPLICATION

APPLICATION

Statements	Not true	Seldom true	Occasionally true	Somewhat true	Very true
7. Managing people and resources is one of my strengths.	1	2	3	4	5
8. I am able to sense the emotional undercurrents in my group.	1	2	3	4	5
9. Seeing the big picture comes easily for me.	1	2	3	4	5
10. In my work, I enjoy responding to people's requests and concerns.	1	2	3	4	5
11. I use my emotional energy to motivate others.	1	2	3	4	5
12. Making strategic plans for my company appeals to me.	1	2	3	4	5
13. Obtaining and allocating resources is a challenging aspect of my job.	1	2	3	4	5
14. The key to successful conflict resolution is respecting my opponent.	1	2	3	4	5
15. I enjoy discussing organizational	1	2	3	4	5

APPLICATION

APPLICATION

(Continued)

Statements	Not true	Seldom true	Occasionally true	Somewhat true	Very true
16. I am effective at obtaining resources to support our programs.	1	2	3	4	5
17. I work hard to find consensus in conflict situations.	1	2	3	4	5
18. I am flexible about making changes in our organization.	1	2	3	4	5

Scoring

- Sum the responses on items 1, 4, 7, 10, 13, and 16 (administrative skill score).
- Sum the responses on items 2, 5, 8, 11, 14, and 17 (interpersonal skill score).
- Sum the responses on items 3, 6, 9, 12, 15, and 18 (conceptual skill score).

Total Scores

Administrative skill: 23

Interpersonal skill: 20

Conceptual skill: 17

Scoring Interpretation

The Leadership Skills Questionnaire is designed to measure three broad types of leadership skills: administrative, interpersonal, and conceptual. By comparing your scores, you can determine where you have leadership strengths and where you have leadership weaknesses.

If your score is 26–30, you are in the very high range.
 If your score is 21–25, you are in the high range.
 If your score is 16–20, you are in the moderate range.
 If your score is 11–15, you are in the low range.
 If your score is 6–10, you are in the very low range.

Appendix 5. Ethical Leadership Style Questionnaire

APPLICATION	Ethical Leadership Style Questionnaire	APPLICATION
	Purpose - To develop an understanding of your ethical leadership style - To understand how your preferred ethical leadership style relates to other ethical leadership styles Directions - Please read the following 10 hypothetical situations in which a leader is confronted with an ethical dilemma. - Place yourself in the role of the leader or manager in the situation. - For each situation, indicate with an "X" your <i>most preferred response</i>. Your most preferred response is the response that best describes why you would do what you would do in that particular situation. Choose only one response. There are no right or wrong answers. Response alternatives explained: I would do what is right: This option means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty. I would do what benefits the most people: This option means you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals. I would do what a good person would do: This option means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity, and you are faithful to your own principles. I would do what shows that I care about my close relationships: This option means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment. I would do what benefits me the most: This option means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems. I would do what is fair: This option means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.	
	Situations - You are the leader of a manufacturing team and learn that your employees are falsifying product quality results to sell more products. If you report the matter, most of them will lose their jobs, you may lose yours, and your company will take a significant hit to its reputation. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people. ☒ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☐ F. I would do what is fair. - You have an employee who has been having performance problems, which is making it hard for your group to meet its work quota. This person was recommended to you as a solid performer. You now believe the person's former manager had problems with the employee and just wanted to get rid of the person. If you give the underperforming employee a good recommendation, leaving out the performance problems, you will have an opportunity to pass the employee off to another group. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people. ☐ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☒ F. I would do what is fair. - Your team is hard-pressed to complete a critical project. You hear about a job opening that would be much better for one of your key employees' career. If this individual leaves the team, it would put the project in danger. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people. ☒ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☐ F. I would do what is fair. - An employee of yours has a child with a serious illness and is having trouble fulfilling obligations at work. You learn from your administrative assistant that this employee claimed (Continued)	
APPLICATION	(Continued) 40 hours on a timesheet for a week when the employee actually only worked 30 hours. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people. ☐ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☒ F. I would do what is fair. - You are a manager, and some of your employees can finish their quotas in much less than the allotted time to do so. If upper management becomes aware of this, they will want you to increase the quotas. Some of your employees are unable to meet their current quotas. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people. ☐ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☒ F. I would do what is fair. - You are an organization's chief financial officer, and you are aware that the chief executive officer and other members of the senior leadership team want to provide exaggerated financial information to keep the company's stock price high. The entire senior management team holds significant stock positions. What would you do in this situation? ☒ A. I would do what is right. ☐ B. I would do what benefits the most people. ☐ C. I would do what a good person would do. ☐ D. I would do what shows that I care about my relationships. ☐ E. I would do what benefits me the most. ☐ F. I would do what is fair. - Two new employees have joined your accounting team right out of school. They are regularly found surfing the internet or texting on their phones. Your accounting work regularly requires overtime at the end of the month to get the financial reports completed. These employees refuse to do any overtime, which shifts work to other team members. The other team members are getting resentful and upset. What would you do in this situation? ☐ A. I would do what is right. ☐ B. I would do what benefits the most people.	

- ☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☒ F. I would do what is fair.
8. You are the director of a neighborhood food cooperative. A member—a single parent with four children—is caught shoplifting \$30 in groceries from the co-op. You suspect this person has been stealing for years. You consider pressing charges. What would you do in this situation?
☐ A. I would do what is right.
☐ B. I would do what benefits the most people.
☒ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☐ F. I would do what is fair.
9. You have been accused of discriminating against a particular gender in your hiring practices. A new position opens up, and you could hire a candidate of the gender you've been accused of discriminating against over a candidate of another gender, even though the latter candidate has slightly better qualifications. Hiring the former candidate would let you address this accusation and improve your reputation in the company. What would you do in this situation?
☒ A. I would do what is right.
☐ B. I would do what benefits the most people.
☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☐ F. I would do what is fair.
10. You are a professor. One of your best students buys an essay online and turns it in for a grade. Later in the term, the student begins to feel guilty and confesses to you that the paper was purchased. It is the norm at the university to fail a student guilty of plagiarism. You must decide if you will flunk the student. What would you do in this situation?
☐ A. I would do what is right.
☐ B. I would do what benefits the most people.
☐ C. I would do what a good person would do.
☐ D. I would do what shows that I care about my relationships.
☐ E. I would do what benefits me the most.
☒ F. I would do what is fair.

(Continued)

(Continued)

Scoring

To score the questionnaire, sum the number of times you selected each of the items A, B, C, D, E, and F. The sum of A responses represents your preference for *Duty Ethics*, the sum of B responses represents your preference for *Utilitarian Ethics*, the sum of C responses represents your preference for *Virtue Ethics*, the sum of D responses represents your preference for *Caring Ethics*, the sum of E responses represents your preference for *Egoism Ethics*, and the sum of F responses represents your preference for *Justice Ethics*. Place these sums in the Total Scores section that follows.

Total Scores

A. Duty Ethics:	2
B. Utilitarian Ethics:	0
C. Virtue Ethics:	3
D. Caring Ethics:	0
E. Egoism Ethics:	0
F. Justice Ethics:	5

Scoring Interpretation

The scores you received on this questionnaire provide information about your ethical leadership style; they represent your preferred way of addressing ethical dilemmas. Given a situation with an ethical dilemma, this questionnaire points to what ethical perspective is behind the choices you would make to resolve the dilemma. As you look at your total scores, your highest score represents your primary or dominant ethical leadership style, your second-highest score is the next most important, and so on. If you scored 0 for a category, it means that you put lower priority on that particular ethical approach to guide your decision making when facing ethical dilemmas.

- If you scored higher on *Duty Ethics*, it means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.
- If you scored higher on *Utilitarian Ethics*, it means that you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- If you scored higher on *Virtue Ethics*, it means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity, and you are faithful to your own principles.
- If you scored higher on *Caring Ethics*, it means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.

- If you scored higher on *Egoism Ethics*, it means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems.
- If you scored higher on *Justice Ethics*, it means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.

By comparing your scores regarding each of these ethical perspectives, you can get a sense of what is important to you when addressing an ethical concern. Obviously, if you scored low on any of these categories, it suggests that you give less priority to that ethical perspective. All of the ethical perspectives have merit, so there is no "best" perspective to maintain.

This questionnaire is intended as a self-assessment exercise. Although each ethical approach is presented as a discrete category, it is possible that one category may overlap with another category. It is also possible that you may have an ethical leadership style that is not fully captured in this questionnaire. Since this questionnaire is an abridged version of an expanded questionnaire, you may wish to take the entire questionnaire to gain a more accurate reflection of your ethical approach. It can be taken at www.leaderdecisionmakingsurvey.com.

Appendix 6. The MCQ test on your life vision and planning



THE MCQ TEST ON YOUR LIFE VISION AND PLANNING

Here are the 14 questions of the test:

1 - How do you define your vision of life:

A - Non-existent

B - Very imprecise

C - Almost clear

D - Very clear

E - Perfectly clear in every detail

2 - Has your vision of life taken into account your deepest desires?

A - Not at all

B - A little but I'm not sure I know myself

C - Yes I think so

D - Yes I am sure

E - Yes absolutely because I know perfectly who I will be in 20 years

3 - Have you already visualized your ideal day?

A - I never thought about it

B - Yes vaguely

C - Yes, pretty much

D - Yes perfectly

E - Yes in every detail

4 - You know exactly where you will live during:

A - Next 3 months

B - Next 12 months

C - Next 2 years

D - Next 5 years

E - Next 20 years

5 - What does your plan look like to achieve your life goals:

A - I do not have a plan

B - I have a plan in my head with the outline

C - I have a written plan, it is clear and pretty detailed for the next 18 months; beyond that, I defined important milestones, but a number of elements are not yet very clear

D - I have a written plan and very detailed horizon 10 years or more, I am very motivated, nothing can make me deviate from this plan

E - I have a perfectly detailed plan for my entire life

6 - What is your approach to this plan:

A - I do not have one since I do not have a plan

B - When I would have more time, I'll take care of it

C - The plan exists but I might change it at any time depending on my progress, obstacles and opportunities that I encounter

D - I can slightly modify my plans, but certainly not in depth, whatever happens

E - I must apply this plan no matter what happen in my life, I am a go-getter, 100% motivated, nothing can make me deviate from my trajectory

7 - How many milestones or key milestones are defined in your life vision:

A - None because I have nothing defined

B - 1 only: the final result

C - 2 or 3 milestones

D - 4 or 5 milestones

E - 6 milestones or more

8 - In relation to this plan, how many important projects are you running?

A - none

B - 1 in preparation

C - 1 or 2 running

D - 3 running

E - 4 or more running

9 - Do you know how much money you need to access your ideal life?

A - No, I never calculated

B - No, I tried to calculate but I did not succeed

C - Yes, at +/- 30%

D - Yes, at +/- 10%

E - Yes, at +/- 5%

10 - Do you know the monthly income you need to concretize your life project?

A - No, I never did the math

B - No, I tried to calculate but I did not succeed

C - Yes, roughly, to 1000 €/ \$ near

D - Yes precisely enough, 500 €/ \$ near

E - Yes exactly, within 100 €/ \$ or less

11 - What is your attitude to your vision of life?

A - I did not do anything for the moment

B - I have a plan in mind and started doing 2-3 things

C - I have a written and detailed plan that I update regularly; I manage pretty well to follow it

D - I have a written and detailed plan that I try to apply even though I'm not good sticking to it

E - I have an extremely precise and detailed plan that I will soon begin to follow

12 - Today your daily life looks like?

A - I live from day to day waiting for a good opportunity

B - It depends on my mood and my inspiration

C - Almost always the same thing, with daily and weekly routines that I can pretty much hold over time, and some activities that change my routines

D - Every day exactly the same thing

E - I know exactly what I have to do every day, but I can not keep up

13 - How much do you believe in your vision?

A - For me it's very virtual and hypothetical

B - I believe in it but I doubt my ability to achieve it

C - I know that I am capable of it, that I will reach my goals, even if sometimes I find the way to get there longer and more difficult than I would have thought

D - I believe in it 100%, I have just started, and I find the way to reach it very easy

E - I believe in it 100%, I am very motivated, not only will I succeed: I will beat all the records

14 - What does your vision look like?

A - To nothing

B - My vision is related to my happiness, the happiness of my family and friends, and certainly not to financial elements

C - My vision contains a mix of elements related to the acquisition of material goods, life experiences, people I love, the realization of things that will impact my family, my community, my country or the world.

D - More than 80% of my vision involves the acquisition of material goods or the financing of a lifestyle

E - 100% of the elements of my vision concern the acquisition of material goods or the financing of a lifestyle

WATERFALL REVENUE

LET'S HAVE A LOOK ON YOUR PROFILE

Here we are. You have completed the MCQ test about your life project. Let's now make the math to define your profile.

- First, add the number of answers A and B. **3**
- Then, count the number of C responses. **7**
- Finally, add the number of answers A and B. **4**

You now have 3 numbers: A+B answers, C answers, and D+E answers.

- Case 1: at least 7 A+B responses. Read further *How to take control of your life.*
- Case 2: at least 7 D+E responses. Read further *How to take a step back in your life*
- Case 3: more than 8 responses C. Read further *How to stay on course*
- Case 4: If you are in any of the cases listed above, go to the section *How to make a success of your life when you do not know which way to go*

HOW TO MAKE A SUCCESS OF YOUR LIFE WHEN YOU DO NOT KNOW WHICH WAY TO GO (PROFILE 4)

You have a certain amount of knowledge, you have already faced the difficult exercise of planning, you have already undertaken actions with more or less success to improve your life.

But you need help to organize your ideas, make the best use of your skills, gain perseverance and endurance.

You are typically at the level I was 10 years ago. That's what the Waterfall Revenue program is all about: i will help you to organize your ideas, talk to you about private life and professional career strategies that accelerate results, pass on the skills you need to progress faster than the average.

How Good Are Your Leadership Skills?

Instructions

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score "in the wrong direction." When you are finished, click the "Calculate My Total" button at the bottom of the test to get your results.

18 Statements to Answer	Not at all	Rarely	Sometimes	Often	Very often
1. When assigning tasks, I consider people's skills and interests.	☐	☐	☐	☒	☐
2. I doubt myself and my ability to succeed.	☐	☐	☐	☒	☐
3. I expect nothing less than exceptional results from people.	☐	☐	☐	☒	☐
4. I expect my people to work harder than I do.	☐	☐	☒	☐	☐
5. When someone is upset, I try to understand how they are feeling.	☐	☐	☐	☐	☒
6. When circumstances change, I struggle to know what to do.	☐	☐	☒	☐	☐
7. I think that personal feelings shouldn't be allowed to get in the way of performance and productivity.	☐	☐	☒	☐	☐
8. I am highly motivated because I know I have what it takes to be successful.	☐	☐	☒	☐	☐
9. Time spent worrying about team morale is time that's wasted.	☒	☐	☐	☐	☐
10. I get upset and worried quite often in the workplace.	☐	☒	☐	☐	☐
11. My actions show people what I want from them.	☐	☐	☒	☐	☐

12. When working with a team, I encourage everyone to work toward the same overall objectives.	☐	☐	☐	☒	☐
13. I make exceptions to my rules and expectations. It's easier than being the enforcer all the time!	☐	☐	☒	☐	☐
14. I enjoy planning for the future.	☐	☐	☒	☐	☐
15. I feel threatened when someone criticizes me.	☐	☐	☒	☐	☐
16. I make time to learn what people need from me, so that they can be successful.	☐	☐	☒	☐	☐
17. I'm optimistic about life, and I can see beyond temporary setbacks and problems.	☐	☐	☐	☒	☐
18. I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves.	☒	☐	☐	☐	☐

Your score

64

Your score

64

Well on Your Way : 53-90

Excellent! You're well on your way to becoming a good leader. However, you can never be too good at leadership or too experienced – so look at the areas where you didn't score maximum points, and discover more about what you can do to improve your performance, below.