

Přílohy

Příloha A: Leader Behavior Description Questionnaire (LBDQ) – Form XII

(The Ohio State University, 1962)

Directions:

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she (A) Always (B) Often, (C) Occasionally, (D) Seldom or (E) Never act as described by the item.
- d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

1. Acts as the spokesperson of the group	A	B	C	D	E
2. Waits patiently for the results of a decision	A	B	C	D	E
3. Makes pep talks to stimulate the group	A	B	C	D	E
4. Lets group members know what is expected of them	A	B	C	D	E
5. Allows the members complete freedom in their work	A	B	C	D	E
6. Is hesitant about taking initiative in the group	A	B	C	D	E
7. Is friendly and approachable	A	B	C	D	E
8. Encourages overtime work	A	B	C	D	E
9. Makes accurate decisions	A	B	C	D	E
10. Gets along well with the people above him/her	A	B	C	D	E
11. Publicizes the activities of the group	A	B	C	D	E
12. Becomes anxious when he/she cannot find out what is coming next	A	B	C	D	E
13. His/her arguments are convincing	A	B	C	D	E
14. Encourages the use of uniform procedures	A	B	C	D	E
15. Permits the members to use their own judgment in solving problems	A	B	C	D	E
16. Fails to take necessary actions	A	B	C	D	E
17. Does little things to make it pleasant to be a member of the group	A	B	C	D	E
18. Stresses being ahead of competing groups	A	B	C	D	E
19. Keeps the group working together as a team	A	B	C	D	E
20. Keeps the group in good standing with higher authority	A	B	C	D	E
21. Speaks as a representative of the group	A	B	C	D	E
22. Accepts defeat in stride	A	B	C	D	E
23. Argues persuasively for his/her point of view	A	B	C	D	E

- | | |
|--|-----------|
| 24. Tries out his/her ideas in the group | A B C D E |
| 25. Encourages initiative in the group members | A B C D E |
| 26. Lets others persons take away his/her leadership in the group | A B C D E |
| 27. Puts suggestions made by the group into operation | A B C D E |
| 28. Needles members for greater effort | A B C D E |
| 29. Seems able to predict what is coming next | A B C D E |
| 30. Is working hard for a promotion | A B C D E |
| 31. Speaks for the group when visitors are present | A B C D E |
| 32. Accepts delays without becoming upset | A B C D E |
| 33. Is a very persuasive talker | A B C D E |
| 34. Makes his/her attitudes clear to the group | A B C D E |
| 35. Lets the members do their work the way they think best | A B C D E |
| 36. Lets some members take advantage of him/her | A B C D E |
| 37. Treats all group members as his/her equals | A B C D E |
| 38. Keeps the work moving at a rapid pace | A B C D E |
| 39. Settles conflicts when they occur in the group | A B C D E |
| 40. His/her superiors act favorably on most of his/her suggestions | A B C D E |
| 41. Represents the group at outside meetings | A B C D E |
| 42. Become anxious when waiting for new developments | A B C D E |
| 43. Is very skillful in an argument | A B C D E |
| 44. Decides what shall be done and how it shall be done | A B C D E |
| 45. Assigns a task, then lets the members handle it | A B C D E |
| 46. Is the leader of the group in name only | A B C D E |
| 47. Gives advance notice of changes | A B C D E |
| 48. Pushes for increased production | A B C D E |
| 49. Things usually turn out as he/she predicts | A B C D E |
| 50. Enjoys the privileges of his/her position | A B C D E |
| 51. Handles complex problems efficiently | A B C D E |
| 52. Is able to tolerate postponement and uncertainty | A B C D E |
| 53. Is not a very convincing talker | A B C D E |
| 54. Assigns group members to particular tasks | A B C D E |
| 55. Turns the members loose on a job, and lets them go to it | A B C D E |
| 56. Backs down when he/she ought to stand firm | A B C D E |
| 57. Keeps to himself/herself | A B C D E |
| 58. Asks the members to work harder | A B C D E |
| 59. Is accurate in predicting the trend of events | A B C D E |
| 60. Gets his/her superiors to act for the welfare of the group members | A B C D E |
| 61. Gets swamped by details | A B C D E |
| 62. Can wait just so long, then blows up | A B C D E |
| 63. Speaks from a strong inner conviction | A B C D E |
| 64. Makes sure that his/her part in the group is understood by the group members | A B C D E |
| 65. Is reluctant to allow the members any freedom of action | A B C D E |
| 66. Lets some members have authority that he/she should keep | A B C D E |
| 67. Looks out for the personal welfare of group members | A B C D E |
| 68. Permits the members to take it easy in their work | A B C D E |
| 69. Sees to it that the work of the group is coordinated | A B C D E |

70. His/her word carries weight with superiors	A B C D E
71. Gets things all tangled up	A B C D E
72. Remains calm when uncertain about coming events	A B C D E
73. Is an inspiring talker	A B C D E
74. Schedules the work to be done	A B C D E
75. Allows the group a high degree of initiative	A B C D E
76. Takes full charge when emergencies arise	A B C D E
77. Is willing to make changes	A B C D E
78. Drives hard when there is a job to be done	A B C D E
79. Helps group members settle their differences	A B C D E
80. Gets what he/she asks for from his/her superiors	A B C D E
81. Can reduce a madhouse to system and order	A B C D E
82. Is able to delay action until the proper time occurs	A B C D E
83. Persuades others that his/her ideas are to their advantage	A B C D E
84. Maintains definite standards of performance	A B C D E
85. Trusts members to exercise good judgment	A B C D E
86. Overcomes attempts made to challenge his/her leadership	A B C D E
87. Refuses to explain his/her actions	A B C D E
88. Urges the group to beat its previous record	A B C D E
89. Anticipates problems and plans for them	A B C D E
90. Is working his/her way to the top	A B C D E
91. Gets confused when too many demands are made of him/her	A B C D E
92. Worries about the outcome of any new procedure	A B C D E
93. Can inspire enthusiasm for a project	A B C D E
94. Asks that group members follow standard rules and regulations	A B C D E
95. Permits the group to set its own pace	A B C D E
96. Is easily recognized as the leader of the group	A B C D E
97. Acts without consulting the group	A B C D E
98. Keeps the group working up to capacity	A B C D E
99. Maintains a closely knit group	A B C D E
100. Maintains cordial relations with superiors	A B C D E

Příloha B: Self Assessment of Managerial Styles (SAMS)

(Blake & Mouton, 1964, s. 1-4)

Rank the paragraphs from most to least typical as a description of your behavior; 1 is most typical, 2 is next most typical, and so on to 5 which is least typical for you. When you have finished ranking the paragraphs, there should be only one of each number from 1 to 5. There can be no ties.

___ a. I accept decisions of others. I go along with opinions, attitudes and ideas of others or avoid taking sides. When conflict arises I try to remain neutral or stay out of it. By remaining neutral I rarely get stirred up. My humor is seen by others as rather pointless.

___ b. I place high value on maintaining good relations. I prefer to accept opinions, attitudes and ideas of others rather than to push my own. I try to avoid generating conflict, but when it does appear, I try to soothe feelings and to keep people together. Because of the disturbance a temper flare produces, I strive to keep my emotions under cap. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side.

___ c. I place high value on making decisions that stick. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes. When conflict arises I try to cut it off or to win my position. When things are not going right, my temper wells up. My humor is hard hitting.

___ d. I search for workable, even though not perfect, decisions. When ideas, opinions or attitudes different from my own appear, I initiate middle ground positions. When conflict arises I try to be fair but firm and to get an equitable solution. I rarely lose my temper but I tend to be impatient when things are not moving. My humor sells myself or s position.

___ e. I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises I try to identify reasons for it and to resolve underlying causes. I rarely lose my temper, even when stirred up. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

Elements

Consider all of “1” element statements (i.e., a1, b1, c1, d1, e1) and select from them the one which best describes your behavior. Circle the one which typifies you best. Do the same for “2”. Follow the same procedure for the “3” “4” and “5” elements.

Element 1: Decision

- a1. I accept decisions of others.
- b1. I place high value on maintaining relations.
- c1. I place high value on making decisions that stick.
- d1. I search for workable, even though not perfect, decisions.
- e1. I place high value on getting sound creative decisions that result in understanding and agreement.

Element 2: Convictions

- a2. I go along with opinions, attitudes and ideas of others or avoid taking sides.
- b2. I prefer to accept opinions, attitudes, and ideas of others rather than to push my own.
- c2. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes.

- d2. When ideas, opinions or attitudes different from my own appear, I initiate middle group positions.
- e2. I listen for seek and out ideas, opinions and attitudes different from my own. I have clear conviction but respond to sound ideas by changing my mind.

Elements 3: Conflict

- a3. When conflict arises I try to remain neutral or stay out of it.
- b3. I try to avoid generating conflict, but when it does appear, I try to smooth feelings and to keep people together.
- c3. When conflict arises I try to cut it off or to win my position.
- d3. When conflict arises I try to be fair but firm and to get an equitable solution.
- e3. When conflict arises I try to identify reasons for it and to resolve underlying causes.

Element 4: Temper

- a4. By remaining neutral, I rarely get stirred up.
- b4. Because of the disturbance a temper flare produces, I strive to keep my emotions under cap.
- c4. When things are not going right, my temper wells up.
- d4. I rarely lose my temper but tend to be impatient when things are not moving.
- e4. I rarely lose my temper, even when stirred up.

Element 5: Humor

- a5. My humor is seen by others as rather pointless.
- b5. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side.
- c5. My humor is hard hitting.
- d5. My humor sells myself or a position.
- e5. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

Příloha C: Items Measuring Theory X/Y Attitudes and Assumptions – 17 items

(Kopelman, Prottas, & Davis, 2008, s. 269)

1. Most people will try to do as little work as possible.
2. For most people, work is as natural as play or recreation.
3. Most employees must be closely supervised to get them to perform up to expectations.
4. Most employees actually prefer to be told exactly what to do rather than having to figure it out for themselves.
5. Most employees do not care much about the organization's goals.
6. Most employees would prefer increased responsibility to increased job security.
7. Most people will not use their own initiative or do things that they have not been specifically assigned to do.
8. Employees generally do not have much to contribute when asked to participate in making decisions or solving problems.
9. It is just basic human nature – people just naturally dislike work.
10. Most employees will not exercise self-control and self-motivation – managers must do this for them.
11. Most employees have little ambition.
12. Most people do want responsibility.
13. Most employees prefer to have someone else set their goals and objectives.
14. Most people work to eat and pay their bills rather than because they need to solve problems and be creative.
15. Most employees prefer supervising themselves rather than close supervision.
16. Most people are lazy and don't want to work.
17. Most employees can't be trusted.

K hodnocení je využita pětistupňová Likertova škála od “naprosto souhlasím” po “naprosto nesouhlasím”.

Příloha D: Items Measuring Theory X/Y Attitudes and Assumptions – 4 items

(Kopelman, Prottas, & Davis, 2008, s. 263)

1. Most employees can't be trusted.
2. Most employees will not exercise self-control and self-motivation - managers must do this for them.
3. Most people are lazy and don't want to work.
4. Most employees have little ambition.

K hodnocení je využita pětistupňová Likertova škála od “naprosto souhlasím” po “naprosto nesouhlasím”.

Příloha E: Multifactor Leadership Questionnaire (MLQ)

(Bass, 1985, s. 210-212)

1. Makes me feel good to be around him/her
2. Is satisfied when I meet the agreed-upon standards for good work
3. Makes me feel we can reach our goals without him/her if we have to
4. I earn credit with him/her for doing my job well
5. Assures me I can get what I personally want in exchange for my efforts
6. Finds out what I want and tries to help me get it
7. You can count on him/her to express his/her appreciation when you do a good job
8. Commands respect from everyone
9. Gives personal attention to members who seem neglected
10. Is a model for me to follow
11. In my mind, he/she is a symbol of success and accomplishment
12. Has provided me with new ways of looking at things which used to be a puzzle for me
13. Talks a lot about special commendations and promotions for good work
14. I am ready to trust his capacity and judgment to overcome any obstacle
15. Is content to let me continue doing my job in the same way as always
16. Is an inspiration to us
17. Makes me proud to be associated with him/her
18. Has a special gift for seeing what is really important for me to consider
19. His/her ideas have forced me to rethink some of my own ideas which I had never questioned before
20. Enables me to think about old problems in new ways
21. Increases my optimism for the future
22. Inspires loyalty to the organization
23. I have complete faith in him/her
24. Excites us with his/her visions of what we may be able to accomplish if we work together
25. Treats each subordinate individually
26. I decide what I want; he/she shows me how to get it
27. Encourages me to express my ideas and opinions
28. Whenever I feel it necessary, I can negotiate with him/her about what I can get for what I accomplish
29. Asks no more of me than what is absolutely essential to get the work done
30. Only tells me what I have to know to do my job
31. Encourages understanding of points of view of other members
32. As long as things are going all right, he/she does not try to change anything
33. Gives me a sense of overall purpose

34. Tells me what I should do if I want to be rewarded for my efforts
35. Gives me what I want in exchange for showing my support for him/her
36. Has a sense of mission which he/she transmits to me
37. Makes everyone around him/her enthusiastic about assignments
38. As long as the old ways work, he/she is satisfied with my performance
39. It is all right if I take initiatives, but he/she does not encourage me to do so
40. There is close agreement between what I am expected to put into the group effort and what I can get out of it

Hodnocení probíhá na pětistupňové škále: 0 (vůbec ne), 1 (občas), 2 (někdy), 3 (poměrně často), 4 (často).

Příloha F: LMX-7

(Graen & Uhl-Bien, 1995, s. 237)

1. Do you know where you stand with your leader . . . do you usually know how satisfied your leader is with what you do? (Does your member usually know)
Rarely – Occasionally - Sometimes - Fairly - Often - Very Often
2. How well does your leader understand your job problems and needs? (How well do you understand)
Not a Bit - A Little - A Fair Amount - Quite a Bit - A Great Deal
3. How well does your leader recognize your potential? (How well do you recognize)
Not at All - A Little - Moderately - Mostly - Fully
4. Regardless of how much formal authority he/she has built into his/ her position, what are the chances that your leader would use his/ her power to help you solve problems in your work? (What are the chances that you would)
None - Small - Moderate - High - Very High
5. Again, regardless of the amount of formal authority your leader has, what are the chances that he/ she would “bail you out,” at his/ her expense? (What are the chances that you would)
None - Small - Moderate - High - Very High
6. I have enough confidence in my leader that I would defend and justify his/ her decision if he/she were not present to do so? (Your member would)
Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree
7. How would you characterize your working relationship with your leader? (Your member)
Extremely Ineffective - Worse Than Average - Average - Better Than Average - Extremely Effective

Příloha G: LPC škála

(Fielder & Chemers, 1984, podle Northouse, 2010, s. 122)

1. Pleasant	8 7 6 5 4 3 2 1	Unpleasant
2. Friendly	8 7 6 5 4 3 2 1	Unfriendly
3. Rejecting	1 2 3 4 5 6 7 8	Accepting
4. Tense	1 2 3 4 5 6 7 8	Relaxed
5. Distant	1 2 3 4 5 6 7 8	Close
6. Cold	1 2 3 4 5 6 7 8	Warm
7. Supportive	8 7 6 5 4 3 2 1	Hostile
8. Boring	1 2 3 4 5 6 7 8	Interesting
9. Quarrelsome	1 2 3 4 5 6 7 8	Harmonious
10. Gloomy	1 2 3 4 5 6 7 8	Cheerful
11. Open	8 7 6 5 4 3 2 1	Closed
12. Backbiting	1 2 3 4 5 6 7 8	Loyal
13. Untrustworthy	1 2 3 4 5 6 7 8	Trustworthy
14. Considerate	8 7 6 5 4 3 2 1	Inconsiderate
15. Nasty	1 2 3 4 5 6 7 8	Nice
16. Agreeable	8 7 6 5 4 3 2 1	Disagreeable
17. Insincere	1 2 3 4 5 6 7 8	Sincere
18. Kind	8 7 6 5 4 3 2 1	Unkind

Výsledné LPC skóre je součet zakroužkovaných čísel.

Výsledek menší než 57 = nízký LPC skór.

Výsledek mezi 58 a 63 = střední LPC skór.

Výsledek nad 64 = vysoký LPC skór.

Příloha H: Path-Goal Leadership Questionnaire

(Indvik, 1985, podle Northouse, 2010, s. 143-144)

1. I let subordinates know what is expected of them	1	2	3	4	5	6	7
2. I maintain a friendly working relationship with subordinates	1	2	3	4	5	6	7
3. I consult with subordinates when facing a problem	1	2	3	4	5	6	7
4. I listen receptively to subordinates' ideas and suggestions	1	2	3	4	5	6	7
5. I inform subordinates about what needs to be done and how it needs to be done	1	2	3	4	5	6	7
6. I let subordinates know that I expect them to perform at their highest level	1	2	3	4	5	6	7
7. I act without consulting my subordinates	1	2	3	4	5	6	7
8. I do little things to make it pleasant to be a member of the group	1	2	3	4	5	6	7
9. I ask subordinates to follow standard rules and regulations	1	2	3	4	5	6	7
10. I set goals for subordinates' performance that are quite challenging	1	2	3	4	5	6	7
11. I ask for suggestions from subordinates concerning how to carry out assignments	1	2	3	4	5	6	7
12. I encourage continual improvement in subordinates' performance	1	2	3	4	5	6	7
13. I explain the level of performance that is expected of subordinates	1	2	3	4	5	6	7
14. I help subordinates overcome problems that stop them from carrying out their tasks	1	2	3	4	5	6	7
15. I show that I have doubts about subordinates' ability to meet most objectives	1	2	3	4	5	6	7
16. I ask subordinates for suggestions on what assignments should be made	1	2	3	4	5	6	7
17. I give vague explanations of what is expected of subordinates on the job	1	2	3	4	5	6	7
18. I consistently set challenging goals for subordinates to attain	1	2	3	4	5	6	7
19. I behave in a manner that is thoughtful of subordinates' personal needs	1	2	3	4	5	6	7

Hodnocení: 1= nikdy, 2=téměř nikdy, 3=zřídka, 4=průběžně, 5=často, 6=většinou, 7=vždy

Postup k vyhodnocení dotazníku

1. Obráťte skóre u položek 7, 11, 16 a 18.
2. Direktivní styl: součet hodnocení u položek 1, 5, 9, 14 a 18.
3. Podporující styl: součet hodnocení u položek 2, 8, 11, 15 a 20.
4. Participativní styl: součet hodnocení u položek 3, 4, 7, 12 a 17.
5. Na úspěch orientovaný styl: součet hodnocení u položek 6, 10, 13, 16 a 19.

Interpretace

Styl	Nízké skóre	Střední skóre	Vysoké skóre
Direktivní styl	< 18	23	28
Podporující styl	< 23	28	33
Participativní styl	< 16	21	26
Na úspěch orientovaný styl	< 14	19	24

Příloha CH: Substitutes for Leadership Scale

(Kerr & Jermier, 1978, s. 382-384)

(1) Ability, experience, training, and knowledge

- Because of my ability, experience, training or job knowledge, I have the competence to act independently of my immediate superior in performing my day-to-day duties.
- Because of my ability, experience, training or job knowledge, I have the competence to act independently of my immediate superior in performing unusual and unexpected job duties.
- Due to my lack of experience and training, I must depend upon my immediate superior to provide me with necessary data, information, and advice. (R)

(2) Professional orientation

- For feedback about how well I am performing I rely on people in my occupational specialty, whether or not they are members of my work unit or organization.
- I receive very useful information and guidance from people who share my occupational specialty, but who are not members of my employing organization.
- My job satisfaction depends to a considerable extent on people in my occupational specialty who are not members of my employing organization.

(3) Indifference toward organizational rewards

- I cannot get very enthused about the rewards offered in this organization, or about the opportunities available.
- This organization offers attractive payoffs to people it values. (R)
- In general, most of the things I seek and value in this world cannot be obtained from my job or my employing organization.

(4) Unambiguous, routine, and methodologically invariant tasks

- Because of the nature of the tasks I perform, on my job there is little doubt about the best way to get the work done.
- Because of the nature of the work I do, I am often required to perform nonroutine tasks.(R)
- Because of the nature of my work, at the beginning of each work day I can predict with near certainty exactly what activities I will be performing that day.
- There is really only one correct way to perform most of my tasks.
- My job duties are so simple that almost anyone could perform them after a little bit of instruction and practice.
- It is so hard to figure out the correct approach to most of my work problems that secondguessers would have a field day. (R)

(5) Task-provided feedback concerning accomplishment

- After I've done something on my job I can tell right away from the results I get whether I've done it correctly.
- My job is the kind where you can make a mistake or an error and not be able to see that you've made it. (R)
- Because of the nature of the tasks I perform, it is easy for me to see when I've done something exceptionally well.

(6) Intrinsically satisfying tasks

- I get a great deal of personal satisfaction from the work I do.
- It is hard to imagine that anyone could enjoy performing the tasks that I perform on my job, (R)
- My job satisfaction depends to a considerable extent on the nature of the actual tasks I perform on the job.

(7) Organizational formalization

- Clear, written goals and objectives exist for my job.
- My job responsibilities are clearly specified in writing.
- In this organization, performance appraisals are based on written standards.
- Written schedules, programs and work specifications are available to guide me on my job.
- My duties, authority, and accountability are documented in policies, procedures, and job descriptions.
- Written rules and guidelines exist to direct work efforts.
- Written documents (such as budgets, schedules, and plans) are used as an essential part of my job.
- There are contradictions and inconsistencies among the written statements of goals and objectives. (R)
- There are contradictions and inconsistencies among the written guidelines and groundrules. (R)

(8) Organizational inflexibility

- In this organization the written rules are treated as a bible, and are never violated.
- People in this organization consider the rulebooks and policy manuals as general guidelines, not as rigid and unbending. (R)
- In this organization anytime there is a policy in writing that fits some situation, everybody has to follow that policy very strictly.

(9) Advisory, and staff functions

- For feedback about how well I am performing, I rely on staff personnel inside the organization, based outside my work unit or department.
- In my job I must depend on staff personnel located outside of my work unit or department to provide me with data, reports, and informal advice necessary for my job performance.
- I receive very useful information and guidance from staff personnel who are based outside my work unit or department.

(10) Closely-knit, cohesive, interdependent work groups

- For feedback about how well I am performing I rely on members of my work group other than my superior.
- The quantity of work I turn out depends largely on the performance of members of my work group other than my superior,
- The quality of work I turn out depends largely on the performance of members of my work group other than my superior.
- I receive very useful information and advice from members of my work group other than my superior.
- I am dependent on members of my work group other than my superior for important organizational rewards,

___ My job satisfaction depends to a considerable extent on members of my work group other than my superior.

(11) Organizational rewards not within the leader's control

___ On my job I must depend on my immediate superior to provide the necessary financial resources (such as budget and expense money). (R)

___ On my job I must depend on my immediate superior to provide the necessary nonfinancial resources (such as file space and equipment). (R)

___ My chances for a promotion depend on my immediate superior's recommendation. (R)

___ My chances for a pay raise depend on my immediate superior's recommendation. (R)

___ My immediate superior has little say or influence over which of his or her subordinates receives organizational rewards.

___ The only performance feedback that matters to me is that given me by my immediate superior. (R)

___ I am dependent on my immediate superior for important organizational rewards. (R)

(12) Spatial distance between superior and subordinates

___ The nature of my job is such that my immediate superior is seldom around me when I'm working.

___ On my job my most important tasks take place away from where my immediate superior is located.

___ My immediate superior and I are seldom in actual contact or direct sight of one another.

(13) Subordinate need for independence

___ I like it when the person in charge of a group I am in tells me what to do. (R)

___ When I have a problem I like to think it through myself without help from others.

___ It is important for me to be able to feel that I can run my life without depending on people older.

Možnosti reakce na každou položku jsou:

(5) Téměř vždy pravdivé nebo téměř úplně pravdivé,

(4) Obvykle pravdivé, nebo pravdivé do značné míry,

(3) Někdy pravdivé, někdy nepravdivé, nebo do jisté míry pravda,

(2) Obvykle nepravdivé, nebo nepravdivé do značné míry

(1) Téměř vždy nepravdivé nebo téměř zcela nepravdivé.

(R) označuje obrácenou položku.

Příloha I: Managerial Practices Survey (MPS)

(Kim & Yukl, 1995, s. 365)

Příklady položek:

1. This manager meets with you to set specific goals for a task or project that you are doing for him or her.
2. This manager encourages you to determine for yourself the best way to carry out an assignment or accomplish an objective.
3. This manager plans what resources are needed to carry out a task or project.
4. This manager encourages cooperation among people who depend on each other to get the work done.

Hodnocení na škále: (1) nikdy, vůbec ne, (2) zřídka, v malé míře, (3) někdy, ve střední míře, a (4) obvykle, do značné míry.

Příloha J: Leader Effectiveness and Adaptability Description (LEAD)

(Leadership Studies, Inc., 1973, 1988)

1. SITUATION

Your followers are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.

ALTERNATIVE ACTIONS

You would ..

- A. Emphasize the use of uniform procedures and the necessity for task accomplishment.
- B. Make yourself available for discussion but not push your involvement.
- C. Talk with followers and then set goals.
- D. Intentionally not intervene.

2. SITUATION

The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.

ALTERNATIVE ACTIONS

You would...

- A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.
- B. Take no definite action.
- C. Do what you can to make the group feel important and involved.
- D. Emphasize the importance of deadlines and tasks.

3. SITUATION

Members of your group are unable to solve a problem. You have normally left them alone. Group performance and interpersonal relations have been good.

ALTERNATIVE ACTIONS

You would...

- A. Work with the group and together engage in problem solving.
- B. Let the group work it out.
- C. Act quickly and firmly to correct and redirect.
- D. Encourage the group to work on the problem and be supportive of their efforts.

4. SITUATION

You are considering a change. Your followers have a fine record of accomplishment. They respect the need for change.

ALTERNATIVE ACTIONS

You would...

- A. Allow group involvement in developing the change, but not be too directive.
- B. Announce changes and then implement with close supervision.
- C. Allow the group to formulate its own direction.
- D. Incorporate group recommendations, but you direct the change.

5. SITUATION

The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have

ALTERNATIVE ACTIONS

You would...

- A. Allow the group to formulate its own direction.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine roles and responsibilities and supervise carefully.

continually needed reminding to have their tasks done on time.

6. SITUATION

You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.

7. SITUATION

You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

8. SITUATION

Group performance and interpersonal relations are good. You feel somewhat insecure about your lack of direction of the group.

9. SITUATION

Your boss has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.

10. SITUATION

Your followers, usually able to take responsibility, are not responding to your recent redefining of standards.

D. Allow group involvement in determining roles and responsibilities, but not be too directive.

ALTERNATIVE ACTIONS

You would...

- A. Do what you can to make the group feel important and involved.
- B. Emphasize the importance of deadlines and tasks.
- C. Intentionally not intervene.
- D. Get the group involved in decision making, but see that objectives are met.

ALTERNATIVE ACTIONS

You would...

- A. Define the change and supervise carefully.
- B. Participate with the group in developing the change, but allow members to organize the implementation.
- C. Be willing to make changes as recommended, but maintain control of implementation.
- D. Avoid confrontation; leave things alone.

ALTERNATIVE ACTIONS

You would...

- A. Leave the group alone.
- B. Discuss the situation with the group and then initiate necessary changes.
- C. Take steps to direct followers toward working in a welldefined manner.
- D. Be supportive in discussing the situation with the group, but not too directive.

ALTERNATIVE ACTIONS

You would...

- A. Let the group work out its problems.
- B. Incorporate group recommendations, but see that objectives are met.
- C. Redefine goals and supervise carefully.
- D. Allow group involvement in setting goals, but not push.

ALTERNATIVE ACTIONS

You would...

- A. Allow group involvement in redefining standards, but not take control.
- B. Redefine standards and supervise carefully.
- C. Avoid confrontation by not applying pressure; leave the situation alone.

D. Incorporate group recommendations, but see that new standards are met.

11. SITUATION

You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.

ALTERNATIVE ACTIONS

You would...

- A. Take steps to direct followers toward working in a welldefined manner.
- B. Involve followers in decision making and reinforce good contributions.
- C. Discuss past performance with the group and then examine the need for new practices.
- D. Continue to leave the group alone.

12. SITUATION

Recent information indicates some internal difficulties among followers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.

ALTERNATIVE ACTIONS

You would...

- A. Tryout your solution with followers and examine the need for new practices.
- B. Allow group members to work it out themselves.
- C. Act quickly and firmly to correct and redirect.
- D. Participate in problem discussion while providing support for followers.

Příloha K: Leadersip Judgement Indicator

(Rozehnalová & Havlůj, 2012, s. 37)

Cvičný příklad scénáře:

Řídíte malou firmu, ve které máte tři zaměstnance. Potřebujete pokrýt nastávající školní prázdniny, se kterými byly problémy minulý rok. Všichni tři zaměstnanci sledují jenom své vlastní zájmy a jejich volba dovolené vytvořila velkou neshodu. Tento rok Vás čekají podobné nesnáze, které Vás mohou vystavit tlaku.

Po nastudování každého scénáře budete mít k posouzení čtyři různé způsoby rozhodování.

- A) Tento rok už spory nebudete riskovat, a proto zaměstnancům přímo sdělíte, kdy mohou mít dovolenou a kdy nikoli.
- B) Řekněte zaměstnancům, že kancelář potřebuje být vždy pokrytá a pověříte je, ať si sami zvolí rozvržení dovolených.
- C) Svoláte jednání, kterého se zúčastní všichni zaměstnanci a kde se společně dohodnete na řešení, které bude přijatelné pro všechny.
- D) Zjistíte si od každého zaměstnance preferované termíny dovolené a pak se rozhodnete, jak termíny dovolených rozvrhnete.

Zadání: Ohodnoťte, které z uvedených variant byste považovali v dané situaci za zcela vhodné, spíše vhodné, spíše nevhodné a zcela nevhodné.