Developing PDS Student Interns with Mentor Adaptive Leadership

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ABSTRACT: The *mentor teacher* within the Professional Development School (PDS) model is in a unique role of providing leadership during the student teacher internship and supporting the development of student interns' efficacious beliefs. Data collected from student intern surveys were used to answer the following research questions. Are student intern efficacious beliefs significantly impacted during the clinical internship within PDSs? To what extent do mentor teacher *adaptive leadership* practices and behaviors have on student intern efficacious beliefs? What can we learn from mentor teachers and student interns that will foster the efficacious beliefs and adaptive leadership qualities of future PDS educators? This study found that student interns grew in their teacher efficacious beliefs within the PDS context. In addition, the study found that adaptive leadership practices of the mentor teacher supported the growth in student intern efficacious beliefs. More specifically, two of the six dimensions of adaptive leadership were particularly of importance, i.e., *getting on the balcony* and *regulating distress*. The study may assist PDS partners and Educational Preparation Providers to augment their existing programs and initiatives by seeking to enhance the mindset that developing student interns is truly an *adaptive challenge* that must be embraced by all professionals surrounding the developing teachers.

NAPDS Essentials: Essential 2 – A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community; Essential 4 – A shared commitment to innovative and reflective practice by all participants; Essential 5 – Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;

Shroyer, Yahnke, and Heller (2007) found that the professional development school (PDS) model is among the most significant education initiatives in the last 50 years. Castle, Fox, and Souder (2006) revealed PDS candidates scored significantly higher than non-PDS candidates on aspects of planning, instruction, management, and assessment. In addition, portfolio examination revealed PDS candidates showed greater ownership of their school and classroom and more sophistication in applying and integrating INTASC standards. Through further research, Castle and colleagues (2009) demonstrated across three studies that pre-service teachers who were trained in a PDS model showed (a) greater ownership in their practicum experience; (b) reflected more deeply about their teaching; (c) strongly integrated planning, instruction, and assessment; and (d) reflected and enacted change in their teaching practices. Furthermore, Latham and Vogt (2007) found that even when controlling for student background and cognitive characteristics, graduates from EPPs that use a PDS model appear to significantly facilitate graduate's entry and perseverance in the teaching profession. While there is clear evidence from the literature that the PDS model is effective in developing new teachers, the nature of the mentor teacher's leadership and role in this process is still unclear. Currently, the mentor teachers' responsibilities and requirements are idiosyn-cratic and left up to individual site coordinators, clinical practice directors, and school-university educators.

There is no doubt that the *mentor teacher*, who probably plays the most significant role in the hands-on development of the student intern (Graham, 2006), has a huge part in the success of this model. But, in reality, very little is still known about the tasks, behaviors, and attitudes of mentor teacher leadership in this process (Anderson, 2007; Siers & Gong, 2012). Anecdotally, there is a good chance that university PDS personnel are relieved when all student interns have secured a *warm body* that is willing to allow a student intern to invade their classroom world and teach their students. Just as long as the mentor teacher formally meets the stated criteria, all is well. But, is it really? Why do we, in the PDS community, leave the mentor role, as vital as it is, to individual discretion? This question has led the authors of this study to explore formal leadership theories to see if any find alignment with the PDS model.

Recently, the authors came across a formal leadership theory referred to in the leadership literature as *adaptive leadership* (Heifetz, Grashow, & Linsky, 2009). And so, the purpose of our study was to better understand the potential alignment of adaptive leadership and its components with the mentor teacher role within the PDS context. We wonder if the

basic components of this leadership theory will help in the process of advancing our conceptual understanding of the mentor's role in developing interns' efficacious beliefs. First and formally, what is adaptive leadership?

Adaptive Leadership

The framework for adaptive leadership emerged from the work of Heifetz and others (Heifetz, 1994; Heifetz & Laurie, 1997; Heifetz & Linsky, 2002; Heifetz et al., 2009). By definition, "Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive" (Heifetz et al., 2009, p. 14). The model of adaptive leadership, unlike many traditional leadership theories, is follower-centered. It is important to note that adaptive leadership is most often discussed in the context of organizational leadership. However, this is not stopping us as researchers in applying the major components of adaptive leadership in this smaller contextual relationship between the mentor teacher and their intern. Highlighted below are three key components of adaptive leadership.

The first key component of adaptive leadership is for leaders to assist followers in identifying challenges as either *technical* or *adaptive*. Technical challenges call for modes of action that deal with routine problems whereas, adaptive challenges call for modes of action that demand innovation and learning to solve (Heifetz, 1994). While some educators may conceptualize mentor teachers as simplistically instructing interns on how to teach (i.e., a technical challenge), the authors view the leadership of mentor teachers as work more closely aligned to an adaptive challenge. Heifetz and Linsky (2004) even allude to this adaptive challenge in an educational context when they state,

> For teachers to learn a new set of competencies to help them leave fewer children behind in their classrooms, they may have to endure a temporary loss of confidence as they face the gap between the demands for performance and their current practices. And developing this competence will probably require the school to make adaptive changes as well, adopting new norms of supervision, experimentation, and collaboration. (p. 35)

Heifetz et al. (2009) refer to this temporary loss of confidence as "living in the disequilibrium" (p. 28). The authors are convinced that interns would be better served by mentor teachers who understand this disequilibrium and who view their work with their interns as helping to manage this disequilibrium that can cause conflict, frustration, confusion, and even disorientation (p. 28).

The second key component of adaptive leadership relates to the iterative process associated with mentoring an intern and its alignment with Heifetz et al. (2009) conception of the relationship between an adaptive leader and a follower. They stated,

> Adaptive leadership is an iterative process involving three key activities: (1) observing events and patterns around you; (2) interpreting what you are observing (developing multiple hypotheses about what is really going on); and (3) designing interventions based on the observations and interpretations to address the adaptive challenge you have identified. (p. 32)

The authors believe that this sounds much like the work of effective mentor teachers as they guide and challenge student interns to grow as professional educators.

The third key component of adaptive leadership is understanding that it is a multi-dimensional construct containing specific leadership behaviors: (1) Getting on the balcony, (2) Identifying adaptive challenges, (3) Regulating distress, (4) Maintaining disciplined attention, (5) Giving the work back to the people, and (6) Protecting leadership voices from below. These behaviors are referenced throughout Heifetz and his colleagues (Heifetz, 1994; Heifetz & Laurie, 1997; Heifetz & Linsky, 2002; Heifetz et al., 2009) work on adaptive leadership and are pulled together by Northouse (2016) into an instrument that measures adaptive leadership. *Getting on the balcony* is one of the more prominent conceptions throughout the extant literature on adaptive leadership and is a metaphor for the leader being able to see the big picture. Heifetz and Linsky (2009) referred to this concept as "capturing the metal activity of stepping back in the midst of action and asking, 'What's really going on here?'" (p. 51). The adaptive leader who engages in this behavior is able to get a clearer picture of a situation and is less likely to mis-diagnose or mis-perceive situations, or provide misguided decisions. However, Heifetz and Linsky (2009) warn against staying on the balcony and that moving back and forth "from the balcony" in an iterative manner is much preferred (p. 53). Again, the authors view mentor teachers fulfilling this role as they work in developing their interns into educators.

The authors believe that the other five leader behaviors referenced above are intuitive when viewing the work of the mentor with the intern. The mentor assisting the intern in *identifying adaptive challenges* can be seen when the mentor assists the intern in providing perspective regarding the complex nature of effecting learning within individual students. As well, the mentor's role in helping to *regulate the distress* that interns may experience is very real. Heifetz and Linsky (2009) refer to "creating a holding environment" and discuss how important it is for a leader (the mentor) to make sure that the distress does not become debilitating (p. 102). The next dimension is *maintaining disciplined attention* and is another critical leader behavior when working alongside an intern. The mentor's role of keeping the intern focused on the tough work of developing as an educator is so important. *Giving the work back to the people* is naturally seen in the mentor – intern relationship when the mentor allows the intern teach and engage fully in the learning environment. The final leader behavior is *protecting leadership voices* from below and is one of the necessary skills relating to educators who are always on the lookout for students who may

feel marginalized and knowing how to engage and relate so that these *voices* flourish and are empowered within the learning context.

Teacher Efficacious Beliefs

To explore our idea regarding the alignment of mentor teacher adaptive leadership with the PDS framework, we needed to perform a study. To do so, we also had to choose an over-arching and desirable outcome to regress the adaptive leadership dimensions upon; We chose teacher efficacious beliefs. Our support for this dependent variable was based on the following. Klassen and Chiu (2010) revealed that educators with positive efficacious beliefs in pedagogy and classroom management lead to positive increases in student engagement within the classroom. Teacher efficacious beliefs and augmented student achievement have been found to be significantly correlated (Mojavezi & Tamiz, 2012). Positive teacher efficacious beliefs positively impacts how one will teach coupled with a positive increase in P-12 student efficacy (Ladson-Billings, 2009). Yet, the PDS context has not received a lot of research on the role of student intern efficacious beliefs during the clinical internship (Epstein & Willhite, 2015; Siers & Gong, 2012). In addition, Pfitzner-Eden (2016) found that teacher efficacious beliefs are beneficial to student interns' attitudes in staying in the teaching profession. Finally, with the knowledge that the construct of a PDS which espouses a reciprocal relationship that invests in a caring and supportive environment can enhance the efficacy of educators (Collier, 2005), our choice was set.

Context and Sample

Participants in the study included 126 student interns that were placed in eight-week internship practicums by PDS personnel in a Mid-Atlantic regional comprehensive university. These participants were located within 34 schools in the regional PDS structure. In this particular PDS network, the school districts and the university have developed a very robust and collaborative system. The PDS network defines mentor teachers as one who serves as the primary PK-12 school-based teacher educator for student interns completing clinical practice or a clinical internship (AACTE, 2018). The PDS network defines student interns as an individual who is enrolled in the professional teacher preparation program that leads to a recommendation for initial-level state licensure (AACTE, 2018). Mentor teachers are each selected by the schools' district principals. The Clinical Placement Coordinator at the university pairs the mentors and interns together after seeking advice and consultation from the PDS liaison and site coordinator. The liaison is the university point person for the PDS while the site coordinator serves as the point person at the PK-12 site. Mentor teachers and student interns are provided with professional development prior to each clinical internship experience. The Mentor/Intern Forum is a three-hour workshop that is conducted in the afternoon of the first day of the clinical internship at the selected university.

Mentors and interns are provided with opportunities to assess each other's core values, personal histories, goals, and experiences coupled with a review of the current research on clinical internships. The Forum has become an integral part of the clinical internship experience for both mentors and interns. While all of the interns were invited to participate in this study, the 126 who did so represent 82% of the student intern population that engaged in the eight-week clinical internship during the semester at the selected university.

Research Design and Methods

A quantitative correlational research design was used to test the following hypotheses:

> Hypothesis 1 – The eight-week clinical internship experience within the framework of Professional Development Schools provided student interns with significantly higher levels of teacher efficacious beliefs than prior to the beginning of the clinical internship.
>
> Hypothesis 2 – Professional Development Schools that indicate significant student intern efficacious beliefs have mentors who exhibit adaptive leadership practices.
>
> Hypothesis 3 – Professional Development Schools that indicate significant student intern efficacious beliefs have mentors who exhibit all of the individual dimensions of the six adaptive leadership practices.

Participants for this research study were student interns who self-assessed their efficacious beliefs prior to the beginning of their eight-week clinical internship and at the conclusion of their eight-week clinical internship experiences. At the beginning of the eight-week clinical internship, student interns attended an orientation meeting hosted by the researchers. At the orientation meeting, the student interns were informed of the research study along with the subsequent timelines and procedures for participation and data collection. Mentor teachers were also informed of the research by one of the researchers. Informed consent forms were distributed, explained, and collected by one of the researchers. This was to ensure that the student interns were agreeing to participate voluntarily. All survey instruments were made available to student interns in a paper and pencil format at the initial seminar meeting following the orientation session. Seminar instructors distributed the Teacher Sense of Efficacy Scale and collected the instruments in sealed envelopes. The instruments were personally delivered to one of the researchers. At the conclusion of the eight-week clinical internship experience, seminar instructors distributed and collected the Teacher Sense of Efficacy Scale and the Adaptive Leadership Questionnaire. Student Interns assessed the adaptive leadership skills and behaviors of their mentor teachers at the conclusion of the eight-week experience in paper and pencil format via the Adaptive Leadership Questionnaire. The collected instruments were sealed in envelopes and personally delivered to one of the researchers. Data were not collected from PDS partner observations.

Table 1. Pre vs Post Student Intern Efficacious Beliefs (n=126)

	M	SD	t	df	p
Pre Student Intern efficacious beliefs	76.62	12.52	5.51	125	<.000
Post Student Intern efficacious beliefs	84.32	10.36			

The survey instruments used for these assessments were the Teacher's Sense of Efficacy Scale (TSES) (Tschannen-Moran & Hoy, 2001) and the Adaptive Leadership Questionnaire developed by Northouse (2016). The TSES consisted of 12 items, which measured three subscales: (1) efficacy in student engagement, (2) efficacy in instructional strategies, and (3) efficacy in classroom management. Cronbach alphas for the three sub-scales in this study were .70, .79, and .82 respectively. The full-scale measures aggregated efficacious beliefs (Cronbach's alpha=.89). The adaptive leadership instrument assessed six practices (or dimensions) of adaptive leadership (Cronbach's alpha =.89): (1) get on the balcony, (2) identify the adaptive challenge, (3) regulate distress, (4) maintain disciplined attention, (5) give the work back to people, and (6) protect leadership voices from below.

Findings

Hypothesis 1

A paired sample t-test was utilized to analyze pre- and post-teacher efficacy levels. This analysis compared the student intern efficacious beliefs at the pre- and post- practicum experience.

Table 1 shows that on average, student interns experienced greater efficacious beliefs at the end of the eight-week internship experience (M = 84.32, SD = 10.36) than before the experience (M = 76.62, SD = 12.52). This difference of 7.70 units on the measure was statistically significant $t(125) = 5.51$, p < .001, and represented a medium effect size, Cohen's d = 0.49. Therefore, the result supported hypothesis one.

Hypothesis 2

A simple linear regression was used to regress total student intern's post-efficacious beliefs measure on adaptive leadership while controlling for the student intern's pre-efficacious beliefs measure. There were 115 valid cases that had valid scores for all three measures. Nine regression outlier cases, based on standardized z values exceeding two units were identified and

removed from the final regression analysis. The linear regression results using 106 cases are summarized in Table 2 and demonstrate that adaptive leadership is a statistically significant predictor of the student interns' post-efficacious beliefs measure when statistically equalizing the participants on the pre-efficacious beliefs measure. On average, the presence of adaptive leadership behaviors by the mentors predicted statistically significantly greater student interns' efficacious beliefs at the end of the eight-week internship experience. This finding supported hypothesis two.

Hypothesis 3

A simple linear regression was used to regress the student interns' post-efficacious beliefs measure on each of the six dimensions of adaptive leadership measures (getting on the balcony, identifying adaptive challenges, regulating distress, maintaining disciplined attention, giving the work back to the people, and protecting leadership voices from below). *Getting on the balcony* measure was the only statistically significant predictor of the post-efficacy measure. Another dimension of adaptive leadership, *regulating distress* approached significance. Tables 3 and 4 provide the results of these regression analyses. As the results demonstrate, the adaptive leadership dimension of *getting on the balcony* positively predicted student intern efficacious beliefs. Therefore, hypothesis three was supported in one dimension; nearly supported in one other dimension; and the hypothesis was not supported in reference to the remaining four dimensions.

Discussion

Gibson and Denbo (1984) noted that teachers with efficacious beliefs devote more learning time to academic tasks, provide students with more specific scaffolding, and offer frequent and specific praise than educators with low efficacious beliefs. For these reasons efficacious beliefs about their teaching pedagogy is a critical element in the trajectory of a student intern's success in his or her future classroom. The data in this study found that

Table 2. Linear Regression Analysis for Adaptive Leadership Predicting Student Intern Efficacious Beliefs Post Assessment Measure Controlling for Efficacious Beliefs Pre-Assessment (N = 106)

Variable	B	SE B	β	t	p
Pre-efficacious beliefs measure	0.10	0.07	0.14	1.43	.155
Adaptive leadership measure	0.17	0.08	0.20	2.10	.038

Table 3. Linear Regression Analysis for Adaptive Leadership "Get on the Balcony" Predicting Student Intern Efficacious Beliefs Post Assessment Measure Controlling for Efficacious Beliefs Pre-Assessment Measure (N = 119)

Variable	B	SE B	β	t	p
Pre-efficacy measure	0.03	0.07	0.03	0.38	.708
Get on the balcony measure	0.65	0.26	0.23	2.54	.012

Table 4. Linear Regression Analysis for Adaptive Leadership "Regulate Distress" Predicting Student Intern Efficacious Beliefs Post Assessment Measure Controlling for Efficacious Beliefs Pre-Assessment Measure ($N = 119$)

Variable	B	SE B	β	t	p
Pre-efficacy measure	0.03	0.07	0.04	0.45	.650
Regulate distress measure	0.57	0.29	0.18	1.95	.054

student intern aggregate efficacious beliefs and efficacious beliefs in student engagement, instructional strategies, and classroom management are positively affected by mentor teachers in Professional Development Schools.

The data in this study also provided a foundation for the sources of student intern efficacious beliefs during the internship practicum. This is critical considering the current empirical evidence on the powerful influence of teacher efficacious beliefs on teaching effectiveness (Knoblaugh & Hoy, 2008).

In addition, the findings in this study found that the adaptive leadership variables of *getting on the balcony* and *regulating distress* predicts positive student intern efficacious beliefs. Mentor teachers positively impact student intern efficacious beliefs when they are able to step back and see the complexities and interrelated dimensions of the learning process and environment. In addition, mentor teachers that provide a safe environment in which their interns can tackle difficult problems and are able to model calm and confidence in conflict situations are advantageous to the positive efficacious beliefs of student interns.

Professional Development Schools have the capacity to create unique environments that foster a dialogue between mentor teacher and student intern. This is consonant to PDS Essential 4: *A shared commitment to innovative and reflective practice by all participants*. This reflective and supportive relationship positions mentors to utilize adaptive leadership principles that fosters student intern efficacious beliefs. The two variables that revealed statistically practical importance of *getting on the balcony* and *regulating distress* are further articulated below.

Getting on the Balcony

Mentor teachers are in a position to facilitate student interns to see the *big picture* of what it means to truly be a teacher. The simple act of making time to purposefully facilitate conversations with student interns can be immensely beneficial. Mentor teachers need to highlight the real-life application of what student interns have been learning in their methods courses and can now be put into practice into the classroom. Through discussion and reflection, the mentor teacher can help support the student intern developing the pedagogical mindset of the teacher. With guidance and support the mentor can help the intern to see and understand the *why* behind what is going on in the classroom.

Regulate Distress

The experience that comes with being a mentor teacher can help a student intern learn about changes that can be made in their pedagogy, but at the same time not overwhelm them. Teaching is about being fully present in the classroom and understanding all the complex nuances within each individual classroom. Teachers not only focus on implementing the lesson plan that was created, but have to comprehend all academic, social, emotional, and classroom management needs. The reality can often be overwhelming for a master teacher let alone a student intern. Mentor teachers can guide student interns to not only put routines and procedures in place, but have crucial conversations about these actions. It is the mentor teacher scaffolding the student intern to stay the course with their plans even when things get tough and then having the mindset to make changes when needed. What is working? What is not? Does the student intern need to make a change with him or herself, or is there another approach?

Recommendations

With the support of hypothesis two that adaptive leadership did support student intern efficacious beliefs, the researchers, post study, developed a collection of strategies that utilize the principles of adaptive leadership that may help to foster the efficacious beliefs of student interns. Table 5 below highlights these strategies:

The following scenarios are limited examples of select strategies above.

- When a mentor teacher pulls an intern aside to offer a more refined perspective from their wisdom of practice, this mentor behavior is an example of *getting on the balcony*. Consequently, the mentor is also modeling this behavior for the intern to practice which develops the pedagogical teacher mindset.
- When the mentor teacher actively exhibits calming behaviors in the midst of chaotic classroom or school experiences, this powerful modeling behavior is an example of *regulating distress* and can have a profound effect upon intern growth. Consistently debriefing with the intern about how to be comfortable in an uncomfortable situation creates a holding space for safely handling subsequent challenges.
- When the mentor teacher is sensitive to a less than overt individual student need and responds appropriately, this practice can attune an intern to student issues that are below the surface. This is challenging for the intern as giving attention and potential control to the student is not the default process. An intern witnessing a mentor who is able to identify a student issue and respond appropriately is a necessary foundation for psychologically safe classrooms and in adaptive leadership language is referred to as *protecting leadership voices from below*.

Table 5.   Implications for Adaptive Leadership Strategies

Adaptive Leadership Dimensions	Strategies for Mentor Teachers Leading Student Interns
Getting on the Balcony *(being able to see the big picture)*	Support the pedagogical *teacher* mindset Facilitate conversations Understand and model the *why* of the classroom
Identify Adaptive Challenges *(diagnosing problems as technical or adaptive)*	Look for the root of the problem Be authentic Model engagement of the complexity of teaching
Regulate Distress *(helping others to emotionally manage complexity)*	Set routines and procedures Model being *present* in the classroom Have crucial conversations Be proactive, not reactive, modeling self-control
Maintain Disciplined Attention *(helping other address change and not avoid it)*	Maintain accountability Encourage sustainability Refocus and redirect when needed Stay the course even when things get tough
Give the Work Back to the People *(empowering other to decide what to do and encourage them to think for themselves)*	Reflect on the level of mentor control in the mentor student intern relationship Empower student interns Be mindful when to step in and when to step back
Protect Leadership Voices from Below *(listening to others who are at the fringe, marginalized, or absent from the group)*	Develop teacher awareness of individual student needs Model embracing and acting upon equity issues Model monitoring and engaging students on the fringe Broaden student intern awareness Foster interactions with all students

Future Research

The most substantial limitation of this study was that a correlational research design was utilized over an experimental design. Therefore, future studies should utilize pre- or quasi-experimental designs that would enhance external validity. Replicating this study with a larger population of PDS and non-PDS systems, the following comparative analysis could be performed: (1) comparative analysis based upon major variances in the clinical internship experiences (e.g., length of experience, location, education levels); (2) comparative analysis regarding P-12 outcomes, behavior, motivation, and efficacy; and (3) comparative analysis regarding the balance of classroom control between the mentor and intern. Conducting the study in a single regional PDS partnership was another limitation of this study and therefore, future research should also be broadened to encompass multiple PDS partnerships among larger and more urban P-12 school systems.

Conclusion

This study confirmed a significant positive increase in student intern efficacious beliefs when collaboratively engaging with mentor teachers who exhibit adaptive leadership behaviors. Specifically, mentor teachers who *get on the balcony* and *regulate distress* within a framework of adaptive leadership practices significantly impacted the efficacious beliefs of student interns during the clinical internship. The major takeaway from this research study was that developing student interns into professional educators who are prepared to step into their own classrooms is not just a *technical challenge*, that is, a problem with a known solution that simply needs to be applied. Rather, growing professional educators is an adaptive challenge and process that requires many PDS collaborative partners working with the student intern to understand and embrace this complexity.

There is no perfect formula or specific set of teacher characteristics, if learned, will transform a student intern into a fully prepared professional educator. Developing and growing professional educators is complex and multi-faceted. It involves more than mastering classroom tips and techniques. Mentor teachers who have the privilege of working with student interns are encouraged to explore and embrace adaptive leadership practices as they guide their student interns into the profession of teaching. SUP

Appendix

Teacher Sense of Efficacy Scale

(*1=None at All to 9=A Great Deal*)

1. How much can you do to control disruptive behavior in the classroom?
2. How much can you do to motivate students who show less interest in school work?
3. How much can you do to calm a student who is disruptive or noisy?
4. How much can you do to help your students value learning?

5. To what extent can you craft good questions for your students?
6. How much can you do to get children to follow classroom rules?
7. How much can you do to get students to believe they can do well in school work?
8. How well can you establish a classroom management system with each group of students?
9. To what extent can you use a variety of assessment strategies?
10. To what extent can you provide an alternative explanation or example when students are confused?
11. How much can you assist families in helping children do well in school?
12. How well can you implement alternative teaching strategies in your classroom?

Adaptive Leadership Questionnaire

(1=Strongly Disagree to 5=Strongly Agree)

1. When difficulties emerge in our organization, this leader is good at stepping back and assessing the dynamics of the people involved.
2. When events trigger strong emotional responses among employees, this leader uses his/her authority as a leader to resolve the problem.
3. When people feel uncertain about organizational change, they trust that this leader will help them work through the difficulties.
4. In complex situations, this leader gets people to focus on the issues they are trying to avoid.
5. When employees are struggling with a decision, this leader tells them what he/she thinks they should do.
6. During times of difficult change, this leader welcomes the thoughts of group members with low status.
7. in difficult situations, this leader sometimes loses sight of the "big picture."
8. When people are struggling with value questions, this leader reminds them to follow the organization's policies.
9. When people begin to be disturbed by unresolved conflicts, this leader encourages them to address the issues.
10. During organizational change, this leader challenges people to concentrate on the "hot" topics.
11. When employees look to this leader for answers, he/she encourages them to think for themselves.
12. Listening to group members with radical ideas is valuable to this leader.
13. When this leader disagrees with someone, he/she has difficulty listening to what the person is really saying.
14. When others are struggling with intense conflicts, this leader steps in to resolve the differences.

15. This leader has the emotional capacity to comfort others as they work through intense issues.
16. When people try to avoid controversial organizational issues, this leader brings these conflicts into the open.
17. This leader encourages his/her employees to take initiative in defining and solving problems.
18. This leader is open to people who bring up unusual ideas that seem to hinder the progress of the group.
19. In challenging situations, this leader likes to observe the parties involved and assess what's really going on.
20. This leader encourages people to discuss the "elephant in the room."
21. People recognize that this leader has confidence to tackle challenging problems.
22. This leader thinks it is reasonable to let people avoid confronting difficult issues.
23. When people look to this leader to solve problems, he/she enjoys providing solutions.
24. This leader has an open ear for people who don't seem to fit in with the rest of the group.
25. In a difficult situation, this leader will step out of the dispute to gain perspective on it.
26. This leader thrives on helping people find new ways of coping with organizational problems.
27. People see this leader as someone who holds steady in the storm.
28. In an effort to keep things moving forward, this leader lets people avoid issues that are troublesome.
29. When people are uncertain about what to do, this leader empowers them to decide for themselves.
30. To restore equilibrium in the organization, this leader tries to neutralize comments of out-group members.

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