**INSTRUCTIONS FOR COMPLETING THE**

**COMPETING VALUES MANAGEMENT PRACTICES INSTRUMENT**

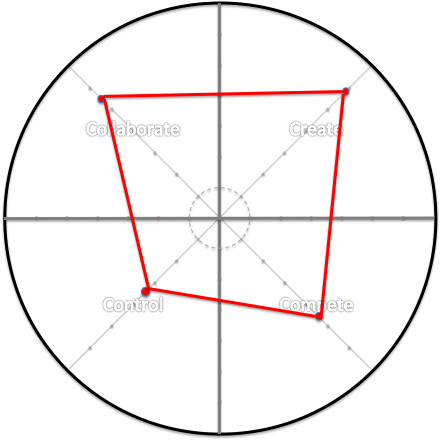
**Self-Assessment**

This instrument is designed to help you develop your own perspective about how you demonstrate the practices associated with the competing values framework. It is designed to give you a high level overview of your proficiency in each quadrant.

The first step is to complete the questionnaire on the next page. Answer each question as honestly as you can. For items that describe a practice for you do not have any experience, mark a “1”. For those items that describe a practice you use frequently and with great skill, mark a “7.”

Second, after completing the survey, use the computational worksheet that follows to compute a score for each of the four quadrants. The number for each quadrant should be between 1 and 7.

Finally, once you have the number for each quadrant, you are ready to chart your profile on the graph provided. On the profile, consider the small, inner circle to carry a value of “1”, and count out from there, along the diagonal line in each quadrant. Place a small “x” on the role-line, at the nearest point that matches the number you wish to graph. Simply connect the “x” marks and you will have a visual profile of your self-perspective. The completed profile should look something like the following:



If you gather perspectives from others using the **Competing Values Leadership Instrument**, compare your results. The differences and similarities between your self-perspective and others’ perspectives can be revealing and insightful. It is especially important to pay attention to the overall patterns, rather than the raw numbers.

Finally, this instrument provides you with a high-level view, showing your general tendency for a collection of skills in each competency. For a more detailed view, you should complete the **Competing Values Competency Questionnaire.**

**COMPETING VALUES MANAGEMENT PRACTICES**

**Self Assessment**

Listed below are some statements that describe managerial practices. Indicate how often you engage in the behaviors, using the scale below to respond to each statement.

###### Almost never 1 2 3 4 5 6 7 Almost always

**As a manager, how often do you**

\_\_\_\_\_\_\_ 1. Come up with inventive ideas.

\_\_\_\_\_\_\_ 2. Exert upward influence in the organization.

\_\_\_\_\_\_\_ 3. Clarify the need to achieve unit goals.

\_\_\_\_\_\_\_ 4. Continually clarify the unit's purpose.

\_\_\_\_\_\_\_ 5. Search for innovations and potential improvements.

\_\_\_\_\_\_\_ 6. Make the unit's role very clear.

\_\_\_\_\_\_\_ 7. Maintain tight logistical control.

\_\_\_\_\_\_\_ 8. Keep track of what goes on inside the unit.

\_\_\_\_\_\_\_ 9. Develop consensual resolution of openly expressed differences.

\_\_\_\_\_\_\_ 10. Listen to the personal problems of employees.

\_\_\_\_\_\_\_ 11. Maintain a highly coordinated, well organized unit.

\_\_\_\_\_\_\_ 12. Hold open discussion of conflicting opinions in groups.

\_\_\_\_\_\_\_ 13. Push the unit to meet objectives.

\_\_\_\_\_\_\_ 14. Surface key differences among group members, then work participatively to resolve them.

\_\_\_\_\_\_\_ 15. Monitor compliance with the rules.

\_\_\_\_\_\_\_ 16. Treat each individual in a sensitive, caring way.

\_\_\_\_\_\_\_ 17. Experiment with new concepts and procedures.

\_\_\_\_\_\_\_ 18. Show empathy and concern in dealing with employees.

\_\_\_\_\_\_\_ 19. Seek to improve the workgroup's technical capacity.

\_\_\_\_\_\_\_ 20. Get access to people at higher levels.

\_\_\_\_\_\_\_ 21. Encourage participative decision making in the group.

\_\_\_\_\_\_\_ 22. Compare records, reports, and so on to detect discrepancies.

\_\_\_\_\_\_\_ 23. Solve scheduling problems in the unit.

\_\_\_\_\_\_\_ 24. Get the unit to meet expected goals.

\_\_\_\_\_\_\_ 25. Do problem solving in creative, clear ways.

\_\_\_\_\_\_\_ 26. Anticipate workflow problems, avoid crisis.

\_\_\_\_\_\_\_ 27. Check for errors and mistakes.

\_\_\_\_\_\_\_ 28. Persuasively sell new ideas to higher ups.

\_\_\_\_\_\_\_ 29. See that the unit delivers on stated goals.

\_\_\_\_\_\_\_ 30. Facilitate consensus building in the work unit.

\_\_\_\_\_\_\_ 31. Clarify the unit's priorities and direction.

\_\_\_\_\_\_\_ 32. Show concern for the needs of employees.

\_\_\_\_\_\_\_ 33. Maintain a "results" orientation in the unit.

\_\_\_\_\_\_\_ 34. Influence decisions made at higher levels.

\_\_\_\_\_\_\_ 35. Regularly clarify the objectives of the unit.

\_\_\_\_\_\_\_ 36. Bring a sense of order and coordination into the unit.

**COMPUTATIONAL WORKSHEET**

**COMPETING VALUES MANAGEMENT PRACTICES INSTRUMENT**

**Self-Assessment**

**Collaborate: Creating and Sustaining Commitment and Cohesion**

# 9 \_\_\_\_\_\_ # 10 \_\_\_\_\_\_

# 12 \_\_\_\_\_\_ # 16 \_\_\_\_\_\_

# 14 \_\_\_\_\_\_ # 18 \_\_\_\_\_\_

# 21 \_\_\_\_\_\_ # 32 \_\_\_\_\_\_

# 30 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 9= \_\_\_\_\_\_

**Create: Promoting Change and Encouraging Adaptability**

# 1 \_\_\_\_\_\_ # 2 \_\_\_\_\_\_

# 5 \_\_\_\_\_\_ # 20 \_\_\_\_\_\_

# 17 \_\_\_\_\_\_ # 28 \_\_\_\_\_\_

# 25 \_\_\_\_\_\_ # 34 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 8 = \_\_\_\_\_\_

**Compete: Improving Productivity and Increasing Profitability**

# 3 \_\_\_\_\_\_ # 4 \_\_\_\_\_\_

# 13 \_\_\_\_\_\_ # 6 \_\_\_\_\_\_

# 19 \_\_\_\_\_\_ # 24 \_\_\_\_\_\_

# 29 \_\_\_\_\_\_ # 31 \_\_\_\_\_\_

# 33 \_\_\_\_\_\_ # 35 \_\_\_\_\_\_

##### Total \_\_\_\_\_\_ / 10 = \_\_\_\_\_\_

**Control: Establishing and Maintaining Stability and Continuity**

# 7 \_\_\_\_\_\_ # 8 \_\_\_\_\_\_

# 11 \_\_\_\_\_\_ # 15 \_\_\_\_\_\_

# 23 \_\_\_\_\_\_ # 22 \_\_\_\_\_\_

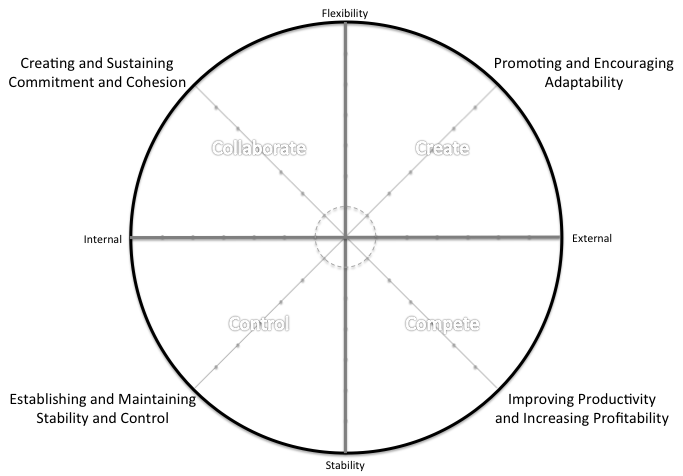
# 26 \_\_\_\_\_\_ # 27 \_\_\_\_\_\_

# 36 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 9= \_\_\_\_\_\_

**THE COMPETING VALUES MANAGEMENT PRACTICES PROFILE**

**Self-Assessment**



**INSTRUCTIONS FOR COMPLETING THE**

**COMPETING VALUES LEADERSHIP INSTRUMENT**

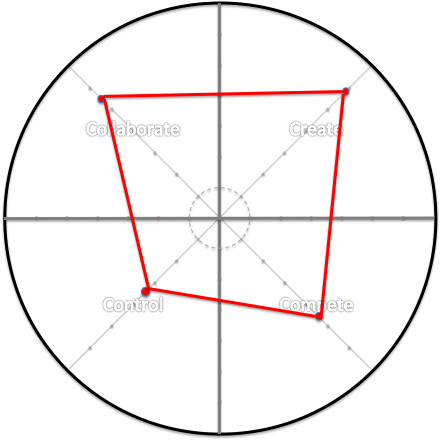
**Assessment by Others**

This instrument is designed to help you gather perspectives from others about how you demonstrate the skills associated with the competing values framework.

The first step is to decide on the individuals from whom you would like to have feedback regarding your leadership. These individuals may be bosses, peers, or those who work for you in your organization. Make as many copies of the instrument below as is necessary. Assure the individuals you ask that you want their honest responses, and that you will be combining the responses of a number of people.

Once you have their returned responses in hand, use the computational worksheet (following the survey) as a basis for computing a number score for each of the eight roles. The number for each role should be between 1 and 7. Compute each response and then average all of the responses for each role. Once you have the number for each role, you are ready to chart your profile on the graph provided.

On the profile, consider the small inner circle to carry a value of “1”, and count out from there, along the lines on each role. Place a small “x” on the diagonal line in each quadrant at the nearest point that matches the number you wish to graph. Simply connect the “x” marks and you have a visual profile of responses from others. The completed profile should look something like the following:



This profile may be very useful as you compare it with your own responses as shown on your **Competing Values Management Practices Profile**.

It is the case, of course, that few people see themselves as others see them. However, if there seems to be a significant discrepancy between your view of yourself and the views of others towards you, (especially in the pattern that emerges) then you might find this result to be a rich area of exploration and discovery.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: The items for this assessment were derived from Robert E. Quinn, *Beyond Rational Management: Mastering the paradoxes and competing demands of high performance.* San Francisco: Jossey-Bass, 1988. pp. 174-176.

**COMPETING VALUES LEADERSHIP INSTRUMENT**

**Assessment by Others**

Listed below are some statements that describe managerial behaviors. Please respond to this instrument, giving your best judgment of the behaviors of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name of the person who gave it to you to complete). Indicate how often this person engages in the behaviors, using the scale below to respond to each statement.

###### Very infrequently 1 2 3 4 5 6 7 Very frequently

**In doing the job, this individual:**

\_\_\_\_\_\_\_ 1. Comes up with inventive ideas

\_\_\_\_\_\_\_ 2. Protects continuity in day-to-day operations

\_\_\_\_\_\_\_ 3. Exerts upward influence in the organization

\_\_\_\_\_\_\_ 4. Carefully reviews detailed reports

\_\_\_\_\_\_\_ 5. Maintains a “results” orientation in the unit

\_\_\_\_\_\_\_ 6. Facilitates consensus building in the work unit

\_\_\_\_\_\_\_ 7. Defines areas of responsibility for subordinates

\_\_\_\_\_\_\_ 8. Listens to the personal problems of employees

\_\_\_\_\_\_\_ 9. Minimizes disruption to the work flow

\_\_\_\_\_\_\_ 10. Experiments with new concepts and procedures

\_\_\_\_\_\_\_ 11. Encourages participative decision-making in the group

\_\_\_\_\_\_\_ 12. Makes sure everyone knows where the unit is going

\_\_\_\_\_\_\_ 13. Influences decisions made at higher levels

\_\_\_\_\_\_\_ 14. Compares records, reports, and so on to detect discrepancies

\_\_\_\_\_\_\_ 15. Sees that the unit delivers on stated goals

\_\_\_\_\_\_\_ 16. Shows empathy and concern in dealing with employees

\_\_\_\_\_\_\_ 17. Works with technical information

\_\_\_\_\_\_\_ 18. Gets access to people at higher levels

\_\_\_\_\_\_\_ 19. Sets clear objectives in the work unit

\_\_\_\_\_\_\_ 20. Treats each individual in a sensitive, caring way

\_\_\_\_\_\_\_ 21. Keeps track of what goes on inside the unit

\_\_\_\_\_\_\_ 22. Does problem solving in creative, clever ways

\_\_\_\_\_\_\_ 23. Pushes the unit to meet objectives

\_\_\_\_\_\_\_ 24. Encourages subordinates to share ideas in the group

\_\_\_\_\_\_\_ 25. Searches for innovations and potential improvements

\_\_\_\_\_\_\_ 26. Clarifies priorities and direction

\_\_\_\_\_\_\_ 27. Persuasively sells new ideas to higher-ups

\_\_\_\_\_\_\_ 28. Brings a sense of order to the unit.

\_\_\_\_\_\_\_ 29. Shows concern for the needs of employees

\_\_\_\_\_\_\_ 30. Emphasizes the unit’s achievement of stated purposes

\_\_\_\_\_\_\_ 31. Builds teamwork among group members

\_\_\_\_\_\_\_ 32. Analyzes written plans and schedules

**COMPUTATIONAL WORKSHEET**

**Assessment By Others**

**Control: Establishing and Maintaining Stability and Continuity**

# 6 \_\_\_\_\_\_ # 8 \_\_\_\_\_\_

# 11 \_\_\_\_\_\_ # 16 \_\_\_\_\_\_

# 24 \_\_\_\_\_\_ # 20 \_\_\_\_\_\_

# 31 \_\_\_\_\_\_ # 29 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 8 = \_\_\_\_\_\_\_\_

**Create: Promoting Change and Encouraging Adaptability**

# 1 \_\_\_\_\_\_ # 3 \_\_\_\_\_\_

# 10 \_\_\_\_\_\_ # 13 \_\_\_\_\_\_

# 22 \_\_\_\_\_\_ # 18 \_\_\_\_\_\_

# 25 \_\_\_\_\_\_ # 27 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 8 = \_\_\_\_\_\_\_\_

**Compete: Improving Productivity and Increasing Profitability**

# 5 \_\_\_\_\_\_ # 7 \_\_\_\_\_\_

# 15 \_\_\_\_\_\_ # 12 \_\_\_\_\_\_

# 23 \_\_\_\_\_\_ # 19 \_\_\_\_\_\_

# 30 \_\_\_\_\_\_ # 26 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 8 = \_\_\_\_\_\_\_\_

**Control: Establishing and Maintaining Stability and Continuity**

# 2 \_\_\_\_\_\_ # 4 \_\_\_\_\_\_

# 9 \_\_\_\_\_\_ # 14 \_\_\_\_\_\_

# 21 \_\_\_\_\_\_ # 17 \_\_\_\_\_\_

# 28 \_\_\_\_\_\_ # 32 \_\_\_\_\_\_

Total \_\_\_\_\_\_ / 8 = \_\_\_\_\_\_\_\_

**THE COMPETING VALUES LEADERSHIP PROFILE:**

**Others’ Perspectives**

