

ATTACHMENT #1
Value-of-Work Activity

Goals:

1. To assess personal work values
2. To gain insight into personal levels of satisfaction

Process

1. Explain that a value is anything to which a person ascribes worth, merit or usefulness.
2. Distribute a copy of the Value-of-Work Survey. Read aloud the instructions at the top.
3. Distribute a copy of the Value-of-Work Score Sheet. Read aloud instructions at top, allow a few minutes to complete individual scoring.
4. Explain that the ten values listed on the Score Sheet are just a few of the many different categories that describe desired qualities.
5. Lead a brief discussion on what some of the top scoring values were and how these might impact one's leadership style.

ATTACHMENT #2
Value-of-Work Survey

Instructions: The statements below reflect values that have various degrees of importance to people and can bring them satisfaction in their work. Read each sentence and respond to it according to your first impression. Indicate its IMPORTANCE TO YOU by ranking it according to the following key:

VERY IMPORTANT IMPORTANT	3	2	1	0
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I need work in which I....

- _____ 1. feel I have accomplished something with excellence.
- _____ 2. compete with others either by myself or on a team.
- _____ 3. use my imagination to create something new.
- _____ 4. know that the policies of my workplace are reasonable.
- _____ 5. make new friends among my work associates.
- _____ 6. can do my job in the way I want.
- _____ 7. perform tasks in my main field of interest.
- _____ 8. manage and direct the work of other people.
- _____ 9. know other people are aware that I have done a good job.
- _____ 10. have many changes of duties and assignments.
- _____ 11. know I have achieved the goals I have set for myself.
- _____ 12. must come out ahead of others in order to move forward.
- _____ 13. design new or different things, products or ideas.
- _____ 14. have a boss who is impartial and treats everyone alike.
- _____ 15. meet people I like and enjoy.
- _____ 16. have freedom to make my own decisions.
- _____ 17. am challenged by new problems to solve.
- _____ 18. have the power to make decisions that affect other people.
- _____ 19. am praised and esteemed by others.
- _____ 20. have a variety of functions within the same job.
- _____ 21. see the results of a job well done.
- _____ 22. compete with other people for honors, prizes or bonuses.
- _____ 23. bring into being a new product or way of doing something.
- _____ 24. know my supervisors and co-workers are honest and truthful.
- _____ 25. cooperate closely with fellow employees.
- _____ 26. control my own area of responsibility.
- _____ 27. become so involved that I don't notice the passing of time.
- _____ 28. am responsible for the work that other people do.
- _____ 29. am rewarded with extra pay and promotion
- _____ 30. face new problems, people and situations frequently.

ATTACHMENT #3
Value-of-Work Survey Score Sheet

Instructions: Transfer the ratings for each of the thirty survey statements to this summary score sheet. Next, add the three responses across each row to obtain a total score for each of the designated work values, which are described at the bottom of this sheet.

			TOTAL SCORE	
1. ____	11. ____	21. ____	_____	Achievement
2. ____	12. ____	22. ____	_____	Competition
3. ____	13. ____	23. ____	_____	Creativity
4. ____	14. ____	24. ____	_____	Fairness
5. ____	15. ____	25. ____	_____	Friendship
6. ____	16. ____	26. ____	_____	Independence
7. ____	17. ____	27. ____	_____	Interesting Work
8. ____	18. ____	28. ____	_____	Leadership
9. ____	19. ____	29. ____	_____	Recognition
10. ____	20. ____	30. ____	_____	Variety

	Work Value Descriptions
Achievement	Feel a sense of accomplishment in reaching a goal, attaining excellence or exercising resolve and persistence
Competition	Experience the challenge of competing for honors, awards or recognition
Creativity	Originate new ideas and new ways of doing things
Fairness	Work where people are treated fairly and honorably
Friendship	Be in work that allows me to make friends and have a social life with work associates
Independence	Do the work in my own way and structure my own time
Interesting Work	Do work that is challenging, absorbing and in a field of personal interest
Leadership	Have an opportunity to be in charge of and responsible for others
Recognition	Receive acknowledgement, attention, and approval for work
Variety	Do work that involves diverse activities and functions

ATTACHMENT #4 Leadership Styles Document

Leadership Style	Description	Example
Autocratic	This is often considered the classical approach. It is one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.	The boss visits Janice and informs her that she is to complete a fourth fiscal report. There is no explanation. The only additional information she receives is she will get an extra merit bonus.
Bureaucratic	Bureaucratic leadership is where the manager manages "by the book" Everything must be done according to procedure or policy. If it isn't covered by the book, the manager refers to the next level above him or her. This manager is really more of a police officer than a leader. He or she enforces the rules.	Janice advises the boss that the fourth fiscal report might be redundant and time and resources could be saved if the 4 th fiscal report was removed. The boss advises Janice that it is now policy that all departments complete the 4 th fiscal report and that the rules are the rules.
Democratic	The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale.	The boss informs the fiscal group that a new policy requiring a fourth fiscal report is coming down the line. He then allows for ample discussion time to determine the pros and cons of a 4 th report. He allows all involved parties to respond. After the group makes a decision, the recommendation for no 4 th fiscal report is taking to the board by the boss.
Authoritarian	Leader has the experience and information to reach a conclusion and implement it. Little to no input is required of followers. In this case, the boss holds the power to make decisions.	Janice has an idea that would help with her fiscal reports, but does not have the confidence to tell her boss. The boss determines he has the most accurate information and makes the decision without soliciting any additional input from Janice.
Coercive	Perceived ability to provide sanctions, punishment, or consequences for not performing. The individual, whom has the power to punish. An employer has the power to punish an employee for unsatisfactory performance. The essential element is the follow-through.	Janice has been late with fiscal reports 3 weeks in a row. Her boss tells her that if the next one is late that he will place her on probation. The next week comes and Janice is late, the boss then implements the consequence of probation.
Transactional	Characterized by agreements and negotiations. A "this for that" style. Can include, contingent reward behaviors, management-by-exception (active and passive).	The boss would like Janice to submit her fiscal reports 2 days early. In order to do this, he offers her a day off. If Janice submits her fiscal reports by the new deadline, she will be rewarded with time off.
Laissez Faire	Traditionally a "hands off" attitude. Allows for complete autonomy and freedom on behalf of the followers.	Janice has needed to speak with her boss for 2 weeks regarding her fiscal reports idea; however, he has been unavailable. Janice is not sure whether she should go forward or not, but the boss will not respond to her meeting request.
Transformational	Includes a higher level of motivation. Followers are supported and encouraged to work harder, do more, and are willing to. This is for the completion of a goal or objective, in many cases is seen as a higher purpose. Includes behaviors of idealized influence (attributed and behavior), intellectual stimulation, and individualized consideration. Also defined by Kouzes and Posner as the 5 Leadership Practices.	Janice has a meeting with her boss regarding her idea for the fiscal reports. As they meet, the boss reinforces to her what a great idea it is and what a large contribution it will make to the organization. Janice leaves the meeting feeling motivated and inspired to work harder; as she knows her

		contribution is important and appreciated.
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