PRINT VERSION OF

THE COMPETING VALUES COMPETENCY QUESTIONNAIRE

TO ACCOMPANY

BECOMING A MASTER MANAGER:

A Competing Values Approach

SIXTH EDITION

QUINN / FAERMAN/ THOMPSON / MCGRATH / BRIGHT

(Text published by John Wiley & Sons)

If you have questions about this questionnaire, please email them to: brightds@gmail.com

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**COMPETING VALUES COMPETENCY QUESTIONNAIRE**

The Competing Values Competency Questionnaire will help you create a detailed profile of your development as a managerial leader with respect to the four quadrants of the competing values framework.You will assess your level of mastery on each of the competencies discussed in the textbook.

This questionnaire consists of 100 questions related to skills that managerial leaders need to meet the challenges of complexity, ambiguity, and paradox that characterize the world today.

For each item, indicate **how often you have successfully engaged in the activity**. Rate yourself on the following 7 point scale:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Never | Very Seldom | Seldom | Occasionally | Frequently | Very Frequently | Almost Always |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

It is important to note that this questionnaire is not designed to provide a final evaluation of your ability as a managerial leader. It is designed to provide a “snap-shot” profile, based on your perceptions of your current experience, strengths, and weaknesses. You can use the profile to create a personal development plan based on your individual needs and interests.

Some items refer to general activities that you may do regularly, such as recognizing people’s feelings. Others items refer to more specific activities and tools that you may not have had any experience with yet, such as coaching people on career issues or preparing a Gantt chart. If you have not had a chance to engage in the activity specified or are unfamiliar with the tool or technique mentioned, you should give that item a rating of 1 – Never.

*Information on how to interpret your results is provided at the end of the questionnaire.*

After you have worked through the exercises in *Becoming a Master Manager: A Competing Values Approach, 6th ed.*, we encourage you to retake the questionnaire to see how your profile as a managerial leader has changed as you have gained more knowledge and experience.

In addition, to receive input from others about your managerial leadership skills, use the **Competing Values Managerial Practices Instrument** and **Competing Values Leadership Instrument** that are also provided with this text.

**Competing Values Competency Questionnaire**

|  |  |  |
| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 1 | launching important new efforts. |
|  | 2 | inspiring people to be creative. |
|  | 3 | encouraging people to try new things. |
|  | 4 | showing an appetite for hard work. |
|  | 5 | emphasizing the need to compete. |
|  | 6 | seeing that procedures are understood. |
|  | 7 | providing fast responses to emerging issues. |
|  | 8 | keeping projects under control. |
|  | 9 | developing a competitive focus. |
|  | 10 | maintaining an open climate for discussion. |
|  | 11 | emphasizing producing faster outcomes. |
|  | 12 | making it legitimate for people to contribute their opinions. |
|  | 13 | making sure that everyone has a plan to help them develop. |
|  | 14 | making sure formal guidelines are clear to people. |
|  | 15 | employing participative decision making techniques. |
|  | 16 | closely managing projects. |
|  | 17 | recognizing people's feelings. |
|  | 18 | getting people to exceed traditional performance patterns. |
|  | 19 | communicating my expectation that people need to get the details of their work right. |

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| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 20 | emphasizing the need for accuracy in work efforts. |
|  | 21 | providing tight project management. |
|  | 22 | ensuring that policies are known. |
|  | 23 | initiating bold projects. |
|  | 24 | being aware when people are burning out. |
|  | 25 | emphasizing getting work done more quickly. |
|  | 26 | coaching people on career issues. |
|  | 27 | encouraging people to have work/life balance |
|  | 28 | identifying the changing needs of customers and others with whom I negotiate. |
|  | 29 | meeting with customers and others from whom I need to obtain a commitment to discuss their needs. |
|  | 30 | encouraging others to think about their career development. |
|  | 31 | emphasizing accuracy in work efforts. |
|  | 32 | modeling an intense work effort. |
|  | 33 | starting ambitious programs. |
|  | 34 | anticipating what customers and others with whom I negotiate will want next. |
|  | 35 | insisting on beating outside competitors. |
|  | 36 | demonstrating full exertion on the job. |
|  | 37 | developing others by delegating tasks that require them to learn new skills. |
|  | 38 | recognizing when one source of power is likely to be more useful than another source of power. |

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| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 39 | deciding when a face-to-face interaction is more appropriate than an email, phone call, or paper memo. |
|  | 40 | avoiding prematurely smoothing over constructive task-related conflicts. |
|  | 41 | using multiple approaches to encouraging compliance with rules. |
|  | 42 | selecting the most appropriate communication style based on the purpose of my message. |
|  | 43 | providing timely performance feedback that includes specific examples of desirable and undesirable behaviors. |
|  | 44 | anticipating counterarguments that others might express when I make a recommendation. |
|  | 45 | improving performance by appropriately applying the concepts of division of labor and specialization. |
|  | 46 | using brainstorming and nominal group techniques to foster innovative thinking. |
|  | 47 | identifying goals that are not aligned vertically or laterally in the organization. |
|  | 48 | knowing my audience and having a clear understanding of my purpose when I communicate. |
|  | 49 | creating a high performance environment in which employees can feel empowered and engaged. |
|  | 50 | establishing mutual purpose, mutual meaning, and mutual respect when negotiating with others. |
|  | 51 | overcoming individual and organizational barriers to creative thinking. |
|  | 52 | considering both human and process issues when evaluating how to improve performance. |
|  | 53 | setting goals and objectives that clarify the priorities of the organizational unit. |

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| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 54 | stimulating conflict using advocacy groups to encourage higher quality decisions. |
|  | 55 | preparing and using basic project planning tools such as a work breakdown structure. |
|  | 56 | using different tools to create integration across a differentiated organization. |
|  | 57 | evaluating a performance management system to see if it relates appropriately to organizational performance goals. |
|  | 58 | communicating persuasively by providing solid evidence and strong theoretical arguments that support my position. |
|  | 59 | distinguishing among different sources of conflict. |
|  | 60 | building personal power by expanding my personal network. |
|  | 61 | reducing resistance to change. |
|  | 62 | writing a vision that addresses strategic philosophy, tactical policies and practices, and individual emotions. |
|  | 63 | using different approaches to managing conflict depending on the specific situation. |
|  | 64 | picking the right people to work on a cross-functional team. |
|  | 65 | managing messages and materials that I receive efficiently so I only have to handle them once. |
|  | 66 | paying attention to team roles and processes as well as task goals. |
|  | 67 | using different influence tactics depending upon the situation. |
|  | 68 | using empathetic listening and showing my concern for other people's problems. |
|  | 69 | sending concise, friendly electronic messages and voicemails that are effective at getting others to respond promptly and appropriately to my requests. |

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| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 70 | tracking my time so I can get an accurate idea of how much time I am spending on different activities. |
|  | 71 | working effectively with people whose personalities are different from my own. |
|  | 72 | ensuring that goals are challenging but attainable as well as relevant to the person trying to achieve those goals. |
|  | 73 | eliminating or minimizing common barriers to effective communication. |
|  | 74 | diagnosing organizational culture and determining if the existing culture is aligned with the competitive environment. |
|  | 75 | increasing my power with specific constituents such as my supervisor, peers, and direct reports. |
|  | 76 | expressing my disagreement in ways that encourage open discussion and problem solving. |
|  | 77 | developing goals that are specific, measurable, and have a clear time frame. |
|  | 78 | determining whether a Participative, Forcing, Telling, or Transformational change strategy would be most appropriate in a particular situation. |
|  | 79 | using insights from theories of motivation to influence the behavior of others. |
|  | 80 | understanding how power can be used effectively. |
|  | 81 | distinguishing between mechanistic and organic organizational structures. |
|  | 82 | preparing a Gantt chart and using it to track progress on projects. |
|  | 83 | accurately assessing the forces for and against change in a given situation. |
|  | 84 | determining whether departmentalization by function, division, or matrix would be most appropriate for a given organization. |

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| --- | --- | --- |
| **1 = Never**  **7 = Almost Always** | **#** | **How often have you successfully engaged in . . .** |
|  | 85 | focusing on interests, not positions, when I negotiate. |
|  | 86 | prioritizing my action items so I spend the most time on what is important, rather than on things that seem urgent but that are not important. |
|  | 87 | using cross-functional teams to provide integration in a traditionally-structured organization. |
|  | 88 | identifying the best performance measures based on their objectivity, completeness, and responsiveness. |
|  | 89 | creating systems that make it easy for others to follow procedures. |
|  | 90 | smoothing over destructive interpersonal conflicts. |
|  | 91 | distinguishing between helpful information and data that are irrelevant. |
|  | 92 | planning and implementing meetings that are productive, efficient, and well-attended. |
|  | 93 | overcoming the challenges of cross-functional teams. |
|  | 94 | distinguishing between appropriate and inappropriate performance measures with respect to the goals of an organizational unit. |
|  | 95 | capitalizing on the advantages of using a cross-functional team. |
|  | 96 | recognizing when proposed organizational changes are likely to provoke employee resistance. |
|  | 97 | telling my own leadership story so people understand the passion that drives and sustains me. |
|  | 98 | designing effective change strategies. |
|  | 99 | working successfully on cross-functional teams. |
|  | 100 | noticing nonverbal cues and using reflective listening to ensure that I understand what other people are saying to me. |

**Instructions for Interpreting**

**Your Competing Values Competency Questionnaire Results**

Use the following Computational Worksheets to calculate your mean score for each of the 20 competencies included in the competing values competency questionnaire

First, copy your scores from the questionnaire into the appropriate box on the computational worksheet.

Next, sum the five scores for each of the 20 competencies.

Then, divide the sum by five (5) to calculate the mean score for each competency.

Once you have your mean scores for each competency, enter them into the competing values competency summary. Then, plot your scores on the competing values competency profile. The small inner circle has a value of “1”. Count out from there, along the lines on each competency. Place a small “x” on the competency-line, 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.

These steps will allow you to easily see your relative strengths with respect to the four actions

**COMPUTATIONAL WORKSHEET**

**Collaborate-focused Competencies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Understanding Self and Others* | *Communicating Honestly and Effectively* | *Mentoring and Developing Others* | *Managing Groups and Leading Teams* | *Managing and Encouraging and Constructive Conflict* |
| # 17 | # 48 | # 13 | # 10 | # 40 |
| # 24 | # 58 | # 26 | # 12 | # 54 |
| # 27 | # 73 | # 30 | #15 | # 59 |
| # 68 | # 76 | # 37 | # 66 | # 63 |
| # 71 | # 100 | # 43 | # 92 | # 90 |
| Sum = | Sum = | Sum = | Sum = | Sum = |
| Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = |

**COMPUTATIONAL WORKSHEET**

**Control-focused Competencies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Organizing Information Flows* | *Working and Managing Across Functions* | *Planning and Coordinating Projects* | *Measuring and Monitoring Performance and Quality* | *Encouraging and Enabling Compliance* |
| # 39 | # 64 | # 8 | # 19 | # 6 |
| # 65 | # 87 | # 16 | # 20 | # 14 |
| # 69 | # 93 | # 21 | # 31 | # 22 |
| # 86 | # 95 | # 55 | # 88 | # 41 |
| #91 | # 99 | # 82 | # 94 | # 89 |
| Sum = | Sum = | Sum = | Sum = | Sum = |
| Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = |

**COMPUTATIONAL WORKSHEET**

**Compete-focused Competencies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Developing and Communicating a Vision* | *Setting Goals and Objectives* | *Motivating Self and Others* | *Designing and Organizing* | *Managing Execution and Driving for Results* |
| # 5 | # 47 | # 4 | # 45 | # 7 |
| # 9 | # 53 | # 32 | # 56 | # 11 |
| # 35 | # 57 | # 36 | # 74 | # 25 |
| # 62 | # 72 | # 49 | # 81 | # 52 |
| # 97 | # 77 | # 79 | # 84 | # 70 |
| Sum = | Sum = | Sum = | Sum = | Sum = |
| Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = |

**COMPUTATIONAL WORKSHEET**

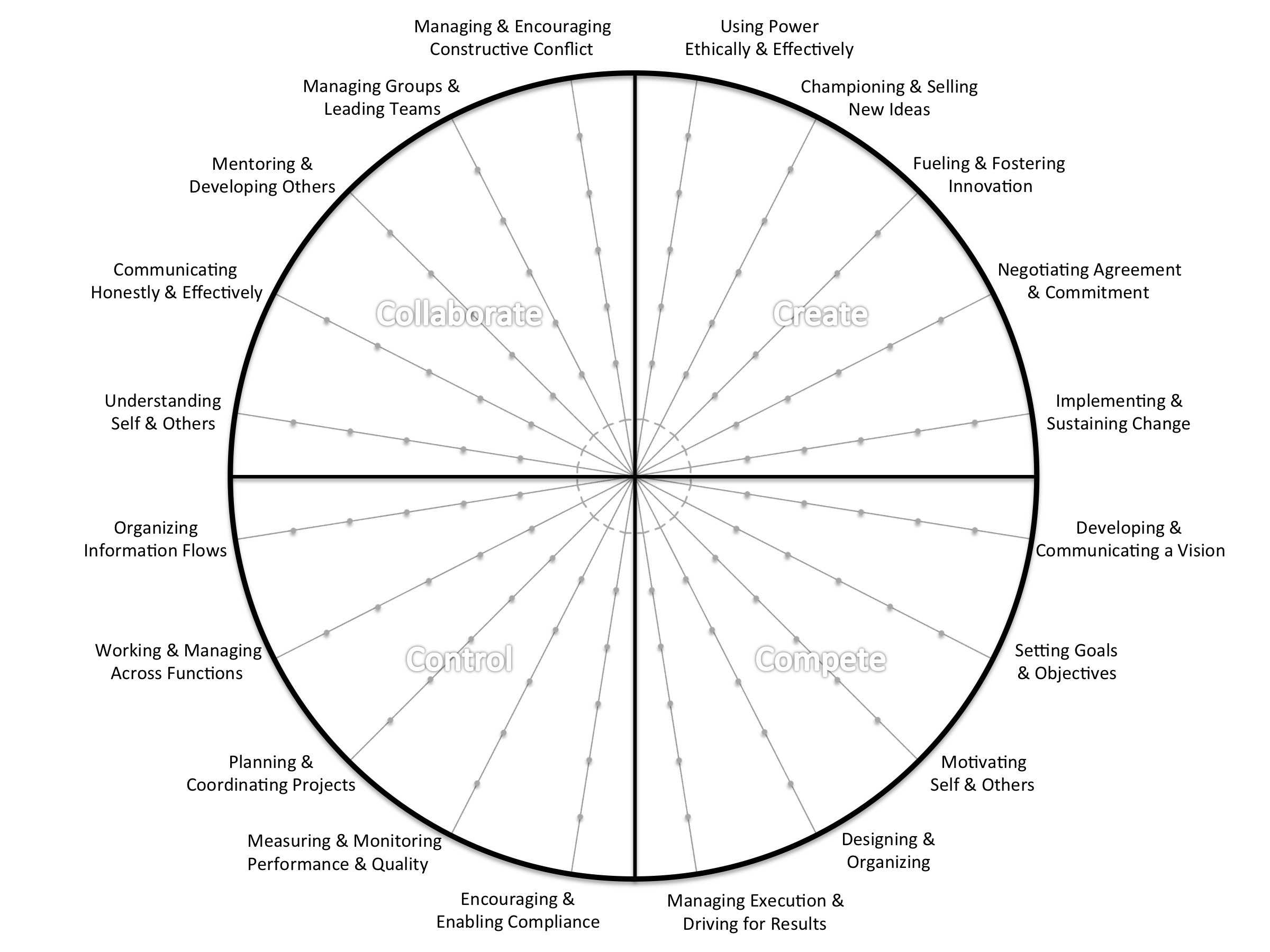
**Create-focused Competencies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Using Power Ethically and Effectively* | *Championing and Selling New Ideas* | *Fueling and Fostering Innovation* | *Negotiating Agreement and Commitment* | *Implementing and Sustaining Change* |
| # 38 | # 1 | # 2 | # 28 | # 61 |
| # 60 | # 23 | # 3 | # 29 | # 78 |
| # 67 | # 33 | # 18 | # 34 | # 83 |
| # 75 | # 42 | # 46 | # 50 | # 96 |
| # 80 | # 44 | # 51 | # 85 | # 98 |
| Sum = | Sum = | Sum = | Sum = | Sum = |
| Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = | Sum / 5 = |

**Competing Values Competency Summary**

|  |  |
| --- | --- |
| **Collaborate**  **Creating and Sustaining Commitment and Cohesion**  **\_\_\_\_\_\_ Understanding Self and Others**  **\_\_\_\_\_\_ Communicating Honestly and Effectively**  **\_\_\_\_\_\_ Mentoring and Developing Others**  **\_\_\_\_\_\_ Managing Groups and Leading Teams**  **\_\_\_\_\_\_ Managing and Encouraging Constructive Conflict** | **Create**  **Promoting Change and Encouraging Adaptability**  **\_\_\_\_\_\_ Using Power Ethically and Effectively**  **\_\_\_\_\_\_ Championing and Selling New Ideas**  **\_\_\_\_\_\_ Fueling and Fostering Innovation**  **\_\_\_\_\_\_ Negotiating Agreement and Commitment**  **\_\_\_\_\_\_ Implementing and Sustaining Change** |
| **Control**  **Establishing and Maintaining Stability and Continuity**  **\_\_\_\_\_\_ Organizing Information Flows**  **\_\_\_\_\_\_ Working and Managing Across Functions**  **\_\_\_\_\_\_ Planning and Coordinating Projects**  **\_\_\_\_\_\_ Measuring and Monitoring Performance and Quality**  **\_\_\_\_\_\_ Encouraging and Enabling Compliance** | **Compete**  **Improving Productivity and Increasing Profitability**  **\_\_\_\_\_\_ Developing and Communicating a Vision**  **\_\_\_\_\_\_ Setting Goals and Objectives**  **\_\_\_\_\_\_ Motivating Self and Others**  **\_\_\_\_\_\_ Designing and Organizing**  **\_\_\_\_\_\_ Managing Execution and Driving for Results** |

**COMPETING VALUES COMPETENCY PROFILE**

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