

## Leadership Style Diagnosis--Key

1. Your faculty is letting personal conflicts with other teachers negatively influence their teaching and relationships with students. (**Foundering Situation**)
- A. *Emphasize the need for more focused attention to students and teaching while helping teachers deal with their problems. (Dynamic Style-Dyn)\** (+2)
  - B. Make yourself available to help teachers with their problems, but don't push your involvement. (Relation—R) (1)
  - C. Do not intervene directly; let faculty work things out. (Delegated—Del) (-2)
  - D. Let all teachers know that personal conflict will not be tolerated at the expense of students. (Task-T) (1)

### [Foundering Situation— Dynamic Style: (A) Match +2]

2. Your faculty is a close-knit group in which teachers like each other; in fact the social relations are too good. Important academic considerations are becoming secondary to having fun together. (**Cohesive Situation**)
- A. *Act quickly and firmly to redirect attention to academics. (T)\** (+2)
  - B. Do not intervene; have confidence in your faculty to work through this temporary distraction. (Del) (1)
  - C. Support your faculty, but suggest that academics come first. (Dyn) (1)
  - D. Continue to cultivate the good relations in the faculty and have confidence that the faculty will work through this temporary distraction. (R) (-2)

### [Cohesive Situation—Task Style: (A) Match +2]

3. Your faculty is highly motivated and committed to students, but teachers do not get along with each other very well. (**Driven Situation**)
- A. Let the faculty work through their interpersonal problems. (Del) (1)
  - B. Focus primary attention on improving academic performance. (T) (-2)
  - C. Nurture friendly relations among faculty, but make sure the faculty maintain their strong commitment to students. (Dyn) (1)
  - D. *Plan and implement some social activities for the faculty. (R)\** (+2)

### [Driven Situation—Relations Style: (D) Match +2]

4. You are considering a major change in grading procedures. Your faculty has a good record of teamwork and is generally effective at changing. (**Effective Situation**)
- A. Announce changes and then make sure they are implemented. (T) (1)
  - B. *Give the faculty the freedom to develop their own plan for change. (Del)\** (+2)
  - C. Allow teacher involvement in developing new procedures, but don't be directive. (R) (1)
  - D. Reinforce teacher teamwork and direct final set of changes. (Dyn) (-2)

### [Effective Situation—Delegated Style: (B) Match +2]

5. Morale among the faculty members is low and dedication to their work is eroding due to perceived lack of appreciation. **(Foundering Situation)**

- A. Respecting their professionalism, temporarily ignore faculty frustration. (Del) (1)
- B. Organize an after-school inservice to concentrate on rededication to teaching. (T) (-2)
- C. Plan a teachers' appreciation dinner to show your personal support. (R) (1)
- D. *Show your support for your teachers by emphasizing their special contributions while gently prodding them to get back on task.* (Dyn)\* (+2)

**[Foundering Situation—Dynamic Style: Match (D) +2]**

6. A major curriculum revision has been mandated by the board of education, which involves the integration of math and science. Your faculty is highly competent; however, there is rivalry and conflict between the two departments. **(Driven Situation)**

- A. Allow the staff to work through the conflict. (Del) (1)
- B. *Help the two departments to come together as a team.* (R)\* (+2)
- C. Direct the department heads to develop a joint plan. (T) (-2)
- D. Discuss the conflict with the faculties; take steps to help alleviate the problems; and then organize work groups for the revisions. (Dyn) (1)

**[Driven Situation—Relations Style: Match (B) +2]**

7. Changes in teaching assignments will affect the majority of your faculty. Your faculty has consistently demonstrated effective teamwork and openness to change. **(Effective Situation)**

- A. Issue staff assignments and acquaint staff with new teaching schedule. (T) (1)
- B. *Delegate the solution of the problem to faculty.* (Del)\* (+2)
- C. Follow faculty wishes in scheduling and staffing assignments. (R) (1)
- D. Issue staff assignments after considering the wishes of the faculty. (Dyn) (-2)

**[Effective Situation—Delegated Style: Match (B) +2]**

8. Your superintendent has asked your school to revise the ESL curriculum. The ESL department is usually efficient at group planning, and teachers recently received good evaluation for their teaching. **(Effective Situation)**

- A. Stress the importance of the task and then give the department your idea to implement. (T) (1)
- B. Share your confidence with the ESL faculty and direct their work on the revision. (Dyn) (-2)
- C. *Explain the task at hand in some detail and then delegate it to the faculty.* (Del)\* (+2)
- D. Stress the importance of teamwork and cooperation. (R) (1)

**[Effective Situation—Delegated Style: Match (C) +2]**

9. You have received a new directive from your superior reversing a long-standing practice of having beginning teachers teach the most difficult classes. You decide to begin with the English department where faculty morale is high and teachers are very friendly to each other. Test scores strongly suggest that the English department as a whole is not performing well. (**Cohesive Situation**)
- A. Allow the department to solve the problem on its own. (Del) (1)
  - B. Initiate a trust exercise to make teachers more acceptable to suggestions. (R) (-2)
  - C. *Insist that any change be consistent with the district standards to facilitate curricular alignment.* (T)\* (+2)
  - D. Specify the outcome of the change and seek to improve internal relations in the department. (Dyn) (1)

**[Cohesive Situation—Task Style: Match (C) +2]**

10. Student discipline is out of control. Teachers simply send increasing numbers of students to the principal's office. The problem has caused much consternation and hard feelings among the faculty. (**Foundering Situation**)
- A. Tell the teachers to take care of their own discipline problems. (Del) (-2)
  - B. Provide guidelines for sending students to the office. (T) (1)
  - C. Work with teachers to resolve the current conflicts in their ranks. (R) (1)
  - D. *Establish a disciplinary code and address personal frictions within the faculty.* (Dyn)\* (+2)

**[Foundering Situation—Dynamic Style: Match (D) +2]**

11. The Advanced Placement scores for the math students are far below other schools in the district. The faculty seems unconcerned and more interested in social activities that grow out of their close, friendly relations with each other. (**Cohesive Situation**)
- A. Insist that the faculty take immediate action to improve the scores. (Del) (1)
  - B. *Organize a professional development series on teaching AP courses.* (T)\* (+2)
  - C. Join in as many social activities as you can to understand better the dynamics of the group. (R) (-2)
  - D. Design a workshop to improve social interaction and to address improving math performance. (Dyn) (1)

**[Cohesive Situation—Task Style: Match (B) +2]**

12. You are proud of your faculty. They have improved the reading curriculum as well as the standardized test results. Moreover, you find students reading on their own around the school. However, you are dismayed at the backbiting and bickering that occurs too frequently. (**Driven Situation**)
- A. Specify increased learning goals to move forward and hire an executive coach to work on group process. (Dyn) (1)
  - B. Bring in a reading consultant to evaluate the program and develop guidelines for additional progress. (T) (-2)
  - C. *Hire a process consultant to improve the interpersonal relations among teachers.* (R)\* (+2)
  - D. Trust in the ability of skilled professionals to constructively resolve their problems. (Del) (1)

**[Driven Situation—Relations Style: Match (C) +2]**