TABLE OF CONTENTS

DESCRIPTION OF THE QUESTIONNAIRE

The Managerial Style examines the degree to which the participant favors various managerial styles or their combinations. It is primarily a diagnostic tool for employees at managerial positions, team leaders or project managers. However, it can be also used to monitor preferences in managerial style throughout the company.

It is based on the same concept as the Multifactor Personality Profile which uses four areas, each of which is defined by two bipolar scales. Whilst the Multifactor Personality Profile describes the basic characteristics typical for each scale using adjectives only, the Managerial Style employees a range of complex characteristics and behavior patterns in managing positions, always in relation to a combination of two bipolar scales. At the same time, the scales in the Managerial Style are more specific and closely related to activities typical for managers. Moreover, the questionnaire combines several sub theories of managerial styles within its own original methodology.

The questionnaire contains 36 pairs of statements about respondent's behaviour as a manager and what is important for him/her in the role. Respondent should select and mark the statement which best matches his/her managerial style and the way of working with the members of the team.

Expected time to complete: 10–15 minutes.

Theoretical Framework

Classical leadership theory

A pioneering piece of research in the area of leadership was the 1939 study by Lewin, Lippitt and Whit. This study allows us to identify three basic styles of leadership, which can, to a greater or lesser extent, be found in each of the following theories (Košťan, Bělohlávek, & Šuleř, 2006): autocratic, democratic and laissez-faire.

Theory X and Theory Y

Today, the classical theory of X and Y management behaviour follows on from the theory of Douglas McGregor, which changed thinking and practice in management. This change in thinking primarily meant that instead of leading and controlling subordinates, managers should strive for them to reach their full potential (Kopelman, Prottas, & Davis, 2008).

Managerial grid model

Another classical and well-known method for assessing managerial styles is the managerial grid model developed by Blake and Mouton (1964). Its basic approach is to compare managers according to two scales: concern for people and concern for production.

Situational Leadership Theory

The Situational Leadership Theory developed by Hersey (2000) views this issue differently. According to the theory, managers must be flexible in their leadership style, according to how mature their employees are. Maturity here refers to how mature, or developed, the work of the employees is; specifically the level of ability and commitment.

Vroom and Yetton's decision model and the Leadership Judgement Indicator

Another of the well-known leadership style tests is the Leadership Judgement Indicator, which is based on the theory developed by Vroom and Yetton in 1973. This model is based on a situational or contingency concept, which is focused on the

selection of a specific leadership style according to the requirements dictated by a given situation (Dědina, & Cejthamr; 2005).

Description of the dimensions and scales of the Managerial Style

Responsibility for achieving goals

The first basic area is responsibility for achieving goals. In the achievement of goals, the manager may tend to focus on the <u>overall vision and strategy</u> or on <u>specific tasks</u> when communicating with subordinates.

This approach is largely reflected in the structure of the position of the manager in the company. A focus on specific tasks, short-term and medium-term goals is necessary especially for line (lower) managers and middle managers. On the contrary, in order to achieve success in the position of a top manager, it is usually necessary to focus on the long-term vision and strategy of the company (Košťan, Bělohlávek, & Šuleř, 2006).

When ensuring the achievement of goals, a manager may focus more on <u>providing motivation and positive feedback</u> to the team or on checking that the way the task is being performed complies with their requirements and ideas and <u>provides subordinates with corrective feedback.</u>

This dimension may also be supported by the theories mentioned above. In extreme cases, a manager focused more on controlling the fulfillment of tasks behaves in accordance with theory X or an authoritative managerial style according to Classical Management Theory. On the contrary, a focus on motivation and a positive approach to subordinates may be found to a large extent in theory Y and the laissez faire approach (Dědina & Cejthamr, 2005; Košťan, Bělohlávek, & Šuleř, 2006).

Based on a combination of these two scales, we obtain the following four managerial styles:

Leader

A leader brings a vision, which they try to inspire the team with, they are convincing, they use people's internal motivations, they focus on the essentials, they give their subordinates a relatively large amount freedom in choosing the approach – they are interested in the results. A leader tells their subordinates WHY.

Puller

A puller organizes the work of the team, assigns tasks and motivates subordinates to fulfil them, they are understandable, focus on procedures, clear structures and definitions of competencies, and they use praise and are able to appreciate good performance. A puller tells subordinates WHAT.

Perfectionist

A perfectionist assigns clear and precisely defined tasks, checks their fulfillment, highlights mistakes and shortcomings, gives immediate feedback, expects accuracy and reliability from subordinates, and emphasizes the quality of performance. A perfectionist tells their subordinates HOW.

Maximalist

A maximalist expects loyalty and readiness to achieve the set goals from their subordinates, focuses on priorities, requires independence, considers good performance to be standard, provides rather general feedback, and clearly expresses their dissatisfaction. A maximalist tells their subordinates where the RISKS are.

Decision-making

The second basic area of managerial styles is decision making. When making decisions, a manager may take into account either the need to achieve the highest possible performance, or the needs and capabilities of their team.

The Blake and Mouton Managerial Grid is a good tool for describing managers with a narrow focus on one of the poles of this scale. In the case of an extreme focus on the needs of the team and its possibilities, we can talk about a *Country Club Manager (1,9)*, who is described in the theory of Lewin, Lippitt and Whit as having a *Laissez faire* leadership style. On the contrary, if the manager is highly performance-oriented, he is an *Authority-Compliance Manager (9,1)*, which is aptly described in the Classical Management Theory (Dědina & Cejthamr, 2005; Košťan, Bělohlávek, & Šuleř, 2006).

At the same time, managers differ from each other in whether they prefer to make decisions entirely on their own and only communicate their decisions to subordinates

or <u>involve subordinates in their decision making</u> to varying degrees, and in extreme cases leaving the decision entirely to the subordinates.

The Vroom and Yetton Decision Making Model can describe this dimension very well. According to this model, a manager who makes their own decisions follows an autocratic style. In extreme cases where decision-making is delegated to a team, the authors mention a collaborative style of decision-making. As the authors point out in their work, each of these styles is appropriate to use in a specific situation (Vroom, & Yetton; 1973).

In the area of decision-making, four managerial styles can be distinguished:

Pacesetting

A pacesetting manager places emphasis on performance, makes their own decisions and communicates them clearly, expects adherence to established procedures, does not tolerate exceeding of competencies, especially in non-standard, crisis situations and achieves high results. RESULTS are key for a pacesetting manager.

Mentoring

A coaching manager leads subordinates through their experience and expertise, offers support and advice, helps to find solutions, teaches them the right procedures, uses supervision, passes on their experience, develops the skills of their subordinates, leads them to realize their reserves. The SKILLS and assumptions of their subordinates are key for a mentoring manager.

Relational

A relational manager focuses on their subordinates, their wishes and needs, understands their problems, is empathetic, cares about the good atmosphere and relationships in the team, asks for ideas and opinions of subordinates, prefers collective decision-making, and prefers solutions that do no harm anyone. RELATIONSHIPS are key for a relational manager.

Coaching

A coaching manager places emphasis on results, for the achievement of which they prefer teamwork, they offer subordinates space for self-realization, delegate powers, support them in accepting their own responsibilities, offer space for collective decision making, prefer the best quality solution. The INITIATIVE and activity of subordinates are key for a coaching manager.

ITEM ANALYSIS

Item difficulty and item-total correlation

By a rule of thumb, all items with a difficulty lower than 0,1 and higher than 0,9, should be checked for content. The item total correlation is a correlation between the question score and the overall assessment score. A small item-correlation provides empirical evidence that the item is not measuring the same construct measured by the other items included. A correlation value less than 0,2 indicates that the corresponding item does not correlate very well with the scale overall and, thus, it may be dropped or replaced.

We present data from the pilot study.

LEADER		
ITEM	DIFFICULTY	CORRELATION
L1	0,57	0,44
L2	0,69	0,38
L3	0,7	0,40
L4	0,49	0,53
L5	0,48	0,39
L6	0,61	0,41
L7	0,57	0,36
L8	0,37	0,53
L9	0,49	0,44

PULLER		
ITEM	DIFFICULTY	CORRELATION
T1	0,51	0,46
T2	0,8	0,34
T3	0,81	0,31
T4	0,41	0,40
T5	0,52	0,47
T6	0,88	0,17
T7	0,3	0,35
T8	0,52	0,39
T9	0,52	0,42

PACESETTING		
ITEM	DIFFICULTY	CORRELATION
V1	0,36	0,45
V2	0,4	0,41
V3	0,33	0,53
V4	0,36	0,48
V5	0,22	0,49
V6	0,17	0,41
V7	0,12	0,38
V8	0,3	0,35
V9	0,19	0,31

MENTORING		
ITEM	DIFFICULTY	CORRELATION
R1	0,37	0,39
R2	0,81	0,39
R3	0,52	0,43
R4	0,35	0,42
R5	0,33	0,40
R6	0,6	0,41
R7	0,53	0,51
R8	0,88	0,21
R9	0,24	0,21

COACHING		
ITEM	DIFFICULTY	CORRELATION
D1	0,64	0,29
D2	0,76	0,43
D3	0,89	0,26
D4	0,45	0,33
D5	0,67	0,33
D6	0,7	0,44
D7	0,83	0,30
D8	0,48	0,45
D9	0,56	0,27

RELATIONAL		
ITEM	DIFFICULTY	CORRELATION
A1	0,44	0,43
A2	0,67	0,56
A3	0,65	0,50
A4	0,47	0,48
A5	0,55	0,56
A6	0,78	0,47
A7	0,11	0,30
A8	0,63	0,48
A9	0,63	0,45

Reliability – Cronbach's alpha

Cronbach's α is an estimate of the internal consistency of a psychometric test. It is a function of the number of items in a test, the average covariance between item-pairs, and the variance of the total score.

The alpha coefficient for questionnaires should be 0,6 and higher.

LEADER	PULLER	PACESETTING	MENTORING
0,68	0,54	0,62	0,72

PERFECTIONIST	MAXIMALIST	RELATIONAL	COACHING
0,67	0,56	0,60	0,76

NORMS

LEADER	
TOTAL SCORE	PERCENTILES
0	0
1	0,6
2	2,4
3	8,8
4	20,4
5	37,1
6	57
7	75,8
8	90,1
9	97,6

PULLER	
TOTAL SCORE	PERCENTILES
0	0
1	0,1
2	4,1
3	15,1
4	36,3
5	62,5
6	83,1
7	95,3
8	99,5
9	100

PERFECTIONIST	
TOTAL SCORE	PERCENTILES
0	1,3
1	8
2	21,1
3	39,2
4	60,4
5	79,5
6	92,2
7	98
8	99,4
9	99,8

MAXIMALIST	
TOTAL SCORE	PERCENTILES
0	0
1	1,2
2	6,4
3	20
4	42,5
5	66
6	83,9
7	94,6
8	98,8
9	100

PACESETTING	
TOTAL SCORE	PERCENTILES
0	1,3
1	8,7
2	24,3
3	45,5
4	66,8
5	83,4
6	93,7
7	98,3
8	99,5
9	99,8

MENTORING	
TOTAL SCORE	PERCENTILES
0	0
1	0,4
2	3,3
3	12,8
4	32,4
5	59,2
6	82,1
7	94,4
8	98,6
9	99,5

RELATIONAL	
TOTAL SCORE	PERCENTILES
0	0
1	1,1
2	4,2
3	12,1
4	27,6
5	50
6	73,7
7	90,3
8	97,6
9	99,7

COACHING	
TOTAL SCORE	PERCENTILES
0	0
1	0
2	2,6
3	10
4	25,1
5	46,2
6	68,6
7	87,7
8	97,7
9	100

SAMPLE DESCRIPTION

The normative group consists of European English-speaking population (N=362).

SEX	
✓ 59 % women	N=213
✓ 33 % men	N=119
✓ 8 % unfilled	N=30

AGE	
✓ 8 % to 29	N=30
✓ 62 % 30–44 years old	N=226
✓ 21 % over 45 years old	N=76
✓ 8 % unfilled	N=30

EDUCATION	
✓ 0 % primary	N=0
✓ 10 % secondary	N=38
✓ 31 % university	N=114
✓ 47 % higher education	N=170
✓ 11 % unfilled	N=40

POSITION AT WORK	
✓ 75 % I have subordinates	N=272
✓ 15 % I do not have subordinates	N=53
✓ 10 % unfilled	N=37

CONTACT WITH CLIENTS	
✓ 70 % I am in direct contact with clients	N=252
✓ 21 % I am not in direct contact with clients	N=77
✓ 9 % unfilled	N=33

FINAL REPORT

The output of the questionnaire includes the proportional representation of individual managerial styles, their definitions, and a description of the most preferred managerial styles along with their advantages, risks, and developmental recommendations. Additionally, if the respondent also completed the Multifactor Personality Profile, the output report includes a comparison of the preferred managerial style with the style that best corresponds to the respondent's personality profile.
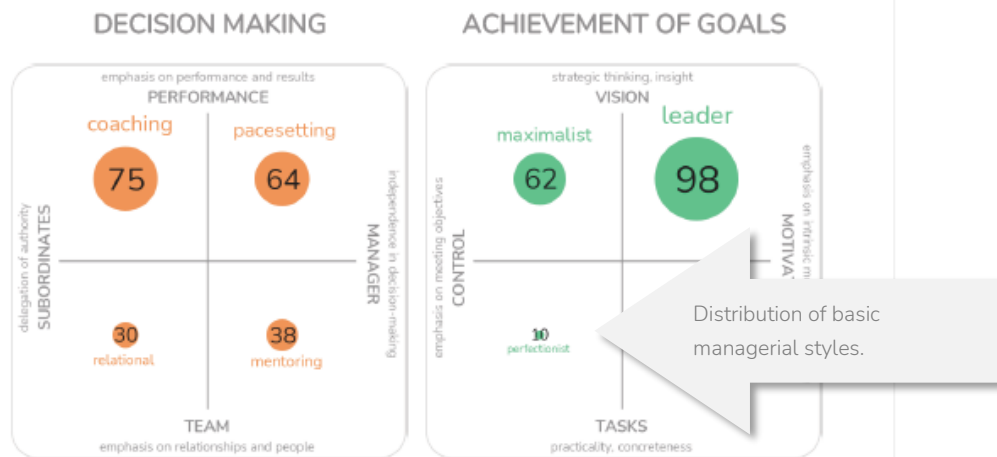

Front page – basic information about the respondent (name and e-mail).

FINAL REPORT
Management style
John Doe
john.doe@example.com
May 20, 2016
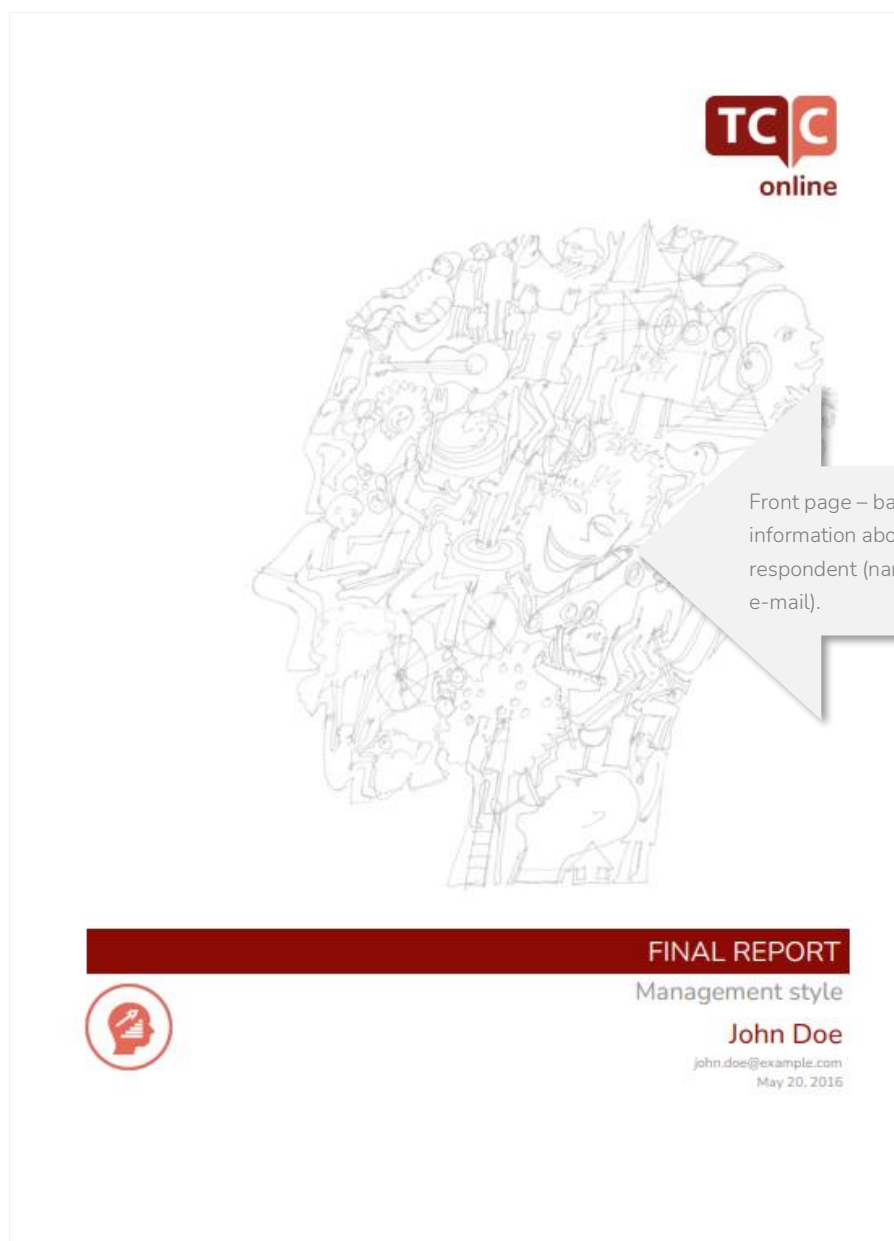
You are receiving a report from the Management Style QUICK questionnaire, which covers the applied managerial styles through the prism of achieving results and making decisions. These styles can be merged and intertwined, can develop over time and develop because of varying expectations or varying company cultures. However, we usually utilise some of these styles more often; some of them are closer to us than others.

It is very important to mention that all managerial styles in this questionnaire are neither positive nor negative, better nor worse. Each of them is legitimate and works in a certain environment, context, in a certain team, etc. That is why is it useful to interpret these results within the context of each situation and together with the intended goal.

DISTRIBUTION OF BASIC MANAGEMENT STYLES

DECISION MAKING

emphasis on performance and results
PERFORMANCE

coaching   pacesetting

75   **64**

SUBORDINATES   MANAGER
delegation of authority   independence in decision-making

30   **38**

relational   mentoring

TEAM
emphasis on relationships and people

ACHIEVEMENT OF GOALS

strategic thinking, insight
VISION

maximalist   leader

62   **98**

CONTROL
emphasis on meeting objectives   MOTIVA

10

perfectionist

TASKS
practicality, concreteness

Distribution of basic managerial styles.

The results are charted as weighted scores.

DESCRIPTION OF THE MOST PREFERRED MANAGEMENT STYLE

COACHING LEADER (87%)

75 **98**

The preferred management style is characterised by the ability to lead and progress towards a strategy and vision. The mentoring leader puts a lot of emphasis on the abilities of their team members; they actively develop them, and share their experiences and knowledge with them. Such a person has typically a lot of professional authority, is able to lead by example and instil in others enthusiasm and passion for the common goal. Such a person has a clear idea of what is right and tries to pass it on to the team. Such a person spends time with the team members, helps them readily with advice but also coaches their skills and shadows them in practice. The mentoring leader tends to be very successful everywhere where specific knowledge, expertise and skills are called for. Their team usually excels over others. At the same time, such a person knows how to present a clear vision to others even when the skills of the team members equal their own. They focus on career planning; they usually like to cooperate closely with HR specialists and managers. They care about inner motivation and the level of motivation of team members; they are aware of others' key role in the success of the whole company. The mentoring leader tends to be more successful in where they have enough time to spend with their team. They regard expertise as important. The risk is another position where they cannot rely on their expertise. This may lead to their enthusiasm becoming would find it hard to adopt another management style and would not integrate with the team

ADVANTAGES	POTENTIAL RISKS
■ involving and engaging subordinates, understanding their ideas and visions	■ less work with risks, tender them
■ delegating authority and offering co-decision	■ tendency to overestimate subordin control
■ highly motivating approach, especially for senior subordinates	■ less effectiveness where subordinates lack s or abilities
■ the ability to enthuse with enthusiasm, energy and attitude	

DEVELOPMENT SUGGESTIONS

■ Focus on better structuring processes and ensuring control of outputs. Be more consistent in this. Do not rely solely on the enthusiasm, skills and abilities of subordinates.

Description of the most preferred style and recommendations for personal development.

THREE OTHER PREFERRED STYLES (2ND-4TH IN ORDER OF PREFERENCE)

PACESETTING LEADER (81%)

64 98

- a clear, strong vision and ambitious goals
- the ability to inspire and encourage high performance
- persuasiveness, the ability to captivate, to gain authority
- emphasis on results and individual performance

- unwillingness to engage with, develop or support people
- high to unreasonable demands on performance, harshness in behaviour
- unwillingness to delegate authority and responsibil... below to subordinates... ...y to be more expert t...

COACHING MAXIMALIST (69%)

75 62

- high performance, ability to energize and motivate
- implementation of key strategic steps and projects with significant impact
- focus on finding the best possible solutions
- ability to advocate for big ideas, persuasiveness, determination

- openness... critical... sub...
- tenden... conflict, e... diplomacy...
- high demandingn... dissatisfaction, abse... praise work

Description of other preferred styles and, conversely, the least preferred one.

MENTORING LEADER (68%)

38 98

- emphasis on the development of subordinates and their involvement in the topic
- passion for the subject, professional authority and willingness to mentor
- willingness to push the team and strive for excellence
- motivation by purpose and self-validation

- the tendency to be more of an expert than a manager
- limitations in own field, discomfort in other fields
- less specificity and thus less ability to describe the necessary procedures

The used managerial style can but does not have to be a reflection of our natural personality – which is why it is a good idea to connect this questionnaire with reports from the Multifactor Personality Profile questionnaire. Because the data is available, the following part is focused on possible harmony or disharmony of the personality and the used managerial style.

MANAGEMENT STYLE AND PERSONALITY PROFILE

Match between the management style and personality profile: **69 %**
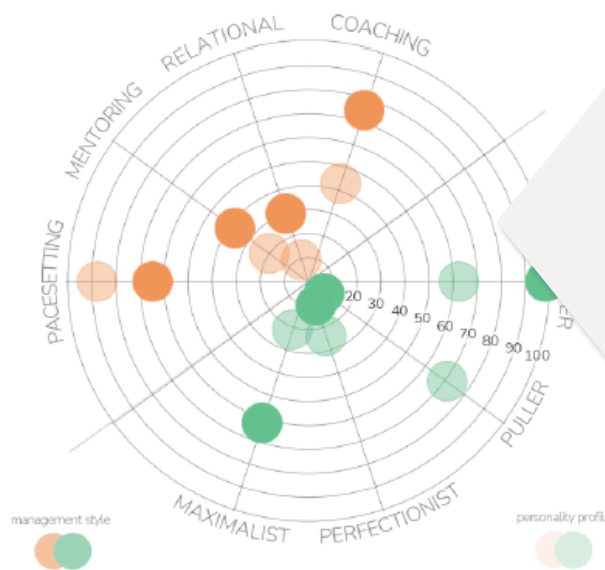
The chart illustrates the comparison of results of the Managerial Style and results of the Multifactor Personality Profile.

The chart illustrates the correlation between the results of the Management Style Questionnaire and the results of the Multifactor Personality Questionnaire. The scores in the Multifactor Personality Questionnaires are converted into management style profiles according to basic metrics common to both questionnaires. A match is shown, to a greater or lesser degree, when the value results overlap at least in part.

INTERPRETATION OF THE MATCH BETWEEN THE MANAGEMENT STYLE AND PERSONALITY PROFILE

The results indicate a good match between the preferred management style and the personality profile.

The overall match between the preferred management style and the personality profile may give rise to authentic and consistent behaviour in the role of manager. At the same time this can indicate a certain resistance to development of management skills and stagnation. A dissonance, on the other hand, may indicate unauthentic and unsustainable stylisation in the role of manager, as well as the ability to develop one's management skills, regardless of personal limits. The results always need to be interpreted in the context of familiarity with the corporate environment in question, the sought-after management style and additional information about the interviewee (in particular employment history, track record of management courses and the requirements for the position).

AREAS IN WHICH RAPID DEVELOPMENT CAN BE EXPECTED, GIVEN THE PERSONALITY PROFILE.

These areas are those where the requirements for the position determine the given management style much more than what is the actual preference of this style.

- emphasis on quality and accuracy, consistent control, giving immediate feedback, specific and detailed description of tasks and procedures
- prioritisation, supporting independence, strategic thinking, accurate assessment of risk, emphasis on loyalty
- taking care of the team, emphasis on good atmosphere and relationships, taking interest in the views of team members

AREAS IN WHICH FURTHER DEVELOPMENT MAY BE LESS EFFECTIVE, GIVEN THE PERSONALITY PROFILE.

These areas are those where the management style is much more preferred than the stipulated requirements for the position.

- clear formulation of tasks, work organisation, orientation on procedures and structures, using positive feedback and motivation
- taking decisions fast, authority, focus on performance, clarity

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