

# WHAT WOULD YOU DO?

## *A Self-Assessment of Your Tendencies in Accountability Conversations*

**What Would You Do?** The following assessment is meant to identify your tendencies when dealing with gaps. Read each situation and answer A or B according to what you are **MOST LIKELY TO DO**. A self-scoring version of the following assessment is available at [www.vital-smarts.com/resource-center](http://www.vital-smarts.com/resource-center) under “Tools and Assessments.”

1. You have been in a new role at work and want to make sure your first appraisal goes well. You have been informally asking your manager for feedback. However, all he says is, “You’re doing well.” You:
  - a. Meet with him so that you can formally explain why the feedback is so important to you.
  - b. Offer to send him a specific questionnaire that asks him to rate your strengths and weaknesses.
2. Your direct report is a great tactical executor but not a good strategic thinker. She desperately wants a promotion for which you don’t think she is qualified. You:
  - a. Let her know that in order to get promoted in the organization, she is going to need to be more strategic.
  - b. Offer to connect her with a mentor in the organization who is a good strategic thinker.
3. The IT department still hasn’t delivered the new computer you were expecting . . . last week. You:
  - a. Call the IT department and let them know that if the computer doesn’t get to you by the end of the week, you will need to call the IT manager to let her know about your concern.
  - b. Call the IT department and ask what you can do to help them get you the computer you need.
4. A direct report delivers most projects a few days late. You describe the gap and:
  - a. Speak to him about the way this is damaging his credibility with others on the project team.
  - b. Share some tips that would help him manage his schedule more effectively.
5. You need a report from the marketing product manager in order to complete a product proposal. He hasn’t gotten it to you, despite promising that he would. You:
  - a. Let him know that if you don’t get his insights into the proposal, your manager won’t be happy with you or with him.
  - b. Ask if it would be helpful for you to send an intern from your team over to help him out by crunching the data for him.

6. Your manager is AWOL. She has been canceling meetings, missing one-on-one meetings, failing to dial in for conference calls, etc. You need her executive sponsorship on an important project. You:
- a. E-mail her your concerns that the project will fail without her engagement.
  - b. Approach her assistant and ask her to help coordinate and reschedule meetings with your manager.
7. Your teenage daughter comes home past curfew . . . for the fourth time this month. You:
- a. Explain your concerns and let her know this is a violation of trust.
  - b. Tell her that going forward you will text her thirty minutes before curfew to remind her to be home on time.
8. Your manager keeps adding new requirements to an important project but doesn't give your team more time or resources. You:
- a. Express your concerns that quality will likely suffer because of her additions.
  - b. Create and share a visual dashboard that helps clarify the trade-offs between cost, quality, and time each time a new requirement is added.
9. Your spouse isn't pulling his/her weight at home—leaving you with the bulk of the household chores while he/she does other, more enjoyable things. You:
- a. Help your spouse see that his/her negligence is making your life harder.
  - b. Ask your spouse how you could make it easier for him or her to do the chores he or she committed to do.
10. Your best friend has been going through a hard time in her personal life. You want to support her, but she is so negative that it is hard to be around her. You want to help her be more positive, so you:
- a. Give her a pep talk to help her see the positive aspects of her life.
  - b. Give her the contact information for a therapist another friend highly recommends.

## Scoring

<input type="checkbox"/> 1 (a)	<input type="checkbox"/> 1 (b)
<input type="checkbox"/> 2 (a)	<input type="checkbox"/> 2 (b)
<input type="checkbox"/> 3 (a)	<input type="checkbox"/> 3 (b)
<input type="checkbox"/> 4 (a)	<input type="checkbox"/> 4 (b)
<input type="checkbox"/> 5 (a)	<input type="checkbox"/> 5 (b)
<input type="checkbox"/> 6 (a)	<input type="checkbox"/> 6 (b)
<input type="checkbox"/> 7 (a)	<input type="checkbox"/> 7 (b)
<input type="checkbox"/> 8 (a)	<input type="checkbox"/> 8 (b)
<input type="checkbox"/> 9 (a)	<input type="checkbox"/> 9 (b)
<input type="checkbox"/> 10 (a)	<input type="checkbox"/> 10 (b)
<input type="checkbox"/> <b>MOTIVATION</b>	<input type="checkbox"/> <b>ABILITY</b>

Tally up your numbers to the right—each “a” response is a point for Motivation, and each “b” response is a point for Ability. This will show you your tendencies when addressing a gap.

Now that you have your motivation and ability scores, discuss the following:

Why is it helpful to recognize your tendencies when addressing a gap?



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