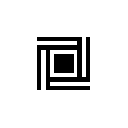
Leadership Orientation

**2004**



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# LEADERSHIP DEVELOPMENT

#### Your Leadership Orientation

This questionnaire asks you to describe yourself as a leader. For **each item**, rank each of the descriptors from **7**, which best describes you, to **1**, which is least like you.

USE EACH RANKING (1-7) ONLY ONCE PER ITEM

|  |  |
| --- | --- |
| 1) My strongest skills are  a. analytical  b. interpersonal  c. political  d. flair for drama  e. knowledge of recommended child/family intervention practices  f. cooperative skills  g. system development skills | 2) The best way to describe me is  a. technical expert  b. good listener  c. skilled negotiator  d. inspirational leader  e. content expert  f. partner  g. systems change expert |
| 3) What has helped me the most to be successful is my ability to  a. make good decisions  b. coach and develop people  c. build strong alliances and a power base  d. inspire group cohesion and adventure  e. impart professional knowledge to others  f. develop positive relationships  g. think ecologically – see the big picture | 4) My most important leadership trait is  a. clear, logical thinking  b. caring and support for others  c. toughness and aggression  d. imagination and creativity  e. a strong professional knowledge base  f. team-builder  g. developing shared vision |
| 5) What people are most likely to notice about me is my  a. attention to detail  b. concern for people  c. ability to succeed in the face of conflict and opposition  d. passion for my cause  e. intellectual competence  f. ability to build alliances  g. ability to be a conceptualizer | 6) I am best described as a(n)  a. analyst  b. humanist  c. politician  d. spellbinding storyteller  e. early childhood content expert  f. collaborator  g. visionary |

## SCORING

On the facing page, copy the ranking you gave for the a. – g. descriptor for each item on pages 2-3.

For item 1) fill in the boxes across the top row; then repeat for each item through item 6).

Each column represents one of seven leadership dimensions.

Add each the numbers in column to arrive at a leadership dimension score.

Look at your scores across all columns.

Rank your scores from highest (most like you) to lowest (least like you).

Your highest score is ranked as your top or #1 orientation toward leadership.

These rankings provide a profile of your overall orientation to leadership, or your general tendencies. You tend to be stronger in using leadership styles with higher rankings.

Remember that this profile is based on your personal perceptions

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LEADERSHIP STYLE SCORING PROFILE

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ITEMS** | a.ORGANIZATIONAL | **b.**  **HUMAN RESOURCE** | c.POLITICAL | d.SYMBOLIC | e.PEDOGOGICAL | f.COLLABORATIVE | g.SYSTEMS |
| **1** |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |  |
| **6** |  |  |  |  |  |  |  |
| **SCORE** |  |  |  |  |  |  |  |
| **RANKING** |  |  |  |  |  |  |  |

## See descriptions of each leadership dimension on the next page.

Descriptions of Leadership Dimensions

# ORGANIZATIONAL LEADERSHIP

*The organizational and financial management of programs that provide services to young children and their families.*

HUMAN RESOURCES LEADERSHIP

*The identification, selection, retention, and professional development of program personnel in order to improve the quality of services to children and families.*

## POLITICAL LEADERSHIP

*Understanding and managing the broader political context in public policy development and advocacy on behalf of high quality services and supports to meet the complex needs of all children and their families.*

SYMBOLICLEADERSHIP

*Managing the daily stream of activities that consist of the manipulation of symbols, the creation of patterns of activity, and the staging of occasions for interaction.*

PEDAGOGICAL LEADERSHIP

*The practices used by professionals to promote child learning and skill development, as well as building family capacity.*

COLLABORATIVE LEADERSHIP

*Joint efforts and partnerships with program personnel, family members, administrators of other service programs, as well as diverse stakeholders (e.g., community and civic leaders) to collaboratively design and improve services for children and their families.*

SYSTEMSLEADERSHIP

*An ecological and systems approach to developing a vision of services, cultivating shared values, inspiring and managing the process needed to change and improve the human service system for children and their families.*

### References

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Senge, P. M. (1990). *The fifth discipline: the art and practice of the learning organization*. NY: Currency & Doubleday.