The belief that leaders are instrumental in the creation of effective teams is deeply rooted in society and in the social sciences. Today’s conceptions of leadership are not very different from early views, which described leaders as individuals who possessed special inborn characteristics that propelled them into leadership roles. Now, although most social scientists reject the notion of inborn traits, many still see leadership as residing in the individual, because it is assumed that individuals can learn how to be effective leaders by acquiring certain knowledge and skills. Hundreds of thousands of managers and executives have attended leadership training programs over the years in quests to learn to be effective leaders.

Leaders are thought to facilitate the development of shared understanding and interpretations of reality among group members. They articulate things that have not been explicitly stated before that can provide new visions for the group. Inherent in this position is the assumption that the leadership role is vital to the creation and maintenance of an effective team. This assumption has led some researchers to study the cognitive capacities of leaders in order to determine how effective leaders think about their role. Again, the goal of such studies is to discover effective leadership styles that could then be taught to other leaders or potential leaders.
The old notion of the charismatic leader is experiencing a comeback. In this view, the leader is seen as the one who instills new thinking in followers and redirects group activities. These views of leadership support the assumption that leaders are central to the creation and redirection of group culture. In fact, leaders are perceived as having so much power that, should they act in selfish or unethical ways, great damage can be done to the group and its members. Leaders are clearly perceived as capable of making a significant difference in groups.

For the average person in a leadership role in the workplace, these views of leaders as crucial to group success can be overwhelming. It’s all up to you when you’re the leader. If the group fails, it’s your fault. The stress of this enormous personal responsibility can have negative effects on potential or actual leaders. Potential leaders may choose not to become leaders, and actual leaders may suffer emotional or physical stress as a result of this sense of tremendous responsibility.

There are some social scientists who disagree with the prevailing, relatively one-sided view of the leader as central to team effectiveness and success. Some speak to the interdependence of leaders, followers, and the dynamic forces in which a group is operating. In this view, all group members share the responsibility for the creation of an effective team. Multiple discussions among all members eventually result in shared assumptions about goals and the methods to accomplish those goals. Leaders are part of this process but are not necessarily a primary part. Group success or failure is the result of many mutual influences.

Group development theories also suggest that a group’s culture and structure are the products of processes inherent in groups. This view of the creation of effective teams is not as leadercentric. The creation of group culture is seen as the result of inherent forces. The content of culture in different groups is not uniform as a consequence. Rather, the particulars of a culture result from the resolution of differences and disagreements that emerge in that group. The process, however, is the same from group to group, and all members are involved in the creation of a group’s unique culture and structure.

While minority opinions such as those just reviewed do exist, the majority view of leaders as key to group success dominates our thinking. In this chapter, I will try to reduce that domination a bit and reduce the overwhelming feeling of responsibility associated with leadership in today’s work environment. I will present guidelines for leaders about what they can do to help their groups become effective and
productive teams. As has been the case throughout this book, the guidelines are based on research. Inherent in these guidelines is an assumption of mine, which is that leaders alone cannot be held responsible for group success or failure. Having reviewed the leadership research, I am convinced that the view of groups as interdependent systems is the more accurate one. I have already alluded to this assumption in previous chapters. In fact, two of the preceding chapters could have not been written if I believed that leaders were ultimately responsible for group outcomes. The larger organization, external conditions, and members also influence group success or failure. While leaders can help or hinder the process, so can others.

I also want to dispel the myth that leaders must be special people with a tremendous amount of skill in order to be effective. The average person of goodwill, who is flexible and willing to learn some basic skills, can be an effective leader. Not all situations require leaders of exceptional skill. In fact, in many group situations, charismatic leaders may inhibit group progress because their dominating presence may reduce member participation and motivation to take on certain tasks necessary for group success. Groups work well when all members actively participate. If leaders remain prominent throughout group life, groups will be less likely to succeed. With these assumptions as a foundation, the following guidelines for effective leadership are presented. As you read through the chapter, think about a group that you are leading at the moment or have recently led. Ask yourself the following questions:

1. Do I follow these guidelines?
2. Can I think of examples of times when I exhibited these behaviors or attitudes?
3. Can I think of times when I should have exhibited these behaviors or attitudes but, for some reason, did not?
4. In what areas do I need to improve?
5. What do I plan to do in order to improve in those areas?

There are certain things you must keep in mind and certain things you must do if you are going to be an effective team leader. The following guidelines outline how leaders become effective.
DON’T TAKE ON EVERY LEADERSHIP ASSIGNMENT YOU ARE OFFERED

Research attempts to determine the personal characteristics of effective leaders have a long and disappointing history. The search for leadership traits did not result in many consistent findings. Despite all the effort, only a few traits have been consistently identified. Effective leaders tend to have more task-related abilities, be more social, and be more motivated to be leaders than others.

While these findings indicate that a few personal characteristics do influence leadership capabilities, it is important to note that task-related abilities will vary in different situations. The same is true of the kinds of social skills required of leaders in different situations. The same individual will not necessarily be an effective leader in every context as a result.

An effective leader of an engineering product development team, for example, might be ineffective as a leader of a group in the financial or hotel industry. This leader’s knowledge of the tasks of a group in another industry would, in all likelihood, be lacking. Although this may seem self-evident, in large organizations composed of many different businesses, people are often transferred among businesses without regard to task competence. Such transfers are based on the assumptions that effective leaders will be effective in a variety of contexts and that knowledge of a group’s task is not essential for leadership. Research suggests that this is not the case. To be effective, leaders must understand the work of a group.

The social skills required in different leadership roles also vary. An outgoing, engaging, and charming style might be required in some situations. In others, a more sedate, low-key style works best. While some people may be able to adjust their styles to meet different social demands, others may not be as successful. All leaders must adjust their styles at different times in order to facilitate group progress. However, leaders should be aware that certain personality characteristics are difficult to alter and task competence in very different areas is difficult to come by. The bottom line, then, is that it is best to be selective about the leadership roles you take on. Choose to take on a leadership role when you understand the group’s work and you believe that you will be able to meet group needs.
ADJUST YOUR LEADERSHIP STYLE TO MEET THE DEVELOPMENTAL NEEDS OF THE GROUP AT A PARTICULAR POINT IN TIME

Member perceptions of the role of the leader change at different stages of group development. In Stage 1, the group perceives the leader as benevolent and powerful. He or she is perceived as the source of member safety and reward. In Stage 2, members begin to challenge the leader’s authority and control. In order for the group to mature, such challenges are necessary. The role of the leader must be redefined if the group is to move into the more mature stages of development. When power is redistributed as groups mature, all group leaders experience some loss of influence and prominence.

Groups that successfully move through the developmental sequence do so, in part, by changing the relationship between members and the leader. The leader—once benevolent, then authoritarian in the eyes of members—emerges in later stages as a more realistic group facilitator and coordinator. Earlier mythic qualities ascribed to the leader by members are stripped away, and a human being with a job to do emerges. Leader prominence is less necessary in later stages of development because goals and roles have become clear. Members’ roles have emerged that take over certain aspects of the leader’s role. The elaborated group social structure makes leader prominence unnecessary and potentially disruptive. The leadership is still necessary for coordination; however, both leaders and members provide that coordination.

These changes in status and perceptions take their toll on the bravest of leaders. Because most people who assume a leadership role are not aware of these naturally occurring group processes, they may feel defeated as a result of attacks and challenges to their authority that occur in Stage 2. However, for the group to develop further, the leader’s role must be significantly altered.

In mature and productive teams, members assume many of the functions that leaders performed at earlier stages. For this to occur, the leader’s role must become less directive and more consultative. Leaders can help to redistribute power among members by altering their leadership style to match the needs of the group. This requires knowing what the needs of the group are at any given time and how to behave in order to facilitate movement.
In a way, leadership and parenting have a lot in common. An effective parent interacts differently with a small child than with that same child as an adolescent or a young adult. Maintaining one parenting style throughout the life of a child would be disastrous. Maintaining one style of leadership throughout the life of a group would be detrimental as well. One style will not meet group needs and will not facilitate the development of an effective and productive team. The question for leaders, then, is, “What leadership style is best at the different stages of group development?” The following guidelines suggest ways for leaders to behave when groups are in the different stages of group development.

LEADERSHIP AT STAGE 1: BE A DIRECTIVE AND CONFIDENT LEADER WITH A STAGE 1 GROUP

In a new group, members expect leaders to be directive, confident, organized, and task oriented. Group members have not had the time to organize themselves yet. That will come later. In the meantime, members want the leader to provide that structure for them. Don’t be afraid to do that. Many new leaders feel that it is best to ask members to help structure the group from the beginning. While this may seem democratic and right, it tends to make members feel insecure and slows group progress.

Come into meetings with a clear, written agenda. State the group’s goals as clearly as possible. Run meetings efficiently and assign tasks to individuals as necessary. If decisions are called for, make them. Your initial attempts to organize things will be modified later as group members become more involved. In the beginning, however, providing direction and appearing confident of group success is essential.

Work to Reduce Members’ Anxiety, Fears of Rejection, and Concerns About Safety

In the first stage of group development, member dependency, anxiety, and needs for inclusion and safety are at their height. The leader is likely to be seen as benevolent, competent, and the provider of safety to anxious group members. One of the leader’s main jobs during this time is to reduce the anxieties of group members. Leaders can reduce member anxiety by expressing confidence and providing direction. In
addition, it is important to be fair and sensitive when dealing with members. Make sure that you don’t put individuals on the spot or react negatively to anyone. Also, help members to feel included by addressing people by name and inviting members to participate. Initially, inviting participation is helpful. Insisting on participation or singling out nonparticipators, however, is not helpful.

**Provide Positive Feedback**

In the beginning of a group, positive feedback from the leader increases cohesion. Using your leadership position to reward rather than punish members, then, will facilitate group development. There are many ways to accomplish this. Thanking people for their attendance, input, and ideas are just some of the ways to provide positive feedback.

**Facilitate Open Discussion of Goals, Values, and Tasks**

In the first stage of group development, leaders play an important role in facilitating group growth. This is so because leaders have the most clearly defined role during this period. Since development is progressive, the task of a leader at Stage 1 is to facilitate movement to the next developmental phase. That is, the leader’s task is to act in ways that will precipitate open discussion of values, goals, tasks, and leadership so that differences of opinion regarding these elements of group life can surface. This will move the group in the direction of Stage 2. Since people are hesitant to express different opinions at Stage 1, it is sometimes useful to ask people to express their views anonymously. This can be accomplished by asking people to write down their views on a specific issue. Next, those views can be summarized and shared with all members. This makes open discussion of divergent opinions much easier because no individual has to claim responsibility for expressing a difference of opinion or for being the first to disagree with a particular view.

**Help Members Feel Competent by Providing Supervision, Training, and Education in Task- and Process-Related Activities**

It is important for members to feel competent in relation to group goals and tasks. In some groups, members enter the group with
considerable skill. However, skill levels may not be the same for all group members. It is helpful to review the skills necessary to accomplish the group’s tasks with all members in order to ensure that everyone is on the same page.

Training in group participation skills is as important as training in task-related skills. Typically, group leaders have received much more training about groups than members have received. As was stated earlier, hundreds of thousands of people have attended leadership training. I know of very few membership training seminars, except those that I conduct myself. The assumption seems to be that if leaders understand how groups operate, they will be able to make those groups and their members behave effectively. This is not the case. Members are vital to group success and require the same knowledge and skill about group participation that leaders require.

If certain necessary skills in either the task or group participation area is lacking, then training, education, supervision, or a combination of these may be required to ensure group success. Again, members are unlikely to ask for these things at this early stage of development. Therefore, it is incumbent on leaders to determine what members’ skill levels are and which skills might need strengthening. Anonymous surveys or private interviews with group members may be helpful in this regard. Use the Effective Member Checklist in Chapter 5 to determine what group members need to learn. It would be helpful to ask members to read this book. They will learn not only about their role as members but also about your role as leader. That will make a big, and positive, difference.

Set High Performance Standards and Provide Guidance as Needed

Research tells us that groups with high performance standards tend to be more successful. Setting those standards from the beginning is very important. During discussions about goals, then, it is helpful not only to describe the product that the group is expected to generate but also to discuss expectations regarding the quality of that product. It is also helpful to review standards for group participation. Use the Effective Member Checklist in Chapter 5 and the Effective Leader Checklist in this chapter as ways of setting performance standards for member and leader participation.
Manage the External Environment for the Group

One of the important functions leaders must perform during the early stages of group development is managing the group’s interaction with the rest of the organization. Later on, members will take over some aspects of this function. Initially, however, it falls to the leader to negotiate with other groups and individuals for needed resources, buffer the group from excessive external demands, and report on group progress as a way of ensuring that the group is regarded positively by the rest of the organization.

LEADERSHIP AT STAGE 2: WHEN MEMBERS BEGIN TO DEMAND MORE PARTICIPATION IN RUNNING THE GROUP, SLOWLY BEGIN TO EMPOWER THEM TO HAVE IT

In the first stage of group development, leaders have considerable influence. Members tend to be dependent on the leader for direction and safety. Leaders have a good deal of influence with regard to initial definition of goals and preliminary decisions about the type of group structure being established. Group members expect the leader to provide direction, safety, order, and group goals and structures. Attempts to engage members in these activities at Stage 1 would be futile.

During Stage 2, however, member expectations and reactions to the leader change quite a bit. As members become more comfortable in the group, they begin to resent what they now perceive to be undue influence on the part of the leader. The leader’s competence may be challenged. Some members may feel manipulated by the leader. The safety and competence that members perceived the leader as providing is questioned. Suspicion of, and challenges to, the leader’s authority often begin to take place.

Not all members become disenchanted with the leader. Some remain loyal. The group may split into two factions over this issue. One faction is supportive of the leader and the other is not. These two factions often fight about their expectations of the leader and his or her performance with regard to those expectations. Some of this conflict may be due to actual leader behavior in the group. Much of the conflict, however, is about things that go beyond the role of the leader. In essence, the conflict with and about the leader is a way for the group to discuss who can have input into decisions. Roles and decision-making,
power, status, and communications structures are being clarified in this process. Efforts to redistribute power begin to occur as well. These are all necessary for group progress.

During the first stage of group development, the role of leader is the most differentiated and important role. Other roles are just being assigned. The leader role is necessary to the establishment of some sense of safety and order. In effect, the role of leader and members’ reactions to that role are the impetus for the emergence of other roles and structures in the group. The prominence of the leader at Stage 1 and member dependence on the leader allow for initial structures to form. Once these are in place, the group can begin to define its structure even further. A major way that the group does this is by redefining the leader’s role and reducing, to some extent, the power associated with that role. This redistribution of power clears the way for other structures and roles to emerge.

So far, this seems like a reasonable and natural transition. However, leaders have used their power during Stage 1. The acquisition of power tends to make individuals want more power, not less. Thus, the redistribution of power necessary for further group development is not an easy process. When leaders are met with resistance, their efforts to exert power and influence tend to increase, not decrease.

Three types of power have been described in the literature. There is power over, which is associated with dominance. Power from is the ability to resist unwanted influence and demands. Power to, or empowerment, is the ability to act more freely through power sharing. The strategies of power over and power from tend to have negative effects on group relationships and goal achievement. Such leadership tactics often push others to attempt to take power from the leader, and conflict is the inevitable result. Leaders who employ power-to, or empowering, strategies facilitate group development since no leader can perform all the functions of leadership alone. Redistribution of power is essential to facilitate group development and productivity.

Given the previous discussion, a group is not always successful in altering its perceptions, or the leader’s perceptions, of the leadership role. Also, even if the group’s perceptions change, the leader may force or coerce the group into continuing to respond as it did in Stage 1. Should the group fail to alter its perceptions, it will regress to the dependency stage of group development. Should the leader and group disagree about the leader’s role and be unable to resolve this controversy, a prolonged fight for power and control is likely to occur. The
group will then remain in Stage 2 for an extended period of time. Should that happen, the group’s cohesiveness, social structure, and productivity will be very adversely affected. Power struggles, fights, and the like will take precedence over goal achievement, efficiency, and productivity.

Effective leaders expect challenges to their authority and expect member demands for more participation in running the group. These leaders see those challenges and demands as a positive sign of group progress and not as threats to their authority. They respond to these challenges by slowly beginning to empower group members to participate more equally in group management functions. Effective leaders do this slowly, since it will take members some time to work out conflicts and roles with regard to group management. Giving up the reins all at once could be disruptive. A slower redistribution of power will be most effective.

Don’t Take Attacks and Challenges Personally

One of the reasons why groups fail to resolve the tension and conflict inherent in this stage of group development is that leaders and members tend to personalize the experience. That is, when others challenge an individual member’s views, the individual has a natural tendency to feel hurt and personally attacked. Leaders who are attacked or discounted by members also tend to perceive these as personal affronts. As a result, individuals may become quite defensive or combative. This escalation of tension to unmanageable levels may significantly reduce the group’s chances of resolving conflict and creating a unified group culture and structure.

BOX 6.1 Revenge and Retaliation

A college had four deans in as many years. I thought of the faculty as the “dean slayers.” The new dean wanted me to help him create a good working relationship with the faculty. For a while, things went pretty well. The faculty had challenged his authority and questioned his competence, but he did not take the bait. Finally, a faculty member wrote to the president of the university complaining about the dean. The dean retaliated and full-scale war broke out. He is no longer dean.
Adopting a group perspective can be very helpful to members and leaders, especially at this stage. If the events of Stage 2 are viewed from this perspective, they are understood very differently. Rather than feel personally attacked, a leader, with a group perspective, could view the attack as a sign that the group is ready to define its structure further. The leader would view his role at this stage as a focus or catalyst for continued development. He or she would not feel threatened by the loss of some power or influence. Rather, the leader might come to view this redistribution of power, roles, and tasks as essential to group productivity and goal achievement.

In like fashion, a member whose views are challenged by others could see the challenges as necessary to the establishment of shared goals and an integrated group culture and social structure. Instead of reacting defensively, the member might focus on clarifying his or her views and the views of others in an attempt to gain consensus. A group perspective makes it possible for individuals to view conflict as normal and necessary at this stage of group development.

In real situations, I have on numerous occasions seen the positive effects of adopting a group perspective. If a group that is stuck in the conflict stage can adopt a group perspective, it may be able to free itself and move to higher developmental stages. The first step, then, is learning about group development and dynamics. Simply knowing about these phenomena, however, is not enough. Leaders and members must be able to give up blaming each other in order to begin to resolve the conflicts. This is not easy. Even though we know intellectually that conflict, attacks, and disagreements are normal and necessary parts of group development, on an emotional level we may feel hurt or angry. Our emotions may overwhelm us and lead us to seek revenge or vindication rather than reconciliation and consensus. In many cases, group members and leaders would rather get even than succeed.

Act in Ways That Facilitate Open Discussion and Resolution of Conflicts Regarding Values, Goals, and Leadership

Conflict resolution increases group cohesion and trust, which makes it possible for the group to focus on strategies to achieve shared goals. In short, it moves the group in the direction of the third stage of group development. Some strategies to manage conflict were discussed in the previous chapter. They are briefly outlined again here because both members and leaders have responsibility for discussion and resolution of conflicts.
Leaders and members of successful teams communicate their views clearly and explicitly. They avoid generalizations and are specific in their communication. They talk about trust and cooperation during the discussion. Leaders and members also initially respond cooperatively to others who are behaving competitively. If others continue to respond competitively, successful group leaders and members demonstrate their willingness to compete by arguing their position.

Negotiation is an important conflict resolution strategy. Seeking a mutually agreeable solution has been found to increase communication and cooperation. It also tends to reduce the conflict by breaking down the problem into specific issues that can be dealt with one at a time.

When the intensity and depth of the conflict is too great to be solved by the group members themselves, seeking the aid of a third party can help resolve the conflict. Third-party interventions should be sought only if all parties want the help and if the intensity of the conflict is high. This last-resort strategy requires willingness on the part of the group and considerable skill on the part of the third party.

LEADERSHIP AT STAGE 3: INVOLVE MEMBERS IN THE LEADERSHIP FUNCTION OF THE GROUP

Involving members as participants in the leadership process is the hallmark of Stage 3 leadership. Since leaders cannot perform every task, delegation and power sharing are necessary and indicative of an effective leadership style at this stage.

Leader prominence is less necessary at later stages of development because goals and roles have become clear. Member roles have emerged that take over aspects of the leader’s role. The elaborated group structure makes leader prominence unnecessary and potentially disruptive. The leader moves into a more consultative role with the group. Leadership is still necessary for coordination; however, that coordination function is now shared among members and the leader. The following guidelines describe what effective leaders do at Stage 3.

Encourage and Support Members’ Efforts to Share in the Leadership Function of the Group

In Stage 3, members are ready to facilitate meetings or portions of meetings. By this time, they are capable of working in subgroups to
accomplish goals. Members will be giving reports about subgroup meetings and about tasks that have been accomplished between meetings. They will be involved in decision-making and conflict resolution. Members also will be involved in negotiation, scanning, buffering, and group image and profile management within the larger organization. In short, members will have assumed many of the functions performed solely by the leader at earlier stages of development.

The leader is freed up to act more as a consultant to, and supporter of, members. The tasks of leaders and members of Stage 3 groups are the same. By this time, the power differential between leaders and followers has been reduced, and participants are operating in more egalitarian ways. All participants share equal responsibility for and commitment to the group. Their shared task is to consolidate gains in trust and cohesion and to organize themselves in ways that will ensure group productivity. Leaders who support, compliment, and praise members’ efforts to share in the leadership function will increase the likelihood of group success.

Encourage the Group to Make Any Necessary Changes in the Group’s Structure to Facilitate Group Productivity

One of the primary tasks of a Stage 3 group is to assess how it is functioning and to make any adjustments that will facilitate group productivity. Leaders encourage members to do this but do not do the work for the group. Instead, they provide ways for members to identify issues that may impede productivity and to determine ways to remove those impediments. They also participate, along with members, in identifying impediments to group success and in planning strategies to overcome those impediments. The checklists in previous chapters could be used as one way to approach this task.

LEADERSHIP AT STAGE 4: PARTICIPATE AS AN EXPERT MEMBER OF YOUR TEAM

Leaders of Stage 4 teams can relax a little bit. Things should be going pretty smoothly. Members have taken on responsibilities and are actively pursuing group goal achievement. Leaders continue to act as consultants, as needed. In general, however, they participate along with members in achieving objectives and team success.
Continue to Monitor Team Processes, Especially for Signs of Regression

Each time a member leaves, new tasks are added, external conditions change, or other factors shift in some significant way, team dynamics are affected. In each of these circumstances, the team will experience disruptions, and adjustments will be required to regain former levels of cohesion and productivity. Awareness and discussion of this fact of team life on the part of leaders and members is essential. Leaders and members can help maintain team effectiveness by periodically assessing the team and identifying issues that need to be addressed. In this way, a team can continually monitor its functioning and make necessary adjustments. Ways to conduct these periodic assessments are described in Chapter 10.

No team or individual sustains high levels of productivity for long periods of time. People and groups require periods of rest, relaxation, flight, “grumpiness,” and fun. Unrealistic expectations of our human capacities may be one of the biggest threats to individual and team effectiveness.

Conduct Organizational Support Review Regularly

In Chapter 2, the importance of organizational support to team success was discussed. I recommended that relevant external individuals and groups meet with the team on a regular basis to assess the adequacy of that organizational support and to plan ways to increase the level of support, if necessary. I want to encourage leaders to ensure that these reviews happen regularly throughout the life of the group. The frequency of reviews will vary from group to group, depending on the time frame allotted to the group to accomplish its work. For example, if a product development group has 18 months to accomplish its goal, I would suggest a review at the very beginning, one about 3 months later, and then reviews at longer intervals. Do what makes sense for your group.

Regardless of the Stage of Your Group, Be an Effective Group Member

Leaders also must be effective group members. Review the Effective Member Checklist in Chapter 5 to assess how well you are doing in that regard. Also, review the Effective Leader Checklist provided next to assess how well you are doing in your current leadership role.
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**Section I**

1. I avoid taking leadership assignments for which I do not have sufficient task-related knowledge.
   - [1 2 3 4]

2. I avoid taking leadership assignments for which I do not have the appropriate personal style.
   - [1 2 3 4]

3. I am motivated to act as the leader of this group.
   - [1 2 3 4]

4. I am able to adjust my leadership style to meet the developmental needs of the group at a particular point in time.
   - [1 2 3 4]

5. I treat members sensitively and fairly.
   - [1 2 3 4]

6. I give lots of positive feedback to the group and to individuals.
   - [1 2 3 4]

7. I facilitate member feelings of competence by providing supervision, training, and education in task-related skills when necessary.
   - [1 2 3 4]

8. I facilitate member feelings of competence by providing supervision, training, and education in group participation skills when necessary.
   - [1 2 3 4]

9. I set high performance standards from the beginning.
   - [1 2 3 4]

10. I review quality expectations early and often.
    - [1 2 3 4]

11. I review standards for member and leader participation as well.
    - [1 2 3 4]
12. Regardless of the group’s stage of development, I follow the guidelines for effective group membership as well as the guidelines for effective leadership.

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**Section I Score: _____**

**Section II**

13. With a Stage 1 group, I am a directive and confident leader.

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14. I come to early meetings with a clear, written agenda.

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15. At early meetings, I am able to state the group’s goals clearly.

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16. Especially in the beginning, I run meetings efficiently.

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17. Early on, I am comfortable assigning tasks to individuals as necessary.

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18. Early on, I am comfortable making decisions as needed.

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19. In early meetings, I work to reduce member anxiety, fears of rejection, and concerns about safety.

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20. I address members by name and make sure members know each other’s names from the beginning.

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</thead>
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</table>

21. I try not to put individuals on the spot, especially in early meetings.

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<tbody>
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22. I encourage participation, but I don’t demand participation.

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<tbody>
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</tbody>
</table>

**Section II Score: _____**
Section III

23. I facilitate open discussion of group goals, values, and tasks.
   1  2  3  4

24. I encourage the expression of different points of view.
   1  2  3  4

24. When members are having difficulty expressing different opinions, I use methods to elicit their opinions anonymously.
   1  2  3  4

26. When members begin to demand more participation in running the group, I slowly begin to empower them to do so.
   1  2  3  4

27. I expect challenges to my authority and see them as a sign of group progress.
   1  2  3  4

28. I try not to take attacks and challenges personally.
   1  2  3  4

29. I facilitate open discussion and resolution of conflicts that emerge.
   1  2  3  4

30. I encourage the use of effective conflict resolution strategies.
   1  2  3  4

Section III Score: _______

Section IV

31. As the group matures, I increasingly involve members in the leadership function of the group.
   1  2  3  4

32. As the group matures, I encourage and support member efforts to share in the leadership function of the group.
   1  2  3  4
<table>
<thead>
<tr>
<th>1 disagree strongly</th>
<th>2 disagree to some extent</th>
<th>3 agree to some extent</th>
<th>4 agree strongly</th>
</tr>
</thead>
</table>

33. As the group matures, I encourage the group to make any necessary changes in the group’s structure to facilitate group productivity.

1 2 3 4

34. When a team is fully functional, I act more as an expert member than as a leader.

1 2 3 4

35. When a team is fully functional, I continue to monitor team processes, especially for signs of regression.

1 2 3 4

Section IV Score: ______

Section V

36. Initially, I negotiate with other external groups and individuals for needed resources.

1 2 3 4

37. Initially, I buffer the group from excessive external demands.

1 2 3 4

38. I scan the rest of the organization to collect information that might be useful to the group.

1 2 3 4

39. I report group progress to others to insure that the rest of the organization has a positive image of the group.

1 2 3 4

40. I ask the organization to review its level of support for the team on a regular basis.

1 2 3 4

Section V Score: ______

Total Minimum Score: 40
Total Maximum Score: 160
My Score: ______
What Is Your Overall Leadership Quotient?

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Your Membership Grade</th>
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<tbody>
<tr>
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<td>A</td>
</tr>
<tr>
<td>128–143</td>
<td>B</td>
</tr>
<tr>
<td>112–127</td>
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</table>

What Are Your Section Scores?

Section I: General Leadership Attitudes and Skills

<table>
<thead>
<tr>
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<tbody>
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<td>A</td>
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<tr>
<td>42–46</td>
<td>B</td>
</tr>
<tr>
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Section II: Stage 1 Leadership

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Your Grade</th>
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<tbody>
<tr>
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<tr>
<td>32–35</td>
<td>B</td>
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<td>28–31</td>
<td>C</td>
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Section III: Stage 2 Leadership

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A</td>
</tr>
<tr>
<td>25–28</td>
<td>B</td>
</tr>
<tr>
<td>22–24</td>
<td>C</td>
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</table>
### Section IV: Stages 3 and 4 Leadership

<table>
<thead>
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<th>Total Score</th>
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<tbody>
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<td>A</td>
</tr>
<tr>
<td>16–17</td>
<td>B</td>
</tr>
<tr>
<td>14–15</td>
<td>C</td>
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</table>

### Section V: Intergroup Leadership

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Your Grade</th>
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</thead>
<tbody>
<tr>
<td>18+</td>
<td>A</td>
</tr>
<tr>
<td>16–17</td>
<td>B</td>
</tr>
<tr>
<td>14–15</td>
<td>C</td>
</tr>
</tbody>
</table>

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**EFFECTIVE LEADER CHECKLIST**

Please read the statements below. Circle the number that most accurately describes your response to the statement. Use the following key to respond to each statement.