

Path–Goal Leadership Questionnaire

Instructions: This questionnaire contains questions about different styles of path–goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often
6 = Usually 7 = Always

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|---|---------------|
| 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 say things that hurt subordinates' personal feelings. | 1 2 3 4 5 6 7 |
| 12. I ask for suggestions from subordinates concerning how to carry out assignments. | 1 2 3 4 5 6 7 |
| 13. I encourage continual improvement in subordinates' performance. | 1 2 3 4 5 6 7 |
| 14. I explain the level of performance that is expected of subordinates. | 1 2 3 4 5 6 7 |
| 15. I help subordinates overcome problems that stop them from carrying out their tasks. | 1 2 3 4 5 6 7 |
| 16. I show that I have doubts about subordinates' ability to meet most objectives. | 1 2 3 4 5 6 7 |
| 17. I ask subordinates for suggestions on what assignments should be made. | 1 2 3 4 5 6 7 |

18. I give vague explanations of what is expected of subordinates on the job. 1 2 3 4 5 6 7
19. I consistently set challenging goals for subordinates to attain. 1 2 3 4 5 6 7
20. I behave in a manner that is thoughtful of subordinates' personal needs. 1 2 3 4 5 6 7

Scoring

1. Reverse the scores for Items 7, 11, 16, and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18.
3. Supportive style: Sum of scores on Items 2, 8, 11, 15, and 20.
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17.
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19.

Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you received on the path-goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

SOURCES: Adapted from *A Path-Goal Theory Investigation of Superior Subordinate Relationships*, by J. Indvik, unpublished doctoral dissertation, University of Wisconsin-Madison, 1985; and Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982). Used by permission.